Midterm Report

**to the Accrediting Commission
for Community and Junior
Colleges Western Association of
Schools and Colleges**

Standard I
Institutional Mission and Effectiveness

Standard II
Student Learning Programs and Services

Standard III
Resources

Standard IV
Leadership and Governance

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guáhan

MIDTERM REPORT CERTIFICATION

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

From: Dr. Mary A.Y. Okada
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We certify that there was broad participation by the campus community in the development of this report and we believe the report accurately reflects the nature and substance of this institution.

Signatures:

_____   2/6/15
Deborah C. Belanger   Date
Chairperson, Board of Trustees

_____   2 6 15
Mary A.Y. Okada, Ed.D   Date
President/Chief Executive Officer

_____   2-6-15
R. Ray D. Somera, Ph.D   Date
Vice President for Academic Affairs/
Accreditation Liaison Officer

_____   2-6-15
Anthony Roberto   Date
President, Faculty Senate

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Antonia Chamberlain   Date
President, Staff Senate

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Rosanna Martinez   Date
President, Council on Postsecondary Students Association (COPSA)

Guam Community College
Midterm Report March 2015

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Statement of Report Preparation

This midterm report addresses all the visiting Team's recommendations from the March 2012 Accreditation Site Visit as well as the actionable improvements plans (formerly planning agenda items) identified in the Guam Community College (GCC) 2012 Institutional Self-Evaluation Report (ISER).

The Accreditation Standard Committees, which fall under GCC's Faculty Senate, along with the Accreditation Liaison Officer (ALO) and the office of Assessment Institutional Effectiveness and Research (AIER) staff, were extensively involved in the development of the report. In addition, many faculty, staff, and administrators contributed to the report preparation by providing meaningful input and data needed to strengthen the report.

The report development preparation began in fall 2012 soon after the accreditation team's departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (standards 1, 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process, and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Mid-Term Report Strategic Plan was created to specify action steps on the report building process - i.e., person(s) responsible for the specific action or task and the time frame the action/task must be completed. The strategic plan included due dates of report drafts, comment periods on the draft report, Board of Trustees (BOT) approval of the report, and the established date of the report submission to ACCJC.

The midterm report was finalized in the fall 2014 semester and was sent to the Board of Trustees (BOT) for feedback and comments in December 2014. The BOT members approved the midterm report at their February 6 meeting. The report was finally transmitted to ACCJC in February 2015.

Dr. Mary A.Y. Okada, President
Guam Community College

Team Recommendation 1: **In order to improve, the team recommends that the College develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness, in alignment with the assessment process that is in place for credit courses. (II.A.2)**

The College has integrated a process for systemically evaluating non-credit courses, workshops and training sessions for effectiveness in the College's assessment system. In August 2012, the Office of Continuing Education and Workforce Development (CE&WD) submitted a plan for the systematic evaluation process that was approved by the Academic Vice President. The plan was designed as part of the assessment process of the CE&WD office where data is provided and can be extracted from their spring 2013 report. On November 2013, a follow up memo[1] was sent to all departments advising that continuing education units (CEUs) or non-credit courses initiated by departments must be assessed similar to the method in which credit courses assess student learning outcomes (SLOs). The assessment and evaluation of workshops and training sessions are done through surveys and the results are reflected in the respective department's assessment report. The process of uploading survey results onto the department's assessment report aligns with the institutional assessment system.

Courses for credit that are not part of a program are also processed through the Office of Continuing Education and Workforce Development. There is a separate, but similar course guide template for these courses. [2] Approval of the LOC is not needed for non-credited courses run only through Continuing Education. A syllabus is required with specific student learning outcomes for non-credited courses. For other courses, workshops and training programs, such as those for continuing education units, CEU course guides are required and these offerings are still processed through Continuing Education, with the academic vice president providing the final review and approval. When the final versions of the CEU and noncredit curriculum documents have been approved, the course is added to the CE&WD catalog and may be scheduled. A copy of the official curriculum document is kept on file in the Academic Vice President's office. CE&WD and AIER are currently reviewing the CE&WD catalog of approved CEU and noncredit curriculum documents to determine compliance with categories, curriculum updates, and improvements required. A copy of the official CEU and noncredit course curriculum document is kept on file in the Academic Vice President's office, CE&WD, and with the respective program and/or department offering the course or training.

Evaluation of courses, workshops, and training programs are conducted when the course or program is near completion. This feedback assists the faculty and departments in making improvements for future offerings. The Office of Continuing Education and Workforce Development (CE&WD) plan for the systematic evaluation of non-credit courses, workshops, and training sessions approved in August 2012 by the Academic Vice-President[3] was incorporated as part of the assessment of the CE & WD office. Their assessment report for spring 2013 provided data on the plan.[4]

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[1] Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD
[2] CEWD Specific Course Approval Form; CEWD CEU NC Course Approval Form
[3] Office of Continuing Education and Workforce Development (CEWD) Plan for Assessment Memo (Approved)
[4] Office of Continuing Education and Workforce Development Assessment Report - Spring 2013

In October 2013, a memo was sent to all departments that the CEU or non-credit courses initiated by departments must be assessed by the initiating department through their Group D department courses assessment unit.[5] Similar to credit courses, effective spring 2014, the departments would select the Student Learning Outcomes (SLOs) to be assessed and input the results into TracDat.

As of March 2014, the monitoring of assessment of CEU and non-credit courses, trainings, workshops, and other events offered through CE&WD is incorporated into the regular operations and cycle of assessment. The assessment of noncredit courses, workshops and training sessions are done through evaluation surveys. The evidence that this process is being incorporated into the regular operations of the CE&WD is reflected in the department's assessment report. The process of uploading survey results onto the department's assessment report aligns with the institutional assessment system as a result of a concerted effort between CE&WD and the AIER Office. Evidence on this process will continue to be strengthened and increased as CE&WD works with stakeholders to establish a routine process of assessment for CEU and noncredit courses, training, workshops and other events offered through the various departments. The 14th Annual Institutional Assessment Report will contain the summary of the assessment work completed for 2013-2014.

Status: Ongoing

Team Recommendation 2: **In order to improve, the team recommends that the College develop a plan for distance education, including continuing education offered through distance education, and implement appropriate support services and procedures to deliver instruction online. (I.A.1, I.B.4, I.B.5, I.B.6, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II.B.3.a, II.C.1.c, IIIC.)**

GCC's distance education program offering began on a modest scale. Funded by a CTE grant, the College's initial form of a distance education program began in academic year 2009-2010 and was limited in its offerings. In AY09-10, a subcommittee of the Learning Outcomes Committee developed a Distance Education Policy[6] for course delivery through online or hybrid modalities. Students, faculty members, staff and administrators were given the opportunity to provide feedback to the policy in different forums. The policy was approved by the Curriculum Committee and then sent through the governance process, i.e., the Faculty Senate, College Governance Committee (CGC), and the President. The GCC Board of Trustees approved the policy in July 2010. The policy was in response to an increase in demand from faculty and students for more distance education courses, and to ensure that distance education courses contained the same rigor as traditional courses.

During the 2012 accreditation visit, the visiting Team recommended that GCC develop a plan for offering distance education programs. In light of the recommendation, GCC pursued a "ground up" approach to developing a comprehensive distance education plan that would outline the educational programs and services that would be offered via distance education. The ground up approach for developing the plan came in the form of a strategic plan with the goals and objectives that would align with both the College's mission and also align with the goals and objectives of the College's Institutional Strategic Master Plan (ISMP). In addition to developing the comprehensive plan, the College found that a Standard Operating Procedure (SOP) and needs assessment for DE must also be developed and performed in order to determine the scope and size of the design and the development of the DE programs and the action steps needed to effectively implement the goals and objectives. Considering the enormous task involved in performing the needs assessment for DE, and developing the DE strategic plan and standard operating procedures, the College decided to solicit the services of a professional consulting group to perform these tasks.

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[5] Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD

[6] BOT Policy 340-Distance Education

In the beginning of spring 2014, the Division of Finance and Administration announced that the Distance Education strategic plan development bid had been awarded to Ellucian. Shortly thereafter between February 10-14, 2014, representatives from Ellucian met with the administrators, faculty, and staff of Guam Community College to gather information and input in developing the needs assessment tool and determining the college's capability of offering distance education, and writing the strategic plan and the standard operating procedure associated with it. On March 18, 2014, Ellucian submitted two assessment reports, *GCC Market Assessment and Needs Analysis*[7] and *GCC Capabilities Assessment*[8]. GCC administrators, faculty, and staff reviewed the reports and provided feedback. A final meeting was held on May 7, 2014 regarding the Draft Strategic Plan and Standard Operating Procedures. A week after the final meeting, the reports were finalized.[9] On May 13, 2014, the *Distance Education Standard Operating Procedures* and *Strategic Plan* were finalized.[10]

Since the Distance Education Strategic Plan and Operating Procedures have been completed, the College's next step is to identify departments that are going to participate in the distance education pilot program. In light of selecting the departments, it was decided that faculty who have already conducted online courses through GCC's current distance education policy would be asked if they would be interested in participating with the pilot. The pilot project is scheduled for implementation in fall 2015. Currently, the College is identifying training as well as Moodle server sites, and securing demos for review.

Status: Ongoing

Team Recommendation 3: **In order to improve, the team recommends that the College review its resource allocation to the MIS area to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and to implement its technology plan. (I.A.1, I.B.1, II.A.1.a, II.A.1.b, II.A.1.c, I.B.3, II.C.1.b, II.C.1.c, II.A.1.c, III.C.1.a, III.C.1.b)**

Guam Community College is cognizant of the fact that a strong and efficient Management Information System (MIS) is the backbone of any institution and is the key to the success of carrying out the institution's mission. With the critical role that the MIS area plays in an organization, the College ensures that allocating funds to the MIS area are sufficient for providing training, maintenance, and software and other technological assistance support that would foster operational efficiency and student success. The work performed by MIS is crucial to the effectiveness of GCC's operational and educational mandates. Providing MIS with adequate resources will enable the College to acquire the infrastructure necessary to respond to the needs of a 21st century learning institution that prepares and equips students with the skills needed to compete in the global job market.

Resource allocation to GCC's MIS department comes in several different funding streams:[11] the general fund, which is the annual budget request for the College's operational expenses; non-appropriated funds (NAF), derived from student tuition and fees; the tourist attraction fund (TAF), in which the revenues are derived from the hotel occupancy tax and a portion of those revenues generated used to fund governmental operations; and the title III federal grant. As a result of these funding streams, GCC's MIS department was allocated $1.39 million dollars in FY2012-2013 for its operational expenses with the majority of the funding coming from three funding streams: the general fund ($574,051.64); NAF tuition and fees ($434,692.53); and the Title III NAF Special Projects ($342,000.00). The TAF funding stream ($39,373.50) made up the rest of

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[7] GCC DE Market Assessment and Needs Analysis draft
[8] GCC DE Capabilities Assessment draft
[9] GCC DE Market Assessment and Needs Analysis final, GCC DE Capabilities Assessment final
[10] GCC DE Standard Operating Procedures final, 5-year DE Strategic Plan final
[11] MIS Budget Status Report-Spring 2014

the $1.39 million funding that was allocated to MIS. These funding allocations were used for both maintenance and upgrades of the College's technology needs.[12]

The technology fees along with other funding sources continue to support and upgrade components that are detailed in the College's Technology Plan. Additionally, the technology fees and the Title III Grant have provided the funding needed for addressing many infrastructure and equipment needs, such as new and upgraded buildings fitted with new labs, networking conduits, fiber optic and copper cables, communication rooms, smart boards, multimedia projectors, audio/video systems, and power requirements such as line conditioning, generators, etc. GCC's MIS financial resources are also utilized to provide training to the MIS staff responsible for maintaining, updating, and troubleshooting GCC's technology equipment in the numerous classrooms, computer labs, and offices at the main campus in Mangilao and at the six (*6)* Guam public high schools where GCC's career and technical education programs are offered.

Status: Closed

Team Recommendation 4: **In order to improve the effectiveness of participatory governance, the team recommends that the College evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the college should create and implement a corresponding formal structure for staff input and participation. The College should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3, IV.A.5)**

The College relies heavily on the data and evidence that are available to support efforts to improve institutional effectiveness. Documenting the progress in meeting the standards set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC) is also an important piece of evidence in the College's continuing effort to improve institutional effectiveness. The College strongly believes that institutional effectiveness is achieved through the collective participation of all college stakeholders in the institution's planning and decision-making processes.

The College's participatory governance structure provides the means for broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services that improve institutional effectiveness. The dialogue through conversations, recommendations, and committee work from members within each governance body in the College's participatory governance structure demonstrates GCC's commitment to excellence, teamwork and student success. The documentation, recording and reporting of committee work is essential to preserving the integrity and spirit of participatory governance. Uploading committee work, agendas, minutes, membership, and bylaws onto the College's 'MyGCC' committee pages provides the College with the evidence needed for each committee to develop a narrative evaluation report, comprehensively evaluating existing governance policies and practices. Further, this information is maintained in a central data repository, overseen by the Office of Assessment, Institutional Effectiveness, and Research (AIER).

In an effort to comprehensively evaluate the effectiveness of the College's participatory governance, a memorandum dated October 31, 2013, written by the Academic Vice President requires all participatory governance entities to submit a report (in narrative form) evaluating the effectiveness of their particular governance unit. These reports, due at the end of each academic year, discusses the progress made in achieving committee goals and provides summaries on meeting attendance and committee accountability. The

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[12] MIS Email Communication on Funding, September 30, 2013

reports also offer recommendations for the following academic year, and an analysis of the overall effectiveness of their governance unit.[13]

The College has addressed the visiting Team's recommendation of having total representation in the College planning and decision making processes. In light of this recommendation, a formal governance structure for staff was created on May 25, 2012, called the Staff Senate. The creation of the staff governance structure now brings complete representation and voice in the College's planning and decision-making processes for all college constituents. Each participative governance entity is now represented in the College's key decision-making committees such as the College Governing Council, Resource, Planning, and Facilities Committee, and the College Technology Committee.

GCC fully supports and maintains its commitment to governance, knowing that success in serving students is contingent upon the College's ability to be responsive to everyone the institution employs and serves. Over the years, GCC's participatory governance structure has grown, matured, and continuously improved. A major milestone in the continuing effort to improve the participatory governance structure is the creation of the "Participatory Governance Structure Handbook." The handbook describes and codifies the processes in place at the college. The development of the Participatory Governance Structure Handbook represents the collaborative efforts of stakeholders throughout Guam Community College such as the Faculty Senate, Staff Senate, Council on Postsecondary Student Affairs (COPSA), Academic Vice President for Academic Affairs, and the College's Management Team. One of the handbook's paramount ideas is that "governance is a fluid process and procedures exist for committees to form, remove, or revamp committees to continually adjust to the governance-related needs of stakeholders."[14] For Spring 2015, plans are in the works to have an informational meeting with all interested stakeholders to share and discuss the participatory governance process.

Status: Closed

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[13] [AVP Memo to Faculty Senate-Year End Reports and Evidence, October 30, 2013](#)
[14] [Participatory Governance Structure Handbook](#)

Guam Community College Response to Actionable Improvement Plans from the 2012 Self Evaluation Report

Standard 1. Institutional Mission and Effectiveness

1B2   Engage all stakeholders in the College's continuous planning processes so that there is a clear understanding of roles and expectations among all constituents.

GCC is committed to engaging and involving all stakeholders in the College's continuous planning process. During a college assembly on November 22, 2013, Dr. Mary Okada discussed how GCC met the goals stated in the 2009-2014 College's Institutional Strategic Master Plan (ISMP). She also presented the 2014-2020 ISMP.[15] The 2014-2020 ISMP was adopted in January 2014. The 2014-2020 ISMP incorporated all inputs that were obtained during previous internal and external meetings and interactions with stakeholders.[16] The ISMP outlines GCC's values, goals and action plans for continuous quality in providing educational programs and services. Highlights of the 2014-2020 ISMP includes upgrading the physical campus to accommodate an increasing student population, incorporating student-centered learning models into the curriculum, optimizing the processes of resource allocation, and increasing the retention and completion rates of students.[17]

During the spring of 2013, the Vice President for Academic Affairs 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 and big picture goals. Meaningful discussions and recommendations were noted and a final feedback period was conducted in the fall of 2013. On January 10, 2014, GCC's mission statement was amended and officially adopted by the Board of Trustees, including its Chamorro translation.[18]

In spring semester 2013, a new faculty evaluation rubric was adopted by the Job Specification/Evaluation Committee[19] and was implemented in the 2013-2014 academic year. This committee is comprised of faculty and administrators. This rubric defined the updated changes in job specifications, expectations and roles for faculty members. For example, faculty's participation and completion of assessment tasks were made part of the annual faculty performance evaluation, a component in the rubric. The addition of this component is vital to GCC's mission, goals, and objectives. Faculty, who are actively engaged with the institutional assessment plans, are more likely to reflect, analyze, and improve courses, programs, and student services. The addition of this component ensures that GCC continues to provide the highest quality, student-centered education and job training in this region.

Since the institutional assessment system plays a large role in gauging institutional effectiveness, assessment training and assistance continues to be conducted by AIER to assist faculty, staff and administrators with using TracDat software in the assessment process. In addition, AIER continues to provide department or individual training sessions upon request.[20]

Another approach that the College has taken to engage all stakeholders in the continuous planning is through the participatory governance process. The College Governing Council or CGC, has representatives from all college stakeholders: faculty, staff, administrators and students. In fall 2012, the Vice President for Finance

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[15] Thanksgiving 2013 Assembly ISMP Close the Loop
[16] Fall 2013 College Assembly Meeting Notes
[17] ISMP 2014-2020
[18] GCC BOT Mission Statement Policy 100
[19] New faculty evaluation rubric announcement, February 19, 2013
[20] TracDat workshop announcement, November 19, 2013

reported on the College's building construction progress and distributed the FY 2013 CIP plan for review. Since all of the campus stakeholders had representatives at this meeting, all constituents were kept apprised of the college's continuous planning process of events and activities of the College. In spring 2013, the committee voted to approve the 2013 CIP plan. The CIP plan included renovations, replacement of air conditioning, maintenance for classrooms, and an updated security system.

Through a series of College assemblies conducted to communicate with the campus community, committee meetings attended with the various participatory governance committees, and training sessions conducted on the institutional assessment system, GCC has demonstrated that all stakeholders understand their roles and expectations in the College and are well-represented in the College's planning and decision-making processes.

Status: Closed

1B5   Assess how well the College has communicated information about institutional quality to the public through a community wide survey.

There are several ways in which the College communicates information about institutional quality to its stakeholders and the public.[21] One of the channels is the College's website, which provides access to the public as well as to students, faculty, staff, and administrators, general information about the college. The website provides access to documents and reports such as the Board of Trustees Assessment Report, the Foundation Board of Governors Assessment Report, and the College's Institutional Strategic Master Plan (ISMP).[22]

GCC website analytics recorded a 4.67% increase in the number of sessions from the period of Nov. 2013 - Dec. 2014 (600,360 sessions) vs. Nov. 2012 - Dec. 2013 (573,587 sessions), and a 2.56% increase in page views, with 1,172,273 from Nov. 2013 - Dec. 2014 as compared to 1,143,060 from Nov. 2012 – Dec. 2013.

Through GCC's partnership with the private sector, industry advisory committees or councils are in place to provide information to programs about industry needs.[23] Through the results from needs assessments and assistance from advisory committees or councils, GCC is able to incorporate workforce and employer expectations into the curriculum.[24] This continuous and ongoing process communicates institutional quality to employers in the community and is directly linked to GCC's mission statement which 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".[25]

Status: Closed

1B6   Strengthen training of faculty and staff on linking program review, institutional effectiveness and resource allocation.

GCC is committed to strengthening the training of faculty and staff on linking program review, institutional effectiveness and resource allocation.[26] GCC's investment in training is geared towards fully involving stakeholders in the provision of high-quality educational programs and services that are aligned with the

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[21] GCC Fact Book AY 2013-2014
[22] GCC Website
[23] ISMP 2014-2020
[24] Institutional Priorities for AY 2013-2014
[25] GCC BOT Mission Statement Policy 100
[26] Institutional Priorities for AY2013-2014 Professional Development

institution's mission and conducted in the most cost-effective manner. In light of this philosophy, GCC has instituted a set of professional development priorities that are divided into two sections: organizational priorities and academic priorities. GCC's organizational priorities are to diversify funding sources and implement financial stabilization strategies. These organizational priorities enable GCC to extend the workforce development through community partnerships and to improve delivery of services to students. GCC's academic priorities focus on accreditation-related matters e.g., Student Learning Outcomes (SLOs), program review, linking institutional planning to budgeting, and student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation.[27]

The understanding of linkages between program review, institutional effectiveness and resource allocation is evident through GCC's involvement of stakeholders in the financial planning and budget development process. Information related to budget and planning is presented to department heads so that input relating to planning and financial management can be made in a thoughtful manner.[28] Faculty, who are fully-engaged in their departments' assessment work, apply the results of this work in developing annual budget requests. As a result of this participatory process, GCC's budget and allocation decisions are aligned with the goals, mission, and objectives identified by the stakeholders of the campus community.

In addition to involving stakeholders in the financial planning and budget development processes, the College's participatory governance structure provides constituencies with appropriate opportunities to participate in the development of institutional plans and budgets.[29] For example, the Resource, Planning and Facilities Committee reviews the Physical Master Plan and makes recommendations on prioritizing capital improvement projects including projects that have great 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 discussing needed resources and facility issues or concerns.[30]

Status: Closed

Standard 2. Student Learning Programs and Services

2A1   Increase compliance rate of curriculum revision process to ensure courses and programs are not over five years old, hence remaining current with community and industry standards.

The institution identifies and seeks to meet and continuously update the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The College has taken several approaches to increasing the compliance rate of curriculum revision to ensure that courses and programs are not outdated. One approach of ensuring that the curriculum is not outdated is to make faculty directly responsible for its monitoring and oversight. Areas relating to the curriculum revision process are included in the 2013-2014 faculty evaluation system for department chairs[31] and instructional faculty[32]. Another approach that has been taken to ensure that curriculum is current is through conducting "Curriculum Writing Workshops." These curriculum workshops are designed to provide faculty mentoring for updating and writing curriculum. LOC also offers its members as mentors to instructors who need assistance in curriculum writing.

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[27] BOT Policy 306
[28] GCC Fiscal Year 2014 Budget Request
[29] MyGCC Announcement for feedback on ISMP- 2014-2020
[30] GCC Resources, Planning, and Facilities Committee Agenda for 09/06/12
[31] Evaluation Rubric – Department Chairs
[32] Evaluation Rubric – Instructional Faculty

For the past three years, the curriculum workshops were as follows:

1) 2013-2014
    a. 10/2013: Training for new LOC members and retraining of past members: 13 in attendance.
    b. 11/2013: No show of faculty except for LOC Chair/Chair Elect.
    c. 02/2014: 6 in attendance
2) 2012-2013:
    a. 10/2012: Training for new LOC members and retraining of past members: 12 in attendance.
3) 2011-2012:
    a. 09/2011: Training for faculty. Unable to locate record of attendance.

As an added system to increase the compliance rate of curriculum currency, the Academic Vice President monitors courses and programs to ensure that they are current with industry and national standards before they are offered or scheduled. Furthermore, the Academic Vice President may inform departments that courses and programs that are not in compliance cannot be offered or scheduled.

Status: Closed

2A2   Develop a process for the systematic evaluation of non-credit courses, workshops and training sessions, in alignment with the formalized assessment process that is already in place at the college.

See response to Team Recommendation 1.[33]

Status: Closed

2A2c   Use the online version of the IDEA rating survey for online courses, in alignment with this teaching modality's goals of providing an alternative for students to evaluate their own learning.

The Office of Assessment, Institutional Effectiveness and Research (AIER) spearheads the assessment of courses and programs, and provides a structure for ongoing systematic review of courses and programs using a two-year assessment cycle. Program assessment has been practiced consistently since 2001. In fall 2012, the Office of Assessment, Institutional Effectiveness and Research developed an online survey that mirrors the IDEA rating survey used in traditional courses. Students enrolled in the three online courses offered in fall 2012 were surveyed through an announcement and link to the course. Out of the 52 students enrolled, 12 students responded. The AIER staff transferred the responses from the online survey to the IDEA bubble sheet. These were then submitted along with the responses for traditional courses. This is the mechanism and process by which online courses will be evaluated.

In fall 2013, the Office of AIER administered surveys for both the online classes and traditional courses. The IDEA survey is being given online to distance learning students. For spring 2013, IDEA rating surveys were not administered in any course, either traditional or online due to budgetary constraints. In fall 2014, IDEA rating surveys were again administered for online courses. The Office of AIER will continue to administer surveys consistent with traditional courses.

Status: Closed

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[33] To read the full narrative response to this actionable improvement plan and Team Recommendation 1, please refer back to page 1 of this document.

2A2h   Foster dialogue among program faculty and the Learning Outcomes Committee (LOC) to provide standards for grading and awarding of credit by strengthening language in the course guide. The awarding of credit discussion should be guided by the federal definition of credit hour.

The need to standardize the awarding of grades and credits has been brought to the attention of the Learning Outcomes Committee. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The grading policies and the criteria for awarding credit for courses are clearly stated in the College Catalog. Additionally, the course guide document also defines the means of evaluation, and how credit is awarded for each course. Faculty are required to distribute syllabi to all students on the first day of class. Syllabi must define the expectations of the students for each class and the method of evaluation and standards required to achieve a certain grade. The syllabus functions as a contract between faculty and students for the semester and may be used as a critical reference in addressing and settling student grievances. Adjunct faculty members are provided model syllabi by the department chairperson to ensure consistency. The Learning Outcomes Committee placed the issue on their fall 2013 agenda and the strengthening of language for standardizing grades was discussed. As a result, the 2013 Curriculum Manual incorporated changes to better address substantive and non-substantive changes.[34] All changes now need to be routed through the Learning Outcomes Committee for review. Furthermore, the college credit hour policy can now be found in the online Catalog, ACALOG[35] and in the LOC Curriculum manual. Under the credits, grades, and examination link, a credit hour is defined as follows: At the College, each credit hour represents one hour per week in class and two hours outside of class devoted to preparation. Credit is granted in recognition of successful work in attaining Student Learning Outcomes (SLOs) in specific courses.

Status: Closed

2A3c   Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.

In 2003, service learning at the College was initiated through the creation of GCC's Center for Student Engagement, which received initial funding via the Hawaii Pacific Islands Campus Compact (HPICC) grant. Many courses, such as American Sign Language and Introduction to Philosophy, have the additional element of service learning (SL), which can serve as a stepping-stone toward civic engagement and providing the students the necessary skills for developing them into effective citizens. Some of these courses are identified in the Schedule of Classes as SL. Implementation of service learning, however, is dependent on the instructor. Different sections of the same course may have different or no service learning requirements. In addition, not all courses that use service learning are identified as such in the schedule. These courses, along with the other general education requirements, provide a platform to introduce students to ideas pertaining to cultural diversity, aesthetic appreciation, and civic, political, and social responsibilities.

The implementation of the revised and additional general education requirements and the adoption of the ILOs provide a mechanism for departments to more clearly promote what it means to be an ethical human being. Opportunities are identified through the SLO mapping process where courses address the different skills in being an ethical human being and an effective citizen. General education requirements only apply to degree programs. Thus, departments must evaluate their SLO mapping to ensure that students who are not in degree programs still have opportunities to learn about being an ethical human being and an effective citizen.

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[34] Curriculum Manual 2013
[35] Credits, Grades, and Examinations

In spring 2013, the Learning Outcomes Committee (LOC) formed the General Education Committee working group housed under LOC. According to the Chairperson at the time, it will be the task of the General Education working group to determine whether general education courses introduce, emphasize and/or reinforce all institutional learning outcomes, including civic engagement. The committee revised the Institutional Learning Outcomes (ILOs) Mapping Matrix for General Education to distinguish skills crucial to General Education courses. At the end of spring 2012, the revised ILOs and a survey were distributed. Thirty-three surveys were sent out, and thirty-two surveys were returned. The findings were that more classes *emphasize* engagement in experiences resulting in the need for and value of civic engagement (13 classes total) than *introduce* (6) or *reinforce* (7) it (ILO 5.1). Ten (10) reported that it was not applicable. Further, more courses *emphasize* the demonstration of an understanding of ethical, civic, scientific and social issues relevant to Guam, Micronesia and the world (14 courses) than *introduce* (10) or *reinforce* (6) it (ILO 5.2).

In fall 2013, the General Education Committee was re-institutionalized as a formal committee under the Faculty Senate.[36] As of May 2014, the General Education Committee is currently working on establishing their guidelines and criteria for each category of the General Education program. Once this is completed, assessment of current general education courses as well as new courses to be added to the program will begin.

The College strongly believes that service learning is an important element in providing students with the different skills of being ethical and productive human beings in the community. In light of this belief, the college has held some Service Learning Activities during the past three years collaborating with the following Community Based Organizations. See Appendix A for a list of events.

Status: Closed

2B3c   Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.

The College is continuously exploring ways to strengthen and enhance its student support services. One area in need of continuous improvement is student advisement. In fall 2012, an Academic Advisement Task Force was formed to look at how the academic advisement process can be strengthened. The task force consisted of faculty, including secondary and post secondary (counselors), traditional and non-traditional (counselors), and the TSS Dean and Associate Dean. The task force analyzed the current process and worked on the GCC Academic Advising Model, an Academic Advisor Handbook, and a flowchart for Advising Delivery. In the fall semester 2013, a draft of the advisement handbook was sent to the Department Chairs to disseminate to faculty for review. Upon receiving feedback, the task force sought the Academic Vice-President's approval via the TSS Dean on the deliverables and then developed a plan for training. As of spring 2014 the Academic Advisor Handbook has been made available to all faculty via Banner and the task force plans to hold trainings for faculty.

Status: Closed

2B3f   Evaluate the safety and security of physical records, and consider various alternative ways (including electronic means) to protect the integrity of student records at all times.

The College is cognizant of the importance of protecting the safety and security of physical records at all times, especially records that are sensitive in nature. Such sensitive records for the most part are student and employee records. The physical storage of student and employee records must be protected at all times from the elements and natural disasters such as typhoons and earthquakes in which the records can consequently be

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36 Memo on GenEd Committee-Fall 2013

destroyed if such unfortunate events do occur. Since Guam often experiences typhoons and earthquakes with devastating magnitudes, it is imperative that an alternative means of protecting sensitive records must be explored.

In assessing the safety and security of storing students' physical records, the College's Registrar reported that the College has two vaults which are fire proof. However, due to storing thousands of student records over the years, the two vaults are at capacity. Because the current vaults are at capacity, the Registrar is forced to use a container/office to hold some physical records that do not fit within the vaults.

In view of the shortage of space for securing and safely storing student records, the College is exploring alternative means to store and protect the records. One alternative that is being considered is to solicit the services from an outside vendor to digitize the records so that the storage of physical records is kept to a minimum. Another alternative is for the College to invest in purchasing a software or scanner to electronically input and store the records to serve as a backup.

GCC's management acknowledges the importance of electronic data storage of sensitive information such as student and employee records. In view of the importance backing up student and employee records electronically, the College has invested in purchasing a scanner and related equipment necessary to electronically backup the records. Moving forward to the project, a Banner Database Management System (BDMS) dedicated scanner was received in January 2014.[37] Such scanning is on a point forward basis and does not alleviate the issue of past records. GCC has a Records Management Program Policy Handbook, which was approved by the Board of Trustees' Legal Counsel in November 2000. This Policy Handbook is the official retention and disposition schedule of all official records of GCC.

Currently, the database containing student and employee records is being backed up electronically on a daily basis to a networked storage system and then to tape backup. The integrity of student and employee records is protected through secured system access by authorized personnel only. For off-site safekeeping, GCC utilizes a local bank's safety deposit box to store the backup tapes on a weekly rotational basis.

Status: Closed

2B4   Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.

The College conducts town hall meetings and open forums to gather information on the issues and concerns that affect its students and stakeholders. Once every semester, the president meets with students in an open forum to address questions and concerns. In light of the town hall meetings and open forums conducted, the following represent the responses to the issues brought forth by students.

"Investing in Guam's Future with Your President Mary Okada"
October 1 & 2, 2012 – Meeting Notes

In response to a student's request to have a quiet place to study after 7:00 p.m., a 24-hour study center was opened in August 2013. However, because of the theft of an ATM machine located near the study room, it was closed in September. It was reopened in the spring of 2014 and remains open in conjunction with the College's schedule of classes.

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[37] Dedicated Scanner for Record Archives

Students requested that more classes articulate to the University of Guam. A list of these courses is posted on GCC's website and is continually updated. It was noted that articulation acceptance is dependent upon the receiving institution. Articulation with UOG has increased over the last several years.

In response to a question regarding cheaper books being sold in the bookstore, it was noted that more e-books are being sought. However, not all publishers have switched to the electronic format. In response to a request to add more people during registration, students were encouraged to register early and register on-line.

One student brought up the issue of classes being canceled, which affects both FAFSA requirements and the length of time it takes to complete a program. Students were advised to work with their advisor to monitor how many students were registered. The College will do its best to accommodate students and their educational plans.

Students inquired into the possibility of offering other courses such as aircraft technology and boat or craft repair. The addition of courses is dependent upon need, equipment, space, faculty, and funding.

"Growth and the Guam Community College with President Okada"
February 18 &19, 2013 – Meeting Notes

In response to a student question regarding an installment plan for tuition, students can avail themselves of a payment plan offered by the College. They can establish either one of two methods: 34/33/33 or 50/50. The first installment is due the day before the semester begins with the remainder due over the next two months for those selecting a three-fold payment, and the following month for those selecting a two-part payment. This policy is under review.

The issue of security on campus was raised since some of the lights on campus were not working. The College is in the process of securing a fire alarm and mass notification system in the event that there is a situation on campus. The Bid Specs Mandatory meeting was held in the fall of 2014, and a decision on the vendor is forthcoming.

In response to a request for additional food vendors, the president responded that there is no room on campus for additional food services. Currently, BCS and the Roasted Café provide food services. The issue of additional food vendors will be considered in future plans. The College is open to having food trucks on campus, but there are parking considerations.

Questions arose regarding textbook prices. The increase in prices is due to an increase from book publishers. The possibility of a book buy-back program will be explored.

Students requested for more classes on Friday, Saturday, and on-line. Since then, there has been a concerted effort to schedule more Friday and Saturday classes as well as more daytime classes since the campus is underutilized during those times.

"Growth and the Guam Community College with President Mary Okada"
October 23, 2013 – Meeting notes

Students inquired whether they could be reimbursed for the cost of an internship course. The College does not offer internship courses. We offer practicums, which are non-paid. On occasion, students are given stipends by an employer via the College. These funds are used to offset tuition and fees, but if no outstanding amounts are due, the funds are given directly to the student.

Students requested for additional security behind building 200 at night when classes end. Security will be increased to meet student requests.

Students inquired as to whether job placement provisions are being made for students to help sell them to companies. The College is working with companies to have discussions on the career placement component. Two such companies include the new hotel in Tumon and the new hospital.

The possibility of offering intercession classes will be explored.

Although offering Chinese, Korean, Russian, and Spanish classes has been explored, the College is not prepared to schedule them as yet.

The College will look at the Computer Usage policy to address the reported misuse of the computer labs.

Improvements to the Criminal Justice Academy program will be addressed. The College has been in communication with the Guam Police Department to obtain cars that the College can fix and then keep for use in the program. The renovation of Building 100 will help improve the program as well.

"Growth and the Guam Community College with President Mary Okada"
March 20, 2014 – Meeting Notes

GCC's most recent accreditation report requires that before the College continues with any on-line or distance education courses, we have to complete a strategic plan. Participation in the pilot has been restricted to faculty who have already conducted online courses under the current Distance Education policy. The pilot project is scheduled for implementation during fall semester 2015. Currently, the College is identifying training as well as Moodle server sites, and securing demos for review.

There are not enough students applying for graduation in the fall, so a fall graduation ceremony is not feasible.

Status: Closed

2C1a   Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified.

The Learning Resource Center maintains a productive dialogue with instructional faculty regarding additions to the print and electronic collections, and faculty are invited to collaborate in collection development through personal contact, via e-mail and through surveys. Faculty members are encouraged to suggest appropriate materials in any format for purchase by the LRC. Prioritization of these listings is requested due to limited funds. Since the effectiveness of the LRC collection is contingent upon input provided by faculty, LRC has frequently requested lists of needed resources from various department chairs. The services, collections and policies of the LRC are developed in coordination with the College's Institutional Strategic Master Plan and the student learning outcomes as provided by the College's respective career and technical education programs. The effectiveness of the LRC collection appears to be satisfactory to student users. A survey conducted in spring 2010 indicated that 80 percent of students felt the library collections met their instructional and curricular needs. On the other hand, 43 percent of faculty surveyed say that there are not enough resources available to support the current trends or industry practices for instruction in their respective programs.

In the continuing effort to solicit feedback to improve the LRC resources, a suggestion was made during AY12-13 to the LOC chair to add a section to the program and course guide forms that directly addresses the need for additional LRC resources.[38] The revised 2014 Curriculum Manual[39] has the Learning Resource Center listed in Section V resource requirement and costs for program guides and Section XII textbook reference, equipment and supplies for course guides. Furthermore, as part of the curriculum process, the AVP's office is listed as being in charge of archiving the original printed and electronic versions of program and course guides and distributing copies of the approved program or course guides to the Registrar, Department, Learning Resource Center, Associate Deans and Dean.

Although a section of the program and course guide forms now addresses the need for additional LRC resources, there has been another suggestion to have GCC funds be identified to buy library and other resources for the program. To ensure that the needed resources are available, the materials need to be purchased at least 3 to 6 months in advance of the courses being offered. In fall 2014, the new Human Services program is working with the LRC to create a form to address this gap.

Status: Closed

2C2   Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.

The College evaluates the LRC through surveys, focus groups, and other appropriate measures. The LRC regularly and consistently participates in the College's assessment process. The LRC conducts student and customer service surveys every semester that are designed to gauge the quality of assistance and instructional services, and the sufficiency of learning resources and library technology.

As part of the College's institutional assessment system, LRC is assessed as part of the College's two-year assessment cycle. The institutional assessment process involves setting outcomes for the unit, aligning goals with the College's mission and vision, providing different means of assessment, collection of data, and using the data to affect or advocate for change. Conducting surveys plays a big part on LRC's assessment process. As an example, the spring 2010 survey revealed 97 percent of patrons agreed or strongly agreed that LRC employees were respectful and helpful. In response to the needs of students and faculty members regarding more computers and faster network, new computers have been purchased and faster network services have been implemented. Other technology concerns such as the need for more enhanced technology such as e-books, have also been raised as an issue by student and faculty Library users. These concerns will be addressed as soon as funding is available and identified.

In March 2014, 148 students participated in a written survey about computer tablets. They were asked, "Would you like to use a tablet in the GCC Library?" 124 students answered yes, 10 students answered "no," and 14 answered "I don't know." Therefore, the students indicated that they want access to tablets for use in the Library. Again, there is no funding to purchase tablets. When funding is available the LRC will purchase tablets for student-use in the library.

In its new location, the LRC has expanded to provide customers with a comfortable room temperature setting and adequate study rooms and seating. The LRC faculty and staff strive to maintain a high level of customer satisfaction by providing staff training in customer service, time management, and library technical skills to student users. The completion of the new LRC building, which more than doubled the space of the former LRC, has enhanced the overall learning environment for GCC students outside of the classroom. In addition, the LRC received funding for an e-book higher education database, the EBSCO Academic E-book Collection

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[38] Email from G. Hartz, LOC Chair, December 2012
[39] Curriculum Manual 2014

and the EBSCO periodical database. Employees and students can now set up a free account with EBSCO which allows them to download e-books.

The added resource of an e-book higher education database brought some positive responses from the LRC customers. Students and employees have access to the e-book and e-periodical databases from anywhere in Guam. In October 2013, LRC surveyed faculty and students as part of its regular assessment cycle. In November 2013, the survey results were reviewed and uploaded on TracDat. LRC survey results for fall 2013 and spring 2014 (N=424) showed that 65% of the survey respondents agreed or strongly agreed with the statement "I am able to find books and e-books I need for research" and 54% of the survey respondents agreed or strongly agreed with the statement "I am able to find the journals, magazines, newspapers I need" (GCC TracDat, 2014, pg. 39).

Status: Closed

Standard 3. Resources

3A1b Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.

GCC's process and procedures for evaluating its employees are designed to improve job performance and enhance professional development. The evaluation process for staff is based upon the College's Administrative Directive 95-001 Description of Performance Factors. The evaluation process utilizes a formal instrument which covers specific performance factors such as quality, productivity, reliability, and effectiveness on the job. Additionally, the evaluation process 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. Staff employees are evaluated periodically based on their length of service (12-month, 18-month, and 24-month) and pay step.[40]

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance.[41] 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 (0 to 5). A score of 3 (on the respective performance factor) means a satisfactory performance and score below a 3 means a marginal to an unsatisfactory performance. A score of 4 means the employee exceeds expectation and a score of 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.

The existing staff performance evaluation instrument adequately covers job performance factors to objectively evaluate the staff's work performance. However, like any other tools, policies, and procedures that drive the quality and effectiveness of an organization, there is always room for continuous improvement and best practices. The same goes with the existing staff performance evaluation instrument. There are several performance factors that can be added to the instrument to enhance and strengthen the employee evaluation process. For example, the performance factor of "teamwork" is a key factor of performance. How the employee gets along with others and strives to maintain positive relationships among co-workers and other departments fosters a healthy work environment. Does the employee step up to the plate and pitch in to get the job accomplished regardless of whether he or she has a direct responsibility to the task? Another

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[40] GCC HR Administrative Directive 95-001-Performance Evaluation, GCC Employees
[41] Staff/Administrator Professional Development Day, Fall 2013

performance factor that can be added is "motivation." Does the employee pursue goals with commitment and take pride in accomplishing them? And lastly, the performance factor of "creativity." To what extent does the employee generate workable and innovative ideas, concepts, and techniques to take the organization to the next level of effectiveness and quality?

Upon reviewing the existing performance appraisal instrument for staff, it is quite apparent that it can be enhanced and strengthened to improve the performance evaluation process. Performance factors can be added to enhance the capabilities and skill level of the employee and provide them the opportunity to develop and grow and move up in the organization.

However, because GCC's staff employees are classified personnel under the Government of Guam civil service merit system and the staff pay plan is under the government of Guam New General Pay Plan, the College was limited in revising the job performance instrument. Staff performance evaluations directly link to a pay plan (pay for performance). As expected on October 1, 2014, the implementation of the New Government of Guam Pay Plan was 100% executed for staff. This now allows for the process and dialogue for GCC HR and GCC Staff Senate to move forward with recommendations to update the Staff performance evaluation instrument.[42]

Status: Closed

3A1d   Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

GCC is guided by the belief that a sense of true community is achieved when the ideals and values of the College are reflected by its members' attitudes 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. In the past years, students and employees of GCC have been guided by the standard Government of Guam Code of Conduct policies and procedures. However the government's code of ethics policy was deemed both outdated and obsolete.

In the interest of developing GCC's own code of ethics policy, the Professional Ethics Committee of the Faculty Senate created a new Code of Ethics policy. The new policy was adopted by the Board of Trustees as Code of Ethics policy 470 on March 6, 2008, through BOT resolution 6-2008. The Code of Ethics policy reinforces and covers subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power and professionalism for employees. To further raise the level of professional conduct of GCC employees, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy in 2008 to demonstrate its commitment to upholding professionalism and code of conduct to the highest level.

Because the Code of Ethics policies for both employees and BOT members are living documents, the College Board of Trustees recognizes the need to regularly review its policies. The announcement detailing the policy review schedule and feedback was made on MyGCC on April 21.[43] Subsequently, the Board met on July 24, 2014 and reviewed and re-adopted Policy 115, GCC Code of Ethics and Conduct.[44]

Status: Closed

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[42] MyGCC Personnel Actions on New Pay Plan, Fall 2014
[43] MyGCC Announcement, BOT Policy Review 100 Series, Spring 2014
[44] BOT Meeting Minutes, July 24, 2014

3A3b   Consider backing up all employee records electronically and stored off-campus for additional security.

GCC management acknowledges the sensibility and feasibility of electronic data storage of sensitive information such as employee records. In view of the importance of backing up employee records electronically, HR hired a new Personnel Assistant whose main role is to scan HR documents and upload information into BANNER.

Along with addressing the staffing need for the project, the College felt that the investment and purchase of a dedicated scanner would provide the tool needed to expedite the process. In the interest of exercising financial feasibility and resource allocation effectiveness, it was recommended by the HR Administrator and VP for Finance and Administration that a dedicated scanner be purchased and shared among those divisions that will have heavy use for the BANNER Document Management System (BDMS).

After overcoming challenges in the bidding process, a scanner has been purchased and is on site. The BDMS dedicated scanner was received in January 2014 but the PC laptop computer workstation and furniture needed to perform the scanning process were received at a later date. By April of 2014, the PC laptop to access BDMS for scanning and the roving cart to support both the scanner and the laptop were received. In May of 2014, MIS successfully installed and configured the laptop and the scanner, which was also set up and networked at HRO's secured file room.

At around the same time the needed equipment for scanning was received, the BDMS Dedicated Scanning SOP was simultaneously created and used to train HRO's assigned staff members. As indicated in the SOP, employee-related documents are first scanned and saved to an external backup drive connected to the PC laptop. The SOP's next instruction is for those scanned documents to be uploaded to the BDMS database. The BDMS database containing these employee document records is backed up on a daily basis to a networked storage system and then to tape backup. The integrity of scanned employee document records is protected through secured system access by authorized personnel only. For off-site safekeeping, GCC utilizes a local bank's safety deposit box to store the backup tapes on a weekly rotational basis.

HR has been diligently working on getting all "official" documentation for active fulltime employees, scanned, backed-up and updated. HR's initial goal of digitizing employee records was 80% but due to logistical and staffing shortage challenges, electronic backing of employee records are currently at 63% completion of uploading records into the BANNER system.[45]

Status: Closed

3A4b   Consider advertising in Micronesia to recruit faculty of Micronesian descent to contribute to the diversity profile of GCC faculty.

GCC embraces diversity in its employees and students and is committed to providing an equal employment opportunity to anyone who applies for a position at GCC. Although the College has made tremendous strides in hiring employees to represent a diverse student and employee population, it still needs to work on hiring faculty of Micronesian decent to represent its Micronesian student population, which accounts for ten percent of its total student population. As noted in the College's Fact Book, GCC has no instructors of Micronesian decent (Chuuk, Pohnpei, Yap, Kosrae). The College believes that understanding language and cultural barriers of its diverse student population would foster program completion and help students accomplish their educational goals. Having students and instructors of the same ethnic and cultural background would ease the

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[45] HR Email Communication, Update on Scanning of Employee Files, December 5, 2014

communication barriers, encourage the students to seek the assistance they require, and may result in the attainment of success in the students' program of study.

In light of minimizing cultural and language barriers among the College's diverse employee and student population, GCC recently hired a professional originally from FSM and a former University of Guam Professor to teach a course in Family Services, a recently re-instituted program. Although the position is an adjunct faculty position, it is an excellent start to GCC's commitment of contributing to the diversity profile of its faculty.[46]

GCC Human Resources Office continues to post all job announcement on the college's website and utilizes its networks through Micronesia, the region, and nationally, for faculty and administration positions. GCC will continue to recruit and hire employees to better serve its diverse student population so they may accomplish their educational goals, compete, and be productive members of the global workforce.[47]

Status: Closed

3C1   Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP.

Guam Community College recognizes the critical role of MIS and the significant need for MIS personnel to have the skills, knowledge, and abilities in addressing new emergent technologies.

The College finds that developing standard training for MIS personnel is quite challenging. With new emerging technologies that often occur quicker than can be grasped by tech specialists and all the different types of technology gadgets existing and the realm of Bring Your Own Device (BYOD) available today, it is almost impossible to focus on what training needs to be developed. What is considered a standard training today only seems to last while the type of technology or software is actually mainstream, which changes approximately every 6 months. Despite the challenges of developing a training standard for the MIS section, the College is in full support of providing the needed resources to provide training to MIS personnel in the most practical and cost efficient manner.

In light of the effort to maximize resources, MIS will continue developing and updating training standards that are in support of what is currently within the College's infrastructure, what is most feasible financially and personnel-wise, and what will make the most positive impact on our students.[48] To this end, in 2011, MIS developed its "Enterprise Architecture" plan, outlining its guiding principles, standards, strategies, as well as professional development plans for all its staff members.[49]

Status: Closed

3C1b   Increase the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded DE program.

GCC recognizes that in order to effectively meet its vision to "be the premier educational institution for providing globally recognized educational and workforce development programs," its staff, faculty,

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[46] Email to PPEC
[47] GCC Public Website-Job Announcements Print Screen, December 10, 2014
[48] MIS Email Communication on Funding, September 30, 2013
[49] MIS Training Plans, Provided by Francisco Camacho, MIS Administrator, December 2014

administration, and students must be able to use today's technology, and be prepared to embrace new and ever-changing technological tools. For this reason, professional development is encouraged and supported so that all constituents are prepared to teach, learn, work, and thrive in a 21st century classroom.

Each year, institutional priorities for professional development are outlined and used to guide PD activities at the college. One of the organizational priorities deals with modernization of classrooms, instructional technology, and "greening" of the curriculum.[50] Funding for professional development is made available through PDRC (Professional Development and Resource Committee) for faculty and through the Staff/Administrator Development Program Committee for staff and administrators.[51]

In fall 2014, GCC initiated a call for all departments to develop comprehensive and unified professional development plans, as well as for staff and faculty members to set goals for educational and career growth. To lead faculty, Dr. Liz Diego, TPS Associate Dean, has been tasked to develop a comprehensive plan to include conceptualizing the establishment of a Center for Learning and Teaching and piloting supportive activities for faculty growth.[52]

With regard to Distance Education (DE) planning, during spring 2014, Guam Community College saw much activity. In January 2014, the company Ellucian, Academic Services Division, entered into a contract with GCC to develop a strategic plan to introduce and implement Distance Education to GCC constituents. In February 2014, two Ellucian consultants visited GCC to gather information and make preliminary assessments to write a strategic plan. Meetings were held with faculty, administrators, and MIS to communicate and discuss ideas, information, infrastructure, challenges, and expectations with regard to implementing DE. The contract with Ellucian produced the following reports:

1. GCC Distance Education Market Assessment and Needs Analysis Report to provide information on our potential market/students;[53]
2. GCC Distance Education Capabilities Report to indicate whether GCC is capable of delivering DE courses. It is important to measure our current academic/teaching capabilities as well as our infrastructure support, library support, and student support (registration, advisement, counseling services). Also, it is pertinent to identify the needs and direction for GCC to offer high quality, seamless, and progressive DE courses;[54]
3. GCC Strategic 5-year plan to provide the blueprint to guide the implementation of distance education courses.[55] Along with the strategic plan, Ellucian must also develop GCC's Distance Education Standard Operating Procedures that will outline the process that encompasses the delivery of DE, both academics and service sides.[56]

Since the initial visit from Ellucian DE consultants, numerous meetings have been held.[57] In addition, GCC's Distance Education Task Force regularly convened and teleconferences were held with Ellucian consultants to flesh out details of the strategic plan. Also, an ad hoc group of instructors met with Academic Technology to

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[50] Institutional Priorities for Professional Development, 2014-2015

[51] MyGCC Announcement, Staff/Administrator Development Program Application Period, Fall 2014

[52] Memo on Development of a Comprehensive Professional Development Plan for Faculty, August 29, 2014

[53] GCC DE Market Assessment and Needs Analysis final

[54] GCC DE Capabilities Assessment final

[55] 5-year DE Strategic Plan final

[56] GCC DE Standard Operating Procedures final

[57] GCC Faculty Online Teaching Survey Results

discuss topics on "Exploring the Future Classroom Experience" and its impact on classroom environment, delivery and student expectations.[58]

Status: Closed

3D2F   Re-evaluate the College's contract instrument to see if it can be strengthened and improved.

In the spring 2014, Guam Community College received recognition for receiving its 13th consecutive clean bill of financial health from independent auditors Deloitte & Touche, LLP. This acknowledgment by the Guam Office of Public Accountability strengthens GCC's low risk status.[59] GCC remains diligent and committed to insuring that the financial arm of the college runs smoothly and efficiently.[60] Materials Management (MM) conducts training on the procurement process for department chairs, administrative assistants, administrative aids, faculty, administrators and staff. The focus on the training is the understanding and applying knowledge of the process, rules, and accountability guidelines.[61]

GCC enters into many contracts and MM is managing them at all stages of the process. Contracts less than $250K are reviewed internally. Departments write up the contract and submit the document for review by the VP of Finance and Administration first, then the President for final approval.[62] Before any request for goods or services is advertised, GCC's MM makes sure that the details and specifications in the contractual document are outlined and recorded to lessen possibilities of challenges and/or protests by bidders.[63]

For contracts above $250,000.00, the process remains the same as above, but with the additional requirement of obtaining Board of Trustees approval. This step is outlined in Board Policy 232.[64]

For larger contracts of $500,000 or more, the process is more extensive and requires legal review by the Office of the Attorney General.[65] Materials Management continues to review and update construction, contractual services, or capital improvement projects to manage risk for the college, and above all, ensure that projects will have contractual agreements that are thoroughly reviewed and in place prior to the start of the project.[66]

The list of current bids and contracts can be found on GCC's website under GCC Bids.[67]

Status: Closed

Standard 4. Leadership and Governance

4A2   Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties.

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[58] Distance Learning Student Readiness Survey Results
[59] GCC PDF Newsletter, Chachalani, March 2014
[60] GCC Contract for Foundation Building, GCCFB11003
[61] Materials Management Assessment Plan, 2013-2015
[62] Email Communication from Finance and Administration on Contracts, May 15, 2014
[63] GCC Sample Bid Specifications
[64] BOT Policy 232-Contractual Agreements
[65] Email Communication from Finance on Contract Threshholds, May 15, 2014
[66] Foundation Building Renovation, Checklist Reviews Example for Projects 500,000 and Over
[67] GCC Public Website-Bids Print screen, May 15, 2014

In an effort to foster accountability and integrity for faculty committee work, a new Faculty Evaluation Rubric was presented to faculty on August 23, 2013. The new rubric now includes Institutional Assessment work and the 'Faculty Accountability Report for Committee Work form (which was approved on February 12, 2013 and added to AFT/BOT Contract). Faculty evaluation for AY2013-2014 going forward has a component for Committee Work, within "Section 5: Institutional Involvement."[68] Since its implementation, it has helped the college achieve a higher Assessment Compliance Completion for AY 2013-2014 by 8%, from 87% in AY 2012-2013 to 95% in AY2013-2014.[69]

The Faculty Accountability Report for Committee Work is submitted by each committee chairperson at the end of each spring semester of the academic year, and is tabulated and reported as a component of the Faculty Senate Year-End Report. On the accountability form, committees report goals, attendance records, and the form and extent of member participation. If a committee chairperson concludes that a certain member or members of a committee is not performing their required duties, or if the Accountability Report does not evidence a faculty member's full participation, this information is reflected in the faculty member's yearly evaluation. Likewise, a committee member who does not participate fully may be asked to resign his or her membership, which has consequences on the individual's yearly evaluation. The new Faculty Evaluation Rubric has brought forth noticeable improvements with regard to faculty performing their fair share of duties and responsibilities and performing extracurricular activities that yield positive impacts for our students.

Status: Closed

4A5 Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

The College's participatory governance structure plays a vital role for broad participation by faculty, staff, administrators, and students in the decision-making processes that support student learning programs and services and the overall improvement of institutional effectiveness. The evidence of dialogue through means of conversations, recommendations, and committee work from members within the College's participatory governance structure are some of the elements that demonstrate GCC's commitment to excellence, teamwork, and student success. Preserving the integrity and spirit of participatory governance through documentation and recording of committee work is important. Uploading committee work reports, agendas, membership, and bylaws onto the College's 'MyGCC' web portal provides the evidence and documentation needed for each committee to develop narrative evaluation reports that comprehensively evaluate existing governance policies and practices.

In an effort to comprehensively evaluate the effectiveness of the College's participatory governance, a memorandum dated October 31, 2013, written by the Academic Vice President, requires that all participative governance entities submit a report (in narrative form) evaluating the effectiveness of their respective governance unit. Based on the directive, the report is due at the end of each academic year (spring) to the Academic Vice President. The content of the report must discuss the progress made on committee goals, meeting attendance summaries, committee accountability summaries, recommendations for the following academic year, and an analysis of the overall effectiveness of their governance unit. Because the submission of the year-end report is required from each participatory governance unit, the Staff Senate President and COPSA President were also issued the memo on November 15, 2013.[70]

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[68] Agreement between GCC Faculty Union Local 6476 FT/AFL-CIO and the GCC BOT, 2010-2016
[69] CCA Assessment Compliance Matrix, AY 2013-2014
[70] AVP Memo to Staff Senate-Year End Reports and Evidence, November 15, 2013; AVP Memo to COPSA-Year End Reports and Evidence, November 15, 2013

The year-end reports were submitted as required by three governance entities. These committees document that they were grateful for the opportunity to communicate and provide feedback to their constituents and for the opportunity to provide transparency to GCC's stakeholders.

The Faculty Senate, Staff Senate and COPSA (Council on Postsecondary Student Affairs) submitted their Academic Year 2013-2014 reports as required by the AVP. The Staff Senate[71] and COPSA[72] show the governance goal matrix accomplishments as it relates to the ISMP goals, Goal 1-Retention and Completion, Goal 2-Conducive Learning Environment, Goal 3-Improvement and Accountability and Goal 4- Visibility and Engagement and committee attendance.

The COPSA report has met all the requirements and can serve as a model for the Staff Senate and Faculty Senate reports. The Faculty Senate Report did not list the Goals as related to the ISMP, or the committee attendance roster. The reports are a starting point in documenting the progress and accountability efforts being made by faculty, staff and students as part of their evaluation and campus involvement.

The last campus wide survey was the Institutional Effectiveness Survey. It was conducted August 2010.[73] It was designed to gauge respondent's level of knowledge about the institution and their awareness of the College's effort to achieve institutional effectiveness as required by ACCJC Standard I.B. Improving Institutional Effectiveness. AIER is in the process of developing a campus governance survey instrument that can be adopted under the governance process. It should be completed by spring 2016.

Status: Ongoing

4B1i   Include more questions relating to the Accreditation Standards in the Board Self-Evaluation Questionnaire (BSEQ) so that Board members gain more knowledge about how the accreditation process works.

The College regularly conducts training sessions for Board members to increase their knowledge of the accreditation process. The training often occurs at Board retreats where the accreditation process is always part of the agenda. In fall 2013, the College launched an accreditation awareness campaign encouraging all BOT members and College employees to take ACCJC's online accreditation workshop. This workshop enables the individual to increase their knowledge and understanding of the four accreditation standards. As of this writing (Dec. 2014), 100% of GCC administrators and staff, 96% of faculty, 80% of Board members had completed the ACCJC's online accreditation basics workshop.

The 2013 BSEQ survey was the first time an accreditation related questionnaire was added and will continue to be part of the survey. GCC's Board of Trustees added question 41 of the Board Self-Evaluation (BSEQ) Survey, which asked the board member to state if they have taken the online workshop.[74] The response was 2 out of the 6 voting board members or 33% had taken the online course. A seventh member was added to the Board of Trustees on September 4, 2014, and will be encouraged to take the ACCJC online workshop which will continue to be part of the BSEQ questionnaire as mentioned.[75]

Status: Closed

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[71] Staff Senate Year End Report, 2014
[72] COPSA Year End Report, 2014
[73] Institutional Effectiveness Survey Report, 2010
[74] 5th Board of Trustees Assessment Report
[75] Board of Trustees minutes dated September 4, 2014

4B1j   Report progress of the President's goals to the campus community at the end of her yearly evaluation to provide opportunity for all GCC constituents to share in her accomplishments and challenges.

The President holds various assemblies and meetings at least twice a year to discuss her goals with the campus community. One such presentation was held on November 22, 2013 entitled "Closing the Loop." In the presentation, the President discussed the progress made on the 2009-2014 ISMP goals, which mirror and relate to her assessment goals or Administrative Unit Outcome (AUO). The following are the outcomes of her assessment goals.

AUO #1: *Pioneering; Integrating Workforce Development*: To identify the community's career and technical as well as basic educational skill requirements and increase capacity for the better integration of the opportunities and services offered by GCC with the needs of island businesses. Annual surveys are being done to develop needs assessment. In addition, networking activities are ongoing in the search to create programs that partner with businesses.

AUO #2: *Educational Excellence; Pursuing Accreditation Quality Programs*: To improve program effectiveness and the determination of the institution's overall effectiveness in meeting student learning. CEWD course assessment has sustained accreditation.

AUO#3: *Community Interaction; Branding GCC in the Community*: To improve awareness of the College and increase public support for its vision and activities. GCC continues to brand itself through various marketing campaigns to increase and improve student retention through various outreach programs in the community.

AUO#4: *Dedicated Planning*: To develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review. Dedicated planning continues as the assessment planning cycle is continuously applied in programs and departments throughout the college.

The President held her AY 2013-2014 "Meet the President" (a forum with students) talks on October 9 and 10 and on March 17 and 18 at the Multipurpose Auditorium. She informed the students about the campus construction projects, our need to track our graduates and updates to the ISMP. She also introduced at the talks the new Institutional Strategic Master Plan (ISMP) for 2014-2020. Furthermore, on April 11, she spoke with the faculty and staff about the new ISMP and how the goals of the ISMP are her goals for the next few years. In TracDat, her AUO's for fall 2013-2014 are based on the ISMP 2014-2020 goals[76] which are listed below:

AUO1: *Retention and Completion*: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare students for engagement in a global workforce.

AUO2: *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.

AUO3: *Improvement and Accountability*: Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on college –wide priorities that boost improvement and accountability.

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[76]TracDat Unit Assessment Report – Four Column Office of the President dated March 20, 2014

AUO4: *Visibility and Engagement*: Promote the GCC brand to achieve regional, national, and international recognition.

With the President's goals based on the previous and new ISMP, it is quite evident that she has met all her goals with the construction of five (5) new campus buildings and facilities and the expansion of new programs and technology support.

Status: Closed

4B2b Provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

Over the past five years, the College has kept the campus updated on the status of the 2009-2014 ISMP as well as the goals and the initiatives of the new 2014-2020 ISMP that was recently adopted by the Board of Trustees on January 10, 2014.[77]

GCC's 2009-2014 Institutional Strategic Master Plan has four major goals (1 Pioneering, 2 Educational Excellence, 3 Community Interaction, and 4 Dedicated Planning). These goals were designed to guide the College in meeting its mission and providing quality educational and workforce development training to students. Within the five-year period that the master plan covered, progress and status of the ISMP's goals were disseminated to the campus community at least once a year during convocation or through regular scheduled College assembly. For example, on November 16, 2012, the President discussed updates on the goals of the 2009-2014 ISMP titled "Moving Forward to 2014" which was presented at the College's Thanksgiving Luncheon."[78] The updates were presented on the ISMP's following goals:

Goal 1 Pioneering: Seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employers' needs assessment in order to improve the skill levels and productivity of the island's workforce.

Goal 2 Education Excellence: Seeks to show that Student Learning Outcomes are being attained and that regular assessment allows programs and services to identify, analyze and use assessment results for accountability and program improvement.

Goal 3 Community Interaction: Seeks to improve awareness of the College and increase public and fiscal support for its vision to reduce GCC's financial dependence on the Government of Guam. This is evidenced by numerous federal grants awarded to the college for program development and campus improvement.

Goal 4 Dedicated Planning: Provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.

In further providing updates to the ISMP, the President shared progress on the campus wide construction and other building plans during the bi-annual "Meet the President" presentation to college students in fall 2013 and spring 2014. At the Campus Assembly on October 11, 2013, Dr. Somera unveiled a draft of the ISMP and requested for input from everyone by December 6, 2013 to ensure that constituents are aware of the ISMP and have a voice in the new plan for 2014-2020. On March 2014, the ISMP 2014-2020 was completed and made available online for public viewing. It was also presented by the President to the GCC faculty and staff at a campus wide meeting on April 11, 2014. Other updates to the ISMP were made at the August 12, 2013

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[77] BOT Meeting Minutes, January 10, 2014
[78] ISMP Presentation, November 22, 2013

convocation, during which the President provided a short update on the ISMP and how capital improvements continue with the groundbreaking for Building 200 as well as other renovations happening on the campus. The Academic Vice President also spoke at convocation about rewriting our mission statement, and how the new mission statement should align with the re-development of the new ISMP for 2014-2020.

The new mission statement reads: "Guam Community College is a leader in career and technical workforce development, providing the highest quality education and job training for Micronesia." It was approved by the Board of Trustees on January 10, 2014.

Status: Closed

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SUMMARY OF ACTIONABLE IMPROVEMENT PLANS

Standard 1

1B2
1. Engage all stakeholders in the College's continuous planning processes so that there is a clear understanding of roles and expectations among all constituents.

1B5
2. Assess how well the College has communicated information about institutional quality to the public through a community wide survey.

1B6
3. Strengthen training of faculty and staff on linking program review, institutional effectiveness and resource allocation.

Standard 2

2A1
4. Increase compliance rate of curriculum revision process to ensure courses and programs are not over five years old, hence remaining current with community and industry standards.

2A2
5. Develop a process for the systematic evaluation of non-credit courses, workshops and training sessions, in alignment with the formalized assessment process that is already in place at the college.

2A2c
6. Use the online version of the IDEA rating survey for online courses, in alignment with this teaching modality's goals of providing an alternative for students to evaluate their own learning.

2A2h
7. Foster dialogue among program faculty and the Learning Outcomes Committee (LOC) to provide standards for grading and awarding of credit by strengthening language in the course guide. The awarding of credit discussion should be guided by the federal definition of credit hour.

2A3c
8. Provide a systematic process for standardizing identification, use and reporting of service learning to align with the broad goals of general education.

2B3c
9. Bolster academic advisement process and procedures for all faculty so that student support through advisement remains strong and effective.

2B3f
10. Evaluate the safety and security of physical records, and consider various alternative ways (including electronic means) to protect the integrity of student records at all times.

2B4
11. Revisit recommendations to examine how the survey findings have been used to implement a more efficient delivery of student programs and services.

2C1a
12. Allocate a percentage of funds for supporting additional resources in the LRC when new programs are developed or when existing programs are significantly modified.

2C2
13. Research the need and demand for additional electronic resources including e-book readers and computer tablets to facilitate the use of enhanced electronic services.

Standard 3

3A1b
14. Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.

3A1d
15. Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

3A3b
16. Consider backing up all employee records electronically and stored off-campus for additional security.

3A4b
17. Consider advertising in Micronesia to recruit faculty of Micronesian descent to contribute to the diversity profile of GCC faculty.

3C1
18. Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP.

3C1b
19. Increase the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded DE program.

3D2f
20. Re-evaluate the College's contract instrument to see if it can be strengthened and improved.

Standard 4

4A2
21. Establish formal policies that address faculty accountability for committee work associated with release time when faculty members do not perform their required duties.

4A5
22. Evaluate the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

4B1i

23. Include more questions relating to the Accreditation Standards in the BSEQ so that Board members gain more knowledge about how the accreditation process works.

4B1j

24. Report progress on the President's goals to the campus community at the end of her yearly evaluation to provide opportunity for all GCC constituents to share in her accomplishments and challenges.

4B2b

25. Provide periodic updates to the campus community regarding progress made on the goal initiatives identified in the ISMP.

APPENDICES/DIRECTORY OF EVIDENCE

1. [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD](#)
2. [CEWD Specific Course Approval Form](#); [CEWD CEU NC Course Approval Form](#)
3. [Office of Continuing Education and Workforce Development (CEWD) Plan for Assessment Memo (Approved)](#)
4. [Office of Continuing Education and Workforce Development Assessment Report - Spring 2013](#)
5. [Memo on Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By Departments through CEWD](#)
6. [BOT Policy 340-Distance Education](#)
7. [GCC DE Market Assessment and Needs Analysis draft](#)
8. [GCC DE Capabilities Assessment draft](#)
9. [GCC DE Market Assessment and Needs Analysis final](#), [GCC DE Capabilities Assessment final](#)
10. [GCC DE Standard Operating Procedures final](#), [5-year DE Strategic Plan final](#)
11. [MIS Budget Status Report-Spring 2014](#)
12. [MIS Email Communication on Funding, September 30, 2013](#)
13. [AVP Memo to Faculty Senate-Year End Reports and Evidence, October 30, 2013](#)
14. [Participatory Governance Structure Handbook](#)
15. [Thanksgiving 2013 Assembly ISMP Close the Loop](#)
16. [Fall 2013 College Assembly Meeting Notes](#)
17. [ISMP 2014-2020](#)
18. [GCC BOT Mission Statement Policy 100](#)
19. [New faculty evaluation rubric announcement, February 19, 2013.](#)
20. [TracDat workshop announcement, November 19, 2013](#)
21. [GCC Fact Book AY 2013-2014](#)
22. [GCC Website](#)
23. [ISMP 2014-2020](#)
24. [Institutional Priorities for AY 2013-2014](#)
25. [GCC BOT Mission Statement Policy 100](#)
26. [Institutional Priorities for AY2013-2014 Professional Development](#)
27. [BOT Policy 306](#)
28. [GCC Fiscal Year 2014 Budget Request](#)
29. [MyGCC Announcement for feedback on ISMP- 2014-2020](#)
30. [GCC Resources, Planning, and Facilities Committee Agenda for 09/06/12](#)
31. [Evaluation Rubric – Department Chairs](#)
32. [Evaluation Rubric – Instructional Faculty](#)
33. To read the full narrative response to this actionable improvement plan and Team Recommendation 1, please refer back to page 1 of this document.
34. [Curriculum Manual 2013](#)
35. [Credits, Grades, and Examinations](#)
36. [Memo on GenEd Committee-Fall 2013](#)
37. [Dedicated Scanner for Record Archives](#)
38. [Email from G. Hartz, LOC Chair, December 2012](#)
39. [Curriculum Manual 2014](#)
40. [GCC HR Administrative Directive 95-001-Performance Evaluation, GCC Employees](#)
41. [Staff/Administrator Professional Development Day, Fall 2013](#)
42. [MyGCC Personnel Actions on New Pay Plan, Fall 2014](#)
43. [MyGCC Announcement, BOT Policy Review 100 Series, Spring 2014](#)
44. [BOT Meeting Minutes, July 24, 2014](#)

45. HR Email Communication, Update on Scanning of Employee Files, December 5, 2014
46. Email to PPEC
47. GCC Public Website-Job Announcements Print Screen, December 10, 2014
48. MIS Email Communication on Funding, September 30, 2013
49. MIS Training Plans, Provided by Francisco Camacho, MIS Administrator, December 2014
50. Institutional Priorities for Professional Development, 2014-2015
51. MyGCC Announcement, Staff/Administrator Development Program Application Period, Fall 2014
52. Memo on Development of a Comprehensive Professional Development Plan for Faculty, August 29, 2014
53. GCC DE Market Assessment and Needs Analysis final
54. GCC DE Capabilities Assessment final
55. 5-year DE Strategic Plan final
56. GCC DE Standard Operating Procedures final
57. GCC Faculty Online Teaching Survey Results
58. Distance Learning Student Readiness Survey Results
59. GCC PDF Newsletter, Chachalani, March 2014
60. GCC Contract for Foundation Building, GCCFB11003
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71. Staff Senate Year End Report, 2014
72. COPSA Year End Report, 2014
73. Institutional Effectiveness Survey Report, 2010
74. 5th Board of Trustees Assessment Report
75. Board of Trustees minutes dated September 4, 2014
76. TracDat Unit Assessment Report – Four Column Office of the President dated March 20, 2014
77. BOT Meeting Minutes, January 10, 2014
78. ISMP Presentation, November 22, 2013

1

GUAM COMMUNITY COLLEGE
(671) 735-5574

MEMORANDUM

Date: November 12, 2013

To: All Departments

Via: Dr. Ray Somera, Vice President, Academic Affairs
             Dr. Virginia Tudela, Dean, TSS
             Dr. Juan Flores, Dean, TPS

From: Victor Rodgers, Assistant Director, CEWD

Subject: Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By
             Departments through CEWD

In order to improve, the ACCJC Evaluation Team recommends that the College develop a process for systematically evaluating CEU or non-credit courses, workshops, and training sessions for content and effectiveness, in alignment with the assessment process that is in place for credit courses, (II.A.2).

In response to the above ACCJC Evaluation Team recommendation, the CEU or non-credit courses initiated by departments and are (or will be) listed in the electronically or printed CEWD catalog, shall be assessed by the initiating department and incorporated into their Group D department courses assessment unit.   Monitoring of assessment of these courses by the departments will be an integral part of the assessment process, thereby, integrating the systematic evaluation of the department's activity for credit, CEU, and non-credit course offerings in alignment with the ACCJC recommendation. For your information, CEWD has developed an assessment tool for CEU or non-credit courses which your department may utilize as part of the department assessment plan.

Effective Spring 2014, the responsible department would select at least one of the Student Learning Outcomes (SLOs) to be assessed and input the results into TracDat using the following steps:
1. Department originating the CPF/EPF must include an assessment plan and assessment tool in approval packet;
2. Department must submit and input roster/grades and sign-in/attendance sheets up to 5 working days of course completion. Should certificates need to be created by CEWD submission of supporting documents (roster/grades/sign-in or attendance sheets) must be within 1-3 days.
3. Department must submit completed assessment tools/data analysis/report to CEWD up to fifteen (15) working days of course completion.
4. Department inputs relative assessment tool/data analysis/report of CEU or non-credit course into TracDat in accordance with their Group D department courses assessment unit activity.

2

CE-SPECIFIC COURSE APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption
☐ Course Substantive Revision

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE
DEPARTMENT CHAIR		☐	☐	
ASSISTANT DIRECTOR, CONTINUING EDUCATION		☐	☐	
REGISTRAR	Patrick L. Clymer	☐	☐	
DEAN		☐	☐	
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐	

CE-SPECIFIC OURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. ☐ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

☐ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

☐ Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.
Course Description:

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.
Catalog Year: Page Numbers:

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

B. An assessment of Industry or Community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D.   Results of course and course guide evaluation.

E.   Program requirements (associate degree, certificate, diploma) served by this course

V.   RESOURCE REQUIREMENTS AND COSTS
A.   Resources (materials, media, and equipment) and costs

B.   Personnel requirements (administrative, instructional and support staff) and costs

C.   Facility requirements and costs

D.   Funding source(s)

E.   Impact, financial or otherwise, this course may have on the School/College

VI.   IMPLEMENTATION SCHEDULE
A.   Implementation date
     * Document must be approved by second week of March to be effective following fall
     semester or second week of October to be effective following spring semester.
B.   Course Offering:

VII.   COURSE DESCRIPTION
A.   Course
     Alpha:
     Number:
B.   Course Title(s)
     Long Title:
     Abbreviated Title (20 characters maximum):
C.   Contact Hours and Number of Students
     Maximum Number of Students:
     Lecture Hours:
     Lab Hours (state category 1 or 2):
     Clinical:
     Other:
     Total Hours:
D.   Number/Type of Credits
     Carnegie Units: per semester
     Semester Hours: per semester
E.   Catalog Description (Moved to Section III. See page 2)
F.   Prerequisite(s)
G.   Co-requisites(s)
H.   Articulation
     Secondary Programs/Courses
     University of Guam
     Others
I.   Target Population

J.   Cost to Students (specify any lab fees)

VIII.   COURSE DESIGN

IX.   COURSE OUTLINE

X.   STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

XI.   MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII.   TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES
  A.   Required Textbook(s)

  B.   Reference(s) and Bibliography

  C.   Equipment/Facilities

  D.   Instructional Supplies

  E.   Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?
  ☐ Yes
  ☐ No
  Comments:

GCC

GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT (CEWD)

CE-SPECIFIC CEU OR NONCREDIT COURSE
APPROVAL/MODIFICATION FORM

_____
SCHOOL

_____
DEPARTMENT

_____
COURSE ALPHA, NUMBER, TITLE

_____
AUTHOR

_____
DATE SUBMITTED

Check the action to be taken and obtain required signatures for approval.

☐ Course Adoption; **Comments:**

☐ Course Non-substantive Revision; **Comments:**

☐ Course Substantive Revision; **Comments:**

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE
DEPARTMENT CHAIR				
ASSISTANT DIRECTOR, CONTINUING EDUCATION				
DEAN				
REGISTRAR	Patrick L. Clymer			
VP, ACADEMIC AFFAIRS	R. Ray R. Somera, Ph.D.			

CEWD CE-Specific CEW or Noncredit Course Approval Form - Revised: Oct. 31, 2014 rep

CE-SPECIFIC CEU or NONCREDIT COURSE APPROVAL FORM

I. COURSE ALPHA/TITLE:

II. CONTACT HOURS:

III. ☐ _____ CEU(s)   ☐ Noncredit

IV. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: Page Numbers:

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1. SLO 1:
2. SLO 2:
3. SLO 3:

V. STUDENT LEARNING OUTCOMES – DETAILED (BASED ON COURSE OUTLINE)

VI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s):
B. Reference(s) and Bibliography:
C. Equipment/Facilities:
D. Instructional Supplies:

3

MEMORANDUM

Date:	August 28, 2012
To:	R. Ray D. Somera, Ph.D.
	Vice President, Academic Affairs
Via:	Victor Rodgers
	Assistant Director, CE&WD
From:	Rowena Ellen Perez
	Program Specialist
Subject:	Assessment of Continuing Education and Workforce Development Activity is Response to Recommendation 1, ACCJC Evaluation Report 2012

In follow up to the discussion regarding the evaluation of the non-credit and continuing education unit (CEU) courses, the staff of CE&WD and AIER held a series of meetings to discuss and determine how to best categorize the different types of continuing education activity of CE&WD and the evaluation process. The goal is to develop a manageable process to systematically assess the CEU, non-credit courses, and event offerings per category for accountability and improvement in order to preserve the integrity of continuing education.

The following table identifies the categories, measurement, type of instrument for data collection, and the projected frequency of data collection for assessment per category.

Table 1

CATEGORY	MEASUREMENT	INSTRUMENT	FREQUENCY
Certificate or Online Training/Testing	Success Rate or Customer Satisfactory Rate	Test Results Roster or Paper/Electronic Survey	Bi-annually
Specialized Training Courses	Student Learning Outcomes or Satisfactory Rate	Paper/Electronic Survey	Quarterly
Special Events (i.e., workshop, conference, etc.)	Student Learning Outcomes or Satisfactory Rate	Paper/Electronic Survey	Annually

Continuing Education & Workforce Development Assessment

Certificate or Online Testing/Training

For the Test Center or Online Vendors (i.e., ed2go) a survey will be used to measure the customer satisfaction for the level of service received by the examinee at the GCC Test Center or Online vendors. Areas of consideration for the development of the survey tool will be the availability of dates for test or online program scheduling, aspects of customer service provided by the GCC Test Proctor or online vendor customer service, the conduciveness of the test center environment, and internet accessibility.

For the health certificate program and future programs of similarity, the test results of the certification exams administered at the end of the training by the instructor/test proctor will be used to measure the success rate of the participants attending the training.

Specialized Training Courses

A paper or electronic survey will consist of questions with a section for a participant to provide comments or recommendations. The survey will be used to measure the student's response to the instructor's effectiveness and if the student learning outcomes have been achieved for the non-credit/CEU specialized training course.

Special Events

A paper or electronic survey will consist of questions with a section for a participant to provide comments or recommendations. The survey will be used to measure the participant's satisfaction rate of the workshop or special event and should CEUs be awarded, then the survey will include questions for content of the training attended.

SSUOs and Assessment:

SSUO #1:	**Certificate or Online Training/Testing:**
Description:	**Students will receive a health certificate upon successful completion of the health certificate workshop.**
Criterion:	70% of the students who participate in the Health Certificate class during the last week of March will pass the Health Certificate Test.
Method:	Health Certificate Test results will be used as the measuring tool to determine success rate of completion. To preserve the integrity of the test instrument a "sample" test question will be uploaded into TracDat.
Activity Schedule:	Table 1 indicates the frequency of the assessment for the Certificate or Online Training/Testing category to be conducted on a bi-annual basis to track the continued success of the certificate or online training/testing.
Related Activities:	Instructor or Test Proctor administers test at end of the health certificate workshop and submits the test results to CE&WD.
Tasks:	CE&WD assigned staff will perform the following tasks:

1. Provide the final student test score roster to the Department of Public Health & Social Services to grant a "permanent – annual" Health Certificate to successful completers.
2. Analyze test results of March to determine the success rate of the participants who took the Health Certificate Test in March.
3. Input data into TracDat and upload "sample" test instrument.
4. Submit required memo to AIER/CNA for TracDat.

Use of Results: CE&WD will review the assessment results with the DC of the Tourism and Hospitality to determine/support workshop/test updates or revisions.

SSUO #2: Specialized Training Courses (Non-credit or CEUs):

Description: Students will demonstrate a better understanding of the fundamentals and principles of the Guam government procurement.

Criterion: 70% of the Spring 2012 students of the Procurement Training will agree they gained a better understanding of the Guam government procurement.

Method: Procurement Training Survey will be used as the measuring tool for the criterion. The survey tool will be uploaded into TracDat.

Activity Schedule: Table 1 indicates the frequency of the assessment for the Specialized Training Courses category to be conducted on a quarterly basis to demonstrate the students are gaining a better understanding of the subject matter offered.

Related Activities: Design and administration of survey tool.

Tasks: CE&WD assigned staff will perform the following tasks:
1. Inform Adjunct Instructor/Trainer of assessment procedures
2. Administer the survey on last day of class or event
3. Analyze survey/test results/input report into TracDat
4. Send related Memo to AIER/Committee for TracDat
5. Share the results with related units or subject matter expert/instructor.

Use of Results: CE&WD will develop training/courses with subject matter experts to address industry workforce development demands.

SSUO#3: Special Event: Work Readiness Training for Summer Employment Opportunity Program

Description: Participants will report satisfaction with the knowledge learned on work readiness for immediate application for gainful employment or for continued high school education after the SEOP.

Criterion: 70% of the participants of the Summer Employment Opportunity Program will be satisfied with the work readiness knowledge learned to apply at their SEOP Employer work-placement.

Method: The Work Readiness Training (WRT) survey will be used as the measuring tool for the criterion. The survey will be uploaded into TracDat.

Related Activities: Design and administration of survey tool, secure employer group participation in SEOP and assign SEOP participant to employer group for employment experience.

Tasks: CE&WD assigned staff will perform the following tasks:
1. Inform Adjunct Instructor/Trainer of assessment procedures
2. Administer the survey on last day of class or event
3. Analyze survey/test results/input report into TracDat
4. Send related Memo to AIER/Committee for TracDat
5. Share the results with related units or subject matter expert/instructor.

Use of Results: CE&WD will develop and formalize SEOP and establish Memorandum of Agreement with Employer Groups interested in providing summer employment experience for work readiness trained youth participating in the SEOP.

Standard Operation Procedures for Assessment of CE&WD Activities

CE&WD Standard Operation Procedures for assessment continuity for non-credit/CEU specialized training or identified Special Event activity. The SOP will be used to incorporate staff participation in assessment activities by assigning the different tasks associated with the step by step general assessment procedures. Detailed tasks will be determined per category SSUO.

Step 1: Design survey applicable for each category to be assessed

Step 2: Inform Adjunct Instructor/Trainer of assessment procedures

Step 3: CE&WD administers survey on last day of class or event

Step 4: CE&WD analyzes survey/test results/inputs report into TracDat

Step 5: Send related Memo to AIER/Committee for TracDat

Step 6: CE&WD shares the results with related units or subject matter experts.

Developing the CE&WD assessment process for non-credit and CEU courses proved to be a productive and knowledge sharing activity between CE&WD and AIER. Both departments benefitted from this exercise in better understanding the complex dynamics of the operations of CE&WD as well as the support AIER provides to the departments in the implementation of assessment activity. You're Upon your review and approval of the CE&WD assessment process submittal, both departments will immediately commence working together to meet the Assessment Report deadline of October 8, 2012.

Endorsed by:

_____
Victor Rodgers, Assistant Director, CE&WD

Date _____8/30/12_____

[✓] Approved   [ ] Disapproved

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Dr. R. Ray D. Somera
Vice President for Academic Affairs

Date ____8/30/12_____

CC: AIER

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Unit Assessment Report - Four Column

Guam Community College

CE&WD Department

Mission Statement: The Office of Continuing Education provides opportunities for learning that enrich the lives of individuals and improve the quality of living in our community.

Vision Statement: We are the premiere institution in the region which provides educational and technological "cutting edge" approaches in support of a trained workforce.

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
CE&WD Department - SSUO #1: FA2012-SP 2013 Certificate or Online Training/Testing - Upon successful completion of the health certificate workshop students will receive a health **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **SSUO Status:** Currently being assessed **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** ISMP - Based on the comp evaluation report recommended to assess non-credit courses is now being implemented.	**Artifact/Instrument/Rubric/Method/Tool Description:** Health Certificate Test results will be used as the measuring tool to determine success rate of completion. The last week of March locally developed test results and a pie chart showing the successful passing rate of participants will be uploaded into TracDat. **Type of Artifact/Instrument/Rubric/Method/Tool:** Locally Developed Tests **Criterion (Written in %):** 70% of the students who participate in the Health Certificate class during the last week of March will pass the Health Certificate Test. **Budget-Related Proposed Outcomes:** An increase in Health Certificate Registration fees is anticipated due to updating instructional materials and testing tools. **Related Documents:** HCW March 2012 Health Certificate Workshop Syllabus	02/13/2013 - The CE&WD office supports the Tourism and Hospitality Department in conducting the Health Certificate Workshops for the Department of Public Health and Social Services (DPHSS) Health Certificate (HC) Program. The CE&WD office is responsible for registering and admitting students into the HC workshop. The CE&WD office prepares and submits the final HC Student Test Score Roster to DPHSS to grant the ?permanent annual? health certificate to successful completer/test-takers. Overall analysis of the HC Student Test Score Roster shows that of the 203 students scheduled by DPHSS for the HC Workshop during the last week of March 26 ? 29, 2012, a total of 103 students registered. This HC Workshop yielded an attendance rate of close to 51% (50.7%, n=103) thus revealing a gap of a Of the 51% (n=103) of students who attended and completed the HC Workshop and tested, the final HC Student Test Score Roster shows that 77% (76.69%, n=103) of test-takers successfully passed with a failure rate of slightly over 23% (23.3%, n=24) of the remaining test-takers. Based on these findings, CE&WD will review the assessment results with the Department Chair of the Tourism and Hospitality Department to determine if the Health Certificate Workshop curriculum and test instrument(s) need to be updated or revised to address the pass/failure rate of test-takers. Other areas to be addressed are the gaps between the number of students scheduled by DPHSS versus the actual number of	02/13/2013 - Based on these findings, CE&WD will review the assessment results with the Department Chair of the Tourism and Hospitality Department to determine if the Health Certificate Workshop curriculum and test instrument(s) need to be updated or revised to address the pass/failure rate of test-takers. Other areas to be addressed are the gaps between the number of students scheduled by DPHSS versus the actual number of registrants for the HC workshop as well as the determination of barriers affecting the failure rates of the test-takers (i.e., language barriers, etc.). **Implementation Status:** 02/13/2013 - The curriculum and test instruments will be updated and the effectiveness of such changes will be documented and included in the CE&WD next assessment cycle.

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		registrants for the HC workshop as well as the determination of barriers affecting the failure rates of the test-takers (i.e., language barriers, etc.). **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Notes:** Increase in fees associated with Health Certificate Workshop for subject matter expert (Adjunct Instructor) costs. **Budget Related Performance Indicators:** Additional services may be required as a result to address the failure rate of test takers (i.e., new curriculum materials, instructors, ESL language barriers, language translator(s), test development into different language(s), etc.). **Budget Related Performance Indicators:** CE&WD will develop and market courses/training that will generate community participation to support the costs. **Related Documents:** HCW March 2012 Health Certificate Workshop Syllabus	

Task Name:
Health Certificate Registration and Student Handout
Task Description:
Each student is required to register for the scheduled Health Certificate Workshop and is provided a copy of the Health Certificate

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Student Handout. **Task Name:** Health Certificate Student Test Score Roster **Task Description:** A health certificate student test score roster is prepared and submitted to the Department of Public Health and Social Services (DPHSS) to grant a "permanent-annual" Health Certificate to successful completers. **Task Name:** Health Certificate Workshop Instruction/Testing **Task Description:** Adjunct Instructor will conduct powerpoint presentation of Health Certificate information, administer the test, and tally the test scores. **Task Name:** Health Certificate Workshop/Test **Task Description:** CEWD conducts health certificate workshops and testing for the Department of Public Health & Social Services. Adjunct Instructor(s) teach the workshop, administers the test, and tallies the test scores.		
CE&WD Department - SSUO #2: FA2012-SP2013 Specialized Training Courses (Non-credit) or CEUs - Students will demonstrate a better understanding of the fundamentals and principles of the Guam government procurement. **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **SSUO Status:** Currently being assessed Program SLO/AUO/SSUO Plan	**Artifact/Instrument/Rubric/Method/Tool Description:** Procurement Training Survey will be used as the measuring tool for the criterion. The survey tool will be uploaded into TracDat. **Type of Artifact/Instrument/Rubric/Method/Tool:** Student Satisfaction Survey **Criterion (Written in %):** 70% of the Spring 2012 students of the Procurement Training will agree they gained a better understanding of the Guam	02/13/2013 - The CE&WD office worked with subject matter experts in developing the C_BE101 Procurement Training course for CEUs offered in Spring 2012. The first class was launched in February, 2012 with a total of 20 students registered. Of the students registered, 90% (n=18) completed the course and received 1.8 CEUs. CE&WD administered the Procurement Training Survey (PTS) to the class. Overall analysis of the Procurement Training Survey (PTS) showed the following results. Of the 18 student completers of the course, the PTS yielded a response rate of	02/13/2013 - Based on these findings, CE&WD will review the assessment results with the subject matter experts to develop additional procurement training courses to address Guam?s procurement law and processes. The local industry certification program will continue to evolve into what is envisioned as the Guam Procurement Institute.

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
reflects/Incorporates: Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** ISMP - Based on the comp evaluation report recommended to assess non-credit courses is now being implemented.	government procurement. **Budget-Related Proposed Outcomes:** It is anticipated that the budget will increase due to costs required to cover the the development of a local industry certificate program for procurement. **Related Documents:** Procurement Training Syllabus Procurement Training Survey.	close to 89% (88%, n=16). The students were asked to respond to the eight (8) survey questions which resulted as follows: 1. When asked to if sufficient time was made available to discuss items listed on the syllabus, close to 38% (37.5%, n=6) strongly agreed, 63% (62.5%, n=10) agreed, with no response to somewhat agree, disagree, or strongly disagree. 2. When asked if the instructor(s) demonstrated a knowledgeable and clear understanding of the subject matter, 75% (n=12) responded they strongly agreed, 25% (n=4) responded they agreed, with no response to somewhat agree, disagree, or strongly disagree. 3. When asked did the training provide information you can use to develop your agency/company?s current process or program, responses showed almost 69% (68.8%, n=11) strongly agree, 25% (n=4) agree, over 6% (6.3%, n=1) somewhat agree, with no response to disagree or strongly disagree. 4. When asked do you have a better understanding of the subject matter to augment, strengthen or support your process or program, close to 69% (68.8%, n=11) strongly agree and over 31% (31.3%, n=5) agree, with no response to somewhat agree, disagree, or strongly disagree. 5. When asked if the resource handbook, CD, handouts, and presentations helped explain the subject matter, the responses included 75% (n=12) strongly agree, close to 19% (n=3) agree, over 6% (6.3%, n=1) somewhat agree, with no response to disagree or strongly disagree. 6. Students were asked if the guest speakers provided useful information to increase their understanding or awareness of the subject matter and almost 69% (68.8%, n=11) responded they strongly agree, over 31% (31.3%, n=5) agree, with no response to somewhat agree, disagree, or strongly disagree. 7. In response to the question what subject or topic did you find the most interesting or helpful,	**Implementation Status:** 02/13/2013 - The goal is to develop a Procurement Institute. The dialogue between the procurement trainers and GCC has been initiated and the details of the Procurement Institute are being developed, refined, and tied to the GCC mission. Further evidence will continue to be collected through the CE&WD assessment process.

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		the students commented as follows: ? 1 ? I found the topic of proper documentation of a purchase most helpful I also found having Mr. Brown + Mrs. Brooks participate in class very helpful. Mr. Perez is also a very knowledgeable man on procurement + it?s procedures. ? 1 - Both the AG and Appeals was very interesting to hear. ? 1 - This is history of procurement. ? 1 - Procurement history. ? 1 ? History of the Guam Procurement Law and to know that a policy office exists and also the powers of the policy office. ? 1 ? Procurement process ? Ethics and moral values. ? 1 ? The protest process as presented by the Public Auditor. ? 1 ? GAR & GCA topic. ? 2- All subject(s). ? 1? All. ? 4 ?None. 8. In response to improvements for the next training module, the students commented as follows: ? 1 ? Give more advance notice of class times. ? 1 - Would like to hear & understand better the relationship between the agencies and CPO/DPW Dir. Find an agency who does thing ?right? or has a good system to present their system/process. Might be good at RFP or IFB, and another on contact management. Also produce contact mgmt as a topic. ? 1 ? Continue to have procurement modules. Make it a course for a whole semester or more. ? 1 ? Continue with the certificating of procurement officers. ? 1 ? Get into the details of Bids, RFP?s, etc. ? 1 ? More class discussions and real life situations be debated. ? 1 ? Make it available venue at each Gov?t. Agency Facility. ? 1 ? Need more time.	

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		? 1 ? Have more times. ? 1 ? Break every 45 minutes. ? 1 ? By limiting the class for 2 hours during the day. ? 1 ? Better venue, sometimes to cold. ? 3 ? None. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result** **Status:** Open **Budget Implications:** Over $5,000 **Notes:** Increase in budget costs will be required to hire additional subject matter experts and administrative assistance will be required for the development and growth operations for the procurement training program. **Budget Related Performance Indicators:** CE&WD will develop and market courses/training that will generate community participation to support the costs. **Related Documents:** Procurement Training Survey. Procurement Training Syllabus	
	Task Name: Student Satisfaction Survey **Task Description:** A Student Satisfaction Survey will be designed to assess the students satisfaction with the learning outcomes. **Task Name:** Student Satisfaction Survey Administration **Task Description:** The student satisfaction survey will be administered on the last day of the specialized training course offering.		

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Task Name: Student Satisfaction Survey Data Analyis **Task Description:** Student data will be collected for the specialized training course offering using the Student Satisfaction Survey.		
CE&WD Department - SSUO #3: FA2012-SP2013 Special Event: Work Readiness Training for Summer Employment Opportunity Program (SEOP) - Participants will report satisfaction with the knowledge learned on work readiness for immediate application for gainful employment or for continued high school education after the SEOP. **Start Date:** 10/08/2012 **End Date:** 03/10/2014 **SSUO Status:** Currently being assessed **Program SLO/AUO/SSUO Plan reflects/Incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** ISMP - Based on the comp evaluation report recommended to assess non-credit courses is now being implemented.	**Artifact/Instrument/Rubric/Method/Tool Description:** The Work Readiness Training (WRT) survey will be used as the measuring tool for the criterion. The survey will be uploaded into TracDat. **Type of Artifact/Instrument/Rubric/Method/Tool:** Student Satisfaction Survey **Criterion (Written in %):** 70% of the participants of the Summer Employment Opportunity Program (SEOP) will be satisfied with the work readiness knowledge learned to apply at their SEOP Employer work-placement. **Budget-Related Proposed Outcomes:** A budget increase is anticipated to cover the costs to develop the SEOP into a leading mentorship-workforce development program for high-school students who achieve academic excellence. **Related Documents:** Workforce Readiness Training for SEOP Syllabus 2012 SEOP Employer Survey.pdf	02/13/2013 - The CE&WD office worked with subject matter experts to provide WRT for the participants of the Summer Employment Opportunity Program for high school students achieving academic excellence. The training was provided in Summer 2012 with a total of forty-four (44) students scheduled to attend. CE&WD administered the Work Readiness Training (WRT) Survey to the participants. Overall analysis of the WRT Survey showed the following results. Of the 44, over 61% (61.4%, n= 27) students registered and completed the WRT. Of the 27 completers, close to 93% (92.59%, n=25) responded to the WRT Survey. The students were asked to respond to the four (4) survey questions which resulted as follows: 1. When asked to rate their overall satisfaction with the training, the participants response rate shows 96% (n=24)very satisfied, 4% (n=1)somewhat satisfied, with no response to neutral, somewhat dissatisfied, or very dissatisfied. 2. When asked to rate if the trainer was knowledgeable, well-prepared and communicated well, the students responded as follows: ? Customer Service Workshop: 92% (n=23) very satisfied with 8% (n=2) responding they did not attend, with no response to somewhat satisfied, neutral, or somewhat dissatisfied. ? Dollars and Cents Workshop: 76% (n=19) very satisfied, 12% (n=3) somewhat satisfied, 8% (n=2) neutral, 4% (n=1) somewhat dissatisfied, with no response to very dissatisfied or did not attend.	02/13/2013 - Based on these findings, the SEOP will be a formalized program with the Work Readiness Training as a permanent component. Additionally, a Memorandum of Agreement will be generated between GCC and each Employer Group interested in providing summer employment job experience for the SEOP student trainee. **Implementation Status:** 02/13/2013 - Subject matter experts will develop the training components, network to develop Employer Group participation, summer employment job placement and continued assessment of the SEOP to evolve into the leading mentorship-workforce development program for high school students who achieve academic excellence. The CE&WD assessment process will include the results of the work to formalize the SEOP and all its

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		? Team Building Workshop: 88% (n=22) very satisfied, 16% (n=4) somewhat satisfied, 4% (n=1) neutral, with no response to somewhat dissatisfied, very dissatisfied or did not attend. ? Social Media in the Workplace: 80% (n=20) very satisfied, 16% (n=4) somewhat satisfied, 4% (n=1) neutral, with no response to somewhat dissatisfied, very dissatisfied or did not attend. ? Success Habits/Work Ethics: 84% (n=21) very satisfied, 16% (n=4) somewhat satisfied, with no response to neutral, somewhat dissatisfied, very dissatisfied or did not attend. 3. When asked to rate their satisfaction with the following workshops, the students responded as follows: ? Customer Service Workshop: 92% (n=23) agree with 8% (n=2) responding they did not attend, with no response to neutral or disagree. ? Dollars and Cents Workshop: close to 96% (95.8%, n=23) agree with over 4% (4.2%, n=1) disagree, with no response to neutral or did not attend. ? Team Building Workshop: 100% (n=25) agree with no response to neutral, disagree, or did not attend. ? Social Media in the Workplace: 100% (n=25) agree with no response to neutral, disagree, or did not attend. ? Success Habits/Work Ethics: 100% (n=25) agree with no response to neutral, disagree, or did not attend. 4. In response to the open Comment section, 68% (n=17) responded: ? Just by attending the workshop, I have learned so much about the work place. ? In my honest opinion I believe that the training today was a success. I enjoyed the people, food, and the activities that were given. I learned new things that I have never knew (known) until now. I am glad that I was chosen to participate in the	

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		knowledgeable, fun and prosperous Workforce Development Training.	
		? This was a good workshop, I learned a lot of new things that I can use in the workforce.	
		? Thank you for this it really helped for the work force.	
		? I am ready to work! But I need more knowledge on money.	
		? This will help many students in the future.	
		? I had a great and fun experience in today?s training.	
		? I did expect to learn this much so I want to thank you all.	
		? This training was very enjoyable. I had so much fun being here. I am greatful (grateful) that I was one of the chosen ones to be here.	
		? The food was great! The program is really helping me out with the job dilemma.	
		? Thank you (for) Changing my life.	
		? It was very interesting and taught me a lot. It?s the only training class I took all summer that didn?t put me to sleep! Thank you!	
		? Good Job!!!	
		? I really learned a lot from this & I enjoyed coming to this workshop.	
		? I really enjoyed this program!!	
		? Overall it good!	
		? The Dollars and Cents speaker spoke a little too fast. Maybe you can try sense? The other speakers & coordinators were very friendly and AWESOME	
		Summary of Result Type: Criterion Met **Data Collection Status/Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Notes:** Budget costs will be required to formalize	

Student Services Unit Outcomes	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		the SEOP, pay for trainers or Adjunct Instructors associated with the components of the SEOP, and administrative assistance needed to support the development and operations of the program. **Budget Related Performance Indicators:** CE&WD to develop a strategic marketing plan to address training demands for workforce development in the community. **Related Documents:** Workforce Readiness Training for SEOP Syllabus 2012 SEOP Employer Survey.pdf	
	Task Name: Work Readiness Instruction **Task Description:** Adjunct Instructor(s) will conduct powerpoint presentations of work readiness knowledge information for participants to apply to SEOP Employer work placement.		
	Task Name: Work Readiness Training (WRT) Survey **Task Description:** Design and administration of the WRT survey to the participants of the Summer Employment Opportunity Program (SEOP).		
	Task Name: Work Readiness Training (WRT) Survey Administration/Data Analysis **Task Description:** Work Readiness Training (WRT) Survey will be administered to the SEOP student trainees who complete the work readiness training at the end of the event.		

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GUAM COMMUNITY COLLEGE
(671) 735-5574

MEMORANDUM

Date: November 12, 2013

To: All Departments

Via: Dr. Ray Somera, Vice President, Academic Affairs
            Dr. Virginia Tudela, Dean, TSS
            Dr. Juan Flores, Dean, TPS

From: Victor Rodgers, Assistant Director, CEWD

Subject: Assessment and Reporting of Credit, CEU, and Non-credit Courses Offered By
            Departments through CEWD

*In order to improve, the ACCJC Evaluation Team recommends that the College develop a process for
systematically evaluating CEU or non-credit courses, workshops, and training sessions for content and
effectiveness, in alignment with the assessment process that is in place for credit courses, (II.A.2).*

In response to the above ACCJC Evaluation Team recommendation, the CEU or non-credit courses
initiated by departments and are (or will be) listed in the electronically or printed CEWD catalog, shall be
assessed by the initiating department and incorporated into their Group D department courses
assessment unit. Monitoring of assessment of these courses by the departments will be an integral part
of the assessment process, thereby, integrating the systematic evaluation of the department's activity
for credit, CEU, and non-credit course offerings in alignment with the ACCJC recommendation. For your
information, CEWD has developed an assessment tool for CEU or non-credit courses which your
department may utilize as part of the department assessment plan.

Effective Spring 2014, the responsible department would select at least one of the Student Learning
Outcomes (SLOs) to be assessed and input the results into TracDat using the following steps:
1. Department originating the CPF/EPF must include an assessment plan and assessment tool in
    approval packet;
2. Department must submit and input roster/grades and sign-in/attendance sheets up to 5
    working days of course completion. Should certificates need to be created by CEWD submission
    of supporting documents (roster/grades/sign-in or attendance sheets) must be within 1-3 days.
3. Department must submit completed assessment tools/data analysis/report to CEWD up to
    fifteen (15) working days of course completion.
4. Department inputs relative assessment tool/data analysis/report of CEU or non-credit course
    into TracDat in accordance with their Group D department courses assessment unit activity.

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**Guam Community College
Board of Trustees**

Distance Education Policy

WHEREAS, distance education (hereinafter referred to as 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. DE includes the use of computer and Internet-based educational services as well as video and audio services. Institutions use Internet technologies to bring students educational programming in either synchronous (students and the service provider are interacting on line at the same time) or asynchronous modes (students and the service provider not interacting on line at the same time). Educational interactions delivered through these means may occur on campus as well as off campus, and

WHEREAS, DE can be a convenient, flexible, and effective means of providing education. Nearly half of all the college students in the country are of the age group once thought of as nontraditional. They are working adults or adults seeking first educational credentials or retraining. Many working adult students with multiple demands on their time find DE to meet their needs better than campus-based education, and

WHEREAS, DE is also an opportunity for the College and the students to contribute to environmentally friendly practices. Courses that run through DE reduce the use of paper and copying, as resources are available digitally. In addition, students commute to campus less frequently than traditional courses, lessening the use of gas and related emissions into the environment, and

WHEREAS, in addition to working adults, the traditional-aged college students come to campus with extensive experience using digital technologies in their personal and school lives. For these students, DE that involves the use of Internet, web casts, text messaging, and other digital media is comfortable and familiar. As technology continues to expand world-wide, participation in DE assists students in preparing for the workforce.

NOW, THEREFORE, BE IT RESOLVED, that this document serves as a policy for the College to support the policy on distance education and correspondence education of the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC) (Revised January 2010).

BE IT FURTHER RESOLVED, that a manual will be developed based on this policy. The manual will include specific forms, and other detailed processes that are necessary to ensure the policy is implemented.

Adopted: July 7, 2010

Resolution No: 7-2010

Definitions

- An Online course is defined as one in which all regularly scheduled classroom time is replaced by required activities completed at a distance and managed online. Online courses allow students to take courses from geographically remote locations, without any need to come to campus (for instance, while deployed in the military).
- Hybrid online courses are taught using two instructional formats: on campus and online, combining traditional face-to-face classroom instruction with computer-based DE (e.g., 50% of the course work is electronically delivered). In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced.
- Web-Enhanced courses are traditional face-to-face classes that are augmented with course web sites. However, unlike hybrid courses, web-enhanced classes continue to hold all of their meetings on-campus. Web-enhanced courses are NOT distance education courses.

Requirements

- The College will adhere to all ACCJC policies regarding DE.
- All credited courses and programs that include or will include components of DE (online or hybrid online) must be approved through the Curriculum Approval Substantive Change Process. These will include courses offered through the regular semester cycle, special projects, or Continuing Education cycle, for as long as they include DE components.
- As per the WASC Distance Learning Policy, the College is expected to give the ACCJC advance notice of intent to offer a program in which 50% or more of the courses are electronically-delivered, through the Substantive Change process. Any request for ACCJC's approval of a DE program, must be coursed through the Office of the Academic Vice President.
- All courses and programs delivered through electronic means must have clearly defined and appropriate program/course student learning outcomes (SLOs).
- Students are responsible for accessing resources to complete all course requirements and resolving any technical difficulties outside of Guam Community College.
- All DE courses must be clearly identified as either online or hybrid online courses in the annually-published college catalog and in the class schedule published every semester.
- All online courses can only be taught during academic years where traditional courses are also offered as an alternative course, with the exception of continuing education courses.   All DE courses must be electronically delivered by the course management system agreed upon by the College (in order to ensure consistency and uniformity in course delivery and eventual assessment of these courses.[1]
- Prior to teaching a DE course, individual faculty members are responsible for acquiring sufficient skills by completing at a minimum a 3-credit course (must be

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[1] The platform the College currently utilizes is the Moodle Course Management System.

verified through official college transcripts) on building an online course, minor troubleshooting, and features of a course management system.

- Faculty must be able to provide minimal technical assistance to students (e.g., course enrollment into course management systems, access to online course materials, access to online examinations, etc.). The College will identify an individual person or department to provide further assistance for students and faculty.
- As per the WASC Distance Learning Policy, the College must ensure that the student enrolling in course is the same student who completes the course. Therefore, students enrolling in DE courses must present photo identification during the orientation procedure. Only those enrolled students should receive the enrollment key or password to enter the course. Students enrolled must agree, in writing, to be solely responsible for the completion of the course.
- Faculty and staff involved in DE courses will be provided with training opportunities specific to online learning.

Resources

- *Copyright*. Faculty and students must refrain from using copyrighted materials illegally and seek permission from the respective author or publisher to use copyrighted material. For more information on the U.S. Copyright Law, visit the U.S. Copyright Office's web site.

Privacy/Security

- In accordance with the U.S. Family Education Rights and Privacy Act of 1974 (FERPA), the College is committed to protecting the privacy of all faculty and students enrolled in DE courses. The information collected will only be visible to the instructor, system managers, technical support team and other pertinent personnel. In order to ensure privacy, posting personal information such as phone numbers and addresses are discouraged and should be kept confidential. Sole access to DE courses should be limited to the registered student to maintain integrity of privacy and academic integrity as well.

Support

- *Basic Student Support Services*. Each student enrolled in a DE course shall have access to all the academic support services, instructional equipment, and campus events and other non-academic activities provided to other students. Support services may include, but are not limited to, academic advising, counseling, library services, computer access, tutoring services and financial aid.
- *Library Support*. The Library shall provide equivalent, effective and appropriate support for DE courses. Library support may include, but is not limited to, access to over 7,000 different periodicals (majority of which are available full-text) and online public access of the library catalog (through the GCC Library web page) and other strategies that emphasize access to these resources.

- *Technology Support.* In order to maximize instruction in DE courses, appropriate training and support is needed in the use of DE tools, applications and systems, the design and delivery of DE courses, the development and production of online materials, and ongoing collaboration with instructional technology staff.
- *Pedagogy Support.* In order to provide appropriate instruction in DE courses, faculty should have ongoing access to pedagogy support from other faculty, staff, administrators and instructional technology personnel. Periodic training opportunities will be offered to develop and improve teaching skills and methods for DE courses.

Assessment Strategies for Distance Learning

- The Office of Assessment and Institutional Effectiveness shall provide a report on the effectiveness of DE courses to ensure comparability to campus-based courses. Distance education must also be evaluated through an institutionally standardized evaluation procedure which includes faculty self-evaluation, evaluation of online instruction by students, student retention, student satisfaction and evaluation of faculty member by the appropriate supervisor and when appropriate, determine comparability to campus-based programs. This process shall also be used to assure the conformity of DE courses and programs to prevailing quality standards in the field of DE. DE courses and programs shall be consistent with the educational missions and strategic plans of the Department and College. DE courses will follow the regular assessment cycles and will conform to established assessment groupings.
- DE courses must be of the same quality and rigor as those presented face-to face. The course syllabi should demonstrate this equity of quality. All course syllabi must be submitted to the respective Dean of each school, as stipulated in the Guam Federation of Teachers and Guam Community College Board of Trustees Agreement. DE faculty members must deliver accurate and current information. Faculty shall not include in the content or delivery of a course any information which he or she knows to constitute libel, invasion of privacy, infringement of copyright or other literary rights, or otherwise violate the legal rights of others (See the TEACH Act). Instructors must demonstrate how student work is monitored to assure integrity.

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Guam Community College: Market Assessment and Needs Analysis

February 28, 2013

Table of Contents

Introduction

As Guam Community College (GCC) continues to expand its sphere of influence and provide high quality education and career training for its students, the college seeks additional ways in which it can support the needs of both local Guam based students and Micronesian students at large. As part of this process, the college has embarked on an analysis of its Distance Education needs by engaging Ellucian consultants. During the week of February 10th – 14th, Dr. Christine Martey-Ochola and Martin LaGrow from Ellucian visited the GCC campus in Mangilao and through the coordinated efforts of Wesley Gima (GCC) met with students, faculty and staff members as part of the assessment process. Through these meetings, it was determined that although the college has already offered a few distance education courses, a thorough market analysis and needs assessment was not utilized to drive the development of the online courses that are offered at the college.

This document outlines the findings from both onsite and off-site assessment, and specifically addresses the market needs, GCC's recruitment, marketing and retention management processes, student needs, and the current status of distance education in Micronesia. In addition, a summary of recommendations are included which if considered and implemented would enable the college to gauge what programs to offer, and which target markets to consider.

Postsecondary Online Programs
For at least the past decade, enrollment growth in higher education has been concentrated in the online market. The Sloan Consortium (http://sloanconsortium.org) has been tracking the growth of online delivery within higher education since 2002 via a comprehensive annual survey. The Consortium's most recent report notes that the 10% percent growth rate for online enrollments far exceeds the 2% percent growth rate for the overall higher education student population.[1] The difference between the growth rate in the online market and the overall higher education market makes it clear that any institution of higher education with enrollment growth as part of its strategic agenda cannot afford to ignore the online market.

Gender Differences in Educational Attainment
Educational attainment data published by the U.S. Census Bureau indicates that women continue to outpace men with respect to college degree attainment.[2] Among the employed population 25 and older, 37 percent of women had attained a bachelor's degree or more as of 2010, compared with 35 percent of men.[3] Furthermore, among the population 25 to 29, 36 percent of women had a bachelor's degree or more, compared with 28 percent of men.[4]

The same trend holds true when analyzing degrees conferred in the United States. For 2008-09, the most recent year for which U.S. Department of Education data are available, women earned 62.1 percent of all Associate's degrees; 57.2 percent of all Bachelor's degrees; 60.4percent of all Master's degrees; and 52.3 percent of all Doctoral degrees awarded in the U.S.[5] Numerous studies have documented that women are more likely than men to enroll in online courses and programs as well.[6],[7]

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[1] Allen, I. Elaine, and Jeff Seaman. Going the Distance: Online Education in the United States, 2011. The Sloan Consortium (Sloan-C). Babson Survey Research Group, Nov 2011. Web. 21 Jan 2012.
<http://sloanconsortium.org/publications/survey/going_distance_2011>.
[2] U.S. Census Bureau. "More Working Women Than Men Have College Degrees, Census Bureau Reports." Published April 26 2011. http://www.census.gov/newsroom/releases/archives/education/cb11-72.html Retrieved 012112.
[3] Ibid.
[4] Ibid.
[5] U.S. Department of Education, National Center for Education Statistics. (2011). The Condition of Education 2011 (NCES 2011-033), Table A-26-2. Retrieved 020112 http://nces.ed.gov/fastfacts/display.asp?id=72
[6] Primary Research Group. The Survey of Distance Learning Programs in Higher Education, 2007-2008 Edition.
[7] Rooney, Jill. "Cracking the Glass Screen: Gender and Online Higher Education." The Open Academic Onlinecolleges.net, 27 Dec 2011. Web. 21 Jan 2012. <http://www.onlinecolleges.net/2011/12/27/cracking-glass-screen-gender-online-higher-education-2/>.

Postsecondary institutions implement online learning programs for numerous reasons, including: to increase student access to courses and programs via the asynchronous and remote access online delivery provides; to reach students who have scheduling and/or transportation barriers to face-to-face learning; to expand the institution's enrollment reach; and to decrease the costs associated with brick and mortar delivery/increase efficiencies.

William H. Graves, Ph.D., a co-founding Board member of the National Center for Academic Transformation (www.theNCAT.org) and Senior Vice President for Academic Strategy with Ellucian, shared the following perspective on the value of technology-enabled learning for postsecondary institutions:

The National Center for Academic Transformation (www.theNCAT.org) is the best source for proving via multiple examples that IT-enabled learning can improve learning outcomes while simultaneously reducing per-enrollment costs. When applied to the top 20-30 highest enrollment courses (each course section counted as part of one course), the IT-enabled course redesign strategy can measurably improve learning outcomes and reduce per enrollment costs by 40%, on average. In a community college, the top 20-30 highest-enrollment courses account for approximately 50% of all enrollments, while overall direct instructional costs amount to about 50% of all annual operating costs. The math (40% x 50% x 50% = 10%) then reveals possible annual cost offsets (or savings) of approximately 10% of annual operating costs.

… these results have been proven several times over during the past 10-15 years. There are five or so models for redesigning these courses, and effectiveness is amplified when applied in common across a state system or a multi-campus district. These models are explained on the NCAT website, and plenty of case-study examples are available there.

When we think about virtual campus offerings, [therefore] we should think not only about entire degree programs, but also and always about this cluster of the highest-enrollment courses – because these intro and basic-skill courses are the same everywhere and are also the gatekeeper courses on which retention and graduation rates depend so strongly. These courses are also often over-enrolled and therefore unavailable to the student who needs a few such courses to satisfy the requirements of her degree program to graduate on time.[8]

What can GCC offer the Postsecondary Market

Guam Community College (GCC) is seeking guidance in selecting programs for online delivery. Some of the factors that GCC offers include;

a) Good accreditation status in Micronesia- The college is an advisor to colleges that belong to the Pacific Post-Secondary Education Council, through which it is able to share best practices with peer institutions (pacificpec.org)
b) Affordable tuition
c) The existence of adult education programs offered at the college
d) career-based programs that offer students sound employment opportunities
e) Institutional infrastructure that is stronger than its community college peers in the Micronesian region
f) Low faculty turnover, therefore investment in programs that are built for distance learning may be able to exhibit longevity for as long as the program remains relevant to market needs
g) Strong industry partnership - local businesses are advisors to the college departments in determining program viability
h) Program funding through grants – the college has a strong grants organization that has supported the spearheading of several student success initiatives.

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[8] Per William H. Graves, Ph.D., Senior Vice President for Academic Strategy, Ellucian Higher Education, e-mail correspondence. 072311.

Guam Community College – Current Status

Current Course Offerings

GCC is offering a few programs using hybrid, distance or web-enabled learning. Creating an Online Environment Using Moodle and Creating Online Communities are existing courses at Guam CC in the Information Technology department. The Education department has offered CD221 Child Growth and Development and ED220 Human Growth and Development fully online, however the students come to the college to enroll in the courses. In addition, ED270 Behavior Management has run in Moodle as a hybrid course. Computer science, and business and technology related courses use have run web enhanced courses.

Current Institutional Interest

The college has not outlined which programs they would like to run for full DE offerings, however the English department, Social Studies, Education, and Math have indicated interest in offering DE courses. Continuing Education has also discussed a health certification process that may lend itself well in a DE environment.

The selection of courses mentioned above was not driven by market research, nor based on data obtained from students seeking online courses in these fields. The college will need to run an analysis on the need for all selected courses prior to developing the courses for an online offering.

Factors to consider would be:
  a. Student need for online courses in these fields
  b. Lack of institutional capacity to offer more traditional face to face courses, therefore driving the need for online courses
  c. Need for these courses by non GCC students, who have not been able to enroll in these courses because the sections are full.

Recruitment and Marketing

Guam Community College has a modern website that has a clean background, one-click access to a prospective student landing page and access to information that allows a student to determine what type of student they want to be. The **Apply now** page redirects the student to the admissions page, which has links to pdf documents that the student can download and use for application to the college. The main institutional landing page has a poll portal which allows the college to easily manage polls from both institutional constituents and site visitors. The dropdown menu bar that contains Academics, About GCC, Admissions, and other tabs is not convenient to use because it requires the user to hover their mouse over the given header so as to highlight the dropdown menu options which disappear upon cursor movement. This user experience can lead to difficulty in accessing information that is needed to convert a prospective student to an enrolled student. The undesirable effect of *frustration* and consequent migration to another institution that offers similar online programs/courses would not support performance indicators on student conversion.

The overall college website has a lot of information and sometimes requires multiple clicks to find pertinent information for a specific program. In order to find the actual courses for the Criminal Justice (CJ) certificate for example, a prospective/returning student would have to make four clicks in the following order; (1) Academics → (2) Social Science and Criminal Justice Department → (3) Certificate in Criminal Justice → and (4) Required Courses for Certificate. The second click provides social science courses but not the CJ courses, which require 2 additional clicks. A student looking for the social sciences course would therefore need to scroll beyond CJ links in order to access this information, which may create confusion or frustration. Worse still, due to minimal student advising a student seeking social science courses, may select a criminal justice course and therefore extend the length of study due to unwarranted course selections due to insufficient guidance.

The website was updated in the past three years by a third party web developer who will be revising the website in the coming year and addressing search engine optimization. Currently the website is managed by the Assistant Director of Communications and Promotions, with periodic support from MIS or students. Additional web analytics is supported through the admissions office by the registrar.

Programs and Courses

Currently, the college does not have a marketing strategy that is consistent for all programs. Each department is responsible for both marketing and recruitment efforts. The college requires each department to generate recruiting and marketing materials, manage fulfillment of requests that come directly to the department, with a final expectation that prospective students will be redirected to the application portal.

The departments are also responsible for managing website content. Usually the Assistant Director of Communications & Promotions makes requests for marketing and program updates from the departments, so that they can showcase their successes, or provide changes on their specific programmatic landing pages or the main website. The director sometimes has work-study students support marketing efforts through graphic design and other auxiliary functions.

Students

The students at GCC have indicated an interest in online courses and would probably be the first to enroll in online courses. It is critical for the college to create programs that will not cannibalize the current student body and strategically select courses for online delivery that will be marketable to the greater Guam and Micronesian community.

Recommendations: Marketing and Recruitment

1. GCC may want to review web navigation for the number of clicks of what is deemed pertinent information for student admissions and support. Also, an assessment of website Google analytics experience may lead to more clarity on what information to retain and what to migrate out of the website and to allow for better user experiences and faster page loading times.
2. The college may also want to create a distance learning programs/courses" landing page" that is easily accessible. Currently the online courses are buried in the CE section of the "Majors/Programs" tab.
3. In order to support fully online students, the college website "Apply Now" function would need to be configured such that it takes the student to the actual application portal within Banner, rather than to pdf documents that describe what is needed to apply. This information is important and can be included as "Documents needed and Steps to take prior to applying for a GCC online program/course".
4. If online programs will be marketed directly at the departmental level, then institutional approved marketing and fulfillment resources would need to be provided to the departments to ensure consistency in outreach efforts.
5. Develop a review process for departmental marketing efforts to ensure that all departments are meeting Key Performance Indicators that govern successful recruitment, fulfillment and conversion of prospective students. Periodic meetings with the department representatives responsible for marketing efforts are recommended. These meetings if coordinated by the communications and marketing department will support synergistic marketing and recruitment efforts across the institution. This process would entail a review of marketing personnel and may require additional hire (dependent on scope of DE programs)

Employment

Employment projection data from the U.S. Department of Labor indicates that the services-providing sector of the Guam's economy will continue to dominate the employment picture in the U.S. for some time to come. Of the 20 industries gaining the most jobs, seven are in the health care and social assistance sector, and five are in the professional and business services sector[9]. The health care and social assistance sector is projected to gain the most jobs (5.6 million), followed by professional and business

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[9] Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk, Employment projections for major industries, 2010–20 on the Internet at http://www.bls.gov/opub/ted/2012/ted_20120202.htm (visited February 11, 2013)

services (3.8 million), and construction (1.8 million)[10]. In addition to identifying the largest industries in the U.S. with respect to total employment numbers, the Bureau of Labor Statistics (BLS) has also identified the fastest-growing industries in terms of employment.

Note: Industry sectors which appear strongest are "Health care and social assistance" and "Professional and business services". Office and Administrative Support is at the top of Guam's major occupational areas, while Food Preparation, Construction and Management Occupations as well as Education closely follow in hiring status. See Table 1.

Table 1: 20 Major Occupations Based on Highest Levels of Jobs Available

	Annual Jobs	Jobs /1000
Office and Administrative Support Occupations	10,890	33,650
Food Preparation and Serving Related Occupations	6,430	19,010
Construction and Extraction Occupations*	5,370	30,800
Management Occupations*	5,300	74,590
Education, Training, and Library Occupations	4,290	*
Sales and Related Occupations	4,270	23,340
Transportation and Material Moving Occupations	3,470	31,830
Installation, Maintenance, and Repair Occupations	3,430	37,450
Building and Grounds Cleaning and Maintenance Occupations	3,110	19,440
Protective Service Occupations	2,710	43,050
Business and Financial Operations Occupations	2,400	61,990
General and Operations Managers	2,000	70,090
Production Occupations	1,720	35,940
Healthcare Practitioners and Technical Occupations	1,710	63,010
Cashiers	1,710	19,380
Personal Care and Service Occupations	1,660	22,760
Waiters and Waitresses	1,610	18,790
Carpenters	1,450	30,240
Maintenance and Repair Workers, General	1,390	27,990
Retail Salespersons	1,360	23,350
Customer Service Representatives	1,340	25,940

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[10] Ibid

Table 2: Highest Paying Occupations, By Annual Pay

	Jobs/1000	Annual Pay
Chief Executives	880	$115,760
Pharmacists	60	109,470
Cost Estimators	**	109,070
Architectural and Engineering Managers	40	106,360
Transportation, Storage, and Distribution Managers	70	99,870
Education Administrators, All Other*	220	95,860
Lawyers	120	94,090
Managers, All Other	60	92,730
Education Administrators, Postsecondary*	30	89,330
Electrical Engineers	90	88,590
Mechanical Engineers	30	82,300
Legal Occupations	320	81,060
Architects, Except Landscape and Naval	50	77,700
Financial Managers	270	76,630
Computer and Information Systems Managers	40	76,170
Management Occupations	5,300	74,590
Environmental Scientists and Specialists, Including Health	40	73,400
Compliance Officers	190	73,380
Civil Engineers	290	73,110
Architecture and Engineering Occupations	910	72,010
Purchasing Agents, Except Wholesale, Retail, and Farm Products	160	71,100

The nine (9) occupations highlighted in Table 1 above are highly correlated between this BLR chart for highest level of jobs available, the *Guam Short Term Occupational Projections*, and existing programs at Guam Community College.

Seven (7) of the top 20 high paying occupations highlighted above are not only part of the offerings at Guam Community College in the Associates of Arts program, but correlate highly to positive increases in job availability in the *Guam Short Term Occupational Projections* from the Bureau of Labor Statistics (BLR).

Table 3: Highest Levels of Jobs Available – Within Top 20

Job	Degrees and Certificates at GCC
Food Preparation and Serving Related Occupations	
Office and Administrative Support	AA and Certificate Programs
Education, Training and Library Occupations	AA, Certificate, and High School
Healthcare Practitioners and Technical Occupations	Certificate (Early Childhood)
Personal Care and Service Occupations	Certificate (Cosmetology)
Construction and Extract Occupations	Certificate (Construction
Installation, Repair and Maintenance Occupations	Technology)
Carpenters	
Maintenance and Repair Workers, General	
Architectural and Engineering Managers	AA
Education Administrators, Postsecondary + All Other	AA, Certificate, and High School CTE
Electrical Engineers	AA
Mechanical Engineers	AA (Automotive Technology)
Computer and Information Systems Managers	AA, Certificate, High School CTE
Environmental Scientists and Specialists, Inc. Health	AA, Certificate (Nursing-related)

These projections provide solid information so that future institutional context and potential commitments to new programs and courses may be achieved. Current rises and declines in enrollments in existing programs will also help focus on future developments, and those data will assist faculty to work with their department chairs in deciding where to offer new courses and programs.

While the figures above may provide interesting information about best paying and highest level of jobs available it is also important to scan the *Guam Short Term Occupational Projections* (2012 – 2014) to assess how much and where high employment projections (Table 4) ride to assimilate and understand strategic directions for GCC to explore in the near future, especially if Distance Education opportunities will increase for current and future students.

In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices from accrediting groups such as AACJC/WASC require regular assessment and evaluation feedback from students as customers about their experiences, skills accumulation and success in meeting their stated goals within a reasonable period of time with current programs. Regularly scheduled in class and online evaluations provide valuable lessons to the direction and overall success of the college program to keep learning thriving. An increased emphasis on Gainful employment, use of federal funds for online courses or programs that have not been accredited are beginning to take on more relevance with the US department of Education. As the college reviews programs and prepares for DE offerings, it will be important to see the voice of the potential student, but also have a clear understanding of current and future market trends.

Table 4: Occupational Titles With More Than 5% Rise in Employment

Titles	% Change	Average annual openings
Construction Managers	8.4%	8
Food Service Managers	4%	9
Medical and Health Services Managers	5.3%	2
Loan Officers	6%	3
Database Administrators, Network Systems and Data Communications Analysts	8.3 - 10.5%	43
Education (All types)	Up to 8.3%	
Environmental Engineering Technicians	21%	52
Healthcare Support, Home Aides and more	6%	27
Market Research Analysts	5.3%	2
Lifeguards, Ski Patrol, and Other Recreational Protective Service	8%	18
Food preparation, Serving and Related Occupations	~6%	1,058
Tourism Industry including personal care, guides, concierges, sales, hotel/motel resort desk clerks, travel agents	1 – 9%	253
Construction and trade workers of all kinds, helpers, and supervisors	4 – 19%	471

Figure 1: Projected Change and Annual Growth Rate, Nonagricultural Sector

Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk, Employment projections for major industries, 2010–20 on the Internet at http://www.bls.gov/opub/ted/2012/ted_20120202.htm (visited February 11, 2013)

Projected change and annual growth rate, nonagricultural wage and salary employment, by major industry, 2010–2020

Source: U.S. Bureau of Labor Statistics

What are peer institutions doing?

As part of the market analysis, it is important for GCC to review which institutions offer distance education programs within its geographic region. Current research suggests that most online students enroll in programs that are within a 100 mile radius of their institution. At this time the institutions that fit this model as potential competitors for students on Guam is UoG. Other colleges that can be considered are presented below (Table 5). As indicated, most of the colleges do not offer online programs, however several offer ed2go courses similar to GCC as an added benefit for workforce development students. Following discussions with GCC CE personnel, they indicated that there was minimal enrollment in the courses offered through ed2go once the students realize that the courses do not offer credit. UoG offers online courses, but preliminary feedback suggests that students do not have a consistent experience, courses are not developed to meet quality matters best practices, and they do not have an active online student support system. Other institutions such as Northern Marianas College also offer online courses, however the infrastructure is unstable and socioeconomic factors make it difficult for students to take advantage of the opportunities provided by the college to online students. College of Micronesia whose students are eligible for Pell Grants is of particular interest because students from the Federal States of Micronesia (FSM) attend GCC. At this time, College of Micronesia they has not successfully implemented distance learning, however in the event that they would develop their infrastructure they would be an institution to consider as a competitor.

Table 5: Comparison of GCC Peer Institutions

Guam Community College	American Samoa Community College	Northern Marianas College

• Accrediting Commission for Community and Junior Colleges (ACCJC)
• Western Association of Schools and Colleges (WASC)
• Partnered with **Ed2go** (turnkey DE solution)
 	
Tuition Resident ($130 00), Non-Resident ($155.00)
Fall 2013 Enrollment – 2,727
Mainly traditional-aged students –
   • 20 and younger (37%)
   • 21-25 (35%)
	• Location – Mapusaga, Island of Tutuila in American Samoa
	• Description – 2 year WASC College
	• Enrollment – 2,188 (2009)
	• Offers AA , AS, and Certificate Programs
	• No evidence of an institutionally supported DE effort
	• College does offer Moodle, but unable to determine the degree of implementation
		• Location – United States Commonwealth of the Northern Mariana Islands
		• Description – 2 year community college (accredited ACCJC)
		• Enrollment – 930 (2007)
		• Offers AA, AS, and Certificate Programs
		• Partnered with **Ed2go** (turnkey DE solution)
		○ NMC ed2go information sheet - http://www.nmcnet.edu/media/ed2go_nmc_flyer_2012_.pdf
		○ Instructor facilitated and self-paced
		○ Six week duration with a 10 day grace period
		○ Online courses and career training programs

College of the Marshall Islands • Location – Marshall Islands • Description – 2 year community college (accredited ACCJC) • Offers AA, AS, and Certificate Programs • Does not appear to have a DE or web-enhanced learning presence	**University of Guam** • Location – Mangilao, Guam • Description – four year land grant • Enrollment – 3,387 and 180 academic staff • Offers Bachelor's in 34 areas and Master's in 11 areas • Also a partner with **Ed2Go.** **Online Offerings** • Business Administration / PMBA (on campus and online) • Master in Education Reading (Online Only) **University of Guam Moodle -** http://campus.uogdistance.com	**College of Micronesia – FSM** Location – Federated States of Micronesia • Enrollment – 2,915 (2011) • Description - 2 year institution • Very much of a data driven institution • Strategic Plan available - http://www.comfsm.fm/irp/Planning/Strategic_Plan_2013_17.pdf Strategic plan mentions the need to explore distance learning opportunities in association with "emphasize academic offerings in service to national needs. The associated goal: Strategic Plan Goal 2.1: Increase the number of 4 year program opportunities.

The University Of Maryland University College (UMUC) is considered a peer institution by GCC. In looking at the FTE data from 2006 – 2013 (Table 6), it is interesting to note that students emanating from Guam would fall under the category of Asia, yet the majority of these students come from Japan, South Korea, Philippines and China. The number of degrees conferred at the Associate level for the Asian division was at a high of 374 (2007) and in that year the FTE was 4107. In looking at stateside students, the number of Associate degrees that have been awarded has continued to steadily increase over the past 6 years with a high of 472 degrees conferred in 2013 in a year that the FTE was 17,160. It may be worth reconsidering UMUC as a peer institution. UMUC has an infrastructure and financial resources that do not parallel those of GCC, therefore using UMUC as a benchmark may not align with GCC growth and market needs. Furthermore, UMUC's DE is supported by the whole UM higher education system which in effect reduces the financial impact of providing online courses to a national and global student body.

Table 6: Full-Time Equivalent Students (UMUC)

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Stateside								
Undergraduate Associate's	10,591	11,775	11,811	12,023	13,603	14,330	17,118	17,160
Degrees	108	169	191	248	295	285	398	472
Total	**14,809**	**16,588**	**17,055**	**18,368**	**20,602**	**22,089**	**25,390**	**25,110**
Asian								
Undergraduate Associate's	4,796	4,103	4,198	3,630	3,939	4,037	3,878	2,284
Degrees	338	374	329	207	261	253	260	335
Total	**4,823**	**4,103**	**4,241**	**3,658**	**3,964**	**4,039**	**3,878**	**2,284**

University of Maryland University College (UMUC) Fiscal Years 2006 - 2013
http://www.umuc.edu/visitors/about/ipra/upload/umuc-fact-book-fy-2013.pdf

Conclusion

Guam CC is in a prime position to become a leader in providing its target population with online courses and programs that have been developed with student success in mind. The limited number of peer colleges and universities that offer robust online programs would allow GCC to differentiate quite effectively in this pacific marketplace. Several students select GCC as their institution of choice because of cost differentials. As presented in the table 7, amongst colleges in the Pacific islands, its tuition & fees are by far the lowest, followed by College of Micronesia. UMUC has a much lower tuition than GCC,

Table 7: Tuition and Fee Comparisons Across Peer Institutions

Institution	Tuition& Fees ($) (Full time students)	
	Resident	Non-Resident
Guam Community College	3120	4320
University of Guam	5058	14058
College of Marshall Islands	4370	4370
College of Micronesia	3891	3891
University of Phoenix	4608	4608
UMUC	3036	6144

however a Maryland resident looking to take a full course load would probably opt to join UMUC because of lower coupled with online access. Please note that the tuition and fees presented below were from the 2012-2013 school year and may be a little different at this time. The data indicates that GCC would

remain relevant in the market place and could definitely differentiate on price if the tuition and fee structure were to remain the same or relatively similar for the online courses.

In order to attract students from FSM to attend GCC, the $450 tuition & fee difference would have to be made compelling for the student. Although this difference may seem like a barrier, the FSM student would be able to remain at home and minimize expenses on room and board. Granted, the student would be spending ~ $145/month on internet access but that is still relatively minimal when compared to room and board for a whole semester, in addition to costs incurred for travel.

Who is looking for information on GCC's website?

In reviewing potential territories for DE delivery a snapshot of the latest traffic to the college website was provided by Jayne Flores. As indicated below (Table 8), residents on Guam are the largest group of website visitors, followed by the US main land. The Micronesian islands fall under the purview of the college mission, but Northern Mariana Islands and Micronesia have minimal traffic volume, albeit they exhibit the highest number of pages viewed per visit and the longest average duration per visit.

Table 8: GCC Website traffic – Location data

Country/Territory	Visits	% New visits	Pages per Visit	Avg. Visit Duration (min)
Guam	59432	35.66	1.68	2.45
United States	1717	58.3	2.81	2.54
Philippines	117	63.25	2.04	2.47
Japan	88	76.14	3.3	2.59
Northern Mariana Islands	82	65.85	4.15	6.16
Federal States of Micronesia (FSM)	28	42.88	4.5	5.56

GCC - WSI Location report 1/28/14 to 2/27/14

Guam has a population of 182,111 (2013), while FSM has an aggregate population of 103,395 (2012) and the Northern Mariana Islands was estimated to have a population of 51,170 in 2013. Although the combined population of FSM and Northern Mariana Islands is a little less than Guam's, there is a significant gap in GDP, infrastructure and access to resources.

Cost efficient, stable and easily accessible internet is critical for DE students. Following extensive review, it was determined that internet access in FSM is expensive and limited. FSM telecommunications corporation (FMCTC) charges 8 cents per mb (either received or sent). Dial up rates through FMCTC are at about $149.95 for 15 users for a total of 120 hours of dial up access. A full time online student would probably use all of those hours in a single month to support their course work when coupled with recreational browsing. Some cheaper dial options are $19.95 per user for 10 hours of dial-up access, however the students would encounter significant difficulties downloading course content (especially audio-visual) and would still incur about $150 in order to successfully participate in the online environment. Dial-up speeds are slow, and may account for the longer average minutes per visit noted on the website from FSM browsers. Although the college is very interested in providing access to FSM, it seems there may be both infrastructure and financial barriers for student populations from the islands at this time. Based on the large Philippine and Japanese communities on Guam, it may be worthwhile to determine if these are plausible markets for specific programs offered by the college.

Note: Additional website analytics to determine what pages are most visited and specific programs being sought would be a good starting point for the college to determine whether the web traffic can indicate interest in current institutional programs.

Market Differential

To differentiate an educational program in the online market place, students seek *value add* qualities. An example of a *value add* quality is an external validation of a student's competency through accreditation or certification. With the increase of student engagement in online learning and a ripe employment market, it is the recommendation of Ellucian that GCC discuss and strategize around loosely categorized new programs in areas shown above that demonstrate considerable increase in hiring, wages or availability of jobs for focus areas within Guam. New programs will minimize cannibalization of current students and will increase the prospective pool of students.

1. In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices require regular feedback from students as customers in their experiences with DE programs and courses. Regular review of survey data designed to identify improvement, success and further work in DE is necessary. Preliminary results from the following surveys will enable the college to determine its current readiness to enter the DE market.
   a. Online student readiness. Whereby the survey explores student expectations of online classrooms, technology preparedness, study skills and habits, access to computers and knowledge of common software. Students receive immediate feedback upon completion of the survey, and the college ensures that each student is provided with both thoughtful responses about their intrinsic knowledge of technology, study habits and organization, learning style, and directions on how to increase their abilities to follow focused directions and attention to detail. Students then decide whether or not to wait to take an online class while they improve one or two skills needed to be successful.
   b. Faculty self-evaluation of online teaching readiness. In this case, faculty complete a survey that measures online teaching philosophy, DE awareness, DE expectations and overall online skills and preparedness. As a result, faculty often receive additional training for improvements in managing their online classroom.

   Taken together, an assessment of institutional faculty and students in addition to prospective faculty and students will provide the college with a clear perspective on student and faculty needs and gaps. The investment in creating a culture of online learning would then be assessed relative to the benefit obtained from developing online programs, and a Return-On-Investment determined -- insufficient student and faculty readiness have been shown to cripple online programs.

2. Also worthy of review is the development of higher level courses that meet the needs of rising graduates and the Guam workforce. Students that see extended time to completion while awaiting 200 level courses would have their needs met, in addition to providing an avenue for the local workforce to enroll in courses offered by the college, but at their own time.

3. There are about 18,000 potential adult education students on Guam. Diploma readiness courses that are flexible but interactive may be appealing to this demographic on Guam, however a clear needs and technology capability assessment would be required to determine whether who would be best suited for DE at GCC.

4. Lastly, research has shown that most online students prefer to enroll in a program that is within a 100 mile radius of their home. The college attracts close to 500 students/year/high school in dual enrollment and college readiness programs. There are five high schools directly affiliated with GCC, suggesting that there are anywhere from 2,000 – 2,400 students directly impacted by GCC culture on an annual basis. It was noted that there is an attrition rate of about 50% from $10^{th} \rightarrow 11^{th}$ grade and an additional 50% attrition from 11th- 12th grade. These students are already primed for a college experience when they first engage with GCC in 9th grade and would be a ready market for online courses that meet their needs. A survey of these students interest in DE would be beneficial in determining whether GCC has an opportunity to cater their needs since they already see the value of a GCC education. This mitigates risk involved in seeking students that are greater than 100 miles away from the college.

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Guam Community College: Distance Education Capabilities Assessment

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Introduction

Guam Community College (GCC) continues to strive to meets its mission in providing high quality, student-centered education and job training for Micronesian students. As part of this process, the college has embarked on an analysis of its Distance Education (DE) capabilities by engaging Ellucian consultants. During the week of February 10th – 14th, Dr. Christine Martey-Ochola and Mr. Martin LaGrow from Ellucian visited the GCC campus in Mangilao and through the coordination efforts of Wesley Gima (GCC), met with students, faculty and staff members as part of the assessment process. Although the college has already offered a few distance education courses, there are opportunities to strengthen the development, management and delivery of distance education offerings from GCC.

Through a grant from the US Department of Education, the Education Department developed DE courses; however, the support services that play a key role in ensuring good online student experiences were not addressed by the grant. Furthermore, there was no institutional technical support or helpdesk that was made available to these students. The online courses neither met quality matters standards and were lacking in instructor interactivity, nor were students equipped for online instruction through orientation and training. As a result, several learners did not have the knowledge of what it takes to be a successful online student. It was also mentioned that students were unable to distinguish the online courses from their regular courses during registration (courses were previously labeled as Friday courses), which caused several students to be enrolled in online courses without their full knowledge. This has since been rectified and the DE courses are now slotted under the schedule type online. Faculty from the Education department also mentioned that some students signed up for the online courses as a last resort because the traditional in-class courses were full, indicating that a thorough market analysis was not completed prior to development and delivery of these online courses.

This document outlines the findings of the institutional assessment and specifically addresses the technological, management, training, and student support service components currently available at the college. Also included in this summary is a review of regional and national rules and regulations that guide DE. These policies and procedures have been reviewed and aligned with current GCC policies and procedures. Recommendations have been provided which, if implemented by the college, will strengthen DE development and management. A summary of recommendations on resources and capabilities has also been provided. If considered and implemented, these recommendations will enable GCC to offer accredited online programs that are competitive and meet market need.

Are GCC constituents interested in Distance Education?

Hundreds of higher education institutions offer online courses and programs. In most instances, the main driving force is a desire to increase enrollment. Although an increase in enrollment is a good reason to enter into this field, a deeper more fundamental desire to provide students a better learning experience, instructors a better teaching experience and staff and administrators an efficient working experience makes the difference in the value that an institution derives from its distance education (DE) activities.

Student access and success is a key decision driver at GCC. Tools and initiatives that can improve a student's access to college and success in their program of study are the main driving force for any change to the current system. Faculty were concerned about students having insufficient face time with their peers and instructors, while students wondered about the effectiveness of distance learning and whether their faculty would be trained to teach online. Faculty, department chairs and executive leadership asked questions on "*how the courses can be evaluated*" and how to ensure that the courses or programs meet accreditation standards. Assessment was not far from the minds of most of the institutional leaders and staff members. A thorough review of the business processes gave staff a chance to start visualizing what it would take to give a DE student an experience comparable to that of a face-to-face learner.

Staff indicated that they have multiple manual processes which if automated or streamlined to meet the needs of the DE student would support the whole student body. (These are discussed in further detail below). Faculty were also responsive to the flexibility that DE courses would bring to their students, and

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indicated that there are some students who have delayed graduation because of course access. Faculty recommended the development of hybrid as well as online courses, because there was consensus in student behavior/culture and their desire to have an onsite experience even though they may want flexibility in taking certain courses online. Students indicated that they have taken some courses online at other institutions and are considering being fully online students upon graduation from GCC. An opportunity to have a DE experience while at GCC but prior to transferring to other institutions was also raised by students. Taken together, the students indicated an interest in taking DE courses at the college and cited transportation and course scheduling as the main reasons they would like to take DE courses.

Summary of current status of DE at GCC

DE management, communication, marketing and business processes	
- GCC is committed to meeting accreditation requirements but it is unclear whether there is commitment to developing a robust distance education program / division - DE vulnerability due to partnership with 3rd party online course/program providers e.g. Ed2Go - There are memoranda of understanding / articulation agreements with institutions that may be potential DE competitors e.g. University of Phoenix - Banner capabilities are not optimized - Multiple manual processes in student management (admissions, registration, etc.)	- Varied understanding of DE at the faculty, student and staff level - Faculty suspicious about GCC's DE intentions - Inconsistent adherence to current institutional policies - Inconsistent marketing plan for programs - Inconsistent recruitment plan for programs - No DE program(s) selection - Unclear rationale for selection of courses for pilot DE program
Current DE status	
- Insufficient technical knowledge and hardware resources to successfully host and support Moodle in-house - Lacking both front-end and back-end Moodle support - Insufficient policies and procedures to guide DE - Lack of oversight of current DE courses	- No faculty training for online instruction - Current online courses are not consistent in template, and are not ADA compliant nor fully online - Inconsistent course development – lacking instructional development personnel - Inconsistent course evaluation - No online course evaluator training
Other factors that impact DE	
- Overloaded website – too much information in certain tabs - Inconsistent adjunct faculty onboarding process at the departmental level - Inadequate student advising – long "Time to Completion" for students	- Insufficient staffing to support full DE division - Less than optimal student services for fully online learners. No helpdesk or student/faculty tech support - Faculty are engaging with online tools that do not have onsite support

Concerns that were raised about DE

The questions below were raised during the faculty, staff and student focus group sessions and were addressed as indicated below each bullet point (italics). It will be necessary for the college to continue the dialog about DE to all constituents so that their questions and needs are addressed as the college seeks to implement DE.

- Was the college ready to invest in establishing a competitive DE program/initiative?

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This is going to be determined by the college following the needs and capabilities assessment.

- How would the quality of instruction be determined and would the online courses be evaluated differently?
  Measures would be put in place, and processes established to evaluate the online classes and support faculty seeking to teach online so that they can be successful online instructors. (This is pending GCC's decision about whether or not to embark on DE).

- Would the programs be developed to meet all accreditation standards including Quality Matters?
  Any program developed for DE would have to meet ACCJC accreditation requirements and be built per Quality Matters (QM) standards at a minimum.

- Stability of the learning management system
  The college is still assessing Moodle and will come to a decision on which LMS to use and how extensive it will be in the college.

- Would students still be able to access federal grants/loans to pay their tuition if they were in DE?
  Yes.

- Would students have some online training and orientation? *Yes.*

- Would faculty have a differential compensation system? *No, but models that other institutions have used include compensating a faculty member to build a master course. The course is then cloned for additional faculty members and is owned by the college.*

- Would there be required training for faculty? *Yes, for faculty who are going to teach online.*

- Would all faculty have to teach online? *No, only faculty who want to teach online will engage in this process.*

- Would there be technology support? *This is still under review. Support will be provided, but the extent to which it will be provided remains to be determined.*

- Would there be helpdesk support? *This is still under review. Support will be provided, but the extent to which it will be provided remains to be determined.*

- Would faculty get instructional design support? *This has not been determined, but would be the recommended solution, especially early in the development of DE courses and programs.*

- What impact would DE have on faculty teaching load? *It should not have any impact. The DE courses would be treated like any other course currently being offered at GCC.*

Federal and local rules/regulations/public laws on DE and recommendations for GCC

Investigation did not uncover any current local rules or regulations governing DE on Guam, however it is required that all institutions offering distance learning adhere to Federal rules and regulations. Federal rules for DE have been taken into account by the ACCJC recommendations. Please see the document entitled *Federal Regulations and their Impact on Accreditation*.

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The Distance Education and Training Council (DETC), which is a private non-profit accrediting agency provides accreditation for secondary and tertiary institutions, and works in concert with federal rules and regulations. University of Guam (UoG) has DETC accreditation and adheres to their rules and regulations. At this time, GCC has not sought DETC review (although ACCJC supersedes DETC) and may want to review DETC in order to meet the needs of GCC students who may seek to transfer to UoG DE credits back to GCC. It was discussed during several sessions on campus that many GCC students take courses at UoG and transfer them back to GCC as part of the degree completion process. As GCC looks to strengthen DE, it will be critical to look at the impact of DE courses on transfer articulation agreements. Information on the DETC and DETC accreditation can be found at http://www.detc.org

ACCJC rules on DE and recommendations for GCC.
This table was completed through reference to the ACCJC Distance Learning Manual, the ACCJC Evaluation Report, and GCC Policy-340.

Curriculum and Instruction	
ACCJC DE Rule	**GCC Recommendation**
Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded.	The College plans to use the same processes for the planning, approval, evaluation, and review of courses offered in the distance education mode as they do for face-to-face courses, certificates, and degrees. This may pose some difficulties as not all tools and policies apply equally to face-to-face and online courses.
A degree or certificate program delivered partially or entirely through electronic means is coherent and complete and results in learning outcomes comparable to those delivered through other means.	
Student experiences result in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty and students and among students.	Currently, the College does not separate Distance Education data for success and retention. As Distance Education at the College grows, it is recommended that GCC enact this separation because online education differs from face-to-face education in audience, challenges, and opportunity.
Portions of courses delivered through electronic means adhere to the same principles of academic quality and integrity as courses delivered entirely through these means.	Because GCC does not separate online from face-to-face data, this is difficult to determine. Furthermore, there have been challenges in the implementation of the tool used to evaluate distance courses. To fully address this rule, it is recommended that GCC institute a reliable means to evaluate online and hybrid courses. Eventually, data for online and hybrid courses should be evaluated separately from that for face-to-face courses.

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The institution has an effective means of ensuring the integrity of the educational process in electronically delivered courses including assuring that the work submitted for credit by students is submitted by students actually enrolled in the course.	In a recent report entitled "Managing Online Education 2013: Practices in Ensuring Quality," WCET states that 79% of institutions surveyed have a policy on academic integrity for online learners; 41% use technologies to authenticate the identity of online learners (36% do not); and 40% identify proctoring sites for online learners at a distance. It is recommended that GCC build means for insuring learner integrity into their Distance Learning Plan and Policy.

Role and Mission

ACCJC DE Rule	GCC Recommendation
Delivery of courses and programs through electronic means is consistent with the institution's role and mission.	GCC has fulfilled this requirement. The mode of delivery allows the College to provide the "highest quality education" and address the needs of vocational students. Broad-based College-wide discussions have led to the adoption of Board Policy (BP) 340: Distance Education Policy. It is recommended that Policy-340 be reviewed, revised, and operationalized in either a faculty manual or a DE strategic plan.
Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives.	
Specific needs of students for whom electronically delivered courses are intended are identified and addressed.	

Learning Resources

ACCJC DE Rule	GCC Recommendation
Appropriate learning resources are available to students who take electronically delivered courses.	In the Evaluation Report complied after the March 19 -22nd site visit, ACCJC accreditors recommended that the College implement appropriate support services and procedures to deliver instruction online. These should be considered in the GCC Strategic Plan for Distance Learning.

Students and Student Services

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ACCJC DE Rule	GCC Recommendation
Students receive clear, complete, and timely information on the curriculum, course, and degree requirements, nature of faculty / student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.	In the Evaluation Report complied after the March 19 -22nd site visit, ACCJC accreditors recommended that the College implement appropriate support services and procedures to deliver instruction online. These should be considered in the GCC Strategic Plan for Distance Learning.
Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.	
Students have the background, knowledge, and technical skills needed to successfully use the technology involved in their course work.	It is recommended that GCC implement means for students to self-assess whether their background, knowledge, and technical skills are sufficient to embarking on Distance Learning. Requirements should be clearly stated in all marketing and catalogue materials.
Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available.	It is recommended that GCC develop these materials for online courses, certificates, and programs in accordance with a Marketing Plan

Commitment to Support	
ACCJC DE Rule	**GCC Recommendation**
The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree / certification.	GCC's Information Technology Strategic Plan states that GCC has adequate broadband for the current online courses, but expresses the need for a thorough assessment of technical resources if DE offerings are to grow. It is recommended that this assessment be considered in the DE planning and budgeting process.
The institution ensures that qualified faculty provide appropriate oversight of courses delivered electronically.	Board of Trustees Policy-340 makes accommodations for these rules; it is recommended that this policy be reviewed and operationalized in a faculty manual and/or strategic plan.
The institution gives appropriate consideration to the technical skills and needs of faculty	

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assigned to teach through electronic means.

The faculty evaluation process provides a means to evaluate technical skills when appropriate.

The institution provides faculty training and support services specifically related to teaching via electronic means.

Evaluation and Assessment	
ACCJC DE Rule	**GCC Recommendation**
The institution evaluates the educational effectiveness of electronically delivered course work, including assessment of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data.	The GCC catalog lists the SLOs for 100 percent of the instructional programs. The Curriculum Mapping Booklet provides evidence that course SLOs are mapped to programs. The SLO mapping process connects course level SLOs to program SLOs and institutional learning outcomes. The College requires all regular semester, special project, or Continuing Education credited distance education courses and programs to be approved through the Curriculum Approval Substantive Change Process. It is recommended that AIER should evaluate the DE courses through an institutionally standardized evaluation procedure.
The institution provides for assessment of student achievement in each course and at completion of a program.	

The accrediting standards that apply specifically to Distance Education and are not duplicated by the ACCJC standards are listed below. As this is by no a means an exhaustive list of DETC standards, it is recommended the Distance Education Task Force review the complete standards document: http://www.detc.org/UploadedDocuments/DETC%20Accreditation%20Handbook/A.1.%20Accreditation%20Standards%2013.pdf

DETC Rule	**GCC Recommendation**
II. I. Curriculum Delivery: Online and/or written instructional materials are appropriately presented. Online materials fit the content and are delivered using readily available, reliable technology. Institutional prepared materials must be keyed to the reading competence of the students in the program and be legibly reproduced.	In its reference to the "appropriate technology," this statement alludes to the necessity of investigating, selecting and supporting those tools necessary for the delivery of distance education. These may include sustainable investment in a course management system and 3rd party tools that support distance education. Involvement of an instructional designer may be helpful to aid instructors in the production of online materials.
II. K. Educational Media and Learning	The investment speaks to the necessity of

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DETC Rule	GCC Recommendation
Resources: **Learning resources for faculty and students must be available and appropriate to the level and scope of program offerings. Program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students. The institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.**	working closely with the library to assess and scaffold their ability to fully support distance learners. We recommend that library services be included in the Distance Education strategic plan.
II. L. Student Privacy, Integrity, and Identity: **The institution has clear, specific, published policies related to student privacy, integrity, and academic honesty. The institution has a student identity verification process that ensures that students who earn the credit or completion credentials are the same students who did the course assignments and assessments.**	We recommend that GCC consider investigate and script this policy as a precursor to launching Distance Learning programs.
III. F. Appropriate Technology: **The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.**	This area is considered in the assessment and Distance Learning Strategic plan.
III. G. Resident Training **Resident training or face-to-face learning sessions must supplement the electronically delivered, online, or other distance study method whenever it is necessary to attain the stated institutional and program objectives and intended student learning outcomes.**	It is recommended that planning for Distance Learning take into considering those times where students may need to be on campus.

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Recommendations on Policies
In order fully support distance learners and distance learning at the institution, it is recommended that GCC consider creating and implementing the following policies:

- GCC Strategic Plan for Distance Learning
- Intellectual Property Policy and Strategy for Online Course Creation
- Policy to Assess and Insure Integrity in Distance Education

Assessment of Current Service Capabilities and Resources

Assessment of GCC Institutional Resources

Hardware

- o GCC has 46 classroom labs. Thirty-one of the labs are instructional labs ranging from 12 to 41 computers. There are also 2 open labs, one housing 48 computers (5 are Macs) and the other holding a combination of 18 Macs and PCs. Additionally there are 11 GCC High School Program Labs that hold 10 to 24 computers per lab. There are also 2 testing labs ranging from 15-23 computers. These labs are used for administering secure tests such as Pearson Vue, Prometric, etc.
  - Though many labs exist, there are limited labs available with enough computers for larger course sections. Scheduling classes in these labs has become problematic and there is competition at scheduling time to get access to these labs.
  - The number of open lab machines available is adequate for current use. However, development of DE programs could result in increased demand for open lab access, including weekend time.
- o GCC has a stable network infrastructure. However, students reported that wireless access is inconsistent and not all areas of the campus are covered. MIS confirmed that a wireless plan was deployed, but scaled back for financial reasons, thus there is not wireless coverage in all areas. The wireless network is unsecured.
- o Seventy-seven Faculty members participated in a Spring 2013 survey run at the college on faculty perception and need for Academic Technology and training. The faculty included both full time and adjunct faculty who teach at the college and at the high schools affiliated with GCC. About 70.1% of the faculty use a computer (desktop/laptop) to teach their face to face courses, and of these, 44 faculty indicated that they use a laptop (either GCC owned or personal) to teach their courses with about 26 indicating use of their personal computers for teaching purposes. About 7.6% use tablets for instruction. A future survey asking faculty if they own personal computers at home that can support their DE courses would be necessary to obtain a better understanding of their DE capabilities.
- o The Moodle LMS presently supported by MIS exists in a VMWare environment that is scheduled to be upgraded on March 1-2, requiring full shutdown.

Software

- o GCC does not employ any software for instructional use that would support synchronous distance delivery (e.g. Adobe Connect, WebEx). No licenses are held for presentation software or video hosting (e.g. Voicethread, Kaltura).
- o CourseShare/GroupStudio – Is a Banner enabled document sharing tool that some faculty at the college are using to manage their courses. The platform is used to share course materials, syllabi and other information that the faculty member finds relevant to the students. There is inconsistency in how it is used for instruction. Additionally, GroupStudio is being used as project management tool (sharing documents) amongst taskforce members, institutional committees and departments.
- o MathXL – Being used to support web-enabled learning for Math 085, 095 and 108. Previous performance analysis has been done and it was determined that after implementation of MathXl

in 2006 there was an improvement of Math grades to previous levels seen in 2003, however, there hasn't been a significant improvement of Math average grades beyond the 2003 levels,even with the institution of MathXl. Faculty in the department (both full and adjunct) were trained on MathXl use for ~ 2hours and were provided with the pertinent knowledge to successfully utilize the software. A clear project to determine performance of students in these courses relative to students who are not taking Math courses supported by MathXl has not been completed.

○ In a spring '13 Academic technology survey, with a total of 77 respondents, 14 faculty indicated that they were using web course management which included Blackboard, Edmodo, and Ed2Go,interestingly Moodle was not included as an option. This may skew the data because in a preceding question, faculty were asked if they would like to see Moodle and there were several respondents who mentioned that they would like to use or have access to Moodle. About 46 faculty indicated that they use web sources to support their teaching practice, and 38 utilize quiz software whether provided by GCC, personally developed or found online.

○ In the above referenced survey, faculty were asked about their need for grading software. In response to this question, 52 out of 54 faculty indicated they need or want access to grading software, with the great majority (74%) indicating that this was an "absolute must". Only 2 out of 54 faculty indicated "no need" for a grading software. This data strongly suggests that if faculty are provided with reliable grading software and are adequately trained on it, the majority would use the software. Currently, the college hosts Gradekeeper, Moodle, and some faculty use GradeSource which is open source.

   ▪ Gradekeeper: Currently some faculty use Gradekeeper to manage course grades. GCC has a site license for it and it is available to all faculty, but not everyone uses it. There's a website for the college and faculty upload course info on a semester basis. Some faculty provide full access to their students while others use the Gradekeeper for their own course management. Faculty who have a Moodle classroom still use Gradekeeper rather than the moodle gradebook. There is inconsistency in the way students receive their grades from course to course within the institution. In discussion, Wes mentioned that it would be ideal to have an LMS gradebook that provides the features that Gradekeeper has. In previous discussion with Martin LaGrow we had discussed the possibility of integrating the LMS with Banner so as to support grade migration and storage within the institutional Banner system.

   ▪ Gradesource: Some faculty are using Gradesource to support grade management, whereby students can log into the portal and review their current grades. Gradesource is a grading app that is free to use, however the students whom a faculty member enrolls in this platform can receive advertisements It is unclear whether there is an institutional license for this product. Furthermore, the college already has a license with Gradekeeper, so it may be possible that there are faculty who are using familiar resources to support their courses and not necessarily utilizing institutional approved software.

Distance Delivery Technologies

○ GCC's education department is running an instance of Moodle 2.3 internally. MIS reports that the installation, which has migrated twice, may be unstable as occasional unresolved errors have been noted by MIS.

   ▪ In the Academic technology survey taken by 77 faculty in spring '13, almost 40 out of 43 faculty indicated that they would like access to Moodle, either in their classroom, or in some classrooms. 22% of these faculty indicated that it was an absolute must to have Moodle, suggesting that there is an uptake for Moodle by the faculty and additional training and exposure could improve interest in the use of this LMS. Only three out of the total 43 respondents to the moodle LMS question stated that there was no need for this LMS.

○ The Continuing Education Department offers "online courses" (as stated on guamcc.edu) using Ed2Go, LERN, and JER online. These courses are branded as GCC content, but are offered by third party vendors.

Technical Support Staff

The MIS department consists of 10 individuals, including programmers, analysts, computer technicians, and a teleprocessing network coordinator. The staff's function is largely focused on infrastructure support

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and some data management. The staff does not include personnel for end-user support, and does not support students directly. MIS is in the process of interviewing to replace one systems position. Due to the absence of DBA support on staff, the MIS department relies heavily on a third-party support company, partly to support and maintain Banner. The previously administered academic technology had respondents requesting for technology support for classrooms, students and faculty. This need was made evident during the student focus group sessions, where students described lack of technology support for their computers, email, website (when it goes down), access to MyGCC, in addition insufficient wireless service throughout the campus.

Instructional Development Support Staff

There are no instructional development staff at Guam Community College. Faculty who have developed online, hybrid or web-enabled courses have done so without institutional support. As mentioned previously, the education department received funding to support instructor use of Moodle (LMS used to initiate the DE program), however training on online course development using appropriate instructional design principles and including ADA compliance was not delivered as is evident in online course set up (Appendix 1).

Related projects already started/being maintained

- In Moodle, the Education department has offered CD221 Child Growth and Development and ED220 Human Growth and Development fully online. These courses are also running in spring of 2014. ED270 Behavior Management has run in Moodle as a hybrid course (Troy Lizama). A number of computer science, business and technology related courses use (or have used) Moodle as 'web enhanced' courses.
- As previously mentioned, certificate programs from third-party vendors are offered to GCC students online by the Continuing Education Department. Specifically Ed2Go, LERN and JER Online. At this time, we were unable to determine what the actual contractual agreement was/is with these online vendors, and cannot make a recommendation as to either maintain or remove the partnership without further knowledge. Areas of concern are:
  - The courses are branded as GCC courses and although the institution knows it doesn't provide credit for these courses, an individual who signs up for these courses may actually think that they are GCC courses.
  - GCC generates revenue by providing access to these courses, however there have been instances where courses offered through these vendors are similar to courses onsite, therefore potentially affecting institutional revenues. The link http://www.guamcc.edu/Runtime/onlinecourses.aspx states that *"Continuing Education offers a variety of online non-credit/skill enhancement courses. Gain knowledge of different skills on your own time!"* suggesting that GCC has a vested interest in running these courses and obtains value by marketing them through the institutions website.

Assessment of Current GCC Service Capabilities

Infrastructure

- The power and network infrastructure at GCC are adequate for their needs. Network usage is monitored and kept at no more than 75 percent of capacity. The wireless network is open, although MIS is investigating security solutions to require sign-in to access wireless. Wireless access points are available around the campus, however there is not full coverage. At time students will create ad hoc networks to extend coverage, causing some confusion for other students. For effective support of distance education, wireless access should be stable and expanded to all areas of the campus.
- A number of challenges prevent the MIS department from effectively supporting distance education:
  - Lack of in-house technical hardware/UNIX/LINUX operating system support. This may be partially resolved with the new position MIS is presently interviewing for; however, there is likely to be a steep learning curve with Moodle and UNIX/LINUX as well as server virtualization.
  - Presently there is no real-time backup in place for disaster recovery, failover, or redirection. Uptime is not guaranteed.

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- No data backup processes are in place.
- There is no sandbox for testing system changes.
- There is presently no budget for maintenance, expansion, or training of MIS staff in required technologies to support distance education.

Student validation/authorization
- To access Moodle, students must self-register. They are given unique registration information before initially logging in to provide validation. Currently there are instances where students who have multiple courses supported by moodle have different usernames and passwords for each of their courses. This creates confusion and frustration for the students when they try to access their courses. Furthermore, because of lack of helpdesk support, there is a higher chance that these students who struggle with access to content may sometimes even forfeit the course altogether leading to poor course retention. Some instructors have been provided with administrative functions so that they can independently provide student user names and passwords in the even that a student reaches out to them. At a small scale this may be manageable, however this is not scalable.
- Students authenticate to access email, calendars, and some course resources through the MyGCC portal.
- Ideally, any LMS access should be available to students via single sign-on from the portal. Registration processes and course creation should be integrated from Banner rather than manual. GCC's MIS lacks the expertise to do this.

Faculty capability
Generally speaking, GCC faculty are not trained or prepared for distance education. Some faculty have knowledge and experience in distance education from outside personal experiences, such as taking online courses or teaching online for other institutions. However, there is inconsistent foundation of knowledge or baseline of skills for distance education. Interestingly, in the above mentioned academic technology survey, faculty from the English department requested that they be allowed to use Moodle as expressed in the response "*Again, please look into allowing faculty members from the English Department to Use Moodle. Thanks!*". Another responder stated "*Thanks for the opportunity ….I hope you will consider making Moodle available to all faculty who are interested*". This suggests that faculty are interested in utilizing LMS to support instruction, but at this time they have been unable to access the resource due to internal constraints. This was a sentiment that was also shared during the faculty focus group sessions.
In focus group sessions, several of the faculty leaned towards hybrid models rather than fully online courses, so there may need to be further dialog on the value that fully online courses/programs would bring to the institution. Several students struggle with getting on campus due to transportation issues and also scheduling conflicts due to their work schedule, so access to a few online courses would alleviate their difficulties and lead to course or even degree completion. It will be critical for the DE taskforce to support the college in determining faculty ideology and philosophy on DE and whether they will actively engage in DE if indeed it is decided that this is a path that the college will embark on.

Faculty hiring
At the college there are more adjunct faculty than full time faculty. Faculty achieve full time status after a one year probationary period during which they enroll in a 6 credit CTE course which they are allowed to complete in 3 semesters (an exception is if they have 18 education credits). The department chair is the main decision maker on adjunct faculty qualifications and hire. The process is not as stringent for adjuncts as compared to full time faculty, however more than 50% of the courses are taught by adjunct faculty.

Instructional technology
Training for instructional classroom technology (e.g. smartboards, laptop presentation tools) occurs on a per request basis. Instructors who use Math XL are trained departmentally.

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Faculty training and support requirements

- To successfully offer distance education, a baseline of knowledge and skills for instruction would need to be established. Faculty will require training in both tools (functionality of the chosen LMS) and technique (best practices in online pedagogy). Even those who are presently teaching online are not versed in the capability and functionality of Moodle or in best practices such as meeting ADA requirements for online instruction.
- Based on these observations, any plan to offer distance education should include instructor training and instructional design assistance, both in the process of designing courses and in support of instructors while delivering the courses.
  - In the previously mentioned academic technology survey, faculty indicated the greatest need for training in grading software, Moodle, Quiz software, CourseStudio, Google apps, Web Course Management, and the use of Web sources.
  - When asked if they take advantage of training, 77.8% indicated that they either take the training or take it sometimes. The majority of the respondents who are not participating in training regularly or at all, stated that there were scheduling conflicts. A few mentioned lack of knowledge of training sessions but most of the faculty are seeking some level of flexibility in accessing training. This was a key component of the faculty focus group sessions held on campus and faculty specifically asked if GCC would be factoring in training in the event that the DE initiative was implemented.

Student training and technical support requirements

- Students of GCC typically have little or no exposure to distance education and are not aware of what it entails, though some students have expressed interest. Prior to taking distance education courses, students should be vetted for their technical capability. Training in three areas should be provided:
  - LMS functionality and features;
  - Best practices for online learning;
  - DE support resources available from GCC.
- As technical support for students is limited at GCC, the adoption of any distance education program should also include a plan to support distance education students. Technical assistance will be necessary for sign-in issues, compatibility issues, functionality issues, and the like. For a fully online program, ideally the support should be available 24/7.

Student Support Services

Admissions and Registration

The admissions and registration functions are handled under the same management. As indicated in the figure below, there are several functions that utilize manual processes and would hinder smooth admission and registration of a new fully online student. Returning/continuing students who do not have a hold on their accounts (green arrow) can reapply and register for their courses online, however, they are still required to go to the registrar's office for ID purposes. A new student to the college would undergo manual application from the beginning of their application process because there are several PDF documents available on the **Apply now** page of the college's website (Figure 1). The student doesn't have access to the **Apply now** portal in Banner until they have sent in required documentation. Currently the college is using an ID system that requires ID provision every semester. The college is seeking solutions to streamline ID provision with Banner. In order to support a fully online student, the manual processes described in the figure will require automation or work-around processes, such as use of phone, email, fax to authenticate and provide required documentation. The TB clearance will require additional discussion on policy and process because onsite students require this clearance. It was discussed during the onsite visits that it may be possible to waive the TB clearance since a fully online DE student would not need to come on campus.

Financial Aid

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Following course selection the student has to make a tuition payment. In instances whereby the student applied for financial aid (FA) early and went ahead and was approved, a hold on their business account is lifted and the student would be able to reapply, register and enroll for courses online (automated). Figure 2a describes the process a

student takes when they apply for Financial Aid as recommended by the FA office. However, they would still have to come on campus to get their college ID. If there are any holds (pre-req, grades, health certificate etc.) on the account then a manual visit to the college is warranted so as to lift all holds. The registrar's office mentioned that during registration nearly 750 students wait on them per day, many of whom have issues that could be resolved online if there was automation of processes such as installment plan establishment.
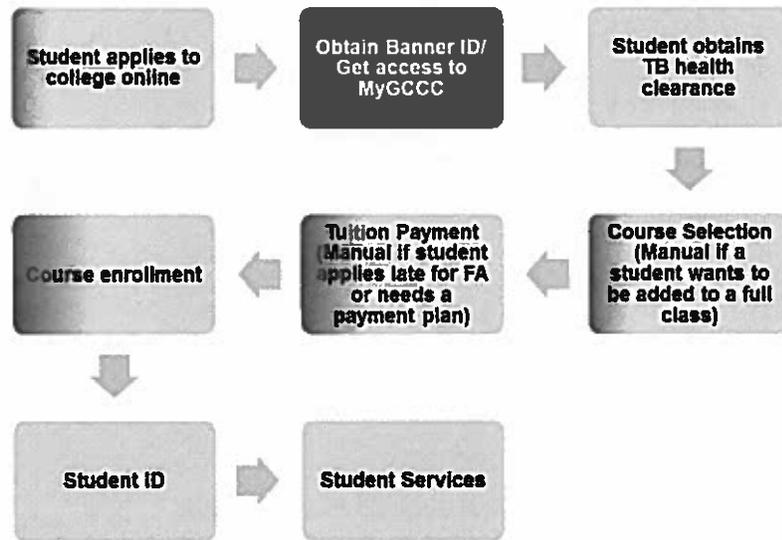
Figure 1. New Student Admission Process

Students who have missed the financial aid deadline have multiple layers of steps they have to undertake in order to register for the courses they need. As indicated in figure 2b, the student would have to meet with an accounting supervisor if they are unable to pay for their courses prior to FA clearance. The

Accounting Supervisor assesses the students' situations on a case by case basis and in certain instances has not granted the student a waiver. Students who receive a waiver, manually select courses, pay a fee to the cashier and sign up for installment payments, after which, they take receipts to the accounts receivable technician so that the student's information can be updated in Banner (as a payment plan). This then allows the student to pay for tuition (they can pay online or in-person), and the tuition hold is released after the last installment is paid, or after they receive FA and they make bulk payment to the cashier.

Figure 2a. Financial Aid (FA) application and processing

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```
Student        Pays for courses      Student meets
Selects    →   online or at      →   with Accounting
Courses        cashier               Supervisor
```

```
Student pays       Course          Receives Waiver from supervisor, however hold is
cashier $37    ←   Selection -  ←  not lifted (Policy states that student has to be current
+                  Registrar       prior to additional installment arrangements,
installment                        however this isn't always adhered to)
costs.
```

```
Student goes to
Accounts           AR tech        Student can       Tuition hold released when
Receivable (AR) →  updates    →   pay for       →   last installment payment is
tech to sign       system         tuition           completed.
payment plan
form
```

```
Code   │ Automated │   Manual   │  Manual /
       │ process   │   process  │  Automated
       │           │            │  process
```

Figure 2b. Deferred Payment Process, for students apply late for Financial Aid. Red arrow indicates that a student needs to meet with Accounting Supervisor because they cannot afford the payment plan and need FA.

A typical example would be a student who needs a cashier's signature so as to have a hold lifted off for a poor grade in a previous semester. The student then takes the form to the FA office for review followed by a waiver being provided to the registrars' office, the student then lines up to register for the courses, pay for them at the cashiers (if necessary), goes on to get an ID and then can buy books and attend class.

Advising / Counseling
GCC currently supports 5 high schools and has guidance counselors embedded in each of the high schools. However, in addition to guidance counselors there are 3 counselors at the college of which one actively supports the "apprenticeship" program. New students are expected to meet with advisors or counselors as part of their enrollment process, during which they receive a clearance form, and pay for courses that they want to enroll in (Figure 3). Students are assigned a faculty advisor about three weeks after they have enrolled in their program of study, and they are supposed to meet with their advisors every semester. However, active advising is not enforced, and in discussion with students they mentioned that in several instances they have been unable to reach their faculty advisors, at which point they resort to meeting with the college counselors. Counselors also mentioned that the students tend to go to them for academic advising because they are more approachable, available and familiar to the students. Further review into the effectiveness of the advising process will be required. Counselors mentioned that in many instances, students do not take courses that meet their program of study and sometimes enroll in courses just so that they can maintain their full time status. The apprenticeship advising model is in closest alignment with distance education advising best practices. This entails provision of a program of study map with a semester by semester outlay of expected courses to enroll in. The students are then actively sought to meet with their respective advisor every semester as they enroll in upcoming courses, and this is tracked. This minimizes error in course selection and manages "time to completion" matters for most students. The advisor tends to also double as a career coach. The counselors at GCC have multiple roles as career coaches, advisors and in some instances provide sociological counseling. (Note:

Unclear as to whether the counselors have certification for this role→ this may pose a risk to the college for lawsuits. Further review of counselor job expectations and certification is warranted).

Students who have to retake a course are required to get clearance from the counselors as presented in Figure 4. A student with a D or F grade is allowed to retake a course and this cost can be offset by Financial Aid. It was determined that

Figure 3. Advising as part of the enrollment process for new students

students meeting with counselors was of no value to the student because they receive a signed form indicating that they are retaking a course, however there is no review of current student progress at this stage, nor is there any advising on study skills, setting goals, or even review of career paths (unless the student specifically asks for it). This suggests that the students go to counselors just to have a form signed after which they go back to FA for clearance (If they need FA) and then to the cashier to pay for the course which is added manually to their schedule. The counselors mentioned that during the first week of school they have sometimes processed about 100 students undergoing the course retake clearance process. In the event that the student has to reschedule the retake course, they have to go through a manual withdrawal process, and then repeat the process (red arrows in figure 4).

Library

The Learning Resource Center is open Monday through Friday, most weeknights until 8:00 pm. In addition to traditional library resources, the LRC offers a Kindle e-reader borrowing program, streaming videos available through Films on Demand, access to the catalog through Dynix Bookmyne (a mobile app), and access to EBSCO. As such, the library is well-positioned to support distance education. Areas in which the library would need to expand services include:

- ○ Real-time research and style guide support for online students (e.g. chat, 1-800 phone support) to match the support provided in-person;
- ○ Expansion of hours to include later evening and weekends for distance students that may work odd hours;
- ○ Development of a mailing loan program for students that cannot

Figure 4. Clearance process for course retake

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come to campus. Note that this becomes very problematic if resources were to be loaned to students off-island. Mail delivery can take an extensive amount of time, meaning resources are out of circulation for long periods.

Health services – Currently the college has a requirement that prior to course registration a student has to have a tuberculosis clearance certificate. This policy is a government policy and governs students who are onsite. In the event that a student is fully online and does not come on campus, the college may be able to waive this requirement. Currently a student has a hold on their account until they have provided proof of TB clearance after meeting with the nurse at the health center.

Course Add and Withdrawal
Currently students withdraw or add courses through manual processes. The course drop process is automated. The student who wants to add to a full course has to have a signed approval from a faculty member to allow for them to be manually added to the course at the registrar's office. In the same vein, a student who wants to withdraw from a course does so manually.

Transcript Requests
Currently the college has an online portal for transcript requests, but the student authentication and clearance process is manual. After clearance the student can pay manually at the cashier's office or the payment amount can be manually entered into Banner and the student pays using the E-commerce solutions. Although the clearance process is manual, it was determined that students could probably use email, phone and fax to complete the whole transcript request process.

Staff Capabilities
Staff would like to put in place measures that increase automation and ease student congestion especially during the admissions/registration period. In several instances staff mentioned that they are in the process of improving their processes such as in FA, ID processing, and marketing. Like the faculty, staff will also need to undergo a change management process because they have become familiar with working with inefficient processes, which they could easily lapse into if clear pathways for adopting new processes are not clearly mapped out.

Recommendations on Service Capabilities and Current Resources
1) Consider Moodle as an LMS for the whole institution - Due to familiarity, inexpensiveness, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty are already primed for Moodle acceptance per their responses to the academic technology survey.
2) Consider hosted Moodle Solutions – GCC should consider this as a scalable LMS utility and management option, due to the instability of the Moodle instance, lack of backup, failover, and sandbox, and lack of personnel, hardware, and time to technically host and support this LMS.
   a. There are a number of companies that host Moodle that would require very little setup for minimal expense compared to what internal hosting would cost. One host company that matches the needs of GCC well, for example, is remote-learner.net. Another is MoodleRooms.
   b. Factors to take into account when choosing an external hosting provider:
      i. Level of technical support;
      ii. Availability/uptime;
      iii. Plans for integrating Moodle updates;
      iv. Redundancy;
      v. Scalability;
      vi. Sandbox availability;
      vii. Ease of data migration in case a different solution is chosen;
      viii. Cost/pricing plan structure.
3) Course and program selection for pilot and full DE rollout: Possible options include, but are not limited to:
   a. Redeveloping the existing Education courses;

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      b. Identifying courses that suffer from limited availability of large labs on campus, and running them as hybrid, meeting half as often and doubling the availability of lab time;

      c. Developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;

      d. Expansion of Math courses that utilize Math XL to fully online offerings;

      e. Selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).

      f. Identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.

4) Offer training for students and faculty - Within the context of the adopted LMS environment, design and offer training courses for both students and faculty who would participate in distance education.

5) Partner an Ellucian instructional designer with selected faculty to develop selected courses and train on instructional practices.

6) Investigate the feasibility of adding Ellucian DBA support to address shortcomings in Banner support at GCC that would enable the integration of Banner and Moodle, as well as potentially automating other manual processes (e.g. Banner integration with bookstore software).

7) Develop a long-term plan to integrate Banner and Moodle, to provide SSO access to Moodle via MyGCC, and utilize a Moodle course shell to supplement every residential course to provide a cohesive and easy-to-access resource for instructors to share content and materials with students.

8) Review of student advising: Faculty at the departmental level are assigned advisees, however both the counselors and students indicated that very few faculty actually advise the students and in most instances the students go to counselors for advising support.

9) Review process for course retake and the role that counselors play in this process.

10) Review student admissions and course registration process to enable more automation that can support remote student application and admissions processes.

11) Review policy compliance especially as relates to student payment deferral systems. Inconsistent approval of payment plans to students can pose a risk to the college in the event that a student is denied access while others are being granted deferrals.

12) Review automation of add/drop and withdrawal from courses.

13) Consider including "prior online instruction experience" in the job descriptions for faculty seeking to teach online courses at GCC. Especially relevant for the adjunct faculty.

14) Develop procedures for remote transcript request completion.

15) Develop a communication and change management plan for the college so that there is transparency in DE implementation and environmental impacts.

Recommendations on Pilot

✓ Review service capabilities and resources to determine if Fall '14 remains feasible for pilot of courses.

      ○ Prioritize tasks per recommendations and determine which will be critical in supporting pilot.

✓ Develop an organizational structure that oversees the functioning of DE at GCC.

✓ Develop policies and procedures that will guide DE pilot and future DE offerings.

✓ Determine the Key Performance Indicators for the pilot and set benchmarks- this will help gauge the success of the pilot.

✓ Develop an aggressive marketing and fulfillment plan for the pilot courses so as to minimize cannibalization of current students.

✓ Develop courses and train faculty who will be engaged with the pilot project.

✓ Train DE course evaluators.

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Appendix 1 – Moodle Courses

Text-Enhance Adware creates hyperlinks to external sites that show up when you hover over the links. These were seen from mainland computers but not on Guam.

GCC Online Courses

Serif fonts are not ADA compliant.

Hello FUTURE Educators of Guam!

I am very pleased with your participation in this ONLINE course. As we move into the technologically-advanced world, we, as educators, must be coherent with how society is communicating with one another.

Because this is an online course, it is imperative that you keep abreast of what is happening in our online community at the very least on a weekly basis. It is suggested that you keep a schedule of when to log in. For example, I may choose to commit to log in every Wednesdays and Friday.

Should you have any questions or concerns, please do not hesitate to contact me immediately at tonirose.realica@guamcc.edu

Always keep in mind that when you enter your username and password,

you are verifying your identity as the student enrolled in this course.

Shading, bold, colors, and highlighting should be used judiciously for ADA compliance.

ORIENTATION DAY

:ory face-to-face orientation held on January 17, 2013 at G is online course.

ills needed to work around the MOODLE site. These skills

ost and two replies

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Guam Community College: Market Assessment and Needs Analysis

May 5th, 2013

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Introduction

As Guam Community College (GCC) continues to expand its sphere of influence and provide high quality education and career training for its students, the college seeks additional ways in which it can support the needs of both local Guam based students and Micronesian students at large. As part of this process, the college has embarked on an analysis of its Distance Education needs by engaging Ellucian consultants. During the week of February 10th – 14th, Dr. Christine Martey-Ochola and Martin LaGrow from Ellucian visited the GCC campus in Mangilao and through the coordinated efforts of Wesley Gima (GCC) met with students, faculty and staff members as part of the assessment process. Through these meetings, it was determined that although the college has already offered a few distance education courses, a thorough market analysis and needs assessment was not utilized to drive the development of online course offerings.

This document outlines the findings from both onsite and off-site assessments, and specifically addresses the market needs, GCC's recruitment, marketing and retention management processes, student needs and the current status of distance education in Micronesia. In addition, a summary of recommendations are included, which if considered and implemented, would enable the college to gauge what programs to offer and which target markets to consider.

Postsecondary Online Programs

For at least the past decade, enrollment growth in higher education has been concentrated in the online market. The Sloan Consortium (http://sloanconsortium.org) has been tracking the growth of online delivery within higher education since 2002 via a comprehensive annual survey. The Consortium's most recent report notes that the 10% percent growth rate for online enrollments far exceeds the 2% percent growth rate for the overall higher education student population.[1] The difference between the growth rate in the online market and the overall higher education market makes it clear that any institution of higher education with enrollment growth as part of its strategic agenda cannot afford to ignore the online market.

Gender Differences in Educational Attainment

Educational attainment data published by the U.S. Census Bureau indicates that women continue to outpace men with respect to college degree attainment.[2] Among the employed population 25 and older, 37 percent of women had attained a bachelor's degree or more as of 2010, compared with 35 percent of men.[3] Furthermore, among the population 25 to 29, 36 percent of women had a bachelor's degree or more, compared with 28 percent of men.[4]

The same trend holds true when analyzing degrees conferred in the United States. For 2008-09, the most recent year for which U.S. Department of Education data are available, women earned 62.1 percent of all Associate's degrees; 57.2 percent of all Bachelor's degrees; 60.4 percent of all Master's degrees; and 52.3 percent of all Doctoral degrees awarded in the U.S.[5] Numerous studies have documented that women are more likely than men to enroll in online courses and programs as well.[6][7]

Postsecondary institutions implement online learning programs for numerous reasons including: to increase student access to courses and programs via the asynchronous and remote access online delivery provides; to reach students who have scheduling and/or transportation barriers to face-to-face

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[1] Allen, I. Elaine, and Jeff Seaman. Going the Distance: Online Education in the United States, 2011. The Sloan Consortium (Sloan-C), Babson Survey Research Group, Nov 2011. Web. 21 Jan 2012.
<http://sloanconsortium.org/publications/survey/going_distance_2011>.
[2] U.S. Census Bureau, "More Working Women Than Men Have College Degrees, Census Bureau Reports." Published April 26, 2011. http://www.census.gov/newsroom/releases/archives/education/cb11-72.html. Retrieved 012112.
[3] Ibid.
[4] Ibid
[5] U.S. Department of Education, National Center for Education Statistics. (2011). The Condition of Education 2011 (NCES 2011-033), Table A-26-2. Retrieved 020112 http://nces.ed.gov/fastfacts/display.asp?id=72
[6] Primary Research Group. The Survey of Distance Learning Programs in Higher Education, 2007-2008 Edition.
[7] Rooney, Jill. "Cracking the Glass Screen: Gender and Online Higher Education." The Open Academic. Onlinecolleges.net, 27 Dec 2011. Web. 21 Jan 2012. <http://www.onlinecolleges.net/2011/12/27/cracking-glass-screen-gender-online-higher-education-2/>.

learning: to expand the institution's enrollment reach and to decrease the costs associated with brick and mortar delivery/increase efficiencies.

William H. Graves, Ph.D., a co-founding Board member of the National Center for Academic Transformation (www.theNCAT.org) and Senior Vice President for Academic Strategy with Ellucian, shared the following perspective on the value of technology-enabled learning for postsecondary institutions:

> The National Center for Academic Transformation (www.theNCAT.org) is the best source for proving via multiple examples that IT-enabled learning can improve learning outcomes while simultaneously reducing per-enrollment costs. When applied to the top 20-30 highest enrollment courses (each course section counted as part of one course), the IT-enabled course redesign strategy can measurably improve learning outcomes and reduce per enrollment costs by 40%, on average. In a community college, the top 20-30 highest-enrollment courses account for approximately 50% of all enrollments, while overall direct instructional costs amount to about 50% of all annual operating costs. The math (40% x 50% x 50% = 10%) then reveals possible annual cost offsets (or savings) of approximately 10% of annual operating costs.

> … these results have been proven several times over during the past 10-15 years. There are five or so models for redesigning these courses, and effectiveness is amplified when applied in common across a state system or a multi-campus district. These models are explained on the NCAT website, and plenty of case-study examples are available there.

> When we think about virtual campus offerings, [therefore] we should think not only about entire degree programs, but also and always about this cluster of the highest-enrollment courses – because these intro and basic-skill courses are the same everywhere and are also the gatekeeper courses on which retention and graduation rates depend so strongly. These courses are also often over-enrolled and therefore unavailable to the student who needs a few such courses to satisfy the requirements of her degree program to graduate on time.[8]

What can GCC offer the Postsecondary Market

Guam Community College (GCC) is seeking guidance in selecting programs for online delivery. Some of the factors that GCC offers include:

a) Good accreditation status in Micronesia - The college is an advisor to colleges that belong to the Pacific Post-Secondary Education Council, through which it is able to share best practices with peer institutions (pacificpec.org)

b) Affordable tuition

c) The existence of adult education programs offered at the college

d) career-based programs that offer students sound employment opportunities

e) Institutional infrastructure that is stronger than its community college peers in the Micronesian region

f) Low faculty turnover – As a result, investment in programs that are built for distance learning may be able to exhibit longevity for as long as the program remains relevant to market needs

g) Strong industry partnership - Local businesses are advisors to the college departments in determining program viability

h) Program funding through grants – the college has a strong grants organization that has supported the spearheading of several student success initiatives.

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[8] Per William H. Graves, Ph.D., Senior Vice President for Academic Strategy, Ellucian Higher Education, e-mail correspondence. 072311

Guam Community College – Current Status

Current Course Offerings

GCC is offering a few courses using hybrid, distance or web-enabled learning. *Creating an Online Environment Using Moodle* and *Creating Online Communities* are courses at GCC in the Information Technology department. The Education department has also offered *CD221 Child Growth and Development* and *ED220 Human Growth and Development* fully online; however, the students come to the college to enroll in the courses. In addition, *ED270 Behavior Management* has run in Moodle as a hybrid course. Computer science as well as business and technology have run web enhanced courses.

Current Institutional Interest

The college has not outlined which programs they would like to run for full DE offerings; however, the English Department, Social Studies, Education and Math have indicated interest in offering DE courses. This information was obtained following meetings with faculty members or department chairs of the respective academic areas. Additional information was provided by Academic Affairs. Continuing Education also discussed a health certification process that may lend itself well in a DE environment.

The selection of courses mentioned above was not driven by market research, nor based on data obtained from students seeking online courses in these fields. The college will need to run an analysis on the need for all selected courses prior to developing the courses for an online offering. Factors to consider while seeking to develop new online courses or expand existing courses would be:
   a. Student need for online courses in these fields.
   b. Lack of institutional capacity to offer more traditional face to face courses therefore driving the need for online courses.
   c. Need for specific courses by non GCC students who have been unable to enroll in courses because the current offered sections are full.

Recruitment and Marketing

Guam Community College has a modern website that has a clean background, one-click access to a prospective student landing page and access to information that allows a student to determine what type of student they want to be. The **Apply now** page redirects the student to the admissions page, which has links to PDF documents that the student can download and use for application to the college. The main institutional landing page has a poll portal which allows the college to easily manage polls from both institutional constituents and site visitors. However, the dropdown menu bar that contains Academics, About GCC, Admissions, and other tabs is not convenient to use because it requires the user to hover their mouse over the given header so as to highlight the dropdown menu options which disappear upon cursor movement. This user experience can lead to difficulty in accessing information that is needed to convert a prospective student to an enrolled student. The undesirable effect of *frustration* and consequent migration to another institution that offers similar online programs/courses would not support performance indicators on student conversions, in the event that GCC established a conversion goal for prospective students as part of its performance dashboard.

The overall college website has a lot of information, but it sometimes requires multiple clicks to find pertinent information for a specific program. In order to find the actual courses for the Criminal Justice (CJ) certificate for example, a prospective/returning student would have to make four clicks in the following order; (1) Academics → (2) Social Science and Criminal Justice Department → (3) Certificate in Criminal Justice → and (4) Required Courses for Certificate. The second click provides social science courses but not the CJ courses, which require two additional clicks. A student looking for the social sciences course would therefore need to scroll beyond CJ links in order to access this information, which may create confusion or frustration[9].

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[9] Due to minimal student advising (sometimes related to student disinterest or low access to advisors), a student seeking social science courses for example may select a criminal justice course and extend their length of study, due to unwarranted course selections resulting from insufficient guidance from advisors or counselors.

The website was updated in the past three years by a third party web developer who will be revising the website in the coming year and addressing search engine optimization. Currently, the website is managed by the Assistant Director of Communications and Promotions, with periodic support from MIS or students. Several departments within the college also have access to content updates. Additional web analytics is supported through the admissions office by the registrar.

Programs and Courses

Currently, the college does not have a marketing strategy that is consistent for all programs. Each department is responsible for both marketing and recruitment efforts. The college requires each department to generate recruiting and marketing materials, manage fulfillment of requests that come directly to the department, with a final expectation that prospective students will be redirected to the application portal.

The Office of Communications and Promotions (OCP) assists each program with requested marketing efforts; however some programs are marketed more than others. Usually the Assistant Director of Communications & Promotions makes requests for marketing and program updates from the departments, so that they can showcase their successes, or provide changes on their specific programmatic landing pages or the main website. The director sometimes has work-study students support marketing efforts through graphic design and other auxiliary functions.

Students

The students at GCC have indicated an interest in online courses and would probably be the first to enroll in online courses. It is critical for the college to create programs that will not cannibalize the current student body and strategically select courses for online delivery that will be marketable to the greater Guam and Micronesian community. The matter of minimizing in-seat enrollment to online enrollment was discussed with the taskforce, and it was recommended that as the college continues to determine DE offerings it takes into consideration the current institutional needs of maintaining in-seat students and supporting faculty who prefer to teach online. In a recent poll run by OCP on the GCC website, a total of 293 students responded to a poll asking if they would take online classes and why. Of these respondents, 82.59% mentioned that they would take online courses due to the need for flexibility in scheduling, 11.95% indicated the desire for online courses due to transportation issues, while 5.46% indicated lack of interest in online courses (survey on GCC website, March 2014).

Recommendations: Marketing and Recruitment

1. Optimize GCC website navigation. Review current website navigation and run a survey with current and prospective students. GCC may want to review web navigation for prospective students and what information will convert online prospective students to enrolled students. Also, an assessment of website Google analytics may lead to more clarity on what information to retain and what to migrate out of the website to allow for better user experiences and faster page loading times.
2. Provide easily accessible DE landing page. The college may also want to create a distance learning programs/courses "landing page" that is easily accessible. Currently, the online courses are found in the continuing education section of the "Majors/Programs" tab (http://www.guamcc.edu/Runtime/onlinecourses.aspx).
3. Add link to application portal on college website. In order to support fully online students, the college website "Apply Now" function would need to be configured to take the student to the actual application portal within Banner, rather than to the PDF documents that describe what is needed to apply. This information is important and can be included as "Documents needed and Steps to take prior to applying for a GCC online program/course."
4. Provision of consistent GCC marketing collateral for programs. If online programs will be marketed directly at the departmental level, then institutional approved marketing and fulfillment resources would need to be provided to the departments to ensure consistency in outreach efforts.
5. Develop a review process for departmental marketing efforts to ensure that all departments are meeting Key Performance Indicators that govern successful recruitment, fulfillment and

conversion of prospective students to enrolled GCC students. Periodic meetings with the department representatives responsible for marketing efforts are recommended. These meetings, if coordinated by the office of communications and promotions, will support synergistic marketing and recruitment efforts across the institution. This process would entail a review of marketing personnel and may require additional hire (dependent on scope of DE programs)

Employment

Employment projection data from the U.S. Department of Labor indicates that the services-providing sector of the Guam's economy will continue to dominate the employment picture in the U.S. for some time to come. Of the 20 industries gaining the most jobs, seven are in the health care and social assistance sector, and five are in the professional and business services sector[10]. The health care and social assistance sector is projected to gain the most jobs (5.6 million), followed by professional and business services (3.8 million), and construction (1.8 million)[11]. In addition to identifying the largest industries in the U.S. with respect to total employment numbers, the Bureau of Labor Statistics (BLS) has also identified the fastest-growing industries in terms of employment.

Note: Industry sectors which appear strongest are "Health care and social assistance" and "Professional and business services". Office and Administrative Support is at the top of Guam's major occupational areas, while Food Preparation, Construction and Management Occupations as well as Education closely follow in hiring status. See Table 1.

Table 1: 20 Major Occupations Based on Highest Levels of Jobs Available in Guam

	Annual Jobs	Jobs /1000
Office and Administrative Support Occupations	10,890	33,650
Food Preparation and Serving Related Occupations	6,430	19,010
Construction and Extraction Occupations*	5,370	30,800
Management Occupations*	5,300	74,590
Education, Training, and Library Occupations	4,290	*
Sales and Related Occupations	4,270	23,340
Transportation and Material Moving Occupations	3,470	31,830
Installation, Maintenance, and Repair Occupations	3,430	37,450
Building and Grounds Cleaning and Maintenance Occupations	3,110	19,440
Protective Service Occupations	2,710	43,050
Business and Financial Operations Occupations	2,400	61,990
General and Operations Managers	2,000	70,090
Production Occupations	1,720	35,940

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[10] Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk, Employment projections for major industries, 2010–20 on the Internet at http://www.bls.gov/opub/ted/2012/ted_20120202.htm (visited February 11, 2013)

[11] Ibid

Healthcare Practitioners and Technical Occupations	1,710	63,010
Cashiers	1,710	19,380
Personal Care and Service Occupations	1,660	22,760
Waiters and Waitresses	1,610	18,790
Carpenters	1,450	30,240
Maintenance and Repair Workers, General	1,390	27,990
Retail Salespersons	1,360	23,350
Customer Service Representatives	1,340	25,940

Table 2: Highest Paying Occupations in Guam, By Annual Pay

	Jobs/1000	Annual Pay
Chief Executives	880	$115,760
Pharmacists	60	109,470
Cost Estimators	**	109,070
Architectural and Engineering Managers	40	106,360
Transportation, Storage, and Distribution Managers	70	99,870
Education Administrators, All Other*	220	95,860
Lawyers	120	94,090
Managers, All Other	60	92,730
Education Administrators, Postsecondary*	30	89,330
Electrical Engineers	90	88,590
Mechanical Engineers	30	82,300
Legal Occupations	320	81,060
Architects, Except Landscape and Naval	50	77,700
Financial Managers	270	76,630
Computer and Information Systems Managers	40	76,170
Management Occupations	5,300	74,590
Environmental Scientists and Specialists, Including Health	40	73,400
Compliance Officers	190	73,380

Civil Engineers	290	73,110
Architecture and Engineering Occupations	910	72,010
Purchasing Agents, Except Wholesale, Retail, and Farm Products	160	71,100

The nine (9) occupations highlighted in Table 1 above are highly correlated between this BLR chart for highest level of jobs available, the *Guam Short Term Occupational Projections*, and existing programs at Guam Community College.

Seven (7) of the top 20 high paying occupations highlighted above are not only part of the offerings at Guam Community College in the AA and AS degrees, but correlate highly to positive increases in job availability in the *Guam Short Term Occupational Projections* from the Bureau of Labor Statistics (BLS).

Table 3: Highest Levels of Jobs Available in Guam – Within Top 20

Job	Degrees and Certificates at GCC
Food Preparation and Serving Related Occupations	
Office and Administrative Support	AA and Certificate Programs
Education, Training and Library Occupations	AA, Certificate, and High School
Healthcare Practitioners and Technical Occupations	Certificate (Early Childhood)
Personal Care and Service Occupations	Certificate (Cosmetology)
Construction and Extract Occupations	Certificate (Construction
Installation, Repair and Maintenance Occupations	Technology)
Carpenters	
Maintenance and Repair Workers, General	
Architectural and Engineering Managers	AA
Education Administrators, Postsecondary + All Other	AA, Certificate, and High School CTE
Electrical Engineers	AA
Mechanical Engineers	AS (Automotive Technology)
Computer and Information Systems Managers	AA, Certificate, High School CTE
Environmental Scientists and Specialists, Inc. Health	AA, Certificate (Nursing-related)

Table 3 provides information that may support future institutional context and potential commitments to new programs and course. Current rises and declines in enrollments in existing programs may also help focus on future developments, and those data will assist faculty to work with their department chairs in deciding where to offer new courses and programs.

While the figures above may provide interesting information about best paying and highest level of jobs available it is also important to scan the *Guam Short Term Occupational Projections* (2012 – 2014) to assess how much and where high employment projections (Table 4) ride to assimilate and understand strategic directions for GCC to explore in the near future, especially if Distance Education opportunities will increase for current and future students.

Table 4: Occupational Titles in Guam With More Than 5% Rise in Employment

Titles	% Change	Average annual openings
Construction Managers	8.4%	8
Food Service Managers	4%	9
Medical and Health Services Managers	5.3%	2
Loan Officers	6%	3
Database Administrators, Network Systems and Data Communications Analysts	8.3 - 10.5%	43
Education (All types)	Up to 8.3%	
Environmental Engineering Technicians	21%	52
Healthcare Support, Home Aides and more	6%	27
Market Research Analysts	5.3%	2
Lifeguards, Ski Patrol, and Other Recreational Protective Service	8%	18
Food preparation, Serving and Related Occupations	~6%	1,058
Tourism Industry including personal care, guides, concierges, sales, hotel/motel resort desk clerks, travel agents	1 – 9%	253
Construction and trade workers of all kinds, helpers, and supervisors	4 – 19%	471
Guam Short Term Occupational Projections (2012 – 2014): http://bls.guam.gov/sites/default/files/attachments/Guam_Short-Term_Occ_Proj_2012-2014.pdf		

In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices from accrediting groups such as ACCJC/WASC require regular assessment and evaluation feedback from students as customers about their experiences, skills accumulation and success in meeting their stated goals within a reasonable period of time with current programs.

Regularly scheduled in class and online evaluations provide valuable lessons to the direction and overall success of the college program to keep learning thriving. An increased emphasis on Gainful employment, use of federal funds for online courses or programs that have not been accredited are beginning to take on more relevance with the US department of Education. As the college reviews programs and prepares for DE offerings, it will be important to see the voice of the potential student, but also have a clear understanding of current and future market trends.

Figure 1: Projected Change and Annual Growth Rate, Nonagricultural Sector-Guam

Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk. Employment projections for major industries, 2010–20 on the Internet at http://www.bls.gov/opub/ted/2012/ted_20120202.htm (visited February 11, 2013)

Projected change and annual growth rate, nonagricultural wage and salary employment, by major industry, 2010–2020

What are peer institutions doing?

As part of the market analysis, it is important for GCC to review which institutions offer distance education programs within its geographic region. Current research suggests that most students enroll in programs that are within a 100 mile radius of their institution[12]. At this time the institution that fit this model as a potential competitor for students on Guam is University of Guam (UoG) which offers online courses. Other colleges that can be considered are presented below (Table 5).

As indicated below, many of the colleges do not offer online programs; however, several offer ed2go courses similar to GCC as an added benefit for workforce development students. GCC's continuing education team indicated that there is minimal enrollment in the courses offered through Ed2go[13] once the students realize that the courses do not offer credit. Other institutions such as Northern Marianas College also offer online courses; however, the infrastructure is unstable and socioeconomic factors make it difficult for students to take advantage of the opportunities provided by the college to online students. The College of Micronesia, whose students are eligible for Pell Grants, is of particular interest because students from the Federal States of Micronesia (FSM) attend GCC[14]. At this time, the College of Micronesia has not successfully implemented distance learning; however, if they develop their infrastructure, they would be an institution to consider as a competitor.

Transfer Articulation Partnerships.
As GCC considers DE and develops and strengthens its articulation agreements with transfer partners, it will be beneficial for the college to review the online courses it offers and determine if they transfer to their partner colleges and also ensure that the transfer colleges do not offer robust online courses that are similar to GCC's. This level of oversight will support GCC's investment in DE and will also maintain the college's relevance in the DE market. Currently GCC has several transfer partners; University of Guam, Chaminade University of Honolulu University of Alaska - Fairbanks, DusitThani College, Kadan Automotive Technical Colleges, American Hospitality Academy Philippines, Bellevue University, University of Phoenix, University of Makati, Bellevue College.

Table 5: Online Courses/Programs at GCC Peer Institutions			
College	Online courses or programs?	Link to online program information	Additional Comments
Guam Community College	Yes	http://www.guamcc.edu/Runtime/online courses.aspx	A few courses have been offered by the Education department, and developed by GCC faculty members. College also offers Ed2Go , YouGotClass and JER online.
College of the Marshall Islands	No	N/A	Does not appear to have a DE or web-enhanced learning presence.
Northern Marianas College	Yes	http://www.nmcnet.edu/media/ed2go nmc_flyer_2012.pdf	Ed2Go and Gatline Education provide vendor online courses. These courses are not developed by the college.

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[12] "Mobility rates are another important factor for traditional-age student strategic enrollment planning. Unfortunately, for target populations located more than 100 miles from campus, the fact that more than 50 percent of first-year students choose a college within 100 miles of home,8 may lead to disappointing out-of-state recruitment efforts." *Noel Levitz report on 2014-24 Projections of High School Graduates by State and Race/Ethnicity, Based Primarily on Data From WICHE*

[13] Data review from GCC course enrollment data - Academic Affairs

[14] DE is mentioned in the 2013-2017 strategic plan for College of Micronesia – FSM

Table 5: Online Courses/Programs at GCC Peer Institutions			
College	Online courses or programs?	Link to online program information	Additional Comments
College of Micronesia (FSM)	Yes	http://www.comfsm.fm/?q=search/node/online%20courses	Offers 4 accounting courses online Strategic plan mentions the need to explore distance learning opportunities in association with "emphasize academic offerings in service to national needs. The associated goal: Strategic Plan Goal 2.1: Increase the number of 4 year program opportunities.
Hawaii Community College	No	http://www.hawaii.edu/dl/programs	The online course/program tab redirects students to University of Hawaii. The college does not offer its own distance courses.
University of Guam	Yes	http://www.uog.edu/search/node/online%20courses http://campus.uogdistance.com/course/search.php?search=online http://campus.uogdistance.com	Offers courses in English, Business, Art, Education, Various Adult Education courses. They also provide some online readiness course(s) for both faculty and students.
Institutional information was obtained from the respective institutional websites and IPEDS data where relevant.			

Conclusion

Guam CC is in a prime position to become a leader in providing its target population with online courses and programs that have been developed with student success in mind. The limited number of peer colleges and universities that offer robust online programs would allow GCC to differentiate quite effectively in this pacific marketplace, furthermore GCC has a good accreditation standing, in addition to a competitive tuition rate. Several students select GCC as their institution of choice because of cost differentials. As presented in the table 6, amongst colleges in the Pacific islands, its tuition & fees are by far the lowest for resident students, followed by College of Micronesia. University of Phoenix and College of Micronesia both offer online courses and have a standard tuition rate for all students irrespective of their geographical location. Please note that the tuition and fees presented were from the 2012-2013 school year and may be variant at this time. The data indicates that GCC would remain relevant in the marketplace and could definitely differentiate on price if the tuition and fee structure were to remain the same or relatively similar for the online courses.

In order to attract students from FSM to attend GCC, the $450 tuition & fee difference would have to be made compelling for the student. Although this difference may seem like a barrier, the FSM student would be able to remain at home and minimize expenses on room and board. A student from FSM would be spending about $145/month[15] on internet access but that is still relatively minimal when compared to room and board for a whole semester, in addition to costs incurred for travel.

Table 6: Tuition and Fees Across Peer Institutions

Institution	Tuition& Fees ($) (Full time students)	
	Resident	Non-Resident
Guam Community College	3120	4320
University of Guam	5058	14058
College of Marshall Islands	4370	4370
College of Micronesia	3891	3891
University of Phoenix	4608	4608
Tuition information was obtained from institutional websites, and may vary from actual tuition rates scheduled for Fall '14		

Who is looking for information on GCC's website?

In reviewing potential territories for DE delivery a snapshot of the latest traffic to the college website was provided by the Office of Communications and Promotions. As indicated below (Table 7), residents on Guam are the largest group of website visitors, followed by the US main land. The Micronesian islands fall under the purview of the college mission, but Northern Mariana Islands and Micronesia have minimal traffic volume, albeit they exhibit the highest number of pages viewed per visit and the longest average duration per visit.

Table 7: GCC Website traffic – Location data (Feb '14 data)

Country/Territory	Visits	% New visits	Pages per Visit	Avg. Visit Duration (min)
Guam	59432	35.66	1.68	2.45
United States	1717	58.3	2.81	2.54
Philippines	117	63.25	2.04	2.47
Japan	88	76.14	3.3	2.59
Northern Mariana Islands	82	65.85	4.15	6.16
Federal States of Micronesia (FSM)	28	42.88	4.5	5.56
GCC - WSI Location report 1/28/14 to 2/27/14				

Guam has a population of 182,111 (2013), while FSM has an aggregate population of 103,395 (2012) and the Northern Mariana Islands was estimated to have a population of 51,170 in 2013. Although the combined population of FSM and Northern Mariana Islands is a little less than Guam's[16], there is a significant gap in GDP, infrastructure and access to resources.

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[15] Information obtained from the Federated States of Micronesia Telecommunications Corporation. http://www.telecom.fm/internet.htm

[16] US Census Data. http://www.census.gov/#

Cost efficient, stable and easily accessible internet is critical for DE students. Following extensive review, it was determined that internet access in FSM is expensive and limited. FSM telecommunications corporation (FMCTC) charges 8 cents per mb (either received or sent). Dial up rates through FMCTC are at about $149.95 for 15 users for a total of 120 hours of dial up access. A full time online student would probably use all of those hours in a single month to support their course work when coupled with recreational browsing. Some cheaper dial options are $19.95 per user for 10 hours of dial-up access, however the students would encounter significant difficulties downloading course content (especially audio-visual) and would still incur about $150 in order to successfully participate in the online environment. Dial-up speeds are slow, and may account for the longer average minutes per visit noted on the website from FSM browsers. Although the college is very interested in providing access to FSM, it seems there may be both infrastructure and financial barriers for student populations from the islands at this time. Based on the large Philippine and Japanese communities on Guam, it may be worthwhile to determine if these are plausible markets for specific programs offered by the college.

Note: Additional website analytics to determine what pages are most visited and specific programs being sought would be a good starting point for the college to determine whether the web traffic can indicate interest in current institutional programs.

Market Differential
To differentiate an educational program in the online market place, students seek *value add* qualities. An example of a *value add* quality is an external validation of a student's competency through accreditation or certification. With the increase of student engagement in online learning and a ripe employment market, it is Ellucian's recommendation that GCC discuss and strategize around loosely categorized new programs in areas shown above that demonstrate considerable increase in hiring, wages or availability of jobs for focus areas within Guam. New programs will minimize cannibalization of current students and will increase the prospective pool of students.

1. In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices require regular feedback from students as customers in their experiences with DE programs and courses. Regular review of survey data designed to identify improvement, success and further work in DE is necessary. Preliminary results from the following surveys will enable the college to determine its current readiness to enter the DE market.
   a. Online student readiness -- This survey explores student expectations of online classrooms, technology preparedness, study skills and habits, access to computers and knowledge of common software. Students receive immediate feedback upon completion of the survey, and the college ensures that each student is provided with both thoughtful responses about their intrinsic knowledge of technology, study habits and organization, learning style, and directions on how to increase their abilities to follow focused directions and attention to detail. Students then decide whether or not to wait to take an online class while they improve one or two skills needed to be successful.
   b. Faculty self-evaluation of online teaching readiness. In this case, faculty complete a survey that measures online teaching philosophy, DE awareness, DE expectations and overall online skills and preparedness. As a result, faculty often receive additional training for improvements in managing their online classroom.

   Taken together, an assessment of institutional faculty and students in addition to prospective faculty and students will provide the college with a clear perspective on student and faculty needs and gaps. The investment in creating a culture of online learning would then be assessed relative to the benefit obtained from developing online programs, and a Return-On-Investment determined -- insufficient student and faculty readiness have been shown to cripple online programs.

2. Also worthy of review is the development of higher level courses that meet the needs of rising graduates and the Guam workforce. Students that see extended time to completion while awaiting

200 level courses would have their needs met, in addition to providing an avenue for the local workforce to enroll in courses offered by the college, but at their own time.

3. There are about 18,000 potential adult education students on Guam. Diploma readiness courses that are flexible but interactive may be appealing to this demographic on Guam, however a clear needs and technology capability assessment would be required to determine whether who would be best suited for DE at GCC.

4. Lastly, research has shown that most online students prefer to enroll in a program that is within a 100 mile radius of their home. The college attracts close to 500 students/year/high school in dual enrollment and college readiness programs. There are five high schools directly affiliated with GCC, suggesting that there are anywhere from 2,000 – 2,400 students directly impacted by GCC culture on an annual basis. It was noted that there is an attrition rate of about 50% from $10^{th} \rightarrow 11^{th}$ grade and an additional 50% attrition from 11th- 12th grade. These students are already primed for a college experience when they first engage with GCC in 9th grade and would be a ready market for online courses that meet their needs. A survey of these students interest in DE would be beneficial in determining whether GCC has an opportunity to cater their needs since they already see the value of a GCC education. This mitigates risk involved in seeking students that are greater than 100 miles away from the college.

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Guam Community College: Distance Education Capabilities Assessment

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Introduction

Guam Community College (GCC) continues to strive to meets its mission in providing high quality, student-centered education and job training for students of Micronesia. As part of this process, the college has embarked on an analysis of its Distance Education (DE) capabilities by engaging Ellucian consultants. During the week of February 10th – 14th, Dr. Christine Martey-Ochola and Mr. Martin LaGrow from Ellucian visited the GCC campus in Mangilao and, through the coordination efforts of Wesley Gima (GCC), met with students, faculty and staff members as part of the assessment process. Although the college has already offered a few distance education courses, there are opportunities to strengthen the development, management and delivery of distance education offerings from GCC.

Through a grant from the US Department of Education, the Education Department developed DE courses; however, the support services that play a key role in ensuring good online student experiences were not addressed by the grant. Furthermore, institutional technical and helpdesk support was not made available to these students. The online courses neither met Quality Matters standards nor best practices in instructor interactivity. Students were not equipped for online instruction through orientation and training. As a result, several learners did not have the knowledge of what it takes to be a successful online student. It was also mentioned that students were unable to distinguish the online courses from their regular courses during registration (courses were previously labeled as Friday courses), which caused several students to be enrolled in online courses without their full knowledge. This has since been rectified and the DE courses are now slotted under the schedule type online. Faculty from the Education department also mentioned that some students signed up for the online courses as a last resort because the traditional in-class courses were full, indicating that a thorough market analysis was not completed prior to development and delivery of these online courses.

This document outlines institutional assessment findings and specifically addresses the technological, management, training and student support service components currently available at the college. Also included in this summary is a review of the regional and national rules and regulations that guide DE. These policies and procedures have been reviewed and aligned with current GCC policies and procedures. Recommendations have been provided which, if implemented by the college, will strengthen DE development and management. A summary of recommendations on resources and capabilities has also been provided. If considered and implemented, these recommendations will enable GCC to offer accredited online programs that are competitive and meet market need.

Are GCC constituents interested in Distance Education?

Hundreds of higher education institutions offer online courses and programs. In most instances, the main driving force is a desire to increase enrollment. Although an increase in enrollment is a good reason to enter into this field, a deeper more fundamental desire to provide students a better learning experience, instructors a better teaching experience, and staff and administrators an efficient working experience makes the difference in the value that an institution derives from its DE activities.

Student access and success is a key decision driver at GCC. Tools and initiatives that can improve a student's access to college and success in their program of study are the main driving force for any change to the current system. Faculty members were concerned about students having insufficient face time with their peers and instructors, while students wondered about the effectiveness of distance learning and whether their faculty would be trained to teach online. Assessment was not far from the minds of most of the institutional leaders and staff members. Faculty members, department chairs and executive leadership asked questions on "*how the courses can be evaluated*" and "*how to ensure that the courses or programs meet accreditation standards*". A thorough review of the business processes gave staff a chance to start visualizing what it would take to give a DE student an experience comparable to that of a face-to-face learner.

Staff indicated that they have multiple manual processes which if automated or streamlined to meet the needs of DE students would support the whole student body. (These are discussed in further detail below). Faculty members were also responsive to the flexibility that DE courses would bring to their

students, and indicated that there are some students who have delayed graduation because of course access. Faculty recommended the development of hybrid as well as online courses, because there was consensus in student behavior/culture and their desire to have an onsite experience even though they may want flexibility in taking certain courses online. Students indicated that they have taken some courses online at other institutions and are considering being fully online students upon graduation from GCC. An opportunity to have a DE experience while at GCC, but prior to transferring to other institutions, was also raised by students. Taken together, the students indicated an interest in taking DE courses at the college. They cited transportation and course scheduling as the main reasons they would like to take DE courses[1].

Summary of current status of DE at GCC

DE management, communication, marketing and business processes	
- GCC is committed to meeting accreditation requirements, but it is unclear whether there is commitment to developing a robust distance education program / division. - DE vulnerability due to partnership with 3rd party online course/program providers e.g. Ed2Go. - There are memoranda of understanding / articulation agreements with institutions that may be potential DE competitors e.g. University of Phoenix. - Banner capabilities are not optimized - Multiple manual processes in student management (admissions, registration, etc.)	- Varied understanding of DE at the faculty member, student and staff level. - Faculty members were unclear about GCC's DE intentions. - Inconsistent adherence to current institutional policies. - Inconsistent marketing plan for programs. - Inconsistent recruitment plan for programs. - No DE program(s) selection. - Unclear rationale for selection of courses for pilot DE program.
Current DE status	
- Insufficient technical knowledge and hardware resources to successfully host and support Moodle in-house. - Lacking both front-end and back-end Moodle support. - Insufficient policies and procedures to guide DE. - Lack of oversight of current DE courses.	- No faculty member training for online instruction. - Current online courses are not consistent in template, and are not ADA compliant nor fully online. - Inconsistent course development – lacking instructional development personnel. - Inconsistent course evaluation. - No online course evaluator training.
Other factors that impact DE	
- Overloaded website – too much information in certain tabs. - Inconsistent adjunct faculty member onboarding process at the departmental level. - Inadequate student advising – long "Time to Completion" for students.	- Insufficient staffing to support full DE division. - Less than optimal student services for fully online learners. No helpdesk or student/faculty tech support. - Faculty members are engaging with online tools that do not have onsite support.

Concerns that were raised about DE
The questions below were raised during the faculty, staff and student focus group sessions and were addressed as indicated below each bullet point (italics). It will be necessary for the college to continue

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[1] Data obtained from Poll data run on GCC website (February 2014)

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the dialog about DE to all constituents so that their questions and needs are addressed as the college seeks to implement DE.

- Was the college ready to invest in establishing a competitive DE program/initiative?
  This is going to be determined by the college following the needs and capabilities assessment.

- How would the quality of instruction be determined and would the online courses be evaluated differently?
  Measures would be put in place, and processes established to evaluate the online classes and support faculty seeking to teach online so that they can be successful online instructors. (This is pending GCC's decision about whether or not to embark on DE).

- Would the programs be developed to meet all accreditation standards including Quality Matters?
  Any program developed for DE would have to meet ACCJC accreditation requirements and be built per Quality Matters (QM) standards at a minimum.

- Stability of the learning management system
  The college is still assessing Moodle and will come to a decision on which LMS to use and how extensive it will be in the college.

- Would students still be able to access federal grants/loans to pay their tuition if they were in DE?
  Yes.

- Would students have some online training and orientation? *Yes.*

- Would faculty have a differential compensation system? *No, but models that other institutions have used include compensating a faculty member to build a master course. The course is then cloned for additional faculty members and is owned by the college.*

- Would there be required training for faculty? *Yes, for faculty who are going to teach online.*

- Would all faculty have to teach online? *No, only faculty who want to teach online will engage in this process.*

- Would there be technology support? *This is still under review. Support will be provided, but the extent to which it will be provided remains to be determined.*

- Would there be helpdesk support? *This is still under review. Support will be provided, but the extent to which it will be provided remains to be determined.*

- Would faculty get instructional design support? *This has not been determined, but would be the recommended solution, especially early in the development of DE courses and programs.*

- What impact would DE have on faculty teaching load? *It should not have any impact. The DE courses would be treated like any other course currently being offered at GCC.*

Federal and local rules/regulations/public laws on DE and recommendations for GCC

Investigation did not uncover any current local rules or regulations governing DE on Guam; however, it is required that all institutions offering distance learning adhere to Federal rules and regulations. Federal

rules for DE have been taken into account by the ACCJC recommendations. Please see the document entitled *Federal Regulations and their Impact on Accreditation.*

The Distance Education and Training Council (DETC), which is a private non-profit accrediting agency provides accreditation for secondary and tertiary institutions, and works in concert with federal rules and regulations. University of Guam (UoG) has DETC accreditation and adheres to their rules and regulations. At this time, GCC has not sought DETC review (although ACCJC supersedes DETC) and may want to review DETC in order to meet the needs of GCC students who may seek to transfer UoG DE credits back to GCC. It was noted, during several sessions on campus, that many GCC students take courses at UoG and transfer them back to GCC as part of the degree completion process. As GCC looks to strengthen DE, it will be critical to look at the impact of DE courses on transfer articulation agreements. Information on the DETC and DETC accreditation can be found at http://www.detc.org

ACCJC rules on DE and recommendations for GCC.
This table was completed through reference to the ACCJC Distance Learning Manual, the ACCJC Evaluation Report, and GCC Policy-340.

Curriculum and Instruction	
ACCJC DE Rule	**GCC Recommendation**
Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded.	The College plans to use the same processes for the planning, approval, evaluation, and review of courses offered in the distance education mode as they do for face-to-face courses, certificates, and degrees. This may pose some difficulties as not all tools and policies apply equally to face-to-face and online courses.
A degree or certificate program delivered partially or entirely through electronic means is coherent and complete and results in learning outcomes comparable to those delivered through other means.	
Student experiences result in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty members and students and among students.	Currently, the College does not separate Distance Education data for success and retention. As Distance Education at the College grows, it is recommended that GCC enact this separation because online education differs from face-to-face education in audience, challenges, and opportunity.
Portions of courses delivered through electronic means adhere to the same principles of academic quality and integrity as courses delivered entirely through these means.	Because GCC does not separate online from face-to-face data, this is difficult to determine. Furthermore, there have been challenges in the implementation of the tool used to evaluate distance courses. To fully address this rule, it is recommended that GCC institute a reliable means to evaluate online and hybrid courses. Eventually, data for online and hybrid courses should be

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ACCJC DE Rule	GCC Recommendation
	evaluated separately from that for face-to-face courses.
The institution has an effective means of ensuring the integrity of the educational process in electronically delivered courses including assuring that the work submitted for credit by students is submitted by students actually enrolled in the course.	In a recent report entitled "Managing Online Education 2013: Practices in Ensuring Quality," WCET states that 79% of institutions surveyed have a policy on academic integrity for online learners; 41% use technologies to authenticate the identity of online learners (36% do not); and 40% identify proctoring sites for online learners at a distance. It is recommended that GCC build means for insuring learner integrity into their Distance Learning Plan and Policy.

Role and Mission

ACCJC DE Rule	GCC Recommendation
Delivery of courses and programs through electronic means is consistent with the institution's role and mission.	GCC has fulfilled this requirement. The mode of delivery allows the College to provide the "highest quality education" and address the needs of vocational students. Broad-based College-wide discussions have led to the adoption of Board Policy (BP) 340: Distance Education Policy. It is recommended that Policy-340 be reviewed, revised, and operationalized in either a faculty manual or a DE strategic plan.
Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives.	
Specific needs of students for whom electronically delivered courses are intended are identified and addressed.	

Learning Resources

ACCJC DE Rule	GCC Recommendation
Appropriate learning resources are available to students who take electronically delivered courses.	In the Evaluation Report complied after the March 19 -22nd site visit, ACCJC accreditors recommended that the College implement appropriate support services and procedures to deliver instruction online. These should be considered in the GCC Strategic Plan for Distance Learning.

Students and Student Services

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ACCJC DE Rule	GCC Recommendation
Students receive clear, complete, and timely information on the curriculum, course, and degree requirements, nature of faculty / student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.	In the Evaluation Report complied after the March 19 -22nd site visit, ACCJC accreditors recommended that the College implement appropriate support services and procedures to deliver instruction online. These should be considered in the GCC Strategic Plan for Distance Learning.
Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.	
Students have the background, knowledge, and technical skills needed to successfully use the technology involved in their course work.	It is recommended that GCC implement means for students to self-assess whether their background, knowledge, and technical skills are sufficient to embarking on Distance Learning. Requirements should be clearly stated in all marketing and catalogue materials.
Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available.	It is recommended that GCC develop these materials for online courses, certificates, and programs in accordance with a Marketing Plan

Commitment to Support	
ACCJC DE Rule	**GCC Recommendation**
The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree / certification.	GCC's Information Technology Strategic Plan states that GCC has adequate broadband for the current online courses, but expresses the need for a thorough assessment of technical resources if DE offerings are to grow. It is recommended that this assessment be considered in the DE planning and budgeting process.
The institution ensures that qualified faculty provide appropriate oversight of courses delivered electronically.	Board of Trustees Policy-340 makes accommodations for these rules; it is recommended that this policy be reviewed and operationalized in a faculty manual
The institution gives appropriate consideration to the technical skills and needs of faculty	and/or strategic plan.

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assigned to teach through electronic means.	
The faculty evaluation process provides a means to evaluate technical skills when appropriate.	
The institution provides faculty training and support services specifically related to teaching via electronic means.	

Evaluation and Assessment	
ACCJC DE Rule	**GCC Recommendation**
The institution evaluates the educational effectiveness of electronically delivered course work, including assessment of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data.	The GCC catalog lists the SLOs for 100 percent of the instructional programs. The Curriculum Mapping Booklet provides evidence that course SLOs are mapped to programs. The SLO mapping process connects course level SLOs to program SLOs and institutional learning outcomes. The College requires all regular semester, special project, or Continuing Education credited distance education courses and programs to be approved through the Curriculum Approval Substantive Change Process. It is recommended that AIER should evaluate the DE courses through an institutionally standardized evaluation procedure.
The institution provides for assessment of student achievement in each course and at completion of a program.	

The accrediting standards that apply specifically to Distance Education and are not duplicated by the ACCJC standards are listed below. As this is by no a means an exhaustive list of DETC standards, it is recommended the Distance Education Task Force review the complete standards document: http://www.detc.org/UploadedDocuments/DETC%20Accreditation%20Handbook/A.1.%20Accreditation%20Standards%2013.pdf

DETC Rule	**GCC Recommendation**
II. I. Curriculum Delivery: Online and/or written instructional materials are appropriately presented. Online materials fit the content and are delivered using readily available, reliable technology. Institutional prepared materials must be keyed to the reading competence of the students in the program and be legibly reproduced.	In its reference to the "appropriate technology," this statement alludes to the necessity of investigating, selecting and supporting those tools necessary for the delivery of distance education. These may include sustainable investment in a course management system and 3rd party tools that support distance education. Involvement of an instructional designer may be helpful to aid instructors in the production of online materials.
II. K. Educational Media and Learning	The investment speaks to the necessity of

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DETC Rule	GCC Recommendation
Resources: **Learning resources for faculty and students must be available and appropriate to the level and scope of program offerings. Program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students. The institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.**	working closely with the library to assess and scaffold their ability to fully support distance learners. We recommend that library services be included in the Distance Education strategic plan.
II. L. Student Privacy, Integrity, and Identity: **The institution has clear, specific, published policies related to student privacy, integrity, and academic honesty. The institution has a student identity verification process that ensures that students who earn the credit or completion credentials are the same students who did the course assignments and assessments.**	We recommend that GCC consider investigate and script this policy as a precursor to launching Distance Learning programs.
III. F. Appropriate Technology: **The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.**	This area is considered in the assessment and Distance Learning Strategic plan.
III. G. Resident Training **Resident training or face-to-face learning sessions must supplement the electronically delivered, online, or other distance study method whenever it is necessary to attain the stated institutional and program objectives and intended student learning outcomes.**	It is recommended that planning for Distance Learning take into considering those times where students may need to be on campus.

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Recommendations on Policies

In order fully support distance learners and distance learning at the institution, it is recommended that GCC consider creating and implementing the following policies:

- GCC Strategic Plan for Distance Learning
- Intellectual Property Policy and Strategy for Online Course Creation
- Policy to Assess and Insure Integrity in Distance Education

Assessment of Current Service Capabilities and Resources

Assessment of GCC Institutional Resources

Hardware

- GCC has 46 classroom labs. Thirty-one of the labs are instructional labs ranging from 12 to 41 computers. There are also 2 open labs, one housing 48 computers (5 are Macs) and the other holding a combination of 18 Macs and PCs. Additionally there are 11 GCC High School Program Labs that hold 10 to 24 computers per lab. There are also 2 testing labs ranging from 15-23 computers. These labs are used for administering secure tests such as Pearson Vue, Prometric, etc.
  - Though many labs exist, there are limited labs available with enough computers for larger course sections. Scheduling classes in these labs has become problematic, and there is competition at scheduling time to get access to these labs.
  - The number of open lab machines available is adequate for current use. However, development of DE programs could result in increased demand for open lab access, including weekend time.
- GCC has a stable network infrastructure. However, during the student focus groups, students reported that wireless access is inconsistent and not all areas of the campus are covered. MIS confirmed that a wireless plan was deployed, but scaled back for financial reasons; thus, there is varied wireless coverage across the college campus. The wireless network is unsecured.
- Seventy-seven Faculty members participated in a Spring 2013 survey at the college on faculty perception and need for Academic Technology and training. The faculty members included both full time and adjunct faculty who teach at the college and at the high schools affiliated with GCC. About 70.1% of the faculty members use a computer (desktop/laptop) to teach their face to face courses, and of these, 44 faculty members indicated that they use a laptop (either GCC owned or personal) to teach their courses with about 26 indicating use of their personal computers for teaching purposes. About 7.6% use tablets for instruction. A future survey asking faculty members if they own personal computers at home that can support their DE courses would be necessary to obtain a better understanding of their DE capabilities.
- The Moodle LMS presently supported by MIS exists in a VMWare environment that is scheduled to be upgraded on March 1-2, 2014, and will require a full shutdown.

Software

- GCC does not employ any software for instructional use that would support synchronous distance delivery (e.g. Adobe Connect, WebEx). No licenses are held for presentation software or video hosting (e.g. Voicethread, Kaltura).
- CourseShare/GroupStudio – Is a Banner enabled document sharing tool that some faculty members at the college are using to manage their courses. The platform is used to share course materials, syllabi and other information that the faculty member finds relevant to the students. There is inconsistency in how it is used for instruction. Additionally, GroupStudio is being used as project management tool (sharing documents) amongst taskforce members, institutional committees and departments.
- MathXL – Being used to support web-enabled learning for Math 085, 095 and 108. Previous performance analysis has been done and it was determined that after implementation of MathXl

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in 2006 there was an improvement of Math grades to previous levels seen in 2003, however, there hasn't been a significant improvement of Math average grades beyond the 2003 levels,even with the institution of MathXl. Faculty members in the department (both full and adjunct) were trained on MathXl use for ~ 2hours and were provided with the pertinent knowledge to successfully utilize the software. A clear project to determine performance of students in these courses relative to students who are not taking Math courses supported by MathXl has not been completed.

○ In a spring '13 Academic technology survey, with a total of 77 respondents, 14 faculty members indicated that they were using web course management which included Blackboard, Edmodo, and Ed2Go,interestingly Moodle was not included as an option. This may skew the data because in a preceding question, faculty members were asked if they would like to see Moodle and there were several respondents who mentioned that they would like to use or have access to Moodle. About 46 faculty members indicated that they use web sources to support their teaching practice, and 38 utilize quiz software whether provided by GCC, personally developed or found online.

○ In the above referenced survey, faculty members were asked about their need for grading software. In response to this question, 52 out of 54 faculty members indicated they need or want access to grading software, with the great majority (74%) indicating that this was an "absolute must". Only 2 out of 54 faculty members indicated "no need" for a grading software. This data strongly suggests that if faculty members are provided with reliable grading software and are adequately trained on it, the majority would use the software. Currently, the college hosts Gradekeeper, Moodle, and some faculty members use GradeSource which is open source.

  ▪ Gradekeeper: Currently some faculty members use Gradekeeper to manage course grades. GCC has a site license for it and it is available to all faculty members, but not everyone uses it. This is a website that faculty members upload their course information onto on a semester basis. Some faculty members provide full access to their students while others use the Gradekeeper for their own course management. Faculty members who have a Moodle classroom still use Gradekeeper rather than the moodle gradebook. There is inconsistency in the way students receive their grades from course to course within the institution. In discussion, Wes mentioned that it would be ideal to have an LMS gradebook that provides the features that Gradekeeper has. In previous discussion with Martin LaGrow we had discussed the possibility of integrating the LMS with Banner so as to support grade migration and storage within the institutional Banner system.

  ▪ Gradesource: Some faculty members are using Gradesource to support grade management, whereby students can log into the portal and review their current grades. Gradesource is a grading app that is free to use, however the students whom a faculty member enrolls in this platform can receive advertisements. It is unclear whether there is an institutional license for this product. Furthermore, the college already has a license with Gradekeeper, so it may be possible that there are faculty members who are using familiar resources to support their courses and not necessarily utilizing institutional approved software.

Distance Delivery Technologies

○ GCC's education department is running an instance of Moodle 2.3 internally. MIS reports that the installation, which has migrated twice, may be unstable as occasional unresolved errors have been noted by MIS.

  ▪ In the Academic technology survey taken by 77 faculty members in spring '13, almost 40 out of 43 faculty members indicated that they would like access to Moodle, either in their classroom, or in some classrooms. 22% of these faculty members indicated that it was an absolute must to have Moodle, suggesting that there is an uptake for Moodle by the faculty members and additional training and exposure could improve interest in the use of this LMS. Only three out of the total 43 respondents to the moodle LMS question stated that there was no need for this LMS.

○ The Continuing Education Department offers "online courses" (as stated on guamcc.edu) using Ed2Go, LERN, and JER online. These courses are branded as GCC content, but are offered by third party vendors.

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Technical Support Staff
The MIS department consists of 10 individuals, including programmers, analysts, computer technicians, and a teleprocessing network coordinator. The staff's function is largely focused on infrastructure support and some data management. The staff does not include personnel for end-user support, and does not support students directly. MIS is in the process of interviewing to replace one systems position. Due to the absence of DBA support on staff, the MIS department relies heavily on a third-party support company, partly to support and maintain Banner. The previously administered academic technology had respondents requesting for technology support for classrooms, students and faculty members. This need was made evident during the student focus group sessions, where students described lack of technology support for their computers, email, website (when it goes down), access to MyGCC, in addition insufficient wireless service throughout the campus.

Instructional Development Support Staff
There are no instructional development staff at Guam Community College. Faculty members who have developed online, hybrid or web-enabled courses have done so without institutional support. As mentioned previously, the education department received funding to support instructor use of Moodle (the LMS used to initiate the DE program); however, online course development training using appropriate instructional design principles and including ADA compliance was not delivered, as is evident in online course set up (Appendix 1).

Related projects already started/being maintained
- o In Moodle, the Education department has offered CD221 Child Growth and Development and ED220 Human Growth and Development fully online. These courses are also running in spring of 2014. ED270 Behavior Management has run in Moodle as a hybrid course. A number of computer science, business and technology related courses use (or have used) Moodle as 'web enhanced' courses.
- o As previously mentioned, certificate programs from third-party vendors are offered to GCC students online by the Continuing Education Department. Specifically Ed2Go, LERN and JER Online. At this time, we were unable to determine what the actual contractual agreement was/is with these online vendors, and cannot make a recommendation as to either maintain or remove the partnership without further knowledge. Areas of concern are:
  - The courses are branded as GCC courses. The institution knows that it doesn't provide credit for these courses, but an individual who signs up for them may actually think that they are GCC courses.
  - GCC generates revenue by providing access to these courses; however there have been instances where courses offered through these vendors are similar to courses onsite; therefore, potentially affecting institutional revenues. The link http://www.guamcc.edu/Runtime/onlinecourses.aspx states that "*Continuing Education offers a variety of online non-credit/skill enhancement courses. Gain knowledge of different skills on your own time!*" suggesting that GCC has a vested interest in running these courses and obtains value by marketing them through the institution's website.

Assessment of Current GCC Service Capabilities
Infrastructure
- o The power and network infrastructure at GCC are adequate for their needs. Network usage is monitored and kept at no more than 75 percent of capacity. The wireless network is open, although MIS is investigating security solutions to require sign-in to access wireless. Wireless access points are available around the campus; however, there is no full coverage. At times students will create ad hoc networks to extend coverage, causing some confusion for other students. For effective support of distance education, wireless access should be stable and expanded to all areas of the campus.
- o A number of challenges prevent the MIS department from effectively supporting distance education:

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- Lack of in-house technical hardware/UNIX/LINUX operating system support. This may be partially resolved with the new position MIS is presently interviewing for; however, there is likely to be a steep learning curve with Moodle and UNIX/LINUX as well as server virtualization.
- Presently there is no real-time backup in place for disaster recovery, failover, or redirection. Uptime is not guaranteed.
- No Real-time data backup processes are in place.
- There is no sandbox for testing system changes.
- Training of MIS staff in technologies to support distance education and to maintain and expand technologies would require financial resources.

Student validation/authorization

- To access Moodle, students must self-register. They are given unique registration information before initially logging in to provide validation. Currently, there are instances where students who have multiple courses supported by Moodle have different usernames and passwords for each of their courses. This creates confusion and frustration for the students when they try to access their courses. Furthermore, because of lack of helpdesk support, there is a higher chance that these students who struggle with access to content may sometimes even forfeit the course altogether leading to poor course retention. Some instructors have been provided with administrative functions so that they can independently provide student user names and passwords in the even that a student reaches out to them. At a small scale this may be manageable, however this is not scalable.
- Students authenticate to access email, calendars, and some course resources through the MyGCC portal.
- Ideally, any LMS access should be available to students via single sign-on from the portal. Registration processes and course creation should be integrated from Banner rather than manual. This would require additional technical support from outside experts.

Faculty capability

Generally speaking, GCC faculty members are not trained or prepared for distance education. Some faculty members have knowledge and experience in distance education from outside personal experiences, such as taking online courses or teaching online for other institutions. However, there is inconsistent foundation of knowledge or baseline of skills for distance education. Interestingly, in the above mentioned academic technology survey, faculty members from the English department requested that they be allowed to use Moodle as evident from the following responses:

- *"Again, please look into allowing faculty members from the English Department to Use Moodle. Thanks!"*.

- *"Thanks for the opportunity ....I hope you will consider making Moodle available to all faculty who are interested"*.

This suggests that faculty members are interested in utilizing the LMS to support instruction, but at this time they have been unable to access the resource due to internal constraints. This was a sentiment that was also shared during the faculty members focus group sessions.

In focus group sessions, several of the faculty members leaned towards hybrid models rather than fully online courses, so there may need to be further dialog on the value that fully online courses/programs would bring to the institution. Several students struggle with getting on campus due to transportation issues and also scheduling conflicts due to their work schedule, so access to a few online courses would alleviate their difficulties and lead to course or even degree completion. It will be critical for the DE taskforce to support the college in determining faculty member ideology and philosophy on DE and whether they will actively engage in DE if indeed it is decided that this is a path that the college will embark on.

Faculty hiring

At the college there are more full-time faculty members than adjunct faculty members. Faculty members are hired on a one year probationary status if they meet all the minimum qualifications as stipulated in the Faculty Job Specifications.

Faculty members who meet all qualifications with the exception of 18 credits in Professional Education or 6 credits in Career and Technical Education, are hired on a conditional appointment (limited term) and are afforded 3 academic semesters to obtain the required 18 credits in Professional Education or 6 credits in Career and Technical Education. If the Faculty member completes the requirements, then they are converted to the one year probationary status; if the faculty member does not complete the requirement, then they are terminated from employment.

All full-time faculty and adjuncts are evaluated and rated by Human Resources (HR). HR determines and certifies if the faculty member or adjunct meets minimum requirements for the job. The process to hire adjuncts (who are contractual employees) is not as lengthily as the hiring process for full-time faculty (permanent track). The qualification to instruct a course is the same for a full-time faculty and an adjunct (i.e. to instruct Math, a master's degree is required).

The Department Chair (DC) helps HR in the recruitment for adjuncts (i.e. they get the word out). HR accepts all applications for interested adjuncts; however HR will only evaluated the applications upon request from the DC. Once the request is made, HR evaluates and certifies who qualifies or not. The DC then interviews only the qualified applicants and makes the selection for adjuncts.

Instructional technology

Training for instructional classroom technology (e.g. SmartBoards, laptop presentation tools) occurs on a per request basis. Instructors who use Math XL are trained departmentally.

Faculty training and support requirements

- To successfully offer distance education, a baseline of knowledge and skills for instruction would need to be established. Faculty members will require training in both tools (functionality of the chosen LMS) and technique (best practices in online pedagogy). Even those who are presently teaching online are not versed in the capability and functionality of Moodle or in best practices such as meeting ADA requirements for online instruction.
- Based on these observations, any plan to offer distance education should include instructor training and instructional design assistance, both in the process of designing courses and in support of instructors while delivering the courses.
  - In the previously mentioned academic technology survey, faculty members indicated the greatest need for training in grading software, Moodle, Quiz software, CourseStudio, Google apps, Web Course Management, and the use of Web sources.
  - When asked if they take advantage of training, 77.8% indicated that they either take the training or take it sometimes. The majority of the survey respondents who are not participating in training regularly or at all, stated that there were scheduling conflicts. A few mentioned lack of knowledge of training sessions but most of the faculty members are seeking some level of flexibility in accessing training. This was a key component of the faculty member focus group sessions held on campus. Faculty members requested that they "receive training to support their course development process" in the even that GCC embarks on online course development.

Student training and technical support requirements

- GCC students typically have little or no exposure to distance education and are not aware of what it entails, though some students have expressed interest. Prior to taking distance education courses, students should be vetted for their technical capability (online student survey). Training in three areas should be provided:
  - LMS functionality and features;

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- Best practices for online learning;
- DE support resources available from GCC.
  ○ As technical support for students is limited at GCC, the adoption of any distance education program should also include a plan to support distance education students. Technical assistance will be necessary for sign-in issues, compatibility issues, functionality issues and other technical factors. For a fully online program, ideally the support should be available 24/7.

Student Support Services

Admissions and Registration

The admissions and registration functions are handled under the same management. As indicated in the figure below, there are several functions that utilize manual processes. These would hinder smooth admission and registration of a new fully online student. Returning/continuing students who do not have a hold on their accounts (green arrow) can reapply and register for their courses online; however, they are still required to go to the registrar's office for ID purposes. A new student to the college would undergo manual application from the beginning of their application process because there are several PDF documents available on the **Apply now** page of the college's website (Figure 1). The student doesn't have access to the **Apply now** portal in Banner until they have sent in required documentation. Currently the college is using an ID system that requires ID provision every semester. The college is seeking solutions to streamline ID provision with Banner.

In order to support a fully online student, the manual processes described in the figure will require automation or work-around processes, such as use of phone, email, fax to authenticate and

Figure 1. New Student Admission Process

Figure 2a. Financial Aid (FA) application and processing

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provide required documentation. The TB clearance will require additional discussion on policy and process because onsite students require this clearance. It was discussed during the onsite visits that it may be possible to waive the TB clearance since a fully online DE student would not need to come on campus.

Financial Aid
Following course selection, the student has to make a tuition payment. In instances whereby the student applied for financial aid (FA) early and went ahead and was approved, a hold on their business account is lifted and the student would be able to reapply, register and enroll for courses online (automated). Figure 2a describes the process a student takes when they apply for Financial Aid as recommended by the FA office. However, they would still have to come on campus to get their college ID. If there are any holds (Pre-Req, grades, health certificate etc.) on the account then a manual visit to the college is warranted so as to lift all holds. The registrar's office mentioned that during registration periods many students could have issues resolved online if there was automation of processes such as installment plan establishment.

Students who have missed the financial aid deadline have multiple layers of steps they have to undertake in order to register for the courses they need. As indicated in figure 2b, the student would have to meet with an accounting supervisor if they are unable to pay for their courses prior to FA clearance. The Accounting Supervisor assesses the students' situations on a case by case basis and in certain instances has not granted the student a waiver. Students who receive a waiver, manually select courses, pay a fee to the cashier and sign up for installment payments, after which, they take receipts to the accounts receivable technician so that the student's information can be updated in Banner (as a payment plan). This then allows the student to pay for tuition (they can pay online or in-person), and the tuition hold is released after the last installment is paid, or after they receive FA and they make bulk payment to the

Figure 2b. Deferred Payment Process, for students apply late for Financial Aid. Red arrow indicates that a student needs to meet with Accounting Supervisor because they cannot afford the payment plan and need FA.

cashier.
A typical example would be a student who needs a cashier's signature so as to have a hold lifted off for a poor grade in a previous semester. The student then takes the form to the FA office for review followed by a waiver being provided to the registrars' office, the student then lines up to register for the courses, pay for them at the cashiers (if necessary), goes on to get an ID and then can buy books and attend class.

Advising / Counseling
GCC currently supports 5 high schools and has guidance counselors embedded in each of the high schools. However, in addition to guidance counselors there are 3 counselors at the college of which one actively supports the "apprenticeship" program. New students are expected to meet with advisors or counselors as part of their enrollment process, during which they receive a clearance form, and pay

Figure 3. Advising as part of the enrollment process for new students. Note: Advising is highly recommended but not required

for courses that they want to enroll in (Figure 3). Students are assigned a faculty advisor about three weeks after they have enrolled in their program of study, and they are supposed to meet with their advisors every semester. However, active advising is not enforced, and in discussion with students they mentioned that in several instances they have been unable to reach their faculty advisors, at which point they resort to meeting with the college counselors. Counselors also mentioned that the students tend to go to them for academic advising because they are more approachable, available and familiar to the students. Further review into the effectiveness of the advising process will be required. Counselors mentioned that in many instances, students do not take courses that meet their program of study and sometimes enroll in courses just so that they can maintain their full time status. The apprenticeship advising model is in closest alignment with distance education advising best practices. This entails provision of a program of study map with a semester by semester outlay of expected courses to enroll in. The

Figure 4. Clearance process for students retaking a course.

students are then actively sought to meet with their respective advisor every semester as they enroll in upcoming courses, and this is tracked. This minimizes error in course selection and manages "time to

completion" matters for most students. The advisor tends to also double as a career coach. The counselors at GCC have multiple roles as career coaches, advisors and in some instances provide sociological counseling. (Note: Unclear as to whether the counselors have certification for this role→ this may pose a risk to the college for lawsuits. Further review of counselor job expectations and certification is warranted).

Students who have to retake a course are required to get clearance from the counselors as presented in Figure 4. A student with a D or F grade is allowed to retake a course and this cost can be offset by Financial Aid. It was determined that students meeting with counselors was of no value to the student because they receive a signed form indicating that they are retaking a course, however there is no review of current student progress at this stage, nor is there any advising on study skills, setting goals, or even review of career paths (unless the student specifically asks for it). This suggests that the students go to counselors just to have a form signed after which they go back to FA for clearance (If they need FA) and then to the cashier to pay for the course which is added manually to their schedule. The counselors mentioned that during the first week of school they have sometimes processed about 100 students undergoing the course retake clearance process. In the event that the student has to reschedule the retake course, they have to go through a manual withdrawal process, and then repeat the process (red arrows in figure 4).

Library
The Learning Resource Center is open Monday through Friday, most weeknights until 8:00 pm. In addition to traditional library resources, the LRC offers a Kindle e-reader borrowing program, streaming videos available through Films on Demand, access to the catalog through Dynix Bookmyne (a mobile app), and access to EBSCO. As such, the library is well-positioned to support distance education. Areas in which the library would need to expand services include:
- o Real-time research and style guide support for online students (e.g. chat, 1-800 phone support) to match the support provided in-person;
- o Expansion of hours to include later evening and weekends for distance students that may work odd hours;
- o Development of a mailing loan program for students that cannot come to campus. Note that this becomes very problematic if resources were to be loaned to students off-island. Mail delivery can take an extensive amount of time, meaning resources are out of circulation for long periods.

Health services – Currently the college has a requirement that prior to course registration a student has to have a tuberculosis clearance certificate. This policy is a government policy and governs students who are onsite. In the event that a student is fully online and does not come on campus, the college may be able to waive this requirement. Currently a student has a hold on their account until they have provided proof of TB clearance after meeting with the nurse at the health center.

Course Add and Withdrawal
Currently students withdraw or add courses through manual processes. The course drop process is automated. The student who wants to add to a full course has to have a signed approval from a faculty member to allow for them to be manually added to the course at the registrar's office. In the same vein, a student who wants to withdraw from a course does so manually.

Transcript Requests
Currently the college has an online portal for transcript requests, but the student authentication and clearance process is manual. After clearance the student can pay manually at the cashier's office or the payment amount can be manually entered into Banner and the student pays using the E-commerce solutions. Although the clearance process is manual, it was determined that students could probably use email, phone and fax to complete the whole transcript request process.

Staff Capabilities
Staff would like to put in place measures that increase automation and ease student congestion especially during the admissions/registration period. In several instances staff mentioned that they are in the process of improving their processes such as in FA, ID processing, and marketing. Like the faculty,

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staff will also need to undergo a change management process because they have become familiar with working with inefficient processes, which they could easily lapse into if clear pathways for adopting new processes are not clearly mapped out.

Recommendations on Service Capabilities and Current Resources

1) Consider Moodle as an LMS for the whole institution. Due to familiarity, inexpensiveness, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty members are already primed for Moodle acceptance per their responses to the academic technology survey.

2) Consider hosted Moodle Solutions -- GCC should consider this as a scalable LMS utility and management option, due to the instability of the Moodle instance, lack of backup, failover, and sandbox, and lack of personnel, hardware, and time to technically host and support this LMS.
   a. There are a number of companies that host Moodle that would require very little setup for minimal expense compared to what internal hosting would cost. One host company that matches the needs of GCC well, is remote-learner.net; however, MoodleRooms is also a common third party hosting company.
   b. Factors to take into account when choosing an external hosting provider:
      i. Level of technical support;
      ii. Availability/uptime;
      iii. Plans for integrating Moodle updates;
      iv. Redundancy;
      v. Scalability;
      vi. Sandbox availability;
      vii. Ease of data migration in case a different solution is chosen;
      viii. Cost/pricing plan structure.

3) Course and program selection for pilot and full DE rollout: Possible options include, but are not limited to:
   a. Redeveloping the existing Education courses;
   b. Identifying courses that suffer from limited availability of large labs on campus, and running them as hybrid, meeting half as often and doubling the availability of lab time;
   c. Developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
   d. Expansion of Math courses that utilize Math XL to fully online offerings;
   e. Selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).
   f. Identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.

4) Offer training for students and faculty members. Within the context of the adopted LMS environment, design and offer training courses for both students and faculty members who would participate in distance education.

5) Partner an Ellucian Instructional Designer with selected faculty members to develop selected courses and train on instructional practices.

6) Investigate the feasibility of adding Ellucian DBA support to address shortcomings in Banner support at GCC that would enable the integration of Banner and Moodle, as well as potentially automating other manual processes (e.g. Banner integration with bookstore software).

7) Develop a long-term plan to integrate Banner and Moodle, to provide SSO access to Moodle via MyGCC, and utilize a Moodle course shell to supplement every residential course to provide a cohesive and easy-to-access resource for instructors to share content and materials with students.

8) Review of student advising: Faculty members at the departmental level are assigned advisees; however both the counselors and students indicated that very few faculty members actually advise the students and in most instances the students go to counselors for advising support.

9) Review both library support services and textbook provision protocol for distance students.

10) Review process for course retake and the role that counselors play in this process.

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11) Review student admissions and course registration process to enable more automation that can support remote student application and admissions processes.
12) Review policy compliance especially as relates to student payment deferral systems. Inconsistent approval of payment plans to students can pose a risk to the college in the event that a student is denied access while others are being granted deferrals.
13) Review automation of add/drop and withdrawal from courses for fully online students.
14) Consider including "prior online instruction experience" in the job descriptions for faculty members seeking to teach online courses at GCC. This is especially relevant for the adjunct faculty members.
15) Develop procedures for remote transcript request completion.
16) Develop a communication and change management plan for the college so that there is transparency in DE implementation and environmental impacts.

Recommendations on DE Pilot

✓ Review service capabilities and resources to determine if Fall '14 remains feasible for pilot of courses.
  ○ Prioritize tasks per recommendations and determine which will be critical in supporting the pilot.
✓ Develop an organizational structure that oversees the functioning of DE at GCC.
✓ Develop policies and procedures that will guide DE pilot and future DE offerings.
✓ Determine the Key Performance Indicators for the pilot and set benchmarks. This will help gauge the success of the pilot.
✓ Develop an aggressive marketing and fulfillment plan for the pilot courses so as to minimize cannibalization of current students.
✓ Develop courses and train faculty members who will be engaged with the pilot project.
✓ Train DE course evaluators.

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Appendix 1 –Moodle Courses

Text-Enhance Adware creates hyperlinks to external sites that show up when you hover over the links. These were seen from mainland computers but not on Guam.

GCC Online Courses

Navigation
Home
My home
Site pages
My profile
Courses

Settings
Front page settings
Turn editing on
Edit settings
Users
Filters
Backup
Restore
Question bank
Legacy site files
My profile settings
Site administration

Search

Main menu
Site news

Guam's Leader in Workforce Development
Visit the main GCC website to see why GCC is Guam's Leader in Workforce Development
Click to visit the main GCC website

For more information about Guam Community College, call 671.735.5531~6.

Available courses

CD221 Child Growth & Development - (ONLINE) SPRING 2014
Teacher Tonirose Realica

ED220-07 Human Growth and Development- (ONLINE) SPRING 2014
Teacher Janah Concepcion

ED220-08 Human Growth and Development- (ONLINE) FALL 2013
Teacher Ed Cruz

Serif fonts are not ADA compliant.

Hello FUTURE Educators of Guam!

I am very pleased with your participation in this ONLINE course. As we move into the technologically-advanced world, we, as educators, must be coherent with how society is communicating with one another.

Because this is an online course, it is imperative that you keep abreast of what is happening in our online community at the very least on a weekly basis. It is suggested that you keep a schedule of when to log in. For example, I may choose to commit to log in every Wednesdays and Friday.

Should you have any questions or concerns, please do not hesitate to contact me immediately at: tonirose.realica@guamcc.edu

Always keep in mind that when you enter your username and password,

you are verifying your identity as the student enrolled in this course.

Shading, bold, colors, and highlighting should be used judiciously for ADA compliance.

ORIENTATION DAY

ory face-to-face orientation held on January 17, 2013 at G
is online course.

ills needed to work around the MOODLE site. These skills

ost and two replies

10

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Guam Community College: Standard Operating Procedure – Draft

May 13th, 2014

Table of Contents

Distance Education Standard Operating Procedure (2014 – 2020)

Introduction

Guam Community College is a leader in career and technical workforce development and provides the highest quality, student-centered education and job training for students in Micronesia. This Distance Education Standard Operating Procedure (DE - SOP) Manual will be used in tandem with the DE Strategic Plan (DE - SP) to achieve the Distance Education goals of GCC.

The college is considering a broad range of DE courses which will fall into two distinct categories as defined in DE Policy 340:
1. Hybrid – This course type is offered in such a manner that 50% of the classes are held on campus (traditional face-to-face) while 50% is held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to come on campus.

This DE-SOP provides processes and guidelines for the management of DE across the academic, administrative, technical and student support sectors. The SOP will provide pathways that if utilized will maintain consistency in DE course and program management, will build clarity in the processes used to support DE and will minimize uncertainty in developing and managing the DE courses and programs. The processes included in this document reflect the focus areas determined from the DE-SP and will be used in tandem with the DE – SP document.

DE Organizational Structure

Below is the organizational structure for DE support at GCC. In lieu of a Chief Information Officer, the Helpdesk could be incorporated within Student Support Services. MIS would continue to work in collaboration with Academic Technology in providing technical support and report to finance as is the current status. The following offices directly support DE: Finance, Academic Affairs, Communications

and Promotions (OCP), Deans, Department chairs, Human Resources (HR), AIER and Student Support Services. It is recommended that a faculty professional development coordinator support DE faculty training and professional development. In lieu of this position, the office of Academic Technology in partnership with Academic Affairs can support this role.

DE Implementation:

DE implementation at GCC will be done in partnership with all stakeholders who constitute the DE support organization as presented in the organization chart above. Specific measurable objectives as outlined in the DE strategic plan should be assigned to task owners from within the DE support organization and timelines created for achievement of each objective. The chart in appendix 6 provides a DE implementation timeline developed during the DE strategic planning process with the DE taskforce. Target measures and task owners are yet to be assigned to each objective. Each of the stated objectives will have an impact on the DE organization so it will be important to assess the DE implementation process carefully and closely. Each objective will have specific tasks that will be assigned to it by project owners, and these tasks when accomplished will bring GCC closer to its DE goals. An important factor in sustainable DE provision by an institution is the DE financial model, and this should be considered before and during the DE implementation process. Financial support during the lifetime of DE at the college will ensure that the college remains competitive in the DE landscape.

DE Academic Programs:

DE Programs at GCC constitute those programs that are offered as hybrid or fully online programs of study. Hybrid programs will require the students to be onsite for at least 50% of their study, while the fully online programs do not have an on-campus expectation. DE programs will be selected based on market need as determined by the department advisory committee. Currently, the college selects programs to be developed following advice from industry partners, faculty members, department chairs and student needs. In order to develop robust DE programs, the college should employ an additional aspect to the program selection process which includes a specific needs analysis for hybrid or fully online programs. This information would be garnered through market research specifically addressing the program question:

1. Does the department need this program of study to be delivered via distance education?
    a. What data points to this need?
    b. Is the program going to be delivered as a hybrid or fully online Program?
2. Is the program of study being sought by local Guam residents and/or international students?
3. Does the department have faculty members who would be able to teach all the courses in this program via distance education?
4. How prepared are the faculty members to undergo professional development training in order to establish a robust and competitive distance education program?
5. Does the department have the financial resources to allocate towards instructional design for distance education courses?
6. Does the institution have the marketing resources to attract students to the program and minimize internal cannibalization of students?

DE Program Development and Delivery Process

The process of developing and then delivering the DE program would require an initial market research that specifically targets the program of interest. This would be followed by faculty engagement and course development. During the course development process, the program landing pages and marketing strategy would be running concurrently. This will ensure that when GCC is ready to offer the program, all required institutional resources will be in place to support student access to the course(s). All courses

offered via DE at GCC will undergo evaluation and the program will undergo review on an annual basis to determine its impact and value to GCC.

DE Course Selection and Development:

Course selection will in many instances mimic program selection as described above. Usually, course selection impacts the rate of full program roll-out. A full Program of Study (POS) layout will determine the sequence with which courses are developed for DE programs. Sometimes, a series of DE courses are developed that do not directly complete a full POS. In such instances, the course selection process should reflect the POS process and the questions to be asked would be as follows:

1. Does the department need the course to be delivered via distance education? What data points to this need?
2. Is the course being sought by local market (internal GCC students and Guam residents) and/or international students?
3. Does the department have faculty member(s) who would be able to teach this course via distance education?
4. How prepared are the faculty members to undergo professional development training in order to establish a robust and competitive distance education program?
5. Does the department have the financial resources to allocate towards instructional design for this distance education course?
6. Does the department project high enrollments in this course, and will a master course be developed which will then be personalized by individual faculty members teaching the course?

Program Assessment
-Student Success Assessments
-Course Evaluations
-Faculty member Evaluations
-Student Support Service Evaluations

Program Delivery
-Course Development Completion
-Course Delivery by Faculty member
-Student Support Services

Program Marketing
-Landing Page Development
-Program Marketing Strategy Development

Program Development
-Course Development
-Faculty member Engagement

Market Research

7. Has the course already been developed as a web-enhanced course?
8. Is the course to be developed as a hybrid or fully online DE course?

Course Development Pathways:
There are multiple pathways by which a DE course (hybrid or fully online) can be developed at GCC as shown in the schematic below. Face-to-Face (F2F) courses can be directly developed into hybrid or fully online courses depending on factors such as; the faculty member's readiness to build the course, the availability of resources (e.g. media), and the availability of sufficient training and instructional design support. Some faculty may take the route of enhancing their F2F course with web-based resources and utilizing the LMS. This may be followed by web-enhanced courses being developed into hybrid and then fully online courses. However, it is important to note that hybrid courses do not need to convert into fully online, nor do web-enhanced courses have to convert into hybrid and then fully online. These transitions would occur if it is the intention of the faculty member/department to offer the courses in a DE format.

Pathways for DE Course Development

Face-to-Face Course	Face-to-Face Course	Face-to-Face Course	Fully Online Course	Face-to-Face	Face-to-Face Course
Web-Enhanced Course	Web-Enhanced Course	Hybrid Course	Hybrid	Web-Enhanced course	Fully Online Course
	Hybrid Course			Hybrid Course	
				Fully Online Course	

Hybrid DE Courses	Fully Online DE Courses

GCC DE Course Development General Information:
Instructors will be set up with a development copy of their course. When complete, this course will be copied into the courses used by the students. This is to ensure that the course will be finished before students can view it.

The final version of all courses, as signed off by the instructor, will be stored in the GCC LMS repository of courses (MIS/AT). This course will be updated by the course author and serve as the origin for all versions of the course taught during the semester.

Course navigation will be consistent across all GCC DE courses. A sample course shell with basic navigations tabs is presented in the adjacent figure.

Material will be organized into Modules and placed as FOLDERS within the LMS. It is understood that each Module will correspond to a course week.

There are specific best practices governing the links and information to be included in the syllabus for all GCC DE courses. Faculty members will check with their respective departments to make sure that the syllabus has all of the appropriate sections and requirements.

A course development process will then ensue between the faculty member and instructional designer as presented in the course development schematic below. A Kick-off meeting between the Instructional Designer and the faculty member to fill out a **Timeline Document** is highly recommended; this timeline agreement would then be signed and submitted to the DE director for approval. The timeline provides for an iterative process, giving the instructor time to provide feedback and review the course.

Course Shell Navigation (Sample)

- Announcements
- Syllabus
- Weekly Module
- Discussion Boards
- Contact my Professor
- My Grades
- Help Desk
- Moodle FAQ
- Student Support Services

DE Course Development Schematic

Initial Meeting → Identify Course Content → Define Learning Module process → Learning Module Prototype → Develop Learning Modules → Final Online Course Materials → Online Course Review

Initial Meeting

Steps
- Establish relationship between ID and Instructor
- Identify Course Goals and Audience
- Define Roles of the Instructional Designer (ID) and Subject Matter Expert (Instructor)
- Identify all stakeholders (other Instructor's)

Outcomes
- Understanding of course goals and audience
- Agreement on defined roles for ID and Instructor
- Clearly identified roles for all stakeholders

Identify Course Content

Steps
- ID obtains the course outline from Instructor
- Identify learning objectives within course outline
- Assess lecture time spent on individual course outline topics
- Identify supplemental resources

Outcomes
- Instructor and ID agree upon Online Course Outline
- Understanding of time on task for each concept (what will become learning modules)
- Identification of all supplemental resources

Define Learning Module process

Steps
- ID and Instructor organize course concepts into Learning Modules
- ID and Instructor define the standard components of each learning module
- ID and Instructor develop standard instrument /template for transferring content with each other
- Define and describe the process for how traditional content is transformed into online content

Outcomes
- Identification of all online learning modules
- Agreement on standard learning module components
- Established instrument for transferring information
- Agreed upon process and timeline for building online course

Learning Module Prototype

Steps
- ID and Instructor work through defined process and make initial LM prototype
- ID assists Instructor with online content creation
- Expectation for online content is clearly defined

Outcomes
- Demonstrated working process for created content
- Initial learning module is created
- Instructor understands what is necessary for online content creation

Develop Learning Modules

Steps
1. Instructor delivers narrative for all learning module components to ID
2. ID recreates Instructor narrative into online course and submits back to Instructor for review
3. Instructor reviews first iteration of online module, makes changes, submits changes to ID
4. ID makes changes and submits 2nd iteration back to Instructor
5. Instructor reviews changes submits 2nd revision to ID
6. ID makes revisions
7. ID and Instructor develop supporting activities/assign/assessments for Learning Module
8. Repeat for all Learning Modules

Outcomes
- Learning Modules are developed from the traditional course content
- Learning modules are revised two times
- Supporting online activities, assignments and assessments are developed for each learning module

Final Online Course Materials

Steps
- Additional course materials identified and developed by Instructor
- Additional Materials uploaded/built in CMS

Outcomes
- Additional materials such as syllabus, course description uploaded into CMS
- Final course is developed

Online Course Review

Steps
- Institutional Peer Review of Online Course
- SGHE final proof of course content

Outcomes
- Online course is proofed by both institution and SGHE
- Final changes and revisions are made

Faculty Compensation for Curriculum Development:

Faculty compensation will be established based on current pay structures as determined by Human Resources and described in the faculty member handbook. Compensation for curriculum development should be determined based on the type of course that is being developed and the effort required for building the course. Typically, a fully online course development process is compensated higher than a hybrid course development. Also, a contractual agreement indicating final compensation of the faculty member after course development is completed should be maintained by the DE department and Human Resources. The faculty member will be fully compensated upon completion of course development.

Course guide requirements:

Course guides for DE will be developed in tandem with course development within the LMS. The final DE course guide will be submitted to LOC for review prior to final course approval for delivery to students. The LOC review will occur in parallel with online classroom evaluation process described below. Current institutional course guide development will be adhered to and modifications in the process will be made based on whether the course is a hybrid, in which case 50% of the course is offered on-campus or fully online whereby the course is developed for a remote student learning experience.

Instructional technology training:

Faculty members will be expected to participate in mandatory training in preparation for online course delivery. These two courses are a) Online course development using the institutional LMS and b) Online Instruction Pedagogy to support faculty interactivity in online classrooms. The course content and objectives are as outlined in the SP document on faculty training.

LMS Selection and Implementation

In the event that a decision is made to adopt a new LMS, then an LMS search and review committee/taskforce would need to be established, so that they can embark on the process of selecting a new LMS. The LMS committee/taskforce would then determine the minimum LMS system and support requirements that meet institutional needs. Once the LMS has been selected, GCC would initiate the migration process. This can be arduous; however, there are best practices that make the transition from one LMS to another as seamless as possible. Below is a summary of processes that describe LMS parameter review, LMS selection and finally migration of content to the new LMS. How to choose an LMS

1. LMS Parameter Review & Establishment	2. LMS Vendor Engagement and LMS Selection	3. LMS Migration
• Input from a cross-section of all LMS users within the institution should be sought. • Prioritization of all suggested parameters will be done by the LMS Committee/Taskforce within GCC • Committee/Taskforce will come to agreement on parameters that meet institutional needs and goals. • Review of current LMS systems in the market to determine which ones' have features that the college needs in order to meet student outcomes and institutional goals.	• Establish a comparative LMS chart that will guide the college in vendor selection and outreach. • Invite LMS vendors and have demos presented by the companies • Run further reveiw of the LMS market following vendor presentations to determine if there are additional vendors or features that may be of interest to GCC prior to making an LMS decision. • Develop a pilot implementation of the selected LMS	• Develop an LMS migration timeline and plan • Migration plan should factor in course prioritization and batching. In conducting the migration, it is recommended that the courses be batched by program or department. This will allow GCC to concentrate training efforts on one group of faculty and students at a time.

"Choosing a learning management system is one of the most costly and time-consuming decisions schools or districts must make as they expand their technological infrastructures. An LMS is a robust piece of software that provides an online portal for classrooms, serving administrative functions for educators and allowing students to view assignments, grades, and learning materials. Some can be used to deliver entire courses. Once an LMS is in place, it can be difficult and expensive to switch to a different one. That's why making sure it's a good fit initially is crucial." ~Katie Ash in **Education Week.**

Steps to Choosing an LMS
1. Determine which Learning Management Systems meet GCC's LMS requirements. GCC must come to a determination on the priority of the considerations identified in Appendix 5. Using that information, GCC can determine which LMS's could potentially serve its needs.

2. GCC should investigate the demos and free trials made available by competing vendors as identified above. A cross-section of the GCC community should be included in the process so that input from all affected users (students, teachers, AT, academic administrators, MIS) is considered.

3. The LMS user experience should be assessed. Feedback from customers of LMS vendors and hosts should be pursued and taken into account in the decision making process.

4. Financial considerations for LMS acquisition, utility and maintenance should be considered. The total cost of ownership—contracts, time investment, internal support necessary—should be calculated when comparing solutions.

Migration Timeline and Plan – Course migrations can take from six months to about two years; usually, the two LMS are run in parallel during this time. Although this can result in additional costs, running the systems together for at least a semester would allow time for GCC to carry through the migration plan according to the timeline.

Any plan should include the following elements; these can be undertaken concurrently:

1) **Preparation for Migration**
   Begins immediately after new LMS selection and estimated to take 2-3 months
   The following lists the steps that should be undertaken before migrating courses:

a. **Template Creation**: A template, or similar look and feel, should be created in the new LMS. The migrated courses should be situated within this template. A template can have slight variations depending on college or department; however, the structure and navigation should remain relatively consistent. This simplifies training for faculty and the learning curve for students. It is particularly important in getting the community up to speed on a new LMS.

b. **Course Staging**: Migration can be simplified by working with instructors to "stage" their courses for the transition from one LMS to another. Staging includes the following:

   - **Deleting items that will not be used** – This will simply the migration process as it insures only those items that will be necessary will be transitioned.

   - **Incorporating Discussion and Email information into Learning Modules** – Discussion and Email information is typically not migrated because it is considered to be student information. Therefore, it is important for instructors to put this information into areas that will be migrated.

2) **Faculty Training and Support**
Begin after Template Creation and estimated to take a year, but also ongoing

Faculty training and support for a new LMS is a multifaceted process which should be ongoing as new faculty come on board and others move past the beginner stage to become interested in intermediate activities. In addition to face-to-face workshops, training should consist of online tip sheets, online self-paced training modules, brief instructional videos, and technical support. It is highly recommended that faculty members prove proficiency in the new LMS, either through attaining certification or demonstrating their ability with course materials

3) **Migration Process**
Usually takes place about six months after selection and can last six months to a year

Depending on the LMS selected, the migration will most likely be somewhat of an automated process; however, faculty or instructional designers will have to review the migrated course for consistency and any differences between the LMS that would require structural modifications. Faculty members will have to be trained or assisted in this process; this process should be documented in advance of the migration.

Classroom requirements
The online classroom will be reviewed prior to being made available to students using a course checklist as a guide (Appendix 1). This checklist is based in part on standards developed for Quality Matters (http://www.qmprogram.org) to assure quality in courses that are delivered electronically. An integral part of the course design process will be the use of this checklist to ensure consistency in course development across the institution prior to final approval. Each course (online/hybrid classroom) that is hosted within the LMS will have the following components at a minimum: A generic course navigation table is found in Appendix 3
   - ✓ Course Introduction / Overview
   - ✓ Learning Objectives
   - ✓ Assessment and Measurement
   - ✓ Instructional Materials and Resources
   - ✓ Access to Student Support (Library, Technology Support, Tutoring etc.)

The online classroom checklist will be completed by an authorized reviewer (Course/Faculty evaluator or Learning Outcomes Committee appointee) after it has been reviewed by the faculty member and corresponding instructional designer.

Faculty requirements

It is highly recommended that faculty members teaching DE courses will:

- ✓ Participate in training for online course development using the institutional LMS and also take training in online teaching pedagogy.
- ✓ Communicate with students in a timely manner and make themselves available to students in the online course.
  - ○ Typically a note in the syllabus stating that the faculty member will communicate back to the student within a 24h window is sufficient. However, it will be important that the faculty member follow through on this commitment.
  - ○ Faculty members should provide more than one way for the student to reach them. This information is indicated in the syllabus and the announcement page.
- ✓ Offer virtual office hours for the DE students, to ensure that the student receive the support they need to be successful in their online course(s)
- ✓ Develop a DE course that has similar rigor and interactivity as the traditional face-to-face course.
- ✓ Build the DE course per contract agreement from a timeline perspective.
- ✓ Maintain grades within the course gradebook so that students obtain timely feedback from their assessments
- ✓ Complete an alternative instructional equivalencies (AIE) document which provides a comprehensive summary of the course activities, allocated time-on-task for each activity, instructional best practices, and total instructional time in the course (Appendix 2)

Student training and Orientation to Online Environment

1. Course development begins using course checklist as a guide

2. Faculty member and Instructional designer review the course after the course has been built to ensure that it has all components

3. Course reveiwer evaluates the course using the checklist as a guideline

4. Course testing is run in the LMS production environment

5. Course sign-off process begins: Faculty Member, Instructional Designer, Course Reviewer, DE Director, VP of Academic Affairs

It is recommended that an online student orientation be created and required, along with training for students on the learning management system. An assessment of student readiness for both college level courses and online courses should be required. This information will then be used to guide future student advising, and additional training and orientation processes. Provision of the student handbook (made available online) should be maintained.

In order to ensure that students are well prepared for the rigor of DE courses, they will be required to:

- ✓ Participate in a mandatory online LMS and student success orientation course that teaches student success principals in the online classroom.
- ✓ Take an online student readiness preparation survey, so as to self-evaluate their online readiness.
- ✓ Use college email address, so that their faculty members and student support staff can easily communicate with the student in the event that there are issues that directly impact the course/program.
- ✓ Sign off on an academic honesty policy agreement to ensure that is compliant with institutional academic dishonesty principals.
- ✓ Meet with an advisor every semester that they are engaging in the DE Program, to support the student in their program completion agenda.

Support Staff training

Support staff in Academic technology, MIS, all student support services, administrators and non-teaching faculty will undergo continuous training for process improvement in their respective departments. Training may entail technological, team building and customer service (students, faculty and colleagues) components, to ensure that all aspects of the DE support structure is aligned with provision of high quality service to all stakeholders.

Admissions / Registration

Establishing mechanisms that ensure online student admissions and registration, in addition to Financial Aid assistance, tuition and fees payment and access to the college ID will be via the MyGCC portal. Students participating in hybrid courses and programs may be able to register on campus. However, fully online students will require automated provisions student support services across the whole enrollment pipeline including admissions and registration[1], financial aid and finance. Current processes are as outlined in the DE capabilities assessment report.

Advising/Counseling

All students participating in DE programs will be expected to meet with their advisors every semester prior to registering for courses as shown below. Advisors / counselors will review the students' progress through their specified POS and make recommendations for the next series of courses. This will ensure that students reduce their time to completion. Advisors will be provided with updated POS from the departments offering DE programs, to ensure accurate advising of students. Advisors will notify the department chair in the respective departments in the event that a DE student does not meet with an advisor prior to course registration. Fully online students will require remote advising support, however students enrolled in hybrid courses or programs will be able to obtain their advising on campus.

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[1] The steps in these processes currently follow those outlined in the DE capabilities report but should be optimized following Banner revitalization

Health Center

Students taking fully online courses will be exempt from the requirement to have a health certificate clearance unless they will also come on-campus to take courses. Students taking hybrid courses or programs will be required to obtain health clearance, prior to the health "hold" being released from their banner record for the given enrollment semester, and will follow current institutional clearance methods.

Academic Technology and Information Technology Support

GCC's Information Technology (MIS) and Academic Technology (AT) departments will provide support as previously discussed during strategic plan development (DE – SP, Appendix 5). The AT and MIS tasks outlined below represent the minimum requirements for optimal operation of distance education within the college when. Continuous training of staff members who support AT and MIS will be essential in ensuring continuous improvement of the services that support students and faculty in DE.

Information Technology

Information Technology is responsible for configuring and maintaining all internal systems that provide electronic and/or digital information transfer and storage. The Director of Information Technology:

- Oversee:
    - budgeting for information technology resources (hardware, software, contracts)
    - IT equipment, software, support, and security resource planning processes
    - IT staff training and development
    - contracts and partnerships, including third-party vendors related to IT
    - network and systems reliability
    - security software, hardware, policies and practices
    - end-user support of technical tools and services for faculty, staff, and students
    - data redundancy policies and processes
- Manage and maintain:
    - network systems, subsystems and servers
    - the computer/server room operation and environment
    - staff and student-facing technology (e.g. computer labs, faculty and staff computers)
    - communication systems (e.g. telephone, email, wireless network, television and AV systems)
    - software deployment and new hardware integration
- Work in a collaborative and collegial way with personnel including:
    - all departments
    - all faculty and staff
    - vendors
- Have knowledge of:
    - best practices in data storage, redundancy, network management, failover, systems integration, etc.
    - security concerns and issues related to higher education, including but not limited to FERPA, encryption, and password management
    - trends, products, equipment, tests, etc. for the purpose of recommending procedures and/or purchases

Academic Technology

Academic Technology is responsible for the development, management and evaluation of all technologies that support teaching, learning and research. The Director of Academic Technology:

- Oversee:
    - budgeting for academic technology resources (learning management system, web conferencing and other third-party academic tools)
    - academic technology resource planning processes
    - staff and faculty development programs within AT
    - contracts and partnerships, including third-party academic tools
    - compliance with ADA, FERPA, fair use, and copyright laws
- Manage Academic Technology services that include:
    - instructional design (instructional guidance in development of activities and assessments for web-based, hybrid, and online courses)
    - faculty development
    - student readiness
    - support of the implementation of academic technologies
    - evaluating and assessing effectiveness of teaching and academic technologies
    - defining practices, standards and procedures in regards to academic technologies
- Have knowledge of innovative teaching and academic technologies such as:
    - e-portfolio software
    - student response systems
    - learning management systems (e.g. Moodle)
    - mobile computing devices and applications
    - video conferencing
    - third party academic delivery tools (e.g. Voicethread, Prezi, Jing)
- Work in a collaborative and collegial way with personnel including:
    - academic offices
    - faculty and students
    - the library
    - MIS
    - vendors

Library Support.

Library support staff will participate in continuous training and process improvement to stay abreast of new digital library technologies and will support to distance education students by:

- Providing ebooks that are considered essential reference materials by faculty members
- Offering extended hours on weekends and nights to support the needs of DE students
- Having sufficient human resource to support phone and email requests from DE students
- Supporting a chat function as a part of the library (If this feature is incorporated as part of the library service)
- Increasing access to Audio/Visual resources that will support student learning – Library portal may provide access to instructor AV resources.
- Developing and maintaining an online library orientation for DE students to ensure ease of access to library resources.
- Providing access to the library through the LMS

Bookstore

Students participating in DE will be able to access their books through the bookstore. Processes to optimize book availability and cost to students include:

- Early faculty member assignment to DE courses, so as to ensure book submissions to the bookstore are done in a timely manner to provide sufficient time for book orders.
- Increased use of ebooks for courses that are DE
- Bookstore partnership with efficient yet low-cost mailing services to ensure that students obtain their textbooks in a timely yet economical manner
- Easy access to online bookstore inventory – Ensures that students are aware of book availability and their costs.

Marketing

The process of supporting DE at GCC will include continuous assessment of DE webpages and advertising to help optimize outreach and communication to prospective students. Search Engine Optimizations (SEO) including keyword and competition analysis, creation of semantic markup content (page titles, url structure, h1, h2, h3 tags, meta tags, meta descriptions) and copywriting to ensure increased rank in search engines will be reviewed. Additionally, maximizing GCCs advertising potential by exploring keyword possibilities and monetizing campaigns, ad groups, and keywords for increased conversions for student enrollment should be examined periodically. A comprehensive external marketing plan that attracts external students will increase desired enrolment and minimize institutional cannibalism from in-seat courses and should be updated annually or with each new program addition. Additionally, an internal marketing plan to support current students and faculty will be factored into all communication. Outlining Key Performance Indicators (KPIs, as outlined in Appendix 6 of the strategic plan) will support the tracking of marketing efficiency of DE programs and courses.

Appendix 1: Online Course Design Checklist

This checklist is based in part on standards developed for Quality Matters (http://www.qmprogram.org) to assure quality in courses that are delivered electronically. The *Online Course Design* Checklist is to be used as a guide for designing an online course, and is to be used in preparation for final the final review and approval process for course build deliverables.

Course Introduction / Overview

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Clear instructions are provided to navigate course components				
Students are introduced to the purpose, structure, and major outcomes of the course.				
Netiquette rules and expectations are stated clearly for online discussions, e-mail and other forms of communication.				
Course and institutional policies regarding academic rights and codes of conduct (and expectations are stated clearly, or a link to current policies is provided.				
Prerequisite knowledge and/or required competencies required for the course are stated clearly.				
Minimum technical skills necessary to participate in the course are stated clearly.				
Instructor Bio or self-introduction is available online.				
Instructor contact information is available online and is readily visible.				
An introductory/ice-breaker activity to help students get accustomed to the course site, and become acquainted with each other and netiquette is present in the course.				
The complete and appropriate syllabus is uploaded to the site and resides in an area that is easily accessible.				
A concisely formatted calendar of specific due dates is posted with introductory material.				

Course Introduction/Overview Additional Notes/Comments:

Learning Outcomes

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Course learning outcomes describe outcomes that are measurable, and are reflected in the course assignments, exams, and other learning activities.				
The learning outcomes in the course are appropriate for the level of the course.				
The module/unit learning outcomes describe outcomes that are measurable and consistent and align with the course-level outcomes.				
Learning outcomes are written from the student's perspective and stated clearly.				
Instructions provided to students on how to satisfy the learning outcomes in each lesson are stated clearly.				
Instructions allowing for student questions regarding fulfillment of learning outcomes are clearly stated, as well as required response time from instructor.				
To the extent appropriate for the course and content, learning outcomes incorporate and promote relationship and application to career, professional development, and lifelong learning.				

Learning Outcomes Additional Notes/Comments:

Assessment and Measurement

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The types of assessments measure the stated learning outcomes, and are appropriately consistent with the course level outcomes.				
The types of assessments selected are consistent with the course activities and resources.				
The course grading policy is stated clearly.				
Assignments are stated clearly and grading rubrics are provided to evaluate students' work and participation.				

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The assessment instruments are **sequenced**, **varied**, and **appropriate** for the student work being assessed, and are aligned to the weekly learning outcomes.				
The assessments are designed to meet varied learning styles				
Ample opportunities are provided for students to measure their own level of understanding and progress, in addition to obtaining helpful feedback.				

Assessment and Measurement Additional Notes/Comments:

Instructional Materials and Resources

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The instructional materials contribute to the achievement of the stated course-level and module/unit-level learning outcomes.				
The selected instructional materials and the way the materials will be used for learning activities are stated clearly.				
Resources and materials used in the course are cited appropriately.				
The instructional materials and chosen text(s) are current and support learning.				
Instructional materials present a variety of perspectives on the course content.				
A clear distinction between required and optional materials exists and is clearly explained.				

Instructional Materials and Resources Additional Notes/Comments:

Learner Engagement and Building Community

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The learning activities promote the achievement of the stated learning outcomes.				
Opportunities for interaction and meaningful collaboration exist.				
Learning activities selected support active learning.				
Sufficient opportunities exist for learners to communicate with their peers.				
Sufficient opportunities exist for learners to communicate with the instructor.				
Classroom response time and feedback for course assignments are clearly stated and available.				
Requirements for student participation and interaction are stated clearly.				

Learning Engagement and Building Community Additional Notes/Comments:

Course Technology and Navigation

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The selected tools and media support the course learning outcomes and are appropriately chosen.				
Course tools and media support student engagement and active learning				
Navigation of online components throughout the course is logical, consistent, and efficient.				
Technologies in the course are readily accessible, current, and effective.				
Gradebook is categorized logically and organized consistently across the program.				

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
All Assignments, Discussions, Quizzes, and Exams are linked to the Gradebook and perform as anticipated.				
Grading schemas, point scales, and weighting methods are consistent throughout the course as defined in the syllabus.				
Discussion board settings meet the approved standards.				
Assignment settings meet departmental and institutional standards.				
Quizzes and Exams are accessible, have been tested, and perform as anticipated.				

Course Technology and Navigation Additional Notes/Comments:

Learner Support

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Clear information on the institution's technical support services and access to these services is provided.				
The institution's accessibility policies and services or links to this information and how to access these services is provided.				
The institution's academic support services and other resources that help students succeed have been made accessible in the course.				
The institution's student support services (advising, financial aid, counseling, etc.) with their appropriate links and/or descriptors are readily available to the students.				
Learner is provided with policy and college contact information in case of any life event, such as accident, surgery, or other circumstance.				

Learner Support Additional Notes/Comments:

Accessibility

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Accessible technologies are employed in the course and guidance on obtaining accommodation is provided.				
Equivalent text-based alternatives for auditory and visual content are provided in the course.				
The course design facilitates readability and minimizes distractions. (Consistent fonts and other ADA compliant formatting)				
The use of assistive technologies (screen readers) is incorporated into the design of the course.				
Policies regarding emergency outages related to weather and unforeseen circumstances, and emergency options, are included as required reading at the onset of the course.				

Accessibility Additional Notes/Comments:

Overall Course Notes/Comments:

Course Sign Off:
Select one option indicating your response to this online course by putting your initials against the appropriate statement.

_____ I certify by signing below, that I have reviewed the components of this online course and have found them to be acceptable.

_____ I certify by signing below, that I have reviewed the components of this online course and have found significant areas for improvement that will need to be reviewed prior to course sign off.

_____

Printed Name and Title of Authorized Reviewer, Date

_____

Signature of Authorized Reviewer, Date

The completed and signed Online Course Design Review and Approval From indicates acceptance of the course, and initiates approval for faculty member to obtain compensation for course development. Changes in course requirements and/or program standards that occur after the signoff become the sole responsibility of Guam Community College.

A copy of this document will be rendered in PDF format and shared with the instructor as well as the Distance Education department and the Office of the Vice President of Academic Affairs.

_____   _____

[Signature of Instructor]   [Date]

_____   _____

[Signature of Instructional Designer]   [Date]

_____   _____

[Signature of DE Director]   [Date]

_____   _____

[Signature of VP for Academic Affairs]   [Date]

Appendix 2: Alternative Instructional Equivalencies

Institutions use the Alternative Instructional Equivalence (AIE) to manage online classroom credit hour compliance. Institutions that have developed and maintained AIEs usually store individual AIE documents as spreadsheets within the respective departments. Often this information is maintained in a repository but not analyzed to determine overall institutional compliance nor is it used for assessing departmental or inter-departmental development of AIEs. Faculty members usually grapple with how to allocate time to certain online activities, and typically do not have an easily accessible resource to support their AIE allocation needs.

This AIE chart would:
- a. Support the instructional designer and faculty member in recording intended online course activities, course interactions, time on task for a given activity and the respective assessments associated with each activity.
- b. Provide a platform that the institutional research department can use to maintain an easily accessible record of course activities, and time-on-task.
- c. Record course instruction and affiliated activities as they align with pedagogical best practices as discussed Arthur Chickering.
- d. Provide clarity on faculty interactivity and student engagement in the online classroom.
- e. Provide insight on student to student, student to content and student to instructor interaction.

Sample AIE Calculation:

Activity	Activity Goal	Instruction Hour Equivalent	Total Time of Activity for Course in Hours	* Indicate Best Practice/s (BP) Met by Activity		Indicate Assessments Used	Indicate Type(s) of Interaction
Active Learning Strategies	To engage in professionally focused learning strategies that draw on the students professional work experience.	1 Active learning strategy = .5 hr		[ ] BP 1 [ ] BP 4 [ ] BP 2 [ ] BP 5 [ ] BP 3 [ ] BP 6 [ ] BP 7		[ ] Rubric [ ] Tests/Quizzes [ ] Graded Assignment	[ ] Student-student [ ] Student-instructor [ ] Student-content
Blogs, Journals, Logs	To use personal (authentic) writings to facilitate communication between the reader and the author	Private Post = .5 hr Shared Post = 1 hr		[ ] BP 1 [ ] BP 4 [ ] BP 2 [ ] BP 5 [ ] BP 3 [ ] BP 6 [ ] BP 7		[ ] Rubric [ ] Tests/Quizzes [ ] Graded Assignment	[ ] Student-student [ ] Student-instructor [ ] Student-content
Every course must contain a minimum of 14 hours of instruction time for each credit. Course length does not affect instructional time. A 1 credit course requires 14 instructional hours, whether it is run in an accelerated format of 7-8 weeks or for the full term sure Total activity time; Instructional Hour Equivalent x # of times activity is offered →1.5 x 3 = 4.5 hours				Course Credits = Total Instructional Hours =			

Summary of Chickering's Best Practices are as follows:
1. Good practice encourages student-faculty contact. (BP1)
2. Good practice encourages cooperation among students (BP2)
3. Good practice encourages active learning (BP3)
4. Good practice provides prompt feedback (BP4)
5. Good practices emphasizes time on task (BP5)
6. Good practice communicates high expectations (BP6)
7. Good practice respects diverse talents and ways of learning (BP7)

Reference: IMPLEMENTING THE SEVEN PRINCIPLES: Technology as Lever by Arthur W. Chickering and Stephen C. Ehrmann

ABC123 Online Course

General Information

- Announcements
- Course Support Forum
- Semester Calendar
- Resources for Academic Support
- Copyright Information

Course Resources

- ABC123 Syllabus
- Web Resources
- Website Links
- Unit Introduction Videos
- Library
- Online Communications Guidelines
  - Core Rules of Netiquette
- Instructions for Position Papers
- Instructions for Uploading Video

Welcome & Orientation

- Meet Your Instructor
- Orientation Activities
  - How to Use This Course Site
  - Class Introductions
  - Practice Assignment
  - Group project information

Appendix 4: Learning Management System (LMS) Comparisons and Recommendations

At present, Guam Community College (GCC) utilizes an internally hosted instance of Moodle 2.3. The information in this document was created to:

- Facilitate comparison between Moodle and other current LMS solutions;
- Recommend a course of action for GCC's LMS implementation;
- Provide an overview of the LMS review process in the event GCC wishes to investigate further.

This document has been developed to provide an overview of LMS options; once a determination is made about institutional needs, GCC would be best served to determine the level of responsibility for LMS service and support it would like to provide. An in-depth assessment of internal resources and capabilities as outlined in the capabilities assessments document should be used to guide vendor selection. , The vendor can then be contacted for LMS pricing and service comparison from various solutions. Note that it is not feasible to make an initial LMS comparison based on cost, as LMS providers offer a wide variety of hosting models and pricing structures crafted to suit an institution's individual needs. On one end of the spectrum is **internal hosting**, in which GCC's MIS staff would be fully responsible for server hosting, redundancy, failover, maintenance, LMS technical support, systems integration, and additional network and resource demands. On the other end of the spectrum is **external hosting**, where a third party vendor hosts a cloud instance of the LMS, and provides the majority of the above services. Once internal or external hosting is chosen, it is typically possible to migrate from one to the other depending on the technical requirements of the host provider. However, the migration process is often complicated, time-consuming, and expensive. For these reasons, Ellucian made a thorough assessment of GCC's internal hosting capabilities and recommends that GCC focus on investigating external hosting solutions as the MIS department neither has the capacity nor the resources to adequately support a fully hosted LMS within the college. In the event that GCC opts for internal LMS hosting, the cost of additional staff or third party support for internal hosting should be taken into consideration.

Moodle is one learning management system (LMS) of many presently available on the market. It should be noted that most LMS's offer very similar tools and features, and any could be used for a successful DE implementation. The factors that should be considered in addition to (and perhaps over and above) which specific LMS is chosen are the levels of support and hosting provided by individual vendors and the corresponding price points. This can be greatly impacted whether the chosen LMS is open source or proprietary. An expanded list of additional considerations can be found in Appendix 5.

Open Source LMS's
Open source technology is technology where the source code is "open", that is, the code is available to the public and free to be modified. Improvements can be made by developers and it can be spread or sold to the wider community. Some of the advantages of an open source LMS are:

- Open source LMS's are capable of internal or external hosting. If using an external host, the provider is responsible for maintaining and servicing the LMS, as well as providing support when problems occur.
- Because of the nature of Open Source LMS's, migration from internal to external hosting or vice versa is always an option.
- They can come at a lower cost than proprietary solutions. GCC can use an open source LMS indefinitely without paying set-up, activation, licensing, or subscription charges. The cost paid to open source hosting vendors is not for licensing the LMS, but rather for support and hosting services associated with an institutional LMS.

- As the code is widely available in open source LMS's, many developers read and examine the code, resulting in bugs being identified and fixed much faster than proprietary programs.
- Open source LMS's are fully flexible and customizable, so they can be designed in line with GCC's needs and branding.

Some of the disadvantages of using an open source LMS are:

- Open source software relies on its online community network to deliver learning support via forums and blogs. While there are massive, loyal and engaged online communities that users are turning to, this requires some basic knowledge and skill set from the user to understand feedback from online community for problem resolution purposes.
- Despite the fact that there is no cost for licensing, there is still the cost associated with either hiring internal staff to support the LMS or contracting a third party vendor for support.

The most widely used open source LMS's are Moodle, Sakai, and Canvas.

Proprietary LMS's

A proprietary LMS is exclusively owned by the provider, and offered to end users under the conditions of an End User License Agreement (EULA). Some of the advantages of using a proprietary LMS are:

- Service and support of the LMS are provided by a vendor that has a thorough working knowledge of their own product;
- Proprietary software providers offer ongoing support to users, a key consideration when users lack technical expertise;
- There is a certain reduction in the risk undertaken with proprietary software because users are working with companies that are viable, and people with intimate knowledge of the products and services being used should any questions arise.
- Very low demands on internal institutional support resources.

Some of the key disadvantages of using a proprietary LMS are:

- Lack of flexibility and options for hosting solutions;
- Higher cost;
- Reliance on vendor support for problem resolution, updates, integration issues, etc.

The most widely used proprietary LMS's are blackboard and Desire 2 Learn (D2L).

LMS Market Share as of 2013

Higher Education LMS Market Share for Institutional Adoption

LEARNING MANAGEMENT SYSTEM — Anglosphere institutions selecting LMS, adjusted by enrollment and recent selections — LEARNING PLATFORM

LMS Overviews

Open Source Hosted Solutions

Moodle
As the chart above demonstrates, MoodleRooms has the largest share of the Moodle hosting market. There are three other providers that are also certified Moodle Partners: Remote-learner, Web Anywhere, and Classroom Revolution (http://moodle.com/partners/). A Moodle Partner reinvests profits into Moodle development to ensure its long-term viability. Moodle's current implementation is 2.6. Moodle does not offer as many integrated tools natively that some other solutions do, but there are various plug-ins available that will provide that functionality. It is up to the hosted provider to select which plug-ins it is willing to support.

Sakai
Sakai holds a significantly smaller market share than Moodle, and there is no hosting provider who is dominant in the market. Sakai partners include the following providers: Longsight, Unicon, and Asahi Net International (https://sakaiproject.org/try-sakai-cle). Another Sakai provider with which Ellucian has partnered in the past is rSmart (http://www.rsmart.com/). Sakai's current LMS implementation is entitled CLE 2.9. Similar to Moodle, Sakai can support many common integrated tools.

GCC can investigate the free trials offered by Sakai affiliates for the sake of comparison (https://sakaiproject.org/node/2261).

Canvas
This is one of the newest LMS solutions to the market. As a result, Canvas brings a different approach to the LMS. They promote three key components of the system including a "Clean, Intuitive" interface. Canvas is built around the latest web development techniques to provide a modern user interface.

In addition, they promote a "Comprehensive feature set." They promote the fact that the system provides tools that an institution would typically have to pay more for (i.e. ePortfolios, multimedia, web conferencing, learning outcomes, etc.). A demo of Canvas is available (http://www.instructure.com/try-canvas).

Proprietary LMS Solutions

Blackboard Learn
Blackboard is the largest LMS provider in the world, and has aggressively purchased and absorbed its competition in recent years(as seen in the chart on page 5). Blackboard Learn offers a very "feature rich" native set of tools, although the addition of tools (such as web conferencing with Collaborate, analytics, and mobile versioning) also adds cost. Blackboard is also invested in MoodleRooms, having acquired the company in 2012. Blackboard can either be installed on institutional servers or hosted on vendor servers. Blackboard's current LMS is Learn 9.1. More information on Blackboard is available by contacting a representative (http://www.blackboard.com/Contact-Us/Contact-Form.aspx).

Desire2Learn
Desire2Learn, also referred to as D2L, is poised to compete with Blackboard and is steadily gaining traction in the market. Desire2Learn and Blackboard have both been around for 12-13 years and have grown a large user base over the past decade. Desire2Learn is still a smaller company than Blackboard but tends to focus heavily on their customer-base in making significant improvements and upgrades through each monthly fix and update. Like Blackboard, Desire2Learn can either be installed on institutional servers or hosted on vendor servers. This system also has the ability to integrate additional features including Learning Repositories, ePortfolios, Analytics, and Capture capability. D2L is based in Canada. A free trial account is available (http://www.desire2learn.com/try/).

Conclusion and Recommendations
Any one of these five LMS's—as well as several others not addressed—would adequately serve GCC's present DE needs while also allowing for future scalability.

GCC presently utilizes an internally hosted instance of Moodle. Due to institutional familiarity with Moodle and the intensive and time-consuming nature of an LMS review and search, GCC would be best served at this time to continue using the Moodle learning environment but to investigate hosted solution providers.

If, however, GCC wishes to further investigate other LMS's, the College Technology Committee should be tasked with first identifying the key needs an LMS must address for GCC based on Appendix 5, and then form a subcommittee consisting of all LMS stakeholders, including students, to demo instances of the top LMS providers—both open source and proprietary—to make an informed decision on the best solution for the college.

| 1.Analyze Needs | 2.Define Requirements | 3.Vet available products | 4.Evaluate options | 5.Select a product |

"Buying an LMS is not easy; just ask all the people and organizations who've tried (some more than once). You stand a much better chance for success and satisfaction with your product if you follow proven practices in evaluating and selecting an LMS." ~Steve Foreman in *Learning Solutions Magazine*

Appendix 5: Key LMS Features to Consider

- Level of technical support provided;
  - Vendor support
  - Active community support
- Availability/uptime;
- Plans for facilitating LMS updates;
- Redundancy;
- Scalability;
- Sandbox availability;
- File storage capacity and limitations;
- Design and branding options;
- Built-in tool capability, including:
  - Forums
  - Assignments
  - Lessons
  - Quizzes
  - Blogs
  - Wikis
- Integrated tools, such as:
  - ePortfolio
  - Web conferencing
  - Analytics
  - Streaming video
- Ease of data migration in case a different solution is chosen;
- Interface;
- Social learning tools;
- Accessibility and compliance;
- Integration with third-party tools;
- Email functionality;
- Security;
- Administrative monitoring;
- Availability of content libraries;
- Implementation and training;
- Mobile support;
- Cost/pricing plan structure.

Appendix 6 DE Implementation Plan Timeline

	SP Objectives	Target Years					Set Measures			Objective Owner(s)
		1	2	3	4	5	Target	Actual	Difference	
1.1a	Virtual Student Support	■	■							
1.1b	Faculty and Staff Awareness program	■	■							
1.1c	Develop support services for faculty and students in the full range of DE courses	■	■							
1.2a	Advisor assignment	■								
1.2b	Advising management		■	■						
1.2c	Advisor training		■							
1.3a	New Online Program Market Analysis	■								
1.3b	Hybrid Program Development		■	■						
1.3c	Web-Enhanced Courses	■	■							
1.3d	DE Course Experience for GCC Students				■	■				
1.3e	Student Course Evaluations and Retention Survey Mechanisms			■	■	■				
2.1a	Learning Management System	■								
2.1b	Video Streaming	■								
2.1c	Funding Allocation and Grant Support for DE at GCC	■	■	■	■	■				

		Target Years					Set Measures			Objective Owner(s)
SP Objectives		1	2	3	4	5	Target	Actual	Difference	
2.1d	**Special Technology - Innovation Support**		■							
2.1e	**Mobile Learning Initiative**					■				
2.1f	**Classroom Technology Training**	■		■	■					
2.1g	**Classroom Technology Inventory**	■								
2.1h	**Classroom Technology Upgrades**	■								
2.1i	**Wireless Access to Support Mobile Learning**	■	■							
2.2a	**Amend DE Policy**	■								
2.2b	**Faculty Certification for Online Teaching**	■								
2.2c	**Professional Development Plans**	■	■	■	■	■				
2.2d	**Innovative Technologies in DE**	■	■	■	■					
2.3a	**Syllabus Template**	■								
2.3b	**Course Design Standards**	■	■	■						
2.3c	**Online Course Evaluations**	■	■	■	■	■				
3.1a	**BPM Revitalization**	■								
3.1b	**Academic Technology (AT)**		■	■						
3.1c	**Information Technology (MIS)**		■	■						
3.1d	**Helpdesk Services**	■	■	■	■	■				

SP Objectives		Target Years					Set Measures			Objective Owner(s)
		1	2	3	4	5	Target	Actual	Difference	
3.1e	Technical Support	■	■	■	■	■				
3.1f	Periodic Equipment Checks	■	■	■						
3.1g	Review of Helpdesk Process	■								
3.1h	Online Training Documentation and Training Videos	■	■							
3.1i	Faculty Support Alternatives	■	■							
3.2a	Determine Structure of DE Department	■	■	■	■	■				
3.2b	DE Policy		■							
3.2c	DE Standard Operating Procedures		■	■						
3.2d	College Technology Governance	■	■	■	■	■				
3.2e	DE Taskforce	■	■	■	■	■				
3.3a	Review DE Organizational Structure, Roles, and Responsibilities	■	■	■	■	■				
3.3b	Develop Shared Resources Model for Course Development (Course Guides)	■	■							
3.3c	Course Development Models		■							
3.4a	Online Access to Software Training	■	■	■	■	■				
3.4b	Administrative Technical Training	■	■	■	■	■				

SP Objectives		Target Years					Set Measures			Objective Owner(s)
		1	2	3	4	5	Target	Actual	Difference	
3.4c	Faculty and Staff									
3.4d	Course Evaluator Training									
3.5a	Establish Key Performance Indicators (KPI)									
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Guam Community College: Distance Education Strategic Plan - Draft

May 13th, 2014

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Distance Education Strategic Plan (2014 – 2020)

Introduction

Guam Community College is a leader in career and technical workforce development and provides the highest quality, student-centered education and job training for students in Micronesia. To further this mission, Guam Community College (GCC) has set a goal to be a provider of Distance Education (DE) to its students. Distance education is a vehicle that the college can engage to achieve its mission of supporting students in Guam and Micronesia attain their academic goals, while still providing high quality accredited programs in career and workforce development. The resources needed to provide access to students will be carefully determined, and student, faculty, and staff readiness for DE will be assessed and measures put in place to address any gaps. In this strategic plan, all mention of staff includes; administrative, operational, and technical DE staff.

The college is considering a broad range of DE courses which will fall into two distinct categories as defined in DE Policy 340:
1. Hybrid – This course type is offered in such a manner that 50% of the classes are held on campus (traditional face-to-face) while 50% is held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to come on campus.

Guam Community College realizes the opportunity DE would afford students seeking flexible learning options. A recent anecdotal poll taken on the college website, had 87% of the respondents select that they would like to take online courses at GCC due to the convenience of taking courses on a flexible schedule. GCC students have various needs such as flexible scheduling and increased access to higher level courses, both factors which may not be readily available due to resource constraints primarily on the part of the student but also at the college. Fully online or even hybrid courses would reduce the burden on current institutional physical infrastructure such as parking and computer labs, yet avail GCC students' access to courses. Implementation of a sustainable DE offering could have the benefit of curbing attrition, with a consequent increase in retention, persistence and completion. Furthermore, a thorough review of business processes and incorporation of additional automation, will strengthen student records management, improve student experiences and enhance data acquisition. In addition, improving the working environment for both faculty and staff will have an overall positive impact on college culture, and will elevate the culture of productivity which is already present on the college. In order to establish a viable and sustainable distance education offering at the college, it is also recommended that the college establish an academic technology working group that supports both institutional and DE academic technology needs.

DE at Guam Community College will support the four key institutional goals presented below. Also outlined are the specific DE goals that align with institutional direction. To attain these goals, exceptional effort must be made to address current students' needs, but also to improve faculty and staff engagement and access to efficient and effective tools. Excellence in online degree programs will attract new students, while excellence in support services will support high levels of student retention. To achieve these goals, GCC has developed a five-year strategic plan to guide the institutional efforts. The impact of rapid change in educational technologies, and increased need for technology support from the college continue to strain college resources. This strategic plan takes into consideration the various factors that impact DE such as academic planning and technology services that enable the promotion of growth, effectiveness, and efficiency of robust DE implementations.

In order to comply with federal and local regulations on Distance Education, it is recommended that GCC take several factors into consideration during the planning process. When creating the Distance

Education Strategic Plan, GCC should consider library services to distance learners, means for ensuring learner integrity, appropriate support services for distance learners, adequate technical resources, faculty training and support services, and evaluation of DE courses. Beyond the Distance Education Strategic Plan, GCC should comply with federal and local regulations by investigating, selecting and supporting those tools necessary for the delivery of distance education. These may include sustainable investment in the course management system and 3rd party tools that support distance education. Going forward, GCC might consider separating online from hybrid and face-to-face (which includes Web-Enabled) data in order to best demonstrate that online courses meet academic quality and integrity as well as engage distance learners in addressing course outcomes.

An added benefit of tracking fully online DE students is that the college would be able to address the five key regulatory factors that directly impact DE (**US Department of Education**), which include:

- Credit Hour – Ensure that GCC DE courses meet the contact hours as outlined by ACCJC
- Prohibition against Incentive Compensation – Ensure that GCC does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any person or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance
- Misrepresentation – Guard against any false, erroneous, or misleading statement made to a student, prospective student, or any member of the public, or to an accrediting agency, a state agency, or Department of Education by the institution, or one of its representatives or persons with whom an institution has an agreement to provide educational programs or marketing, advertising, recruiting, or admissions services
- Last Day of Attendance – Ensure that GCC records the last date that a student had academic engagement in the eLearning environment; just logging into course does not constitute engagement. This date is used to calculate the Title IV refund amount a student receives when withdrawing from a program.
- Gainful Employment – Select programs that offer at least one year of training that leads to a certificate or degree that prepares students for gainful employment in a recognized occupation. The new metric also looks at the debt-to-income ratio and loan repayment rates.

Ellucian, in partnership with key academic leaders, performed a Distance Education assessment of Guam Community College in spring 2014. That assessment coupled with ensuing recommendations from the DE taskforce and institutional stakeholders (Appendix 7) form the foundation for this Strategic Plan.

Alignment of GCC Institutional Strategic Masterplan with DE goals.

As the college seeks to develop and strengthen Distance Education, the alignment of this goal with institutional priorities remains essential. As part of the strategic planning process, DE taskforce members in collaboration with Ellucian consultants provided input on DE goals and direction. The tasks associated with achieving these goals were developed and ranked based on feedback from the taskforce and are an aggregate of these rankings. A five-year DE implementation and assessment plan has also been developed as part of the strategic plan (Appendix 2). A substantive application to the ACCJC requesting authorization to offer full DE programs has been included in the Five-year planning process. This will ensure accreditation compliance for the DE program at GCC. Also included in the plan is the rollout of a DE pilot project. The college would like to have all DE student, faculty and staff support in place prior to initiating the pilot.

Institutional Goal 1: Guam Community College will increase retention and completion

Purpose: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Excellence in teaching will be achieved by providing a rigorous professional development program. All faculty members engaged will be provided the opportunity to participate in a professional development program focused on best practices that encompasses skills, knowledge and pedagogy for online learning in an ever-changing digital age.

Online courses will meet the institutional requirements for certification of excellence as a result of participation in an internal review process. Courses that attain certification will serve as models for the development and continuous improvement of all Guam Community College online courses.

To meet the challenge of an anytime/anyplace educational model, the college will expand delivery options to include virtual collaborations, mobile technologies, digital learning modules and e-textbooks.

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

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

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

DE Goal 1.3: Develop online degree programs that will meet current industry needs

Institutional Goal 2: Guam Community College will foster an environment that is conducive to learning

Purpose: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

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

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

DE Goal 2.1: Provide faculty with innovative tools, including Internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

DE Goal 2.2: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Institutional Goal 3: Guam Community College will support an environment of improvement and accountability

Purpose: Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability.

Excellence in technology support will be provided by the combined efforts of Academic Technologies , and the MIS departments with collaboration from the Campus Technology Committee. This will include support for classroom technologies, online teaching and learning, in addition to administrative functions and services for all students, faculty, and staff supporting distance education.

Faculty, staff, and students must be proficient in the technologies that support their learning. Training will be provided for a full range of administrative and productivity applications.

The growth of online learning requires a full range of student support services available to students that may not have access to the campus. Excellence in student services will be provided online utilizing "online support services" that will avail course enrollments, advising, library access, tutoring services (if needed) and access to textbooks from the bookstore.

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

DE Goal 3.1: Provide a high level of technology reliability and technical support.

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

DE Goal 3.3: Provide the technical staff with services and tools needed to make DE courses an effective and efficient means of learning.

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

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

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

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

Expansion of institutional brand within Guam, surrounding islands and internationally will be coordinated by the Office of Communication and Promotion. The development of appropriate marketing material and active marketing strategies will be supported by the individual program departments. Furthermore, GCC already has a strong partnership with local industry leaders and this will continue to be a great added advantage when rolling out new marketing campaigns for programs that target working adult populations seeking to improve their job prospects. Of keen interest to the college is an ability to engage the adult education population, and a concerted marketing effort would be needed to not only reach this demographic but relay the value of a distance education to them.

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

Comparing Resource Needs for GCC Courses Types

As the college seeks to review service needs for DE courses, it is important to look at functions/services that are deemed essential for the course type being offered. In addition, as GCC seeks to expand into the DE market, the type of program that is developed would require various levels of support for the students, faculty members and administrative staff. The chart below provides a listing of services that would enable efficient course delivery and student and faculty support services. The selected options give a general view of service needs for each type of DE program, however once GCC selects programs/courses then the appropriate service delivery will be determined. Some services may be optional for a given course type and are noted as being possible depending on the course and instructor teaching the given section.

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

Service	Web-Enabled	Hybrid	Fully Online
Helpdesk support	Possible	✓	✓
Remote bookstore support		✓	✓
Virtual student authentication		✓	✓
Helpdesk		✓	✓
Fully online student support services (Admissions, Registration, FA, etc.)			✓

Course Development and Faculty Training

As GCC considers training options for hybrid and fully online courses it could incorporate the following types of training for its faculty. All faculty would benefit greatly from the LMS training, however if the college wants to gradually train its faculty then faculty teaching fully online or hybrid courses should get first priority. It typically takes between 8-12 months to train faculty in LMS use, online pedagogy and course development. Hybrid course faculty training typically takes 3-6 months because 50% of the course is offered in the face-to-face method. *(NOTE: This is an estimate of the time it takes to train faculty members and support course development. An assumption that has been made is that the course is being developed by both a faculty member and an instructional designer).*

As part of the faculty training process, faculty members will be able to determine their online readiness through taking a *Faculty Online Readiness* Survey[1]. As part of the strategic planning process, preliminary data obtained from the survey indicates that 16% of faculty members responded that they had taught at least one course online (11/67). 89.3% of the respondents (50/56) have not received any formal training for online instruction, and none indicated that there was mandatory training that they have participated in. Only 1.8 % of the respondents indicated that they were trained using a quality standard for teaching online (1/56) and they have adopted them in the course. About 77% of the respondents stated that they have never used an LMS whereas the other 23% have used LMSs such as Moodle and Blackboard. Of the faculty who had taught online, about 14.3% had used Blackboard and 8.9% used Moodle. Seventeen faculty members who responded to the survey stated that they have developed online courses with varying levels of support. Interestingly, about 58% of the faculty members responded that they have taken an online course previously. From their experiences, the faculty seemed to think that they would spend more time teaching their online course (~68%). Put together, these responses suggest that as GCC considers incorporating training faculty members there may be three tiers of faculty training required; training for faculty members who are very familiar with LMS use and course development (Experts), training for those who have had some LMS and course development experience but do not use it frequently (Amateur) and training for faculty members who have no LMS or online course experiences (Novices).

In addition to determining faculty readiness, a student online readiness survey was administered by the college[2]. About 72% (400/557) of the student respondents indicated that they can work independently without the traditional class arrangement, while 64% expect to spend more time in a DE course as compared to their traditional course. About 17% of the students expect to spend 6-9 hours on an online course (meets expectations for success in online courses), while about 8% expected to spend more than 9 hours. Almost 75% of the students responded that they would expect to spend less than 6 hours and suggests that orientation would be important to ensure that students are aware of online course expectations.

Strategic Plan Objectives Items – Aligned with DE Strategic Goals

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

Objective	Area of Focus	Description
1.1a	Virtual Student Support	Develop an online student system that enables remote students access to admissions, registration, course enrollments, counseling, library access, textbooks, advising, financial aid, transcript requests and access to diplomas.

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[1] Data Obtained from Faculty Online Teaching Readiness Survey administered between February and April, 2014

[2] Data obtained from Student Online Teaching Readiness Survey administered between February and April, 2014

1.1b	Faculty and Staff Awareness program	As the enrollment in GCC online courses/programs grow, the need for staff and faculty understanding of the importance of support activities for students outside the local region will consequently increase. The development of the virtual processes requires staff and faculty member support.
1.1c	Develop support services for faculty and students in the full range of DE courses	Students may be enrolled in fully online, Hybrid or Web-enabled courses and they will have varied needs based on the type of course they are engaged in. It is the intention of the college to provide a full repertoire of services to support both faculty and students taking the wide range of DE courses. *(See above chart on Resources aligned to GCC courses types)*

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

Objective	Area of Focus	Description
1 .2a	Advisor assignment	Develop an online student advising system whereby advisors (faculty or staff) can be assigned to an incoming DE student upon their acceptance at the college.
1 .2b	Advising management	Develop a system whereby DE students must meet with advisors every semester prior to course enrollment throughout their tenure at the college.
1 .2c	Advisor training	Implement an advisor training / professional development system to ensure that all advisors for DE students utilize the institutional system and have access to all tools that would enable them to successfully accomplish their advising tasks.

DE Goal 1.3: Develop online degree programs that will meet current industry needs

Objective	Area of Focus	Description
1.3a	New Online Program Market Analysis	Facilitate an online program market analysis for determination of appropriate online program development. Commission a market analysis for determination of appropriate online program development. This analysis is a prerequisite for understanding long-term opportunities for expansion in the higher education market space.
1.3b	Hybrid Program Development	Increase number of hybrid courses offered at the college. A hybrid course offers 50% of the course instruction remotely, and 50% on campus. This initiative will enable more students to experience online course delivery but also provide faculty an opportunity to provide instruction remotely where pertinent. Furthermore, scheduling of courses that require scarce lab resources would be supported by utilizing a hybrid model.
1.3c	Web-Enhanced Courses	Increase the use of web-enabled technologies in onsite courses in all GCC programs. This initiative will enable faculty to utilize various technologies to support their pedagogy, but also provide students with an opportunity to experience varied learning structures. Some faculty who develop Web-Enhanced courses may in future consider developing hybrid or even fully online courses if a need arises for this type of delivery. Each program should offer at least 1 WE course (Target date is by year 3)
1.3d	DE Course Experience for GCC Students	40% of programs should offer at least one DE course. It was recommended that if GCC programs offer at least one DE course then a majority students graduating from a GCC program would have had an online course experience, therefore preparing them for future learning experiences as they enter the workforce or transfer to other institutions.
1.3e	Student Course Evaluations and Retention Survey Mechanisms	Review current student course evaluation mechanisms and surveys to enable data driven decisions about course and program effectiveness.

DE Goal 2.1: Provide faculty with innovative tools; Internet access and multimedia presentation capabilities within each classroom to support teaching and learning, communication, and collaboration.

Objective	Area of Focus	Description
2.1a	Learning Management System	As part of the global strategy to support effective online learning, a formal LMS review should be undertaken. In collaboration with the College Technology Committee, the Academic Technology, department and the DE taskforce should conduct a formal review of the current LMS to determine if the Moodle LMS will support GCC's commitment to faculty and student support in addition to future increase in DE student enrollment. As part of this review, the college will determine if the current LMS service is to be continued, switched to 3rd party hosting vendor, or if the selected LMS should be cancelled and the college embark on a search for a different LMS.
2.1 b	Video Streaming	In collaboration with Campus Technologies and Academic Technology Governance system, develop a long-term web-conferencing strategy and solution, then make it available in a consistent manner across all web-enhanced, hybrid, and online courses.
2.1c	Funding Allocation and Grant Support for DE at GCC	GCC has strong fiscal responsibility and compliance in grant management. The grants can seek foundation and federal grants to support DE institutionalization at GCC.
2.1d	Special Technology - Innovation Support	Develop a formal process of project approval for creative use of innovative technology in DE courses. Academic Technology resources and support need to be provided to accommodate creativity and innovation through faculty experimentation. To limit the scope of activity, experimental projects should be formalized, and faculty participation should include reporting of findings to the grants team in order to facilitate recommendation for use and adoption with wider support.
2.1e	Mobile Learning Initiative	Develop plans for a formal initiative on the development of a mobile learning strategy.
2.1 f	Classroom Technology Training	Providing tools and training on the use and support of classroom technology.
2.1g	Classroom Technology Inventory	Review the current inventory of classroom technology and all available utilization data.
2.1h	Classroom Technology Upgrades	Reviewing process and procedures for identifying, evaluating, and making decisions on acquiring and replacing classroom technology.

Objective	Area of Focus	Description
2.1i	Wireless Access to Support Mobile Learning	Review wireless availability in all areas to provide for large scale student access. This will serve as a foundational technical requirement for expanded mobile learning.

DE Goal 2.2: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

Objective	Area of Focus	Description
2.2a	Amend DE Policy	Amend DE policy to include guidelines for faculty member responsibilities and training requirements.
2.2b	Faculty Certification for Online Teaching	Develop a standard required faculty training program for online course delivery based on institutional guidelines.
2.2c	Professional Development Plans	Create and maintain instructor development programs to build faculty expertise in a variety of professional and technical areas such as mobile learning, pedagogy and effective use of online learning technologies.
2.2d	Innovative Technologies in DE	Conduct an ongoing series of presentations open to all faculty members that showcase innovative technologies that can be incorporated in DE courses.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Objective	Area of Focus	Description
2.3a	Syllabus Template	Facilitate the development of a campus-wide syllabus template to ensure GCC standards are being met across all delivery methods. Confidence in choosing GCC for a program means that ALL courses associated with that program have the same level of quality, no
2.3b	Course Design Standards	Create and review course development standards for all DE courses, to ensure effective delivery and assessment of student content mastery.
2.3c	Online Course Evaluations	Create and evaluate process for reviewing online course readiness prior to the course being delivered. Include in this review process a periodic and systematic review of all courses. Amend current policies to include the review of DE courses.

DE Goal 3.1: Provide high level of technology reliability and technical support.

Objective	Area of Focus	Description	
3.1a	BPM Revitalization	Run a BPM to determine current areas of opportunity within Banner for automation improvement.	
3.1 b	Academic Technology (AT)	Review current AT resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
3.1 c	Information Technology (MIS)	Review current MIS resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
3.1d	Helpdesk Services	Establish and maintain a helpdesk service for DE students and faculty members. This will require the collaboration of various departments such as AT, MIS, and student support services and an escalation system will also need to be developed.	
3.1e	Technical Support	Collaborate with MIS and Academic Technology to ensure appropriate and sufficient technology support for DE faculty members, staff and students. See appendix 5 for the varied support provisions of AT versus information technology.	
3.1f	Periodic Equipment Checks	Develop a standard process for classroom technology equipment checks to ensure the highest level of reliability.	Online Classroom
			On-Campus
			Back-End and Cloud-Based DE support systems
3.1g	Review of Helpdesk Process	Develop a system for student helpdesk process, and establish an evaluation of the effectiveness of the implemented methodology	
3.1h	Online Training Documentation and Training Videos	Develop a library of online training aids that will provide training on all technologies currently being used to support DE at GCC.	
3.1i	Faculty Support Alternatives	Collaborate with AT and MIS to identify possible immediate response help for faculty if work is being impacted by technical problems or software questions	

Note: See Appendix 5 for delineation of IT and AT roles and responsibilities.

DE Goal 3.2: Establish a DE department that provides leadership and oversight of DE delivery.

Objective	Area of Focus	Description
3.2a	Determine Structure of DE Department	Develop and maintain a framework for the DE department within GCC which coordinates/manages DE delivery in collaboration with institutional divisions, to enable sustainable and reliable resource allocation. This DE department will also support the creation and maintenance of a budget for all DE functions.
3.2b	DE Policy	Review DE policy to support DE program compliance.
3.2c	DE Standard Operating Procedures	Review DE standard operating procedures guiding faculty and staff to include expectations for integration of online techniques and technologies across web-enhanced, hybrid, and fully online platforms.
3.2d	College Technology Governance	The DE department will work with the College Technology Committee (CTC) to comply with GCC's technology plan. The DE department will provide regular reports to the CTC.
3.2e	DE Taskforce	This group will oversee all aspects of DE at GCC. They may consist of the current DE taskforce which represents all college constituents.

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

Objective	Area of Focus	Description
3.3a	**Review DE Organizational Structure, Roles, and Responsibilities**	Review the organizational role and responsibilities of departmental course developers, MIS, academic technology department staff, and A/V support team to ensure adequate effective support in all activities related to academic technologies – online and in the campus classrooms. (See Appendix 4)
3.3b	**Develop Shared Resources Model for Course Development (Course Guides)**	Develop shared resources model for online program development in order to maximize the growth potential, standardize the learner experience, and simplify the training requirements for instructor participation
3.3c	**Course Development Models**	Review current course development models and establish a DE course development model that incorporates timeline, quality control, instructor interactions with instructional designers, and instructor compensation for course development. In addition to the instructor, the library should be an integral part of this process to ensure that copyright matters and access to instructional resources are addressed during the course development process.

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

Objective	Area of Focus	Description
3.4a	Online Access to Software Training	Review current access to online training on common productivity software – students, faculty and staff
3.4b	Administrative Technical Training	Develop and maintain an ongoing systematic schedule of training in key administrative applications such as; Banner and Luminis, equipment training, networking systems, operating systems, cloud, and virtualization, in addition to any training that will improve administrator and staff competency in supporting DE.
3.4c	Faculty and Staff	Develop and maintain a formal onboarding process and orientation session for all DE faculty (full time and adjunct), support staff, and administrators. Existing faculty would also be included in these processes.
3.4d	Course Evaluator Training	Develop course evaluator training for DE courses that covers the following areas; course guides, course navigation and courser delivery.

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

Objective	Area of Focus	Description
3.5a	Establish Key Performance Indicators (KPI)	Establish and review current student service KPIs and create indicators that will assess and improve service effectiveness across all student service sectors that support DE students. This will be done on an annual basis. (See Appendix 6)
3.5b	Service Management	Review current service protocols and incorporate a ticket / tracking system to ensure that service delivery to DE students can be measured. This will ensure that the college can track service requests and ticket resolution. Tracdat system can be used to support process improvement.
3.5c	Instructor pay-model	Review the per-student instructor pay model based on current contracts. Determine instructor compensation model for online course development.

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

Objective	Area of Focus	Description
4.1a	Establish Key Performance Indicators (KPI) for Marketing	Review current marketing KPIs and establish indicators that will enable assessment of marketing effectiveness (See Appendix 6).
4.1b	DE Market Analysis	Promote periodic market research on DE needs in Guam and Micronesia will inform the college on regional and international opportunities. Continuous review of market trends and employer needs play a significant role in the selection and development of new DE programs and courses. Polling of current and prospective students will be included in the strategies.
4.1c	DE Marketing Plan	Develop a marketing plan for the DE programs and courses, so as to attract prospective DE students for the online courses/programs that GCC will deliver. This will reduce the chance for internal student cannibalization and will support the college in expanding its reach within Guam, Micronesia and other International Markets.
4.1d	DE Marketing Working Group	Create a DE working group (Office of Communication & Promotions, Department Chairs, and Associate Deans) that periodically meets to review market opportunities for DE courses and programs.
4.1e	Marketing Fulfillment Process	Develop a clear fulfillment process for prospective students who are seeking additional information on DE programs/courses. Assign departmental "Point of Contact" for each DE program to ensure that there is follow through on fulfillment requests.
4.1f	Utilization of Media by GCC	Leverage GCC Media as a resource for growing online programs

Appendix 1 – Recommendations from Needs and Capabilities Assessments

Note: These recommendations are also found in the Needs and Capabilities Assessment documents provided by Ellucian on 3-30-2014

Recommendations on Service Capabilities and Current Resources

1) Consider Moodle as an LMS for the whole institution. Due to familiarity, inexpensiveness, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty members are already primed for Moodle acceptance per their responses to the academic technology survey.

2) Consider hosted Moodle Solutions – GCC should consider this as a scalable LMS utility and management option, due to the instability of the Moodle instance, lack of backup, failover, and sandbox, and lack of personnel, hardware, and time to technically host and support this LMS.
   a. There are a number of companies that host Moodle that would require very little setup for minimal expense compared to what internal hosting would cost. One host company that matches the needs of GCC well, is remote-learner.net; however, MoodleRooms is also a common third party hosting company.
   b. Factors to take into account when choosing an external hosting provider:
      i. Level of technical support;
      ii. Availability/uptime;
      iii. Plans for integrating Moodle updates;
      iv. Redundancy;
      v. Scalability;
      vi. Sandbox availability;
      vii. Ease of data migration in case a different solution is chosen;
      viii. Cost/pricing plan structure.

3) Course and program selection for pilot and full DE rollout: Possible options include, but are not limited to:
   a. Redeveloping the existing Education courses;
   b. Identifying courses that suffer from limited availability of large labs on campus, and running them as hybrid, meeting half as often and doubling the availability of lab time;
   c. Developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
   d. Expansion of Math courses that utilize Math XL to fully online offerings;
   e. Selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).
   f. Identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.

4) Offer training for students and faculty. Within the context of the adopted LMS environment, design and offer training courses for both students and faculty who would participate in distance education.

5) Partner an Ellucian Instructional Designer with selected faculty to develop selected courses and train on instructional practices.

6) Investigate the feasibility of adding Ellucian DBA support to address shortcomings in Banner support at GCC that would enable the integration of Banner and Moodle, as well as potentially automating other manual processes (e.g. Banner integration with bookstore software).

7) Develop a long-term plan to integrate Banner and Moodle, to provide SSO access to Moodle via MyGCC, and utilize a Moodle course shell to supplement every residential course to provide a cohesive and easy-to-access resource for instructors to share content and materials with students.

8) Review of student advising: Faculty at the departmental level are assigned advisees, however both the counselors and students indicated that very few faculty actually advise the students and in most instances the students go to counselors for advising support.

9) Review both library support services and textbook provision protocol for distance students.

10) Review process for course retake and the role that counselors play in this process.

11) Review student admissions and course registration process to enable more automation that can support remote student application and admissions processes.
12) Review policy compliance especially as relates to student payment deferral systems. Inconsistent approval of payment plans to students can pose a risk to the college in the event that a student is denied access while others are being granted deferrals.
13) Review automation of add/drop and withdrawal from courses for fully online students.
14) Consider including "prior online instruction experience" in the job descriptions for faculty seeking to teach online courses at GCC. Especially relevant for the adjunct faculty.
15) Develop procedures for remote transcript request completion.
16) Develop a communication and change management plan for the college so that there is transparency in DE implementation and environmental impacts.
17) Review current DE policy on:
    a. Intellectual Property and Strategy for Online Course Creation
    b. Assessment of Online Courses to Ensure Integrity in Distance Education

Recommendations on DE Pilot

✓ Review service capabilities and resources to determine if Fall '14 remains feasible for pilot of courses.
    ○ Prioritize tasks per recommendations and determine which will be critical in supporting the pilot.
✓ Develop an organizational structure that oversees the functioning of DE at GCC.
✓ Develop policies and procedures that will guide DE pilot and future DE offerings.
✓ Determine the Key Performance Indicators for the pilot and set benchmarks. This will help gauge the success of the pilot.
✓ Develop an aggressive marketing and fulfillment plan for the pilot courses so as to minimize cannibalization of current students.
✓ Develop courses and train faculty who will be engaged with the pilot project.
✓ Train DE course evaluators.

Market Differential

1. In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices require regular feedback from students as customers in their experiences with DE programs and courses. Regular review of survey data designed to identify improvement, success and further work in DE is necessary. Preliminary results from the following surveys will enable the college to determine its current readiness to enter the DE market.
    a. Online student readiness -- This survey explores student expectations of online classrooms, technology preparedness, study skills and habits, access to computers and knowledge of common software. Students receive immediate feedback upon completion of the survey, and the college ensures that each student is provided with both thoughtful responses about their intrinsic knowledge of technology, study habits and organization, learning style, and directions on how to increase their abilities to follow focused directions and attention to detail. Students then decide whether or not to wait to take an online class while they improve one or two skills needed to be successful.
    b. Faculty self-evaluation of online teaching readiness. In this case, faculty members complete a survey that measures online teaching philosophy, DE awareness, DE expectations and overall online skills and preparedness. As a result, faculty members often receive additional training for improvements in managing their online classroom.

Taken together, an assessment of institutional faculty and students in addition to prospective faculty and students will provide the college with a clear perspective on student and faculty needs and gaps. The investment in creating a culture of online learning would then be assessed relative to the benefit

obtained from developing online programs, and a Return-On-Investment determined -- insufficient student and faculty readiness have been shown to cripple online programs.

2. Also worthy of review is the development of higher level courses that meet the needs of rising graduates and the Guam workforce. Students that see extended time to completion while awaiting 200 level courses would have their needs met, in addition to providing an avenue for the local workforce to enroll in courses offered by the college, but at their own time.

3. There are about 18,000 potential adult education students on Guam. Diploma readiness courses that are flexible but interactive may be appealing to this demographic on Guam, however a clear needs and technology capability assessment would be required to determine whether who would be best suited for DE at GCC.

4. Lastly, research has shown that most online students prefer to enroll in a program that is within a 100 mile radius of their home. The college attracts close to 500 students/year/high school in dual enrollment and college readiness programs. There are five high schools directly affiliated with GCC, suggesting that there are anywhere from 2,000 – 2,400 students directly impacted by GCC culture on an annual basis. It was noted that there is an attrition rate of about 50% from $10^{th} \rightarrow 11^{th}$ grade and an additional 50% attrition from 11th- 12th grade. These students are already primed for a college experience when they first engage with GCC in 9th grade and would be a ready market for online courses that meet their needs. A survey of these students interest in DE would be beneficial in determining whether GCC has an opportunity to cater to their needs since they already see the value of a GCC education. This mitigates risk involved in seeking students that are greater than 100 miles away from the college.

Appendix 2 – DE Implementation Plan (Five Year)

Year 1 (2014-2015)

- Initiate DE governance framework
- Adoption of LMS throughout the institution
- Review of current DE policy
  - Establishment of policies that strengthen DE at GCC
- Budget allocation to financially support DE
- Banner – Run BPM Revitalization
- Development and implementation of DE 2-year marketing strategy
  - Selection of courses to be included in DE Pilot
  - Development of pilot DE courses to meet best standards
- Faculty training for faculty participating in DE pilot courses
- Faculty evaluator training
- Student Readiness Assessment
  - Faculty / Staff Readiness Assessment
- Review student support systems and establish improvement strategy
- Offer DE courses (Pilot)
- Assessment of DE Pilot

Year 2 (2015-2016)

- Continue to implementing recommendations that will strengthen student support systems
  - Helpdesk (email 24/7) and phone (during regular office hours)
  - Advising
  - Tutoring
  - Tech Support
  - Library
  - Online Orientation
- Reduction of manual processes - Development of work-around /automation for student registration and support systems.
- DE course development for full program completion
- Continued faculty and staff development
- Budget allocation to financially support DE
- Application for substantive change to offer DE - ACCJC
- Assessment of current DE market strategy and development of revised market strategy following review of KPIs and market analysis.
- Assessment of DE implementation process

Year 3 (2016-2017)

- Complete student support system improvements
- DE program development
- DE course assessment
- Continued faculty and staff development
- Budget allocation to financially support DE
- Assessment of LMS and its ability to support DE growth.
- Implementation of new DE market strategy
- DE 3-year assessment

Year 4 (2017-2018)

- Assessment of student support services
- Review of faculty and staff training
- Assessment of LMS and student tech support
- Continued faculty and staff development
- Budget allocation to financially support DE
- DE course assessment
- Continued marketing of DE courses/programs
- Completion of new DE programs

Year 5 (2018-2019)

- NEW DE Programs and courses continue to be developed
- Budget allocation to financially support DE
- Continued faculty and staff development
- DE 5-year assessment

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

Appendix 3: Key LMS Features to Consider

- Level of technical support provided;
  - Vendor support
  - Active community support
- Availability/uptime;
- Plans for facilitating LMS updates;
- Redundancy;
- Scalability;
- Sandbox availability;
- File storage capacity and limitations;
- Design and branding options;
- Built-in tool capability, including:
  - Forums
  - Assignments
  - Lessons
  - Quizzes
  - Blogs
  - Wikis
- Integrated tools, such as:
  - ePortfolio
  - Web conferencing
  - Analytics
  - Streaming video
- Ease of data migration in case a different solution is chosen;
- Interface;
- Social learning tools;
- Accessibility and compliance;
- Integration with third-party tools;
- Email functionality;
- Security;
- Administrative monitoring;
- Availability of content libraries;
- Implementation and training;
- Mobile support;
- Cost/pricing plan structure.

Appendix 4 - DE Organizational Structure and Student Support Systems.

As part of the DE assessment process, it was recommended that an organizational framework be developed to support the full DE student life cycle at the college. The DE director will work in collaboration with Finance, Marketing, Academic Affairs, Student Support, and AIER to build and develop a sustainable DE program at GCC. The student support infrastructure includes a direct interaction between student support services, MIS, Academic Technology (AT) and the Helpdesk. The Academic Affairs division would support the Helpdesk when specific program questions arise. In addition, this division would ensure that all DE programs are compliant with all legal and regulatory guidelines for DE including state authorizations and accreditation.

The Helpdesk, Student Support Services (SSS) and a 3rd Party LMS provider, are the first responders to student issues and require consistent updates and business continuity. The SSS includes but is not limited to: Admissions and Registration, Financial Aid, Bookstore, Library Services, Counseling and Advising, Tutoring, Accommodations and Testing Services. Issues that cannot be resolved by the Helpdesk would be escalated to the appropriate department within the college, to ensure that all matters are responded to appropriately and in a timely manner. Continuous collaboration and planning will be maintained between groups that are critical to process improvement in student support services. Assessment of the DE programs / courses, Helpdesk and Marketing (Office of Communication and Promotions, OCP) will support the institutional goal of enabling a culture of improvement and accountability. The level of support to the courses will vary depending on whether they are web-enhanced, hybrid or fully online.

Most institutions have their IT department report to a Chief Information Officer. The MIS department at GCC currently reports to finance, and supports the IT infrastructure for most of the academic and administrative automated processes. The MIS and AT departments play key roles in DE support, and would work together to manage technology needs across the academic and administrative functions of DE, albeit they have varied functions (Appendix 5). The MIS and AT departments will provide support to DE students and faculty when relevant helpdesk tickets are escalated to them.

Appendix 5– Information Technology Vs. Academic Technology: Roles and Responsibilities.

Introduction

In most institutions of higher education, a distinct line is drawn between the Department of Information Technology and the Department of Academic Technology. Each department has specific tasks and responsibilities. There is a clear relationship between the two departments, and often they are tasked to work together to solve issues and provide solutions for end users. Though it may seem that there is overlap between the two departments, if responsibilities between the two are clearly defined, there seldom is. Typically, the departments are each headed by a director, and they typically report to the Chief Information Officer (CIO) or Vice President (VP) of Information Technology. In addition to reporting to the CIO, the Director of Academic Technology reports to a senior position in academics, such as the Vice President of Academic Affairs (VPAA).

Presently, GCC does not have a position of CIO or VP of Information Technology. Frank Camacho, as Systems Administrator, holds a position that is similar to a Director of Information Technology. Presently, there is no individual at GCC that is tasked with the full responsibilities of a Director of Academic Technology. Wes Gima, as Program Specialist is currently tasked with some of the responsibilities of this position, but his job description is not perfectly aligned with it.

The purpose of this document is to assist GCC in developing a model for the management of academic technology (AT) services in the development of a distance education program. An analysis of the present dynamics at GCC reveals that there is a gap in Academic Technology leadership. Due to the difference in skill sets and objectives, involving Frank Comacho more heavily in Academic Technology deliverables is not a practical solution.

To demonstrate, the position of Director of Academic Technology requires a Master's or Doctorate in Education, Distance Education, or Curriculum and Instruction. A Director of Information Technology, on the other hand, has a Master's in IT at a minimum with extensive certifications in the industry being highly desirable.

This document provides a sample list of responsibilities for a Director of Information Technololgy (IT) and a Director of AT. Both lists are somewhat generalized and certainly not comprehensive, but they are a reflection of best practices in higher education. Note that it would be exceptionally rare to find one individual who is qualifed to serve both of these roles effectively as they are vastly different in scope and necessary competencies.

IT builds the roads, AT drives on the roads. The Department of Academic Technology, to some degree, is a 'customer' of the Department of Information Technology in the sense that IT provides for the network, infrastructure, and server integration necessary for AT to function. However, the two departments are vastly different in their deliverables. To successfully operate an IT department, little understanding of academics is truly necessary—just a knowledge of best practices, data security (FERPA), hardware, and software infrastructure. To successfully operate an AT department, a great degree of academic knowledge such as teaching and learning theory and best practices is required—and little knowledge of the details of the underlying support structure provided by IT is necessary to be effective. This document includes a few scenarios that demonstrate how the roles of AT and IT differ in practice.

<u>Scenarios: Problem Resolution</u>

ONE

A teacher is teaching a course in Moodle. She wants to know if she can set up a discussion forum that allows students to participate anonymously for a discussion on a sensitive topic. Who does she direct her question to?

A: Academic Technology. This is a question on the use of an academic system for academic purposes. In addition to knowledge of the configuration of the LMS, the AT is also responsible to know the best practices and potential legal ramifications of sharing information in this context.

TWO

A teacher wants to use a website in class. The website requires software plug-in to be installed in the browser but is having trouble getting the plug-in to install due to limited permissions. Who does he ask for support?

A: Information Technology. Since IT is responsible for all software deployments and installations, and is knowledgeable about security risks and installation policies, IT can make a determination on the need for the software and provide necessary support.

THREE

A student is in a computer lab on campus, attempting to upload a document to an online course, and is having difficulty. The instructor can't determine the issue. To whom should the student be directed?

A: Academic Technology (first), then Information Technology. It is up to AT to determine if the student issue is due to an LMS restriction or problem first, and to resolve the issue if possible (e.g. the document is too large, inappropriate filename, etc.). If AT support determines that the student has followed all steps properly, and the LMS vendor indicates that everything is functioning as normal (or a successful test was completed on another computer), the issue can be directed to IT as a possible hardware, software, or network issue. This is an example of AT and IT working together. There is no overlap in responsibilities, but both departments are responsible for service delivery and determining where the failure is occurring.

Appendix 6 – Key Performance Indicators

Several institutions do not segment online course and program data from their traditional courses and programs. At Guam Community College (GCC), online courses are currently noted as "online" under schedule type and can therefore be tracked and data used to support future improvement of Distance Education (DE) courses. As GCC considers implementing a robust online DE offering, it will be important to establish benchmarks / Key Performance Indicators that can be used to measure the effectiveness of the courses/programs through student, faculty and institutional successes. The student population that these benchmarks would be relevant to would be those with the student type of "online" in the general student record. Currently there are no students with this designation at GCC.

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

- Market Penetration: GCC has an opportunity to expand its market share within the island of Guam and in Micronesia, in addition to expanding its student body through increased delivery to dual-enrolment students and career professionals seeking workforce development programs. GCC's DEAL/DCAPS programs and the CTE Secondary programs provide additional opportunities (introductory/foundation) for DE.
- Student access and success: Tracking student ability to access and successfully complete GCC's high quality and affordable online courses and programs is critical, as the college strives to meet the 4 key institutional goals (Ref: Institutional Strategic Master Plan 2014 – 2020: Goals and Initiatives)
- Access to and use of technology to augment online learning or online student management: The College has support structures that can improve/enhance the experience of the online student in addition to traditional students by continually addressing opportunities that exist to provide additional Advising, Tutoring, Proctoring, Testing and other services.
- Student Satisfaction in their programs of study: Monitoring student satisfaction in online programs is critical in providing feedback that can be utilized for process improvement in online course development &delivery, faculty interaction and student wrap around services.

KPI	KPI Measure	Definition
DE Market Penetration	Guam Resident	Guam students taking credit programs (PT or FT)
		Guam students taking credit courses
	Non Resident (student whose permanent residence is not in Guam and does not pay local Guam taxes)	Non-Resident students taking credit programs (PT or FT)
		Non-Resident students taking credit courses
	Foreign Students (non-citizen with a non-immigrant visa)	Foreign students taking credit programs (PT or FT)
		Out-of-State students taking credit courses

KPI	KPI Measure	Definition
	Dual Credit Articulated Programs of Study (DCAPS) and Dual Enrollment Accelerated Programs of Study (DEAL)	High school students taking credit courses
		High school students taking credit programs (PT or FT)
	Non-Credit (NC)	# of students enrolled in NC programs
DE Student Enrollment	Fall Credit Students	
	Fall Non-credit Headcount	
	Spring Credit Students	
	Spring Non-credit Headcount	
	Fiscal Year Headcount	
	Percent Transfer Credit Hours	
	Percent Technical/Career Credit Hours	
	Percent Developmental Credit Hours	
	Fall Credit FTE numbers	
	Spring Credit FTE numbers	
DE Student Persistence	Course completion rate (based on course withdrawals)	
	Within-term retention rate (headcount)	
	FT FTIC Fall-to-Spring persistence rate	
	PT FTIC Fall-to-Spring persistence rate	
	FT FTIC Fall-to-Fall Persistence rate	
	PT FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall	

KPI	KPI Measure		Definition
	Persistence rate		
	Productive grade rates		
	Single term certificate persistence rate		
	Dual term certificate persistence rate		
Distance Learning Grades	Percent of grades in each DE course	A and B Grades	
		Completers (A, B, C, D, F, P)	
		Completers Success(A, B, C, P)	
		Withdrawals	
DE Student Graduation	Percentage of students that completed degree or certificate and transferred within three years		
	Percentage of students that completed degree or certificate and transferred within three years		
	Student goal attainment	Completers	
		Non-Completers	
	Career program completers		
DE Student Satisfaction			*Recommend Community College Survey of Student Engagement (CCSSE) or Noel Levitz(NL)*
Financial Access and Affordability	In-County Tuition and Fees		
	% First Generation Student		
	Financial Aid Default Rates		
Resources and Services	IT FTE staff/per VC student		
	Help Desk Services (E.g. hrs. of access, ticket resolution rate etc)		
	Other Resources and Services (hrs.	Orientation	

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

Appendix 7- Ellucian on-site meetings with DE taskforce, students, faculty and other institutional stakeholders.

Administrators
Carmen Santos (Vice President, Business)
Dr. Ray Somera (Vice President, Academic Affairs)
Michael Chan (Associate Dean, TSS)
Marlena Montague (Assistant Director, AIER)
Patrick Clymer (Coordinator, Admissions & Registration)
Esther Rios (Coordinator, Financial Aid)
Joanne Ige (Associate Dean, Student Support Services)
Francisco Camacho (Data Processing Systems Administrator, MIS)
Wesley Gima (Program Specialist, Academic Technologies)

Faculty
Christine Matson (Assistant Professor, Learning Resource Center)
Troy Lizama (Associate professor, Assessment & Counseling)
Vera DeOro (Assistant Professor, English)
Sara Leon Guerrero (Professor, Early Childhood Education)
Lisa Baza-Cruz (Professor, English)
Simone Bollinger (Instructor, English)
Tressa Dela Cruz (Instructor, English)
Desiree Ventura (Instructor, English)

Student
Vicenta Lundgred

On campus forum attendance: 16 students and 26 faculty attended the session over a period of two days.

Resources

- GCC ISMP 2014 – 2020 (draft)
- Capabilities and Needs Assessments (Ellucian)
- DE Policy 340 – Board of Trustees DE resolution
- http://elearningindustry.com/top-open-source-learning-management-systems
- http://i1.wp.com/mfeldstein.com/wp-content/uploads/2013/11/LMS_MarketShare_20131104-Home.jpg
- http://www.ajer.org/papers/v2(7)/O027124130.pdf
- http://moodle.com/partners/
- https://sakaiproject.org/try-sakai-cle
- http://www.instructure.com/
- http://www.desire2learn.com/
- http://www.blackboard.com/Platforms/Learn/Overview.aspx
- http://www.edweek.org/dd/articles/2013/06/12/03lms-evaluation.h06.html
  http://www.learningsolutionsmag.com/articles/1181/five-steps-to-evaluate-and-select-an-lms-proven-practices
- http://lectora.com/factors-to-consider-when-choosing-an-lms

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Organization Budget Status Report

By Account

Period Ending Sep 30, 2013

As of Sep 30, 2013

Chart of Accounts	M GCC Chart of Accounts	Commitment Type	All
Fund	01 General Fund	Program	55 Institutional Support
Organization	3020 Management Information Systems	Activity	All
Account	All	Location	All

Query Results

Account	Account Title	FY13/PD12 Adjusted Budget	FY13/PD12 Year to Date	FY13/PD12 Encumbrances	FY13/PD12 Reservations	FY13/PD12 Commitments	FY13/PD12 Available Balance
6110	Salaries - Full Time	409,425.07	410,507.55	0.00	0.00	0.00	(1,082.48)
6120	Benefits	162,872.09	163,544.06	0.00	0.00	0.00	(671.97)
Report Total (of all records)		572,297.16	574,051.61	0.00	0.00	0.00	(1,754.45)

Total: 343,048,117.67

Organization Budget Status Report

By Account

Period Ending Sep 30, 2013

As of Sep 30, 2013

Chart of Accounts	M GCC Chart of Accounts	Commitment Type	All
Fund	03 Tourist Attraction Fund	Program	55 Institutional Support
Organization	3020 Management Information Systems	Activity	All
Account	All	Location	All

Query Results

Account	Account Title	FY13/PD12 Adjusted Budget	FY13/PD12 Year to Date	FY13/PD12 Encumbrances	FY13/PD12 Reservations	FY13/PD12 Commitments	FY13/PD12 Available Balance
7230	Contractual Services	39,373.50	27,454.57	12,126.93	0.00	12,126.93	(208.00)
Report Total (of all records)		39,373.50	27,454.57	12,126.93	0.00	12,126.93	(208.00)

Organization Budget Status Report

By Account

Period Ending Sep 30, 2013

As of Sep 30, 2013

Chart of Accounts	M GCC Chart of Accounts	Commitment Type	All
Fund	11 NAF – Tuition and Fees	Program	55 Institutional Support
Organization	3020 Management Information Systems	Activity	All
Account	All	Location	All

Query Results

Account	Account Title	FY13/PD12 Adjusted Budget	FY13/PD12 Year to Date	FY13/PD12 Encumbrances	FY13/PD12 Reservations	FY13/PD12 Commitments	FY13/PD12 Available Balance
6110	Salaries - Full Time	21,382.00	11,212.80	0.00	0.00	0.00	10,169.20
6120	Benefits	9,785.00	5,475.06	0.00	0.00	0.00	4,309.94
7230	Contractual Services	379,764.74	379,763.84	0.90	0.00	0.90	0.00
7240	Supplies and Materials	600.00	565.69	0.00	0.00	0.00	34.31
745060	Capital Outlay - Vehicle	23,160.79	22,817.00	0.00	0.00	0.00	343.79
Report Total (of all records)		434,692.53	419,834.39	0.90	0.00	0.90	14,857.24

Organization Budget Status Report

By Account

Period Ending Sep 30, 2013

As of Sep 30, 2013

Chart of Accounts	M GCC Chart of Accounts	Commitment Type	Uncommitted
Fund	12 NAF - Special Projects	Program	11 Instruction
Organization	3025 MIS Computer Labs	Activity	All
Account	All	Location	All

Query Results

Account	Account Title	FY13/PD12 Adjusted Budget	FY13/PD12 Year to Date	FY13/PD12 Encumbrances	FY13/PD12 Reservations	FY13/PD12 Commitments	FY13/PD12 Available Balance
7230	Contractual Services	107,957.25	102,936.26	2,094.37	0.00	2,094.37	2,926.62
7240	Supplies and Materials	7,000.00	6,834.21	0.00	0.00	0.00	165.79
7250	Equipment - Non Capital	281.96	281.96	0.00	0.00	0.00	0.00
7251	Equipment - IT Non Capital	14,538.96	11,522.00	1,237.00	0.00	1,237.00	1,779.96
745070	Capital Outlay - Equipment - IT	212,221.83	212,221.83	0.00	0.00	0.00	0.00
Report Total (of all records)		342,000.00	333,796.26	3,331.37	0.00	3,331.37	4,872.37

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Standard III Updates

Francisco C. Camacho <francisco.camacho@guamcc.edu>   Mon, Sep 30, 2013 at 6:08 PM
Reply-To: francisco.camacho@guamcc.edu
To: Vera De Oro <vera.deoro@guamcc.edu>

Vera,

Here are all the detail updates I can possibly think of as of right now.

All those items in red are my updates to the same things I provided Fred Tupaz, plus more.

If you need any other documentation as evidence, please just let me know.

Frank

1.   Are these figures used mainly for the maintenance and upgrades of the systems here at GCC or are any of these amounts programmed and allocated for the implementation of the technology plan?

> The figures are actually for both maintenance and upgrades as well as for the implementation of the Technology Plan when financially feasible considering the limited funding available from all sources. The Technology Fee and the Title III Grant has paid for the implementation of components out of the Technology Plan (EA/ITSP). The Technology Fee continues to support as well as upgrade components as detailed in the Technology Plan; however, the college is only able to implement components that are financially feasible with future grant funding expected to fund major parts of the plan that still need to be implemented.

> Keep in mind that the Technology Plan is made up by the two documents, the EA and the ITSP, with the ITSP (Information Technology Strategic Plan) detailing the "How", and the EA (Enterprise Architecture) showing the "What". In other words, the ITSP shows us "How" to get to the target architecture, which is "What" the EA shows in the plan.

> The following are just a few references in which the Technology Fee, Title III, MIS budget, and Title V has contributed in implementing components of the Technology Plan. Also note that other building grants and CIP (Capital Improvement Projects) funds have also been instrumental in addressing many infrastructure and equipment needs out of the Technology Plan, such as new and upgraded buildings

* fitted with new labs, networking conduits, fiber optic and copper cables, communication rooms, smart boards, multimedia projectors, audio/video systems, and power requirements such as line conditioning, generators, etc., etc..

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Technology IT Architecture (TA)

PC Configuration

Each PC shall have a standard configuration. This "image" shall be stored on the network. Automated software tools shall be used to periodically evaluate the status of each PC on the network. If a PC is in need of "re-imaging" it will be scheduled for an appropriate time and handled via the network.

EA page 72.

IT Management IT Architecture (MA)

MA003 Tools

IT Management shall have all the tools (software applications, test equipment) necessary to perform all routine maintenance, troubleshooting, and future planning on every component within the architecture.

Related to these two items above:

We have put out both PC and Mac standards and put on bid PC specifications approved by the CTC, and we create, store, and apply master images to the majority of labs, as well as office systems in support of students, using software procured out of the Technology Fee. This is continuous. We have also procured Mac server, Mac computers, and software for Mac Systems' imaging as well as similar system tools for PC management.

MAIN UPDATES as of 9/30/13 for FY12-13:

11/01/2012 – Upgraded Classroom Lab D-9 and Mobile Lab C-1 with a total of 23 PC desktop computers and 23 PC laptop computers, which also included lab spares. Procured upgrades by using $69,966 of the Technology Fee.

11/21/2012 – Upgraded Classroom Labs C-4 and TC1220 with a total of 50 PC desktop computers which also included lab spares. Procured upgrades by using $70,350 of Technology Fee.

Other updates related to the above EA / ITSP objectives and strategies:

1st Quarter FY12-13: Received new MIS Official Vehicle

2nd Quarter of FY12-13 – Completed Allied Health Room 3114 upgrade lab installation, paid for by CACGP grant funds.

2nd Quarter of FY12-13 – Completed deployment and installation of 75 Construction Trades computers at GWHS, SSHS, SHS, OHS, and JFK, 15 each school, paid for by Construction Trades grant funds.

2nd Quarter of FY12-13 – Completed installation of Macintosh desktop systems to co-exist with PC desktops at Student Center Open Lab, totaling $15,644, and paid for using FY11-12 Technology Fee funds. Systems were installed with Macintosh software procured with $11,516.70 of the FY11-12 Technology Fee.

EA page 72

MA007 Licensing

IT Management shall be responsible for maintaining all licensed software media (diskettes, CD/DVD's) for tracking the location of each use of licensed software; and for ensuring that licensed software is either renewed or replaced before it expires.

Related to the item above:

Yes, through the Technology Fee this is what we continue to do for most of the labs and maintain the licenses also for users' systems, but funding for departments, sections and/or divisions are used to procure their own licenses, or renewal licenses subscriptions. We have procured upgrade licenses for MS Office 2010/2011 for both PCs and Macs in the majority of labs using Technology Fee.

MAIN UPDATES as of 9/30/13 for FY12-13:

11/01/2012 – In connection with the upgrade of Classroom Lab D-9 and Mobile Lab C-1, licenses for MS Office and Windows 7 Operating System software were included as part of the total procurement.

11/21/2012 – In connection with the upgrade Classroom Labs C-4 and TC1220, licenses for MS Office and Windows 7 Operating System software were included as part of the total procurement.

EA page 64

TS009 Availability

GCC technological assets shall be highly available. Availability means having information accessible and having a means of accessing it. Availability also means a high percentage of "uptime." An application or network connection that is functional only 80-percent of the time is not available. The goal shall be 95-percent availability. Striving for 100-percent is unrealistic and too costly to attempt.

Related to the above:

As you know and mostly through Title III and MIS Fund 05 and Fund 11 and sometimes out of the Technology Fee (when applicable), we have implemented and continue to maintain our Integrated Database Management System, or Banner and Luminis for our Student, Finance, Financial Aid, Human Resources, Payroll, Advancement, and MyGCC Portal and e-Mail, Information Systems, etc., which is now our Enterprise Resource Planning (ERP) system composed of a Self-Service tool for both employees and students. We have also procured contracts for Professional and Technical Services in support of our ERP, and continue to address the needs of our labs, networks, Internet bandwidth, and facilities.

MAIN UPDATES as of 9/30/13 for FY12-13:

10/10/2012 – Contractual Services with Ellucian (formerly SunGard Higher Education or SGHE) in the total of $174,002 out of MIS' Fund 11 and DAR's (Development and Alumni Relations) Fund 13, was procured to renew subscriptions for licenses, support, and continued use of BANNER, LUMINIS and all other ERP-related systems.

10/22/2012 – Contractual Services with TouchNet for our student online credit card payment system in the total of $29,340.53 out MIS' Fund 11 and Title III leftover grant funds, was procured to renew service subscriptions.

11/13/2012 – Contractual Services bid was awarded to TechProven for Professional and Technical Services in support of our ERP, with the award totaling $171,600 and is being paid out of MIS' Fund 11 and Fund 03 budgets.

06/13/2013 – Contractual Services to renew software subscription services for Oracle Relational Database System via Ellucian, totaling $68,913 was procured out of MIS' Fund 11 budget.

08/08/2013 – Contractual Services to renew software and support subscription with Ellucian for BANNER's Financial Aid system, totaling $6,836 was procured out of MIS' Fund 11 and Fund 03 budgets.

Other updates related to the above EA / ITSP objectives and strategies:

3rd Quarter FY12-13 – In June of 2013, MIS upgraded Moodle Learning Management System from 1.9 to 2.2, with work-in-progress for the latest upgrade to the 2.5 version scheduled to be completed and on standby by November of 2013.

EA page 32

GUAM COMMUNITY COLLEGE EA OBJECTIVES AND STRATEGIES

General Overview

GCC will provide a unified, secure, efficient and reliable IT infrastructure to address current and future needs.

GCC will provide sufficient and cost-effective bandwidth to meet current and future needs.

Related to the above:

Also through Title III, MIS Fund 05, and Fund 11, CIP, grants, and sometimes out of the Technology Fee, we have procured generators, routers, switches, firewalls, UPS, and related licenses of software and systems tools, and virtualized our ERP servers on a blade platform to provide a unified, secure, efficient, and reliable IT infrastructure, we are not yet where we need to be. Among many other things, we have yet to implement a true Help Desk, a Redundant Network and Systems or a COOP (Continuity Of OPerations) site for Disaster Recovery, and have also yet to build a Data Center. We are also still working on many other upgrade projects for our ERP to improve system performance, reliability, and integrity. On the plus side, we have implemented Campus Wireless for Internet as well as upgraded our Internet bandwidth to a sufficient (for now) total capacity of 100Mbps inclusive of a 3-prong redundant

connection to the cloud.

MAIN UPDATES as of 9/30/13 for FY12-13:

10/31/2012 – Contractual Services to renew software licensing and support subscription services with Help/Systems (formerly Dartware) for network mapping, graphing, monitoring, analysis, and security totaling $2,710 was procured using Technology Fee funds.

11/07/2012 – Contractual Services bid was awarded to MCV (now DOCOMOPacific) for 20Mbps bandwidth BroadBand Internet services totaling $12,520 and paid out of Technology Fee funds.

10/01/2012 – 09/30/2013 – Contractual Services for a total of 90Mbps bandwidth Broadband Internet services with GTA Teleguam totaling $54,000 was procured throughout the year using Technology Fee funds.

*NOTE: Above services from the two Internet Service Providers comes up to a total of 110Mbps which is an increased upgrade of 10Mbps from the previous year's 100Mbps bandwidth, which was a result of GTA donating 10Mbps more to GCC.

12/03/2012 – A new CCTV Digital Camera Surveillance System totaling $6,000 was procured for improved security at the computer labs at the Foundation and Allied Health buildings, as well as the Student Bookstore, paid for by the Technology Fee and Bookstore funds.

04/24/2013 – The new BookLog BookStore POS (Point-of-Sale) System valued at $35,794.40 was installed using BookStore's Fund 12 budget.

08/13/2013 – Contractual Services to renew software licensing and support subscription services with SolarWinds for network monitoring, analysis, and security totaling $6,542 was procured using Technology Fee funds.

08/19/2013 – Contractual Services to renew software licensing and support subscription services with Symantec EndPoint Enterprise Antivirus System via DMR (Data Management Resources) and totaling $8,430 was procured using Technology Fee funds.

10/31/2012 – 07/16/2013 – Contractual Services to renew and to add VeriSign security certificates for the authentication of GCC's online server services totaling near $5,000 was procured using Technology Fee funds and MIS' Fund 11.

Other updates related to the above EA / ITSP objectives and strategies:

July of 2012 – GCC's public website http://WWW.GUAMCC.EDU was outsourced to WSI and also moved from inside the campus' server and network infrastructure to into the Internet Cloud.

June of 2013 – Migrated our eMail system to the Internet Cloud by using Google's GMAIL email platform which also comes with many other related Google Apps services such as Google Docs, Google Drive, Calendar, Sites, and many more. This migration was made possible through the awarded bid for Professional and Technical services contract with TechProven.

1st Quarter FY12-13 – Implemented, as part of the computer standards specifications, security cable-lock system to be installed for all new PC and Mac systems to improve physical security and to deter theft.

2nd Quarter FY12-13 – Registered iMacs from Student Center lab and SSHS Marketing Lab computers to the iCloud for hardware equipment tracking in case of theft.

EA page 62

Application IT Architecture (AA)

AA002 Access Portals

As much as possible, the preferred method for full compliance with the standards shall be to provide access to existing applications through web-based portals. This will leave the individual applications undisturbed while still enabling the realization of the future architecture. As applications become obsolete they can be replaced without significant changes to the user interface (i.e. the portal).

Related to the above:

GCC's MIS has continued renewal of the subscription for the SirsiDynix Symphony SaaS (Software as a Service) access for the purposes of providing students an online library resource, at a cost of $12,221.17 annually, paid for out of Technology Fee funds.

EA page 64

Technology IT Standards (TS)

TS006 Hardware Standards

The standard PC and server shall be current industry standard

Related to the above:

Out of the Technology Fee, we continue to upgrade labs that are 3 years old or older and according to the inventory and replacement cycle data, and also look for alternate funding sources other than just the Technology Fee.

EA page 64

Technology IT Standards (TS)

TS003 Network

The GCC network shall be highly available and reliable, responsive, redundant, and transparent to the user.

Related to the above:

Again, thanks to building grants, CIP, and the Technology Fee, we have achieved a small level of redundancy on our current network, but we have immediate plans underway to improve on this and increase the redundancy level by putting in place multiple routing legs within the network for greater efficiency and reliability.

MAIN UPDATES as of 9/30/13 for FY12-13:

03/15/2013 – An Information Technology Capital Outlay bid (WESCOM) totaling $68,905.83 was awarded to Pacific Data Systems (PDS) to increase redundancy and improve efficiency of the campus' local network traffic involving primarily the west side of the network topology map. This project was paid for by the Technology Fee funds.

Other updates related to the above EA / ITSP objectives and strategies:

April of 2012 – GCC's Campus Wireless WiFi network project was completed and paid for using $132,694.59 of FY11-FY12 Technology Fee funds.

At the completion of each of the new buildings these past couple of years, GCC added VoIP (Voice Over Internet Protocol) telephone services technology on the campus network at the Foundation, Student Center, and Learning Resource Center (Library).

EA page 67

Technology IT Training (TT)

TT004 Survivability

Technology staff shall be highly trained at analyzing, designing, and implementing system backups, recovery techniques, hot swapping, mirroring, and other survivability protocols.

Related to the above:

GCC's MIS has continued renewal of the Symantec Backup EXEC for backup and restore purposes at a cost of $4,184.75 annually, paid for out of MIS' Fund 11 budget.

2. What is the status of the ITSP?

Overall and as you can see above, the status of the ITSP is "ongoing" with bits and pieces of it being implemented whenever feasible considering limitations in financial resources, manpower, and time.

Below is a partial status summary of the ITSP:

Strategic Goal 1: GCC will develop and implement a target Enterprise Architecture.

Items ACCOMPLISHED or COMPLETED as of 9/30/2013:

The implementation of GCC's ERP which BANNER and its related components in a virtualized environment.

The upgrade of our Internet bandwidth capacity to 110Mbps to maintain optimal utilization below 75%.

Number of Work Orders completion rate at 90% weekly.

Items PENDING:

Policies for WIFI

Load-balancing software and/or filtering

Customer satisfaction at or above 75%

Strategic Goal 2: GCC will develop policies, procedures, and processes to analyze and acquire the components (hardware, software, applications) of the Enterprise Architecture.

Items ACCOMPLISHED or COMPLETED as of 9/30/2013:

College Technology Committee (CTC) minutes, agenda, and informational materials being published and updated on MyGCC Groups

IT policies published on MyGCC portal Governance tab

Computer standards being followed through new procurement approval process with standards annually reviewed, updated, approved, and recommended by CTC

Network Infrastructure upgraded annually to maintain efficiency, stability, and reliability

Items PENDING:

Appropriate technology training relative to current and future EA

Establishment of departmental individual training plans based on institutional needs and priorities

Sufficient personnel to support EA

Annual signing of technology user-agreement

Strategic Goal 3: GCC will acquire the funding needed to implement the Enterprise Architecture.

Items ACCOMPLISHED or COMPLETED as of 9/30/2013:

Primary components of the Enterprise Architecture is in place due to effective and responsible fiscal management and prioritization of funds

24/7 Access to ERP (BANNER, E-Mail, MyGCC, etc.)

Professional Technical Outsourced Support is available as annually procured (TECHPROVEN)

Contractual Services for licensing and help desk support is available as annually procured for ERP system (ELLUCIAN, ORACLE, TOUCHNET, VERISIGN,EVISIONS, etc.) system

Items PENDING:

- Reduced dependency on legislative appropriation

Disaster Recovery (DR / DRaaS – Disaster Recovery as a Service)/ COOP (Continuity of Operations Plan) / Full Redundancy / IaaS - Infrastructure as a Service /

Strategic Goal 4: GCC will expand the use of technology in education by the College faculty.

Items PENDING:

Technology training language incorporated into BOT/GFT Agreement

Faculty incorporate technology training into their IFPs (Individual Faculty Plans)

Fully implemented Distance Education

Strategic Goal 5: GCC will enhance the governance process to provide timely and efficient integration of users' needs into decisions on investments in technology.

Items PENDING:

Formal Information Technology Governance Structure

Strategic Goal 6: GCC will build partnerships with external business and government organizations to expand business, educational, and funding opportunities.

Items PENDING:

Establishment of formal partnerships as documented with MOAs, MOUs, Contracts, etc., showing win-win relationships between GCC and other organizations

3.   Notwithstanding the completion of the ITSP, is there an estimated capital outlay budget for the implementation of the College's Technology plan?

> Because the EA and the ITSP are actually living and growing documents with annual reviews and updates taking place, there is NO completion date. However, at this time and as I alluded to in my statements above and because of the magnitude and complex nature of the EA/ITSP, there is not yet an estimated capital outlay budget for the "total" implementation. The current approach to the objectives and strategies, as evident above, is to accomplish as much as possible of the goals with the resources available and as long as progress or improvements are being made, regardless of whether efforts are fragmented or cohesive. The point is to keep improving proactively while having the flexibility to adjust and react to the constraints of resources, especially the budget.

> Status Quo

Below are the details for total resource allocations to MIS for operations and upgrades covering periods FY11 to FY13.

Fiscal Year period begins October 1st and ends on September 30th. All figures below are extracted directly from and as loaded in BANNER budget system.

Sources are from MIS' Fund 01, 05, and Fund 11, the Technology Fee Fund 12, and from the Title III Grant. Grant money out of Title III for the support of our ERP (Enterprise Resource Planning) system has been exhausted and is no longer available.

Other funding sources needed and used for the GCC Secondary programs were paid for out of Title V Grant. More details out of Title V can best be obtained from the Deans.

MIS FY10-FY11 Fund 1

6110	Salaries - Full Time	441,970.56
6120	Benefits	139,691.85

MIS FY11-FY12 Fund 1

6110	Salaries - Full Time	420,543.87
6120	Benefits	162,264.57

MIS FY12-FY13 Fund 1

6110	Salaries - Full Time	417,262.00
6120	Benefits	167,767.73

Please see attached "MIS Fund 01 FY12-13.pdf" file for the final details of MIS FY12-13 Fund 1 budget as of 9/30/2013.

MIS FY10-FY11 Fund 05

7230	Contractual Services	22,363.21
7240	Supplies and Materials	3,087.50
7250	Equipment - Non Capital	6,650.00

MIS FY11-FY12 Fund 05

7230	Contractual Services	20,643.95
7240	Supplies and Materials	56.38

No MIS Fund 05 for FY12-13 available, but please see MIS Fund 03 FY12-13 for the final details of MIS Fund 03 budget as of 9/30/2013.

MIS FY11-FY12 Fund 11

7230	Contractual Services	57,484.72

MIS FY12-FY13 Fund 11

6110	Salaries - Full Time	21,382.00
6120	Benefits	9,785.00
7230	Contractual Services	248,767.03
745060	Capital Outlay - Vehicle	24,900.00

Please see attached "MIS Fund 11 FY12-13.pdf" file for the final details of MIS FY12-13 Fund 11 budget as of 9/30/2013.

TECHNOLOGY FEE FY10-FY11 Fund 12

7230	Contractual Services	95,736.00
7240	Supplies and Materials	21,041.05
7250	Equipment - Non Capital	16,200.00
7251	Equipment - IT Non Capital	16,200.00
745070	Capital Outlay - Equipment - IT	131,324.00

TECHNOLOGY FEE FY11-FY12 Fund 12

7230	Contractual Services	113,238.64
7240	Supplies and Materials	30,492.86
7250	Equipment - Non Capital	3,580.00
7251	Equipment - IT Non Capital	36,623.00
745070	Capital Outlay - Equipment - IT	278,406.19

TECHNOLOGY FEE FY12-FY13 Fund 12

7230	Contractual Services	163,684.00
7240	Supplies and Materials	17,000.00
7250	Equipment - Non Capital	5,000.00
7251	Equipment - IT Non Capital	10,000.00
745070	Capital Outlay - Equipment - IT	146,316.00

Please see attached "Technology Fee Fund 12 FY12-13.pdf" file for the final details of Technology Fee Fund 12 FY12-13 budget as of 9/30/2013.

TITLE III GRANT FY10-FY11 Fund 32B11

7230	Contractual Services	192,591.00
7251	Equipment - IT Non Capital	6,170.00
745050	Capital Outlay - Integrated System	201,239.00

TITLE III GRANT FY11-FY12 Fund 32B11

7230	Contractual Services	2,964.93
745050	Capital Outlay - Integrated System	29.45

TITLE III GRANT FY11-FY12 Fund 32B12

7230	Contractual Services	225,000.00
745050	Capital Outlay - Integrated System	175,000.00

3A3b. Is MIS working with HR to develop a plan to electronically back-up employee records or store information off-campus (through a server or other means) for additional security?

Employee data already entered into our BANNER database system are electronically backed up daily. Tape backups of the system which includes employee data are moved and stored off-campus at a bank's vault at least every two weeks.

I believe your question here is more related to the employee files and folders in the HR vault that are still in physical hardcopy form and not in electronic format. The major issue with regards to electronically capturing employee physical records/files/folders is the necessary scanning equipment and the manpower to address this actionable item. Note, however, that the actual primary software solution is already in place and it is called the BANNER DOCUMENT MANAGEMENT SYSTEM (BDMS) from Ellucian (formerly Sungard Higher Education). Although HR has the ability to scan hardcopy documents and convert them to electronic format before moving the image into BDMS, the current XEROX scanning interface is propriety, very manually driven, and its incompatibility limits HR's ability to do bulk dedicated high-speed scanning, which can be resolved by using the recommended scanning equipment such as those from Canon. I believe the plan to further address this action item is to use

the Ellucian-recommended interface that is compatible with the scanner, such as Canon, however, budget resources will need to be secured to procure such equipment, hire, and train additional staff. We will eventually be moving to this interface, known as QuickScan Pro (QSP), which we hope to replace the XEROX interface, once these financial resources are in place. As a note: "QSP is the current bulk scanning module for BDMS which provides high speed batch scanning, image cleanup, barcode, and light zonal OCR features for paper image capture."

MAIN UPDATES as of 9/30/13 for FY12-13:

Materials Management Office and MIS has attempted twice to get a bid awarded to address these issues for HR in order to allow them to do dedicated bulk scanning through implementation of the photocopying services bid, which included a BDMS-compatible dedicated scanner as part of the specifications. Unfortunately, GCC had to cancel two bids due to either a protest or due to substantial significant changes to specifications via amendments. As of 9/30/2013, the college is making preparations for another bid with plans to have a meeting with vendors to discuss bid requirements that will either remove or reduce the risk of another protest. MIS is also obtaining RFQ (Request for Quotes) from local vendors for a BDMS-compatible scanner.

3C1. Is MIS developing training standards for MIS personnel for new emergent technologies as documented in the ITSP?

This is in progress but the development of the "target" standard training for MIS personnel is one of the biggest challenges we are facing due to the speed and the magnitude of changes that occur in the field of technology. With new emergent technology coming up quicker than we can get training for, the "standard" no longer remains the same and continues to evolve—which is a moving target. With all the different types of technology gadgets existing and the realm of BYOD (Bring Your Own Device) available today, it is almost impossible to focus on what training to develop. What we come up with as a standard today only seem to last while the type of technology or software is actually mainstream, which mostly change about every 6 months. When major changes occur and the college decides to approve their implementation without fully addressing the training requirements, the configurations, specifications, and versions of the hardware or software you are trained for become obsolete and no longer valid or applicable. This bring into the picture a related challenge that MIS faces with the limited funding from Staff/Administrator Development Funds, especially when pursuing technical training that are not readily available on-island. At this time, training for MIS personnel is limited to how much is available and the prioritization of the Staff/Administrator Development Funds, which is insufficient to accommodate all the types of standard trainings, or requests that we've developed and submitted for in the past. To truly address this action item, MIS will continue developing and updating training standards that are in support of what is currently within our infrastructure, what is most feasible financially and personnel-wise, and what will make the most positive impact to SLO's and AUO's.

MAIN UPDATES as of 9/30/13 for FY12-13:

September 2013 – In addressing emergent technologies and support for iPads in use by GCC students, faculty, staff, and administrators, MIS was successful in getting approval and in procuring two iPad 4 128GB devices for $2,528, using Technology Fee funds. Through self-training, online/virtual training, on-the-job training, research, and familiarity, one of the iPads will be learned and used by an MIS Computer Technician (also trained on Macintosh system) to directly provide field support, and the other to an MIS Teleprocessing Network Coordinator (with Macintosh background) to provide and address wireless network-related support.

Although not specifically and directly addressing 3C1, the following are training updates for MIS personnel:

September 2013 – Completed remote / virtual training for MIS System Programmer, Kenneth Bautista, on ORACLE 11g Admin II funded by GCC's Staff/Administrator Development Funds.

July 2013 – MIS Computer Technician, Benny De Leon, completed Mac OS X 10.8 Training

April of 2013 – Completed training for MIS Systems Programmer, Kenneth Bautista, and new Computer Technician, Victor De Roca on the new BookLog BookStore POS (Point-of-Sale) System.

May of 2012 – Training for Windows 7 Enterprise Desktop Administrator (MS 70-686) was approved for MIS Computer Technician, Jeff Fabro, but has yet to complete due to vendor scheduling conflicts (Windows 8 is now available).

June of 2012 – Completed training for Windows 7 Operating System by MIS Computer Technician, Jeff Fabro.

September of 2012 – MIS Computer Technician, Benny De Leon, attended Windows 7 Tips training.

2nd Quarter FY12-13 – Systems Administrator completed Basic e-Maint (Work Order System) Training

2nd Quarter FY12-13 – Computer Technician completed Camera Surveillance training for the Foundation, Allied Health Building, and BookStore DVR Systems from Micropac

2nd Quarter FY12-13 – Systems Programmer completed installation and training of the Lance Carpenter's Time System (Handpunch 1000 / Pendulum Time Clock System) for GCC's Cosmetology Program

3rd Quarter FY12-13 – Macintosh system support training in the Philippines completed by MIS Staff Benny De Leon, 3rd Quarter of FY12-FY13, funded by GCC Administrator/Staff Development Funds

3C1b. Is MIS working with HR to consider increasing the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded Distance Education (DE) program?

This is also currently being addressed but at a much smaller scope and although MIS' involvement is critical, it is not necessarily conducted by MIS. At this time, Wesley Gima, has been charged to conduct or coordinate instructional technology training as well as the person to spearhead the development of a true Distance Education (DE) program for the college. MIS' involvement is in providing the expertise towards facilitating and making sure the actual technology is operational so that training can be conducted. As for actual training, it has been made available to all GCC employees and there has been Tech Friday trainings going on as announced on the MyGCC portal and further details of that as well as on the status of DE can be obtained from Wesley Gima.

Please refer to Wes Gima on this.

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4 attachments — Download all attachments

🗎 **MIS Fund 01 FY12-13.pdf**
54K View as HTML Download

🗎 **MIS Fund 03 FY12-13.pdf**
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📄 **MIS Fund 11 FY12-13.pdf**
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13

GCC
GUAM COMMUNITY COLLEGE

Kulehon Kumuniddt Gudhan
Accredited by the
Western Association of
Schools and Colleges

R. Ray D. Somera, Ph.D.
Vice President

Memorandum

TO: Robin Roberson
              President, Faculty Senate

FROM: Dr. R. Ray D. Somera
              Vice President for Academic Affairs & Accreditation Liaison Officer

SUBJECT: Faculty Senate Year-End Reports and Evidence

DATE: October 30, 2013

In order to improve the effectiveness of participatory governance, the team recommends that the College evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the College should create and implement a corresponding formal structure for staff input and participation. The College should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3, IV.A.5)

As part of our regular and ongoing self-evaluation processes, the College relies on the data and evidence available to support efforts to improve institutional effectiveness and document our progress in meeting the standards set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College's participatory governance structure provides the means for the broad participation by faculty, staff, administrators, and students in the decision-making processes that support student learning programs and services and improve institutional effectiveness. The valuable conversations, recommendations, and work of the committee members within each of the committees in our participatory governance structure demonstrate our commitment to excellence, teamwork, and student success.

To preserve the integrity and spirit of participatory governance, the documentation, recording and reporting of committee work is important. In addition to uploading committee meeting agendas, minutes, membership, and bylaws onto MyGCC committee group pages, please ensure that each committee has a narrative evaluation report at the end of each academic year discussing the progress made on committee goals, meeting attendance summaries, committee accountability summaries, recommendations for the following academic year, and an analysis of the effectiveness of the committee in meeting its charge to the Academic Vice-President, in his role as the college's Accreditation Liaison Officer (ALO).

The Office of Assessment, Institutional Effectiveness & Research has a library of assessment reports that have been completed and are available on the MyGCC Accreditation 2018 Group.

Page 1

Specifically, there have been research reports written about Faculty Senate effectiveness (AY 2006-2007 and AY 2007-2008) that you can use as an example of a Faculty Senate assessment report. Please feel free to consult with Marlena Montague, AIER Asst. Director, regarding assistance you may need in terms of methods or tools for data collection to carry out this task.

I hope to receive your Faculty Senate year-end narrative report for AY 2013-2014, with attached evidentiary support, on or before May 31, 2014.

Thank you for your commitment to our college's accreditation goals.

CC: Dr. Mary A.Y. Okada
       President

       Marlena Montague
       Asst. Director, AIER

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Participatory Governance Structure Handbook

Guam Community College
Academic Year
2014-2015

TABLE OF CONTENTS

Acknowledgements

This Participatory Governance Structure Handbook represents the collaborative efforts of stakeholders throughout Guam Community College. Prior to her retirement in Fall 2013, Dr. Karen Sablan, Professor of Assessment and Counseling, and Associate Dean of Trades and Professional Services, identified the scope of the project, and conducted research into the history of governance at GCC. Upon her retirement, R. Gary Hartz, Associate Dean of Trades and Professional Services assumed authorship of the Handbook. This document is the product of six drafts, ensuring it is reflective of GCC's governance structure, as perceived by all governance constituencies. The author wishes to recognize all who contributed to this important document, including:

-Anthony Roberto, President, Faculty Senate
-Elizabeth Duenas, President, Staff Senate (Retired)
-Rosanna Martinez, President, Council on Postsecondary Student Affairs
-R. Ray D. Somera, Ph.D., Vice President for Academic Affairs, and the Academic Affairs Management Team

I. Board of Trustees, Officers of the College, and Governance Leaders AY 2014-15

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II. Vision and Mission of GCC

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

Mission Statement
Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.
(Board of Trustees Policy 100)

Sinangan Misión (Chamorro translation)
Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfåfache'cho' ya u na' guåguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

III. History and Context of Participatory Governance at GCC

Since its creation in 1977, the Guam Community College has committed itself to maintaining a culture where students, faculty, administration and staff members work together in a positive, collaborative way. While the structures that maintain these constituent relationships have evolved, GCC, has maintained its commitment to governance, knowing that success in serving students is contingent upon the College's ability to be responsive to everyone the institution employs and serves.

Prior to the fall of 2006, the College Affairs Committee (CAC) was the central point of GCC's governance system. Monthly community meetings allowed for faculty to discuss plans, raise concern, and learn of new directions taken by the administration. This body, though, did not have formal authority within an agreed-upon institutional governance structure. Instead, a series of agreements between the GCC Board of Trustees (BOT) and the Guam Federation of Teachers (GFT) served to guide GCC in resolving work-related faculty concerns.

According to the AY2006-2007 Annual Self-Study Report, the College recognized that an improved means for collective input from faculty in the planning and decision-making process was needed. Seeing that there was a need for an improved governance system, GCC's administration and faculty agreed to explore the creation of a new governance structure, with its central goal being to achieve and maintain mutual respect and cooperation. Initially, a group of faculty were empowered to research, design, develop, and propose for implementation a governance structure that would achieve this goal.

Supported by administration, the faculty-led planning process lasted two semesters, and resulted in the development of the Faculty Senate and College Governing Council (CGC). This creation process was informed by several discussion meetings with different stakeholders, to determine what kind of

governance structure would improve faculty input and participation in college planning and decision-making.

In the fall of 2006, after the language and parameters were identified and agreed upon through the revised Article XII of the 2005 BOT/GFT Agreement, GCC's Faculty Senate was born. This collective body has since been recognized as the official voice of the GCC faculty. At first, GCC's collaborative governance process was known as "shared governance", it is now referred to as GCC's "participatory governance" process.[1]

The Faculty Senate structure was seen by most constituents as more effective than the CAC, allowing for a more recognizable and inclusive system for faculty dialogue and input on many issues and concerns in areas such as (but not limited to): the College mission statement, fiscal priorities, physical (facility) improvements, and technology resource needs.

Beyond the GCC Faculty Senate, additional levels of faculty participation in college governance were added. Committees relating to academic concerns (e.g. Curriculum Committee, General Education Committee) now reported to the Faculty Senate. In turn, representatives from the Faculty Senate served on another new body, GCC's College Governing Council. At this level, faculty representatives collaborated with administrators, students and staff members in deciding what governance-related issues and concerns are forwarded to the College President and/or the College's Board of Trustees. As the AY2006-2007 Self-Study Report stated, "The creation of GCC's Faculty Senate and College Governing Council created an environment for empowerment, innovation, and institutional excellence throughout the college community. The establishment of these two governance structures brought forth a systematic participative process in the effective discussion, planning, and implementation of corrective measures on issues affecting the institution."

GCC's participatory governance system has been informed by recommendations from constituents as well GCC's accrediting agency, the ACCJC. It remains anchored in the belief that better decisions, and therefore better service to Guam and its students, come from the involvement of all stakeholders. Common values of all participant groups include collaboration, student-centeredness, transparency and integrity.

This handbook provides the reader with an understanding of GCC's current governance structure, to include detail on the relevant roles and responsibilities for each group of constituents (GCC Board of Trustees, GCC President; College Governing Council; administrators, faculty, staff, and students.)

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[1] Beno, Barbara, May 2, 2008 Letter to GCC Accreditation Liaison Officer

GCC's Participatory Governance Structure

Board of Trustees		

President

Staff Senate
President
Vice President
Secretary/Treasurer
6 Representatives-At-Large

Faculty Senate
President
President Elect
Past President
2 Members-At-Large

College Governing Council
3 Administrators
3 Faculty
3 Staff
2 Students

Council on Postsecondary Student Affairs
President
Vice President
Secretary
Treasurer
Parliamentarian
Public Relations Officer
Historian

Faculty Senate Committees/Council
- Learning Outcomes
- General Education
- Professional Development Review
- Promotions
- Council of Department Chairs

Institutional Committees
- Calendar*
- College Technology
- Committee on College Assessment
- Resources, Planning and Facilities*
- Standard I - Self Study
- Standard II - Self Study
- Standard III - Self Study
- Standard IV - Self Study
*Collateral Committee: Members placed by virtue of membership on other bodies.

Joint Union Committees
- Job Specifications and Faculty Evaluation
- Financial Exigency
- Reduction In Force

GCC's Participatory Governance Structure

IV.   The Board of Trustees

The College's Board of Trustees consists of seven (7) members as follows:
-one (1) representing business and industry
-one (1) representing organized labor
-one (1) representing the GCC student body
-four (4) representing the general public

In addition, there are two "advisory" Board Members, one of whom is the GCC Faculty Union President, and the GCC Staff Union Chairperson, who represents GCC's staff. Aside from the student member and the two advisory members, all other members are appointed by the Governor of Guam, with consent of the Guam Legislature.

The Board of Trustees adopts policies necessary for the functioning of the College, reviews performance of the College President, and ensures that GCC is meeting the needs of Guam, as appropriate. When policy-related considerations have been fully reviewed and formally recommended via GCC's participatory governance process, the President brings these matters to the Board of Trustees, who decides whether or not to act on these items, rendering decisions that are in the best interests of GCC and its stakeholders.

V.   The GCC President

GCC's President is the Chief Executive Officer (CEO) of the College. The President is responsible for ensuring that GCC carries out the mission of the College. Once policy-related governance recommendations are fully considered by the College Governing Council, they are brought before the President, who either makes decisions on the recommendations, or reviews them and brings them to the Board of Trustees, as appropriate.

VI.   The College Governing Council

The College Governing Council is the point in the participatory governance structure where representatives from faculty, administration, staff and student constituencies join to address school-wide governance concerns. It is comprised of the following members, each of whom has one vote:

-three (3) Administrators appointed by the President
-three (3) Faculty Senators (the Faculty Senate President, Past President, and President-Elect)
-three (3) Staff Senate members (the Staff Senate President, Vice President and a staff member appointed by the Staff Senate Council)
-two (2) Council on Postsecondary Student Affairs members (President and Vice President)

The CGC's primary function is to make governance-related recommendations to the College President and the College Board of Trustees. The CGC may also forward actions to the College President for acceptance or veto. The CGC may address any matter relevant to GCC, so long as its actions are not in conflict with the GCC Board of Trustees – GCC Faculty Union Agreement, GCC Support Staff Union Agreement, Academic Personnel Rules and Regulations, Civil Service Rules and Regulations, or existing laws. An annual function of the CGC is to approve GCC's propose budgets after the Resources, Planning and Facilities Committee (RPF) reviews and approves them. Upon approval, budgets are transmitted to the College President.

In making recommendations, the CGC strives to be inclusive, ensuring that any recommendations made are the product of inclusive dialogue. Therefore, meetings occur at least once a quarter, with all meetings of the CGC being announced and public, with the exception of Executive Sessions.

VII. Institutional Committees

Some participatory governance committees are institutional in nature, because they address the needs and concerns of diverse constituencies. These committees, reporting to the College Governing Council, include the Calendar Committee, the Committee on College Assessment, the four Accreditation Standards Committees, the College Technology Committee, and the Resources, Planning and Facilities Committee. Membership of the Calendar Committee and the Resources, Planning and Facilities Committees is "collateral," meaning that membership of those committees is by virtue of election or placement on another governance committee. The "Charge" of each institutional committee is presented below. For additional information on these committees, please refer to their Site pages on MyGCC.

Calendar Committee

This Committee proposes the academic calendar based on thorough analysis of relevant information and will include a Calendar that encompasses the work year of post-secondary non-instructional faculty, post-secondary instructional faculty, and secondary non-instructional and instructional faculty. The proposed Academic Calendar is reviewed by the Faculty Senate and their written comments and/or recommendations are appended to the proposal. The Committee presents the proposal to the College President via the Vice President for Academic Affairs on or before April 1. If the College President does not concur with the proposal, then the proposal is returned to the Committee for revision. If the College President concurs with the proposal, then the proposal will be presented to the Board for adoption.

The Committee shall also populate an electronic institutional calendar on MyGCC with activities and events and evaluate consistency of published calendars to provide current information.

College Technology Committee

This Committee recommends action plans to support the technology needs and technology users of the College in promoting student learning outcomes. This Committee maintains currency in computer technology and academic applications of computer technology for both students and faculty. The Committee also identifies needs of technology planning, distance learning, and appropriate training.

Committee on College Assessment

This Committee guides and assists campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans, reports and program review. This Committee ensures that an assessment report review process, with meaningful input from faculty, Vice President for Academic Affairs and/or ALO, and other key constituents, becomes an integral part of the preparation of institutional assessment documents for accreditation purposes.

Accreditation Standards Committees: Standard 1 Self Study, "Institutional Mission and Effectiveness"
Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that promotes the College's efforts in meeting its mission statement, and the effectiveness by which the mission is successfully achieved. This Committee writes the report, with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

Accreditation Standards Committees: Standard 2 Self Study, "Student Learning Programs and Services"
Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that demonstrate the achievement of student learning outcomes (SLOs) in instructional programs and student services, including library and other learning support services. This Committee writes the report with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty and other key constituents before it is finalized for Board approval.

Accreditation Standards Committees: Standard 3 Self Study, "Resources"
Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that provide support to the College's human, physical, technology and financial resources to meet its broad educational goals, including SLOs, and overall institutional improvement. This Committee writes the report with the assistance and support of the Self-Study Coordinator and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

Accreditation Standards Committees: Standard 4 Self Study, "Leadership and Governance"
Utilizing the ACCJC template, this Committee gathers, organizes and analyzes quantitative and qualitative data that evaluate how the College's governance process facilitates broad participation in decisions that support student learning programs and services, while acknowledging the designated responsibilities of the Board and the College President. This Committee writes the report with the assistance and support of the Self-Study Coordinator and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.

Resources, Planning and Facilities Committee
This committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that have great impact on student learning outcomes. It is the forum for discussion of any available or needed resources and facility issues or concerns. The committee may forward issues or concerns directly to the College Governing Council.

VIII. The Faculty Senate

The Faculty Senate is the official representative body of GCC's faculty members. Faculty Senate members must be full-time, permanent faculty, and must be members of the GCC Faculty Union. The Faculty Senate membership is comprised of:

-three (3) officers: the President, Past-President and President-elect (the President-elect is elected each year to a three-year term. During this member's second year, he/she serves as President, and in this member's third year, he/she serves as Past-President.)
-two (2) at-large representatives

The Faculty Senate meets weekly, with all non-Executive meetings being public. It addresses issues or concerns related to faculty governance, and shares recommendations with the College Governing Council, the College President, and the College Board of Trustees, as appropriate. The work of the Faculty Senate is consistent with the 2010 – 2016 GCC Board of Trustees – GCC Faculty Union Agreement, Academic Personnel Rules and Regulations, Civil Service Rules and Regulations, and existing law. The Faculty Senate oversees the work of Faculty Committees, as detailed below:

IX. Faculty Committees

Faculty committees are comprised only of faculty, and address specific faculty governance concerns. These committees include the Learning Outcomes Committee, the Professional Development Review Committee, the Promotions Committee, the General Education Committee, and the Council of Department Chairpersons. Each of these bodies functions under the oversight of the Faculty Senate. Details regarding these committees can be found via their respective Group Studio pages on MyGCC.

Learning Outcomes Committee / General Education Committee
The 2010-16 Agreement brought together the functions of two GCC committees: the Curriculum Committee and General Education Committee, under the new Learning Outcomes Committee (LOC). Beginning in Fall 2014, the functions of these two bodies were again separated. The below "charge" reflects the roles of both committees, with those of the General Education Committee italicized:

This Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that it is academically sound, comprehensive and responsible 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 will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes.

Professional Development Review Committee
To review, evaluate, and approve application packets for faculty education, training, workshops / conferences (may include on or off-island speakers), etc. to avail of the funding opportunities for faculty professional development. In addition, the PDRC shall plan, develop, and implement professional development and sabbatical initiatives that contribute to faculty growth. Such initiatives include: workshops, mentoring, faculty forums, individual / departmental professional development activities, credentialing, pursuit of academic credits, sabbatical initiatives, etc. To meet this responsibility, the PDRC shall:
a. respond to institutional / professional development priorities established by the College;
b. encourage and promote ways and means by which faculty may develop their professional skills;
c. ensure that funds awarded for faculty professional development activities support the college and its institutional strategic master plan;
d. keep a record of all faculty professional development initiatives, regardless of funding source.

Promotions Committee
The Promotions Committee oversees and implements faculty components of GCC's advancement-in-rank procedure, as detailed in Article VIII of the 2010 – 2016 GCC Board of Trustees – GCC Faculty Union Agreement

Council of Department Chairpersons
This Council of Department Chairs discusses any issue directly related to departmental / academic discipline functions to include: budgets, College events and promotions, scheduling, advising, and other issues determined as necessary by the Council. The Council shall establish By-Laws, keep minutes, and set a meeting schedule reflective of the needs of the committee. The Council shall make recommendations to the Faculty Senate, respective Deans, and Faculty Union President as determined by the action needed to be taken.

X. The Staff Senate

The Staff Senate is the official representative body of the College's staff members, who are classified full-time permanent employees who support the work of GCC's academic administrators and faculty. The Staff Senate is comprised of:

-a President, a Vice President, and a Secretary / Treasurer
-six (6) "at large" representatives
-one (1) Human Resources Office staff member (non-voting advisory member)
-the Past President of the Staff Senate (non-voting advisory member)

In addition to representing the staff on governance-related concerns, the Staff Senate appoints staff members to institutional committees, and provides an environment for the exchange of information between staff members and other GCC stakeholders. It also strives to achieve a sense of unity and cooperation among staff, and between staff and other constituencies. When this body cannot directly address staff concerns and issues, referrals are made to personnel, as appropriate.

XI.   The Council on Postsecondary Student Affairs and the Student Board Member

The Council on Postsecondary Student Affairs (COPSA) is the official representative body for GCC students. The COPSA officer positions are:

-President
-Vice President
-Secretary
-Treasurer

-Parliamentarian
-Public Relations Officer
-Historian

COPSA guides the work of GCC student organizations, and addresses issues and concerns of GCC's student body. COPSA holds regularly scheduled meetings, and appoints students to Institutional Committees. When COPSA cannot address an issue or concern, a referral is made to relevant GCC personnel. Concerns relating to GCC policies may be brought to the attention of the student member of the GCC Board of Trustees, who is elected annually by the GCC student body.

XII.   Documentation of Governance-Related Decisions and Actions

Each governance body is responsible for maintaining and updating its own documents, to include Constitution, Bylaws, agendas, minutes, attendance records, recommendations, and correspondence. To ensure transparency to the GCC community, these documents should be posted on MyGCC in a timely manner. They are also to be sent to GCC's Office for Assessment, Institutional Effectiveness and Research (AIER) on an annual basis, as AIER is recognized as the central repository for all governance documents. AIER is also recognized as GCC's authority in establishing the format of governance documents, and procedures for document submission.

XIII.   Dialogue as the Cornerstone of Governance at GCC

The College Governing Council, the Faculty Senate, the Staff Senate, COPSA, and each committee reporting to these bodies strive to make decisions in consensus. Healthy, open dialogue is seen as crucial, in order to ensure that the needs and perspectives of all stakeholders are fully addressed. Full consensus is indicated by a unanimous vote. In situations where consensus is not achieved, details of the minority concerns on a given issue are recorded in publicly-posted minutes, so that the full spectrum of views are made available to the public, and GCC's decision making bodies.

Interest-Based Bargaining (IBB) is a strategy utilized in the negotiations between the GCC Faculty Union and GCC's administration, which lead to the Agreement that guides faculty work. IBB is also used by the Job Specifications / Faculty Evaluation Committee in its determinations of how faculty are evaluated, and what work that faculty, whether instructional, non-instructional, secondary or postsecondary, are responsible for completing. IBB, a consensus-based process, is guided by the principle that a participant, rather than simply rejecting a proposal raised in negotiation, must present an alternative proposal. In this way, negotiations are generative. While all participants may not reach an outcome that all consider ideal, all agree that they are comfortable with the decided-upon outcome.

Governance at GCC is a fluid process. Procedures exist for committees to be formed, removed or changed, to continually adjust to the governance-related needs of stakeholders.

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GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

INSTITUTIONAL STRATEGIC MASTER PLAN (ISMP) 2009-2014

CLOSING THE LOOP

**Friday, November 22, 2013
Multi-Purpose Auditorium**

ISMP 2009~2014

DEDICATED PLANNING

PIONEERING

EDUCATIONAL EXCELLENCE

COMMUNITY INTERACTION

INITIATIVE I ~

Pioneering

IDENTIFY CAREER, TECHNOLOGY, EDUCATION, AND SKILLS TO IMPROVE GUAM'S WORKFORCE

Pioneering

STRATEGIES

- Develop needs assessment

- Create program to partner

Identify employer needs assessment

Develop program to partner with workforce training providers

Pioneering ~ Closing the Loop

› Develop needs assessment

Annual survey [continuous]

› Create program to partner

Networking activities [ongoing]

INITIATIVE II ~
Educational
Excellence

SUSTAINED ACCREDITATION THROUGH ASSESSMENT AND PROGRAM REVIEW

Educational Excellence

STRATEGIES

➢ Sustained accreditation

➢ Link program review, assessment, institutional planning & resource allocation to SLOs

Reaffirmation of accreditation status

SLO driven courses & programs

Assessment for programmatic change

Educational Excellence ~ Closing the Loop

- CEWD course assessment

- Participatory Governance Self Assessment Report

- Direct resource allocation linked with assessment

> Sustained accreditation

Educational Excellence ~ Closing the Loop

➢ Link program review, assessment, institutional planning & resource allocation to SLOs

Curriculum Manual

Technology Plan | DE Plan [ongoing]

Resource allocation based on program review [ongoing]

Curriculum integrity [ongoing]

Implement electronic storage [ongoing]

Initiative III ~

Community
Interaction

IMPROVE AWARENESS & INCREASE PUBLIC AND FISCAL SUPPORT

Community Interaction

STRATEGIES

➤ Enhance GCC's brand identity

➤ Increase & improve student retention

Community awareness & affinity for GCC

Support of GCC's vision

Diverse resources

Community Interaction

Grant funding	
Support "green" events	
Workplace Giving Program	
Increase Outreach Programs	

STRATEGIES

➤ Grow Programs / Go Green / Give Now

➤ Outreach program

➤ Enrollment Campaign

Community Interaction ~ Closing the Loop

Marketing survey [continuous]

➢ Enhance GCC's brand identity

Branding campaign [continuous]

➢ Increase & improve student retention

Awareness of college activities [continuous]

Community Interaction ~ **Closing the Loop**

- Grant submittals
  - ➤ Grow Programs / Go Green / Give Now

- Renewable energy grants
  - ➤ Outreach program

- Workplace Giving participation
  - ➤ Enrollment Campaign

- Community interaction

INITIATIVE IV ~

Dedicated Planning

MEASURE PROGRESS THROUGH A SYSTEMATIC REVIEW & EVALUATION PROCESS

Dedicated Planning

Improve institutional effectiveness

➢ Develop measurement orientation program

Qualitative assessments

➢ Utilize assessment planning cycle

Dedicated Planning ~ Closing the Loop

▷ Develop measurement orientation program

Tool & process (TracDat) [ongoing]

▷ Utilize assessment planning cycle

Process/timeline/template to measure institutional effectiveness [ongoing]

GCC 2014~2020 Institutional Strategic Master Plan

2014-2020 ISMP

GOAL 1

Retention and Completion

Student-Centered Learning

Professional Development

2014-2020 ISMP

GOAL 2
Conducive Learning Environment

Physical Master Plan

Participatory Governance

GOAL 3

Improvement and Accountability

Financial/Resource Allocation Master Plan

Resource Allocation

2014-2020 ISMP

GOAL 4

Visibility and Engagement

The GCC Brand

Internationalizing GCC

The GCC Wellness Center

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Fall 2013 College Assembly Meeting Notes
October 11, 2013, 3:30-5:00 p.m.

Attendance: 100 Faculty, 85 Staff, 28 Administrators   Total Attendees 213
Venue: GCC Multipurpose Auditorium

1. Recital of Mission Statement: The mission statement was recited in both the English and Chamorro versions. Dr. Ray Somera recited the English version of the mission statement and Fermina Sablan recited the Chamorro version. After both the English and Chamorro versions were recited, all in attendance at the assembly recited the English version of the mission statement in unison.

2. Student Success Video: Brian Muna, Career Counselor from Okkodo High School gave a brief introduction about the student success video giving a brief background on how the student success video was planned from the beginning to its final production and the faculty, staff and students who should be recognized for its production. The video highlighted student testimonials regarding the success of their work experiences with various organizations and companies.

3. Phi Theta Kappa (PTK) Completion Initiative: Ms. Jessica Wochner, GCC student alumni and president of the PTK society club gave an update on the club's progress of helping GCC students achieve successful completion of their program of study in both the associate's degree programs and certificate programs. Serving as an inspiration and motivation to students, she shared her experiences, challenges, and struggles while taking classes at GCC to pursue her higher education goals saying that if she could overcome all the obstacles and adversities she experienced, she believes that anyone could achieve success too.

4. "Student Success and completion as an Institutional Conversation"

   a. Call to Action Pledge: Board of Trustees (BOT) Chairwoman Ms. Debbie Belanger recited the "Call to Action Pledge" and urged the college community to be committed on doing their part to assure that GCC students complete and achieve their educational goals.

   b. 2014 Budget Law Requirements: President Mary Okada briefed the assembly about the stringent reporting requirements of the 2014 Budget Law. Specifically, every quarter, the College is required to report the following: Participants in each GCC program, description of each program, academic courses offered, and requirements for participation in each program. Reference, P.L. No. 32-068, Bill No. 1 (4-S), Chapter II, Part III, Section 3. Additionally, the President cited another section of the Budget Law requiring the President of the University of Guam, President of Guam Committee College, and Director of Guam Department of Labor to report to the Governor and the Speaker of the Guam Legislature performance related data. The requirement is based on the language of the Budget law that states: "no later than June 30 of each year, of the actual number of program completers and/or certificates issued for each program, and employment data for said program completer for the two (2) years following completion of their respective programs, to include salary levels, job location, or whether the job is in the same field as the program." Reference: P.L. No. 32-068, Bill No. 1 (4-S), Chapter XII, Section 15, Subsection (a).

5. "College Readiness & Adult Education: Ensuring Student Success and Completion"

- Deans Dr. Gina Tudela and Dr. Juan Flores presented data on English and Math placement and completion rates. Improvements, such as the implementation of best practices, are needed in preparing students to do well in placement tests and complete their higher education programs in the postsecondary level.

6. Accreditation Status Updates

- Revised ACCJC Standards: Dr. Somera, Academic Vice President, presented an update on the proposed revisions to the accreditation standards. He went on to share that each of the four accreditation standards has proposed changes. Specifically, standard 1 now features three sections, standard 2 has two major sections, standard 3 maintains its four sections with proposed changes, and standard 4 now has four sections. Additionally, majority of the proposed changes to the standards places a direct/indirect emphasis on student learning outcomes, student achievement, as well as faculty accountability to these initiatives.

- Revised GCC Vision & Mission Statement/ISMP 2014-2020: Dr. Somera and Marlena Montague gave a brief background on their discussions with various college committee meetings to solicit input and ideas for verbiage to enhance and strengthen the College's existing mission statement. As a result of the input and ideas from the committees, a new mission statement is now drafted and is ready to be presented to the BOT for their review and approval. In addition to input and ideas sought for the mission statement, ideas and input were also solicited for the new six-year (2014-2020) ISMP. He went on to share that all the ideas and input given were incorporated in developing the draft for the new ISMP. Marlena gave brief overview on the draft ISMP's vision, mission, core values, goals, and strategic initiatives. Dr. Somera advised the assembly, that the draft ISMP is already uploaded on MyGCC and encouraged everyone to review the draft and provide their input to the Office of Assessment, Institutional Effectiveness, and Research (AIER) by December 6, 2013. Once the documents are finalized, the Board will adopt the revised mission statement and ISMP, 2014-2020.

Prepared by: Joseph Benavente, Assessment, Institutional Effectiveness & Research
Date: October 25, 2013

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GUAM COMMUNITY COLLEGE

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

INSTITUTIONAL STRATEGIC MASTER PLAN
2014 - 2020

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MESSAGE FROM THE PRESIDENT

Hafa Adai,

As the leader in career and technical workforce development on Guam and in the region, Guam Community College is enthusiastic about the opportunities the next six years will bring to our island. The economy is experiencing steady growth, due in part to an increased tourism market from Russia and other Asian countries, to advancements in sustainable industries, and to the delay of the military buildup until early in the next decade. Now is the time to focus on the education and skills development our people will need to be competitive players in the workforce.

Toward that effort, on behalf of the Board of Trustees, the Faculty Senate and the respective committees that provided input and review, I am proud to present GCC's Institutional Strategic Master Plan for 2014-2020. This, our second ISMP, reflects the enthusiasm the institution has for the future of Guam's workforce, and builds on the advancements made since our first ISMP was launched in 2009.

Because technology has enabled Guam to become a more international destination in recent years, our ISMP 2014-2020 will allow GCC to concentrate on a more global approach to workforce development. The College plans to enhance its curriculum with student-centered learning that facilitates more degree and certificate completion. GCC will continue to partner with local business for training opportunities, and will also form international partnerships that will enable our students to experience job training on a much broader level. The College will also promote its brand locally and internationally through traditional, web and social media marketing efforts.

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 Physical Master Plan will allow us to monitor student population and program expansion, and to make facility adjustments where needed.

All of these efforts are being made for the benefit of stakeholders with current and potential investments in Guam Community College: our students, Guam's employers, and the community-at-large. We exist to provide our students with the highest quality education and job training possible, which in turn will provide their employers with an educated, highly skilled workforce. The ultimate goal of our efforts, outlined in the initiatives provided in our ISMP 2014-2020, is to elevate the quality of life for residents of Guam and the region through sustainable, progressive employment opportunities.

Senseramente,

Mary a.y. Okada

Mary A.Y. Okada, Ed.D.
President

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

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

Sinangan Misión (Chamorro translation):
Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guåguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

CORE VALUES

GCC's strength and success are driven by the following values:

1 Diversity:
We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

2 Accountability:
We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

3 Service:
We support and recognize service at all levels of the College. We strive to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

4 Integrity:
We hold high standards of character and integrity as the foundation upon which the College is created.

5 Learning-Centered:
We foster intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.

6 Student-Focused:
We are committed to education, inquiry and service in order to meet our students' ever growing and changing needs. We promote lifelong learning, civic and social responsibility, leadership, and career growth.

GOALS

At Guam Community College, the following four goals will direct our critical steps in achieving overall excellence in career and technical workforce development for the years 2014 through 2020:

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.

GOAL 1

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.

There has been increasing emphasis in recent years on moving away from traditional teaching toward student-centered learning. The student-centered model of teaching requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, different abilities and talents. Learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior experience and knowledge.

Learning relies upon how well teachers and students interact personally. A teacher's recognition of student identities and a student's recognition of a teacher's leadership in learning are both needed for effective learning. Building upon the reciprocal recognition of students and teachers as partners in a shared venture, students come to learn how teaching can be done effectively in various ways, and teachers come to understand how learning variously occurs. To achieve the goal of providing a student-centered educational experience that fosters retention and success, two specific initiatives are included in the ISMP.

INITIATIVE ①

Incorporate the student-centered learning model into the curriculum and the classroom:

The student-centered learning curriculum must be designed to focus on the students' needs, abilities, interests, and learning styles, placing the teacher as a facilitator of learning. Student-centered learning allows students to actively participate in discovery learning processes from an autonomous point of view and engage in hands-on problem solving where they can draw their own conclusion, or develop their own learning based on self-direction. Creating a student-centered classroom environment is not considered an easy task. Studies reveal that one of the most complex factors in a student-centered classroom is that of maintaining balance. Student-centered teaching methods shift the focus of activity from the teacher to the learner. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. The success in teaching depends on the student's desire to learn. Faculty need to present subject matter content in meaningful contexts that can integrate critical thinking, problem-solving, discovery, definition of tasks and accomplishment of those tasks.

INITIATIVE ②

Strengthen the professional development support for faculty to effectively implement the student-centered teaching method:

Scholars and researchers continuously perform research on how to enhance and improve student success. Educational delivery methods and models (including distance learning) are constantly being studied for effectiveness and efficiency. As instructional delivery methods and models are proven to be effective, they are disseminated to the teachers for implementation in the classroom. Effective implementation of these methods and models cannot be achieved unless intensive training is provided and made available to the teachers. Faculty must be provided the opportunity to attend workshops and conferences on student-centered learning and teaching. Equally important to training is support. Support is vital in the areas of technology and logistics. The enhancement of academic programs, quality, and outcomes is dependent upon state-of-the-art technology and environmentally safe and comfortable classrooms.

Faculty must possess a deep understanding of the developmental characteristics of their students as well as understand how students learn to be effective partners in the learning process. A student-centered teacher is trained to design learning experiences that explicitly link essential concepts and skills to students' current understanding and natural curiosity about the topics being presented. The student-centered teacher helps students discover the power of their own minds to work in their own ways to achieve success.

Guam's leader in workforce education

GOAL 2

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.

Transforming our campus into a facility conducive for learning and teaching and fostering a sense of family oriented employees committed to student access and success is dependent upon a well-developed facilities master plan. The master plan should contain building construction and renovation plans, as well as facilities improvements anticipated to meet the long-term needs of the College. The plan should be focused 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.

Equally important to a well-developed facilities master plan for student access and success is a well-developed technology master plan. The technology master plan should be developed to promote and support the efficient and effective application of computer technology to enhance the administrative operations and delivery of educational programs at the College. The master plan should include support for computing equipment, software, information, and training and support for the technical expertise to carry forward the mission of the College.

To achieve the goal of transforming our campus into a facility conducive for learning and teaching, two specific initiatives are included in the ISMP:

INITIATIVE ①

Enhance and monitor the College's facilities master plan to keep pace with institutional growth and educational projections and priorities:

The College needs to envision the facilities needs of the future to accommodate educational projections and priorities. The College must ensure that facilities are in adequate condition and capacity to accommodate current programs and distribution of class offerings. The maintenance of sufficient classrooms to meet scheduling needs and evening programs plays a critical part in providing our students with a comfortable environment that is conducive to learning.

INITIATIVE ②

Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance:

The College's participatory governance process serves as an important element in carrying out the goals and initiatives of the College's mission. The process emphasizes the broad participation of employees at all levels (i.e., administrators, faculty and staff) and students to make meaningful contributions to the planning and decision-making processes, and seeks to broaden the range of people who have access to such opportunities. The participatory governance process serves as a catalyst to generate enthusiasm for employees to be committed to providing students with access and success in accomplishing their educational goals. The employees of the College must understand their role in participatory governance in order to achieve the spirit of cooperation, collaboration, and collegiality to promote the vision, mission, and values of the College. The collaborative and effective methods of planning, implementation, and evaluation through the participatory governance process will exemplify the College's commitment to student learning and achievement, continuous improvement and institutional excellence.

Guam's leader in workforce education

GOAL 3

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 needs to enhance and strengthen its existing integrated planning, review, and evaluation processes in order to evaluate resource allocation and determine appropriate adjustments. One approach of integrating planning, review, and evaluation of resource allocation is through the development of a financial/resource allocation master plan or review of an existing master plan. The master plan should advance the fundamental objectives of the institution's strategic master plan.

The master plan should also be aligned with institutional priorities and be able to reallocate resources to those programs and activities that most closely match the priorities of promoting excellence and efficiency at all levels and place focus on the quality of the educational programs and services the College provides. To integrate planning, review, and evaluation of the College's reallocation processes, two specific initiatives are included in the ISMP:

INITIATIVE ①

Update the College's existing institutional financial/resource allocation master plan to align with the new Institutional Strategic Master Plan vision, mission, and goals:

The realization of the College's new vision, mission, and goals is dependent upon a carefully crafted and executed plan to maximize the use of available resources and increase administrative efficiency throughout all of the College's operations. Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. In updating the financial/resource master plan, state-of-the-art information technology must be utilized to ensure that institutional data is accurate and available for effective planning and decision-making processes.

INITIATIVE ②

Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process:

To evaluate the effectiveness of the College's resource allocation process, it must review and evaluate the degree to which resources are being allocated in a transparent and cost-effective manner. Evaluation and review must relate to each department's/unit's progress in meeting the institution's mission and goals. The program review process has been proven to be a valuable tool to evaluate the effectiveness of programs and services and to insure that the College keeps quality improvement at the forefront of college activities. Program review and unit assessment must be utilized as the key tools in evaluating the effectiveness of the College's resource allocation process. The program review and institutional assessment processes serve as the foundation upon which departments/units develop a platform to advocate for their needs in achieving educational excellence. Program review and assessment provide the product for data-driven information for college-wide decision-making and resource allocation.

Guam's leader in workforce education

GOAL 4

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

Within the next six years GCC needs to expand its horizons to be internationally and globally recognized as a premier higher education institution that provides quality and proven educational and workforce development programs. The College needs to invest in improving and expanding its mode of educational delivery and provide access not only on the local and regional level but also, in the immediate future, on the international level as well. In order to achieve this monumental goal, two specific initiatives are included in the ISMP:

INITIATIVE ①

Market and highlight the GCC brand:

Re-launch a strengthened branding campaign to provide awareness of the educational and workforce development programs offered at the College. Develop a marketing video showcasing the College's facilities, real time classroom action, student testimonials, technology-equipped classrooms and state-of-the-art student center and learning resource center. GCC's competitive tuition and fees as part of a two-plus-two formula for those wanting to continue their post-secondary education should also be highlighted.

INITIATIVE ②

Promote internationalizing our campus:

The quest of internationalizing our campus begins right here at GCC. GCC is a diverse campus community with faculty, administrators, staff, and students coming from different ethnic backgrounds of the neighboring islands of Micronesia, and the countries of the Philippines, Korea, China, Japan, and the Chamorro people of Guam and the Northern Marianas. Internationalizing our campus begins with implementing the following tenets and perspectives:

1. When we internationalize our campus, we learn, support, and build on the existing languages, cultures, and histories of Guam's diverse peoples;

2. When we internationalize our campus, we develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;

3. When we internationalize our campus, we construct viable and robust educational and economic regional and international partnerships; and

4. When we internationalize our campus, we fortify the college's role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.

Because of our diverse campus community, the College should set aside a day to honor and celebrate diversity. The College should research and write the history of GCC from its humble origin as the Guam Trade School in the 1950s to its transformation to a successful community college.

These initiatives are intended to improve awareness of GCC on both the national and international levels. They also serve as a strategy to increase enrollment and revenue generating opportunities and reduce financial dependence on the Government of Guam. GCC needs to pursue a variety of ways to improve and strengthen its revenue generating opportunities, including aggressive grant-writing and pursuit of endowment programs for the College. For all these initiatives, specific performance metrics are to be established to measure success in improving local, regional and international awareness of the "GCC brand."

Guam's leader in workforce education

Mailing Address
P.O. Box 23069 GMF
Barrigada, Guam

Admissions & Registration
Tel: 671.735.5531/4
Fax: 671.735.0540

Scholarships & Financial Aid
671.735.5544

Accredited by the Accrediting Commission
for Community & Junior Colleges,Western
Association of Schools & Colleges

Degrees Offered:

Associate of Science
Associate of Arts
Certificate
Diploma

Created by:
Ma. Luisa Joy Castro
GCC Visual Communications Student

Created by the Community College Act of
1977, Guam Community College offers associate
degrees, certificates and industry certification in
more than 50 fields of study. GCC offers an
apprenticeship program in partnership with over
100 island employers. The College also offers
Adult Basic Education, an Adult High School
Diploma Program, GED® testing and preparation,
and English as a Second Language courses.

Guam Community College is located
in the village of Mangilao.

Website: www.guamcc.edu

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Guam Community College
Board of Trustees

Mission Statement

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

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

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

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

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

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

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

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

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

Guam Community College Mission Statement

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

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

The mission is achieved by accomplishing the following goals:

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 conducive facility 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 process that provides 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.

Amended & Adopted: January 10, 2014; Resolution 3-2014
Amended & Adopted: May 5, 2011 (Chamorro translation)
Re-examined & Adopted: February 9, 2011; Resolution 5-2011
Adopted: March 11, 2009; Resolution 17-2009
Amended & Adopted: September 5, 2008; Resolution: 12-2008
Re-examined & Adopted: January 25, 2007; Resolution 1-2007
Adopted: February 9, 2005; Resolution 3-2005

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Personal Announcements

Number of announcements: 37

(displayed 10 per page) | << | | < | Page 1 of 4 | > | | >> |

Subject (click to display details)	Delivery Date ↓	Expiration Date	Author
☐ Learning Outcomes Committee (LOC) Meeting Dates REVISED	Feb 18, 2013	Apr 6, 2013	Jayne Therese Flores
☐ Faculty Evaluation Forms, Rubrics now available	Feb 18, 2013	Mar 25, 2013	Jayne Therese Flores
☐ Faculty Evaluation Forms, Rubrics will be available on Monday, Feb. 18 by Noon	Feb 15, 2013	Feb 22, 2013	Jayne Therese Flores
☐ Mandatory Faculty Training, Fri., March 1, 2013 @MPA	Feb 15, 2013	Mar 1, 2013	Esther A Muna
☐ Acting AVP Appointment	Feb 14, 2013	Feb 21, 2013	Esther A Muna
☐ Apply now for the Indigenous Fellows Institute June 3-7!	Feb 14, 2013	Mar 16, 2013	Jayne Therese Flores
☐ Relaxation and Stress Management Workshop	Feb 13, 2013	Feb 28, 2013	Esther A Muna
☐ Roving Administrator Schedule (Revised)	Feb 13, 2013	May 20, 2013	Bertha M Guerrero
☐ CourseStudio Training, Fri., Feb. 15th	Feb 12, 2013	Feb 19, 2013	Bertha M Guerrero
☐ Spring 2013 Contract Signing Flyer	Feb 12, 2013	Mar 19, 2013	Jayne Therese Flores

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ID: 160528
Subject: Faculty Evaluation Forms, Rubrics now available
Date: Feb 18, 2013 10:30:37 AM

GCC Faculty,

All evaluation forms and rubrics are now uploaded. Attached is a memo from Dr. Ray Somera, AVP, and Gary Hartz, Faculty Eval & Job Specs Committee Chair/GCC Faculty Union President, regarding the rubrics and summary forms.

Faculty Evaluation & Job Specs Committee informational memo

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Personal Announcements

Number of announcements: 37

(displayed 10 per page)

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Subject (click to display details)	Delivery Date ↓	Expiration Date	Author
Not only does she have talent, but also, she wins the TEAM PLAYER AWARD!	Nov 12, 2013	Nov 30, 2013	Jayne Therese Flores
Thank you from Ann Cruz	Nov 8, 2013	Dec 31, 2013	Jayne Therese Flores
Curriculum Writing Workshop - For faculty and administrators	Oct 31, 2013	Nov 22, 2013	Bertha M Guerrero
DOA announcement about health insurance rebates	Oct 31, 2013	Dec 7, 2013	Jayne Therese Flores
PDRC applications for full-time permanent faculty due Nov. 14	Oct 29, 2013	Apr 24, 2014	Jayne Therese Flores
Adjunct Faculty Announcement	Oct 23, 2013	Nov 30, 2013	Esther A Muna
CCA TracDat Workshops	Oct 23, 2013	Nov 29, 2013	Esther A Muna
Comprehensive Evidence Inventory	Oct 22, 2013	Oct 17, 2014	Marlena O.P Montagu
2013-2014 Faculty Evaluator Assignment Sheet	Oct 14, 2013	May 21, 2014	Jayne Therese Flores
Notice of Funding Availability for Program Year 2013 - applications due Nov. 18	Oct 7, 2013	Nov 19, 2013	Jayne Therese Flores

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Refresh List

ID: 161839
Subject: CCA TracDat Workshops
Date: Oct 23, 2013 11:13:27 AM

CCA TracDat Workshops

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SUNGARD
HIGHER EDUCATION

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Guam Community College

Academic Year
2013-2014
Volume 8

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guáhan

Mission

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

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

Table of Contents

AIER DISCLAIMER

The College's data information access software, known as the Operational Data Store (ODS) within the Banner System, as well as numerous administrative departments, provided the data presented in this Fact Book. In its attempt to present a comprehensive profile of the entire college, the Guam Community College Fact Book represents the best information available at this time.

AY 2013-2014 Fact Book

Guam Community College Mandate

Guam Community College (GCC) is a multi-faceted public career and technical educational institution, created by the Community College Act of 1977 (as amended by P.L. 31-99 in 2011) to strengthen and consolidate career and technical education (CTE) on Guam. The College operates secondary and postsecondary CTE programs, adult and continuing education, community education, and short-term specialized training, as dictated by community and industry needs. These programs are delivered both on and off-campus, in satellite programs at Guam's public high schools and on site at businesses as needed. The College also serves as the State Agency for Career and Technical Education under the United States Vocational Education Act of 1946, 1963, and subsequent amendments. The College offers over 50 programs of study, and prepares students for entry-level employment in career and technical fields or transfer to four-year institutions of higher education. 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®) Testing Program preparation and testing, and an Adult High School Diploma program.

Vision

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

Mission

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

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

Accreditation

GCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). It has been continuously accredited since 1979 by ACCJC/WASC. Documents describing the accreditation of the College may be examined at the Academic Vice President's office. The Registrar may also be contacted for further information or to make arrangements to examine the accreditation documents. With the recommendation of the Curriculum Review Board of the American Association of Medical Assistants (AAMAE), GCC's Medical Assisting program has also been accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) since 2003.

An eleven-member team visited the College on March 19-22, 2012 and as a result of this visit, the College's accreditation was reaffirmed through the year 2018, which is the maximum allowable period.

Faculty and Facilities

The College faculty are well qualified by their education, experience and industry certifications to offer courses and programs of study which achieve the mission of the College. Faculty credentials are found at the back of the Academic Year 2013-2014 Catalog published by the College in both print and online formats.

The College is located in the village of Mangilao on a 32.75 acre-campus. Standard classroom facilities are housed in permanent concrete buildings. Metal buildings are used primarily for career and technical education shop facilities. In the past seven years, several major capital improvement projects to expand and improve the College's facilities included the construction of new buildings and the renovation of existing ones.

The Anthony A. Leon Guerrero Allied Health Center opened on December 21, 2009, and was used for the first time in January 2010. The two-story, 22,000 square foot facility houses two lecture halls, a computer lab for nursing students, two science labs, two nursing classrooms, two nursing labs, one administration lab, one clinical lab, one simulated hospital classroom, one conference room, and faculty and staff facilities. The total cost of construction for the Allied Health Center was $4.03 million. The Allied Health Center houses GCC's Practical Nursing and Medical Assisting programs, as well as science courses with laboratory components.

The LEED-Gold certified Learning Resource Center opened on December 10, 2010 and is the first LEED-certified building for the Government of Guam. The total cost of construction for the LRC was $4.3 million, while furniture and equipment costs were approximately $900,000. The building was funded through grants from the U.S. Departments of Education, Interior, Energy, and Agriculture, as well as the GCC Foundation Board of Governors, which provided the money for the architectural and engineering design of the building.

A new Student Center, the third new building constructed on the GCC campus within a three-year span, was built adjacent to the Learning Resource Center and opened in December 2011. The Center consists of a two-story, 22,000 square foot facility that includes a plaza and student square, a student lounge, meeting rooms, and energy efficient photovoltaics installed on its roof.

The completely renovated GCC Foundation Center opened on November 5, 2012. The Center is a two-story 21,000 square foot building with classrooms and testing rooms for Adult Basic Education, Adult Secondary Education, and English as a Second Language courses. The building also includes an expanded College Bookstore and a café for students.

The renovation and upgrade of Building 200 began in July 2013 and is expected to be completed in September of 2014. It will be a two-story, 22,600 square foot concrete structure containing ten classrooms/labs, a study room and an exercise room.

In its continuing efforts to expand and improve facilities, the College began the architecture and engineering design for the renovation and expansion of Building 100 in July 2013; and, the expansion of the Director Gregorio Guevara Perez Crime Lab which will include a classroom for the GCC Criminal Justice Program's Forensic Lab Technician concentration and a DNA lab for the Guam Police Department is also in the planning stages.

All four of GCC's new buildings were designed by Taniguchi Ruth Makio Architects as part of the College's Physical Master Plan. The College's Physical Master Plan (2009-2014) projects the growth of the College over a 5-year and 10-year period.

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General Information: GCC Programs of Study

Associate of Arts
Culinary Arts
Education
Interdisciplinary Arts and Sciences

Associate of Science
Accounting
Automotive Service Technology
Civil Engineering Technology
Computer Networking
Computer Science
Criminal Justice
Early Childhood Education
Emergency Management
Food & Beverage Management
Hotel Operations & Management
Marketing
Medical Assisting
Office Technology
Pre-Architectural Drafting
Supervision & Management
Surveying Technology
Tourism & Travel Management
Visual Communications

Certificate
Automotive Service Technology
Computer Aided Design & Drafting
Computer Science
Construction Technology
Criminal Justice
Early Childhood Education
Education
Emergency Management
Family Services
Fire Science Technology
Medical Assisting
Medium/Heavy Truck Diesel Technology
Office Technology
Practical Nursing
Pre-Nursing
Supervision & Management
Surveying Technology

Continuing Education & Lifelong Learning

GCC Career and Technical Education

Programs in GDOE High Schools
Health Careers & Sciences (GWHS,JFKHS,SHS,SSHS)
Automotive (Collision Repair & Refinishing Technology)
(GWHS,SHS)
Automotive (Automotive Technology)
(GWHS,JFKHS,SHS,SSHS,OHS)
Construction Trades (Carpentry) (GWHS,JFKHS,SSHS,OHS)
Construction Trades (AutoCAD) (GWHS)
Electronics-Computer Networking
(GWHS,JFKHS,SHS,SSHS,OHS)
Marketing (GWHS,JFKHS,SHS,SSHS,OHS)
Tourism (Lodging Management Program)
(GWHS,JFKHS,SSHS,OHS)
Tourism (Prostart) (GWHS,JFKHS,SHS,SSHS)
Visual Communications (GWHS)

General Education Development

Adult High School

Apprenticeship
A/C and Refrigeration Mechanic
Auto Body Repairer
Automobile Mechanic
Biomedical Technician
Boiler Operator
Carpenter
Cement Mason
Chief of Party
Child Care Development Specialist
Computer Operator
Computer Programmer
Construction Equipment Mechanic
Cook
Construction Craft Laborer
Cosmetologist
Crime Scene Technician
Diesel Mechanic
Drafter, Civil
Drafter, Structural
Electrical Technician
Electrician
Electrician Meter Repairer
Electrician, Ship
Electrician, Substation
Electronic Technician
Financial Management
Geospatial Specialist
Graphic Designer
Heating & A/C Installer Servicer
Heavy Mobile Equipment Mechanic
Information Management
Inspector Building
Instrument Technician
Insulation Worker
IT Generalist
Line Installer Repairer
Lineman
Machinist
Maintenance Building Repairer
Maintenance Mechanic
Marine Machinery Mechanic
Office Manager/Administrative Services
Operating Engineer (Heavy Equipment Operator)
Painter
Pipefitter
Plumber
Power Plant Operator
Public Relations Representative
Pump Servicer
Relay Technician
Rigger
Sheet Metal Worker
Ship Fitter
Shipwright
Surveyor Assistant, Instrument
Telecommunication Technician
Treatment Plant Mechanic
Truck Driver, Heavy
Water Treatment Plant Operator
Wastewater Treatment Plant Operator
Welder

TUITION AND FEES[1]

	Resident	Non-resident	Foreign
Tuition/Credit Hour	$130.00	$155.00	$180.00
Registration Fee	$22.00	$22.00	$22.00
Student I.D. Card	$7.00	$7.00	$7.00
Library Fee	$15.00	$15.00	$15.00
Student Activity Fee	$15.00	$15.00	$15.00
Health Fee	$15.00	$15.00	$15.00
Student Parking Fee	$15.00	$15.00	$15.00
Technology Fee	$73.00	$73.00	$73.00

Federal Student Aid
Pell Grant
Federal Work Study Program
Supplemental Education Opportunity Grant

SCHOLARSHIPS
American Association of University Women Educational
  Foundation
Asian & Pacific Islander American Scholarship Fund
Association of Government Accountants Guam Chapter
Bill Muna Foundation
Businesswoman of the Year-First Hawaiian Bank &
  Guam Business Magazine
Coca Cola Scholars Foundation
DEX Marketing Scholarship
Federated States of Micronesia
Federation of Pangasinanses on Guam
Filipino-American President's Club of Guam
Fonterra CoOperative Group Limited
GCC Foundation Scholarship Fund
Guam POST Society of American Military Engineers
  (SAME) Scholarship
Guam Society of America
Jeff Hill Memorial Scholarship
John K. Lee, Jr. Memorial Scholarship
JTB Global Foundation of Micronesia (Tourism Japanese
  Language)
Laguna Association of Guam
Micronesian Chefs Association (MCA)
QPT[3] Familia Quichocho, Pangelinan,
  Taison/Talavera/Tenorio
Rotary Club of Northern Guam
SKAL Club of Guam Hospitality Industry
Soroptimist International of Guam
Soroptimist International of the Marianas Women's
  Opportunity Award
Spero-Perez Memorial Scholarship
Take Care/GCC Allied Health Scholarship
Western Visayas College

Veterans Educational Benefits

Federal Trio Programs
Project Aim

College Access Challenge Grant Program

Student Services
Career Guidance & Counseling Services
Pre-Enrollment Counseling
English & Mathematics Placement Test
Advisement
Career Information & Guidance
Student Rights Advocacy
Personal/Social Counseling Services
Tutorial Services

Health Services

Other Services
Student Parking
Food Service
Coffee Shop
Bookstore
Student I.D. Cards

Center for Student Involvement
Leadership Development
Student Governance
Student Organizations

Educational Resources
Learning Resources Center/Library Services
Educational Services (Accommodative Services
  for Students with Disabilities)

Center for Civic Engagement

State Agency for Career & Technical and Adult Education Programs on Guam

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[1] Tuition & Fees above reflect increases, as outlined in Board of Trustees Resolution 5-2006, adopted on March 9, 2006, and re-adopted on March 10, 2011. Contact the Registrar's Office for further information

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On-Campus Technology & Facilities

Technology Center
(Building 1000)
Cisco Networking Systems Lab
CAT-5/Fiber Optics Lab
Electronics Networking
  Systems Lab
PC Repair Lab
Industry Certification Labs-2
Graphics/Web/Video Labs-3
Video/Photography Studio
Prometric/Pan Testing Lab
  (16 computers)
Lecture Halls/Presentation
  Rooms-3

Student Services &
Administration Building
(Building 2000)

A Building
Classroom Computer Labs-3
Classroom Computer Mini-Lab

C Building
Portable Classroom Computer
  Labs-2
Classroom Computer Lab
Classroom Computer Mini-
  Labs-2

D Building
Classroom Computer Labs-6

Foundation Building

Learning Resource Center
(Building 4000)
Open Computer Lab
EBSCO Database – 7,000+
  periodicals
SirsiDynix Online Scholars' Portal
  (iLibrary)
Photocopy & Printing
24/7 on-line library catalog

Student Center
(Building 5000)
Open Computer Lab

Multipurpose Auditorium

Anthony A. Leon Guerrero
Allied Health Center
(Building 3000)
Lecture Halls-2
Computer Lab
Science Labs-2
Nursing Labs-2
Administration Lab
Clinical Lab
Medical Classroom
Communication Rooms-2
Conference Room

Other Facilities
Cosmetology Lab (Building 100)
Culinary Arts Kitchen Lab (Building 400)
Trades & Industry Park (Building 500,
  600 & 900)

Terms & Acronyms

AA Associate of Arts
ABE Adult Basic Education
Adjunct Part-time faculty
AHS Adult High School
AS Associate of Science
ASE Adult Secondary Education (Adult High School)
AY Academic Year (Fall and Spring semesters)
CERT Certificate
COMPASS A computer-adaptive college placement program that uses test results to quickly evaluate incoming students' skill levels in the areas of reading, writing skills, writing essay, and math.
Completer A student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.
DCAPS Dual Credit Articulated Programs of Study
DEAL Dual Enrollment Accelerated Learning
Declared A student pursuing a specific post-secondary certificate or degree.
Enrichment Student A student who does not intend to declare a major or pursue a degree program, but who plans to complete more than 18 credit hours of postsecondary work.
FY Fiscal Year (October 1—September 30)
GED® General Education Development (GED®) Testing Program

Headcount The count of students enrolled in a given period of time (e.g. semester, annual, etc.). This can be either duplicated or unduplicated counts.
HS High School
Journeyworker Certificate Programs approved and registered with the Bureau of Apprenticeship & Training, United States Department of Labor.
Not Reported Information was not indicated on the Student Information Form.
ODS The Operational Data Store is the College's institution-wide information reporting system within the Banner system.
Other Programs For purposes of this publication, other programs include undeclared students, enrichment students and students seeking a Journeyworker Certificate, an Adult High School diploma, or industry certification.
TPS School of Trades and Professional Services
TSS School of Technology and Student Services
Undeclared A student taking courses who has not formally identified a particular degree, certificate or diploma program.
Unduplicated Enrollment Refers to students enrolled for credit with each student counted only once during the reporting period (e.g. semester, etc.), regardless of when the student enrolled.

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Postsecondary: Enrollment

Unduplicated Fall Enrollment: Eight Year Trend

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	1770	1810	1835	2220	2542	2556	2576	2727

Unduplicated Spring Enrollment: Eight Year Trend

	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Enrollment	1743	1649	1805	2154	2359	2480	2410	2452
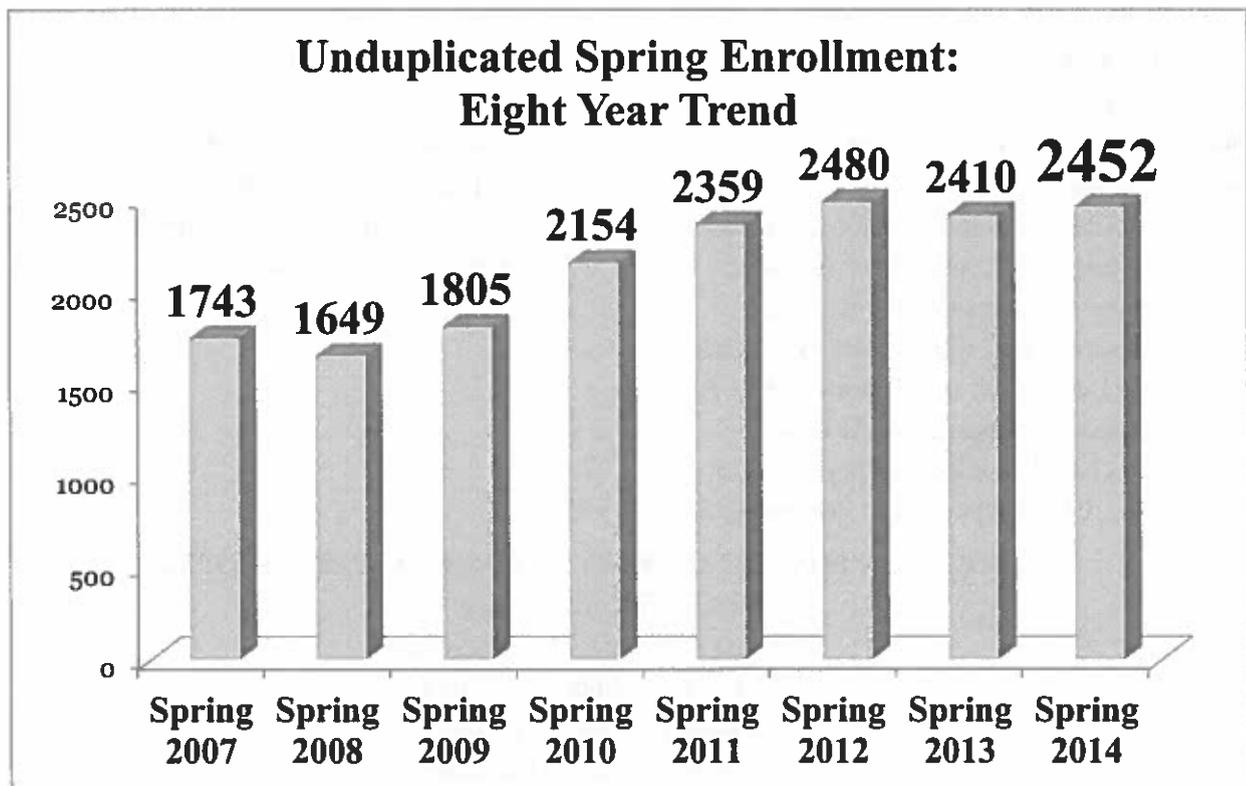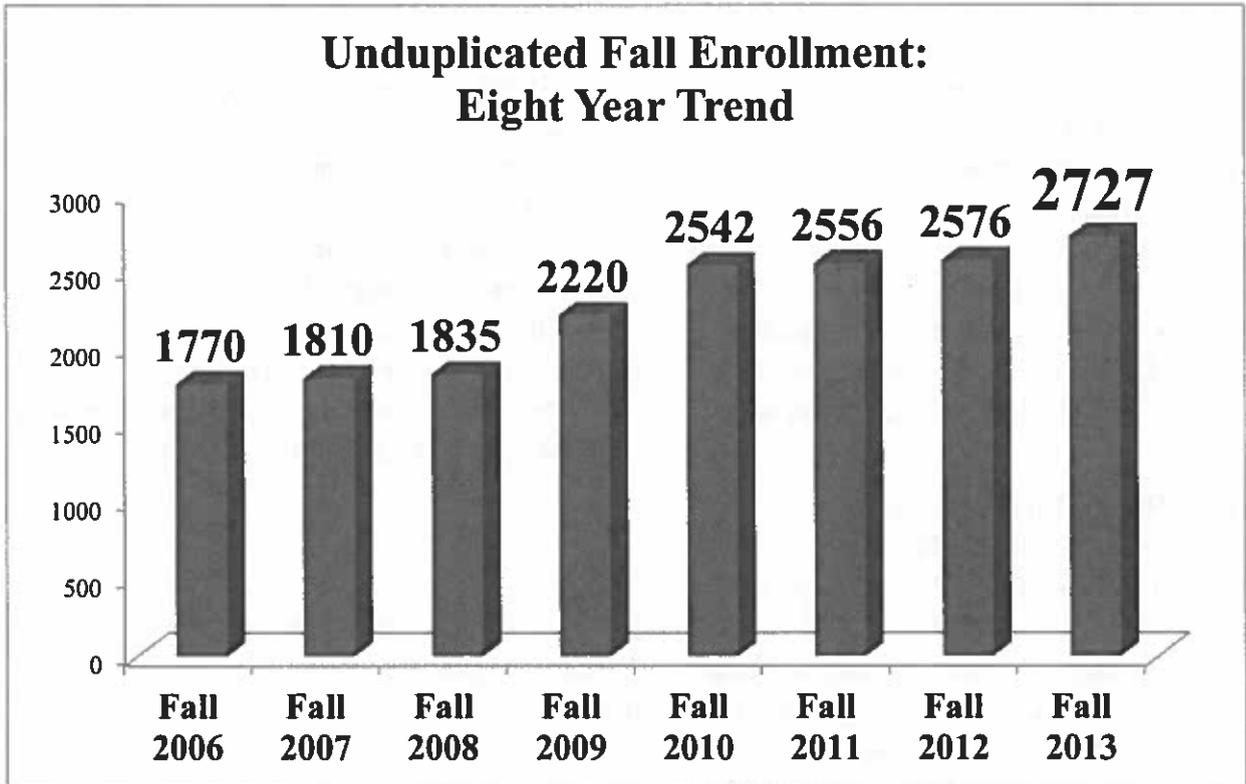
SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

Postsecondary: Enrollment By Age, Gender, and Enrollment Status

Unduplicated Enrollment By Age Group: Eight-Year Trend

AGE	Fall 2006	%	Fall 2007	%	Fall 2008	%	Fall 2009	%	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%
20 and younger	451	25%	547	30%	573	31%	708	32%	850	34%	1122	44%	1023	40%	1013	37%
21-25	575	32%	613	34%	571	31%	680	31%	786	31%	736	29%	834	32%	942	35%
26-31	290	16%	252	14%	265	15%	291	13%	359	14%	300	12%	325	13%	352	13%
32-41	270	15%	240	13%	240	13%	299	13%	304	12%	231	9%	215	8%	258	10%
42-54	137	8%	123	7%	147	8%	200	9%	189	7%	128	5%	138	5%	121	4%
55 and older	47	3%	35	2%	39	2%	36	2%	53	2%	39	1%	41	2%	40	1%
Not Reported	0	0%	0	0%	0	0%	6	0%	1	0%	0	0%	0	0%	1	0%
GRAND TOTAL	1770	100%	1810	100%	1835	100%	2220	100%	2542	100%	2556	100%	2576	100%	2727	100%

Unduplicated Enrollment By Gender: Eight-Year Trend

GENDER	Fall 2006	%	Fall 2007	%	Fall 2008	%	Fall 2009	%	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%
Female	1065	60%	1062	59%	1071	58%	1191	54%	1428	56%	1400	55%	1426	55%	1506	55%
Male	705	40%	748	41%	764	42%	1029	46%	1114	44%	1156	45%	1150	45%	1221	45%
GRAND TOTAL	1770	100%	1810	100%	1835	100%	2220	100%	2542	100%	2556	100%	2576	100%	2727	100%

Unduplicated Enrollment By Enrollment Status: Eight-Year Trend

ENROLLMENT STATUS	Fall 2006	%	Fall 2007	%	Fall 2008	%	Fall 2009	%	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%
Full-time	670	38%	695	38%	657	36%	832	37%	865	34%	858	34%	970	38%	1055	39%
Part-time	1100	62%	1115	62%	1178	64%	1388	63%	1677	66%	1698	66%	1606	62%	1672	61%
GRAND TOTAL	1770	100%	1810	100%	1835	100%	2220	100%	2542	100%	2556	100%	2576	100%	2727	100%

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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Postsecondary: Unduplicated Enrollment By Program

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AA in Culinary Arts	16	36	57	77	92	97	118	103
AA in Education	47	87	92	116	127	143	155	198
AA in Interdisciplinary Arts and Sciences[2]	42	76	107	137	148	182	194	206
Associate of Arts Grand Total*	105	199	256	330	367	422	467	507

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AS in Accounting	54	79	66	86	99	114	106	127
AS in Automotive Service Technology	11	21	31	56	72	86	80	93
AS in Automotive Tech[3]	26	16	11	3	1	-	-	-
AS in Civil Engineering Technology[4]	-	-	-	-	-	-	0	0
AS in Computer Networking	8	15	21	33	40	55	56	61
AS in Computer Science	78	71	80	92	96	110	92	92
AS in Criminal Justice	55	68	86	143	169	237	223	225
AS in Early Childhood Education	57	79	99	112	119	127	110	116
AS in Electronics Networking[5]	4	4	1	-	-	-	-	-
AS in Emergency Management[6]	-	0	0	2	5	9	9	7
AS in Food & Beverage Management[7]	-	-	-	-	14	13	12	10
AS in Hospitality Industry Mgmt[8]	51	53	59	60	-	-	-	-
AS in Hotel Operations & Management[9]	-	-	-	-	14	16	26	36
AS in Marketing	22	25	24	25	28	32	59	50
AS in Medical Assisting	94	113	113	102	97	101	98	236
AS in Office Technology	23	31	23	30	33	29	19	30
AS in Pre-Architectural Drafting[10]	-	-	-	-	7	15	23	31
AS in Sign Language Interpreting[11]	1	0	-	-	-	-	-	-
AS in Supervision & Management	27	43	43	59	76	84	81	75
AS in Surveying Technology[12]	-	-	-	-	3	4	3	2
AS in Tourism & Travel Mgmt[13]	-	-	-	-	58	62	60	73
AS in Visual Communications	19	26	43	48	48	61	68	93
Associate of Science Grand Total*	530	644	700	851	979	1155	1125	1357

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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[2] Formerly AA in Liberal Arts and AA in Liberal Studies.
[3] Program replaced with AS in Automotive Service Technology in Fall of 2006.
[4] Program was reinstituted in November of 2011.
[5] Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.
[6] Program was adopted in April of 2007 and began in Fall of 2007.
[7] From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.
[8] Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.
[9] From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.
[10] Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.
[11] Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.
[12] Program adopted in April of 2009.
[13] From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

Postsecondary: Unduplicated Enrollment By Program

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
CERT in Accounting[14]	9	4	2	2	1	-	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20	6
CERT in Automotive Tech[15]	21	13	5	2	1	1	-	-
CERT in Computer Aided Design & Drafting[16]	-	-	-	-	2	2	1	2
CERT in Computer Science	11	6	5	9	4	8	2	3
CERT in Construction Technology	0	1	0	5	18	25	26	28
CERT in Cosmetology[17]	20	19	17	33	40	35	15	3
CERT in Criminal Justice	3	21	46	15	17	24	17	17
CERT in Early Childhood Education	5	4	4	9	21	9	9	4
CERT in Education	4	5	8	3	5	2	7	2
CERT in Emergency Management[18]	-	0	0	0	2	1	1	0
CERT in Family Services[19]	-	-	-	-	-	-	-	5
CERT in Fire Science	1	0	0	1	27	4	0	4
CERT in Medical Assisting	17	21	24	34	30	21	18	31
CERT in Medium/Heavy Truck Diesel Tech[20]	-	-	-	0	0	0	0	0
CERT in Office Technology	5	4	4	3	2	0	4	2
CERT in Practical Nursing	27	24	36	42	37	23	21	22
CERT in Pre-Nursing	0	0	1	84	148	183	196	44
CERT in Sign Language Interpreting[21]	0	1	3	1	1	-	-	-
CERT in Supervision & Management	1	3	7	7	2	2	4	6
CERT in Surveying Technology[22]	-	-	-	0	0	1	0	0
CERT in Systems Technology[23]	2	10	6	3	-	-	-	-
Certificate Grand Total*	128	147	179	268	378	365	341	179

Other Programs	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Cosmetology Certificate	0	0	0	0	0	0	0	12
Criminal Justice Certificate	7	6	3	3	0	0	1	2
Nursing Assistant Certificate	0	0	0	0	0	0	0	2
Industry Certification	0	0	0	0	1	0	0	0
Adult High School Diploma (AHS)	123	53	78	91	76	83	79	94
General Educational Development (GED®)	20	2	0	5	1	0	3	1
Enrichment	0	0	1	5	2	1	0	0
Journeyworker Certificate	65	91	111	194	184	155	113	139
Undeclared	792	668	507	473	554	375	447	434
Other Programs Grand Total*	1007	820	700	771	818	614	643	684

*Includes duplicated student enrollment across the eight-year timeframe.
SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

[14] Program archived in May of 2006; however, one student remains continuously enrolled.
[15] Program replaced with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled.
[16] Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.
[17] Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.
[18] Program adopted in April of 2007 and began in Fall of 2007.
[19] Program reinstituted in February of 2013.
[20] Program adopted in July of 2009.
[21] Program archived in September of 2008; however, one student remains continuously enrolled.
[22] Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.
[23] Program archived in April of 2009.

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Population By Ethnicity: Eight-Year Trend

ETHNICITY	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Am. Indian or Alaskan Native	0	1	3	2	2	4	4	6
Asian or Pacific Islander-Asian Indian	10	5	4	5	3	1	1	5
Asian or Pacific Islander (API)	7	10	12	12	7	6	7	7
API -Chamorro	784	802	904	1127	1204	1201	1144	1256
API -Chinese	18	14	12	18	25	20	21	21
API -Chuukese	138	139	100	121	144	156	122	118
API -Filipino	546	565	578	665	840	872	969	984
API -Japanese	23	25	24	31	34	23	16	11
API -Korean	35	26	20	15	18	25	22	27
API -Kosraean	8	4	2	5	6	9	5	9
API -Marshallese	4	1	1	3	4	5	6	5
API -Palauan	23	40	31	43	53	42	36	58
API -Pohnpeian	17	14	7	17	23	32	42	36
API -Vietnamese	3	1	5	2	3	7	3	2
API -Yapese	28	34	22	32	27	34	55	50
Black Non-Hispanic	16	19	12	12	19	18	17	24
Hispanic	17	14	15	16	14	14	14	13
White Non-Hispanic	66	60	43	50	64	52	54	61
Not Reported	27	36	40	44	52	35	38	34
Grand Total	1770	1810	1835	2220	2542	2556	2576	2727

Five Largest Ethnic Groups (Eight Year Total)

Asian or Pacific Islander-Palauan	326
White Non-Hispanic	450
Asian or Pacific Islander-Chuukese	1038
Asian or Pacific Islander-Filipino	6019
Asian or Pacific Islander-Chamorro	8422

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

Course Completion Rates (Eight-Year Trend); DCAPS; DEAL

Successful Course Completion: Eight-Year Trend

OUTCOMES	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Earned Credit for the course	3209	2840	2958	4347	5111	4538	4905	5410
No Credit, but successfully completed course	9	349	342	476	440	598	681	636
TOTAL Successful Outcomes	3218	3189	3300	4823	5551	5136	5586	6046
Total Registrations	5282	5258	5321	6284	7274	8215	7546	8114

Successful Course Completion Percentages (Eight Year Trend)

2006 Fall	2007 Fall	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall
60.92%	60.65%	62.02%	76.75%	76.31%	62.52%	74.03%	74.51%
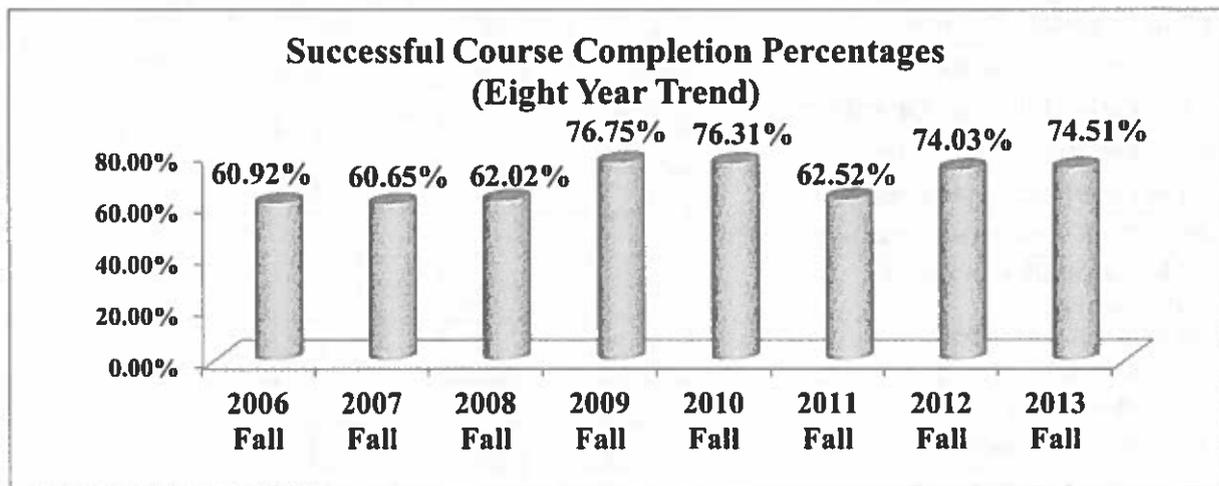
Dual Credit Articulated Programs of Study (DCAPS)·

	AY 2011-2012	AY 2012-2013
Dual Credit Articulated Programs of Study (DCAPS)[24]	9	39

Dual Enrollment Accelerated Programs of Study (DEAL)·

	AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013
Dual Enrollment Accelerated Programs of Study (DEAL)[25]	5	11	10	4

SOURCE: Admissions & Registration Office, Academic Vice President's Office, Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

[24] Under the Dual Credit Articulated Programs of Study (DCAPS), students enrolled in GCC's Career and Technical Education courses in the five Guam public high schools can earn college credit in GCC postsecondary programs if they earn a grade of "B" or better in these CTE programs. The DCAPS program was implemented in the spring of 2012.

[25] GCC's Dual Enrollment Accelerated Learning (DEAL) program allows eligible students to enroll in college courses concurrently with high school courses to receive both high school and college credit simultaneously. GCC has DEAL program agreements with Guam's five public high schools, with Father Duenas Memorial School, and with the Home School Association of Guam. The DEAL program course articulation became effective in the spring of 2010. More private schools on Guam are interested to join the program in the upcoming academic year.

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Completers: Degree (Conferral) Eight-Year Trend

Associate of Arts Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
AA in Culinary Arts	1	1	0	2	9	6	9	10	38
AA in Education	3	0	6	7	20	16	14	15	81
AA in Interdisciplinary Arts & Sciences	3	6	4	1	5	5	8	9	41
Associate of Arts Grand Total	7	7	10	10	34	27	31	34	160

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
AS in Accounting	7	4	11	7	9	8	5	10	61
AS in Automotive Service Technology	0	0	0	0	3	3	4	3	13
AS in Automotive Tech[26]	3	1	1	1	2	0	-	-	8
AS in Computer Networking	0	0	1	3	1	3	7	3	18
AS in Computer Science	11	8	6	6	8	8	6	4	57
AS in Criminal Justice	4	5	14	14	11	21	12	11	92
AS in Early Childhood Education	12	9	6	10	17	20	13	15	102
AS in Electronics Networking[27]	0	0	1	-	-	-	-	-	1
AS in Emergency Management[28]	-	-	0	0	1	0	0	1	2
AS in Food & Beverage Management[29]	-	-	-	-	-	0	6	1	7
AS in Hospitality Industry Management[30]	2	1	5	2	3	4	-	-	17
AS in Hotel Operations & Management[31]	-	-	-	-	0	0	1	0	1
AS in Marketing	4	3	0	2	2	2	1	6	20
AS in Medical Assisting	15	9	11	5	12	13	9	24	98
AS in Office Technology	4	0	1	3	3	3	1	2	17
AS in Pre-Architectural Drafting[32]	-	-	-	-	0	0	0	0	0
AS in Sign Language Interpreting[33]	1	0	0	-	-	-	-	-	1
AS in Supervision & Management	6	6	11	0	5	8	4	8	48
AS in Surveying Technology[34]	-	-	-	0	0	0	0	0	0
AS in Tourism & Travel Management[35]	-	-	-	-	3	0	2	1	6
AS in Visual Communications	0	7	0	2	3	6	6	6	30
Associate of Science Grand Total	69	53	68	55	83	99	77	95	599

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

[26] Program replaced with AS in Automotive Service Technology in Fall of 2006
[27] Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.
[28] Program was adopted in April of 2007 and began in Fall of 2007.
[29] From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.
[30] Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.
[31] From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.
[32] Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.
[33] Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.
[34] Program adopted in April of 2009.
[35] From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

Completers: Certificate and Other Programs (Conferral) Eight-Year Trend

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
CERT in Accounting[36]	0	0	6	0	1	0	-	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	1	4
CERT in Automotive Tech[37]	3	2	1	-	-	-	-	-	6
CERT in Computer Aided Design & Drafting[38]	-	-	-	-	0	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	0	10
CERT in Construction Technology	0	1	0	0	0	0	0	0	1
CERT in Cosmetology	1	0	0	1	0	0	0	1	3
CERT in Criminal Justice	21	2	11	35	11	7	9	4	100
CERT in Early Childhood Education	4	3	2	3	3	27	1	1	44
CERT in Education	0	0	2	8	2	1	1	1	15
CERT in Emergency Management[39]	-	-	0	0	0	0	0	0	0
CERT in Fire Science	0	0	0	0	0	26	0	0	26
CERT in Medical Assisting	16	10	14	6	9	13	8	1	77
CERT in Medium/Heavy Truck Diesel Technology[40]	-	-	-	0	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	1	0	0	4
CERT in Practical Nursing	14	0	14	19	32	34	20	18	151
CERT in Pre-Nursing	0	0	0	0	0	0	3	10	13
CERT in Sign Language Interpreting[41]	0	0	0	0	0	1	-	-	1
CERT in Supervision & Management	0	0	1	0	0	0	0	0	1
CERT in Surveying Technology[42]	-	-	-	0	0	0	0	0	0
CERT in Systems Technology[43]	0	0	0	0	-	-	0	-	0
Certificate Grand Total	**65**	**21**	**53**	**73**	**59**	**112**	**43**	**37**	**463**

Other Programs	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
Criminal Justice Certificate	17	1	2	30	0	0	0	0	50
Industry Certification	0	0	0	0	0	0	0	0	0
Adult High School Diploma (AHS)	31	17	12	14	22	13	20	19	148
General Educational Development (GED®)	124	171	138	190	111	109	127	166	1136
External Diploma Program (EDP)[44]	0	0	0	0	2	1	-		3
Journeyworker Certificate	16	0	1	40	35	21	51	54	218
Other Programs Grand Total	**188**	**189**	**153**	**274**	**170**	**144**	**198**	**239**	**1555**

	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	Grand Total
COMPLETIONS TOTAL	**329**	**270**	**284**	**412**	**346**	**382**	**349**	**405**	**2777**

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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[36] Program archived in May of 2006; however, one student remained continuously enrolled until AY2011.
[37] Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remained continuously enrolled until AY2008.
[38] Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.
[39] Program adopted in April of 2007 and began in Fall of 2007.
[40] Program adopted in July of 2009.
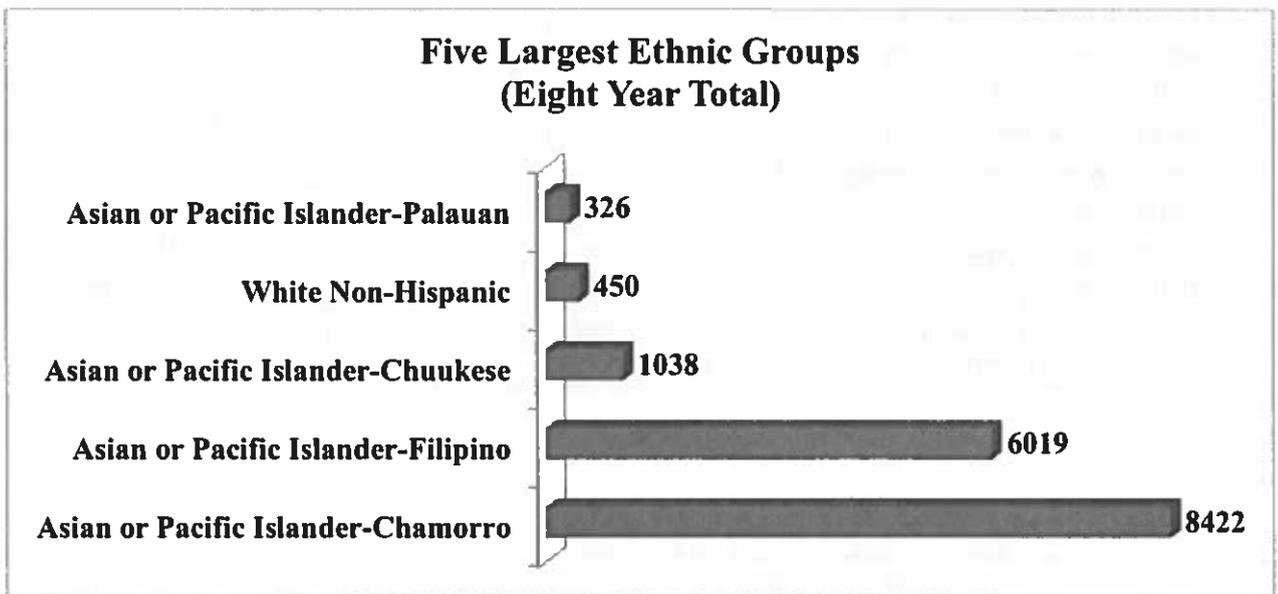[41] Program archived in September of 2008; however, one student remained continuously enrolled until AY2011.
[42] Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.
[43] Program archived in April of 2009.
[44] Program discontinued in Fall of 2009; there have been no new registrations.

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Persistence Rates: Fall to Spring, Spring to Fall

Fall to Spring (Eight-Year Trend)

	Spring 2007	%	Spring 2008	%	Spring 2009	%	Spring 2010	%	Spring 2011	%	Spring 2012	%	Spring 2013	%	Spring 2014	%
Persistence Total	1104	62%	1089	60%	1189	65%	1508	68%	1596	63%	1695	66%	1749	68%	1837	67%
Fall Enrollment (Preceding)	1770		1810		1835		2220		2542		2556		2576		2727	
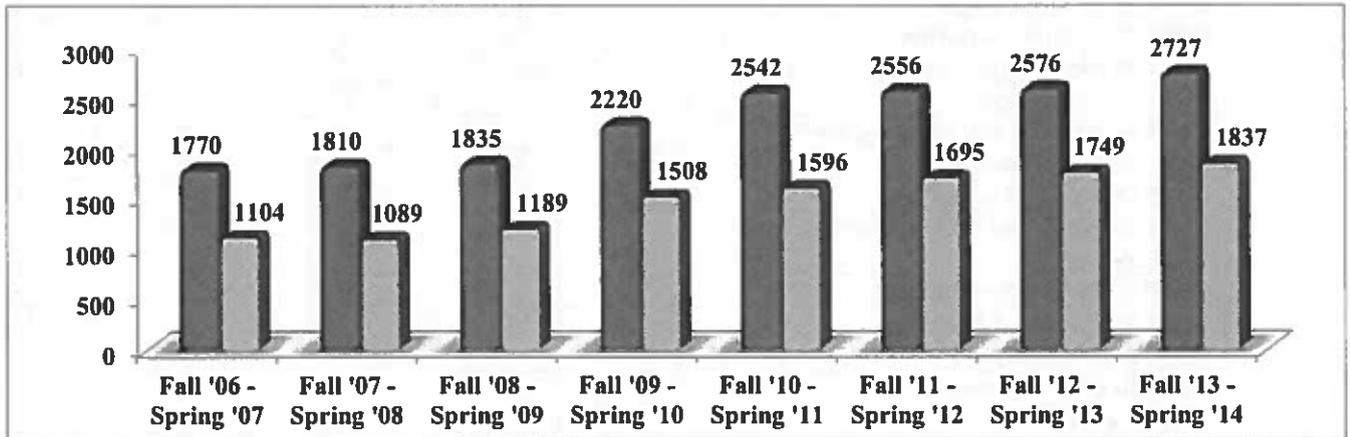
Spring to Fall (Seven-Year Trend)

	Fall 2007	%	Fall 2008	%	Fall 2009	%	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%
Persistence Total	941	54%	907	55%	1079	60%	1289	60%	1451	62%	1389	56%	1511	63%
Spring Enrollment (Preceding)	1743		1649		1805		2154		2359		2480		2410	
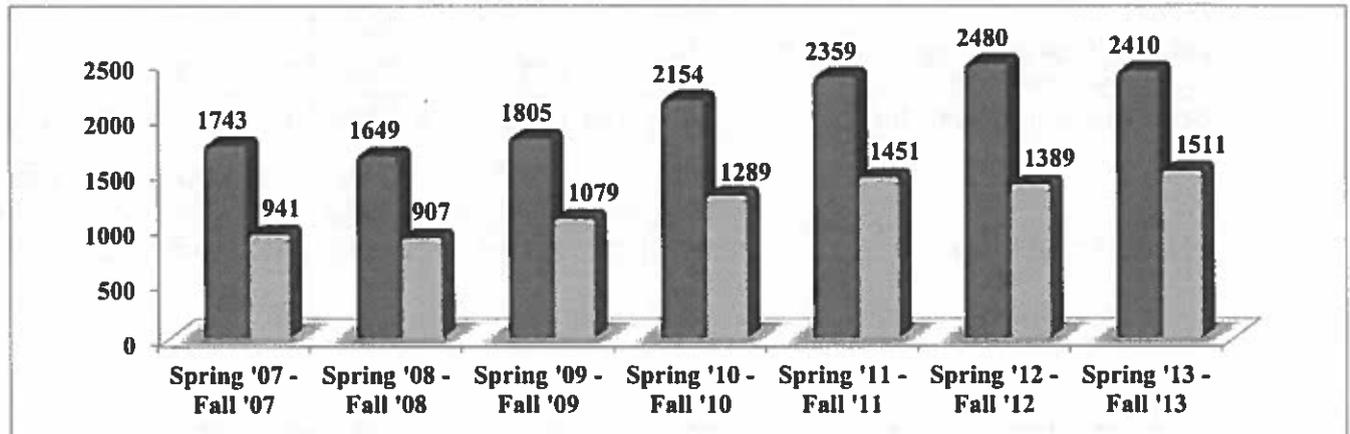
Fall to Spring persistence rate is the percentage of GCC students who were enrolled in the Fall semester and continued to be enrolled in the next Spring semester (Fall to Spring). Spring to Fall persistence rate is the percentage of GCC students who were enrolled in the Spring semester and continued to be enrolled in the next Fall semester (Spring to Fall).

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

Retention Rate: Fall to Fall, Spring to Spring

Fall to Fall (Eight-Year Trend)

Degree Program	Fall 2006	%	Fall 2007	%	Fall 2008	%	Fall 2009	%	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%
Associate of Arts	22	1%	49	3%	101	6%	154	8%	174	8%	196	8%	224	9%	270	10%
Associate of Science	199	11%	223	13%	294	16%	364	20%	460	21%	527	21%	574	22%	697	27%
Certificate	45	2%	48	3%	55	3%	65	4%	129	6%	160	6%	176	7%	103	4%
Diploma	109	6%	62	4%	13	1%	29	4%	28	1%	24	1%	27	1%	23	1%
Journeyworker Certificate	19	1%	29	2%	44	2%	73	4%	111	5%	107	4%	59	2%	64	2%
Undeclared	352	20%	312	18%	226	12%	168	9%	145	7%	140	6%	98	4%	122	5%
Grand Total	746	41%	723	41%	733	40%	853	46%	1047	47%	1154	45%	1158	45%	1279	50%
Previous Fall Semester Enrollment	1801		1770		1810		1835		2220		2542		2556		2576	
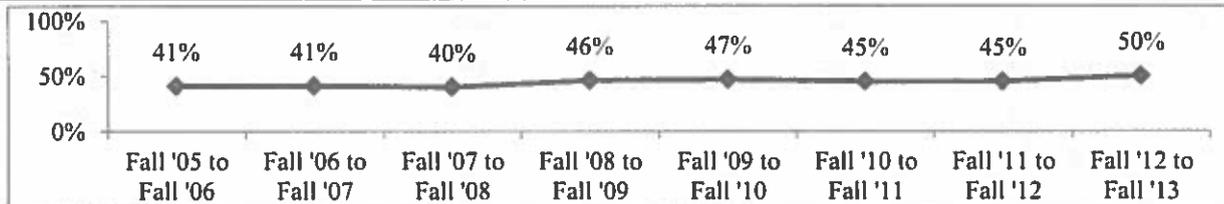
Spring to Spring (Seven-Year Trend)

Degree Program	Spring 2008	%	Spring 2009	%	Spring 2010	%	Spring 2011	%	Spring 2012	%	Spring 2013	%	Spring 2014	%
Associate of Arts	82	5%	109	7%	131	7%	163	8%	203	9%	200	8%	264	11%
Associate of Science	371	21%	360	22%	384	21%	496	23%	577	24%	565	23%	644	27%
Certificate	62	4%	75	5%	80	4%	110	5%	152	6%	157	6%	106	4%
Diploma	13	1%	24	1%	24	1%	22	1%	29	1%	25	1%	15	1%
Journeyworker Certificate	86	5%	67	4%	81	4%	104	5%	80	3%	56	2%	67	3%
Undeclared	98	6%	106	6%	129	7%	64	3%	89	4%	83	3%	119	5%
Grand Total	712	41%	741	45%	829	46%	959	45%	1130	48%	1086	44%	1215	50%
Previous Spring Semester Enrollment	1743		1649		1805		2154		2359		2480		2410	
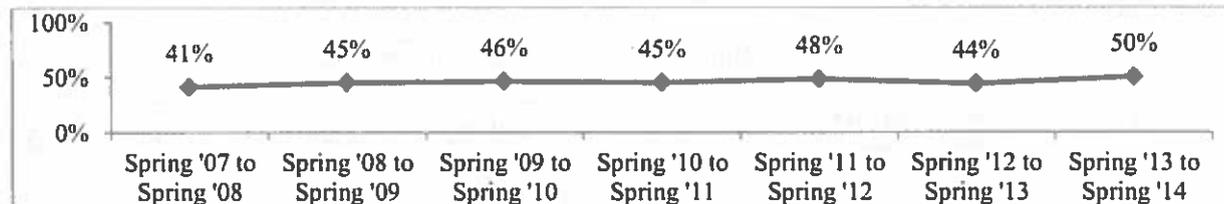
Fall to Fall Retention rate is the percentage of GCC students who were enrolled in a given Fall semester and were also enrolled in the next Fall semester (Fall to Fall). Spring to Spring retention rate is the percentage of GCC students who were enrolled in a given Spring semester and were also enrolled in the next Spring semester (Spring to Spring).

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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Student Learning Outcomes (SLOs)

Student Learning Outcomes describe the central goals that students will have attained by the end of a course or program. In essence, SLOs encapsulate the knowledge, skills, and attitudes that students are expected to learn from their respective programs. They answer the questions "What do students know?" (cognitive domain), "What do they think and value?" (affective domain), and "What can they do?" (behavioral domain). SLOs require students to synthesize many discrete skills or areas of content, and to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work.

Percentage of courses with SLOs being assessed within programs

75.42%

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2014	415	415	100.00
Spring 2013 Catalog	414	418	99.04
Spring 2012 Catalog	400	402	99.50
Spring 2011 Catalog	384	396	96.97
Fall 2010 Catalog	384	396	96.97
Spring 2010 Catalog	250	412	60.68
Fall 2009 Catalog	181	350	51.71
Spring 2009 Catalog	70	375	18.67
Fall 2008 Catalog	68	375	18.13
Spring 2007 Catalog	0	399	0.00
Fall 2006 Catalog	0	399	0.00

As Requirement For Program	SLO Count	Total	Percent
Associate Degree Programs	Number of courses with SLOs being assessed	192	90.14
	Number of courses within the programs	213	
Certificate Programs	Number of courses with SLOs being assessed	47	83.93
	Number of courses within the programs	56	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	74	50.68
	Number of courses within the programs	146	
Total number of courses with SLOs being assessed within programs	Number of courses with SLOs being assessed	313	75.42
Total count of courses within programs	Number of courses within programs	415	

The denominator in calculating the total number of courses with SLOs being assessed within programs is the total number of all courses within programs and excludes all archived courses as of this writing. In previously reported SLO data, the denominator included all courses listed in the College catalog. The total number of courses with SLOs being assessed includes those courses that have been assessed in the 2013-2014 academic year.
SOURCE: Assessment, Institutional Effectiveness & Research Office.

Transfer Students from GCC to UOG: Fall Semester Trends

Transfer Students from GCC to UOG[45]
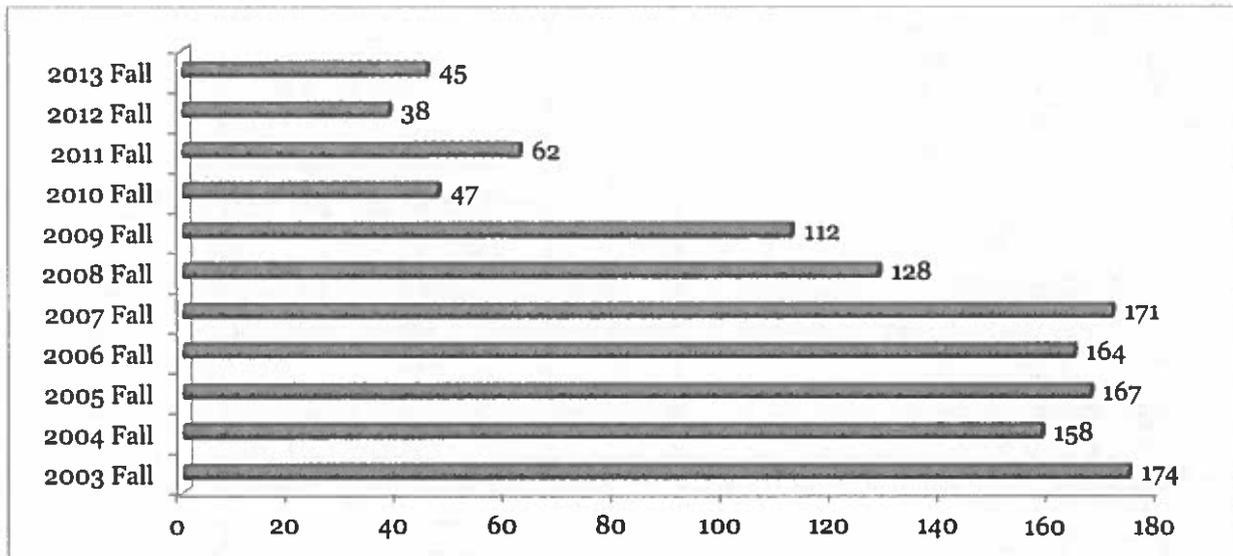
Transfer Students from GCC to UOG by Gender

Term	Total # of Transfer Students	Male	Female
2013 Fall	45	19	26
2012 Fall	38	19	19
2011 Fall	62	23	39
2010 Fall	47	15	32
2009 Fall	112	30	82
2008 Fall	128	43	85
2007 Fall	171	0	171
2006 Fall	164	0	164
2005 Fall	167	0	167
2004 Fall	158	62	96
2003 Fall	174	71	103

SOURCE: Colleague Student Information System; Academic & Student Affairs, Office of the Senior Vice President, Academic Assessment & Institutional Research, University of Guam, January 2014.

[45] UOG refers to the University of Guam, a four-year institution that has existing articulation agreements for General Education courses, non-General Education courses, and several degree programs in their entirety with Guam Community College.

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Graduates of Guam Secondary Schools (Guam Resident, New Students to GCC); Student Educational Goals

Guam High School Graduates Enrolled At GCC: New Student & Resident (Fall 2008 thru Fall 2013)

Name of Guam School*	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Academy Of Our Lady Of Guam	10	16	9	12	22	8
Asmuyao Community School	1	1	3	7	7	6
Evangelical Christian Academy	7	5	4	5	5	4
Father Duenas Memorial School	7	11	19	7	14	13
GCC Adult High School (AHS)	5	2	6	2	3	1
GCC (GED)	5	21	17	13	20	9
GCC (VocTech)	2	10	2	3	1	1
George Washington High School	90	134	171	162	173	179
Guam Adventist Academy	1	2	1	2	4	1
Guam High School (DDESS-DODEA)	4	6	5	2	16	6
Guam Home School Association HS	0	1	0	1	0	0
Guam Intl Christian Academy	0	0	1	0	0	0
Harvest Christian Academy	1	5	1	5	6	3
Inarajan High School	3	2	0	0	0	0
John F Kennedy High School	101	113	146	120	149	131
Notre Dame High School	18	40	28	30	27	19
Oceanview High School	2	3	3	1	3	2
Okkodo High School	0	26	50	92	108	81
Pacific Christian Academy	0	0	1	0	0	0
Saint Johns School	0	1	1	3	1	1
Saint Paul High School	2	11	19	15	17	20
Simon Sanchez High School	80	119	131	138	151	163
Southern Christian Academy Guam	1	1	0	1	2	6
Southern High School	46	75	71	69	70	99
Temple Christian School	0	0	0	2	1	1
Trinity Christian School	1	1	1	1	0	0
TOTAL for New Students to GCC from Guam high schools with RESIDENT status, ALL AGES	387	606	690	693	800	754

*NOTE: Last high school attended as reported by student.

Student Educational Goals (Fall 2008 thru Fall 2013)

Student Educational Goals*	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Complete Adult High School	19	90	67	57	62	67
Complete External Diploma					2	
Earn Associate of Science/Art	378	1169	1222	1571	1601	1687
Earn Bachelors after AA/AS	15	95	81	76	162	193
Earn Certificate	45	234	165	169	153	150
Earn GED®		36	6	14	16	19
Employment Upgrade	4	20	12	3	6	9
Full College Admissions	19	87	48	36	34	49
Industry Certificate				1	1	14
Journeyworker Certificate	44	175	165	181	175	200
Military		2	3	3	3	2
Personal Enrichment	34	114	52	33	25	19
Skills Enrichment	1	14	11	6	11	19
Teacher's Certification	2	4	3		4	3
Transfer Credits	15	34	40	36	67	56
TOTAL	576	2074	1875	2186	2322	2487

*NOTE: Self-reported data included on the Student Information Form.

SOURCE: GCC Operational Data Store within the Banner system as of January 2014.

COMPASS Placement Testing: English & Math (Nine-Year Trend)

English Placement: AY 2006 to AY 2014

ENGLISH PLACEMENT[46]	EN100B	EN100R	EN100RW	EN100W	EN110	Grand Total
AY 2005-2006	93	49	161	767	204	1274
AY 2006-2007	90	58	194	833	99	1274
AY 2007-2008	58	41	196	816	113	1224
AY 2008-2009	58	66	243	1166	141	1674
AY 2009-2010	63	68	272	1304	191	1898
AY 2010-2011	45	41	162	836	138	1222
AY 2011-2012	51	56	290	459	279	1135
AY 2012-2013	43	69	270	336	337	1055
AY 2013-2014	46	56	276	443	292	1113
Grand Total	**547**	**504**	**2064**	**6960**	**1794**	**11,869**

English Placement Test Results for AY 2013-2014

Developmental English **74%** — College Level English **26%**

Math Placement: AY 2006 to AY 2014

MATH PLACEMENT[47]	MA085	MA095	MA108	MA110A	MA161A	MA161B	Grand Total
AY 2005-2006	337	286	141	7	8	10	789
AY 2006-2007	411	317	61	2	2	12	805
AY 2007-2008	344	294	87	1	2	10	738
AY 2008-2009	431	396	82	1	3	6	919
AY 2009-2010	456	416	103	5	3	8	991
AY 2010-2011	267	287	70	2	0	10	636
AY 2011-2012	463	504	146	31	12	18	1174
AY 2012-2013	423	514	164	27	13	14	1155
AY 2013-2014	494	448	141	29	5	20	1137
Grand Total	**3626**	**3462**	**995**	**105**	**48**	**108**	**8344**

Math Placement Test Results for AY 2013-2014

College Level Math **5%**

Developmental Math **95%**

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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[46] English placement test scores are valid for two years.
[47] Math placement test scores are valid for two years.

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Secondary: SY 2013-2014 Total Population in GCC Programs
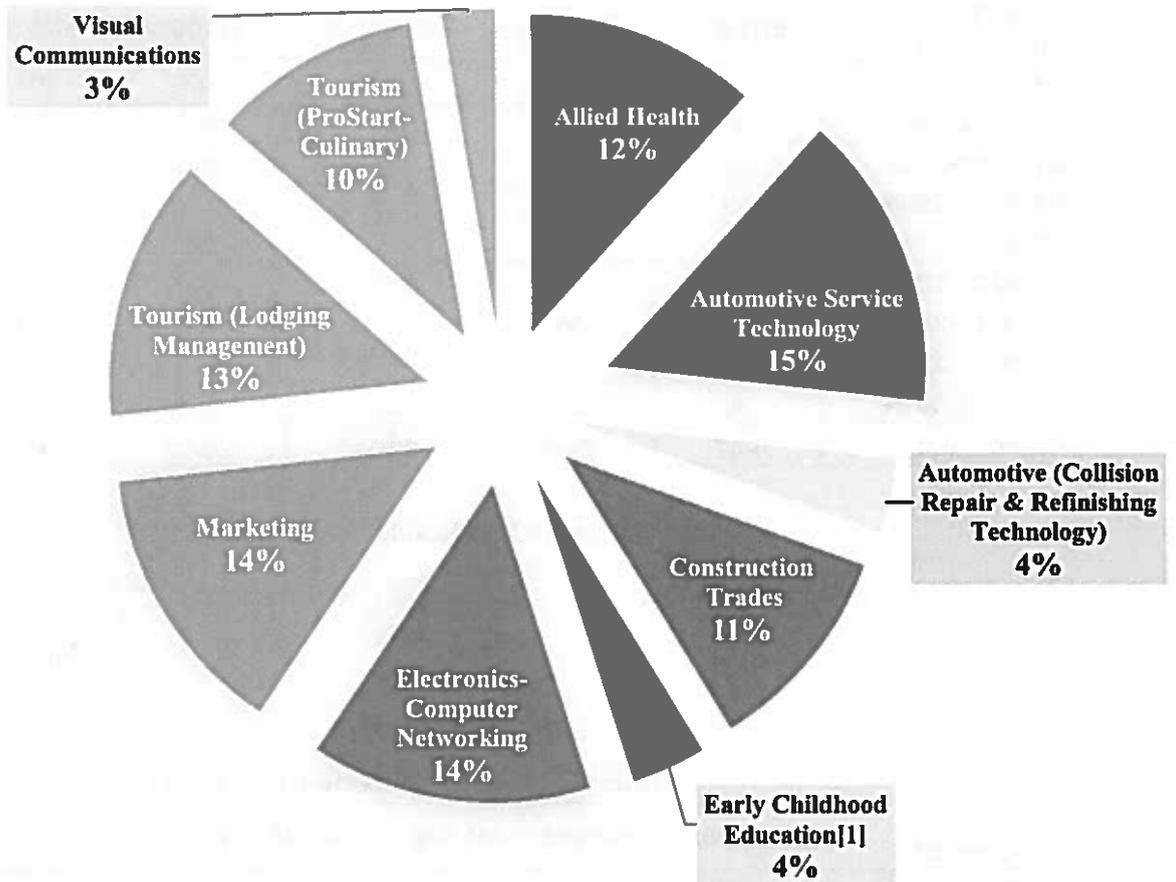
Program	GWHS	JFKHS	OHS	SHS	SSHS	Grand Total
Allied Health	76	77	-	71	51	**275**
Automotive Service Technology	91	64	58	96	44	**353**
Automotive (Collision Repair & Refinishing Technology)	57	-	-	33	-	**90**
Construction Trades	92	54	58	-	49	**253**
Early Childhood Education[48]	89	-	-	-	-	**89**
Electronics-Computer Networking	61	87	80	43	64	**335**
Marketing	67	71	81	34	74	**327**
Tourism (Lodging Management)	69	79	88	-	78	**314**
Tourism (ProStart-Culinary)	76	80	-	49	45	**250**
Visual Communications	64	-	-	-	-	**64**
Grand Total*	**742**	**512**	**365**	**326**	**405**	**2350**

*Secondary enrollment numbers reflect program enrollment at the beginning of the school year.

SOURCE: School of Trades & Professional Services and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

[48] The Early Childhood Education orientation program was piloted in January 2010 and began with 77 students. This program was only offered to George Washington High School students because of its proximity to the GCC campus.

Secondary: Completers (SY2008 to SY2013)

Certificate of Mastery (SY 2008 to SY 2013)

CERTIFICATE OF MASTERY	SY 2007-2008	SY 2008-2009	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	GRAND TOTAL
George Washington High School	24	23	23	13	30	32	145
John F. Kennedy High School	33	24	39	23	40	22	181
Okkodo High School	*	7	10	21	31	31	100
Simon Sanchez High School	31	14	18	21	43	52	179
Southern High School	10	1	3	2	9	10	35
Grand Total	98	69	93	80	153	147	640

Certificate of Completion (SY 2008 to SY 2013)

CERTIFICATE OF COMPLETION	SY 2007-2008	SY 2008-2009	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	GRAND TOTAL
George Washington High School	105	100	103	72	159	100	639
John F. Kennedy High School	53	56	68	38	53	35	303
Okkodo High School	*	23	24	10	38	36	131
Simon Sanchez High School	25	50	47	60	53	44	279
Southern High School	62	79	55	51	54	48	349
Grand Total	245	308	297	231	357	263	1701

Overall Completion (SY 2008 to SY 2013)

Academic Year	Certificate of Mastery	Certificate of Completion	Total
SY2007-2008	98	245	343
SY2008-2009	69	308	377
SY2009-2010	93	297	390
SY2010-2011	80	231	311
SY2011-2012	153	357	510
SY2012-2013	147	263	410
Total	640	1701	2341

*Okkodo High School opened its doors in August 2008.

SOURCE: School of Trades & Professional Services and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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Continuing Education and Workforce Development

Overall Enrollment (2005 to 2013)

Quarterly Period (based on Fiscal Year)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
1st Quarter (October – December)	1766	1932	2074	2400	2668	2416	2776	3347
2nd Quarter (January – March)	1814	1632	3549	3309	2797	3221	4291	2549
3rd Quarter (April – June)	2554	2033	2080	2527	2954	2735	4147	2912
4th Quarter (July – September)	2894	2230	2711	2441	2631	2551	2620	2962
GRAND TOTAL	9028	7827	10414	10677	11050	10923	13834	11770

Enrollment in Continuing Education (CE) Activities (2005 to 2013)

CONTINUING EDUCATION	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Postsecondary credit offerings	1896	505	2074	1242	1816	1361	1144	838
Non-Credit offerings (CEUs)	6500	6835	3549	9066	8396	9192	12367	10495
Graduate Credit offerings[49]	632	244	2080	217	130	16	7	12
Prometric, HOST & Pan Testing (Online)	0	243	2711	152	708	354	316	425
GRAND TOTAL	9028	7827	10414	10677	11050	10923	13834	11770

SOURCE: Board Of Trustees Quarterly Reports, Continuing Education and Workforce Development Office, and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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[49] Teacher re-certification & re-classification in partnership with the University of Guam and the University of San Diego. For 2012-2013, teacher re-certification and re-classification enrollment was solely with the University of Guam.

Apprenticeship: Enrollment (October - December)

Seven-Year Trend

Enrollment By Gender

■ Female ■ Male
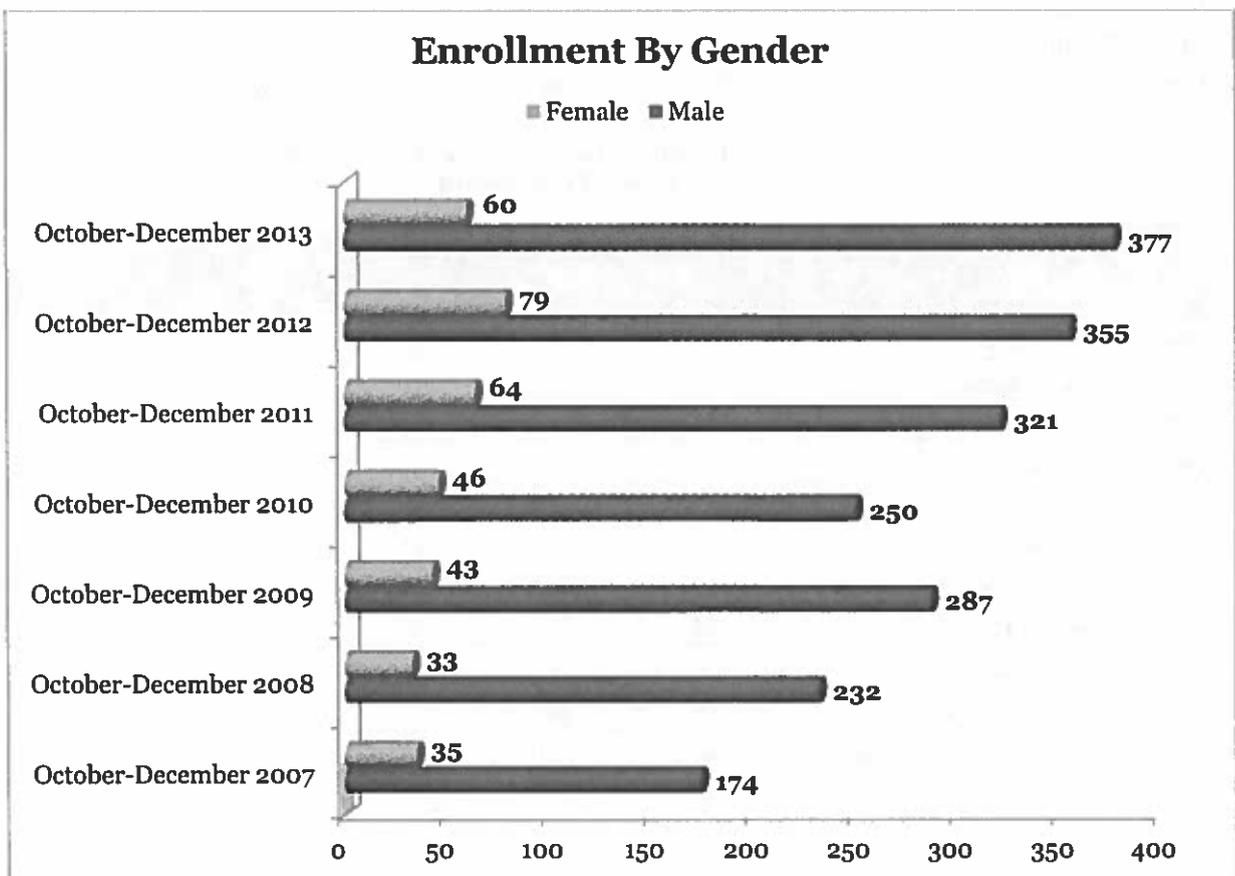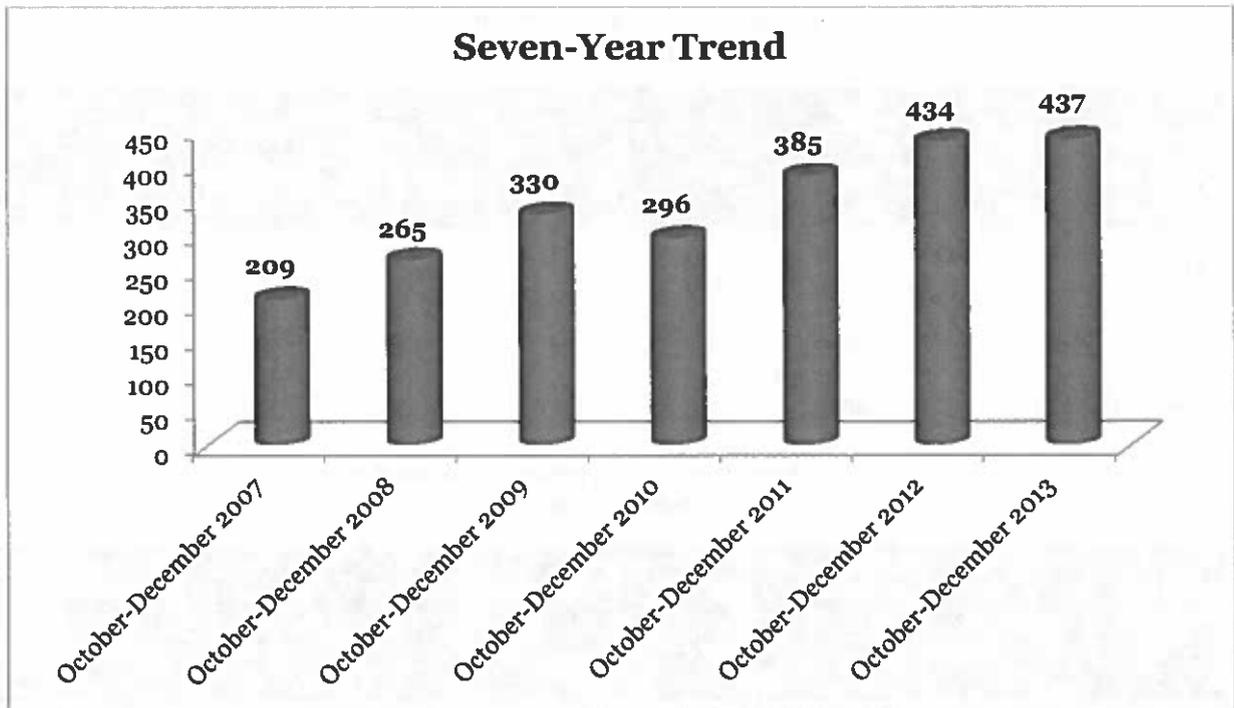
SOURCE: Apprenticeship Office and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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Apprenticeship: Total Population

Enrollment by Gender (October – December) [50]
Seven-Year Trend

Apprenticeship Enrollment (October-December)	2007	2008	2009	2010	2011	2012	2013
Male	174	232	287	250	321	355	377
Female	35	33	43	46	64	79	60
GRAND TOTAL	209	265	330	296	385	434	437

Enrollment (October – December)
Seven-Year Trend

Apprentices	October-December 2007	October-December 2008	October-December 2009	October-December 2010	October-December 2011	October-December 2012	October-December 2013
Public Sector	85	90	114	73	91	127	91
Private Sector	124	175	216	223	294	307	346
GRAND TOTAL	209	265	330	296	385	434	437

Public Sector Apprentices (October – December)
Seven-Year Trend

PUBLIC SECTOR APPRENTICES	2007	2008	2009	2010	2011	2012	2013
Dept. of Education	0	0	9	9	10	10	9
Dept. of Land Mgmt.	0	0	16	15	30	31	24
Dept. of Public Works	0	7	5	2	2	2	1
Dept. of Admin.	6	6	4	5	4	9	7
Guam Housing	0	0	0	0	2	17	2
Guam Police Dept.	0	0	24	21	14	15	7
Guam Power Authority	58	24	7	5	3	24	23
Guam Waterworks	0	24	22	5	7	2	7
Judiciary of Guam	0	0	3	4	4	5	4
Port Authority Guam	21	29	24	7	15	12	7
Grand Total	85	90	114	73	91	127	91

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[50] Apprenticeship Office, First Quarter Reports (Report as of October thru December)
SOURCE: Apprenticeship Office and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

Apprenticeship: Private Sector Apprentices (October–December 2013)

APPRENTICESHIP TRAINING PROGRAM	Total Per Employer	APPRENTICESHIP TRAINING PROGRAM	Total Per Employer	APPRENTICESHIP TRAINING PROGRAM	Total Per Employer
AAFES Car Care	3	Guam Auto Spot	2	P&E Const. Co.	2
AC Technology, Inc.	1	Guam Housing	2	P.R. Balagtas	2
Advance Elec. Serv.	0	GHURA	14	Pacific Biomedical	1
Adventist World (GCA)	1	Guam Legal Services	1	Pacific Human Res.	1
Arluis Weddling	2	Guam Plaza (GHRA)	1	Pacific Island Club (GHRA)	1
Asanoma Corp. (GCA)	3	Guam Police Dept.	7	Pacific Modair (GCA)	1
ASU Smokehouse	1	Guam Power Authority	23	Pacific Unlimited	7
Atkins Kroll	10	Guam Shipyard	0	Pacific-green	0
Auto Zone Inc.	0	Guam Waterworks	7	Perez Bros.	4
Baldyga Group	1	Gulf Copper	2	Perez Bros. (GCA)	1
Bank of Guam	0	Hard Rock Café (GHRA)	1	PMT Guam Corp.	0
B.Q. Fire Sprinklers	0	Hawaiian Rock Prod.	15	Poly Phase Elect. (GCA)	1
Barrett Plumbing	7	Helix Corp. (GCA)	1	Port Authority Guam	7
Berg Electrical (GCA)	1	Hilton Guam (GHRA)	17	Prestige Auto.	1
Bestseller Inc.	0	Horizon Lines (GCA)	1	Production Refrig. (GCA)	1
Black Construction (GCA)	2	Hotel Nikko (GHRA)	0	Rex International	1
Business Mami (Pacific Tyre)	1	Hyatt Regency Guam (GHRA)	18	RLS Services	1
Cabras Marine	17	IMCO General Co.	0	Rosendin Electric	21
Cars Plus	2	Infant of Prague	3	Sheraton Hotel (GHRA)	2
Core Tech Int'l	1	Ironwood Estates	1	Smithbridge Const. (GCA)	4
Dept. of Admin.	7	Ironwood Manor	3	Sumitomo Mitsui	4
Dept. of Education	9	J&B Modern Tech. (GCA)	0	Sweet Relief (PROA) (GHRA)	0
Dept. of Land Mgmt.	24	Jay Const. (GCA)	2	TG Engineers	4
Dept. of Public Works	1	Judiciary of Guam	4	TLC Day Care	4
Dimension Systems	0	JWS Refrigeration (GCA)	11	TriStar Terminals	3
Docomo Pacific	2	Kinden Corporation (GCA)	3	Tutujan Const. (GCA)	4
Duenas, Camacho & Assoc.	4	Lam Lam Tours	7	Two Lover's Point	1
DZSP 21	6	Lots of Learning	1	United Tire Serv.	2
Estella's A/C & Refrig. (GCA)	1	Medler'z	0	Universal Tire Supp.	1
Euro Car Srv. Inc.	5	Mid Pac Far East	4	V.P. Olivares	1
F.A.C.S Incorp.	1	NCSTAMS	0	W.B. Flores & Co.	1
Fiesta Rssort (GHRA)	2	Next Generation	0	Westin Resort (GHRA)	1
G.S. Villaflores	0	Nippo Corp.	6	Western Partitions	5
G4S Security Sys.	12	Nissan Guam	10	Zephry Cooling Tech. (GCA)	4
G4S Secure Solutions	0	Onward Mang. Golf (GHRA)	0		
GTA TeleGuam	48	Outrigger Guam (GHRA)	1		

Total Private Sector Apprentices		**437**

AY 2013-2014 Fact Book

Adult Education: Enrollment and Completion By Program Year and Program

Adult Basic Education (ABE): Eight-Year Trend

ABE	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	Total
ENROLLED*	604	593	724	382	267	450	325	588	3933
COMPLETERS	235	271	204	128	79	197	80	216	1410

Adult Secondary Education (ASE): Eight-Year Trend

ASE	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	Total
ENROLLED*	327	365	306	166	22	36	34	51	1307
COMPLETERS	111	145	110	5	12	20	16	20	439

English as a Second Language (ESL): Eight-Year Trend

ESL	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	Total
ENROLLED*	182	121	124	85	41	100	78	91	822
COMPLETERS	92	64	73	21	20	68	40	46	424

Adult Education Completers[51]
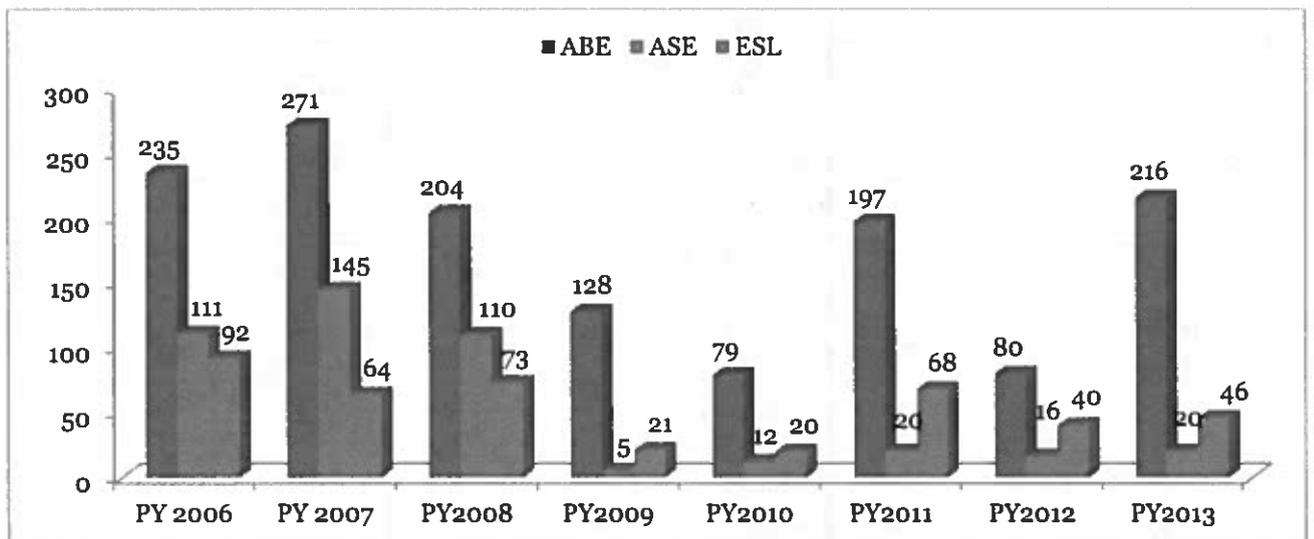
*Enrollment numbers reflect the count of students having acquired at least 12 hours of instruction during the program year.

SOURCE: Workforce Investment Act (WIA), Title II, Consolidated Annual Report and the CASAS TOPSpro Database System as of January 2014.

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[51] An Adult Education program completer is a student who has completed a level of competency. The population consists of students who have completed a level of competency, those who have separated from the program, and those who continue to remain in the same program within the program year.

Adult Education: Enrollment (Program Year 2012-2013)

Population By Age (Program Year 2012-2013)

By Age	16-18	19-24	25-44	45-59	60+	Total
Adult Basic Education (ABE)	153	230	170	31	4	588
Adult Secondary Education (ASE)	13	18	18	1	1	51
English-as-a-Second Language (ESL)	2	13	43	22	11	91
Total	168	261	231	54	16	730

Population By Age, Gender and Ethnicity (Program Year 2012-2013)

Age Group	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
16 - 18	0	0	1	1	0	0	0	0	73	85	0	1	5	2	168
19 - 24	0	0	3	6	1	0	0	0	126	115	2	0	4	4	261
25 - 44	0	0	2	33	0	0	0	1	62	124	0	0	1	8	231
45 - 59	0	0	5	16	0	0	1	0	2	27	0	1	1	1	54
60 and Older	0	0	3	3	0	0	0	2	1	5	0	2	0	0	16
Total	0	0	14	59	1	0	1	3	264	356	2	4	11	15	730

Total Enrollment and Hours (Program Year 2012-2013)

Adult Education	Total Enrolled	Total Hours
ABE	588	37,125
ASE	51	1,627
ESL	91	8,287
Total	730	47,039

SOURCE: Planning and Development Office and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

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Employees

Full-Time Employees: Eight-Year Trend

EMPLOYEE CLASSIFICATION	2006	2007	2008	2009	2010	2011	2012	2013
STAFF	85	84	83	80	103	107	89	95
ADMINISTRATORS	32	34	36	35	23	21	34	35
FACULTY	95	100	107	108	112	113	115	114
FULL-TIME EMPLOYEE TOTALS	212	218	226	223	238	241	238	244

Faculty: Eight-Year Trend

FACULTY	2006	2007	2008	2009	2010	2011	2012	2013
PROFESSOR	3	3	4	5	5	8	7	6
ASSOC. PROFESSOR	14	0	15	15	19	16	19	18
ASSIST. PROFESSOR	31	45	32	29	26	25	21	26
INSTRUCTOR	30	34	32	36	41	48	55	50
ASSIST. INSTRUCTOR	17	18	24	23	21	16	13	14
ADJUNCT FACULTY	46	59	58	54	74	107	94	84
TOTAL	141	159	165	162	186	220	209	198

Faculty Percentages: Eight-Year Trend

■ ADJUNCT   ■ FULL-TIME FACULTY
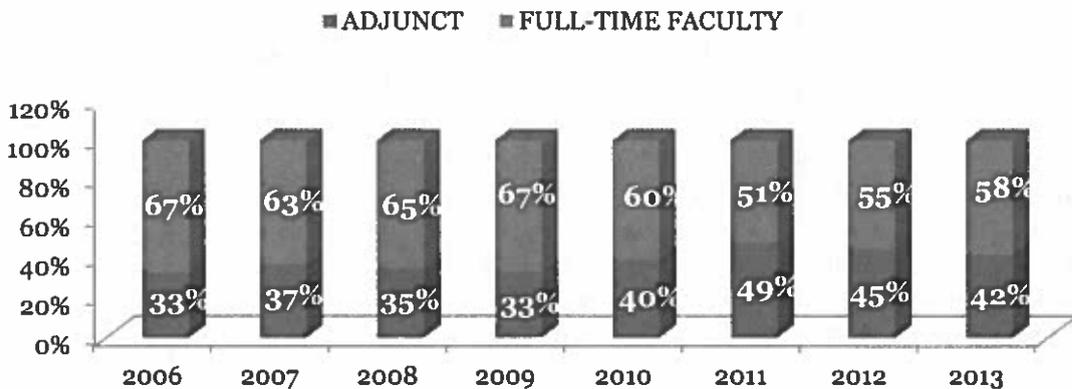
Total Faculty Including Adjunct
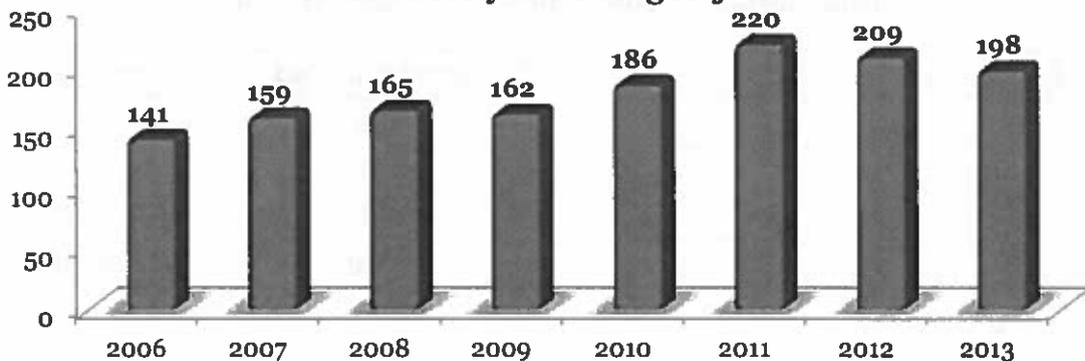
SOURCE: Human Resources Office and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

EMPLOYEES: By Classification (Eight-Year Trend)

STAFF

Year	Value
2013	95
2012	89
2011	107
2010	103
2009	80
2008	83
2007	84
2006	85

ADMINISTRATORS

Year	Value
2006	32
2007	34
2008	36
2009	35
2010	23
2011	21
2012	34
2013	35

FACULTY

Year	Value
2006	95
2007	100
2008	107
2009	108
2010	112
2011	113
2012	115
2013	114

ADJUNCT FACULTY

Year	Value
2006	46
2007	59
2008	58
2009	54
2010	74
2011	107
2012	94
2013	84
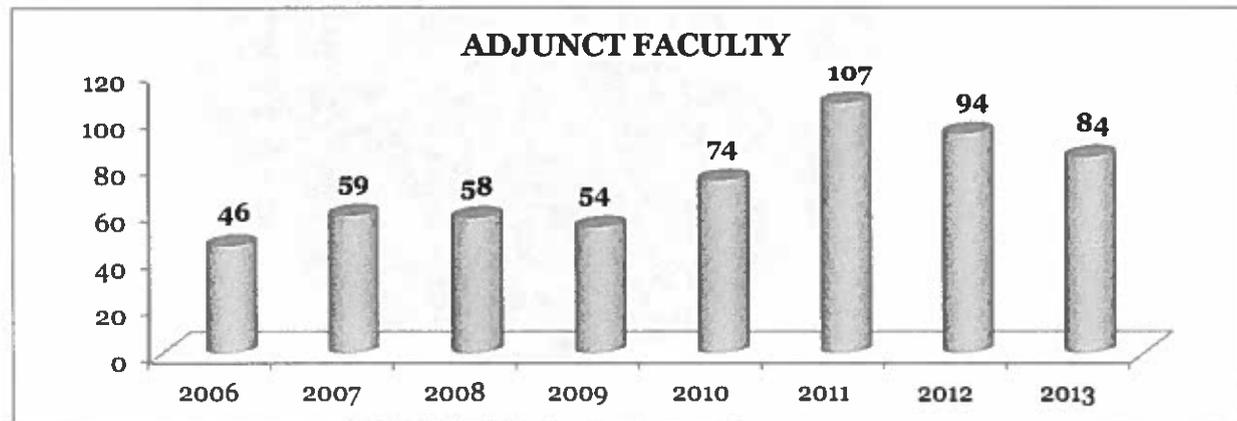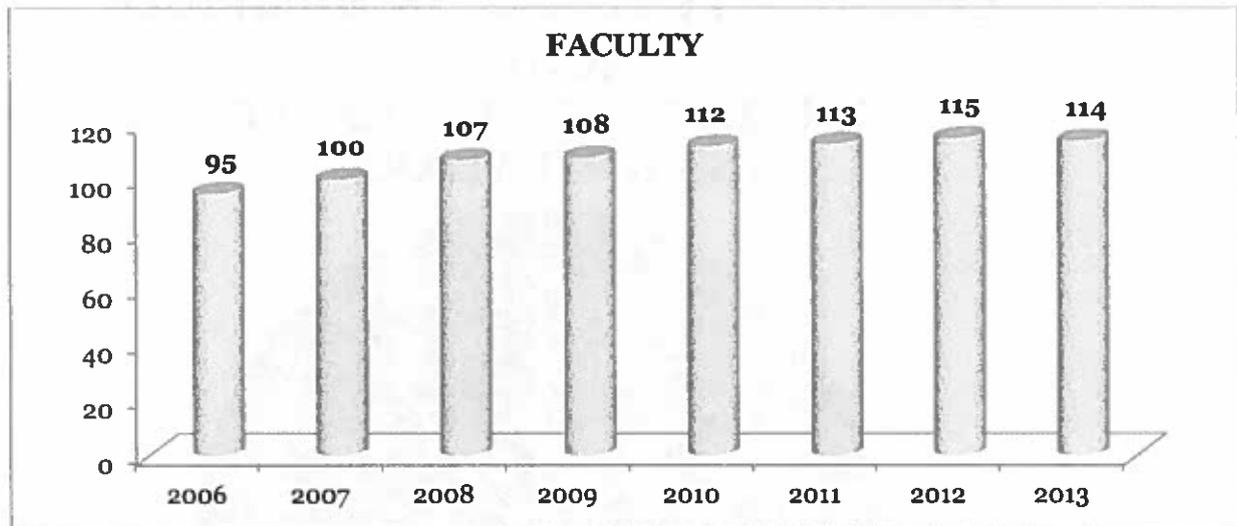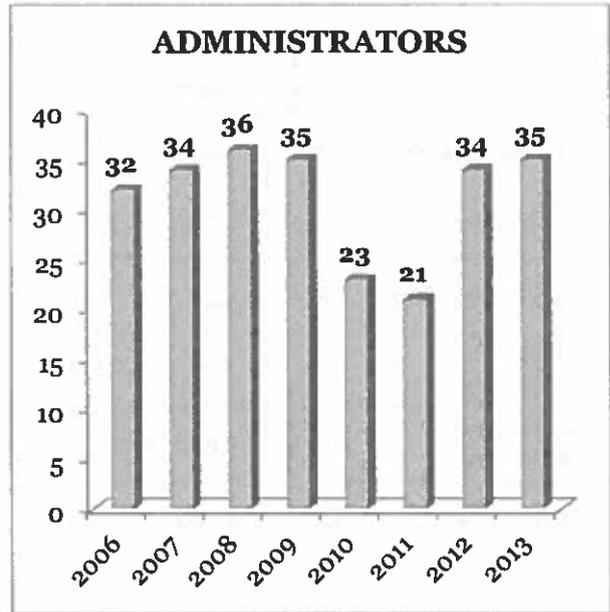
SOURCE: Human Resources Office and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

AY 2013-2014 Fact Book

TOTAL IMPACT

Total Students Served: Eight-Year Trend

	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	Grand Total
Postsecondary	1,770	1,810	1,835	2,220	2,542	2,556	2,576	2,727	**18,036**
Secondary[52]	1,979	1,925	2,214	2,167	2,268	2,414	2,368	2,350	**17,685**
Apprenticeship	187	216	274	354	325	368	434	437	**2,595**
Adult Education[53]	1113	1079	1154	633	330	586	437	730	**6,062**
Continuing Education	9,028	7,827	10,414	10,677	11,050	11,214	13,834	11,770	**85,814**
GRAND TOTAL	**14,077**	**12,857**	**15,891**	**16,051**	**16,515**	**17,138**	**19,649**	**18,014**	**130,192**

COMMUNITY IMPACT IN NUMBERS
130,192
TOTAL STUDENTS SERVED
IN EIGHT YEARS

Fall 2013 18,014
Fall 2006 14,077
Fall 2007 12,857
Fall 2012 19,649
Fall 2008 15,891
Fall 2011 17,138
Fall 2009 16,051
Fall 2010 16,515

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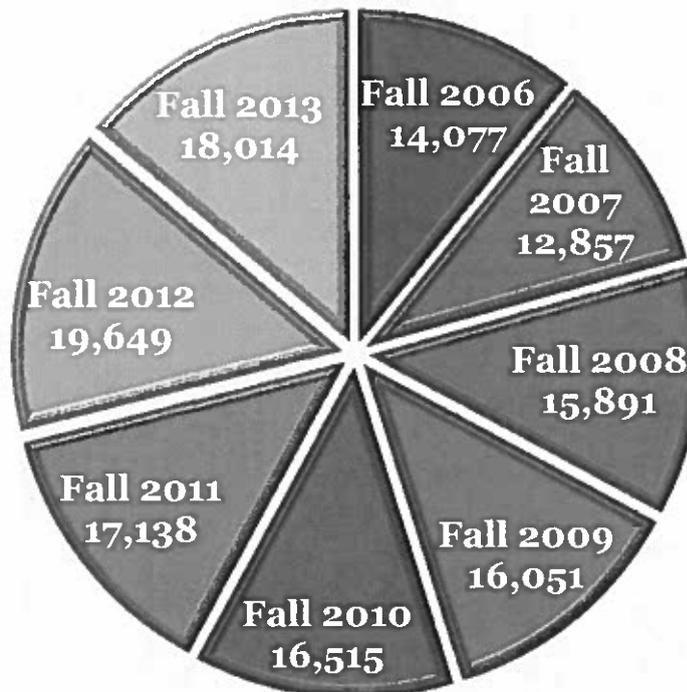
[52] SOURCE: School of Trades & Professional Services and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6 & 7.

[53] SOURCE: Workforce Investment Act (WIA), Title II, Consolidated Annual Report

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- ○ Guam Women's Chamber of Commerce - Mar. 20
- ○ Check our Scholarships page often[1]

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» more..

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» more..

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Current Students

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Course starts Feb. 21
» more..

02-24-2015
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» more..

More Events..

Guam Community College
1 Sesame Street, Mangilao, Guam
P.O. Box 23069 GMF
Barrigada, Guam 96921
Ph: 671-735-5531

Guam Community College is a multi-faceted public career and technical education institution that prepares students for progressive employment opportunities in career and technical fields, or transfer to four-year institutions of higher education. To fulfill its mission to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia, the College offers secondary and postsecondary programs, adult and continuing education, community education, and short-term specialized industry training. GCC has been continuously accredited since 1979 by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC).

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GUAM COMMUNITY COLLEGE

INSTITUTIONAL STRATEGIC MASTER PLAN 2014 - 2020

ISMP 2014 - 2020

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MESSAGE FROM THE PRESIDENT

Hafa Adai,

As the leader in career and technical workforce development on Guam and in the region, Guam Community College is enthusiastic about the opportunities the next six years will bring to our island. The economy is experiencing steady growth, due in part to an increased tourism market from Russia and other Asian countries, to advancements in sustainable industries, and to the delay of the military buildup until early in the next decade. Now is the time to focus on the education and skills development our people will need to be competitive players in the workforce.

Toward that effort, on behalf of the Board of Trustees, the Faculty Senate and the respective committees that provided input and review, I am proud to present GCC's Institutional Strategic Master Plan for 2014-2020. This, our second ISMP, reflects the enthusiasm the institution has for the future of Guam's workforce, and builds on the advancements made since our first ISMP was launched in 2009.

Because technology has enabled Guam to become a more international destination in recent years, our ISMP 2014-2020 will allow GCC to concentrate on a more global approach to workforce development. The College plans to enhance its curriculum with student-centered learning that facilitates more degree and certificate completion. GCC will continue to partner with local business for training opportunities, and will also form international partnerships that will enable our students to experience job training on a much broader level. The College will also promote its brand locally and internationally through traditional, web and social media marketing efforts.

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 Physical Master Plan will allow us to monitor student population and program expansion, and to make facility adjustments where needed.

All of these efforts are being made for the benefit of stakeholders with current and potential investments in Guam Community College: our students, Guam's employers, and the community-at-large. We exist to provide our students with the highest quality education and job training possible, which in turn will provide their employers with an educated, highly skilled workforce. The ultimate goal of our efforts, outlined in the initiatives provided in our ISMP 2014-2020, is to elevate the quality of life for residents of Guam and the region through sustainable, progressive employment opportunities.

Senseramente,

Mary A.Y. Okada, Ed.D.
President

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

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

Sinangan Misión (Chamorro translation):
Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

CORE VALUES

GCC's strength and success are driven by the following values:

1
Diversity:
We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

2
Accountability:
We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

3
Service:
We support and recognize service at all levels of the College. We strive to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

4
Integrity:
We hold high standards of character and integrity as the foundation upon which the College is created.

5
Learning-Centered:
We foster intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.

6
Student-Focused:
We are committed to education, inquiry and service in order to meet our students' ever growing and changing needs. We promote lifelong learning, civic and social responsibility, leadership, and career growth.

GOALS

At Guam Community College, the following four goals will direct our critical steps in achieving overall excellence in career and technical workforce development for the years 2014 through 2020:

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.

GOAL 1

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.

There has been increasing emphasis in recent years on moving away from traditional teaching toward student-centered learning. The student-centered model of teaching requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, different abilities and talents. Learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior experience and knowledge.

Learning relies upon how well teachers and students interact personally. A teacher's recognition of student identities and a student's recognition of a teacher's leadership in learning are both needed for effective learning. Building upon the reciprocal recognition of students and teachers as partners in a shared venture, students come to learn how teaching can be done effectively in various ways, and teachers come to understand how learning variously occurs. To achieve the goal of providing a student-centered educational experience that fosters retention and success, two specific initiatives are included in the ISMP.

INITIATIVE ①

Incorporate the student-centered learning model into the curriculum and the classroom:

The student-centered learning curriculum must be designed to focus on the students' needs, abilities, interests, and learning styles, placing the teacher as a facilitator of learning. Student-centered learning allows students to actively participate in discovery learning processes from an autonomous point of view and engage in hands-on problem solving where they can draw their own conclusion, or develop their own learning based on self-direction. Creating a student-centered classroom environment is not considered an easy task. Studies reveal that one of the most complex factors in a student-centered classroom is that of maintaining balance. Student-centered teaching methods shift the focus of activity from the teacher to the learner. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. The success in teaching depends on the student's desire to learn. Faculty need to present subject matter content in meaningful contexts that can integrate critical thinking, problem-solving, discovery, definition of tasks and accomplishment of those tasks.

INITIATIVE ②

Strengthen the professional development support for faculty to effectively implement the student-centered teaching method:

Scholars and researchers continuously perform research on how to enhance and improve student success. Educational delivery methods and models (including distance learning) are constantly being studied for effectiveness and efficiency. As instructional delivery methods and models are proven to be effective, they are disseminated to the teachers for implementation in the classroom. Effective implementation of these methods and models cannot be achieved unless intensive training is provided and made available to the teachers. Faculty must be provided the opportunity to attend workshops and conferences on student-centered learning and teaching. Equally important to training is support. Support is vital in the areas of technology and logistics. The enhancement of academic programs, quality, and outcomes is dependent upon state-of-the-art technology and environmentally safe and comfortable classrooms.

Faculty must possess a deep understanding of the developmental characteristics of their students as well as understand how students learn to be effective partners in the learning process. A student-centered teacher is trained to design learning experiences that explicitly link essential concepts and skills to students' current understanding and natural curiosity about the topics being presented. The student-centered teacher helps students discover the power of their own minds to work in their own ways to achieve success.

Guam's leader in workforce education

GOAL 2

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.

Transforming our campus into a facility conducive for learning and teaching and fostering a sense of family oriented employees committed to student access and success is dependent upon a well-developed facilities master plan. The master plan should contain building construction and renovation plans, as well as facilities improvements anticipated to meet the long-term needs of the College. The plan should be focused 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.

Equally important to a well-developed facilities master plan for student access and success is a well-developed technology master plan. The technology master plan should be developed to promote and support the efficient and effective application of computer technology to enhance the administrative operations and delivery of educational programs at the College. The master plan should include support for computing equipment, software, information, and training and support for the technical expertise to carry forward the mission of the College.

To achieve the goal of transforming our campus into a facility conducive for learning and teaching, two specific initiatives are included in the ISMP:

INITIATIVE ①

Enhance and monitor the College's facilities master plan to keep pace with institutional growth and educational projections and priorities:

The College needs to envision the facilities needs of the future to accommodate educational projections and priorities. The College must ensure that facilities are in adequate condition and capacity to accommodate current programs and distribution of class offerings. The maintenance of sufficient classrooms to meet scheduling needs and evening programs plays a critical part in providing our students with a comfortable environment that is conducive to learning.

INITIATIVE ②

Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance:

The College's participatory governance process serves as an important element in carrying out the goals and initiatives of the College's mission. The process emphasizes the broad participation of employees at all levels (i.e., administrators, faculty and staff) and students to make meaningful contributions to the planning and decision-making processes, and seeks to broaden the range of people who have access to such opportunities. The participatory governance process serves as a catalyst to generate enthusiasm for employees to be committed to providing students with access and success in accomplishing their educational goals. The employees of the College must understand their role in participatory governance in order to achieve the spirit of cooperation, collaboration, and collegiality to promote the vision, mission, and values of the College. The collaborative and effective methods of planning, implementation, and evaluation through the participatory governance process will exemplify the College's commitment to student learning and achievement, continuous improvement and institutional excellence.

Guam's leader in workforce education

GOAL 3

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 needs to enhance and strengthen its existing integrated planning, review, and evaluation processes in order to evaluate resource allocation and determine appropriate adjustments. One approach of integrating planning, review, and evaluation of resource allocation is through the development of a financial/resource allocation master plan or review of an existing master plan. The master plan should advance the fundamental objectives of the institution's strategic master plan.

The master plan should also be aligned with institutional priorities and be able to reallocate resources to those programs and activities that most closely match the priorities of promoting excellence and efficiency at all levels and place focus on the quality of the educational programs and services the College provides. To integrate planning, review, and evaluation of the College's reallocation processes, two specific initiatives are included in the ISMP:

INITIATIVE ①

Update the College's existing institutional financial/resource allocation master plan to align with the new Institutional Strategic Master Plan vision, mission, and goals:

The realization of the College's new vision, mission, and goals is dependent upon a carefully crafted and executed plan to maximize the use of available resources and increase administrative efficiency throughout all of the College's operations. Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. In updating the financial/resource master plan, state-of-the-art information technology must be utilized to ensure that institutional data is accurate and available for effective planning and decision-making processes.

INITIATIVE ②

Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process:

To evaluate the effectiveness of the College's resource allocation process, it must review and evaluate the degree to which resources are being allocated in a transparent and cost-effective manner. Evaluation and review must relate to each department's/unit's progress in meeting the institution's mission and goals. The program review process has been proven to be a valuable tool to evaluate the effectiveness of programs and services and to insure that the College keeps quality improvement at the forefront of college activities. Program review and unit assessment must be utilized as the key tools in evaluating the effectiveness of the College's resource allocation process. The program review and institutional assessment processes serve as the foundation upon which departments/units develop a platform to advocate for their needs in achieving educational excellence. Program review and assessment provide the product for data-driven information for college-wide decision-making and resource allocation.

GOAL 4

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

Within the next six years GCC needs to expand its horizons to be internationally and globally recognized as a premier higher education institution that provides quality and proven educational and workforce development programs. The College needs to invest in improving and expanding its mode of educational delivery and provide access not only on the local and regional level but also, in the immediate future, on the international level as well. In order to achieve this monumental goal, two specific initiatives are included in the ISMP:

INITIATIVE ①

Market and highlight the GCC brand:

Re-launch a strengthened branding campaign to provide awareness of the educational and workforce development programs offered at the College. Develop a marketing video showcasing the College's facilities, real time classroom action, student testimonials, technology-equipped classrooms and state-of-the-art student center and learning resource center. GCC's competitive tuition and fees as part of a two-plus-two formula for those wanting to continue their post-secondary education should also be highlighted.

INITIATIVE ②

Promote internationalizing our campus:

The quest of internationalizing our campus begins right here at GCC. GCC is a diverse campus community with faculty, administrators, staff, and students coming from different ethnic backgrounds of the neighboring islands of Micronesia, and the countries of the Philippines, Korea, China, Japan, and the Chamorro people of Guam and the Northern Marianas. Internationalizing our campus begins with implementing the following tenets and perspectives:

1. When we internationalize our campus, we learn, support, and build on the existing languages, cultures, and histories of Guam's diverse peoples;

2. When we internationalize our campus, we develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;

3. When we internationalize our campus, we construct viable and robust educational and economic regional and international partnerships; and

4. When we internationalize our campus, we fortify the college's role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.

Because of our diverse campus community, the College should set aside a day to honor and celebrate diversity. The College should research and write the history of GCC from its humble origin as the Guam Trade School in the 1950s to its transformation to a successful community college.

These initiatives are intended to improve awareness of GCC on both the national and international levels. They also serve as a strategy to increase enrollment and revenue generating opportunities and reduce financial dependence on the Government of Guam. GCC needs to pursue a variety of ways to improve and strengthen its revenue generating opportunities, including aggressive grant-writing and pursuit of endowment programs for the College. For all these initiatives, specific performance metrics are to be established to measure success in improving local, regional and international awareness of the "GCC brand."

Guam's leader in workforce education

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P.O. Box 23069 GMF
Barrigada, Guam

Admissions & Registration
Tel: 671.735.5531/4
Fax: 671.735.0540

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671.735.5544

Accredited by the Accrediting Commission
for Community & Junior Colleges,Western
Association of Schools & Colleges

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Associate of Science
Associate of Arts
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Diploma

Created by:
Ma. Luisa Joy Castro
GCC Visual Communications Student

Created by the Community College Act of
1977, Guam Community College offers associate
degrees, certificates and industry certification in
more than 50 fields of study. GCC offers an
apprenticeship program in partnership with over
100 island employers. The College also offers
Adult Basic Education, an Adult High School
Diploma Program, GED® testing and preparation,
and English as a Second Language courses.

Guam Community College is located
in the village of Mangilao.

Website: www.guamcc.edu

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GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan
Accredited by the
Western Association of
Schools and Colleges

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

MEMORANDUM

TO: GCC Campus Community

FROM: Dr. Mary A.Y. Okada
          President

          Dr. R. Ray D. Somera
          Vice President for Academic Affairs

SUBJECT: Institutional Priorities for AY2013-2014 Professional Development

DATE: August 27, 2013

CONTROL #

AVP 2013-613

The attached list identifies two categories of institutional priorities that should serve to guide all professional development activities at the college, regardless of funding source. This is an updated list with input from the GCC Faculty Senate and the President's management team.

As these institutional priorities reflect, they aim to "ensure that funds awarded for faculty professional development activities support the college and its institutional strategic master plan: (BOT-GCC Faculty Union Agreement, 2010-2016, Article IX, p. 38). Moreover, these institutional priorities will also apply to the Staff/Administrators Professional Development Committee when it comes to funding decisions. Applications for the other professional development activities, even when no college funding is involved, should likewise consider this institutional priority list.

Please be guided accordingly.

_____
R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs

_____
Mary A.Y. Okada, Ed.D.
President

9/16/13
Date

9.17.2013
Date

GUAM COMMUNITY COLLEGE
PROFESSIONAL DEVELOPMENT PRIORITIES
ACADEMIC YEAR 2013-2014

INSTITUTIONAL PRIORITIES
By Topical Category

ORGANIZATIONAL PRIORITIES
1. Compliance with federal/local/contractual requirements (e.g. , grants, programs, contract, etc.)
2. Diversification of funding sources and implementation of financial stabilization strategies
3. Extending workforce development through community partnerships
4. Improving delivery of services to students
5. **Internationalization efforts***
6. Modernization of classrooms, instructional technology, and facilities
7. Professional career planning, leading to upward mobility program for employees (through professional development, credentialing, and morale building)
8. Succession planning
9. Sustainability and "greening" of the campus (i.e., using renewable energy/alternative energy sources)

ACADEMIC PRIORITIES
1. Accreditation – Student Learning Outcomes (SLOs), program review, linking institutional planning to budget, curriculum revision
2. Career and technical workforce development, **to include Advisory Committees**
3. Communicating career pathways, career clusters, and career and educational plans
4. Course and program level assessment, General Education, Institutional learning Outcomes (ILOs)
5. Curriculum and program expansion in career and technical education fields
6. Enrichment in one's content area, or improving staff or faculty competencies as related to their work (i.e. licensing, **credentialing**, and certification)
7. "Greening" of the curriculum
8. Linking secondary and postsecondary programs
9. Science, Technology, Engineering, Mathematics (STEM) – related activities
10. Student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, divers learning styles, and student motivation

*Effective Spring 2014

Note: The numbering above does not indicate order of importance. Rather, they are intended to make TRIP REPORTS easier to complete where reference to a priority is necessary.

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Guam Community College
Board of Trustees

Mission Statement

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

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

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

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

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

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

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

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

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

Guam Community College Mission Statement

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

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

The mission is achieved by accomplishing the following goals:

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 conducive facility 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 process that provides 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.

Amended & Adopted: January 10, 2014; Resolution 3-2014
Amended & Adopted: May 5, 2011 (Chamorro translation)
Re-examined & Adopted: February 9, 2011; Resolution 5-2011
Adopted: March 11, 2009; Resolution 17-2009
Amended & Adopted: September 5, 2008; Resolution: 12-2008
Re-examined & Adopted: January 25, 2007; Resolution 1-2007
Adopted: February 9, 2005; Resolution 3-2005

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GCC
GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan
Accredited by the
Western Association of
Schools and Colleges

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

MEMORANDUM

TO: GCC Campus Community

FROM: Dr. Mary A.Y. Okada
              President

              Dr. R. Ray D. Somera
              Vice President for Academic Affairs

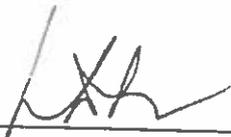SUBJECT: Institutional Priorities for AY2013-2014 Professional Development

DATE: August 27, 2013

CONTROL #

AVP 2013-013

The attached list identifies two categories of institutional priorities that should serve to guide all professional development activities at the college, regardless of funding source. This is an updated list with input from the GCC Faculty Senate and the President's management team.
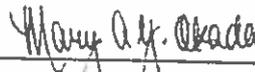
As these institutional priorities reflect, they aim to "ensure that funds awarded for faculty professional development activities support the college and its institutional strategic master plan: (BOT-GCC Faculty Union Agreement, 2010-2016, Article IX, p. 38). Moreover, these institutional priorities will also apply to the Staff/Administrators Professional Development Committee when it comes to funding decisions. Applications for the other professional development activities, even when no college funding is involved, should likewise consider this institutional priority list.

Please be guided accordingly.

R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs

9/10/13
Date

Mary A.Y. Okada, Ed.D.
President

9.17.2013
Date

GUAM COMMUNITY COLLEGE
PROFESSIONAL DEVELOPMENT PRIORITIES
ACADEMIC YEAR 2013-2014

INSTITUTIONAL PRIORITIES
By Topical Category

ORGANIZATIONAL PRIORITIES
1. Compliance with federal/local/contractual requirements (e.g. , grants, programs, contract, etc.)
2. Diversification of funding sources and implementation of financial stabilization strategies
3. Extending workforce development through community partnerships
4. Improving delivery of services to students
5. **Internationalization efforts***
6. Modernization of classrooms, instructional technology, and facilities
7. Professional career planning, leading to upward mobility program for employees (through professional development, credentialing, and morale building)
8. Succession planning
9. Sustainability and "greening" of the campus (i.e., using renewable energy/alternative energy sources)

ACADEMIC PRIORITIES
1. Accreditation – Student Learning Outcomes (SLOs), program review, linking institutional planning to budget, curriculum revision
2. Career and technical workforce development, **to include Advisory Committees**
3. Communicating career pathways, career clusters, and career and educational plans
4. Course and program level assessment, General Education, Institutional learning Outcomes (ILOs)
5. Curriculum and program expansion in career and technical education fields
6. Enrichment in one's content area, or improving staff or faculty competencies as related to their work (i.e. licensing, **credentialing**, and certification)
7. "Greening" of the curriculum
8. Linking secondary and postsecondary programs
9. Science, Technology, Engineering, Mathematics (STEM) – related activities
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*Effective Spring 2014

Note: The numbering above does not indicate order of importance. Rather, they are intended to make TRIP REPORTS easier to complete where reference to a priority is necessary.

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GUAM COMMUNITY COLLEGE
Board of Trustees

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

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

WHEREAS, Board Policy 305, adopted on April 6, 1994, provided for a 5-year cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and vocational training;

Ensure wise allocation of resources;

Determine the program's effectiveness and to implement program improvement strategies, and

WHEREAS, newly-approved accreditation standards mandate a more comprehensive assessment process for all instructional programs, student services and administrative units on campus, and

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

WHEREAS, the regular cycle of assessment should be on an annual or two-year cycle as determined by a staggered assessment schedule of programs, services, and administrative units, and

WHEREAS, the Board of Trustees and its sub-group, the Foundation Board, shall set an example of compliance with the new accreditation standards.

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

BE IT FURTHER RESOLVED, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees Policy shall supercede Board Policy 305, and shall take effect in the 2002-2003 Academic Year and each academic year thereafter.

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

Adopted: September 4, 2002
Resolution 13-2002

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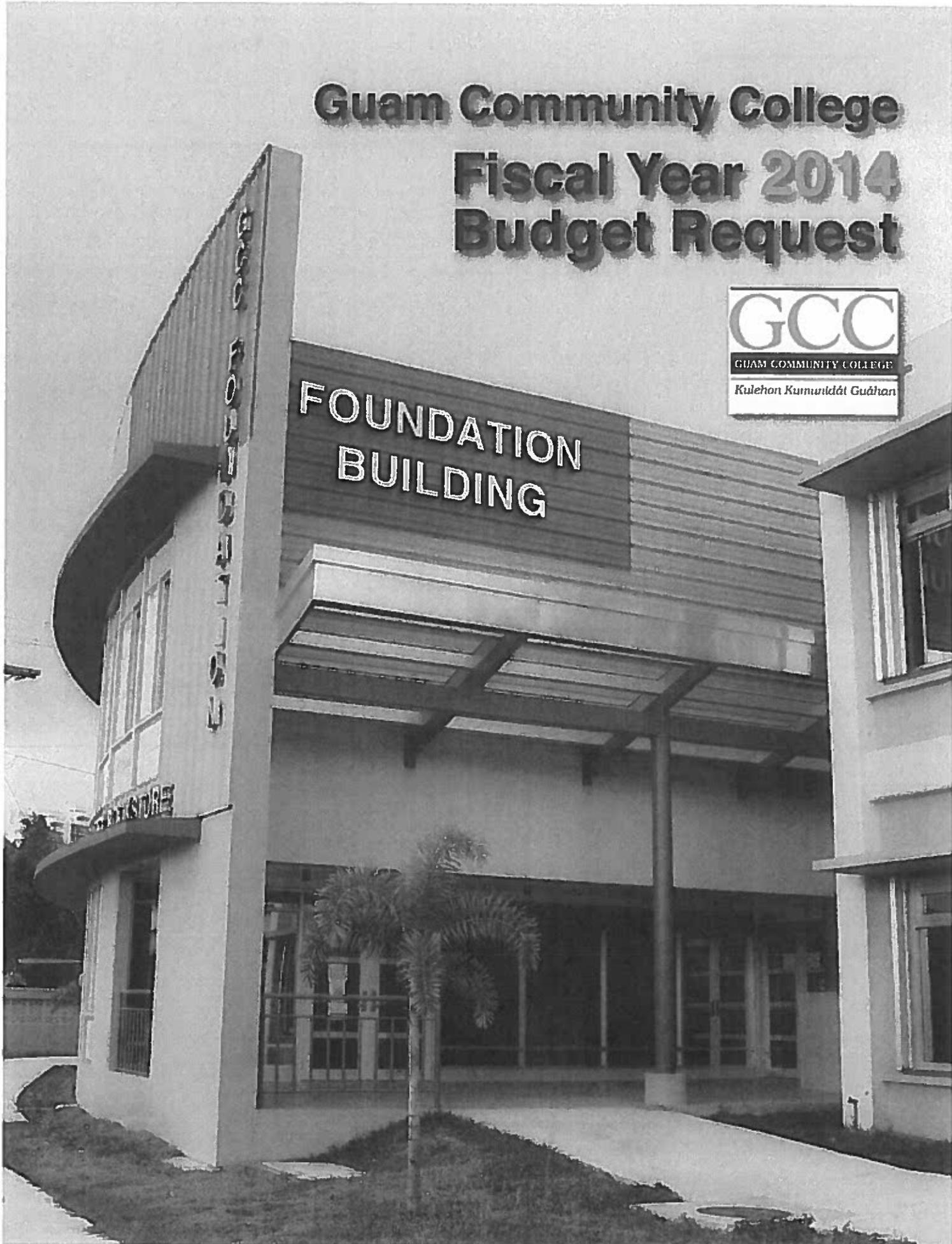
MEMORANDUM

Mr. John Rios
Director
Bureau of Budget & Management Research
Office of the Governor
P.O. Box 2980
Hagatna, GU 96932

SUBJECT: FY 2014 Budget Submission

Attached is the budget submission for FY 2014 as per your request.

If there are any questions, please contact me at 735-5700.

Mary A. Y. Okada

Mary A. Y. Okada, Ed.D.
President

CKS:vdc

Attachment

BUREAU OF BUDGET AND MANAGEMENT RESEARCH
FISCAL YEAR 2014
BUDGET DOCUMENT CHECKLIST

Department/Agency: Guam Community College   Date Received by BBMR: _____

Division/Program: _____   Date Reviewed: _____

	Department/Agency		BBMR	
	Yes	**No**	**Yes**	**No**
General				
Is the department/agency request within the Governor's established ceiling?	N/A			
Is the summary digest consistent with detail pages?	x			
Are the required budget forms attached?	x			
a. Agency Budget Certification [BBMR ABC]	x			
b. Agency Narrative Form [BBMR AN-N1]	x			
c. Decision Package [BBMR DP-1]	x			
d. Program Budget Digest Forms [BBMR BD-1, BBMR TA-1, BBMR 96A]	x			
e. FY 2014 (Proposed) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	x			
f. FY 2013 (Current) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	x			
g. Federal Program Inventory Form [BBMR FP-1]	x			
h. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]	x			
i. Prior Year Obligation	N/A			
I. Agency Budget Certification [BBMR ABC]				
1. Is the budget certified as to its accuracy and BBMR requirements.	x			
II. Agency Narrative Form [BBMR AN-N1]				
1. Is the mission statement correct and consistent with the department/ agency's enabling act?	x			
2. Are the goals and objectives correct and consistent with the department/ agency's mission?	x			
III. Decision Package [BBMR DP-1]				
1. Is activity description correct?	x			
2. Is major objective correct?	x			
3. Are short term goals correct?	x			
4. Is workload output reflected correctly?	x			
IV. Program Budget Digest Forms [BBMR BD-1, BBMR TA-1, BBMR 96A]				
A.) [BBMR BD-1]				
Personnel Services				
1. Are figures reflected consistent with the attached staffing pattern(s)?	x			
2. Are amounts reflected in each column accurate?	x			
3. Are computations correct?	x			
Operations				
1. Are the amounts reflected under columns, "Governor's Request", for each object category consistent with respective schedules (Schedule A - E) as detailed in the budget digest subforms (BBMR TA-1 & BBMR 96A)?	x			
2. Are amounts reflected in each column accurate?	x			
3. Are computations correct?	x			
Utilities				
Are amounts reflected in each column correct?	x			
Capital Outlay				
Are amounts reflected under columns, "Governor's Request", consistent with schedule F as detailed in the budget digest subform, [BBMR 96A]?	x			
Full Time Equivalencies (FTEs)				
Are the number of FTEs for both "Unclassified" and "Classified" accurately reflected under each column?	x			
B.) [BBMR TA-1]				
1. Is the purpose/justification for travel defined?	x			
2. Is/Are the travel date(s) and number of travelers reflected?	x			
3. Is/Are the position title(s) of the traveler(s) reflected?	x			
4. Are all columns (Air Fare, Per Diem, Registration, and Total Cost) accurate?	x			
C.) [BBMR 96A]				
1. Are "Items" under schedules B - F listed in detail?	x			
2. Is the "Quantity" under schedules B - F reflected for respective items?	x			
3. Is the "Unit Price" and "Total Price" accurate for each item under schedules B - F?	x			

BUREAU OF BUDGET AND MANAGEMENT RESEARCH
FISCAL YEAR 2014
BUDGET DOCUMENT CHECKLIST

Department/Agency: Guam Community College   Date Received by BBMR: _____

Division/Program: _____   Date Reviewed: _____

	Department/Agency		BBMR	
	Yes	**No**	**Yes**	**No**
V. Agency Staffing Pattern Forms [BBMR SP-1]				
1. Are position titles correct?	x			
2. Are position numbers reflected?	x			
3. Are the salary levels consistent with the Civil Service Commission, Classification and Pay Plan?	x			
4. Are filled positions funded?	x			
5. Are increment amounts reflected (not applicable in FY 2014)?		x		
6. Are rates reflected under "Benefits" correct?	x			
7. Are computations correct?	x			
VI. Federal Program Inventory Form [BBMR FP-1]				
Is the form complete and accurate?	x			
VII. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]				
1. Is the description of the equipment and/or capital item(s) detail?	x			
2. Is the "quantity" and "percentage of use" reflected?	x			
3. Are space requirements descriptive and total space reflected and accurate?	x			
VIII. Prior Year Obligation [BBMR PYO-1]	x			

DEPARTMENT:

Prepared By: _~~signature~~_

Approved By: _~~Mary A. Y. Pillado~~_
Mary A.Y. Pillado, Ed.D., President
~~October 2013~~
Date

BBMR ACTION:

Reccomendation

[ ] Approval
[ ] Disapproval

_____
Analyst

_____
Date

Government of Guam
Fiscal Year 2014

Agency Budget Certification

Agency: Guam Community College

Agency Head: Mary A.Y. Okada, Ed.D.

I certify that the attached budget, submitted herewith, has been reviewed for accuracy and that all requirements by the Bureau of Budget Management Research (BBMR) have been met. I also acknowledge that this budget document will be returned to this department if any of the BBMR requirements is not met.

Agency Head: _Mary A.Y. Okada_   **Date:** _2-06-2013_

Guam Community College
Organizational Chart

BOARD OF TRUSTEES

PRESIDENT

OFFICE OFTHE PRESIDENT

| Planning & Development | Development & Alumnl Relations |
| Facilities | Communications & Promotions |

ACADEMIC AFFAIRS
Office of the Vice President

| Admissions & Registration | Continuing Education Workforce Development |
| School of Trades & Professional Services | School of Technology & Student Services |

Assessment, Institutional Effectiveness & Research

FINANCE AND ADMINISTRATION
Office of the Vice President

Business Office	Student Financial Aid
Human Resources	Materials Management
Environmental Health and Safety	Management Information Systems
Administrative Services	

Version 1.0 Revised 12/20/10

Modification approved by the BOT: 09/02/10

Government of Guam
Fiscal Year 2014 Budget
Agency Narrative

Function: Education and Culture

Agency: GUAM COMMUNITY COLLEGE

MISSION STATEMENT:

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.

GOALS AND OBJECTIVES:

To meet the mandates of our mission and the enabling act "The Community College Act of 1977", Public Law 14-77, and now updated through Public Law 31-99, we are submitting our Fiscal Year 2014 budget request. This FY2014 budget represents a request that allows the College to continue providing, at a minimal level, the same basic career and technical education for the postsecondary and secondary environments. At the same time the College anticipates the island's economic conditions will continue to create increased demands for the education services, as individuals and organizations pursue additional skill and education levels to improve their competitiveness in the workforce and to meet the needs of the anticipated military expansion. The College will continue to provide the necessary courses to meet these demands.

As outlined in our Institutional Strategic Master Plan (ISMP), below are the goals of the ISMP:

Pioneering: The combination of identifying the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey is what constitutes this strategic initiative to be a pioneer and offers an example to other Islands in the Micronesia region as it attempts to improve the skill levels and productivity of its own workforce.

Educational Excellence: Educational excellence at GCC will be defined by its ability to demonstrate that student learning outcomes are being attained. Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in meeting student-learning outcomes.

Community Interaction: To improve awareness of the College and increase public support for its vision. Such actions are intended to reduce GCC's financial dependence on the Government of Guam.

Dedicated Planning: To develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.

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Department/Agency   GUAM COMMUNITY COLLEGE   *Division/Section*

ACTIVITY DESCRIPTION:

GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post secondary basic educational institution serving the island's adult community. Its excellence will continue to be recognized; because of its service to employers, employees and the community at large.

MAJOR OBJECTIVES:

To impart knowledge and skills that would enable students to successfully compete for high-wage or high-demand careers in a technologically global economy.

Pioneering: A process to identify regional workforce needs; establish educational standards that link to local and national industry standards; leveraging of public and private resources; a coordinated approach to improve career and technical training services.

Educational Excellence: Reaffirmation of GCC's accreditation status; quality courses and programs; increase enrichment and general education programs; maintain an assessment model to evaluate and make programmatic changes.

Community Interaction: Community awareness and affinity for GCC; public and private support for GCC's vision; diverse financial resources; formal recruitment campaign.

Dedicated Planning: Develop metrics of performance for strategic initiatives; establish a standardized measurement technique.

SHORT TERM GOALS:

Workload Indicator	FY2012 Level of Accomplishment	FY2013 Anticipated Level	FY2014 Projected Level
Pioneering – To coordinate the development of an employer needs assessment focused on training and educational services.	Survey employers annually. Involve business related individuals from local community to participate in departmental advisory groups.	Conduct survey and compile results. Distribution of results campus wide and community wide.	Analyze results to determine changes in curriculum adaptation. Surveys will be reviewed and updated as needed.
Pioneering – To develop a program to partner with private workforce training providers	Implementation of Standard Operating Procedures used to establish private industry training relationships.	Development of relevant training and partnership opportunities. Review and update SOP as needed.	Implement and continue to implement MOU/MOA's in future contracts with private partners. Review and update SOP as needed.

Department/Agency   GUAM COMMUNITY COLLEGE   *Division/Section*

Educational Excellence – To sustain accreditation through improved training programs and an enhanced participatory governance process.	Fully undertake the process of developing student learning outcomes at the course, program, and institutional level. Annual update of published course guides, SLO and Curriculum Map Booklet.	Evaluation tool for evaluating non-credit courses, workshops and training sessions for content and effectiveness showing participants' feedback and results is developed. Evaluation tool for governance policies and practices is developed.	Evaluation tool implemented and is aligned with the institutional assessment system schedule and requirements. Evaluation tool for governance policies and practices is implemented.
Educational Excellence – Link program review and assessment, institutional planning, and resource allocation to student learning outcomes.	Devise and maintain the consistent and accurate application of a measurement rubric linking SLOs to program performance, to institutional effectiveness, to resource allocation and attainment of GCC's vision.	Provide standards for grading and awarding of credit by strengthening language in the course guide Curriculum Manual. Review resource allocation to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and implement the college's technology plan.	Standards for grading and awarding of credits are written and forwarded through governance process. Implementation of technology plans. Continue to review courses and programs to ensure that they are not over five years old and are current with community and industry standards. Evaluate safety and security of physical records.
Community Interaction – To develop a marketing plan which helps to enhance GCC's brand identity	Electronic surveys conducted to assess effectiveness of marketing campaigns and strategies.	Branding campaign using student, graduate, and apprentice testimonials is ongoing graduates and apprentices.	Use survey results, enrollment data, and other information to develop testimonials and a branding campaign.
Community interaction – To increase enrollment and improve student retention at GCC.	Work with programs to advertise events, launch advertising campaigns and free media publicity.	Develop survey to measure effectiveness of advertisements.	Compile and analyze data from advertisements, to determine effective campaigns.
Dedicated Planning – Create a dedicated planning taskforce to develop a measurement orientation program.	Established a dedicated planning taskforce.	Develop qualitative assessments for each plan identified by task force.	Recommendations made during focus groups will be incorporated into the plan. Task force to finalize tool.
Dedicated Planning – Utilize the existing two-year assessment planning cycle.	Publish schedule timetable which follows the cycle.	Develop a template to report institutional effectiveness.	Finalize 2-Year measure of institutional effectiveness.

Function: Education
Department/Agency: Guam Community College
Program:

Government of Guam
Fiscal Year 2014
Budget Digest

SUMMARY

AS400 Account Code	Appropriation Classification	GENERAL FUND			MDF & SPECIAL FUNDS			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)		
		FY 2012 Expenditures & Encumbrances	FY 2013 Authorized Level	FY 2014 Governor's Request	FY 2012 Expenditures & Encumbrances	FY 2013 Authorized Level	FY 2014 Governor's Request	FY 2012 Expenditures & Encumbrances	FY 2013 Authorized Level	FY 2014 Governor's Request	FY 2012 Expenditures & Encumbrances (A + D + G)	FY 2013 Authorized Level (B + E + H)	FY 2014 Governor's Request (C + F + I)
		A	B	C	D	E	F	G	H	I	J	K	L
	PERSONNEL SERVICES												
111	Regular Salaries/Increments/Special Pay:	8,598,003	10,010,745	10,263,791	296,357	305,900	265,430	0	0	0	8,894,360	10,316,645	10,529,221
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0
113	Benefits:	2,501,280	3,224,296	3,403,374	89,409	98,955	88,163	0	0	0	2,592,689	3,323,251	3,491,537
114	Insurance Benefits (Medical / Dental / Life):	560,994	538,896	550,889	8,842	9,832	10,022	0	0	0	569,836	548,728	560,911
	TOTAL PERSONNEL SERVICES	$11,662,277	$13,773,937	$14,218,054	$394,608	$414,687	$363,615	$0	$0	$0	$12,056,885	$14,188,624	$14,581,669
	OPERATIONS												
220	TRAVEL - Off-island/Local Mileage Reimburs:	20,749	24,154	5,155	963	1,000	0	0	0	0	21,712	25,154	5,155
230	CONTRACTUAL SERVICES:	7,350	0	1,617,887	753,005	143,500	27,000	0	0	0	760,355	143,500	1,644,887
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0
240	SUPPLIES & MATERIALS:	1,519	0	6,754	19,320	152,919	114,826	0	0	0	20,839	152,919	121,580
250	EQUIPMENT:	0	0	0	28,638	150,572	99,964	0	0	0	28,638	150,672	99,964
270	WORKERS COMPENSATION:	0	0	0	0	0	0	0	0	0	0	0	0
271	DRUG TESTING:	0	0	0	0	0	0	0	0	0	0	0	0
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0
290	MISCELLANEOUS:	50,615	0	46,176	436,275	808,511	1,183,083	0	0	0	486,890	808,511	1,229,259
	TOTAL OPERATIONS	$80,233	$24,154	$1,675,972	$1,238,200	$1,256,502	$1,424,873	$0	$0	$0	$1,318,434	$1,280,756	$3,100,845
	UTILITIES												
361	Power:	1,264,336	232,732	1,578,000	0	0	0	0	0	0	1,264,336	232,732	1,578,000
362	Water/ Sewer:	39,872	0	48,000	9,211	0	0	0	0	0	49,082	0	48,000
363	Telephone/ Toll:	0	0	56,429	106,361	0	0	0	0	0	106,361	0	56,429
	TOTAL UTILITIES	$1,304,207	$232,732	$1,682,429	$115,572	$0	$0	$0	$0	$0	$1,419,779	$232,732	$1,682,429
450	CAPITAL OUTLAY	$0	$0	$0	$31,473	$17,199	$0	$0	$0	$0	$31,473	$17,199	$0
	TOTAL APPROPRIATIONS	$13,046,718	$14,030,823	$17,576,455	$1,779,853	$1,688,488	$1,788,488	$0	$0	$0	$14,826,571	$15,719,311	$19,364,843
	1/ Specify Fund Source												
	FULL TIME EQUIVALENCIES (FTEs)												
	UNCLASSIFIED:	2	2	2	0	0	0	0	0	0	2	2	2
	CLASSIFIED:	213	208	208	6	6	5	0	0	0	219	214	213
	TOTAL FTEs	215.00	210.00	210.00	6.00	6.00	5.00	0.00	0.00	0.00	221.00	216.00	215.00

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Government of Guam
Fiscal Year 2014
Budget Digest

Function: Education
Department/Agency: Guam Community College
Program: Operations / MDF

AS400 Account Code	Appropriation Classification	GENERAL FUND			Manpower Development Fund			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)		
		FY 2012 Expenditures & Encumbrances (A)	FY 2013 Authorized Level (B)	FY 2014 Governor's Request (C)	FY 2012 Expenditures & Encumbrances (D)	FY 2013 Authorized Level (E)	FY 2014 Governor's Request (F)	FY 2012 Expenditures & Encumbrances (G)	FY 2013 Authorized Level (H)	FY 2014 Governor's Request (I)	FY 2012 Expenditures & Encumbrances (A + D + G) (J)	FY 2013 Authorized Level (B + E + H) (K)	FY 2014 Governor's Request (C + F + I) (L)
	PERSONNEL SERVICES												
111	Regular Salaries/Increments/Special Pay:	8,123,492	9,499,502	9,696,989	296,357	305,900	265,430	0	0	0	8,419,849	9,805,402	9,962,419
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0
113	Benefits:	2,346,183	3,068,949	3,213,397	89,409	98,955	88,163	0	0	0	2,435,592	3,157,904	3,301,560
114	Insurance Benefits (Medical / Dental / Life):	536,898	510,428	524,742	8,842	9,832	10,022	0	0	0	545,740	520,260	534,764
	TOTAL PERSONNEL SERVICES	$11,006,573	$13,068,879	$13,435,128	$394,608	$414,687	$363,615	$0	$0	$0	$11,401,181	$13,483,566	$13,798,743
	OPERATIONS												
220	TRAVEL- Off-Island/Local Mileage Reimburs:	20,749	24,164	5,155	963	1,000	0	0	0	0	21,712	25,154	5,155
230	CONTRACTUAL SERVICES:	7,350	0	1,604,617	753,005	143,500	27,000	0	0	0	760,355	143,500	1,631,617
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0
240	SUPPLIES & MATERIALS:	1,519	0	6,754	19,320	152,919	114,826	0	0	0	20,839	152,919	121,580
250	EQUIPMENT:	0	0	0	28,638	150,672	99,964	0	0	0	28,638	150,672	99,964
270	WORKERS COMPENSATION:	0	0	0	0	0	0	0	0	0	0	0	0
271	DRUG TESTING:	0	0	0	0	0	0	0	0	0	0	0	0
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0
290	MISCELLANEOUS:	50,615	0	46,176	436,275	808,511	1,083,083	0	0	0	486,890	808,511	1,129,259
	TOTAL OPERATIONS	$80,233	$24,164	$1,662,702	$1,238,200	$1,256,602	$1,324,873	$0	$0	$0	$1,318,434	$1,280,756	$2,987,575
	UTILITIES												
361	Power:	1,264,336	232,732	1,578,000	0	0	0	0	0	0	1,264,336	232,732	1,578,000
362	Water/ Sewer:	39,872	0	48,000	9,211	0	0	0	0	0	49,082	0	48,000
363	Telephone/ Toll:	0	0	56,429	106,361	56,429	56,429	0	0	0	106,361	56,429	56,429
	TOTAL UTILITIES	$1,304,207	$232,732	$1,682,429	$115,572	$232,732	$56,429	$0	$0	$0	$1,419,779	$232,732	$1,682,429
450	CAPITAL OUTLAY	$0	$0	$0	$31,473	$17,199	$0	$0	$0	$0	$31,473	$17,199	$0
	TOTAL APPROPRIATIONS	$12,391,014	$13,325,765	$16,780,259	$1,779,853	$1,688,488	$1,688,488	$0	$0	$0	$14,170,867	$15,014,253	$18,468,747
	FULL TIME EQUIVALENCIES (FTEs)												
	UNCLASSIFIED:	2	2	2	0	0	0	0	0	0	2	2	2
	CLASSIFIED:	201	196	196	6	6	5	0	0	0	207	202	201
	TOTAL FTEs	203.00	198.00	198.00	6.00	6.00	6.00	0.00	0.00	0.00	209.00	204.00	203.00

Function Education
Department/Agency: Guam Community College
Program LPN/Vocational Guidance

[BBMR BD-1]

Government of Guam
Fiscal Year 2014
Budget Digest

AS400 Account Code	Appropriation Classification	GENERAL FUND (LPN/Voc Guid)			Special Fund			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)		
		FY 2012 Expenditures & Encumbrances (A)	FY 2013 Authorized Level (B)	FY 2014 Governor's Request (C)	FY 2012 Expenditures & Encumbrances (D)	FY 2013 Authorized Level (E)	FY 2014 Governor's Request (F)	FY 2012 Expenditures & Encumbrances (G)	FY 2013 Authorized Level (H)	FY 2014 Governor's Request (I)	FY 2012 Expenditures & Encumbrances (A+D+G) (J)	FY 2013 Authorized Level (B+E+H) (K)	FY 2014 Governor's Request (C+F+I) (L)
	PERSONNEL SERVICES												
111	Regular Salaries/Increments/Special Pay:	474,511	511,243	566,802	-	0	0	0	0	0	474,511	511,243	566,802
112	Overtime:	0	0	0		0	0	0	0	0	0	0	0
113	Benefits:	157,097	165,347	189,977		0	0	0	0	0	157,097	165,347	189,977
114	Insurance Benefits (Medical / Dental / Life):	24,096	28,468	26,147		0	0	0	0	0	24,096	28,468	26,147
	TOTAL PERSONNEL SERVICES	$655,704	$705,058	$782,926		$0	$0	$0	$0	$0	$655,704	$705,058	$782,926
	OPERATIONS												
220	TRAVEL- Off-Island/Local Mileage Reimburs	0	0	0	0	0	0	0	0	0	0	0	0
230	CONTRACTUAL SERVICES:	0	0	13,270	0	0	0	0	0	0	0	0	13,270
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0
240	SUPPLIES & MATERIALS:	0	0	0	0	0	0	0	0	0	0	0	0
250	EQUIPMENT:	0	0	0	0	0	0	0	0	0	0	0	0
270	WORKERS COMPENSATION:	0	0	0	0	0	0	0	0	0	0	0	0
271	DRUG TESTING:	0	0	0	0	0	0	0	0	0	0	0	0
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0
290	MISCELLANEOUS:	0	0	0	0	0	100,000	0	0	0	0	0	100,000
	TOTAL OPERATIONS	$0	$0	$13,270	$0	$0	$100,000	$0	$0	$0	$0	$0	$113,270
	UTILITIES												
361	Power:	0	0	0	0	0	0	0	0	0	0	0	0
362	Water/ Sewer:	0	0	0	0	0	0	0	0	0	0	0	0
363	Telephone/ Toll:	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL UTILITIES	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
450	CAPITAL OUTLAY	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	TOTAL APPROPRIATIONS	$655,704	$705,058	$796,196	$0	$0	$100,000	$0	$0	$0	$655,704	$705,058	$896,196
	FULL TIME EQUIVALENCIES (FTEs)												
	UNCLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0
	CLASSIFIED:	12	12	12	0	0	0	0	0	0	12	12	12
	TOTAL FTEs	12.00	12.00	12.00	0.00	0.00	0.00	0.00	0.00	0.00	12.00	12.00	12.00

1/ Specify Fund Source

*Per PL 31-229 USDA
Loan Repayment Liquid Fuel Tax

Government of Guam

Schedule A - Off Island Travel

Department/Agency: **Guam Community College**

Division:

Program:

Purpose / Justification for Travel
CALEA Accreditation for educational institution.

Travel Date: **Spring 2014**　　　　　　　　　　　*** No. of Travelers: 1**

Position Title of Traveler(s)	Air Fare	Per Diem	Registration	Total Cost
POST- Program Specialist	2,500	1,500	1,000	5,000

* Provide justification for more than one traveler to the same conference / training / workshop / etc.

SCHEDULE B - Contractual
Executive Office

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
ANNUAL MEMBERSHIP DUES	1	2,475	2,475		X
ANNUAL MEMBERSHIP DUES	1	2,440	2,440		X
CONTRACT - BOARD OF TRUSTEES	7	600	4,200		X
INSTITUTIONAL MEMBERSHIP DUES (ACCJC, AACC, PPEC, ETC) & SUBSCRIPTIONS, COST FOR LEGAL SERVICES FOR THE COLLEGE'S ATTORNEY	1	33,725	33,725		X
CONTRACTUAL SERVICES	1	20,000	20,000		X
GCC ANNUAL REPORT	72	25	1,800		X
ADVERTISING: RADIO, PRINT - FALL 2013	1	4,500	4,500		X
WEB SITE HOSTING & MAINTENANCE CONTRACT	12	1,225	14,700		X
ANNUAL REPORT PRINTING	100	11	1,100		X
CONTRACTUAL	1	500	500		X
CONTRACTUAL	1	9,500	9,500		X
MAINTENANCE - GENERATOR	1	10,000	10,000		X
SERVICE - LOCKSMITH	1	1,000	1,000		X
SERVICE- JANITORIAL	12	16,094	193,131		X
SERVICE - GROUND MAINTENANCE	12	1,200	14,400		X
MAINTENANCE - WATER PUMP/SPRINKLER SYSTEM	1	10,000	10,000		X
SERVICE - TRASH PICK-UP	11	2,600	28,600		X
MAINTENANCE - ELEVATOR	12	696	8,356		X
INSTALLATION OF NEW PHONE LINES	1	1,000	1,000		X
SERVICE - PEST CONTROL	12	475	5,700		X
EMAINT, WORK ORDER EMAIL REQUEST, ANNUAL SUPPORT & ELEARNING PORTAL	1	2,900	2,900		X

Government of Guam

SCHEDULE B - Contractual
Executive Office

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
SERVICE - TERMITE	1	1,000	1,000		X
Total Contractual			371,028		

SCHEDULE B - Contractual
Finance and Administration

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
MEMBERSHIP, CCBO	1	300	300		X
EDUCAUSE	1	510	510		X
SUBSCRIPTION: NACUBO	1	2,050	2,050		X
CONTRACTUAL - AUDIT FIRM	1	28,500	28,500		X
CONTRACTUAL - POSTAGE	12	375	4,500		X
CONTRACTUAL - PRINTING	3	375	1,125		X
DLT SOLUTIONS - REDHAT ENTERPRISE SOFTWARE SUBSCRIPTION SUPPORT	1	1,150	1,150		X
ARCSERVE BACKUP SOFTWARE RENEWAL WITH CREATION ENGINE INC.	2	2,511	5,023		X
SECURE SOCKET LAYER (SSL) CERTIFCATES	4	1,721	6,884		X
SYMANTEC - GHOST LICENSE FOR SYSTEM IMAGING	1	2,100	2,100		X
OFFICIAL SERVICE VEHICLE MAINTENANCE	1	1,050	1,050		X
INTERNET, INTRANET, EXTRANET & UNIX TECHNICAL SERVICES	1	2,100	2,100		X
ELLUCIAN ENTERPRISE SCFTWARE LICENSE MAINTENANCE & SUPPORT RENEWAL	1	182,702	182,702		X
APC UPS LEGACY SERVERS UPS	1	1,313	1,313		X
MAINTENANCE AGREEMENT	10	500	5,000		X
MICRO FOCUS	1	2,273	2,273		X
REMOTE ERP PROFESSIONAL TECHNICAL SERVICES	12	14,963	179,556		X
UPS IT EQUIPMENT SERVICE FOR BANNER SERVERS	1	4,568	4,568		X
COGNOS SCFTWARE MAINTENANCE	1	7,718	7,718		X
ELLUCIAN SUPPORT INC. FOR ORACLE	1	69,575	69,575		X
EVISIONS INC. FOR BANNER PRINTING	1	8,623	8,623		X
TOUCHNET HOSTING, MAINTENANCE, AND	1	30,808	30,808		X

SCHEDULE B - Contractual
Finance and Administration

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
SUBSCRIPTION SERVICES					
CUPA MEMBERSHIP	1	1,000	1,000		X
ADVERTISEMENT	4	500	2,000		X
PRINTED WINDOW ENVELOPES	1	500	500		X
SHRM MEMBERSHIP/SUBSCRIPTION	1	1,000	1,000		X
RISK MANAGEMENT SERVICES	1	2,000	2,000		X
BROKERS FEE & SURPLUS LINES	1	15,000	15,000		X
PROPERTY, AUTO, CRIME INSURANCE PREMIUMS	1	96,000	96,000		X
EDUCATORS INSURANCE PREMIUMS- PGL, ELL, UL, LPL	1	135,000	135,000		X
ADVERTISEMENTS	1	1,000	1,000		X
PRINTING SERVICES (BUILDING PLANS)	1	1,500	1,500		X
TRAINING MATERIALS	1	700	700		X
DUES AND SUBSCRIPTIONS	1	1,000	1,000		X
FIRE ALARM MAINTENANCE	5	5,000	25,000		X
POSTAL BOX RENTAL	1	664	664		X
VEHICLE MAINTENANCE	1	3,200	3,200		X
SECURITY SERVICES	12	9,829	117,948		X
COMMUNICATION SYSTEMS	1	2,784	2,784		X
COPIER LEASE	12	13,821	165,852		X
POSTAL METER RENTAL	1	720	720		X
VEHICLE INSPECTION REGISTRATION	5	30	150		X

SCHEDULE B - Contractual
Finance and Administration

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
Total Contractual			1,120,443		

SCHEDULE B - Contractual
Academic Affairs Division

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
COLLEGE CATALOGS	1	1,200	1,200		X
CALIFORNIA COMMUNITY COLLEGES DIRECTORY	2	200	400		X
STUDENT LEARNING OUTCOMES & CURRICULUM MAPPING BOOKLET	1	1,500	1,500		X
SURVEYS FOR ANNUAL SELF EVALUATION REPORT (E.G. INSTITUTIONAL EFFECTIVENESS SURVEY, ETC.)	1	1,000	1,000		X
HIGHER EDUCATION DIRECTORY	3	500	1,500		X
SEVIS - ANNUAL MEMBERSHIP DUES	1	600	600		X
LRP PUBLICATIONS (FERPA ANSWER BOOK)	1	200	200		X
HIGHER EDUCATION DIRECTORY PUBLICATION (ONLINE EDITION)	1	150	150		X
AACRAO - BI-ANNUAL MEMBERSHIP DUES	1	800	800		X
DIGITAL ARCHITECTURE ANNUAL MAINTENANCE FEES	1	4,140	4,140		X
FACES OF THE FUTURE SURVEY	1	4,500	4,500		X
ASSESSMENT AWARDS	6	100	600		X
FACT BOOK, PRESIDENT'S REPORT, BOT REPORT AND FOUNDATION REPORT	1	2,000	2,000		X
IDEA STUDENT SURVEY & PROCESSING	1	4,500	4,500		X
PROF. ORG. MEMBERSHIP/ASSOCIATION FOR INSTITUTIONAL RESEARCHER	1	150	150		X
NATIONAL STUDENT CLEARINGHOUSE	1	300	300		X
ANNUAL ONLINE SURVEY/SURVEY MONKEY	1	500	500		X
TRACDAT MAINTENANCE	1	7,500	7,500		X

SCHEDULE B - Contractual
Academic Affairs Division

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
Total Contractual			**31,540**		

SCHEDULE B - Contractual
Trades and Professional Services

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
PRINTING OF CERTIFICATES	1	300	300		X
MAINTENANCE OF OFFICE EQUIPMENT	1	300	300		X
CALIBRATION OF METERS AND A/C	1	200	200		X
WASTE OIL DISPOSAL	1	700	700		X
LOCAL TRAVEL MILEAGE	2	300	600		X
LOCAL TRAVEL-MILEAGE	2	300	600		X
PRINTING	1	2,000	2,000		X
EMT MEDICAL DIRECTOR ERING PROGRAM TO NATIONAL STANDARDS	1	4,500	4,500		X
BLS CARDS	1	800	800		X
COMPUTER REPAIR & MAINTENANCE	1	500	500		X
FACULTY DEVELOPMENT SUPPORT	1	500	500		X
FACULTY DEVELOPMENT SUPPORT	1	500	500		X
ANNUAL MEMBERSHIP TESOL	1	500	500		X
BIOHAZARD WASTE DISPOSAL	1	300	300		X
ACCREDITATION FEE	1	1,700	1,700		X
NCLEX-PRACTIUM EXAM	1	1,600	1,600		X
MEDICAL DIRECTOR	1	3,000	3,000		X
EQUIPMENT REPAIR	1	3,500	3,500		X
NATIONAL NURSING LEAGUE MEMBERSHIP	1	1,075	1,075		X
RODENT AND PEST CONTROL	1	2,500	2,500		X
BUS RENTAL	4	500	2,000		X
INDUSTRY MEMBERSHIPS: PATA,GVB, GHRA,MCA, ASIA CHRIE	1	2,000	2,000		X

SCHEDULE B - Contractual
Trades and Professional Services

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
VIRUS PROTECTION SOFTWARE (NORTON)	6	500	3,000		X
CULINARY EQUIPMENT PREVENTIVE MAINTENANCE, REPAIRS, AND PARTS	1	12,000	12,000		X
ANSUL RECERTIFICATION	1	2,500	2,500		X
CLASSROOM MAINTENANCE	2	280	560		X
MEMBERSHIP DUES	1	200	200		X
SOFTWARE LICENSES	1	1,950	1,950		X
SOFTWARE LICENSES	1	1,400	1,400		X
Total Contractual			**51,285**		

SCHEDULE B - Contractual
Technology and Student Services

Item	Quantity	Unit Price	Total Price	Funded in FY 2013?	
				Yes	No
BUSINESS CARD	8	25	200		X
RADIO SERVICE AND MAINTENANCE	10	320	3,200		X
CONTRACTUAL -MEDICAL ADVISOR FEE &MEDICAL WASTE MANAGEMENT	1	1,550	1,550		X
CHOICES LICENSE RENEWAL	1	1,095	1,095		X
COMPASS ADMINISTRATION UNITS	1	3,960	3,960		X
MEMBERSHIP DUES (ACA)	5	220	1,100		X
UNLIMITED EVDO SERVICE (5 SCHOOLS)	5	599	2,995		X
SERVICE PROVIDERS FOR STUDENTS	1	14,000	14,000		X
EBSCO PRINT PERIODICAL SUBSCRIPTION	1	2,500	2,500		X
EBSCO ACADEMIC E-BOOKS SUBSCRIPTION	1	3,000	3,000		X
LOCAL SUBSCRIPTIONS	1	1,000	1,000		X
EBSCO FULL TEXT PERIODICAL DATABASE	1	5,000	5,000		X
3M SERVICE CONTRACT FOR SECURITY GATE	1	3,991	3,991		X
Total Contractual			**43,591**		

SCHEDULE C - Supplies and Materials
Executive Office

Item	Quantity	Unit Price	Total Price	Funded in FY2013?	
				Yes	No
EQUIPMENT	1	4,754	4,754		X
SUPPLIES & MATERIALS	4	500	2,000		X
Total Supplies Materials			**6,754**		

SCHEDULE E - Miscellaneous
Trades and Professional Services

				Funded in FY 2013?	
Item	Quantity	Unit Price	Total Price	Yes	No
AHS REGISTRATION FEE	100	162	16,200		X
AHS REGISTRATION FEE	100	162	16,200		X
AHS TUITION & FEE (OA101)	12	574	6,888		X
AHS TUITION & FEE (OA101)	12	574	6,888		X
Total Miscellaneous			46,176		

Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: General and MDF

Government of Guam
Proposed
Fiscal Year 2014
Agency Staffing Pattern

No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	Increment AMT	(E+F+G+I) Sub-total	Retirement 31.02%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
1	PRE004	Administrative Secretary	Guerrero, Bertha M.	I-6	28,875	0	0	0		28,875	8,958	495	0	419	153	2,170	223	12,416	41,291
2	PRE005	President	Okada, Mary A.	1-5	139,243	0	0	0		139,243	43,193	-	0	2,019	153	5,304	1,248	51,917	191,160
3	PRE006	Private Secretary	Muna, Esther A.	I-12	34,368	0	0	0		34,368	10,661	495	0	498	153	6,517	-	11,807	46,175
4	PRE007	Program Specialist	Santo Tomas, Dennis	K-5-d	51,272	0	0	0		51,272	15,905	495	0	743	153	6,517	375	24,188	75,460
5	PRE002	Assistant Director	Flores, Jayne T.	O-2-b	74,917	0	0	0		74,917	23,239	495	0	1,086	153	-	-	24,973	99,891
6	AAD095	Assistant Professor 11mo	Matson, Christine B.	K-7-b	64,143	0	0	0		64,143	19,897	495	0	930	153	6,517	374	28,366	92,509
7	AAD096	Associate Professor 11m	Neff, Bernard R.	L-8-a	74,596	0	0	0		74,596	23,140	495	0	1,082	153	2,401	226	27,496	102,092
8	ASD012	Program Specialist	Bilong, Danilo Philbert C.	K-6-d	51,272	0	0	0		51,272	15,905	495	0	743	153	-	226	17,296	68,568
9	ASD001	Administrative Assistant	Arceo, Josephine T.	J-16	43,784	0	0	0		43,784	13,582	495	0	635	153	4,808	277	19,950	63,734
10	ASD021	Assistant Director	Perez, Doris C.	O-5-a	83,208	0	0	0		83,208	25,811	-	0	1,207	153	3,780	223	31,174	114,382
11	AAD079	Test Examiner	Cruz, Evangeline P.	I-11	34,368	0	0	0		34,368	10,661	-	0	498	153	4,808	277	18,388	50,766
12	AAD041	Program Specialist	*Vacant-Quitugua, Jose		51,272	0	0	0		51,272	15,905	495	0	743	153	6,517	375	24,188	75,460
13	AAD206	Maintenance Worker	*Vacant-Muna R.		21,216	0	0	0		21,216	6,581	495	0	308	153	2,401	226	10,163	31,379
14	ASD009	Refrigeration Mechanic It	Quichocho, Joseph R.	I-10	33,208	0	0	0		33,208	10,301	495	0	482	153	4,808	-	16,238	49,446
15	ASD022	Maintenance Worker	Toves, Albert S.	H-2	22,471	0	0	0		22,471	6,971	495	0	326	153	-	-	7,943	30,414
16	ASD034	Maintenance Worker	*Vacant-Rojas, J.		21,216	0	0	0		21,216	6,581	495	0	308	153	2,401	226	10,163	31,379
17	ASD036	Maintenance Worker	Roberto, Joey C.	H-1	21,216	0	0	0		21,216	6,581	495	0	308	153	2,401	226	10,163	31,379
18	ASD037	Maintenance Worker	Rosario, Joaquin U.	H-11	31,011	0	0	0		31,011	9,620	495	0	450	153	1,683	226	12,625	43,636
19	ASD048	Maintenance Leader	Toves, Calvin F.	I-5	27,805	0	0	0		27,805	8,625	495	0	403	153	-	-	9,675	37,480
20	AAD036	Program Specialist	Gima, Wesley T.	K-8-a	54,965	0	0	0		54,965	17,050	495	0	797	153	2,170	223	20,888	75,853
21	BFD013	Administrative Assistant	Cruz, Vivian D.	J-12	36,865	0	0	0		36,865	11,436	-	0	535	153	-	-	12,123	48,988
22	BFD022	Vice President	Santos, Carmen K.	P-8-a	99,158	0	0	0		99,158	30,759	495	0	1,438	153	3,607	374	36,825	135,983
23	BFD003	Accountant I	Aquino, Elizabeth J Q.	K-3	36,984	0	0	0		36,984	11,472	495	0	536	153	-	-	12,656	49,640
24	BFD004	Accountant I	Lam, Pik Man	K-3	29,279	0	0	0		29,279	9,082	495	0	425	153	-	-	10,154	39,433
25	BFD005	Accountant II	Guerrero, Carol A.	L-16	48,900	0	0	0		48,900	15,169	495	0	709	153	2,401	226	19,152	68,052
26	BFD008	Cashier II	Borja, Levonne G.	E-2	18,738	0	0	0		18,738	5,813	495	0	272	153	-	-	6,732	25,470
27	BFD009	Accounting Technician II	Mesa, Marlene R.	I-10	32,084	0	0	0		32,084	9,952	495	0	465	153	-	-	11,065	43,149
28	BFD010	Accountant II	Santos Torres, Linda	L-14	47,246	0	0	0		47,246	14,656	495	0	685	153	2,401	226	18,615	65,861
29	BFD012	General Accounting Supe	San Nicolas, Cheryl B.	O-11	52,429	0	0	0		52,429	16,263	-	0	760	153	3,780	223	21,180	73,609
30	BFD015	Accounting Technician II	Mayo, Lucille A.	I-3	25,399	0	0	0		25,399	7,879	495	0	368	153	-	-	8,895	34,294
31	BFD029	Controller	Limtuatco, Edwin E.	N-4-c	71,552	0	0	0		71,552	22,195	495	0	1,038	153	2,170	223	26,274	97,826
32	BFD030	Accounting Technician I	*Vacant-Anderson, Danielle	G-4	22,234	0	0	0		22,234	6,897	495	0	322	153	1,683	226	9,776	32,010
33	ASD002	Systems Programmer	Bautista, Kenneth C.	N-14	55,341	0	0	0		55,341	17,167	-	0	802	153	2,401	226	20,749	76,090
34	ASD005	Computer Operator II	David, Margarita Q.	I-18	42,247	0	0	0		42,247	13,105	-	0	613	153	2,579	-	16,449	58,696
35	ASD006	Computer Technician II	Fabro, Jefferson V.	I-8	31,014	0	0	0		31,014	9,621	495	0	450	153	6,517	374	17,609	48,623
36	ASD007	Teleprocessing Netwk Co	Ridgell, Joel E.	J-6	30,975	0	0	0		30,975	9,608	495	0	449	153	1,683	226	12,614	43,589
37	ASD008	Computer Systems Analy	Duque, Richard O.	L-8	37,128	0	0	0		37,128	11,517	495	0	538	153	2,401	226	15,330	52,458
38	ASD010	Data Processing Systems	Camacho, Francisco C.	N-5-b	73,720	0	0	0		73,720	22,868	-	0	1,069	153	6,517	374	30,981	104,701

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39	ASD011	Teleprocessing Netwk Co	Camacho, Christopher J.	J-10	34,414	0	0	0	-	34,414	10,675	495	0	499	153	3,607	374	15,803	50,217
40	ASD025	Computer Technician II	De Leon, Benedict C.	I-8	29,944	0	0	0	-	29,944	9,289	495	0	434	153	-	-	10,370	40,314
41	ASD027	Computer Systems Analy	Dacanay, Gerard L	M-16	54,731	0	0	0	-	54,731	16,978	-	0	794	153	1,683	226	19,833	74,564
42	ASD039	Systems Programmer	Solidum, Catherine M.	N-2	34,947	0	0	0	-	34,947	10,841	495	0	507	153	2,401	226	14,621	49,568
43	BFD006	Human Resources Admir	Muna, Joann W.	N-7-a	79,828	0	0	0	-	79,828	24,763	-	0	1,158	153	3,780	223	30,077	109,905
44	BFD007	Personnel Specialist II	Rojas, Josephine T.	L-18	52,383	0	0	0	-	52,383	16,249	495	0	760	153	2,401	226	20,283	72,666
45	BFD023	Personnel Specialist III	San Nicolas, Apolline C.	M-7	40,150	0	0	0	-	40,150	12,455	495	0	582	153	2,401	226	16,311	56,461
46	BFD025	Personnel Specialist I	Siguenza, Rose Marie L.	K-12	41,005	0	0	0	-	41,005	12,720	495	0	595	153	3,780	223	17,965	58,970
47	BFD011	Proc & Inventory Adminis	Evangelista, Joleen M.	M-5-c	65,966	0	0	0	-	65,966	20,463	495	0	957	153	-	-	22,067	88,033
48	BFD016	Buyer II	Rideb, Priscilla K.	H-8	28,963	0	0	0	-	28,963	8,984	495	0	420	153	2,401	226	12,676	41,642
49	BFD017	Inventory Management O	Rios, Theda R.	J-2	25,810	0	0	0	-	25,810	8,006	495	0	374	153	3,780	223	13,031	38,842
50	BFD018	Supply Expediter	Blas, Jerome M.	E-11	26,763	0	0	0	-	26,763	8,302	495	0	388	153	3,780	223	13,341	40,104
51	BFD020	Buyer I	Palacios, Patricia U.	G-7	25,276	0	0	0	-	25,276	7,841	-	0	367	153	3,780	223	12,363	37,640
52	BFD001	Bookstore Manager	Okada, Daniel T.	I-2	24,062	0	0	0	-	24,062	7,464	495	0	349	153	-	-	8,460	32,522
53	BFD014	Administrative Assistant	Terlaje, Kenneth C.	J-13	38,155	0	0	0	-	38,155	11,836	-	0	553	153	4,808	277	17,627	55,782
54	BFD026	Coordinator, Financial Aid	Lonsdale, Micki L.	L-11-	72,746	0	0	0	-	72,746	22,566	-	0	1,055	153	2,401	226	26,400	99,146
55	BFD027	Program Coordinator II	Guerrero, Vivian C.	L-12	42,613	0	0	0	-	42,613	13,219	-	0	618	153	2,401	226	16,616	59,229
56	ASD003	Environ Health & Safety	Mangione, Gregorio T.	L-5-a	56,163	0	0	0	-	56,163	17,422	495	0	814	153	-	-	18,884	75,047
57	ASD020	Safety Inspector I	Diaz, John L.	G-10	28,085	0	0	0	-	28,085	8,712	495	0	407	153	-	-	9,767	37,852
58	ASD017	Administrative Assistant	Salas, Frank C.	J-13	38,155	0	0	0	-	38,155	11,836	-	0	553	153	-	-	12,542	50,697
59	AAD077	Administrative Officer	Garcia, Ava M.	L-7	37,128	0	0	0	-	37,128	11,517	495	0	538	153	3,607	374	16,684	53,812
60	AAD001	Administrative Aide	Untalan, Frances E.	F-2	19,840	0	0	0	-	19,840	6,154	495	0	288	153	2,401	226	9,716	29,556
61	AAD003	Coordinator, Admissions	Clymer, Patrick L.	M-5-c	65,313	0	0	0	-	65,313	20,260	495	0	947	153	2,401	226	24,481	89,794
62	AAD005	Records & Registration T	Paulus, Vincent K.	G-8	27,149	0	0	0	-	27,149	8,422	495	0	394	153	-	-	9,463	36,612
63	AAD007	Program Coordinator II	Camacho, Johanna L.	L-8	38,454	0	0	0	-	38,454	11,926	495	0	558	153	-	-	13,134	51,588
64	AAD008	Records & Registration T	Masnayon, Edgar C.	G-10	29,068	0	0	0	-	29,068	9,017	495	0	421	153	2,401	226	12,713	41,781
65	AAD078	Vice President	Somera, Rene Ray D.	P-7-d	105,829	0	0	0	-	105,829	32,828	495	0	1,535	153	3,780	223	39,014	144,843
66	AAD184	Records & Registration S	Concepcion, Marilyn L.	I-14	36,816	0	0	0	-	36,816	11,420	-	0	534	153	1,683	226	14,016	50,832
67	AAD016	Assistant Director	Montague, Marlena O.P.	O-3-a	74,582	0	0	0	-	74,582	23,135	495	0	1,081	153	-	-	24,864	99,446
68	AAD187	Program Specialist	*Vacant-Johns, P.		51,272	0	0	0	-	51,272	15,905	495	0	743	153	6,517	375	24,188	75,460
69	AAD213	Administrative Assistant	Aguon, Evangeline M.	J-6	30,972	0	0	0	-	30,972	9,608	495	0	449	153	2,170	223	13,098	44,070
70	ASD004	Planner IV	Benavente, Joseph L.	N-13	51,662	0	0	0	-	51,662	16,026	-	0	749	153	1,683	-	18,611	70,273
71	AAD036	Assistant Director	Rodgers, Victor	O-3-c	78,386	0	0	0	-	78,386	24,315	495	0	1,137	153	2,579	277	28,955	107,341
72	AAD128	Administrative Assistant	*Vacant-Arceo, Tania C.	J-3	25,810	0	0	0	-	25,810	8,006	495	0	374	153	1,683	226	10,937	36,747
73	AAD040	Dean	Ridgell, Reilly A.	O-8-c	94,699	0	0	0	-	94,699	29,376	-	0	1,373	153	4,808	277	35,987	130,686
74	AAD191	Administrative Aide	Cruz, Ana Q.	F-16	33,656	0	0	0	-	33,656	10,440	-	0	488	153	2,401	226	13,708	47,364
75	AAD204	Associate Dean	Sablan, Karen S.		79,037	0	0	0	-	79,037	24,517	-	0	1,146	153	1,683	226	27,725	106,762
76	*AAD047	Administrative Assistant	Guerrero, Teresita C.	J-10	34,414	0	0	0	-	34,414	10,675	495	0	499	153	3,780	223	15,825	50,239

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77	*AAD152	Instructor 10monDC	Dennis, Christopher T.	J-8-d	55,500	0	0	0	-	55,500	17,216	495	0	805	153	-	-	18,668	74,168
78	AAD015	Assistant Instructor	Cruz, Jesse Q.	I-5-a	36,792	0	0	0	-	36,792	11,413	495	0	533	153	2,401	226	15,221	52,013
79	AAD032	Instructor	Flores, Joseph L.	J-7-b	46,797	0	0	0	-	46,797	14,516	495	0	679	153	6,517	374	22,734	69,531
80	AAD041	Instructor	Pajarillo, Lyndon B.	J-5-d	39,057	0	0	0	-	39,057	12,115	-	0	566	153	3,780	223	16,838	55,895
81	AAD141	Assistant Instructor	Meno, Charles Roy M.	I-9-c	44,895	0	0	0	-	44,895	13,926	-	0	651	153	-	-	14,730	59,625
82	AAD144	Instructor	Tabunar, James M.	J-6-b	44,971	0	0	0	-	44,971	13,950	495	0	652	153	3,780	223	19,253	64,224
83	AAD150	Assistant Instructor	Perez, Jonathan J.	I-2-b	32,978	0	0	0	-	32,978	10,230	495	0	478	153	2,401	226	13,982	46,960
84	AAD151	Assistant Instructor	Lewcock, Danilo J.	I-13-c	56,643	0	0	0	-	56,643	17,571	-	0	821	153	2,401	226	21,172	77,815
85	AAD153	Instructor	Tudela, Erwin F.	J-12-t	57,101	0	0	0	-	57,101	17,713	-	0	828	153	-	-	18,694	75,795
86	AAD154	Instructor	Egana, Joel E.	J-8-a	48,214	0	0	0	-	48,214	14,956	495	0	699	153	6,517	374	23,194	71,408
87	AAD155	Tool Mechanic	*Vacant-Mendiola, R.	I-20	17,635	0	0	0	-	17,635	5,470	495	0	256	153	1,683	226	8,283	25,918
88	AAD182	Assistant Instructor	Bukikosa, Ines E.	I-6-a	39,057	0	0	0	-	39,057	12,115	495	0	566	153	1,683	226	15,238	54,295
89	AAD183	Associate Professor	Abshire, Ronnie J.	L-8-c	63,919	0	0	0	-	63,919	19,828	-	0	927	153	3,780	223	24,911	88,830
90	AAD010	Instructor	Palomo, Melissa L.	J-3-a	39,909	0	0	0	-	39,909	12,380	495	0	579	153	-	-	13,606	53,515
91	AAD147	Professor	Camacho, Clare A.	M-10-	78,905	0	0	0	-	78,905	24,476	-	0	1,144	153	2,170	223	28,167	107,072
92	AAD185	Professor	Postrozny, Marsha M	M-8-b	72,868	0	0	0	-	72,868	22,604	495	0	1,057	153	2,170	223	26,701	99,569
93	AAD198	Professor 10monDC	Leon Guerrero, Sarah S.	M-9-c	84,716	0	0	0	-	84,716	26,279	-	0	1,228	153	-	-	27,660	112,376
94	AAD207	Administrative Assistant	Leon Guerrero, Latisha Ann	J-3	27,244	0	0	0	-	27,244	8,451	495	0	395	153	1,683	226	11,403	38,647
95	AAD089	Assistant Professor	Sison, Benjamin C.	K-4-d	47,342	0	0	0	-	47,342	14,685	495	0	686	153	1,683	226	17,928	65,270
96	AAD176	Professor	Cruz, Donna M.	M-9-c	67,851	0	0	0	-	67,851	21,047	495	0	984	153	2,401	226	25,306	93,157
97	AAD186	Administrative Assistant	Quitugua, Rosita G.	J-13	38,155	0	0	0	-	38,155	11,836	-	0	553	153	3,780	223	16,545	54,700
98	AAD051	Associate Professor	Armstrong, John M.	L-7-d	62,660	0	0	0	-	62,660	19,437	-	0	909	153	1,683	226	22,408	85,068
99	AAD053	Associate Professor 10m	Munoz, Jose U.	L-8-a	67,948	0	0	0	-	67,948	21,077	495	0	985	153	2,401	226	25,337	93,285
100	AAD054	Instructor	*Vacant-San Nicolas, B.		38,741	0	0	0	-	38,741	12,017	495	0	562	153	5,264	302	18,793	57,534
101	AAD019	Instructor	Cepeda, Nita Jeannette P.	J-3-a	38,741	0	0	0	-	38,741	12,017	495	0	562	153	5,264	302	18,793	57,534
102	AAD184	Assistant Professor	De Oro, Vera S.	K-7-a	52,810	0	0	0	-	52,810	16,382	495	0	766	153	6,517	374	24,686	77,496
103	AAD056	Instructor	Uchima, Katsuyoshi	J-8-c	51,692	0	0	0	-	51,692	16,035	495	0	750	153	6,517	374	24,323	76,015
104	AAD156	Assistant Instructor	Versackas, Sarah D.	J-3-a	38,741	0	0	0	-	38,741	12,017	495	0	562	153	-	-	13,227	51,968
105	AAD157	Instructor	Sotomil, Sterlyn E.	J-5-d	43,210	0	0	0	-	43,210	13,404	495	0	627	153	6,517	374	21,569	64,779
106	AAD158	Instructor	Dumchus, Karen L.	J-10-	53,259	0	0	0	-	53,259	16,521	495	0	772	153	1,663	226	19,850	73,109
107	AAD159	Instructor	Mafnas, Barbara C.	J-11-	54,329	0	0	0	-	54,329	16,853	495	0	788	153	-	-	18,288	72,617
108	AAD188	Administrative Aide	Mendiola, Erlinda S.	F-2	18,737	0	0	0	-	18,737	5,812	495	0	272	153	3,607	374	10,713	29,450
109	*AAD024*	Assistant Professor	Artero, Jennifer B.	J-5-d	50,256	0	0	0	-	50,256	15,589	495	0	729	153	1,683	-	18,649	68,905
110	*AAD045*	Nursing & Allied Health A	Manglona, Dorothy-Lou	M-7-a	67,288	0	0	0	-	67,288	20,873	495	0	976	153	6,517	374	29,387	96,675
111	*AAD050*	Instructor	Bordallo, Angela T.	J-5-d	44,525	0	0	0	-	44,525	13,812	495	0	646	153	-	-	15,105	59,630
112	*AAD058*	Administrative Assistant	Hiura, Tamara Therese T	J-3	27,244	0	0	0	-	27,244	8,451	495	0	395	153	2,401	226	12,120	39,364
113	*AAD083*	Instructor	Loveridge, Rosemary J.	J-7-d	47,737	0	0	0	-	47,737	14,808	495	0	692	153	-	-	16,148	63,885
114	*AAD162*	Instructor	Melegrito, Loressa M.	J-5-d	43,210	0	0	0	-	43,210	13,404	495	0	627	153	6,517	374	21,569	64,779

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115	*AAD196*	Instructor	*Vacant-Manglona, D.		46,333	0	0	0	-	46,333	14,372	495	0	672	153	1,683	-	17,375	63,708
116	AAD029	Instructor	Korenko, William E.	J-15-f	66,292	0	0	0		66,292	20,564	-	0	961	153	2,401	226	24,305	90,597
117	AAD055	Associate Professor	Blas, Doreen J.	L-9-b	66,514	0	0	0		66,514	20,633	-	0	964	153	6,517	374	28,641	95,155
118	AAD057	Assistant Professor	Schrage, Marivic C.	K-9-d	60,114	0	0	0		60,114	18,647	495	0	872	153	-	-	20,167	80,281
119	AAD060	Instructor	Poliquit, Christopher D.	J-1-a	36,490	0	0	0		36,490	11,319	495	0	529	153	1,683	226	14,405	50,895
120	AAD061	Instructor	*Vacant-Tung, F.	M-9-d	38,741	0	0	0		38,741	12,017	495	0	562	153	5,264	302	18,793	57,534
121	AAD062	Associate Professor 12m	Aguilar, Norman L.	K-8-c	83,925	0	0	0		83,925	26,034	495	0	1,217	153	2,401	226	30,525	114,450
122	AAD063	Professor	Chong, Eric K.	M-9-d	78,124	0	0	0		78,124	24,234	495	0	1,133	153	1,683	226	27,923	106,047
123	AAD064	Associate Professor	Gamble, Helen L.	L-9-a	63,924	0	0	0		63,924	19,829	-	0	927	153	3,780	223	24,913	88,837
124	AAD065	Instructor	Evangelista, Frank F.	J-9-c	52,209	0	0	0		52,209	16,195	495	0	757	153	2,171	223	19,994	72,203
125	AAD066	instructor	Yurko, Phyllis A.	J-7-d	48,214	0	0	0		48,214	14,956	495	0	699	153	-	-	16,303	64,517
126	AAD067	Instructor	Odoca, James A.	J-3-a	38,741	0	0	0		38,741	12,017	-	0	562	153	3,884	277	16,616	55,357
127	AAD068	Assistant Professor	Cruz, Carol R.	K-8-b	56,630	0	0	0		56,630	17,567	-	0	821	153	2,579	277	21,397	78,027
128	AAD069	Instructor	Wong, Evon	J-4-b	41,945	0	0	0		41,945	13,011	495	0	608	153	1,683	226	16,176	58,121
129	AAD070	Administrative Aide	Blas, Joanne M.	F-6	23,808	0	0	0		23,808	7,385	495	0	345	153	1,683	226	10,287	34,095
130	AAD098	Instructor	Dietrichs, Kevin J.	J-8-b	48,214	0	0	0		48,214	14,956	495	0	699	153	1,683	226	18,212	66,426
131	*AAD126	Program Specialist	Barnhart, Terry L.	K-16-	77,092	0	0	0		77,092	23,914	-	0	1,118	153	2,401	226	27,812	104,904
132	*AAD160	Assistant Instructor 10mo	Yanger, Gil T.	I-9-b	49,170	0	0	0		49,170	15,253	495	0	713	153	2,401	226	19,240	68,410
133	AAD017	Assistant Instructor	Limtiaco, Michael D.	I-1-d	32,323	0	0	0		32,323	10,027	495	0	469	153	-	-	11,143	43,466
134	AAD035	Assistant Instructor	Santos, Ronald T.	I-4-c	36,794	0	0	0		36,794	11,413	495	0	534	153	2,401	226	15,221	52,015
135	AAD130	Associate Professor	San Nicolas, Anthony C.	L-9-c	65,201	0	0	0		65,201	20,225	-	0	945	153	-	-	21,324	86,525
136	AAD132	Associate Professor	Leon Guerrero, Catherine Li	L-7-d	63,286	0	0	0		63,286	19,631	-	0	918	153	1,683	226	22,611	85,897
137	AAD134	Instructor	Quintanilla, John J.	J-10-f	52,209	0	0	0		52,209	16,195	-	0	757	153	2,579	277	19,961	72,170
138	AAD135	Assistant Instructor	Olson, Todd A.	I-5-c	37,531	0	0	0		37,531	11,642	495	0	544	153	3,607	374	16,815	54,346
139	AAD138	Assistant Instructor	Santos, David T.	I-8-b	42,293	0	0	0		42,293	13,119	495	0	613	153	-	-	13,886	56,179
140	AAD142	Instructor	Zillian, John E.	J-8-d	49,675	0	0	0		49,675	15,409	495	0	720	153	-	-	16,777	66,452
141	AAD012	Assistant Professor	Tam, Yvonne	K-8-b	56,630	0	0	0		56,630	17,567	495	0	821	153	-	-	19,035	75,665
142	AAD023	Assistant Instructor	Chargualaf, Katherine M.	I-6-b	39,842	0	0	0		39,842	12,359	495	0	578	153	-	-	13,584	53,426
143	AAD030	Assistant Professor 10mo	Roberson, Robin P.	K-8-d	63,270	0	0	0		63,270	19,626	495	0	917	153	1,683	226	23,100	86,370
144	AAD031	Instructor	Perez, Nenita R.	J-10-f	51,173	0	0	0		51,173	15,874	495	0	742	153	-	-	17,263	68,436
145	AAD033	Associate Professor	Manzana, Amada A.	L-8-c	65,204	0	0	0		65,204	20,226	-	0	945	153	6,517	374	28,216	93,420
146	AAD034	Instructor	Guerrero, Norma R.	J-3-a	39,514	0	0	0		39,514	12,257	-	0	573	153	6,517	374	19,874	59,388
147	AAD018	Associate Professor	Pangelinan, Pilar C.	L-8-c	65,204	0	0	0		65,204	20,226	495	0	945	153	-	-	21,819	87,023
148	AAD027	Instructor	Tupaz, Frederick Q.	J-3-c	40,711	0	0	0		40,711	12,629	495	0	580	153	-	-	13,866	54,577
149	AAD006	Administrative Aide	Bautista, Kimberly C.	F-6	23,808	0	0	0		23,808	7,385	495	0	345	153	3,780	223	12,381	36,189
150	AAD042	Word Processing Secret	Cabalic, Antonia M.	H-23	46,867	0	0	0		46,867	14,538	-	0	680	153	3,780	223	19,374	66,241
151	AAD043	Adjunct Associate Dean	Meed, Barry L.	N-11-	95,486	0	0	0		95,486	29,620	-	0	1,385	153	2,401	226	33,784	129,270
152	AAD091	Associate Dean	Chan, Michael L.	N-5-a	72,267	0	0	0		72,267	22,417	495	0	1,048	153	3,607	374	28,094	100,361

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Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: General and MDF

No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	Increment AMT	(E+F+G+I) Sub-total	Retirement 31.02%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
153	AAD110	Dean	Tudela, Virginia C.	O-6-a	86,587	0	0	0		86,587	26,859	495	0	1,256	153	6,517	374	35,654	122,241
154	AAD119	Word Processing Secret	Atoigue, Ana Mari C.	H-5	25,967	0	0	0		25,967	8,055	495	0	377	153	-	-	9,079	35,046
155	AAD121	Administrative Assistant	Manibusan, Doris E.	J-11	35,618	0	0	0		35,618	11,049	-	0	516	153	2,170	223	14,111	49,729
156	AAD101	Instructor	Torres, Carl E.	J-4-a	40,303	0	0	0		40,303	12,502	495	0	584	153	-	-	13,734	54,037
157	AAD164	Assistant Professor	Lopez, Jose B.	J-3-a	41,118	0	0	0		41,118	12,755	495	0	596	153	2,401	226	16,626	57,744
158	AAD171	Instructor	Roden, Wendell M.	J-3-a	38,741	0	0	0		38,741	12,017	495	0	562	153	1,683	226	15,136	53,877
159	AAD173	Instructor	Ginson, Christie Marie F.	J-3-a	38,741	0	0	0		38,741	12,017	495	0	562	153	3,884	224	17,335	56,076
160	AAD174	Associate Professor 10m	Lam, Steve S.	L-7-c	67,275	0	0	0		67,275	20,869	495	0	975	153	3,607	374	26,473	93,748
161	AAD175	Assistant Professor	Datuin, Theresa Ann H.	K-4-b	47,344	0	0	0		47,344	14,686	495	0	686	153	4,808	277	21,105	68,449
162	AAD048	Assistant Professor	Sunga, Anthony Jay J.	K-4-b	47,817	0	0	0		47,817	14,833	495	0	693	153	2,170	223	18,568	66,385
163	AAD179	Assistant Professor	Kerr, Jo Nita Q.	K-7-e	52,820	0	0	0		52,820	16,385	-	0	766	153	-	-	17,304	70,124
164	AAD180	Assistant Professor	Jocson, John Michael U.	K-4-b	41,945	0	0	0		41,945	13,011	495	0	608	153	3,607	374	18,248	60,193
165	AAD112	Associate Dean	Ige, Joanne A.	N-5-c	73,720	0	0	0		73,720	22,868	-	0	1,069	153	2,170	223	26,484	100,204
166	AAD114	Clerk Typist III	Santos, Irene J.	F-16	33,656	0	0	0		33,656	10,440	-	0	488	153	3,780	-	14,861	48,517
167	AAD116	School Aide II	*Vacant-Diaz, J.		22,486	0	0	0		22,486	6,975	495	0	326	153	2,170	223	10,343	32,829
168	AAD117	School Aide II	Cruz, Harold R.	E-6	22,486	0	0	0		22,486	6,975	495	0	326	153	2,170	223	10,343	32,829
169	AAD193	School Aide III	Hussey, Lorainne R.	F-16	32,517	0	0	0		32,517	10,087	-	0	471	153	-	-	10,711	43,228
170	AAD093	Administrative Aide	Cabrito, Antonita F.	F-16	32,517	0	0	0		32,517	10,087	-	0	471	153	-	-	10,711	43,228
171	AAD149	Program Specialist	Sablan, Ferminia	K-7-c	50,253	0	0	0		50,253	15,588	495	0	729	153	2,170	223	19,358	69,611
172	AAD094	Assistant Professor 10mo	delos Santos, Maria Cecilia	K-10-	67,162	0	0	0		67,162	20,834	-	0	974	153	2,170	223	24,354	91,516
173	AAD108	Instructor 11monDC	Betaclan, Emma R.	J-7-d	57,398	0	0	0		57,398	17,805	-	0	832	153	1,683	-	20,473	77,871
174	AAD080	Program Specialist	Leon Guerrero, Barbara B.	K-8-b	56,069	0	0	0		56,069	17,393	495	0	813	153	6,517	374	25,744	81,813
175	AAD106	Program Coordinator II	Lizama, Donnie L.	L-4	33,150	0	0	0		33,150	10,283	-	0	481	153	2,401	226	13,544	46,694
176	AAD013	Program Coordinator III	Duenas, Elizabeth J.	M-13	47,695	0	0	0		47,695	14,795	-	0	692	153	6,517	374	22,531	70,226
177	AAD009	Associate Professor	Balbin, Sandy R.	L-7-d	60,816	0	0	0		60,816	18,865	-	0	882	153	1,683	226	21,809	82,625
178	AAD011	Assistant Professor	Realica, Tonirose V.	J-3-a	46,411	0	0	0		46,411	14,397	495	0	673	153	1,683	226	17,626	64,037
179	AAD073	Administrative Assistant	Anderson, Catherine B.	J-6	30,972	0	0	0		30,972	9,608	495	0	449	153	2,401	226	13,331	44,303
180	AAD102	Associate Professor 10m	Sablan, Sally C.	L-8-c	68,632	0	0	0		68,632	21,290	495	0	995	153	-	-	22,932	91,564
181	AAD103	Associate Professor 10m	Terlaje, Patricia M.	L-8-b	67,887	0	0	0		67,887	21,059	495	0	984	153	-	-	22,691	90,578
182	AAD104	Associate Professor 10m	Lizama, Troy E.	L-8-a	70,007	0	0	0		70,007	21,716	495	0	1,015	153	1,683	286	25,348	95,355
183	AAD105	Professor 10mon	*Vacant - Sablan, K.	M-9-b	71,414	0	0	0		71,414	22,153	-	0	1,036	153	1,683	226	25,250	96,664
184	AAD107	Associate Professor 10m	Roberto, Anthony J.	L-8-c	70,707	0	0	0		70,707	21,933	-	0	1,025	153	3,780	223	27,115	97,822
185	AAD049*	Instructor	Rios, Esther A.	J-3-a	38,741	0	0	0		38,741	12,017	495	0	562	153	-	-	13,227	51,968
186	AAD163*	Assistant Professor	Analista, Hemalin R.	K-7-a	53,881	0	0	0		53,881	16,714	495	0	781	153	-	-	18,143	72,024
187	AAD170*	Assistant Professor	Hartz, Ronald G.	K-7-c	54,965	0	0	0		54,965	17,050	495	0	797	153	2,401	226	21,121	76,086
188	AAD178*	Assistant Professor	Nanpei, Rose Marie D.	K-7-a	53,881	0	0	0		53,881	16,714	495	0	781	153	1,683	-	18,143	72,024
189	AAD195*	Instructor	Muna, Brian C.	J-3-e	38,741	0	0	0		38,741	12,017	495	0	562	153	1,683	226	15,136	53,877
190	AAD131	Instructor 10mon	Arce, Imelda D.	J-10-c	56,965	0	0	0		56,965	17,671	-	0	826	153	-	-	18,650	75,615

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191	AAD071	Program Specialist	Payne, John F.	K-7-c	53,881	0	0	0	-	53,881	16,714	495	0	781	153	1,683	226	20,052	73,933
192	AAD014	Associate Professor	Teng, Zhaopei	L-9-a	66,514	0	0	0	-	66,514	20,633	495	0	964	153	1,683	226	24,154	90,668
193	AAD020	Instructor	Setzer, Michael D.	J-14-I	61,832	0	0	0	-	61,832	19,180	-	0	897	153	1,683	226	22,139	83,971
194	AAD021	Assistant Professor	Flores, Yvonne C.	K-7-b	53,348	0	0	0	-	53,348	16,549	-	0	774	153	1,683	226	19,384	72,732
195	AAD052	Instructor	*Vacant-Fejerang, Elaine C.	J-9-b	49,675	0	0	0	-	49,675	15,409	495	0	720	153	1,683	226	18,686	68,361
196	AAD109	Assistant Professor	*Vacant-Reid, C.	K-5-c	48,778	0	0	0	-	48,778	15,131	495	0	707	153	-	-	16,486	65,264
197	AAD146	Associate Professor	Tenorio, Juanita M.	L-8-c	64,558	0	0	0	-	64,558	20,026	495	0	936	153	2,401	226	24,237	88,795
198	AAD025	Assistant Professor	Tam, Wilson W.	K-7-c	53,881	0	0	0	-	53,881	16,714	-	0	781	153	2,170	223	20,042	73,923
199	AAD081	Professor 10monDC	Baza-Cruz, Lisa A.	M-9-a	82,226	0	0	0	.	82,226	25,507	-	0	1,192	153	1,683	226	28,761	110,987
200	AAD084	Assistant Professor	Huseby, Polli R.	K-11-	63,812	0	0	0	.	63,812	19,794	-	0	925	153	2,401	226	23,500	87,312
201	AAD087	Associate Professor	Torres, Rebecca T.	L-9-d	67,851	0	0	0	.	67,851	21,047	-	0	984	153	3,780	223	26,188	94,039
202	AAD088	Instructor	*Vacant-Ventura, D.	J-3-a	38,735	0	0	0	.	38,735	12,016	495	0	562	153	-	-	13,225	51,960
203	AAD205	Program Coordinator I	Joker, Darwin K.	K-2	27,738	0	0	0	.	27,738	8,604	495	0	402	153	2,170	223	12,048	39,786
204	*AAD026	Instructor 10monDC	Tyquiengco, Ricky S.	J-6-a	49,254	0	0	0	.	49,254	15,279	495	0	714	153	-	-	16,641	65,895
205	AAD022	Assistant Professor	Lee, Hee Suk	J-6-c	52,820	0	0	0	.	52,820	16,385	495	0	766	153	2,401	-	20,199	73,019
206	AAD037	Instructor	Atalig, Adrian M.	J-3-a	39,909	0	0	0	.	39,909	12,380	495	0	579	153	1,359	-	14,965	54,874
207	AAD161	Instructor 10mon	Kuper, Terry F.	J-10-	59,503	0	0	0	.	59,503	18,458	495	0	863	153	2,170	223	22,362	81,865
208	AAD166	Assistant Professor	Valenzuela, Renato F.	K-15-	75,573	0	0	0	.	75,573	23,443	-	0	1,096	153	3,607	374	28,673	104,246
209	AAD168	Assistant Professor	Limtiaco, John B.	K-11-	62,555	0	0	0	.	62,555	19,405	-	0	907	153	-	-	20,465	83,020
210	AAD168	Instructor	Valenzuela, Jovita A.	J-17-	69,670	0	0	0	.	69,670	21,612	-	0	1,010	153	-	-	22,775	92,445
211	AAD172	Instructor	Montague, James J.	J-3-a	38,741	0	0	0	.	38,741	12,017	-	0	562	153	-	-	12,732	51,473
212	AAD097	Library Technician Super	Sgambelluri, Juanita I.	I-15	38,105	0	0	0	.	38,105	11,820	-	0	553	153	3,607	374	16,507	54,612
213	AAD099	Library Technician II	Cheipot, Steve S.	G-10	29,068	0	0	0	.	29,068	9,017	495	0	421	153	1,683	226	11,995	41,063
214	AAD100	Library Technician I	Edavea, Mark E.	F-2	18,741	0	0	0	.	18,741	5,813	495	0	272	153	-	-	6,733	25,474
215	AAD200	Library Technician I	Blas, Peter A.	F-2	17,638	0	0	0	.	17,638	5,471	495	0	256	153	-	-	6,375	24,013

*MDF

LPN

VocationalGuidance*

Function: Education and Culture
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No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	Increment AMT	(E+F+G+I) Sub-total	Retirement 31.02%	Retire(DDI) 18.02*25pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
1	NAF004	Program Specialist	Daizin, Bonnie Mae M.	K-6-a	50,759	0	0	0	0	50,759	15,745	495	-	736	153	1,517	-	18,646	69,405
2	NAF017	Data Control Clerk I	*Vacant-Mendiola, M.	E-3	18,738	0	0	0	0	18,738	5,813	495	-	272	153	3,607	374	10,713	29,451
3	PRE001	Assistant Director	Reyes, Lolita C.	O-6-c	88,738	0	0	0	0	88,738	27,526	-	-	1,286	153	4,868	279	34,051	122,789
4	FED024	Administrative Assistant	Chamberlain, Antonia M.	J-15	42,304	0	0	0	0	42,304	13,123	-	-	613	153	1,683	226	15,798	58,102
5	FED028	Program Coordinator II	Onioste, Karlin T.	L-5	34,476	0	0	0	0	34,476	10,694	495	-	500	153	-	-	11,842	46,318
6	ASD033	Facilities Engineer Administrator	Perez, Lawrence P.	N-1-a	62,878	0	0	0	0	62,878	19,505	-495	-	912	153	-	-	21,064	83,942
7	NAF024	Maintenance Supervisor	Quenga, Benny John R.	J-1	24,376	0	0	0	0	24,376	7,561	495	-	353	153	-	-	8,562	32,938
8	NAF029	Cashier I	*Vacant-New		15,840	0	0	0	0	15,840	4,914	495	-	230	153	2,503	192	8,487	24,327
9	AAD113	Office Aide	*Vacant-New	A-3	15,739	0	0	0	0	15,739	4,882	495	-	228	153	6,517	374	12,649	28,388
10	NAF014	Computer Technician I	*Vacant-New	I-1	21,382	0	0	0	0	21,382	6,633	495	-	310	153	2,503	192	10,285	31,667
11	NAF002	Word Processing Secretary II	Blas, Barbara J.	H-2	22,471	0	0	0	0	22,471	6,971	495	-	326	153	-	-	7,944	30,415
12	AAD039	Institutional Researcher	*Vacant-Montague, M	L-4-d	53,972	0	0	0	0	53,972	16,742	495	-	783	153	1,683	-	18,172	72,144
13	AAD122	Program Specialist	Muna-Brecht, Chelsa D.	K-5-d	49,275	0	0	0	0	49,275	15,285	495	-	714	153	1,683	226	18,330	67,605
14	NAF001	Program Specialist	Perez, Rowena Ellen	K-6-a	51,266	0	0	0	0	51,266	15,903	-	-	743	153	2,401	226	19,426	70,692
15	NAF003	Administrative Aide	Pascua, Tara Rose A.	F-5	22,926	0	0	0	0	22,926	7,112	495	-	332	153	1,683	226	10,001	32,927
16	NAF018	Program Coordinator I	Quan, Jaclyn L.	K-1	24,648	0	0	0	0	24,648	7,646	495	-	357	153	1,683	226	10,560	35,208
17	BFD001	Personnel Assistant I	*Vacant-New	I-1	18,723	0	0	0	0	18,723	5,808	495	-	271	153	2,500	192	9,422	28,145
18	FED003	Administrative Assistant	*Vacant-Manalo, L.	J-1	22,942	0	0	0	0	22,942	7,117	495	-	333	153	1,683	226	10,006	32,948
19	FED032	Program Coordinator II	Borja, Catherine Rita B.	L-1	26,520	0	0	0	0	26,520	8,227	495	-	385	153	2,170	223	11,652	38,172
20	NAF012	Administrative Assistant	Aguilar, Marika C.	J-7	30,972	0	0	0	0	30,972	9,608	495	-	449	153	-	-	10,704	41,676
21	NAF028	Administrative Aide	*Vacant-Marketing		17,635	0	0	0	0	17,635	5,470	495	-	256	153	2,503	192	9,069	26,704
22	NAF010	Instructor	Cepoco, Jose L.	J-11-c	58,873	0	0	0	0	58,873	18,262	-	-	854	153	6,517	374	26,160	85,033
23	AAD090	Assistant Instructor	*Vacant-Baker, Janice T.	I4-b	35,712	0	0	0	0	35,712	11,078	495	-	518	153	-	-	12,243	47,955
24	NAF009	Instructor	Dydasco, Gene G.	J-2-b	37,598	0	0	0	0	37,598	11,663	495	-	545	153	1,359	182	14,398	51,996
25	NAF019	Instructor	Roberto, Joachim P.	J-3-a	38,741	0	0	0	0	38,741	12,017	495	-	562	153	2,401	226	15,854	54,595
26	NAF020	Assistant Instructor	Healy, Paul J.	I4-c	36,070	0	0	0	0	36,070	11,189	495	-	523	153	-	-	12,359	48,429
27	FED016	Administrative Assistant	Damian, Eleanor A.	J-1	22,942	0	0	0	0	22,942	7,117	495	-	333	153	3,607	374	12,078	35,020
28	FED017	Program Specialist	Johns, Priscilla C.	K-7-d	54,881	0	0	0	0	54,881	17,024	-	-	796	153	2,401	226	20,600	75,481
29	FED035	Office Aide	Castro, Amanda T.	A-3	15,080	0	0	0	0	15,080	4,678	495	-	219	153	-	-	5,544	20,624
30	FED001	Assistant Instructor	Stoog, Heather N.	I-7-a	39,850	0	0	0	0	39,850	12,361	495	-	578	153	2,170	223	15,981	55,831
31	AAD069	Instructor	Kerner, Paul N.	J-6-c	45,874	0	0	0	0	45,874	14,230	495	-	665	153	1,683	226	17,452	63,326
32	AAD002	Administrative Assistant	Mesa, Genevieve P.	J-3	27,244	0	0	0	0	27,244	8,451	495	-	395	153	-	-	9,494	36,738
33	FED004	Program Coordinator I	San Nicolas, Christopher H.	K-1	24,648	0	0	0	0	24,648	7,646	495	-	357	153	3,780	223	12,654	37,302
34	FED007	Program Coordinator II	*Vacant-Borja, Catherine Rita B.	L-1	26,520	0	0	0	0	26,520	8,227	495	-	385	153	2,170	223	11,652	38,172
35	FED008	Program Coordinator II	Artero, Pascual S.	L-1	26,520	0	0	0	0	26,520	8,227	495	-	385	153	1,683	226	11,167	37,667
36	FED013	Administrative Aide	Aguero, Michele M.	F-1	17,638	0	0	0	0	17,638	5,471	495	-	256	153	-	-	6,375	24,013
37	FED015	Instructor	Rosario, Barbara	J-3-a	38,735	0	0	0	0	38,735	12,016	495	-	562	153	1,359	182	14,766	53,501
38	FED019	Program Specialist	Sison, Christine B.	K-8-b	55,514	0	0	0	0	55,514	17,220	495	-	805	153	6,517	374	25,564	81,078

Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: Federal and NAF

Government of Guam
Proposed
Fiscal Year 2014
Agency Staffing Pattern

No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	AMT	(E+F+G+I) Sub-total	Retirement 31.02%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
39	FED020	Administrative Assistant	Flores, Winona S.	J-1	22,942	0	0	0		22,942	7,117	-	-	333	153	2,401	226	10,229	33,171
40	FED022	Program Coordinator II	Joseph, Gaudencia N.	L-1	26,520	0	0	0		26,520	8,227	495	-	385	153	-	-	9,259	35,779
41	FED031	Office Aide	Quichocho, Tiana R.	A-3	15,080	0	0	0		15,080	4,678	495	-	219	153	-	-	5,544	20,624
42	FED034	Instructor	Sablan, Margaret I.	J-3-a	38,741	0	0	0		38,741	12,017	495	-	562	153	-	-	13,227	51,968
43	FED036	Instructor	*Vacant-NEW	J-3-a	38,735	0	0	0		38,735	12,016	495	-	562	153	-	-	13,225	51,960
44	NAF021	Instructor	*Vacant-New	J-3-a	38,735	0	0	0		38,735	12,016	495	-	562	153	2,503	192	15,920	54,655
45	NAF024	Instructor	*Vacant-New	J-3-a	38,735	0	0	0		38,735	12,016	495	-	562	153	2,503	192	15,920	54,655
46	NAF022	Instructor	*Vacant-New	J-3-a	38,735	0	0	0		38,735	12,016	495	-	562	153	2,503	192	15,920	54,655
47	NAF027	Instructor	*Vacant-New		38,735	0	0	0		38,735	12,016	495	-	562	153	2,503	192	15,920	54,655
48	AAD137	Instructor	Bollinger, Simone E.	J-3-a	38,741	0	0	0		38,741	12,017	495	-	562	153	1,663	-	14,910	53,651
49	NAF023	Instructor	Dela Cruz, Tressa C.	J-3-a	38,741	0	0	0		38,741	12,017	495	-	562	153	2,579	277	16,082	54,823
50	FED010	Instructor	Santiago, Dana E.	J-3-a	38,741	0	0	0		38,741	12,017	495	-	562	153	1,359	-	14,586	53,327
51	FED011	Program Specialist	Hosei, Huan F.	K-6-b	50,253	0	0	0		50,253	15,588	495	-	729	153	6,517	-	23,482	73,735
52	FED012	Administrative Assistant	Santos, Tanya-Marie T.	J-1	22,942	0	0	0		22,942	7,117	495	-	333	153	1,663	226	10,006	32,948
53	FED018	Program Coordinator II	Fathal, James	L-1	26,520	0	0	0		26,520	8,227	495	-	385	153	-	-	9,259	35,779
54	AAD201	Library Technician I	*Vacant-New	L-1	17,635	0	0	0		17,635	5,470	495	-	256	153	2,503	192	9,069	26,704

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Government of Guam
Current
Fiscal Year 2014
Agency Staffing Pattern as of 12/31/12

Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: General and MDF

No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	AMT	(E+F+G+I) Sub-total	Retirement 30.09%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
1	PRE004	Administrative Secretary II	Guerrero, Bertha M.	I-6	27,810	0	0		0	27,810	8,368	495	0	403	153	2,170	223	11,812	39,622
2	PRE005	President	Okada, Mary A.	1-5	134,534	0	0		0	134,534	40,481	0	0	1,951	153	5,304	1,248	49,137	183,671
3	PRE006	Private Secretary	Muna, Esther A.	I-12	34,362	0	0		0	34,362	10,340	495	0	498	153	0	0	11,466	45,848
4	PRE007	Program Specialist	Santo Tomas, Dennis J.	K-6-d	51,272	0	0		0	51,272	15,428	495	0	743	153	0	0	16,819	68,091
5	PRE002	Assistant Director	Flores, Jayne T.	O-2-b	72,384	0	0		0	72,384	21,780	495	0	1,050	153	0	0	23,478	95,862
6	ASD012	Program Specialist	Bilong, Danilo Philbert C.	K-6-b	51,272	0	0		0	51,272	15,428	495	0	743	153	0	0	16,819	68,091
7	ASD001	Administrative Assistant	Arceo, Josephine T.	J-16	42,307	0	0		0	42,307	12,730	495	0	613	153	4,808	277	19,076	61,363
8	ASD021	Assistant Director	Perez, Doris C.	O-5-a	80,766	0	0		0	80,766	24,302	0	0	1,171	153	3,780	223	29,629	110,395
9	AAD079	Test Examiner	Cruz, Evangeline P.	I-11	33,197	0	0		0	33,197	9,989	0	0	481	153	4,808	277	15,708	48,905
10	ASD009	Refrigeration Mechanic II	Quichocho, Joseph R.	I-11	33,206	0	0		0	33,206	9,992	495	0	481	153	4,808	0	15,929	49,135
11	ASD022	Maintenance Worker	Toves, Albert S.	H-2	21,216	0	0		0	21,216	6,384	495	0	308	153	0	0	7,340	28,556
12	ASD036	Maintenance Worker	Roberto, Joey C.	H-2	21,216	0	0		0	21,216	6,384	495	0	308	153	2,401	226	9,957	31,183
13	AAD206	Maintenance Worker	*Vacant-Muna R.	H-2	21,216	0	0		0	21,216	6,384	495	0	308	153	2,401	226	9,957	31,183
14	ASD034	Maintenance Worker	*Vacant-Rojas, J.	H-2	21,216	0	0		0	21,216	6,384	495	0	308	153	2,401	226	9,957	31,183
15	ASD037	Maintenance Worker	Rosario, Joaquin U.	H-11	31,013	0	0		0	31,013	9,332	495	0	450	153	1,683	226	12,339	43,352
16	ASD046	Maintenance Leader	Toves, Calvin F.	I-5	26,728	0	0		0	26,728	8,042	495	0	388	153	0	0	9,078	35,806
17	AAD041	Program Specialist	*Vacant-Quitugua J.	K-6-d	51,272	0	0		0	51,272	15,428	495	0	743	153	0	0	16,819	68,091
18	AAD036	Program Specialist	Gima, Wesley T.	K6-a	53,872	0	0		0	53,872	16,210	495	0	781	153	1,683	226	19,548	73,420
19	BFD013	Administrative Assistant	Cruz, Vivian D.	J-12	36,858	0	0		0	36,858	11,091	0	0	534	153	0	0	11,778	48,636
20	BFD022	Vice President	Santos, Carmen K.	P6-a	95,805	0	0		0	95,805	28,828	495	0	1,389	153	3,607	374	34,846	130,651
21	BFD003	Accountant I	Aquino, Elizabeth J.	K-10	36,984	0	0		0	36,984	11,128	495	0	536	153	0	0	12,312	49,296
22	BFD004	Accountant I	Lam, Pik Man	K-3	27,747	0	0		0	27,747	8,349	495	0	402	153	0	0	9,399	37,146
23	BFD005	Accountant II	Guerrero, Carol A.	L-16	48,901	0	0		0	48,901	14,714	495	0	709	153	2,401	226	18,698	67,599
24	BFD008	Cashier II	Borja, Levonne G.	E-2	17,701	0	0		0	17,701	5,326	495	0	257	153	0	0	6,231	23,932
25	BFD009	Accounting Technician II	Mesa, Marlene R.	I-10	32,074	0	0		0	32,074	9,651	495	0	465	153	0	0	10,764	42,838
26	BFD010	Accountant II	Santos Torres, Linda	L-14	45,656	0	0		0	45,656	13,738	495	0	662	153	2,401	226	17,675	63,331
27	BFD012	General Accounting Supervisor	San Nicolas, Cheryl B.	O-11	52,499	0	0		0	52,499	15,797	0	0	761	153	3,780	223	20,714	73,213
28	BFD015	Accounting Technician II	Mayo, Lucile A.	I-3	24,066	0	0		0	24,066	7,241	495	0	349	153	0	0	8,238	32,304
29	BFD029	Controller	Limtuatco, Edwin E.	N-4-c	69,451	0	0		0	69,451	20,898	495	0	1,007	153	2,170	223	24,946	94,397
30	BFD030	Accounting Technician I	*Vacant-Anderson, D.	G-4	22,234	0	0		0	22,234	6,690	495	0	322	153	1,683	226	9,569	31,803
31	ASD002	Systems Programmer	Bautista, Kenneth C.	N-15	55,341	0	0		0	55,341	16,652	0	0	802	153	2,401	226	20,234	75,575
32	ASD005	Computer Operator II	David, Margarita Q.	I-18	42,245	0	0		0	42,245	12,712	0	0	613	153	2,579	0	16,057	58,302
33	ASD006	Computer Technician II	Fabro, Jefferson V.	I-9	31,013	0	0		0	31,013	9,332	495	0	450	153	6,517	374	17,321	48,334
34	ASD007	Teleprocessing Netwrk Coord	Ridgell, Joel E.	J-6	29,827	0	0		0	29,827	8,975	495	0	432	153	1,683	226	11,964	41,791
35	ASD008	Computer Systems Analyst I	Duque, Richard O.	L-8	37,128	0	0		0	37,128	11,172	495	0	538	153	2,401	226	14,985	52,113
36	ASD010	Data Processing Systems Admin	Camacho, Francisco C.	N-5-b	71,552	0	0		0	71,552	21,530	0	0	1,038	153	6,517	374	29,612	101,164
37	ASD011	Teleprocessing Netwrk Coord	Camacho, Christopher J.	J-10	34,424	0	0		0	34,424	10,358	495	0	499	153	3,607	374	15,486	49,910
38	ASD025	Computer Technician II	De Leon, Benedict C.	I-8	29,952	0	0		0	29,952	9,013	495	0	434	153	1,683	0	11,778	41,730
39	ASD027	Computer Systems Analyst II	Decenay, Gerard L.	M-16	52,874	0	0		0	52,874	15,910	0	0	767	153	1,683	226	18,739	71,613

Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: General and MDF

Government of Guam
Current
Fiscal Year 2014
Agency Staffing Pattern as of 12/31/12

No.	Position Number	Position Title	Name of Incumbent	Grade/Step	Current Salary	OT	Spec	Increment Date	AMT	(E+F+G+I) Sub-total	Retirement 30.09%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
40	ASD039	Systems Programmer	Solidum, Catherine M.	N-2	33,010	0	0	0-	0	33,010	9,933	495	0	479	153	2,401	226	13,687	46,697
41	ASD040	Computer Technician I	*Vacant-New	H-1	19,974	0	0	0-	0	19,974	6,010	495	0	290	153	2,503	192	9,643	29,617
42	BFD006	Human Resources Administrator	Muna, Joann W.	N-7-a	76,710	0	0	0-	0	76,710	23,082	0	0	1,112	153	3,780	223	28,350	105,060
43	BFD007	Personnel Specialist II	Rojas, Josephine T.	L-18	52,374	0	0	0-	0	52,374	15,759	495	0	759	153	2,401	226	19,793	72,167
44	BFD023	Personnel Specialist III	San Nicolas, Apoline C.	M-7	38,709	0	0	0-	0	38,709	11,648	495	0	561	153	2,401	226	15,484	54,193
45	BFD025	Personnel Specialist I	Siguenza, Rose Marie L.	K-12	39,624	0	0	0-	0	39,624	11,923	495	0	575	153	3,780	223	17,149	56,773
46	BFD011	Proc & Inventory Administrator	Evangelista, Joleen M.	M-5-c	63,398	0	0	0-	0	63,398	19,076	495	0	919	153	0	0	20,643	84,041
47	BFD016	Buyer II	Rideb, Priscilla K.	H-9	28,963	0	0	0-	0	28,963	8,715	495	0	420	153	2,401	226	12,410	41,373
48	BFD017	Inventory Management Officer	Rios, Theda R.	J-3	25,813	0	0	0-	0	25,813	7,767	495	0	374	153	3,780	223	12,792	38,605
49	BFD018	Supply Expediter	Blas, Jerome M.	E-11	25,854	0	0	0-	0	25,854	7,779	495	0	375	153	1,683	0	10,485	36,339
50	BFD020	Buyer I	Palacios, Patricia U.	G-7	25,272	0	0	0-	0	25,272	7,604	0	0	366	153	3,780	223	12,126	37,398
51	BFD001	Bookstore Manager	Okada, Daniel T.	I-2	22,734	0	0	0-	0	22,734	6,841	495	0	330	153	0	0	7,819	30,553
52	BFD014	Administrative Assistant	Terlaje, Kenneth C.	J-13	38,147	0	0	0-	0	38,147	11,478	0	0	553	153	4,808	277	17,269	55,416
53	BFD026	Coordinator, Financial Aid	Lonsdale, Micki L.	L-11-c	70,616	0	0	0-	0	70,616	21,246	0	0	1,024	153	2,401	226	25,052	95,668
54	BFD027	Program Coordinator II	Guerrero, Vivian C.	L-12	42,619	0	0	0-	0	42,619	12,824	0	0	618	153	2,401	226	16,222	58,841
55	ASD003	Environ Health & Safety Admin	Manglona, Gregorio T.	L-5-a	54,517	0	0	0-	0	54,517	16,404	495	0	790	153	0	0	17,842	72,359
56	ASD020	Safety Inspector I	Diaz, John L.	G-9	27,144	0	0	0-	0	27,144	8,168	495	0	394	153	0	0	9,210	36,354
57	ASD017	Administrative Assistant	Salas, Frank C.	J-13	38,147	0	0	0-	0	38,147	11,478	0	0	553	153	0	0	12,184	50,331
58	AAD077	Administrative Officer	Garcia, Ava M.	L-7	35,797	0	0	0-	0	35,797	10,771	495	0	519	153	3,607	374	15,919	51,716
59	AAD078	Vice President	Somera, Rene Ray D.	P-7-d	102,710	0	0	0-	0	102,710	30,905	495	0	1,489	153	3,780	223	37,045	139,755
60	AAD001	Administrative Aide	Untalan, Frances E.	F-2	18,741	0	0	0-	0	18,741	5,639	495	0	272	153	2,401	226	9,186	27,927
61	AAD003	Coordinator, Admissions & Reg.	Clymer, Patrick L.	M-5-d	64,022	0	0	0-	0	64,022	19,264	495	0	928	153	2,401	226	23,467	87,489
62	AAD005	Records & Registration Tech	Paulus, Vincent K.	G-9	27,144	0	0	0-	0	27,144	8,168	495	0	394	153	0	0	9,210	36,354
63	AAD007	Program Coordinator II	Camacho, Johanna L.	L-9	38,454	0	0	0-	0	38,454	11,571	495	0	558	153	0	0	12,777	51,231
64	AAD008	Records & Registration Tech	Masnayon, Edgar C.	G-10	28,080	0	0	0-	0	28,080	8,449	495	0	407	153	2,401	226	12,131	40,211
65	AAD184	Records & Registration Superv	Concepcion, Marilyn L.	I-14	36,816	0	0	0-	0	36,816	11,078	0	0	534	153	1,683	226	13,674	50,490
66	AAD016	Assistant Director	Montague, Marlena O.P.	O-3-a	74,582	0	0	0-	0	74,582	22,442	495	0	1,081	153	0	0	24,171	98,753
67	AAD213	Administrative Assistant	Aguon, Evangeline M.	J-7	30,972	0	0	0-	0	30,972	9,319	495	0	449	153	2,170	223	12,809	43,781
68	AAD187	Program Specialist	*Vacant-Johns, P.	K-6-d	51,272	0	0	0-	0	51,272	15,428	495	0	743	153	0	0	16,819	68,091
69	ASD004	Planner IV	Benavente, Joseph L.	N-13	51,667	0	0	0-	0	51,667	15,547	495	0	749	153	1,683	0	18,132	69,799
70	AAD038	Assistant Director	Rodgers, Victor	O-3-c	76,086	0	0	0-	0	76,086	22,894	495	0	1,103	153	2,579	277	27,501	103,587
71	AAD128	Administrative Assistant	*Vacant-Arceo, T.	J-1	22,942	0	0	0-	0	22,942	6,903	495	0	333	153	1,683	226	9,793	32,735
72	AAD040	Dean	Ridgell, Reilly A.	O-8-c	92,830	0	0	0-	0	92,830	27,933	0	0	1,346	153	4,808	277	34,517	127,347
73	AAD191	Administrative Aide	Cruz, Ana Q.	F-16	32,510	0	0	0-	0	32,510	9,782	0	0	471	153	2,401	226	13,033	45,543
74	AAD015	Assistant Instructor	Cruz, Jesse Q.	I-5-a	36,792	0	0	0-	0	36,792	11,071	495	0	533	153	2,401	226	14,879	51,671
75	AAD032	Instructor	Flores, Joseph L.	J-7-b	45,881	0	0	0-	0	45,881	13,806	495	0	665	153	6,517	374	22,010	67,891
76	AAD041	Instructor	Pajarillo, Lyndon B.	J-5-d	43,210	0	0	0-	0	43,210	13,002	0	0	627	153	3,780	223	17,785	60,995
77	AAD155	Tool Mechanic	*Vacant-Mendiola, R.L.	F-1	17,635	0	0	0-	0	17,635	5,306	495	0	256	153	2,503	192	8,905	26,540
78	AAD141	Assistant Instructor	Meno, Charles Roy M.	I-9-c	44,016	0	0	0-	0	44,016	13,244	0	0	638	153	0	0	14,035	58,051

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Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: General and MDF

Government of Guam
Current
Fiscal Year 2014
Agency Staffing Pattern as of 12/31/12.

No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	AMT	(E+F+G+I) Sub-total	Retirement 30.09%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
79	AAD144	Instructor	Tabunar, James M.	J-6-b	44,083	0	0	-	0	44,083	13,265	495	0	639	153	3,780	223	18,555	62,638
80	AAD150	Assistant Instructor	Perez, Jonathan J.	I-2-b	32,978	0	0	-	0	32,978	9,923	495	0	478	153	0	0	11,049	44,027
81	AAD151	Assistant Instructor	Lawcock, Danilo J.	I-13-c	51,610	0	0	-	0	51,610	15,529	0	0	748	153	2,401	226	19,057	70,667
82	AAD153	Instructor	Tudela, Erwin F.	J-12-b	55,978	0	0	-	0	55,978	16,844	0	0	812	153	0	0	17,809	73,787
83	AAD154	Instructor	Egana, Joel E.	J-8-a	47,258	0	0	-	0	47,258	14,220	495	0	685	153	6,517	374	22,444	69,702
84	AAD152	Instructor	Dennis, Christopher T.	J-8-d	53,342	0	0	-	0	53,342	16,051	495	0	773	153	0	0	17,472	70,814
85	AAD182	Assistant Instructor	Bukikosa, Ines E.	I-6-a	38,287	0	0	-	0	38,287	11,521	495	0	555	153	1,683	226	14,633	52,920
86	AAD183	Associate Professor	Abshire, Ronnie J.	L-8-c	62,664	0	0	-	0	62,664	18,856	0	0	909	153	3,780	223	23,921	86,585
87	AAD010	Instructor	Palomo, Melissa L.	J-3-a	38,741	0	0	-	0	38,741	11,657	495	0	562	153	0	0	12,867	51,608
88	AAD147	Professor	Camacho, Clare A.	M-10-a	75,818	0	0	-	0	75,818	22,814	0	0	1,099	153	2,170	223	26,459	102,277
89	AAD185	Professor	Postrozny, Marsha M.	M-8-b	70,728	0	0	-	0	70,728	21,282	495	0	1,026	153	2,170	223	25,349	96,077
90	AAD198	Professor	Leon Guerrero, Sarah S.	M-9-c	81,420	0	0	-	0	81,420	24,499	0	0	1,181	153	0	0	25,833	107,253
91	AAD207	Administrative Assistant	Leon Guerrero, Latisha Ann N.	J-3	25,813	0	0	-	0	25,813	7,767	495	0	374	153	1,683	226	10,698	36,511
92	AAD089	Assistant Professor	Sison, Benjamin C.	K-4-d	47,342	0	0	-	0	47,342	14,245	495	0	686	153	1,683	226	17,488	64,830
93	AAD176	Professor	Cruz, Donna M.	M-9-c	74,340	0	0	-	0	74,340	22,369	495	0	1,078	153	2,401	226	26,722	101,062
94	AAD186	Administrative Assistant	Quitugua, Rosita G.	J-13	38,147	0	0	-	0	38,147	11,478	0	0	553	153	3,780	223	16,187	54,334
95	AAD061	Associate Professor	Armstrong, John M.	L-7-d	60,816	0	0	-	0	60,816	18,300	0	0	882	153	1,683	226	21,244	82,060
96	AAD054	Instructor	*Vacant-San Nicolas, B.	J-3-a	38,741	0	0	-	0	38,741	11,657	495	0	562	153	5,264	302	18,433	57,174
97	AAD053	Associate Professor	Munoz, Jose U.	L-8-a	67,270	0	0	-	0	67,270	20,242	495	0	975	153	2,401	226	24,492	91,762
98	AAD019	Instructor	Cepeda, Nita Jeannette P.	J-3-a	38,741	0	0	-	0	38,741	11,657	399	0	562	153	5,264	302	18,337	57,078
99	AAD188	Administrative Aide	Mendiola, Erlinda S.	F-2	16,741	0	0	-	0	16,741	5,639	495	0	272	153	3,607	374	10,540	29,281
100	AAD205	Program Coordinator I	Joker, Darwin K.	K-3	27,747	0	0	-	0	27,747	8,349	495	0	402	153	2,170	223	11,792	39,539
101	AAD056	Instructor	Uchima, Katsuyoshi	J-9-c	50,165	0	0	-	0	50,165	15,095	495	0	727	153	6,517	374	23,361	73,526
102	AAD156	Instructor	Versackas, Sarah D.	J-3-a	38,741	0	0	-	0	38,741	11,657	399	0	562	153	0	0	12,771	51,512
103	AAD157	Instructor	Sotomil, Sterlyn E.	J-5-d	43,210	0	0	-	0	43,210	13,002	495	0	627	153	6,517	374	21,168	64,378
104	AAD158	Instructor	Dumobua, Karen L	J-10-a	51,173	0	0	-	0	51,173	15,398	495	0	742	153	2,401	226	19,415	70,588
105	AAD159	Instructor	Melfnas, Barbara C.	J-11-a	53,256	0	0	-	0	53,256	16,025	495	0	772	153	0	0	17,445	70,701
106	AAD045	Nursing & Allied Health Admini	Manglona, Dorothy-Lou	M-7-a	67,288	0	0	-	0	67,288	20,247	495	0	976	153	6,517	374	28,762	96,050
107	AAD039	Instructor	*Vacant-Manglona, D.	J-5-d	43,210	0	0	-	0	43,210	13,002	495	0	627	153	0	0	14,277	57,487
108	AAD050	Instructor	Bordallo, Angela T.	J-5-d	43,210	0	0	-	0	43,210	13,002	495	0	627	153	0	0	14,277	57,487
109	AAD058	Administrative Assistant	Hiura, Tamara Theresa T.	J-4	27,244	0	0	-	0	27,244	8,198	495	0	395	153	2,401	226	11,868	39,112
110	AAD083	Instructor	Loveridge, Rosemary J.	J-7-d	46,805	0	0	-	0	46,805	14,084	495	0	679	153	0	0	15,411	62,216
111	AAD162	Instructor	Melegrito, Loressa M.	J-5-d	43,210	0	0	-	0	43,210	13,002	495	0	627	153	6,517	374	21,168	64,378
112	AAD024	Instructor	Antero, Jennifer B.	J-5-d	43,210	0	0	-	0	43,210	13,002	0	0	627	153	1,683	0	15,465	58,675
113	AAD029	Instructor	Korenko, William E.	J-15-d	64,344	0	0	-	0	64,344	19,361	0	0	933	153	2,401	226	23,074	87,418
114	AAD055	Associate Professor	Bles, Doreen J.	L-9-b	64,562	0	0	-	0	64,562	19,427	0	0	936	153	6,517	374	27,407	91,969
115	AAD057	Assistant Professor	Schrage, Meinvic C.	K-9-d	57,775	0	0	-	0	57,775	17,384	495	0	838	153	0	0	18,870	76,645
116	AAD060	Instructor	Polkquit, Christopher D.	J-1-a	35,767	0	0	-	0	35,767	10,762	495	0	519	153	1,683	226	13,638	49,605
117	AAD062	Assistant Professor	Aguilar, Norman L	K-8-c	71,448	0	0	-	0	71,448	21,499	495	0	1,036	153	2,401	226	25,810	97,258

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No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	AMT	(E+F+G+I) Sub-total	Retirement 30.09%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
118	AAD063	Professor	Chong, Eric K.	M-9-d	75,079	0	0	0-	0	75,079	22,591	495	0	1,089	153	1,683	226	26,237	101,316
119	AAD061	Instructor	*Vacant-Tung, F.	J-3-a	38,741	0	0	0-	0	38,741	11,657	495	0	562	153	5,264	302	18,433	57,174
120	AAD064	Associate Professor	Gamble, Helen L	L-9-a	63,924	0	0	0-	0	63,924	19,235	0	0	927	153	3,780	223	24,318	88,242
121	AAD065	Instructor	Evangelista, Frank F.	J-9-c	50,165	0	0	0-	0	50,165	15,095	495	0	727	153	2,171	223	18,864	69,029
122	AAD066	Instructor	Yurko, Phyllis A.	J-7-d	46,805	0	0	0-	0	46,805	14,084	495	0	679	153	0	0	15,411	62,216
123	AAD067	Instructor	Odoca, James A.	J-3-a	38,741	0	0	0-	0	38,741	11,657	399	0	562	153	3,884	0	16,655	55,396
124	AAD068	Assistant Professor	Cruz, Carol R.	K-3-b	54,415	0	0	0-	0	54,415	16,373	0	0	789	153	2,579	277	20,171	74,586
125	AAD069	Instructor	Wong, Evon	J-4-b	40,706	0	0	0-	0	40,706	12,248	495	0	590	153	1,683	226	15,395	56,101
126	AAD070	Administrative Aide	Bias, Joanne M.	F-6	22,922	0	0	0-	0	22,922	6,897	495	0	332	153	1,683	226	9,786	32,708
127	AAD098	Instructor	Dietrichs, Kevin J.	J-8-b	47,729	0	0	0-	0	47,729	14,362	495	0	692	153	1,683	226	17,611	65,340
128	AAD122	Program Specialist	Muna-Brecht, Chelsa D.	K-5-d	49,275	0	0	0-	0	49,275	14,827	495	0	714	153	1,683	0	17,872	67,147
129	AAD126	Program Specialist	Barnhart, Terry L.	K-16-a	74,090	0	0	0-	0	74,090	22,294	0	0	1,074	153	2,401	226	26,148	100,238
130	AAD047	Administrative Assistant	Guerrero, Terasita C.	J-10	34,424	0	0	0-	0	34,424	10,358	495	0	499	153	3,760	223	15,508	49,932
131	AAD017	Assistant Instructor	Limtiaco, Michael D.	I-1-d	32,323	0	0	0-	0	32,323	9,726	399	0	469	153	0	0	10,747	43,070
132	AAD035	Assistant Instructor	Santos, Ronald T.	I-4-c	36,070	0	0	0-	0	36,070	10,853	495	0	523	153	2,401	226	14,651	50,721
133	AAD130	Associate Professor	San Nicolas, Anthony C.	L-9-c	65,201	0	0	0-	0	65,201	19,619	0	0	945	153	0	0	20,717	85,918
134	AAD132	Associate Professor	Leon Guerrero, Catherine U.	L-7-d	60,816	0	0	0-	0	60,816	18,300	0	0	882	153	1,683	226	21,244	82,060
135	AAD134	Instructor	Quintanilla, John J.	J-10-a	51,173	0	0	0-	0	51,173	15,398	0	0	742	153	3,607	374	20,274	71,447
136	AAD135	Assistant Instructor	Olson, Todd A.	I-5-c	37,531	0	0	0-	0	37,531	11,293	495	0	544	153	3,607	374	16,466	53,997
137	AAD138	Assistant Instructor	Santos, David T.	I-8-b	41,882	0	0	0-	0	41,882	12,602	0	0	607	153	0	0	13,362	55,244
138	AAD142	Instructor	Zilian, John E.	J-8-d	48,703	0	0	0-	0	48,703	14,655	495	0	706	153	0	0	16,009	64,712
139	AAD160	Assistant Instructor	Yanger, Gil T.	I-9-b	47,730	0	0	0-	0	47,730	14,362	495	0	692	153	2,401	226	18,329	66,059
140	AAD012	Assistant Professor	Tam, Yvonne	K-8-b	54,415	0	0	0-	0	54,415	16,373	495	0	789	153	2,401	226	20,437	74,852
141	AAD023	Assistant Instructor	Chargualaf, Katherine M.	I-6-b	38,674	0	0	0-	0	38,674	11,637	495	0	561	153	0	0	12,846	51,520
142	AAD030	Assistant Professor	Roberson, Robin P.	K-8-d	60,794	0	0	0-	0	60,794	18,293	495	0	882	153	1,683	226	21,732	82,526
143	AAD031	Instructor	Perez, Nenita R.	J-10-a	51,173	0	0	0-	0	51,173	15,398	495	0	742	153	1,683	226	18,697	69,870
144	AAD033	Associate Professor	Manzana, Amada A.	L-8-c	62,664	0	0	0-	0	62,664	18,856	0	0	909	153	6,517	374	26,809	89,473
145	AAD034	Instructor	Guerrero, Norma R.	J-3-a	38,741	0	0	0-	0	38,741	11,657	0	0	562	153	6,517	374	19,263	58,004
146	AAD018	Associate Professor	Pangelinan, Pilar C.	L-8-c	62,664	0	0	0-	0	62,664	18,856	495	0	909	153	0	0	20,413	83,077
147	AAD027	Administrative Assistant	Tupaz, Frederick Q.	J-3-c	39,514	0	0	0-	0	39,514	11,890	495	0	573	153	0	0	13,111	52,625
148	AAD006	Administrative Aide	Bautista, Kimberly C.	F-6	22,922	0	0	0-	0	22,922	6,897	495	0	332	153	3,780	223	11,880	34,802
149	AAD042	Word Processing Secretary ii	Cabatic, Antonia M.	H-23	46,862	0	0	0-	0	46,862	14,101	495	0	679	153	3,780	223	18,936	65,798
150	AAD043	Adjunct Associate Dean	Mead, Barry L.	N-11-d	92,685	0	0	0-	0	92,685	27,889	0	0	1,344	153	1,683	226	31,295	123,980
151	AAD091	Associate Dean	Chan, Michael L.	N-5-a	70,845	0	0	0-	0	70,845	21,317	495	0	1,027	153	3,607	374	26,973	97,818
152	AAD110	Dean	Tudela, Virginia C.	O-6-a	84,032	0	0	0-	0	84,032	25,285	495	0	1,218	153	6,517	374	34,042	118,074
153	AAD119	Word Processing Secretary II	Atoigue, Ana Mari C.	H-5	24,960	0	0	0-	0	24,960	7,510	495	0	362	153	0	0	8,520	33,480
154	AAD121	Administrative Assistant	Manibusan, Doris E.	J-11	35,610	0	0	0-	0	35,610	10,715	0	0	516	153	2,170	223	13,777	49,387
155	AAD101	Instructor	Torres, Carl E.	J-4-a	40,303	0	0	0-	0	40,303	12,127	495	0	584	153	0	0	13,359	53,662
156	AAD164	Instructor	Lopez, Jose B.	J-3-a	38,741	0	0	0-	0	38,741	11,657	495	0	562	153	2,401	226	15,494	54,235

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157	AAD171	Instructor	Roden, Wendell M.	J-3-a	38,741	0	0		0	38,741	11,657	495	0	562	153	1,683	226	14,776	53,517
158	AAD173	Instructor	Ginson, Christie Marie F.	J-3-a	38,741	0	0		0	38,741	11,657	399	0	562	153	3,884	224	16,879	55,620
159	AAD174	Associate Professor	Lam, Steve S.	L-7-c	65,946	0	0		0	65,946	19,843	495	0	956	153	3,607	374	25,428	91,374
160	AAD175	Assistant Professor	Dabuin, Theresa Ann H.	K-4-b	46,418	0	0		0	46,418	13,967	495	0	673	153	4,808	277	20,373	66,791
161	AAD048	Assistant Professor	Sunga, Anthony Jay J.	K-4-b	46,418	0	0		0	46,418	13,967	495	0	673	153	2,170	223	17,681	64,099
162	AAD179	Assistant Professor	Kerr, Jo Nita Q.	K-7-a	51,778	0	0		0	51,778	15,580	0	0	751	153	0	0	16,484	68,262
163	AAD180	Assistant Professor	Jocson, John Michael U.	K-4-b	46,418	0	0		0	46,418	13,967	495	0	673	153	3,607	374	19,269	65,687
164	AAD112	Associate Dean	Ige, Joanne A.	N-5-c	72,259	0	0		0	72,259	21,743	0	0	1,048	153	2,170	223	25,337	97,596
165	AAD114	Clerk Typist III	Santos, Irene J.	F-16	32,510	0	0		0	32,510	9,782	0	0	471	153	3,780	0	14,186	46,696
166	AAD116	School Aide II	*Vacant-Diez, J.	E-7	22,485	0	0		0	22,485	6,766	495	0	326	153	2,170	223	10,133	32,618
167	AAD117	School Aide II	Cruz, Harold R.	E-7	22,485	0	0		0	22,485	6,766	495	0	326	153	2,170	223	10,133	32,618
168	AAD193	School Aide III	Hussey, Loraine R.	F-16	32,510	0	0		0	32,510	9,782	0	0	471	153	0	0	10,406	42,916
169	AAD093	Administrative Aide	Cabrito, Antonia F.	F-16	32,510	0	0		0	32,510	9,782	0	0	471	153	0	0	10,406	42,916
170	AAD149	Program Specialist	Sablan, Fermina A.	K-6-b	50,253	0	0		0	50,253	15,121	495	0	729	153	2,170	223	18,891	69,144
171	AAD094	Assistant Professor	delos Santos, Maria Cecilia H.	K-10-c	65,191	0	0		0	65,191	19,616	0	0	945	153	2,170	223	23,107	88,298
172	AAD108	Instructor	Bataclan, Emma R.	J-7-d	55,720	0	0		0	55,720	16,766	0	0	808	153	1,683	0	19,410	75,130
173	AAD080	Program Specialist	Leon Guerrero, Barbara B.	K-8-b	54,413	0	0		0	54,413	16,373	495	0	789	153	6,517	374	24,701	79,114
174	AAD106	Program Coordinator II	Lizama, Donnie L.	L-5	33,155	0	0		0	33,155	9,976	0	0	481	153	2,401	226	13,237	46,392
175	AAD013	Program Coordinator III	Duenas, Elizabeth J.	M-13	47,694	0	0		0	47,694	14,351	0	0	692	153	6,517	374	22,087	69,781
176	AAD009	Associate Professor	Balbin, Sandy R.	L-7-d	60,816	0	0		0	60,816	18,300	0	0	882	153	1,683	226	21,244	82,060
177	AAD011	Instructor	Realica, Toninose V.	J-3-a	38,741	0	0		0	38,741	11,657	495	0	562	153	1,683	226	14,776	53,517
178	AAD073	Administrative Assistant	Anderson, Catherine B.	J-7	30,971	0	0		0	30,971	9,319	495	0	449	153	2,401	226	13,043	44,014
179	AAD102	Associate Professor	Sablan, Sally C.	L-8-c	68,632	0	0		0	68,632	20,651	495	0	995	153	0	0	22,294	90,926
180	AAD103	Associate Professor	Terlaje, Patricia M.	L-8-b	67,951	0	0		0	67,951	20,446	495	0	985	153	0	0	22,079	90,030
181	AAD104	Associate Professor	Lizama, Troy E.	L-8-a	67,270	0	0		0	67,270	20,242	495	0	975	153	1,683	226	23,774	91,044
182	AAD105	Professor	Sablan, Karen M.	M-9-b	80,610	0	0		0	80,610	24,256	0	0	1,169	153	1,683	226	27,487	108,097
183	AAD107	Associate Professor	Roberto, Anthony J.	L-8-c	68,632	0	0		0	68,632	20,651	0	0	995	153	3,780	223	25,802	94,434
184	AAD049	Instructor	Rios, Esther A.	J-3-a	38,741	0	0		0	38,741	11,657	495	0	562	153	0	0	12,867	51,608
185	AAD163	Assistant Professor	Analista, Hermalin R.	K-7-a	51,778	0	0		0	51,778	15,580	495	0	751	153	0	0	16,979	68,757
186	AAD170	Assistant Professor	Hartz, Ronald G.	K-7-c	52,819	0	0		0	52,819	15,893	495	0	766	153	2,401	226	19,934	72,753
187	AAD178	Assistant Professor	Nanpei, Rose Marie D.	K-7-a	51,778	0	0		0	51,778	15,580	495	0	751	153	1,683	0	16,979	68,757
188	AAD195	Instructor	Muna, Brian C.	J-3-a	38,741	0	0		0	38,741	11,657	495	0	562	153	1,683	226	14,776	53,517
189	AAD131	Instructor	Arce, Imelda D.	J-10-c	57,187	0	0		0	57,187	17,208	0	0	829	153	0	0	16,190	75,377
190	AAD071	Program Specialist	Payne, John F.	K-7-c	52,811	0	0		0	52,811	15,891	495	0	766	153	1,683	226	19,214	72,025
191	AAD014	Associate Professor	Teng, Zhaopei	L-9-a	63,924	0	0		0	63,924	19,235	495	0	927	153	1,683	226	22,719	86,643
192	AAD020	Instructor	Setzer, Michael D.	J-14-b	60,614	0	0		0	60,614	18,239	0	0	879	153	1,683	226	21,180	81,794
193	AAD021	Assistant Professor	Flores, Yvonne C.	K-7-b	52,298	0	0		0	52,298	15,736	495	0	758	153	1,683	226	18,556	70,854
194	AAD052	Instructor	*Vacant-Fejerang, E.	J-9-b	49,578	0	0		0	49,578	14,948	495	0	720	153	1,683	226	18,225	67,903
195	AAD025	Assistant Professor	Tam, Wilson W.	K-7-c	52,819	0	0		0	52,819	15,893	0	0	766	153	2,170	223	19,205	72,024

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196	AAD081	Professor	Baza-Cruz, Lisa A.	M-9-a	79,801	0	0	0-	0	79,801	24,012	0	0	1,157	153	1,683	226	27,231	107,032
197	AAD084	Assistant Professor	Huseby, Polii R.	K-11-c	61,942	0	0-		0	61,942	18,638	0	0	898	153	2,401	226	22,316	84,258
198	AAD087	Associate Professor	Toves, Rebecca T.	L-9-d	65,856	0	0-		0	65,856	19,816	0	0	955	153	3,780	223	24,927	90,783
199	AAD146	Associate Professor	Tenorio, Juanita M.	L-8-c	62,664	0	0-		0	62,664	18,856	495	0	909	153	2,401	226	23,040	85,704
200	AAD194	Assistant Professor	De Oro, Vera S.	K-7-a	51,778	0	0-		0	51,778	15,580	495	0	751	153	6,517	374	23,870	75,648
201	AAD109	Assistant Professor	*Vacant-Reid, C.	K-5-c	48,778	0	0-		0	48,778	14,677	495	0	707	153	0	0	16,032	64,810
202	AAD088	Instructor	*Vacant-Ventura, D.	J-3-d	39,835	0	0-		0	39,835	11,986	495	0	578	153	0	0	13,212	53,047
203	AAD022	Instructor	Lee, Hee Suk	J-6-c	44,520	0	0-		0	44,520	13,396	495	0	646	153	2,401	0	17,091	61,611
204	AAD037	Instructor	Atalig, Adrian M.	J-3-a	38,741	0	0-		0	38,741	11,657	495	0	562	153	1,683	0	14,550	53,291
205	AAD161	Instructor	Kuper, Terry F.	J-10-d	57,758	0	0-		0	57,758	17,379	495	0	837	153	2,170	223	21,257	79,015
206	AAD166	Assistant Professor	Valenzuela, Renato F.	K-15-d	73,349	0	0-		0	73,349	22,071	0	0	1,064	153	3,607	374	27,269	100,618
207	AAD168	Assistant Professor	Limtiaco, John B.	K-11-d	62,546	0	0-		0	62,546	18,820	0	0	907	153	0	0	19,880	82,426
208	AAD169	Instructor	Valenzuela, Jovita A.	J-17-d	69,670	0	0-		0	69,670	20,964	0	0	1,010	153	0	0	22,127	91,797
209	AAD172	Instructor	Montague, James J.	J-3-a	38,741	0	0-		0	38,741	11,657	0	0	562	153	0	0	12,372	51,113
210	AAD026	Instructor	Tyquiengco, Ricky S.	J-6-a	47,803	0	0-		0	47,803	14,384	495	0	693	153	0	0	15,725	63,528
211	AAD095	Assistant Professor	Matson, Christine B.	K-7-b	62,260	0	0-		0	62,260	18,734	495	0	903	153	6,517	374	27,176	89,436
212	AAD096	Associate Professor	Neff, Bernard R.	L-8-a	73,120	0	0-		0	73,120	22,002	495	0	1,060	153	2,401	226	26,337	99,457
213	AAD097	Library Technician Supervisor	Sgambelluri, Juanita I.	I-15	38,106	0	0-		0	38,106	11,466	0	0	553	153	3,607	374	16,153	54,259
214	AAD099	Library Technician III	Cheipot, Steve S.	G-10	28,080	0	0-		0	28,080	8,449	495	0	407	153	1,683	226	11,413	39,493
215	AAD100	Library Technician I	Eclavea, Mark E.	F-2	18,741	0	0-		0	18,741	5,639	495	0	272	153	0	0	6,559	25,300
216	AAD200	Library Technician I	Blas, Peter A.	F-1	17,638	0	0-		0	17,638	5,307	495	0	256	153	1,683	226	8,120	25,758
		Grand Total			10,302,425	0	0	0	0	10,302,425	3,100,000	73,275	0	149,384	33,048	475,005	37,978	3,866,690	14,171,415

Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: NAF and Federal

Guam Community College
Current
Fiscal Year 2014
Agency Staffing Pattern as of 12/31/12

No.	Position Number	Position Title	Name of Incumbent	Grade/Step	E Current Salary	F OT	G Spec	H Increment Date	I Increment AMT	J (E+F+G+I) Sub-total	K Retirement 30.09%	L Retire(DDI) 19.02/26pp	M Soc Sec	N Medicare 1.45%	O Life $153	P Medical	Q Dental	Total Benefits (K thru Q)	(J+R) Total
1	PRE001	Assistant Director	Reyes, Lolita C.	O-6-c	42,869	0	0	-	0	42,869	12,899	0	0	622	76	2,404	139	16,140	59,009
2	ASD033	Facilities Engineer Administ	Perez, Lawrence P.	N-2-a	62,878	0	0	-	0	62,878	18,920	495	0	912	153	0	0	20,480	83,358
3	NAF024	Maintenance Supervisor	Quenga, Benny John R.	J-1	22,942	0	0	-	0	22,942	6,903	495	0	333	153	0	0	7,884	30,826
4	AAD016	Assistant Director	Montague, Marlena O.	O-3-a	74,582	0	0	-	0	74,582	22,442	495	0	1081	153	0	0	24,171	98,753
5	NAF012	Administrative Assistant	Aguiar, Marina C.	J-6	29,827	0	0	-	0	29,827	8,975	495	0	432	153	0	0	10,055	39,882
6	NAF010	Instructor	Cejoco, Jose L.	J-11-c	54,331	0	0	-	0	54,331	16,348	0	0	788	153	6,517	374	24,180	78,511
7	NAF009	Instructor	Dydasco, Gene G.	J-2-b	37,598	0	0	-	0	37,598	11,313	399	0	545	153	1,359	182	13,951	51,549
8	AAD054	Instructor	Roberto, Joachim P.	J-3-a	38,741	0	0	-	0	38,741	11,657	495	0	562	153	2,401	226	15,494	54,235
9	NAF020	Assistant Instructor	Healy, Paul J.	I-4-c	36,070	0	0	-	0	36,070	10,853	495	0	523	153	3,780	223	16,027	52,097
10	AAD059	Instructor	Kerner, Paul N.	J-6-c	44,520	0	0	-	0	44,520	13,396	495	0	646	153	1,683	226	16,599	61,119
11	AAD002	Administrative Assistant	Mesa, Genevieve P.	J-4	27,248	0	0	-	0	27,248	8,199	495	0	395	153	0	0	9,242	36,490
12	AAD137	Instructor	Bollinger, Simone E.	J-3-a	38,741	0	0	-	0	38,741	11,657	495	0	562	153	1,683	0	14,550	53,291
13	NAF023	Instructor	Dela Cruz, Tressa C.	J-3-a	38,741	0	0	-	0	38,741	11,657	495	0	562	153	2,579	277	15,723	54,464
14	NAF028	Administrative Aide	*Vacant-New	F-1	17,635	0	0	-	0	17,635	5,306	495	0	256	153	2,503	192	8,905	26,540
15	NAF021	Instructor	*Vacant-New	J-3-a	38,735	0	0	-	0	38,735	11,655	495	0	562	153	2,503	192	15,560	54,295
16	NAF024	Instructor	*Vacant-New	J-3-a	38,735	0	0	-	0	38,735	11,655	495	0	562	153	2,503	192	15,560	54,295
17	NAF022	Instructor	*Vacant-New	J-3-a	38,735	0	0	-	0	38,735	11,655	495	0	562	153	2,503	192	15,560	54,295
18	NAF025	Instructor	*Vacant-New	J-3-a	38,735	0	0	-	0	38,735	11,655	495	0	562	153	2,503	192	15,560	54,295
19	NAF026	Instructor	*Vacant-New	J-3-a	38,735	0	0	-	0	38,735	11,655	495	0	562	153	2,503	192	15,560	54,295
20	AAD204	Associate Dean	*Vacant-James, G.	N-7-d	49747	0	0	-	0	49747	14,969	495	0	721	153	6,713	349	23,400	73,147
21	NAF027	Instructor	*Vacant-New	J-3-a	38,735	0	0	-	0	38,735	11,655	495	0	562	153	2,503	192	15,560	54,295
22	NAF014	Computer Technician I	*Vacant-New	H-1	19,968	0	0	-	0	19,968	6,008	495	0	290	153	2,503	192	9,641	29,609
23	BFD031	Personnel Assistant I	*Vacant-New	I-1	18,723	0	0	-	0	18,723	5,634	495	0	271	153	2,503	192	9,248	27,971
24	AAD201	Library Technician I	*Vacant-New	F-1	17,635	0	0	-	0	17,635	5,306	495	0	256	153	2,503	192	8,905	26,540
25	NAF029	Cashier I	*Vacant-New	D-1	15,840	0	0	-	0	15,840	4,766	495	0	230	153	2,503	192	8,339	24,179
26	NAF002	Word Processing Secretary	Blas, Barbara J.	H-2	21,216	0	0	-	0	21,216	6,384	495	0	308	153	0	0	7,340	28,556
27	NAF018	Program Coordinator I	Quan, Jaclyn L.	K-1	24,648	0	0	-	0	24,648	7,417	495	0	357	153	1,683	226	10,331	34,979
28	NAF001	Program Specialist	Perez, Rowena Ellen	K-6-a	49,754	0	0	-	0	49,754	14,971	0	0	721	153	2,401	226	18,472	68,226
29	NAF003	Administrative Aide	Pascua, Tara Rose A.	F-5	22,048	0	0	-	0	22,048	6,634	495	0	320	153	1,683	226	9,511	31,559
30	NAF004	Program Specialist	Datuin, Bonnie Mae M.	K-6-a	49,754	0	0	-	0	49,754	14,971	495	0	721	153	6,517	0	22,857	72,611
31	FED024	Administrative Assistant	Chamberlain, Antonia M.	J-15	40,872	0	0	-	0	40,872	12,298	0	0	593	153	1,683	226	14,953	55,825
32	FED016	Administrative Assistant	Damian, Eleanor A.	J-1	22,942	0	0	-	0	22,942	6,903	495	0	333	153	3,607	374	11,865	34,807
33	FED017	Program Specialist	Johns, Priscilla C.	K-7-d	53,352	0	0	-	0	53,352	16,054	0	0	774	153	2,401	226	19,607	72,959
34	FED035	Office Aide	Castro, Amanda T.	A-3	15,080	0	0	-	0	15,080	4,538	495	0	219	153	0	0	5,404	20,484
35	FED028	Program Coordinator II	Orioste, Karllin T.	L-5	33,155	0	0	-	0	33,155	9,976	495	0	481	153	1,359	0	11,105	44,260
36	FED010	Instructor	Santiago, Dana E.	J-3-a	38,741	0	0	-	0	38,741	11,657	495	0	562	153	1,359	0	14,226	52,967
37	FED011	Program Specialist	Hosei, Huan F.	K-6-b	50,253	0	0	-	0	50,253	15,121	495	0	729	153	6,517	0	23,015	73,268
38	FED012	Administrative Assistant	Santos, Tanya-Marie T.	J-1	22,942	0	0	-	0	22,942	6,903	495	0	333	153	1,683	226	9,793	32,735
39	FED018	Program Coordinator II	Fathal, James	L-1	26,520	0	0	-	0	26,520	7,980	495	0	385	153	0	0	9,012	35,532
40	FED004	Program Coordinator I	San Nicolas, Christopher H.	K-1	24,648	0	0	-	0	24,648	7,417	495	0	357	153	3,780	223	12,425	37,073
41	FED008	Program Coordinator II	Artero, Pascual S.	L-1	26,520	0	0	-	0	26,520	7,980	495	0	385	153	1,683	226	10,921	37,441
42	FED013	Administrative Aide	Aguero, Michele M.	F-1	17,638	0	0	-	0	17,638	5,307	495	0	256	153	0	0	6,211	23,849
43	FED019	Program Specialist	Sison, Christine B.	K-8-b	54,413	0	0	-	0	54,413	16,373	495	0	789	153	6,517	374	24,701	79,114

Function: Education and Culture
Agency: Guam Community College
Program: Institutional
Fund: NAF and Federal

Guam Community College
Current
Fiscal Year 2014
Agency Staffing Pattern as of 12/31/12

No.	Position Number	Position Title	Name of Incumbent	Grade /Step	Current Salary	OT	Spec	Increment Date	Increment AMT	(E+F+G+I) Sub-total	Retirement 30.09%	Retire(DDI) 19.02*26pp	Soc Sec	Medicare 1.45%	Life $153	Medical	Dental	Total Benefits (K thru Q)	(J+R) Total
44	FED020	Administrative Assistant	Flores, Winona S.	J-1	22,942	0	0	-	0	22,942	6,903	0	0	333	153	2,401	226	10,016	32,958
45	FED022	Program Coordinator II	Joseph, Gaudencia N.	L-1	26,520	0	0	-	0	26,520	7,980	495	0	385	153	0	0	9,012	35,532
46	FED031	Office Aide	Quichocho, Tiana R.	A-3	15,080	0	0	-	0	15,080	4,538	495	0	219	153	0	0	5,404	20,484
47	FED015	Instructor	Rosario, Barbara A.	J-3-a	38,741	0	0	-	0	38,741	11,657	399	0	562	153	1,359	182	14,312	53,053
48	FED034	Instructor	Sablan, Margaret I.	J-3-a	38,741	0	0	-	0	38,741	11,657	399	0	562	153	0	0	12,771	51,512
49	FED001	Assistant Instructor	Skoog, Heather N.	I-7-a	39,850	0	0	-	0	39,850	11,991	495	0	578	153	2,170	223	15,610	55,460
50	FED032	Program Coordinator II	Borja, Catherine R.	L-1	26,520	0	0	-	0	26,520	7,980	0	0	385	153	2,170	223	10,910	37,430
51	FED030	Computer Technician I	*Vacant-Zacarias, Z.	H-1	19,968	0	0	-	0	19,968	6,008	495	0	290	153	0	0	6,946	26,914
52	FED003	Administrative Assistant	*Vacant-Manalo, L.	J-1	22,942	0	0	-	0	22,942	6,903	495	0	333	153	1,683	226	9,793	32,735
		Grand Total			1,766,846	0	0		0	1,766,846	531,644	21,987	0	25,619	7,879	107,949	7,741	702,819	2,469,665

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Government of Guam
Federal Program Inventory
FY2013 (Current) , FY 2014 (Estimated) Funding

FUNCTION:
DEPARTMENT/AGENCY:
PROGRAM:

Education and Culture
GUAM COMMUNITY COLLEGE
Institutional

Federal Grantor Agency/Federal Project Title	C.F.D.A.No./ Enabling Authority	Grant Award Number	Match Ratio Federal / Local	FY2013 Received / Projected	FY2014 Estimated Funding	Local Matching Fund	Federal Matching Fund	100% Federal Grants	Grant Period
Workforce Investment Act PY2013	84.002A	V002A120061	12%	434,542.00					07/01/12 - 06/30/13
College Access Challenge Grant PY2013	84.303	P378A120053		1,500,000.00					08/14/12 - 08/13/13
Federal Work Study PY2013	84.033	P033A126132		79,182.00					07/01/12 - 06/30/13
Pell Grant PY2013	84.063	P063P123640		2,846,608.00					07/01/12 - 06/30/13
Supplemental Educational Opportunity Grant PY2013	84.007	P007A126132		56,534.00					07/01/12 - 06/30/13
Student Support Services - Project Aim PY2013	84.042	P042A101084 - 13		292,340.00					09/01/12 - 08/31/13
Career Technical Education Award PY2013	84.048	V048A120053	12%	633,921.00					07/01/12 - 06/30/13
Workforce Investment Act PY2014	84.002	V002A130055	12%		434,542.00				07/01/13 - 06/30/14
Federal Work Study PY2014	84.033	P033A136132			79,182.00				07/01/13 - 06/30/14
Pell Grant PY2014	84.063	P063P133640			2,946,608.00				07/01/13 - 06/30/14
Supplemental Educational Opportunity Grant PY2014	84.007	P007A136132			56,534.00				07/01/13 - 06/30/14
Student Support Services - Project Aim PY2014	84.042	P042A131084			292,340.00				09/01/13 - 08/31/14
Career Technical Education Award PY2014	84.048	V048A130053	12%		633,921.00				07/01/13 - 06/30/14

Government of Guam

[BBMR EL-1]

New Equipment/Capital and Space Requirement

Function: N/A

Agency:

NEW EQUIPMENT / CAPITAL

Description	Quantity	Percentage of Use	Comments
		100%	

SPACE REQUIREMENT (for Personnel and Equipment/Capital)	Total Program Space (Sq. Ft.):		Total Program Space Occupied (Sq. Ft.):
Description	Square Feet	Percentage of Total Program Space	Comments

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2014 Budget Request by Object (Departmental Level)

GENERAL FUND - 01

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY	DEPARTMENT		AMOUNT REQUESTED
110 **Regular Salaries/Increments**	1010	OFFICE OF THE PRESIDENT	202,486
	1020	PEACE OFFICER STANDARDS AND TRAININ	51,272
	1030	COMMUNICATIONS & PROMOTIONS	74,917
	1050	ALUMNI RELATIONS	190,011
	1060	PLANNING & DEVELOPMENT	126,992
	1061	GED	34,368
	1065	FACILITIES	229,415
	3000	OFFICE OF THE VICE PRESIDENT (FAD)	190,988
	3010	BUSINESS OFFICE	384,845
	3020	MANAGEMENT INFORMATION SYSTEM	424,461
	3030	HUMAN RESOURCES	213,366
	3040	MATERIALS MANAGEMENT	172,778
	3045	BOOK STORE	24,062
	3060	STUDENT FINANCIAL AID	153,514
	3070	ENVIRONMENTAL SAFETY	84,248
	3080	ADMINISTRATIVE SUPPORT SERVICES & SE	38,155
	5000	OFFICE OF THE VICE PRESIDENT (AAD)	142,957
	5020	ADMISSIONS & REGISTRATION	216,640
	5030	AIER	208,488
	5050	CONTINUING EDUCATION	104,196
	6000	DEAN'S OFFICE-TPS	207,392
	6110	AUTOMOTIVE TECHNOLOGY	425,083
	6150	COSMETOLOGY	102,976
	6220	EARLY CHILDHOOD EDUCATION	303,642
	6410	CRIMINAL JUSTICE	153,348
	6420	SOCIAL SCIENCE	169,349
	6550	VISUAL COMMUNICATIONS	38,741
	6610	ADULT BASIC EDUCATION	46,475
	6710	MEDICAL ASSISTANT	241,231
	6730	PRACTICAL NURSING	326,593
	6810	TOURISM & HOSPITALITY	803,885
	6950	CONSTRUCTION TRADES	379,312
	6970	MARKETING	315,633
	6980	ACCOUNTING	65,204
	6990	SUPERVISION & MANAGEMENT	40,711
	7000	DEAN'S OFFICE - TSS	386,600
	7110	MATH	273,522
	7120	SCIENCE	142,582
	7210	STUDENT SUPPORT SERVICES	184,865
	7211	NIGHT ADMINISTRATION	82,770
	7220	HEALTH SERVICES CENTER	124,560
	7420	CENTER FOR STUDENT INVOLVEMENT	136,914
	7510	OFFICE TECHNOLOGY	107,227
	7610	ASSESSMENT & COUNSELING	436,584
	7615	VOCATIONAL GUIDANCE PROGRAM	240,209
	7630	ACCOMODATIVE SERVICES	53,881
	7710	COMPUTER SCIENCE	231,369
	7750	ENGLISH	113,336
	7760	DEVELOPMENTAL EDUCATION	359,315
	7810	ELECTRONICS	398,771
	7950	LEARNING RESOURCES CENTER	103,552

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2014 Budget Request by Object (Departmental Level)

GENERAL FUND - 01

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY		DEPARTMENT	AMOUNT REQUESTED
		TOTAL REGULAR SALARIES/INCREMENTS	$10,263,791
120	Benefits-Full Time		
		1010 OFFICE OF THE PRESIDENT	76,140
		1020 PEACE OFFICER STANDARDS AND TRAININ	24,188
		1030 COMMUNICATIONS & PROMOTIONS	24,973
		1050 ALUMNI RELATIONS	73,158
		1060 PLANNING & DEVELOPMENT	51,124
		1061 GED	16,398
		1065 FACILITIES	101,158
		3000 OFFICE OF THE VICE PRESIDENT (FAD)	69,836
		3010 BUSINESS OFFICE	144,499
		3020 MANAGEMENT INFORMATION SYSTEM	174,359
		3030 HUMAN RESOURCES	84,636
		3040 MATERIALS MANAGEMENT	73,480
		3045 BOOK STORE	8,460
		3060 STUDENT FINANCIAL AID	60,643
		3070 ENVIRONMENTAL SAFETY	28,651
		3080 ADMINISTRATIVE SUPPORT SERVICES & SE	12,542
		5000 OFFICE OF THE VICE PRESIDENT (AAD)	55,698
		5020 ADMISSIONS & REGISTRATION	83,523
		5030 AIER	80,761
		5050 CONTINUING EDUCATION	39,892
		6000 DEAN'S OFFICE-TPS	77,420
		6110 AUTOMOTIVE TECHNOLOGY	174,101
		6150 COSMETOLOGY	40,149
		6220 EARLY CHILDHOOD EDUCATION	107,537
		6410 CRIMINAL JUSTICE	59,780
		6420 SOCIAL SCIENCE	66,538
		6550 VISUAL COMMUNICATIONS	18,793
		6610 ADULT BASIC EDUCATION	22,761
		6710 MEDICAL ASSISTANT	97,257
		6730 PRACTICAL NURSING	130,353
		6810 TOURISM & HOSPITALITY	308,656
		6950 CONSTRUCTION TRADES	137,738
		6970 MARKETING	121,073
		6980 ACCOUNTING	21,819
		6990 SUPERVISION & MANAGEMENT	13,866
		7000 DEAN'S OFFICE - TSS	152,477
		7110 MATH	110,409
		7120 SCIENCE	54,120
		7210 STUDENT SUPPORT SERVICES	72,742
		7211 NIGHT ADMINISTRATION	30,069
		7220 HEALTH SERVICES CENTER	44,827
		7420 CENTER FOR STUDENT INVOLVEMENT	61,819
		7510 OFFICE TECHNOLOGY	39,435
		7610 ASSESSMENT & COUNSELING	155,317
		7615 VOCATIONAL GUIDANCE PROGRAM	85,769
		7630 ACCOMODATIVE SERVICES	20,052
		7710 COMPUTER SCIENCE	84,362
		7750 ENGLISH	40,723
		7760 DEVELOPMENTAL EDUCATION	136,402
		7810 ELECTRONICS	142,171

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY		DEPARTMENT		AMOUNT REQUESTED
120	**Benefits-Full Time**	7950	LEARNING RESOURCES CENTER	41,610
			TOTAL BENEFITS-FULL TIME	**$3,954,264**
220	**Travel: Local Mileage**	1020	PEACE OFFICER STANDARDS AND TRAININ	5,155
			TOTAL TRAVEL: LOCAL MILEAGE	**$5,155**
230	**Contractual Services**	1000	BOARD OF TRUSTEES	9,115
		1010	OFFICE OF THE PRESIDENT	33,725
		1020	PEACE OFFICER STANDARDS AND TRAININ	20,000
		1030	COMMUNICATIONS & PROMOTIONS	22,100
		1060	PLANNING & DEVELOPMENT	500
		1061	GED	9,500
		1065	FACILITIES	276,088
		3000	OFFICE OF THE VICE PRESIDENT (FAD)	2,860
		3010	BUSINESS OFFICE	34,125
		3020	MANAGEMENT INFORMATION SYSTEM	510,440
		3030	HUMAN RESOURCES	4,500
		3040	MATERIALS MANAGEMENT	250,500
		3060	STUDENT FINANCIAL AID	1,700
		3070	ENVIRONMENTAL SAFETY	25,000
		3080	ADMINISTRATIVE SUPPORT SERVICES & SE	291,318
		5000	OFFICE OF THE VICE PRESIDENT (AAD)	5,600
		5020	ADMISSIONS & REGISTRATION	5,890
		5030	AIER	20,050
		6000	DEAN'S OFFICE-TPS	600
		6110	AUTOMOTIVE TECHNOLOGY	900
		6210	EDUCATION	600
		6220	EARLY CHILDHOOD EDUCATION	600
		6410	CRIMINAL JUSTICE	2,000
		6430	EMT	5,300
		6550	VISUAL COMMUNICATIONS	500
		6610	ADULT BASIC EDUCATION	500
		6620	ADULT HIGH SCHOOL	500
		6640	ESL (ENGLISH AS A SECOND LANGUAGE)	500
		6710	MEDICAL ASSISTANT	2,000
		6730	PRACTICAL NURSING	9,175
		6810	TOURISM & HOSPITALITY	9,500
		6820	CULINARY	14,500
		6970	MARKETING	560
		6980	ACCOUNTING	2,150
		6990	SUPERVISION & MANAGEMENT	1,400
		7000	DEAN'S OFFICE - TSS	200
		7210	STUDENT SUPPORT SERVICES	3,200
		7220	HEALTH SERVICES CENTER	1,550
		7610	ASSESSMENT & COUNSELING	5,055
		7615	VOCATIONAL GUIDANCE PROGRAM	4,095
		7630	ACCOMODATIVE SERVICES	14,000
		7950	LEARNING RESOURCES CENTER	15,491
			TOTAL CONTRACTUAL SERVICES	**$1,617,887**
240	**Supplies & Materials**	1020	PEACE OFFICER STANDARDS AND TRAININ	6,754
			TOTAL SUPPLIES & MATERIALS	**$6,754**
290	**Miscellaneous Expense**	6620	ADULT HIGH SCHOOL	46,176

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2014 Budget Request by Object (Departmental Level)

GENERAL FUND - 01

Includes: Priority 1 & 2
   ALL Departments

OBJECT CODE / CATEGORY	DEPARTMENT		AMOUNT REQUESTED
		TOTAL MISCELLANEOUS EXPENSE	$46,176
361 Power	1065	FACILITIES	1,578,000
		TOTAL POWER	$1,578,000
362 Water/Sewer	1065	FACILITIES	48,000
		TOTAL WATER/SEWER	$48,000
364 TELEPHONE/FAX	1065	FACILITIES	56,429
		TOTAL TELEPHONE/FAX	$56,429
		TOTAL GENERAL FUND	**$17,576,456**

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2014 Budget Request by Object (Departmental Level)

MANPOWER DEVELOPMENT FUND - 04

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY		DEPARTMENT		AMOUNT REQUESTED
110	**Regular Salaries/Increments**	6110	AUTOMOTIVE TECHNOLOGY	55,500
		6910	APPRENTICESHIP	111,506
		6950	CONSTRUCTION TRADES	49,170
		7810	ELECTRONICS	49,254
		TOTAL REGULAR SALARIES/INCREMENTS		**$265,430**
120	**Benefits-Full Time**	6110	AUTOMOTIVE TECHNOLOGY	18,668
		6910	APPRENTICESHIP	43,637
		6950	CONSTRUCTION TRADES	19,240
		7810	ELECTRONICS	16,641
		TOTAL BENEFITS-FULL TIME		**$98,186**
230	**Contractual Services**	6910	APPRENTICESHIP	27,000
		TOTAL CONTRACTUAL SERVICES		**$27,000**
240	**Supplies & Materials**	6110	AUTOMOTIVE TECHNOLOGY	15,000
		6910	APPRENTICESHIP	59,500
		6950	CONSTRUCTION TRADES	40,326
		TOTAL SUPPLIES & MATERIALS		**$114,826**
250	**Equipment**	6110	AUTOMOTIVE TECHNOLOGY	20,114
		6910	APPRENTICESHIP	63,500
		6950	CONSTRUCTION TRADES	16,350
		TOTAL EQUIPMENT		**$99,964**
290	**Miscellaneous Expense**	6910	APPRENTICESHIP	1,083,083
		TOTAL MISCELLANEOUS EXPENSE		**$1,083,083**
		TOTAL MANPOWER DEVELOPMENT FUND		**$1,688,489**

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
290 **Miscellaneous Expense**	3010 BUSINESS OFFICE	100,000
	TOTAL MISCELLANEOUS EXPENSE	**$100,000**
	TOTAL GENERAL FUND	**$100,000**

GOALS AND OBJECTIVES:

1. POLICY REVIEW. EVALUATE AND AMEND PERIODICALLY BOARD POLICIES AND THE CODE OF ETHICS POLICY FOR ALL GCC CONSTITUENTS (INCLUDING THE BOARD) TO ALIGN PROCESSES AND PROCEDURES, AS NECESSARY AND APPROPRIATE.

2. ASSESSMENT. SET AN EXAMPLE BY ENGAGING ALL STAKEHOLDERS IN THE COLLEGE'S CONTINUOUS ASSESSMENT AND PLANNING PROCESSES SO THAT THERE IS A CLEAR UNDERSTANDING OF ROLES AND EXPECTATIONS AMONG ALL CONSTITUENTS.

3. GOVERNANCE EVALUATION.ASSESS THE EFFECTIVENESS OF THE PARTICIPATORY GOVERNANCE STRUCTURE AS A WHOLE THROUGH AN INTEGRATED CAMPUS-WIDE SURVEY THAT BUILDS ON PREVIOUS ASSESSMENT WORK.

PERFORMANCE INDICATORS:

1. FOLLOW AND IMPLEMENT THE ESTABLISHED ANNUAL SCHEDULE FOR EVALUATION OF BOARD POLICIES; ADDRESSING 2012 ACCJC REPORT RECOMMENDATIONS.

2. IMPLEMENT REGULAR SCHEDULE FOR BOARD ASSESSMENT TRAINING TO INCREASE/DEEPEN MEMBERS' KNOWLEDGE OF ASSESSMENT/ACCREDITATION FOR ACCOUNTABILITY & IMPROVEMENT; INCLUDE INPUT/PARTICIPATION OF FACULTY SENATE IN THE GBAQ PROCESS.

3. PARTICIPATE ACTIVELY IN CAMPUS-WIDE GOVERNANCE SURVEY.

PROPOSED OUTCOMES:

1. REVISED BOT POLICIES THAT SEPARATE PROCEDURAL PORTION OF THE POLICIES INTO A COMPANION DOCUMENT OF ADMINISTRATIVE PROCEDURES IN ORDER TO CONSOLIDATE & FACILITATE ADMINISTRATIVE CHANGES.

2. BOARD OF TRUSTEES' FORUM FOR FACULTY SENATE, STAFF SENATE, AND THE COUNCIL ON POSTSECONDARY STUDENT AFFAIRS (COPSA)

3. EVIDENCE OF INPUT BY THE FACULTY, STAFF AND STUDENT REPRESENTATIVES PRESENT AT BOARD MEETINGS WILL REFLECT THEIR CLOSE CONNECTION WITH THE PARTICIPATORY GOVERNANCE PROCESS.

Guam Community College
FY 2014 Budget Request by Department
BOARD OF TRUSTEES

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
45	01	CONTRACT - BOARD OF TRUSTEES	7	600	$4,200	STIPENDS
44	01	ANNUAL MEMBERSHIP DUES	1	2,440	$2,440	MEMBERSHIP RENEWAL-ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES & COLLEGES
43	01	ANNUAL MEMBERSHIP DUES	1	2,475	$2,475	MEMBERSHIP RENEWAL -ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
			9		**$9,115**	**3 line item(s)**
TOTAL BUDGET REQUESTED			**9**		**$9,115**	**3 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
OFFICE OF THE PRESIDENT

GOALS AND OBJECTIVES:

1. TO PROVIDE LEADERSHIP AND DIRECTION FOR THE ACTIVITIES OF THE INSTITUTION TO ENSURE THAT THE COLLEGE CARRIES OUT ITS MISSION WHILE MAINTAINING ACCREDITATION.

2. TO ENSURE THAT THE COLLEGE RETAINS ITS ESSENTIAL CHARACTERISTICS OF RESPONSIVENESS, ACCESSIBILITY, ACCOUNTABILITY, FLEXIBILITY, RELEVANCE, EXCELLENCE, AND TECHNOLOGICAL ADVANCEMENT.

3. TO ENSURE THE COLLEGE ACQUIRES THE NECESSARY RESOURCES TO SUPPORT ITS MISSION.

PERFORMANCE INDICATORS:

1. INSTITUTIONAL DECISIONS SUPPORT THE COLLEGE'S MISSION.

2. PRESIDENT ENSURES FISCAL RESPONSIBILITY, OPEN FLOW OF INFORMATION; CURRICULUM IS RELEVANT TO GUAM'S WORKFORCE NEEDS.

3. THE COLLEGE MEETS ALL FEDERAL & LOCAL REPORTING REQUIREMENTS.

PROPOSED OUTCOMES:

1. PROGRAMS/COURSES OFFERED REFLECT NEEDS OF THE COMMUNITY.

2. BUDGET IS WELL MANAGED, COLLEGE OPEN DOOR POLICY IS MAINTAINED, AND ADVISORY COMMITTEE HAVE INPUT ON CURRICULUM.

3. DECISIONS REFLECT THE ALIGNMENT OF FINANCIAL RESOURCES WITH STRATEGIC PLANNING.

Guam Community College
FY 2014 Budget Request by Department
OFFICE OF THE PRESIDENT

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION	
CONTRACTUAL SERVICES							
46	01	INSTITUTIONAL MEMBERSHIP DUES (ACCJC, AACC, PPEC, ETC) & SUBSCRIPTIONS, COST FOR LEGAL SERVICES FOR THE COLLEGE'S ATTORNEY	1	33,725	$33,725	CONTRACT	
			1		$33,725		1 line item(s)
TOTAL BUDGET REQUESTED			**1**		**$33,725**		**1 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
PEACE OFFICER STANDARDS AND TRAINING (P.O.S.T.)

GOALS AND OBJECTIVES:

1. UPDATE P.O.S.T COMMISSION'S DEVELOPMENT PLAN AND POLICIES TO PROVIDE PROFESSIONAL LAW ENFORCEMENT EDUCATION & TRAINING ON GUAM AND FOR THE PACIFIC REGION.

2. P.O.S.T. COMMISSION MAKES DECISIONS AND POLICIES THAT ARE IN ACCORDANCE WITH THE GUAM CODE ANNOTATED AND DIRECTLY SUPPORT GCC'S MISSION POLICY.

3. P.O.S.T. COMMISSION POLICY DECISIONS REFLECT AND SUPPORT THE MISSION OF GCC AND THE SAFETY AND SECURITY OF GUAM BY WAY OF EFFECTIVE LAW ENFORCEMENT.

PERFORMANCE INDICATORS:

1. ESTABLISH, IMPLEMENT AND SUSTAIN SYSTEMATIC ASSESSMENT PROCESSES.

2. COMMISSION MEETS MONTHLY OR AS NEEDED TO DISCUSS ISSUES AND CORRDINATE ACTIONS.

3. ISSUES ARE RESOLVED/ADDRESSED BY THE BAORD AND COORDINATION IS SYNCHRONIZED.

PROPOSED OUTCOMES.

1. UPDATE COMMISSION PLAND & POLCIIES USING A SYSTEMATIC REVIEW PROCESS THAT REFLECTS CHANGING INSTITUTIONAL & COMMUNITY NEEDS RELATIVE TO LAW ENFORCEMENT.

2. COMMISSION MEETS WITH THE LEGISLATURE, SENATE & STUDENT LEADERSHIP ORGANIZATIONS AND LAW ENFORCEMENTS CHIEFS TO FOR CONTINIUOUS IMPROVIDEMENT TO EXISTING METHODOLOGIES.

3. SHARED IDEAS FOR PROCESS IMPROVEMENT AND MODERMIZATION ARE ADDRESSED QUICLY AND IN A TIMELY MANNER.

Guam Community College
FY 2014 Budget Request by Department
PEACE OFFICER STANDARDS AND TRAINING (P.O.S.T.)

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
TRAVEL: LOCAL MILEAGE						
134	01	LOCAL TRAVEL	1	155	$155	WORKSHOPS
82	01	OFF-ISLAND TRAVEL	1	5,000	$5,000	PUBLIC SAFETY TRAINING
			2		**$5,155**	**2 line item(s)**
CONTRACTUAL SERVICES						
83	01	CONTRACTUAL SERVICES	1	20,000	$20,000	CALEA COMM; ACCREDITATION OF LAW ENFORCEMENT AGENCIES CONF; IADLEST CONF; MEMBERSHIP DUES: INT'L ASSOC OF DIRECTORS OF LAW ENFORCEMENT STANDARDS AND TRAINING (IADLEST); AND OTHER P.O.S.T. ASSOCIATED MEMBERSHIPS; PRINTING OF P.O.S.T. PUBLICATION HANDOUT
			1		**$20,000**	**1 line item(s)**
SUPPLIES & MATERIALS						
85	01	EQUIPMENT	1	4,754	$4,754	ACQUISITION OF OFFICE EQUIPMENT AND FURNITURE; 4 DRAWER LATERAL FILE CABINET, NEW LAPTOP, SOFTWARES AND DIGITAL VOICE RECORDER.
84	01	SUPPLIES & MATERIALS	4	500	$2,000	OFFICE SUPPLIES
			5		**$6,754**	**2 line item(s)**
TOTAL BUDGET REQUESTED			**8**		**S31,909**	**5 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
COMMUNICATIONS & PROMOTIONS

GOALS AND OBJECTIVES:

1. TO CONTINUE GCC'S BRAND RELATIONSHIP WITH THE COMMUNITY BY PROMOTING GCC PROGRAMS, EVENTS, AND STUDENT SERVICE LEARNING PROJECTS, IN ORDER TO KEEP THE COLLEGE IN THE FOREFRONT OF EDUCATION NEWS ON THE ISLAND AND IN THE REGION.

2. TO IMPROVE THE GCC WEB SITE SO THAT IT IS MORE STUDENT-CENTRIC, EASIER FOR STUDENTS AND THE PUBLIC TO NAVIGATE, AND BETTER PROMOTES COLLEGE ACTIVITIES AND EVENTS.

3. USING CACPG FUNDING, WRITE AND PRODUCE A PROMOTIONAL VIDEO THAT PROMOTES HIGHER EDUCATION GOALS FOR THE ISLAND'S MIDDLE AND HIGH SCHOOL STUDENTS.

PERFORMANCE INDICATORS:

1. MAINTAIN HIGH LEVEL OF ENROLLMENT PER SEMESTER; SUBSTANTIAL ATTENDANCE AT GCC EVENTS PUBLICIZED BY OCP; SURVEY DISSEMINATED AT EXPRESS REGISTRATION ASKIGN WHERE STUDENTS LEARNED ABOUT GCC AND WHY THEY ARE ENROLLING IN CLASSES.

2. INCREASED NUMBER OF HITS ON PAGES ON NEW WEB SITE ON MONTH-TO-MONTH BASIS (5%); INCREASED NUMBER OF VOTES ON FRONT PAGE POLL (5%).

3. INCREASE ENROLLMENT IN CACGP (5% PER YEAR) AND RESPONSE TO VIDEO PRESENTATIONS AT CACGP EVENTS.

PROPOSED OUTCOMES:

1. HELP TO SUSTAIN RECORD POSTSECONDARY ENROLLMENT NUMBERS.

2. NEW WEBSITE DRAWS PEOPLE TO GCC. IT BECOMES THE INFORMATION DISSEMINATION CENTER FOR THE COLLEGE. (RUN MONTHLY REPORTS INDICATING NUMBER OF HITS AND TO WHICH PAGES PEOPLE ARE NAVIGATING ON THE NEW SITE.)

3. INCREASED ENROLLMENT IN CACGP (5%)

Guam Community College
FY 2014 Budget Request by Department
COMMUNICATIONS & PROMOTIONS

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
99	01	ANNUAL REPORT PRINTING	100	11	$1,100	PRINTING OF 100 COPIES OF ANNUAL REPORT
98	01	GCC ANNUAL REPORT	72	25	$1,800	CONTRACT DESIGN OF 2012-2013 ANNUAL REPORT PAGE
97	01	ADVERTISING: RADIO, PRINT - FALL 2013	1	4,500	$4,500	PROMOTE FALL 2013 REGISTRATION
96	01	WEB SITE HOSTING & MAINTENANCE CONTRACT	12	1,225	$14,700	HOST AND BACKUP WEB SITE & MAINTENANCE
			185		**$22,100**	**4 line item(s)**
TOTAL BUDGET REQUESTED			**185**		**$22,100**	**4 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
PLANNING & DEVELOPMENT

GOALS AND OBJECTIVES:

1. TO DEVELOP PLANS ALIGNED TO GCC'S MISSION.
2. TO MONITOR PLANS SO THAT ACTIVITIES ALIGN WITH STATED GOALS AND OBJECTIVES.
3. TO DEVELOP REPORTS THAT ACCURATELY REFLECT ACTIVITIES DURING THE BUDGET PERIOD.

PERFORMANCE INDICATORS:

1. DEVELOP ANNUAL BUDGET TO ENSURE LINKAGE TO DEPARTMENT'S AND INSTITUTION'S ISMP.
2. REALIZE STATED GOALS.
3. REPORTS (BOT, CAR, BSR) ARE SUBMITTED WITHIN REQUIRED TIMEFRAME.

PROPOSED OUTCOMES:

1. ASSURE CONTINUED RECEIPT OF LOCAL AND FEDERAL FUNDS.
2. ASSURE CONTINUED LEVEL OF FEDERAL OR LOCAL FUNDS.
3. RECOGNIZE GCC AS PROVIDER OF QUALITY EDUCATIONAL AND JOB TRAINING.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
52	01	CONTRACTUAL	1	500	$500	SUBSCRIPTIONS, TRAINING, MEMBERSHIP
			1		$500	1 line item(s)
TOTAL BUDGET REQUESTED			**1**		**$500**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. TO ENSURE HIGHEST QUALITY OF SERVICES.
2. TO MONITOR PROGRAM SCHEDULING.
3. TO PROVIDE CLIENTS WITH PROMPT AND COURTEOUS ASSISTANCE.

PERFORMANCE INDICATORS:

1. SURVEY RESPONDENTS WILL BE SATISFIED WITH SERVICES RENDERED.
2. RESOLVE CONCERNS WITHIN 5 BUSINESS DAYS.
3. SCHEDULE GED CLIENTS WITHIN A MONTH FROM RECEIPT OF PAYMENT.

PROPOSED OUTCOMES:

1. ASSURE RECEIPT OF JURISDICTIONAL MEMORANDUM OF UNDERSTANDING TO MEET THE NEEDS OF GED CLIENTS.
2. DEVELOP BASELINE DATA (CLIENT SATISFACTION)
3. INCREASE CLIENTS SERVED BY 30%

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
135	01	CONTRACTUAL	1	9,500	$9,500	GED TEST, OKLAHOMA SCORING, JOSTENS ACE
			1		$9,500	1 line item(s)
TOTAL BUDGET REQUESTED			**1**		**$9,500**	**1 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
FACILITIES

GOALS AND OBJECTIVES:

1. TO PROVIDE A CONDUCIVE WORK/LEARN ENVIRONMENT BY MAINTAINING FACILITIES.
2. TO MANAGE PROJECTS SO THAT THEY COMPLETE AS SCHEDULED.
3. TO CONDUCT PREVENTATIVE MAINTENANCE AND INSPECTION OF FACILITIES.

PERFORMANCE INDICATORS:

1. SURVEY RESPONDENTS WILL BE SATISFIED WITH SERVICES RENDERED (WORK ORDERS)
2. COMPLETE CAPITAL IMPROVEMENT PROJECTS AS SCHEDULED.
3. COMPLETE PREVENTIVE MAINTENANCE SERVICE AND INSPECTIONS AS SCHEDULED.

PROPOSED OUTCOMES:

1. TIMELY RESPONSE TO WORK ORDERS.
2. ASSURE SUFFICIENCY OF CLASSROOMS, AND OTHER FACILITIES.
3. ENHANCE ENVIRONMENT FOR THOSE WHO WORK AND LEARN AT GCC.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION	
CONTRACTUAL SERVICES							
63	01	SERVICE - TRASH PICK-UP	11	2,600	$28,600		
62	01	SERVICE - LOCKSMITH	1	1,000	$1,000		
61	01	SERVICE - TERMITE	1	1,000	$1,000		
60	01	SERVICE- JANITORIAL	12	16,094	$193,131		
59	01	SERVICE - GROUND MAINTENANCE	12	1,200	$14,400		
58	01	EMAINT, WORK ORDER EMAIL REQUEST, ANNUAL SUPPORT & ELEARNING PORTAL	1	2,900	$2,900		
57	01	MAINTENANCE - WATER PUMP/SPRINKLER SYSTEM	1	10,000	$10,000		
56	01	MAINTENANCE - GENERATOR	1	10,000	$10,000		
55	01	MAINTENANCE - ELEVATOR	12	696	$8,356		
54	01	INSTALLATION OF NEW PHONE LINES	1	1,000	$1,000		
53	01	SERVICE - PEST CONTROL	12	475	$5,700		
			65		**$276,088**		**11 line item(s)**
POWER							
64	01	UTILITIES	12	131,500	1,578,000	POWER	
			12		**$1,578,000**		**1 line item(s)**
WATER/SEWER							
65	01	UTILITIES	12	4,000	$48,000	WATER	
			12		**$48,000**		**1 line item(s)**
TELEPHONE/FAX							
133	01	TELEPHONE	12	4,702	$56,429		
			12		**$56,429**		**1 line item(s)**
TOTAL BUDGET REQUESTED			**101**		**$1,958,517**		**14 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
OFFICE OF THE VICE PRESIDENT (FAD)

GOALS AND OBJECTIVES:

1. TO PROVIDE LEADERSHIP AND GUIDANCE TO ENSURE THAT FINANCIAL PLANNING REALISTICALLY ALIGNS WITH AVAILABLE RESOURCES, INSTITUTIONAL PLANS, AND INSTITUTIONAL PRIORITIES.
2. TO ENSURE THE COORDINATION OF THE OPERATIONS OF GCC'S FINANCE AND ADMINISTRATION DIVISION.
3. TO ENSURE THE FINANCIAL INTEGRITY OF THE INSTITUTION AND RESPONSIBLE ALLOCATION AND USE OF FINANCIAL RESOURCES.

PERFORMANCE INDICATORS:

1. DEVELOPMENT OF AN ANNUAL BUDGET THAT ENSURES THE FINANCIAL REQUESTS ARE LINKED TO INSTITUTIONAL PLANS, PRIORITIES AND TIMELINES.
2. MONTHLY REPORTING REQUIREMENTS THAT ARE COMPLETED WITHIN THE REQUIRED TIMEFRAMES, AND POLICIES AND PROCEDURES ARE MAINTAINED AND CONTINUALLY UPDATED.
3. ANNUAL BUDGET, FEDERAL REPORTING REQUIREMENTS AND AUDIT ARE COMPLETED WITHIN THE REQUIRED TIMEFRAME AND WITH MINIMAL NEGATIVE RESPONSES OR FINDINGS.

PROPOSED OUTCOMES:

1. THE COLLEGE'S BUDGET ALLOCATION ARE SUFFICIENT TO MEET THE NEEDS OF THE INSTITUTIONAL, AND FOLLOWS THE INSTITUTIONAL PLANS AND PRIORITIES WITHIN THE AVAILABLE RESOURCES.
2. THE POLICIES AND PROCEDURES ENSURE MAINTENANCE OF EFFECTIVE CONTROLS OVER THE OPERATIONS OF THE DIVISION.
3. THE COLLEGE MAINTAINS ITS FINANCIAL INTEGRITY AND RESPONSIBLY MANAGES ITS RESOURCES.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
3	01	EDUCAUSE	1	510	$510	ANNUAL MEMBERSHIP
2	01	MEMBERSHIP: CCBO	1	300	$300	ANNUAL MEMBERSHIP
1	01	SUBSCRIPTION: NACUBO	1	2,050	$2,050	ANNUAL MEMBERSHIP
			3		$2,860	3 line item(s)
TOTAL BUDGET REQUESTED			3		$2,860	3 line item(s)

GOALS AND OBJECTIVES:

1. APPROPRIATE FINANCIAL INFORMATION IS PROVIDED THROUGHOUT THE INSTITUTION. THE BUSINESS OFFICE WILL PROVIDE MONTHLY FINANCIAL REPORTS TO UPHOLD EDUCATIONAL PROGRAMS BY ENHANCING AND WORKING CLOSELY WITH THE CAMPUS COMMUNITY.

2. THE BUSINESS OFFICE WILLPROVIDE FINANCIAL INFORAMTION TO DEPARTMENT BASED ON FUNDS APPROPRIATED AND AVAILABLE BY THE LEGISLATUER AND THE BOT TO BETTER SUPPORT STUDENT LEARNING PROGRAMS AND SERVICES, THE APROPRIATE ALLOCATION AND USE OF FINANCIAL INFORMATI

3. ACCURATELY ACCOUNT FOR COLLEGE ACTIVITY TRHOUGH KEEPING FINANCIAL RECORDS IN COMPLIANCE WITH GAAP AND US OMB CIRCULAR REUQIREMENTS.

PERFORMANCE INDICATORS:

1. THE ACCOUNTANTS WILL PREPARE AND GENERATE MONTHLY FINANCIAL STATUS REPORTS.

2. THE APPROVED BUDGET WILL BE READILY AVAILABLE FOR USE BY THE THIRD WEEK OF THE YEAR.

3. FEDERAL REPORTS WILL BE SUBMITTED UPON THE FEDERAL REPORT DEADLINES.

PROPOSED OUTCOMES:

1. THE MONTHLY FINANCIAL STATUS REPORTS WILL BE COMPLETED AND SUBMITTED TO BOARD OF TRUSTEES LEGISLATUJRE AND CAMPUS COMMUNITY.

2. THE ANNUAL BUDGET WILL BE COMPLETED AND SUBMITTED TO LEGILATURE FOR APPROVAL BY 2/15/15.

3. THE ANNUAL AUDIT REPORT WILL BE SUBMITTED TO OPA, FEDERAL AND GAAP DEADLINES.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
6	01	CONTRACTUAL - PRINTING	3	375	$1,125	PRINTING OF ENVELOPES
5	01	CONTRACTUAL - POSTAGE	12	375	$4,500	POSTAGE STAMP - INVOICE STATEMENT
4	01	CONTRACTUAL - AUDIT FIRM	1	28,500	$28,500	AUDIT SERVICES FY 2014
			16		$34,125	3 line item(s)
TOTAL BUDGET REQUESTED			**16**		**$34,125**	**3 line item(s)**

GOALS AND OBJECTIVES:

1. PROVIDE EFFECTIVE MANAGEMENT OF COMPUTER TECHNOLOGY AND RELATED RESOURCES IN ORDER FOR THE COLLEGE TO CARRY OUT ITS MISSION AND TO PROVIDE STUDENTS ACCESS TO TOOLS THAT WILL HELP THEM MEET THEIR EDUCATIONAL GOALS.

2. PROVIDE SUFFICIENT TECHNOLOGY SUPPORT BY HIRING, TRAINING, AND RETAINING MANAGERIAL, TECHNICAL, AND OPERATIONAL PERSONNEL, OR OUTSOURCING SERVICES, TO HELP MEET THE COMPUTER NEEDS OF STUDENTS, PROGRAMS AND SERVICE AREAS.

3. MANAGE THE ACQUISITION, INTEGRATION, DEPLOYMENT, AND MAINTENANCE OF COMPUTER HARDWARE, SOFTWARE, AND RELATED EQUIPMENT AND APPLICATIONS TO CONTINUALLY ENHANCE THE INFORMATION TECHNOLOGY INFRASTRUCTURE OF THE COLLEGE.

PERFORMANCE INDICATORS:

1. GCC FACULTY, STAFF, ADMIN, AND STUDENTS WILL NOT EXCEED 75% OF AVAILABLE INCOMING AND 75% OF AVAILABLE OUTGOING INTERNET BANDWIDTH, AS ITS DAILY AVG USE, WHILE HAVING 100% ACCESS OF ON-CAMPUS NETWORKED AND ONLINE RESOURCES TO AND FROM THE INTERNET.

2. AT LEAST 75% SURVEYED WILL BE SATISFIED WITH THE LEVEL OF COMPUTER TECHNOLOGY RESOURCES MEETING THEIR NEEDS AND EFFORTS TOWARDS SLO AND AUO GOALS.

3. FINDINGS WILL INDICATE THAT AT LEAST 60% OF ALL IDENTIFIED OPERATIONAL AND ACTION ITEMS, OR ACTIVITIES, FROM THE EA AND THE ITSP ARE IN PLACE, UPCOMING, OR IN ACTUAL PLANS.

PROPOSED OUTCOMES:

1. LAB AND OFFICE COMPUTERS, THE INTERNET, MYGCC PORTAL, AND RELATED TECHNOLOGY WILL BE AVAILABLE WHEN NEEDED BY STUDENTS AND EMPLOYEES AT LEAST 95% OF THE TIME.

2. THE WORK ORDER SYSTEM WILL REPORT THAT 90% OF ALL COMPUTER TECHNOLOGY WORK ORDERS AND RELATED PROFESSIONAL TECHNICAL SERVICES WERE COMPLETED FOR THE FISCAL YEAR.

3. IN ADDTION TO THE TWO PROPOSED OUTCOMES ABOVE, USERS WILL BE ABLE TO PURCHASE AND USE DESKTOP COMPUTER HARDWARE AND SOFTWARE IN 90 DAYS OR LESS.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
35	01	MICRO FOCUS	1	2,273	$2,273	BANNER SYSTEMS COBOL COMPILER FOR SOFTWARE PATCHES
28	01	ELLUCIAN ENTERPRISE SOFTWARE LICENSE MAINTENANCE & SUPPORT RENEWAL	1	182,702	$182,702	BANNER AND RELATED SYSTEMS SOFTWARE MAINTENANCE AND SUPPORT
29	01	TOUCHNET HOSTING, MAINTENANCE, AND SUBSCRIPTION SERVICES	1	30,808	$30,808	STUDENT ONLINE BILL+PAYMENT CLIENT, CREDIT CARD GATEWAY
30	01	EVISIONS INC. FOR BANNER PRINTING	1	8,623	$8,623	FORMFUSION AND INTELECHECK SOFTWARE MAINTENANCE
31	01	ELLUCIAN SUPPORT INC. FOR ORACLE	1	69,575	$69,575	ORACLE DATABASE SOFTWARE MAINTENANCE
32	01	COGNOS SOFTWARE MAINTENANCE	1	7,718	$7,718	ANNUAL COGNOS SOFTWARE MAINTENANCE
27	01	INTERNET, INTRANET, EXTRANET & UNIX TECHNICAL SERVICES	1	2,100	$2,100	PROFESSIONAL TECHNICAL SERVICES AND ASSISTANCE FOR INTERNET, INTRANET, AND EXTRANET DOMAINS
34	01	REMOTE ERP PROFESSIONAL TECHNICAL SERVICES	12	14,963	$179,556	PROFESSIONAL TECHNICAL SERVICES FOR ERP
42	01	OFFICIAL SERVICE VEHICLE MAINTENANCE	1	1,050	$1,050	OIL CHANGES, TIRE REPAIRS, SAFETY INSPECTION, REGISTRATION, GENERAL SERVICES, ETC.
36	01	DLT SOLUTIONS - REDHAT ENTERPRISE SOFTWARE SUBSCRIPTION SUPPORT	1	1,150	$1,150	RED HAT LICENSE AND MAINTENANCE FOR E-PRINT
37	01	MAINTENANCE AGREEMENT	10	500	$5,000	EMERGENCY SERVICES TO INCLUDE NECESSARY REPAIR PARTS AND SUPPLIES FROM ON-ISLAND VENDORS
38	01	ARCSERVE BACKUP SOFTWARE RENEWAL WITH CREATION ENGINE INC.	2	2,511	$5,023	ARCSERVE BACKUP R12.5 WINDOWS SOFTWARE MAINTENANCE CONTRACT 1-YEAR WITH SHIPPING & HANDLIN‹
39	01	APC UPS LEGACY SERVERS UPS	1	1,313	$1,313	LEGACY FILE SERVERS' UPS BATTERY BACKUP HARDWARE MAINTENANCE
40	01	SECURE SOCKET LAYER (SSL) CERTIFCATES	4	1,721	$6,884	SYSTEM SECURITY FOR E-MAIL, MYGCC PORTAL, SELF-SERVICE BANNER, AND TEST MAIL
41	01	SYMANTEC - GHOST LICENSE FOR SYSTEM IMAGING	1	2,100	$2,100	ANNUAL SOFTWARE RENEWAL & UPDATE REQUIREMENT.
33	01	UPS IT EQUIPMENT SERVICE FOR BANNER SERVERS	1	4,568	$4,568	UPS HARDWARE MAINTENANCE
			40		**$510,440**	**16 line item(s)**
TOTAL BUDGET REQUESTED			**40**		**S510,440**	**16 line item(s)**

GOALS AND OBJECTIVES:

1. TO PROVIDED EFFECTIVE SUPPORT FOR THE PRIMARY HUMAN RESOURCES FUNCTIONS AT THE COLLEGE: HIRING, PERIODIC PERFORMANCE EVALUATION, AND PROMOTION. THESE ACTIVITIES ARE PERFORMED FOR FACULTY, STAFF AND ADMINISTRATORS.

2. TO PROVIDE TO MANAGEMENT RESPONSES TO QUESTIONS ABOUT HUMAN RESOURCES ISSUES AS WELL AS SUPPORT FOR THE DEVELOPMENT AND NEGOTIATIONS OF TERMS AND CONDITIONS OF EMPLOYMENT.

3. TO ENSURE THE COLLEGE HIRES AND PROMOTES BASED ON MERIT, PROVIDES EQUAL EMPLOYMENT OPPORTUNITY TO ALL: COMPLIES WITH THE PROVISIONS OF TITLE 4 AND 17 OF THE GUAM CODE: FOLLOWS EMPLOYMENT AGREEMENTS; AND FOLLOWS OTHER APPLICABLE LAWS AND REGULATIONS.

PERFORMANCE INDICATORS:

1. REVIEW AND UPDATE OF STAFF PERFORMANCE EVAULATION PROCESS AND TOOL.

2. FACULTY PERFORMANCE EVAULATION TOOL AND PERFORMANCE EVALUATION RUBRIC; UPDATE & IMPROVEMENT ON RUBIC.

3. MANAGEMENT, SECURITY AND BACK-UP OF EMPLOYMENT AND PERSONNEL FILES.

PROPOSED OUTCOMES:

1. 100% OF ADMINISTRATORS AND STAFF WILL RECEIVE TRAINING ON THE STAFF PERFORMANCE EVALUATION PROCESS.

2. 100% OF FACULTY PERFORMANCE EVALUATIONS RESULTS WILL BE COMPARED WITH AIE&R MEMO ON ASSESSMENT COMPLIANCE ON DEADLINES AND QUALITY OF REPORTS AND PLANS BASED ON THE UPDATED RUBIC (AS NEGOTIATED).

3. 80% OF ALL FULL-TIME EMPLOYEES RECORDS SHALL BE UPDATED AND CONVERTED INTO THE BANNER DOCUMENT MANAGEMENT SYSTEM.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
10	01	PRINTED WINDOW ENVELOPES	1	500	$500	MAILINGS
9	01	ADVERTISEMENT	4	500	$2,000	JOB ANNOUNCEMENTS
8	01	CUPA MEMBERSHIP	1	1,000	$1,000	REFERENCE MATERIALS & ON-LINE SERVICES
7	01	SHRM MEMBERSHIP/SUBSCRIPTION	1	1,000	$1,000	REFERENCE MATERIALS & ON-LINE SERVICES
			7		$4,500	4 line item(s)
TOTAL BUDGET REQUESTED			**7**		**$4,500**	4 line item(s)

Guam Community College
FY 2014 Budget Request by Department
MATERIALS MANAGEMENT

GOALS AND OBJECTIVES:

1. TO SUPPORT EDUCATIONAL PROGRAMS BY COMMUNICATING AND WORKING CLOSELY WITH THE CAMPUS COMMUNITY .

2. TO SUPPORT EDUCATIONAL PROGRAMS BY ENSURING THE TIMELY PROCUREMENT OF SUPPLIES , EQUIPMENT, AND SERVICES NEEDED IN SUPPORT OF COLLEGE PROGRAMS AND ACTIVITIES.

3. TO SUPPORT EDUCATIONAL PROGRAMS THROUGH OVERSIGHT OF THE PROCUREMENT PROCESS, MM ENSURES THAT THE COLLEGE FOLLOWS LOCAL AND FEDERAL RULES AND REGULATIONS IN PROCURING GOODS AND SERVICES, INSURING ASSETS, AND TRACKING COLLEGE INVENTORY.

PERFORMANCE INDICATORS:

1. MM WILL CONDUCT TRAINING ON THE PROCUREMENT PROCESS FOR DEPARTMENT CHAIRS, ADMINISTRATIVE ASSISTANTS, AND STAFF WHO PREPARE AND PROCESS REQUISITIONS.

2. A MONTHLY REVIEW OF THE REQUISITIOS RECEIVED AND PROCESSED INTO PURCHASE ORDERS WILL BE DONE BY MONITORING THE REQUISITION LOG MAINTAINED BY MM.

3. DEVELOP, IMPLEMENT, ANC CONTINUE TO UPDATE STANDARD CONTRACTS FOR SMALL CONSTRUCTION OR CAPITAL IMPROVEMENT PROJECTS FOR THE COLLEGE TO MANAGE RISK.

PROPOSED OUTCOMES:

1. 90% OF REQUISITIONS WILL BE PROCESSED WITHIN 10 WORK DAYS TRNG WILL ASSIST ALL WHO PREPARE AND PROCESS REQUISITIONS ON THE PROCUREMENT PROCESS. THE SUCCESS OF THIS TRNG WILL HELP REDUCE THE NUMBER OF RETURNED/UNPROCESSED REQUISITIONS (AT LEAST 2 TRNGS

2. 90% OF REQUISITIONS WILL BE PROCESSED WITHIN 10 WORK DAYS. TRAINING WILL ASSIST FACULTY AND STAFF ON THE PROCUREMENT PROCESS. THE SUCCESS OF THIS TRAINING WILL BE MEASURED BY THE NUMBER OF SUCCESSFUL REQUISITIONS PROCESSED.

3. 100% OF THE SMALL CONSTRUCTION OR CAPITAL IMPROVEMENT PROJECTS FOR THE COLLEGE WILL HAVE A CONTRACTUAL AGREEMENT PREPARED AND APPROVED; TAGGING OF FIXED ASSETS WILL BE COMPLETED AS EQUIPMENT IS RECEIVED; MM WILL MAINTAIN INSURANCE COVERAGE FOR AUTO, CRIME

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
16	01	ADVERTISEMENTS	1	1,000	$1,000	IFB, RFP, RFQ, RFI ADVERTISEMENTS
15	01	RISK MANAGEMENT SERVICES	1	2,000	$2,000	
14	01	PRINTING SERVICES (BUILDING PLANS)	1	1,500	$1,500	
13	01	BROKERS FEE & SURPLUS LINES	1	15,000	$15,000	
12	01	EDUCATORS INSURANCE PREMIUMS- PGL, ELL, UL, LPL	1	135,000	$135,000	
11	01	PROPERTY, AUTO, CRIME INSURANCE PREMIUMS	1	96,000	$96,000	
			6		$250,500	6 line item(s)
TOTAL BUDGET REQUESTED			6		$250,500	6 line item(s)

Guam Community College
FY 2014 Budget Request by Department
STUDENT FINANCIAL AID

GOALS AND OBJECTIVES:

1. REVIEW AND UPDATE OF THE EXISTING FINANCIAL AID POLICY AND PROCEDURES MANUAL TO ENSURE CONSISTENT AND FAIR TREATMENT OF STUDENTS.

2. PROVIDE TIMELY AND CONSISTENT INFORMATION TO STUDENTS ABOUT FINANCIAL AID RULES, REGULATIONS, AND PROCEDURES.

3. ENSURE STUDENT ACCESS TO EDUCATION BY MAINTAINING ACCESS TO FEDERAL AID FUNDS FROM THE TITLE IV PROGRAMS.

PERFORMANCE INDICATORS:

1. A COMPLETE, BASIC OVERARCHING POLICIES AND PROCEDURES MANUAL WILL BE COMPLETED BY AUGUST 2013.

2. STUDENTS WILL UNDERSTAND WHAT IS EXPECTED FOR THEM TO RETAIN THEIR FINANCIAL AID AND T HE WORK STUDY PROGRAM WILL BE RUN EFFICIENTLY AND IN A WAY THAT BENEFITS THE STUDENTS.

3. FUNDING FOR ALL THREE TITLE IV GRANT PROGRAMS WILL BE MAINTAINED.

PROPOSED OUTCOMES:

1. SATISFIED STUDENTS ARE RETAINED AND THE SCHOOL RECEIVES THE TUTION FUNDS.

2. INFORMATION WILL HELP STUDENTS UNDERSTAND WHAT IS EXPECTED OF THEM TO RETAIN THEIR FINANCIAL AID.

3. THE COLLEGE WILL RECEIVE FUNDING AUTHORIZATIONS EACH YEAR FOR ALL THREE TITLE IV PROGRAMS IN WHICH IT PARTICIPATES.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
18	01	DUES AND SUBSCRIPTIONS	1	1,000	$1,000	ENHANCE CURRENT KNOWLEDGE
17	01	TRAINING MATERIALS	1	700	$700	PROVIDE REQUIRED INFORMATION
			2		$1,700	2 line item(s)
TOTAL BUDGET REQUESTED			**2**		**$1,700**	**2 line item(s)**

GOALS AND OBJECTIVES:

1. TRAINING - COORDINATE THROUGH HUMAN RESOURCES DEPT. TO SCHEDULE ENVIRONMENTAL HEALTH & SAFETY TRAINING TO STUDENTS, FACULTY, AND STAFF.

2. SCHEDULE THE ENVIRONMENTAL HEALTH & SAFETY INSPECTIONS PROCEDURES FOR THE COLLEGE AND SATELLITE HIGH SCHOOLS.

3. ENVIRONMENTAL HEALTH & SAFETY AND THE ADA TASK FORCE TO IMPROVE AWARENESS OF OPERATIONAL SAFETY PROCEDURES TO CONFORM WITH LOCAL AND FEDERAL STANDARDS.

PERFORMANCE INDICATORS:

1. REVIEW ACCIDENT/INJURY REPORTS.

2. CONTINUE TO INVESTIGATE ALL FORMS OF ACCIDENT/INJURY.

3. TASK FORCE WILL MEET QUARTERLY OR AS NEEDED TO REVIEW/ADDRESS INCIDENT REPORTS.

PROPOSED OUTCOMES:

1. REDUCTION IN STUDENTS, FACULTY, AND STAFF ACCIDENT/JURY BY 90%.

2. IMPLEMENTATION OF SAFETY INSPECTION PROGRAM 80%.

3. REDUCTION IN ACCIDENT/INJURY 90%.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
19	01	FIRE ALARM MAINTENANCE	.5	5,000	$25,000	TESTING & REMOVAL OF HAZMAT/SAFETY SIGNS/SAFETY POSTERS
			5		$25,000	1 line item(s)

TOTAL BUDGET REQUESTED			5		$25,000	1 line item(s)

GOALS AND OBJECTIVES.

1. TO PROVIDE SERVICES IN THE MOST EFFICIENT AND COST EFFECTIVE MANNER TO THE COLLEGE.
2. TO COORDINATE SECURITY SERVICES FOR THE CAMPUS TO ENSURE THAT COLLEGE PERSONNEL, STUDENTS AND PROPERTY ARE SECURE.
3. TO IMPROVE STANDARDS FOR COPYING SERVICES TO BETTER MEET CAMPUS REQUIREMENTS.

PERFORMANCE INDICATORS:

1. INCREASE SECURITY TO REDUCE THE INCIDENCE OF CRIME ON CAMPUS.
2. TO REDUCE FEWER SECURITY CONCERNS ON CAMPUS.
3. TO ATTAIN QUALITY AND PROMPT COPYING SERVICE.

PROPOSED OUTCOMES:

1. ESTABLISH SYSTEM TO REDUCE CRIME ON CAMPUS.
2. REDUCTION OF SECURITY RELATED CONCERNS.
3. ESTABLISH STANDARDS TO PRIORITIZE AND IMPROVE PROMPT AND QUALITY COPYING SERVICE.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
26	01	VEHICLE MAINTENANCE	1	3,200	$3,200	
25	01	VEHICLE INSPECTION REGISTRATION	5	30	$150	
24	01	POSTAL BOX RENTAL	1	664	$664	
23	01	POSTAL METER RENTAL	1	720	$720	
22	01	COPIER LEASE	12	13,821	$165,852	WITH 8% ANTICIPATED INCREASE
21	01	COMMUNICATION SYSTEMS	1	2,784	$2,784	
20	01	SECURITY SERVICES	12	9,829	$117,948	
			33		$291,318	7 line item(s)
TOTAL BUDGET REQUESTED			33		$291,318	7 line item(s)

GOALS AND OBJECTIVES:

1. CONDUCT THOROUGH ACALOG TRAINING WITH VARIOUS CONSTITUENTS SUCH AS; ADMIN, DCS, ADO, LOC MEMBERS, AND AO, IN EFFORTS TO IMPLEMENT ELECTRONIC SUBMISSION OF CURRICULUM DOCUMENTS IN KEEPING WITH SUSTAINABILITY ACTIVITIES THROUGHOUT THE CAMPUS.

2. MAINTAIN EDUCATIONAL EXCELLENCE THROUGH CONTINUOUS REVIEW AND UPDATE OF PROGRAMS AND COURSES TO INCREASE STUDENT SUCCESS.

3. REVIEW RECOMMENDATIONS IN THE ISER AND THE ACCJC EVALUATION REPORT TO ENSURE THAT ALL ACTIONABLE IMPROVEMENT PLANS AND RECOMMENDATIONS ARE ADDRESSED IN A TIMELY MANNER.

PERFORMANCE INDICATORS:

1. 100% TRAINING COMPLETION AND IMPLEMENTATION OF ELECTRONIC SUBMISSION OF CURRICULUM DOCUMENTS VIA ACALOG.

2. 80-100% COMPLIANCE OF AAD DEPARTMENTS AND UNITS WITH THE UPDATING OF PROGRAM AND COURSE GUIDE TO ALIGN WITH ASSESSMENT REQUIREMENTS.

3. 100% OF ACTIONABLE IMPROVEMENT PLANS AND RECOMMENDATIONS ARE INCLUDED IN A MATRIX OF ACTIONS TAKEN, EVIDENCE GATHERED, AND ANALYSIS TO MONITOR THE PROGRESS OF THE IMPLEMENTATION OF THE RECOMMENDATIONS.

PROPOSED OUTCOMES:

1. INCREASED EFFICIENCY AND GREATER ACCOUNTABILITY OF CURRICULUM AUTHORSHIP.

2. INCREASED FACULTY COMPLIANCE WITH THE UPDATING OF PROGRAM AND COURSE GUIDES WHICH LEADS TO GREATER STUDENT LEARNING AND SUCCESS VIA COURSE AND PROGRAM COMPLETION.

3. FULL IMPLEMENTATION OF RECOMMENDATIONS WHICH WILL BE REPORTED IN THE MID-TERM REPORT DUE TO ACCJC IN 2015.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
51	01	HIGHER EDUCATION DIRECTORY	3	500	$1,500	SUBSCRIPTION
50	01	CALIFORNIA COMMUNITY COLLEGES DIRECTORY	2	200	$400	SUBSCRIPTION
49	01	COLLEGE CATALOGS	1	1,200	$1,200	PRINTING OF CATALOG FOR ACCREDITORS, CAMPUS GUESTS DCS, COUNSELORS, DEANS, AND PRESIDENT AND FOR HISTORICAL FILES.
48	01	STUDENT LEARNING OUTCOMES & CURRICULUM MAPPING BOOKLET	1	1,500	$1,500	TO DISTRIBUTE TO CAMPUS COMMUNITY
47	01	SURVEYS FOR ANNUAL SELF EVALUATION REPORT (E.G. INSTITUTIONAL EFFECTIVENESS SURVEY, ETC.)	1	1,000	$1,000	TO DISTRIBUTE TO CAMPUS COMMUNITY
			8		$5,600	5 line item(s)
TOTAL BUDGET REQUESTED			8		$5,600	5 line item(s)

GOALS AND OBJECTIVES:

1. DATA SECURITY: ASSURE THAT STUDENT RECORDS ARE CENTRALIZED, MAINTAINED, AND SECURED BY ADMISSIONS & REGISTRATION OFFICE.

2. DATA QUALITY ASSURANCE: THE OFFICE WILL MAINTAIN UP-TO-DATE STUDENT DATA FILES AND MAKE THIS INFORMATION AVAILABLE AS APPROPRIATE AND IN COMPLIANCE TO FERPA REGULATIONS, LOCAL LAWS AND COLLEGE POLICIES.

3. FERPA TRAINING: THE OFFICE WILL CONDUCT TRAINING AND AN AWARENESS CAMPAIGN ON CAMPUS TO INFORM FACULTY, ADMINISTRATORS AND STAFF ABOUT THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT.

PERFORMANCE INDICATORS:

1. 100% OF ALL BANNER STUDENT PINS CONFORM WITH COLLEGE POLICY REGARDING PASSWORD FORMAT AND STRENGTH.

2. OVER 80% OF RECORDS EXAMINED WILL BE FOUND TO BE ACCURATE AND COMPLETE.

3. 100% OF OFFICES AND DEPARTMENTS RESPONSIBLE FOR ENTERING OR REVIEWING PERSON, NON-PERSON, OR STUDENT DATA WILL RECEIVE TRAINING IN FERPA REGULATIONS. ALSO, 80% OF ALL PERSONS WITH ACCESS TO STUDENT INFORMATION HAVE EITHER PARTICIPATED IN FERPA TRAINING OR

PROPOSED OUTCOMES:

1. CENTRALIZED, SECURED DATABASE, WITH SOPS CONTAINED IN MEMORANDUMS THAT ASSIGN ALL SILO RECORD KEEPING TO ADMISSIONS & REGISTRATION.

2. ACCURATE AND RELIABLE DATA AS A RESULT OF UPDATED DATA ENTRY STANDARDS POLICY WHICH SHALL BE DISSEMINATED TO ALL STAKEHOLDERS. THE OFFICE WILL CONDUCT A RANDOM SAMPLING OF NEW AND EXISTING RECORDS TO DETERMINE IF RECORDS ARE ACCURATE AND COMPLETE.

3. TRAINED STAFF, FACULTY, AND ADMINISTRATORS WHO ARE KNOWLEDGEABLE ABOUT FERPA AND CONFIDENT IN ITS IMPLEMENTATION.

Guam Community College
FY 2014 Budget Request by Department
ADMISSIONS & REGISTRATION

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
71	01	DIGITAL ARCHITECTURE ANNUAL MAINTENANCE FEES	1	4,140	$4,140	ELECTRONIC CATALOG (ACALOG)
69	01	AACRAO - BI-ANNUAL MEMBERSHIP DUES	1	800	$800	MEMBERSHIPS
68	01	SEVIS - ANNUAL MEMBERSHIP DUES	1	600	$600	MEMBERSHIPS
67	01	HIGHER EDUCATION DIRECTORY PUBLICATION (ONLINE EDITION)	1	150	$150	SUBSCRIPTIONS
66	01	LRP PUBLICATIONS (FERPA ANSWER BOOK)	1	200	$200	SUBSCRIPTIONS
			5		**$5,890**	**5 line item(s)**
TOTAL BUDGET REQUESTED			**5**		**$5,890**	**5 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
AIER

GOALS AND OBJECTIVES:

1. DEVELOP AND IMPROVE THE PROCESSES AND SYSTEMS NECESSARY FOR THE ELECTRONIC STORAGE AND VIRTUAL ACCESSIBILITY OF INSTITUTIONAL DATA RELATED TO RESEARCH.

2. DEVELOP AND IMPROVE THE PROCESSES AND SYSTEMS NECESSARY FOR THE SYSTEMATIC AVAILABILITY AND DISSEMINATION OF AIER INSTITUTIONAL INFORMATION AND REPORTS.

3. PROVIDE ASSESSMENT AUTHORS WITH THE NECESSARY TRAINING AND/OR SUPPORT TO ENSURE THAT ASSESSMENT EVIDENCE AND REQUIREMENTS ARE COMPLETED AND AVAILABLE IN TRACDAT.

PERFORMANCE INDICATORS:

1. 80% - 100% COMPLIANCE OF ASSESSMENT REQUIREMENTS DUE TO AIER ACTIVITIES DESIGNED TO ADDRESS AND SYSTEMATIZE THE RESEARCH AND DATA NEEDS OF THE INSTITUTION.

2. HIGHLIGHTS OF 2 - 3 AIER INSTITUTIONAL REPORTS AND INFORMATION ARE DISSEMINATED TO THE CAMPUS COMMUNITY IN A WIDE VARIETY OF FORMATS AND MEDIUMS (E.G. CHACHALANI).

3. BY SPRING 2013, 100% OF ALL ASSESSMENT UNITS (GROUP 3) WILL BE IN COMPLIANCE WITH THE INSTITUTIONAL ASSESSMENT REQUIREMENTS BASED ON THE TWO-YEAR ASSESSMENT CYCLE SCHEDULE.

PROPOSED OUTCOMES:

1. COMPLETED STUDIES, PUBLISHED REPORTS, AND SPECIALIZED ANALYSES OF THE MEANING AND SIGNIFICANCE OF ASSESSMENT FINDINGS THAT ARE REPORTED TO INTERNAL AND EXTERNAL STAKEHOLDERS OF THE COLLEGE.

2. BY THE END OF SPRING 2014, INSTITUTIONAL COMMITTEES WOULD HAVE REFERENCED OR UTILIZED THE RESEARCH DATA AND INSTITUTIONAL ASSESSMENT REPORTS COMPLETED BY THE AIER OFFICE.

3. BY THE END OF SPRING 2014, ALL ADMINISTRATIVE AND STUDENT SERVICES UNITS WILL CLOSE THEIR ASSESSMENT LOOP AND IMPLEMENT INSTITUTIONAL IMPROVEMENTS BASED ON THEIR ASSESSMENT FINDINGS.

Guam Community College
FY 2014 Budget Request by Department
AIER

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
81	01	ASSESSMENT AWARDS	6	100	$600	ASSESSMENT AWARDS GIVEN AT THE END OF THE YEAR.
80	01	NATIONAL STUDENT CLEARINGHOUSE	1	300	$300	TO ESTABLISH A METHOD OF TRACKING STUDENT PROGRESS AFTER LEAVING GCC.
79	01	FACT BOOK, PRESIDENT'S REPORT, BOT REPORT AND FOUNDATION REPORT	1	2,000	$2,000	TO PRINT OR BIND AIER REPORTS AND POSTERS
78	01	FACES OF THE FUTURE SURVEY	1	4,500	$4,500	TO ADMINISTER 4TH ROUND STUDENT SURVEY TO GENERATE CRITICAL ACCREDITATION DATA.
77	01	IDEA STUDENT SURVEY & PROCESSING	1	4,500	$4,500	TO OBTAIN FEEDBACK FROM STUDENTS REGARDING THEIR EXPERIENCES AT THE COLLEGE
76	01	TRACDAT MAINTENANCE	1	7,500	$7,500	TO MAINTAIN THE AUTOMATED TRACDAT ASSESSMENT SYSTEM.
75	01	PROF. ORG. MEMBERSHIP/ASSOCIATION FOR INSTITUTIONAL RESEARCHER	1	150	$150	TO KEEP ABREAST WITH INSTITUTIONAL ASSESSMENT TREND & RESEARCH
74	01	ANNUAL ONLINE SURVEY/SURVEY MONKEY	1	500	$500	TO PAY THE ANNUAL FEE IN ORDER TO UTILIZE THE SURVEY ENGINE
			13		**$20,050**	**8 line item(s)**
TOTAL BUDGET REQUESTED			**13**		**$20,050**	**8 line item(s)**

GOALS AND OBJECTIVES:

1. SUPPLY APPROPRIATE ADMINISTRATIVE AND TECHNOLOGICAL ASSISTANCE TO FACULTY AND PROGRAMS
2. SUPPLY ADEQUATE ASSISTANCE TO PROGRAM GROWTH
3. SUPPLY ASSISTANCE FOR INSTITUTIONAL LEARNING OUTCOMES

PERFORMANCE INDICATORS:

1. APT PROCESSING OF REQUISITIONS, DOCUMENT SUBMISSIONS, AND ORGANIZED DOCUMENT RECOVERY SYSTEM
2. TIMELY SUBMISSION AND REVIEWS FOR CURRICULUM AND PROGRAM DOCUMENTS.
3. DESIGNATE STAFF AND PERSONNEL TO COORDINATE ACTIVITIES FOR SERVICE LEARNING AND INSTITUTIONAL ACTIVITIES TO SERVICE STUDENTS.

PROPOSED OUTCOMES:

1. DOCUMENTS WILL BE PROCESSED IN A TIMELY MANNER AND ROUTED ACCORDINGLY, NOT EXCEEDING THREE DAYS. DOCUMENTS PROCESSED THROUGH WILL BE LOGGED INTO SYSTEM.
2. CURRICULUM DOCUMENTS WILL CONTINUE TO BE MAINTAINED AND ENSURED THAT ALL DOCUMENTS ARE WITHIN THE FIVE YEAR CYCLE.
3. MAINTAIN QUALIFIED STAFF IN ORDER TO SUPPORT FACULTY IN THEIR EFFORTS TO ASSIST STUDENTS WITH THEIR ACHIEVEMENT OF THE ILOS.

Guam Community College
FY 2014 Budget Request by Department
DEAN'S OFFICE-TPS

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
125	01	MAINTENANCE OF OFFICE EQUIPMENT	1	300	$300	MAINTAIN AND REPAIR EQUIPMENT
124	01	PRINTING OF CERTIFICATES	1	300	$300	PRINT SECONDARY CERTIFICATES FOR CAREER TECHNICAL EDUCATION STUDENTS
			2		**$600**	2 line item(s)
TOTAL BUDGET REQUESTED			**2**		**$600**	2 line item(s)

GOALS AND OBJECTIVES:

1. RECRUIT STUDENTS FROM SECONDARY PROGRAM INTO POSTSECONDARY
2. FULLFILL INDUSTRY NEEDS
3. INCREASE INVENTORY OF NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION (NATEF) REQUIRED TOOLS & EQUIPMENT.

PERFORMANCE INDICATORS:

1. NUMBER OF STUDENTS FROM SECONDARY PROGRAM ENROLLING IN POST-SECONDARY PROGRAM
2. THROUGH MEETINGS WITH ADVISORY COMMITTEE
3. THROUGH INVENTORY MANAGEMENT.

PROPOSED OUTCOMES:

1. 5% OF GRADUATING SENOIRS WILL TRANSITION INTO POST-SECONDARY PROGRAM.
2. CONCENSUS FROM ADVISORY COMMITTEE THAT PROGRAM IS FULLFILLING INDUSTRY NEEDS
3. 10% INCREASE IN INVENTORY OF NATEF REQUIRED TOOLS.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
108	01	CALIBRATION OF METERS AND A/C	1	200	$200	TO SUPPORT AUTO SHOP
107	01	WASTE OIL DISPOSAL	1	700	$700	TO SUPPORT AUTO SHOP
			2		$900	2 line item(s)
TOTAL BUDGET REQUESTED			**2**		**$900**	**2 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
EDUCATION

GOALS AND OBJECTIVES:

1. RECRUIT NEW STUDENTS
2. PROVIDE QUALITY SERVICES AND EDUCATION
3. PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPLORE EDUCATION AS A CAREER

PERFORMANCE INDICATORS:

1. NUMBER OF NEW STUDENTS
2. NUMBER OF FACULTY AND STAFF ATTENDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES
3. NUMBER OF CLASSROOM VISITS/OBSERVATIONS

PROPOSED OUTCOMES:

1. INCREASE ENROLLMENT BY 2%
2. ALL FACULTY AND STAFF TO ATTEND A MINIMUM OF 2 PROFESSIONAL DEVELOPMENT ACTIVITIES
3. PARTICIPATE IN ONE CLASSROOM VISIT

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
116	01	LOCAL TRAVEL MILEAGE	2	300	$600	GAS ALLOWANCE FOR PRACTICUM TEACHERS
			2		**$600**	**1 line item(s)**
TOTAL BUDGET REQUESTED			**2**		**$600**	**1 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
EARLY CHILDHOOD EDUCATION

GOALS AND OBJECTIVES:

1. RECRUIT NEW STUDENTS
2. PROVIDE QUALITY SERVICES AND EDUCATION
3. PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPLORE EDUCATION AS A CAREER

PERFORMANCE INDICATORS:

1. NUMBER OF NEW STUDENTS
2. NUMBER OF FACULTY AND STAFF ATTENDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES
3. NUMBER OF CLASSROOM VISITS/OBSERVATIONS

PROPOSED OUTCOMES:

1. INCREASE ENROLLMENT BY 2%
2. ALL FACULTY AND STAFF TO ATTEND A MINIMUM OF 2 PROFESSIONAL DEVELOPMENT ACTIVITIES
3. PARTICIPATE IN ONE CLASSROOM VISIT

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
117	01	LOCAL TRAVEL-MILEAGE	2	300	$600	GAS ALLOWANCE FOR PRACTICUM TEACHERS
			2		$600	1 line item(s)
TOTAL BUDGET REQUESTED			**2**		**$600**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. FACULTY WILL HAVE ALL NECESSARY RESOURCES TO TEACH SLOS.
2. STUDENTS WILL COMPLETE CERTIFICATE OR ASSOCIATE PROGRAMS WITHIN 3 YEARS.
3. GRADUATES WILL BE EMPLOYED IN CRIMINAL JUSTICE FIELD OR RELATIVE INDUSTRY.

PERFORMANCE INDICATORS:

1. SEVENTY PERCENT OF GRADUATES WILL BE EMPLOYED IN LAW ENFORCEMENT OR ENROLLED IN AN INSTITUTION OF HIGHER LEARNING.
2. FACULTY WILL BE SURVEYED REGARDING PROGRAM NEEDS.
3. STUDENTS WILL BE SURVEYED REGARDING APPROPRIATE AND TIMELY COURSE OFFERINGS.

PROPOSED OUTCOMES:

1. STUDENTS EMPLOYED IN LAW ENFORCEMENT OR ENROLLED IN INSTITUTIONS OF HIGHER LEARNING.
2. COURSE CURRICULA REVIEWED EVERY 3 TO 5 YEARS FOR CURRENCY AND RELEVANCE.
3. CLASSROOMS INSPECTED REGULARLY AND DEFICIENCIES CORRECTED IN A TIMELY MANNER.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
115	01	PRINTING	1	2,000	$2,000	PRINTING CJ BROCHURES, T-SHIRTS.
			1		$2,000	1 line item(s)
TOTAL BUDGET REQUESTED			**1**		**$2,000**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. PROVIDE LEARNING EXPEREINCES FOR STUDENT THAT LEAD TO EMPLOYMENT OR CONTINUED HIGHER EDUCATION AS AN EMERGENCY MEDICAL TECHNICIAN.
2. ENSURE THAT CURRICULA REFLECTS NATIONAL STANDARDS AND PRACTICE IN THE EMERGENCY FIELD.
3. ENSURE THAT INSTRUCTORS ARE ACADEMICALLY PREPARED AND NATIONALLY CERTIFIED WITH KNOWLEDGE AND SKILLS IN CONTENT AREA.

PERFORMANCE INDICATORS:

1. 80% OF STUDENTS WHO COMPLETE THE COURSE WILL BE EMPLOYED AS MEDICAL TECHNICIANS.
2. 80% WILL PASS THE EMT NATIONAL STANDARDS EXAMINATION.
3. UTILIZE FUNDING THROUGH PDRC AND GRANTS TO UPDGRADE INSTRUCTORS KNOWLEDGE AND SKILLS AS WELL AS UPGRADE EQUIPMENT.

PROPOSED OUTCOMES:

1. STUDENTS WHO ARE EMPLOYED AS EMERGENCY MEDICAL TECHNICIANS WILL INDICATE THEY ARE WELL PREPARED.
2. CURRICULA WILL BE UPDATED EVERY 3-5 YEARS AS NEEDED ACCORDING TO NATIONAL STANDARDS.
3. FACULTY WILL RECEIVE INFORMATION ON PROFESSIONAL DEVELOPMENT AND SUPPORT RESOURCES AVAILABLE TO GAIN AWARENESS OF CURRENT RESOURCES IN THEIR FIELD.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
106	01	BLS CARDS	1	800	$800	CPR CERTIFICATION ALL COURSES
105	01	EMT MEDICAL DIRECTOR BRING PROGRAM TO NATIONAL STANDARDS	1	4,500	$4,500	MEDICAL OVERSIGHT OF PROGRAM IS ESSENTIAL COMPONEN FOR ALL ASPECTS OF TRAINING PROGRAM
			2		$5,300	2 line item(s)
TOTAL BUDGET REQUESTED			2		$5,300	2 line item(s)

GOALS AND OBJECTIVES:

1. TO EQUIP ALL VISUAL COMMUNICATIONS CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. TO EQUIP ALL VISUAL COMMUNICATIONS CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. TO PROVIDE ALL VISUAL COMMUNICATIONS CLASSROOMS AND LABS WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PERFORMANCE INDICATORS:

1. VISUAL COMMUNICATIONS STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. VISUAL COMMUNICATIONS STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
3. ALL VISUAL COMMUNICATIONS CLASSROOMS AND LABS WILL BE STOCKED WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PROPOSED OUTCOMES:

1. ALL VISUAL COMMUNICATIONS CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. ALL VISUAL COMMUNICATIONS CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. ALL VISUAL COMMUNICATIONS STUDENTS WILL HAVE THE USE OF NECESSARY INSTRUCTIONAL RESOURCES, MATERIALS, AND SUPPLIES IN ORDER TO MEET COURSE SLOS.

Guam Community College
FY 2014 Budget Request by Department
VISUAL COMMUNICATIONS

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
111	01	COMPUTER REPAIR & MAINTENANCE	1	500	$500	INSTRUCTIONAL SUPPORT
			1		$500	1 line item(s)
TOTAL BUDGET REQUESTED			1		$500	1 line item(s)

Guam Community College
FY 2014 Budget Request by Department
ADULT BASIC EDUCATION

GOALS AND OBJECTIVES:

1. TO ASSIST IN ENROLLMENT OF STUDENTS IN THE GCC ABE CLASSES.
2. TO SUPPORT DEVELOPMENT OF LANGUAGE ARTS TO FACULTY THROUGH ANNUAL SUBSCRIPTION AND MEMBERSHIP TO IRE.
3. TO SUPPORT DEVELOPMENT OF MATH FACULTY THROUGH SUBSCRIPTION AND MEMBERSHIP TO NCTM.

PERFORMANCE INDICATORS:

1. NUMBER OF ABE STUDENTS ENROLLED IN FALL 2013.
2. MEMBERSHIP AND ANNUAL SUBSCRIPTION CERTIFICATION TO IRE.
3. MEMBERSHIP AND ANNUAL SUBSCRIPTION CERTIFICATION TO NCTM.

PROPOSED OUTCOMES:

1. 500 ABE STUDENTS WILL BE ASSISTED IN REGISTERING FOR CLASSES IN SY 2013-2014.
2. LANGUAGE ARTS ABE FACULTY WILL HAVE THE USE OF THE IRA PROFESSIONAL SUBSCRIPTION AS RESOURCES FOR THEIR COURSES.
3. MATH ABE FACULTY WILL HAVE THE USE OF THE NCTM PROFESSIONAL SUBSCRIPTION AS RESOURCES FOR THEIR COURSES.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
126	01	FACULTY DEVELOPMENT SUPPORT	1	500	$500	ABE FACULTY SUPPORT
			1		$500	1 line item(s)
TOTAL BUDGET REQUESTED			**1**		**$500**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. TO ENROLL MAXIMUM OF 80 STUDENTS IN THE GCC ADULT HS CLASSES IN SY2013-2014.
2. TO ENROLL A MAXIMUM 24 STUDENTS IN GCC ADULT HS STUDENTS SUCCESS COURSES IN SY2013-2014.
3. TO PROVIDE ADMINISTRATIVE SUPPORT TO THE GCC ADULT HS PROGRAM.

PERFORMANCE INDICATORS:

1. NUMBER OF AHS STUDENTS ENROLLED CORE COURSES IN SY2013-2014.
2. NUMBER OF AHS STUDENTS ENROLLED I THE STUDENT SUCCESS COURSE IN SY2013-2014.
3. ANNUAL STUDENT PROGRAM PROGRESS THROUGH CASAS TESTING.

PROPOSED OUTCOMES:

1. 80 STUDENTS WILL BE ENROLLED IN AHS IN 2013-2014.
2. 24 STUDENTS WILL BE ENROLLED IN THE STUDENT SUCCESS COURSE IN SY2013-2014.
3. AHS STUDENTS WILL BE ASSISTED IN THEIR REGISTRATION AND REFERRED TO 3RD PARTY FOR CAREER ELECTIVES.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
103	01	FACULTY DEVELOPMENT SUPPORT	1	500	$500	FACULTY SUPPORT
			1		**$500**	**1 line item(s)**
MISCELLANEOUS EXPENSE						
245	01	AHS REGISTRATION FEE	100	162	$16,200	REGISTRATION FEE SPRING 2014
244	01	AHS REGISTRATION FEE	100	162	$16,200	REGISTRATION FEE FALL 2013
243	01	AHS TUITION & FEE (OA101)	12	574	$6,888	CAREER COURSE SPRING 2014
242	01	AHS TUITION & FEE (OA101)	12	574	$6,888	CAREER COURSE FALL 2013
			224		**$46,176**	**4 line item(s)**
TOTAL BUDGET REQUESTED			**225**		**$46,676**	**5 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
ESL (ENGLISH AS A SECOND LANGUAGE)

GOALS AND OBJECTIVES:

1. TO SUPPORT USE OF TECHNOLOGY IN ESL INSTRUCTION.
2. TO SUPPORT IMPLEMENTATION OF THE NEW ESL COURSE GUIDES.
3. TO SUPPORT FACULTY DEVELOPMENT OF ESL INSTRUCTORS.

PERFORMANCE INDICATORS:

1. NUMBER OF WORKORDERS FOR ESL LAB MAINTENANCE.
2. PROVISION OF MULTIMEDIA FOR INSTRUCTOR USE.
3. MEMBERSHIP AND ANNUAL SUBSCRIPTION CERTIFICATIONTO TESOL.

PROPOSED OUTCOMES:

1. ESL LAB WILL BE UPKEPT THROUGH SUPERVISION OF ADULT EDUCATION OFFICE.
2. INSTRUCTOR WILL INCORPORATE USE OF MULTIMEDIA IN TEACHING METHODOLOGY.
3. ESL FACULTY WILL BE UPDATED WITH RESOURCES FROM TESOL MEMBERSHIP.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
104	01	ANNUAL MEMBERSHIP TESOL	1	500	$500	ESL FACULTY SUPPORT
			1		$500	1 line item(s)

TOTAL BUDGET REQUESTED	**1**	**$500**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. STUDENTS WILL BE PROVIDED LEARNING EXPERIENCES THAT WILL ENABLE THEM TO DEMONSTRATE PROFESSIONALISM AND AHERENCE TO ETHICAL & LEGAL RESPONSIBILITES

2. ENSURE CIRRICULA REFLECT CURRENT PRACTICE AND INFORMATION IN THE MEDICAL ASSISTING FIELD

3. ENSURE THAT INSTRUCTORS ARE ACADEMICALLY PREPARED AND POSSESS CURRENT KNOWLEDGE AND SKILLS IN CONTENT AREA

PERFORMANCE INDICATORS:

1. 90% OF GRADUATES WILL RECEIVE AN AVERAGE OF 3 ON A SCALE OF 0-4 ON THEIR INTERNSHIP /CO-OP/PRACTICUM EVALUATION

2. 95% OF THE GRADUATED MEDICAL ASSISTANTS WHO TAKE THE NATIONAL EXAIMINATION WILL SUCCESSFULLY ATTAIN THEIR NATIONAL CERTIFICATION

3. UTILIZE FUNDING THROUGH PDRC AND GRANTS TO UPDGRADE INSTRUCTORS KNOWLEDGE AND SKILLS AS WELL AS UPGRADE EQUIPMENT

PROPOSED OUTCOMES:

1. STUDENTS EMPLOYED AS MEDICAL ASSISTANTS WILL INDICATE THEY ARE WELL PREPARED

2. CURRICULA WILL BE UPDATED EVERY THREE TO FIVE YEARS AS NEEDED ACCORDING TO THE CERTIFICATION PROCESS ASSOCIATED WITH MEDICAL ASSISTANTS

3. FACULTY WILL RECEIVE INFORMATION ON PROFESSIONAL DEVELOPMENT AND SUPPORT RESOURCES AVAILABLE TO GAIN AWARENESS OF CURRENT RESOURCES IN THEIR FIELD

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
132	01	BIOHAZARD WASTE DISPOSAL	1	300	$300	TO DISPOSE OF MEDICAL SHARPS SUPPLIES PER JACHO REQUIREMENT
131	01	ACCREDITATION FEE	1	1,700	$1,700	TO MAINTAIN ACCREDITATION OF MA PROGRAM
			2		**$2,000**	**2 line item(s)**
TOTAL BUDGET REQUESTED			**2**		**$2,000**	**2 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
PRACTICAL NURSING

GOALS AND OBJECTIVES:

1. PROVIDE LEARNING EXPERIENCES FOR STUDENTS THAT LEAD TO EMPLOYMENT OR CONTINUED HIGHER EDUCATION IN THE NURSING FIELD
2. ENSURE THAT CURRICULA REFLECT CURRENT PRACTICE AND INFORMATION IN THE PRACTICAL NURSING FIELD
3. ENSURE THAT INSTRUCTORS ARE ACADEMICALLY PREPARED AND POSSESS CURRENT KNOWLEDGE AND SKILLS IN CONTENT AREA

PERFORMANCE INDICATORS:

1. 70% OF GRADUATING STUDENTS WILL PASS THE NCLEX-PN EXAM
2. 75% OF STUDENTS WILL PASS LAB & CLINICAL SKILLS
3. UTILIZE FUNDING THROUGH PDRC AND GRANTS TO UPDGRADE INSTRUCTORS KNOWLEDGE AND SKILLS AS WELL AS UPGRADE EQUIPMENT

PROPOSED OUTCOMES:

1. STUDENTS EMPLOYED AS LPN'S WILL REFLECT THAT THEY ARE WELL PREPARED
2. CURRICULA WILL BE UPDATED EVERY TWO TO FOUR YEARS AS NEEDED ACCORDING TO THE AMERICAN NURSES ASSOCIATION STANDARDS
3. FACULTY WILL RECEIVE INFORMATION ON PROFESSIONAL DEVELOPMENT AND SUPPORT RESOURCES AVAILABLE TO GAIN AWARENESS OF CURRENT RESOURCES IN THEIR FIELD

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
130	01	NATIONAL NURSING LEAGUE MEMBERSHIP	1	1,075	$1,075	MEMBERSHIP PROVIDES RESOURCES THAT WILL GUIDE STUDENTS TOWARDS SUCCESSFULLY PASSING NCLEX EXAM
129	01	NCLEX-PRACTIUM EXAM	1	1,600	$1,600	DIAGNOSTIC READINESS TEST TO PREPARE STUDENTS TO TAKE NLCEX EXAM
128	01	EQUIPMENT REPAIR	1	3,500	$3,500	TO MAINTAIN AND REPAIR EXISTING EQUIPMENT USED BY DEPARTMENT
127	01	MEDICAL DIRECTOR	1	3,000	$3,000	TO OVERSEA ALLIED HEALTH DEPARTMENT
			4		$9,175	4 line item(s)
TOTAL BUDGET REQUESTED			4		$9,175	4 line item(s)

GOALS AND OBJECTIVES:

1. TO REVIEW, REWRITE, AND ALIGN COURSE NUMBERS AND COURSE SLO'S FOR THE TOURISM AND TRAVEL MANAGEMENT PROGRAM.
2. TO PROVIDE ADEQUATE CLASSROOM AND STORAGE FACILITIES TO FACILITATE ATTAINMENT OF NATIONAL CERTIFICATIONS FOR TRAVEL PROFESSIONAL.
3. TO ACQUIRE A TOUR AND TRAVEL LAB/CLASSROOM WITH ADEQUATE SUPPLIES AND EQUIPMENT FOR STUDENTS TO SUPPORT PROPER INSTRUCTIONAL DELIVERY.

PERFORMANCE INDICATORS:

1. STUDENTS ACHIEVE STATED GOALS AND COMPETENCIES
2. STUDENTS ACHIEVE STATED GOALS AND COMPETENCIES
3. TO ACQUIRE A TRAVEL AGENT PROFESSIONAL CERTIFICATION

PROPOSED OUTCOMES:

1. STUDENTS WILL MEET COMPETENCIES AS STATED IN SLO'S
2. STUDENTS WILL MEET COMPETENCIES AS STATED IN SLO'S
3. STUDENTS WILL MEET COMPETENCIES AS STATED IN SLO'S.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
121	01	VIRUS PROTECTION SOFTWARE (NORTON)	6	500	$3,000	FOR ALL CLASSROOMS
120	01	RODENT AND PEST CONTROL	1	2,500	$2,500	FOR PROSTART KITCHENS IN ALL HIGH SCHOOLS
119	01	BUS RENTAL	4	500	$2,000	TO SUPPORT HIGH SCHOOL ACADEMY ACTIVITIES
118	01	INDUSTRY MEMBERSHIPS: PATA,GVB, GHRA,MCA, ASIA CHRIE	1	2,000	$2,000	ADVISORY GROUP AND INDUSTRY MEMBERSHIPS
			12		**$9,500**	**4 line item(s)**
TOTAL BUDGET REQUESTED			**12**		**$9,500**	**4 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
CULINARY

GOALS AND OBJECTIVES:

1. TO REVIEW, REWRITE, AND ALIGN COURSE NUMBERS AND COURSE SLO'S WITH THE AMERICAN CULINARY FEDERATION (ACF) BEFORE THE END OF SUMMER 2013.

2. UTILIZE GRANTS TO ENHANCE THE CULINARY LAB TO PROVIDE STUDENTS WITH THE BEST OPPORTUNITY TO SUCCESSFULLY ATTAIN STUDENT LEARNING OUTCOMES.

3. TO PROVIDE ADEQUATE CLASSROOM AND STORAGE FACILITIES TO FACILITATE ATTAINMENT OF ACCREDITATION WITH THE AMERICAN CULINARY FEDERATION.

PERFORMANCE INDICATORS:

1. RECEIVE NATIONALLY RECOGNIZED ACCREDITATION FROM AMERICAN CULINARY FEDERATION.

2. IMPROVED SLO FOR CULINARY CLASSES.

3. IMPROVED SLO FOR CULINARY CLASSES.

PROPOSED OUTCOMES:

1. INCREASE ENROLLMENT BY 3%.

2. INSTRUCTIONAL ASSESSMENT UTILIZING RUBRICS.

3. EFFECTIVE USE OF SPACE TO PROVIDE A LEARNING AND SAFE ENVIRONMENT.

Guam Community College
FY 2014 Budget Request by Department
CULINARY

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
123	01	ANSUL RECERTIFICATION	1	2,500	$2,500	ANNUAL FIRE DEPT. CODE REQUIREMENT (SIX MOS)
122	01	CULINARY EQUIPMENT PREVENTIVE MAINTENANCE, REPAIRS, AND PARTS	1	12,000	$12,000	TO PERIODICALLY PROVIDE PM'S, REPAIRS, AND PARTS
			2		**$14,500**	**2 line item(s)**
TOTAL BUDGET REQUESTED			**2**		**$14,500**	**2 line item(s)**

Guam Community College
FY 2014 Budget Request by Department
MARKETING

GOALS AND OBJECTIVES:

1. TO EQUIP ALL MARKETING CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. TO EQUIP ALL MARKETING CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. TO PROVIDE ALL MARKETING CLASSROOMS AND LABS WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PERFORMANCE INDICATORS:

1. MARKETING STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. MARKETING STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
3. ALL MARKETING CLASSROOMS AND LABS WILL BE STOCKED WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PROPOSED OUTCOMES:

1. ALL MARKETING CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. ALL MARKETING CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. ALL MARKETING STUDENTS WILL HAVE THE USE OF NECESSARY INSTRUCTIONAL RESOURCES, MATERIALS, AND SUPPLIES IN ORDER TO MEET COURSE SLOS.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
112	01	CLASSROOM MAINTENANCE	2	280	$560	STORE AND CLASSROOM MAINTENANCE
			2		**$560**	**1 line item(s)**
TOTAL BUDGET REQUESTED			**2**		**$560**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. TO EQUIP ALL ACCOUNTING CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. TO EQUIP ALL ACCOUNTING CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. TO PROVIDE ALL ACCOUNTING CLASSROOMS AND LABS WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PERFORMANCE INDICATORS:

1. ACCOUNTING STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. ACCOUNTING STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
3. ALL ACCOUNTING CLASSROOMS AND LABS WILL BE STOCKED WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PROPOSED OUTCOMES:

1. ALL ACCOUNTING CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. ALL ACCOUNTING CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. ALL ACCOUNTING STUDENTS WILL HAVE THE USE OF NECESSARY INSTRUCTIONAL RESOURCES, MATERIALS, AND SUPPLIES IN ORDER TO MEET COURSE SLOS.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
114	01	MEMBERSHIP DUES	1	200	$200	INSTRUCTIONAL SUPPORT
113	01	SOFTWARE LICENSES	1	1,950	$1,950	KEEP INSTRUCTION CURRENT
			2		**$2,150**	**2 line item(s)**
TOTAL BUDGET REQUESTED			**2**		**$2,150**	**2 line item(s)**

GOALS AND OBJECTIVES.

1. TO EQUIP ALL SUPERVISION AND MANAGEMENT CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. TO EQUIP ALL SUPERVISION AND MANAGEMENT CLASSROOMS AND LABS WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. TO PROVIDE ALL SUPERVISION AND MANAGEMENT CLASSROOMS AND LABS WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PERFORMANCE INDICATORS:

1. SUPERVISION AND MANAGEMENT STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. SUPERVISION AND MANAGEMENT STUDENTS WILL RECEIVE INSTRUCTION IN CLASSROOMS AND LABS THAT ARE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
3. ALL SUPERVISION AND MANAGEMENT CLASSROOMS AND LABS WILL BE STOCKED WITH NECESSARY INSTRUCTIONAL RESOURCES, SUPPLIES, AND MATERIALS IN ORDER TO MEET COURSE SLOS.

PROPOSED OUTCOMES:

1. ALL SUPERVISION AND MANAGEMENT CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY HARDWARE.
2. ALL SUPERVISION AND MANAGEMENT CLASSROOMS AND LABS WILL BE EQUIPPED WITH UP-TO-DATE TECHNOLOGY SOFTWARE.
3. ALL SUPERVISION AND MANAGEMENT STUDENTS WILL HAVE THE USE OF NECESSARY INSTRUCTIONAL RESOURCES, MATERIALS, AND SUPPLIES IN ORDER TO MEET COURSE SLOS.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
110	01	SOFTWARE LICENSES	1	1,400	$1,400	INSTRUCTIONAL SUPPORT
			1		$1,400	1 line item(s)
TOTAL BUDGET REQUESTED			1		$1,400	1 line item(s)

GOALS AND OBJECTIVES:

1. PROVIDE APPROPRIATE ADMINISTRATIVE AND TECHNOLOGICAL SUPPORT FOR STUDENT SERVICES AND PROGRAMS.
2. PROVIDE ADEQUATE SUPPORT OF PROGRAM GROWTH.
3. PROVIDE SUPPORT FOR INSTITUTIONAL LEARNING OUTCOMES.

PERFORMANCE INDICATORS:

1. TIMELY PROCESSING OF REQUISITIONS AND DOCUMENT SUBMISSIONS.
2. CURRICULUM AND PROGRAM DOCUMENT SUBMISSIONS AND REVIEW.
3. APPROPRIATE STAFF AND PERSONNEL TO COORDINATE ACTIVITIES FOR SERVICE LEARNING AND STUDENT SERVICES ACTIVITIES.

PROPOSED OUTCOMES:

1. DOCUMENTS WILL BE PROCESSED THROUGH THE DEAN'S OFFICE WITHIN THREE DAYS OF RECEIPT.
2. HIRING OF QUALIFIED FACULTY OR STAFF AND WILL BE IN PLACE TO ADMINISTER PROGRAMS AND COURSES.
3. HIRING AND MAINTAINING QUALIFIED STAFF TO SUPPORT FACULTY IN THEIR EFFORTS TO PROVIDE OPPORTUNITIES FOR STUDENTS TO DEMONSTRATE THE ILOS.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
102	01	BUSINESS CARD	8	25	$200	NETWORKING OPPORTUNITIES
			8		$200	1 line item(s)
TOTAL BUDGET REQUESTED			**8**		**$200**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. TO IMPROVE THE PROCESSING TIME OF STUDENT AND EMPLOYEE IDENTIFICATION, STUDENT DISCIPLINARY ACTIONS, AND ROOM RESERVATIONS.
2. TO IMPROVE REPORTING OF CLASS POSTPONEMENTS, KEY DISTRIBUTION, AND SUBSTITUTES PROVIDED.
3. TO PROVIDE TRAINING OPPORTUNITIES FOR STUDENT SUPPORT STAFF TO ENHANCE JOB PERFORMANCE.

PERFORMANCE INDICATORS:

1. IDS AND PARKING DECALS WILL BE PROCESSED UPON REQUEST. STUDENT DISCIPLINE REFERRALS WILL BE ADDRESSED WITHIN 5 WORKING DAYS. ROOM RESERVATION REQUESTS WILL BE PROCESSED WITHIN 3 WORKING DAYS.
2. 95% OF DATA WILL BE MAINTAINED AND REPORTED ELECTRONICALLY.
3. 80% OF STAFF WILL PARTICIPATE IN TRAINING IDENTIFIED FOR JOB PERFORMANCE ENHANCEMENT.

PROPOSED OUTCOMES:

1. IMPROVED CUSTOMER SERVICE.
2. IMPROVED REPORTING.
3. IMPROVED CUSTOMER SERVICE.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
101	01	RADIO SERVICE AND MAINTENANCE	10	320	$3,200	PROVIDE EFFICIENT COMMUNICATION TO ENSURE CAMPUS SECURITY
			10		$3,200	1 line item(s)
TOTAL BUDGET REQUESTED			**10**		**$3,200**	**1 line item(s)**

GOALS AND OBJECTIVES:

1. TO PROVIDE QUALITY NURSING CARE TO THE ILL AND INJURED ON CAMPUS.
2. TO PROVIDE PREVENTATIVE HEALTH CARE SERVICES.
3. TO PROVIDE QUALITY HEALTH EDUCATION/COUNSELING ON CAMPUS.

PERFORMANCE INDICATORS:

1. AN AUDIT OF ACCIDENT REPORTS, MEDICAL/DENTAL REFERRALS, AND HEALTH RECORDS.
2. AN AUDIT OF IMMUNIZATION AND TB CLEARANCE RECORDS.
3. AN AUDIT OF HEALTH EDUCATION/COUNSELING.

PROPOSED OUTCOMES:

1. RESULTS OF AUDIT WILL SHOW INDICATION THAT CLIENTS' HEALTH NEEDS ARE MET AND REPORTS/REFERRALS ARE COMPLETED PROPERLY.
2. RESULTS OF AUDIT WILL INDICATE 100% COMPLIANCE AMONG STUDENTS WITH TB CLEARANCE REQUIREMENTS FOR COLLEGE ENROLLMENT.
3. RESULTS OF AUDIT WILL INDICATE HEALTH COUNSELING PROVIDED TO CLIENTELLES THAT FACILITATE POSITIVE AND HEALTHY BEHAVIORAL MODIFICATIONS.

Guam Community College
FY 2014 Budget Request by Department
HEALTH SERVICES CENTER

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
100	01	CONTRACTUAL -MEDICAL ADVISOR FEE &MEDICAL WASTE MANAGEMENT	1	1,550	$1,550	CONTRACTUAL SERVICES TO FACILITATE PATIENT CARE.
			1		$1,550	1 line item(s)
TOTAL BUDGET REQUESTED			1		$1,550	1 line item(s)

Guam Community College
FY 2014 Budget Request by Department
ASSESSMENT & COUNSELING

GOALS AND OBJECTIVES:

1. TO INCREASE STUDENT UTILIZATION OF THE INTEREST PROFILER IN THE "CHOICES PLANNER", A CAREER INFORMATION DELIVERY SYSTEM (CIDS)

2. TO MEASURE GCC EMPLOYEES' AWARENESS OF THE ASSESSMENT & COUNSELING DEPARTMENT'S DIRECT STUDENT SERVICES.

3. TO INSURE ONGOING REVIEW AND EVALUATION OF COUNSELING SERVICES, PROGRAMS, AND INITIATIVES OCCUR.

PERFORMANCE INDICATORS:

1. THE DEPARTMENT WILL GENERATE A CHOICES PLANNER SOFTWARE REPORT OF THE PORTFOLIO EVALUATION WITH THE NUMBER OF STUDENTS UTILIZING THE INTEREST PROFILER IN SEPTEMBER 2012.

2. INSTRUMENT/TOOL NAME: GCC EMPLOYEE AWARENESS SURVEY A SURVEY OF COLLEGE EMPLOYEES WILL BE CONDUCTED TO MEASURE EMPLOYEE AWARENESS OF COUNSELING SERVICES FOR STUDENTS.

3. REGULAR REVIEWS, DISCUSSIONS, AND ANALYSIS OF DEPARTMENTAL STRATEGIC PLAN INITIATIVES AND ASSESSMENT GOALS ARE CONDUCTED VIA DEPARTMENT MEETINGS, CASE STAFFING, AND/OR RETREATS.

PROPOSED OUTCOMES:

1. AFTER ESTABLISHING A BASELINE OF CHOICES PLANNER SOFTWARE INTEREST PROFILER USERS, THE DEPARTMENT WILL INCREASE THE STUDENT USAGE BY 10%.

2. AT LEAST 75% OF THE EMPLOYEE RESPONDENTS WILL ACCURATELY IDENTIFY AT LEAST THREE DIRECT STUDENT SERVICES PROVIDED BY THE ASSESSMENT & COUNSELING DEPARTMENT POSTSECONDARY CAREER COUNSELORS FOR POSTSECONDARY PROGRAMS AND ADULT HIGH SCHOOL PROGRAM STUDENTS.

3. REVISION OF DEPARTMENT STRATEGIC PLAN AND IMPROVEMENT OF DEPARTMENT SERVICES WILL OCCUR BASED ON ANALYSIS OF DATA FROM THE REGULAR REVIEWS AND DISCUSSIONS.

Guam Community College
FY 2014 Budget Request by Department
ASSESSMENT & COUNSELING

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
87	01	COMPASS ADMINISTRATION UNITS	1	3,960	$3,960	UNITS CONSIST OF STUDENT INFORMATION, MATH, ENGLISH AND ESSAY MATERIALS STUDENTS
86	01	CHOICES LICENSE RENEWAL	1	1,095	$1,095	SITE LICENSE RENEWAL
			2		$5,055	2 line item(s)
TOTAL BUDGET REQUESTED			**2**		**$5,055**	**2 line item(s)**

GOALS AND OBJECTIVES:

1. TO INCREASE GDOE STUDENTS' AWARENESS AND UNDERSTANDING OF GCC'S POSTSECONDARY PROGRAMS AND OF THE PROCESS OF TRANSITIONING TO POSTSECONCARY STUDIES AT GCC.

2. TO COORDINATE WITH GDOE COUNSELORS TO MAINTAIN AND/OR INCREASE THE NUMBER OF STUDENTS ENROLLED IN GCC'S SECONDARY CTE PROGRAMS AS APPROPRIATE.

3. TO ENSURE ONGOING REVIEW AND EVALUATION OF COUNSELING SERVICES, PROGRAMS, AND INITIATIVES OCCUR.

PERFORMANCE INDICATORS:

1. CONDUCT FOCUS GROUP WITH CURRENT GCC CTE PROGRAM 2ND AND 3RD YEAR STUDENTS TO IDENTIFY HIGH SCHOOL/COLLLEGE TRANSITION AREAS WHERE ADDITIONAL EMPAHSIS IS NEEDED.

2. THE NUMBER OF STUDENTS CONTINUING IN THE 2ND AND 3RD YEAR OF CTE PROGRAMS.

3. REGULAR REVIEWS, DISCUSSIONS, AND ANALYSIS OF DEPARTMENT STRATEGIC PLAN INITIATIVES AND ASSESSMENT GOALS ARE CONDUCTED VIA DEPARTMENT MEETINGS, CASE STAFFING, AND/OR RETREATS.

PROPOSED OUTCOMES:

1. IDENTIFICATION OF TOP 3 TRANSITION AREAS NEEDING ADDITIONAL FOCUS.

2. 5% INCREASE OR UNTIL OPTIMAL ENROLLMENT IS ACHIEVED, IN THE NUMBER OF GDOE STUDENTS CONTINUING IN THE GCC CTE PROGRAMS.

3. REVISION OF DEPARTMENT STRATEGIC PLAN AND IMPROVEMENT OF DEPARTMENT SERVICES WILL OCCUR BASED ON ANALYSIS OF DATA FROM THE REGULAR REVIEWS AND DISCUSSIONS.

Guam Community College
FY 2014 Budget Request by Department
VOCATIONAL GUIDANCE PROGRAM

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
89	01	UNLIMITED EVDO SERVICE (5 SCHOOLS)	5	599	$2,995	BROADBAND/EVDO IS ESSENTIAL DUE TO THE UNPREDICTABILITY OF INTERNET ACCESS TO SATELLITE OFFICES.
88	01	MEMBERSHIP DUES (ACA)	5	220	$1,100	COUNSELING RELATED PROFESSIONAL ASSOCIATION MEMBERSHIP RENEWALS FOR EACH CAREER COUNSELOR
			10		$4,095	2 line item(s)
TOTAL BUDGET REQUESTED			10		$4,095	2 line item(s)

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. TO PROVIDE SUFFICIENT FUNDS FOR INTERPRETERS AND NOTE TAKERS AS DEMAND FOR THEIR SERVICES INCREASES.

2. TO ENSURE STUDENTS WITH DISABILITIES RECEIVE APPROPRIATE ACADEMIC ACCOMMODATIONS AND SERVICES TO EMPOWER THESE STUDENTS TO SUCCEED IN THEIR ACADEMIC COURSE OF STUDY.

3. TO PROVIDE TRAINING FOR FACULTY AND STAFF TO ENSURE THEY HAVE THE REQUISITE KNOWLEDGE TO INTERACT WITH AND INSTRUCT STUDENTS WITH DISABILITIES.

PERFORMANCE INDICATORS:

1. ONGOING MEETINGS WITH STUDENTS WITH DISABILITIES TO DETERMINE THEIR NEEDS AND TO WHAT EXTENT THESE NEEDS ARE BEING MET.

2. PROVISION OF NECESSARY EDUCATIONAL AIDS AND SERVICES FOR STUDENTS WITH DISABILITIES.

3. PROVISION OF RELEVANT MATERIALS AND TRAINING SESSIONS FOR GCC FACULTY.

PROPOSED OUTCOMES:

1. ASSESSMENT THROUGH SURVEYS, FOCUS GROUPS, AND REVIEW OF SERVICES INDICATING THAT THE MAJORITY OF STUDENTS WITH DISABILITIES SEE THE OFFICE OF ACCOMMODATIVE SERVICES AS MAKING EFFORTS TO ASSIST THEM IN THEIR ACADEMIC SUCCESS.

2. ASSESSMENT THROUGH SURVEYS, FOCUS GROUPS, AND REVIEW OF SERVICES INDICATING THAT THE MAJORITY OF STUDENTS WITH DISABILITIES SEE THE OFFICE OF ACCOMMODATIVE SERVICES AS PROVIDING STUDENTS WITH EDUCATIONAL AIDS NECESSARY TO ASSIST THEM IN THEIR ACADEMIC GOA

3. ASSESSMENT THROUGH SURVEYS, FOCUS GROUPS, AND REVIEWS OF SERVICES INDICATING THAT THE MAJORITY OF FACULTY SEE THE OFFICE OF ACCOMMODATIVE SERVICES AS MAKING SUFFICIENT EFFORTS TO PREPARE THEM TO SERVE STUDENTS WITH DISABILITIES.

Guam Community College
FY 2014 Budget Request by Department
ACCOMODATIVE SERVICES

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
90	01	SERVICE PROVIDERS FOR STUDENTS	1	14,000	$14,000	CONTRACTS FOR INTERPRETERS FOR HEARING IMPAIRED STUDENTS & NOTE TAKERS FOR OTHER STUDENTS WITH DISABILITIES
			1		$14,000	1 line item(s)
TOTAL BUDGET REQUESTED			**1**		**$14,000**	1 line item(s)

Guam Community College
FY 2014 Budget Request by Department
LEARNING RESOURCES CENTER

GOALS AND OBJECTIVES:

1. PROVIDE SUFFICIENT RESOURCES TO SUPPORT THE CURRICULAR NEEDS OF FACULTY AND STUDENTS.
2. PROVIDE SUFFICIENT TECHNOLOGY TO SUPPORT STUDENT LEARNING AND FACULTY INSTRUCTION.
3. PROVIDE INFORMATION LITERACY INSTRUCTION TO ENSURE STUDENTS BECOME EFFECTIVE LIBRARY USERS, INFORMATION CONSUMERS AND LIFELONG LEARNERS.

PERFORMANCE INDICATORS:

1. 80% OF STUDENTS AND FACULTY WILL AGREE THAT THE LIBRARY MEETS THEIR CURRICULAR NEEDS.
2. 80% OF STUDENTS AND FACULTY WILL AGREE THAT LIBRARY TECHNOLOGY MEETS THEIR CURRICULAR NEEDS.
3. 80% OF STUDENTS WILL DEMONSTRATE EFFECTIVE INFORMATION LITERACY SKILLS.

PROPOSED OUTCOMES:

1. GCC LIBRARY HAS SUFFICIENT RESOURCES TO MEET FACULTY AND STUDENT NEEDS.
2. STUDENTS AND FACULTY BECOME COMPETENT USERS OF LIBRARY TECHNOLOGY.
3. STUDENTS WILL DEMONSTRATE EFFECTIVE INFORMATION LITERACY SKILLS.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
95	01	EBSCO PRINT PERIODICAL SUBSCRIPTION	1	2,500	$2,500	RESOURCES FOR STUDENT LEARNING
94	01	EBSCO ACADEMIC E-BOOKS SUBSCRIPTION	1	3,000	$3,000	RESOURCES FOR STUDENT LEARNING
93	01	LOCAL SUBSCRIPTIONS	1	1,000	$1,000	GUAM AND MICRONESIAN PERIODICALS TO SUPPORT STUDEN LEARNING
92	01	EBSCO FULL TEXT PERIODICAL DATABASE	1	5,000	$5,000	RESOURCES FOR STUDENT LEARNING
91	01	3M SERVICE CONTRACT FOR SECURITY GATE	1	3,991	$3,991	SECURITY FOR LIBRARY ITEMS
			5		**$15,491**	**5 line item(s)**
TOTAL BUDGET REQUESTED			**5**		**$15,491**	**5 line item(s)**

GOALS AND OBJECTIVES:

1. RECRUIT STUDENTS FROM SECONDARY PROGRAM INTO POSTSECONDARY
2. FULLFILL INDUSTRY NEEDS
3. INCREASE INVENTORY OF NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION (NATEF) REQUIRED TOOLS & EQUIPMENT.

PERFORMANCE INDICATORS:

1. NUMBER OF STUDENTS FROM SECONDARY PROGRAM ENROLLING IN POST-SECONDARY PROGRAM
2. THROUGH MEETINGS WITH ADVISORY COMMITTEE
3. THROUGH INVENTORY MANAGEMENT.

PROPOSED OUTCOMES.

1. 5% OF GRADUATING SENOIRS WILL TRANSITION INTO POST-SECONDARY PROGRAM.
2. CONCENSUS FROM ADVISORY COMMITTEE THAT PROGRAM IS FULLFILLING INDUSTRY NEEDS.
3. 10% INCREASE IN INVENTORY OF NATEF REQUIRED TOOLS.

Guam Community College
FY 2014 Budget Request by Department (MDF)
AUTOMOTIVE TECHNOLOGY

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
1	04	AUTOMOTIVE SUPPLIES	30	500	$15,000	TO SUPPORT AUTO SHOP
			30		$15,000	1 line item(s)
EQUIPMENT						
9	04	CLUTCH SPRING COMPRESSOR	4	150	$600	TO SUPPORT AUTO SHOP
2	04	WELDING GAS OUTFITS	1	1,644	$1,644	TO SUPPORT AUTO SHOP
3	04	CYLINDER CART FOR OXYGEN	1	1,260	$1,260	TO SUPPORT AUTO SHOP
4	04	ACETYLENE CYLINDER DEPOSIT	1	310	$310	TO SUPPORT AUTO SHOP
5	04	TRANSMISSION SERVICE TOOLS	1	800	$800	TO SUPPORT AUTO SHOP
6	04	ENGINE SERVICE TOOLS	5	50	$250	TO SUPPORT AUTO SHOP
8	04	CLUTCH COMPRESSOR	2	75	$150	TO SUPPORT AUTO SHOP
16	04	PARTS WASHER	1	1,002	$1,002	TO SUPPORT AUTO SHOP
10	04	PARTS PULLER SET	2	450	$900	TO SUPPORT AUTO SHOP
11	04	REPLACEMENT OF BROKEN TOOLS	1	500	$500	TO SUPPORT AUTO SHOP
12	04	PORTABLE CLUTCH SPRING COMPRESSOR	1	100	$100	TO SUPPORT AUTO SHOP
13	04	VALVE SEAT GRINDER	1	2,000	$2,000	TO SUPPORT AUTO SHOP
14	04	BRAKE LATHE	1	4,999	$4,999	TO SUPPORT AUTO SHOP
15	04	ALIGNMENT SERVICE TOOLS	1	4,999	$4,999	TO SUPPORT AUTO SHOP
7	04	TRANSMISSION SERVICE TOOLS	4	150	$600	TO SUPPORT AUTO SHOP
			27		$20,114	15 line item(s)
TOTAL BUDGET REQUESTED			57		$35,114	16 line item(s)

GOALS AND OBJECTIVES:

1. INCREASE THE NUMBER OF ACTIVE APPRENTICES IN THE PROGRAM FROM 386 TO 391.
2. INCREASE EMPLOYER PARTICIPATION IN THE APPRENTICESHIP PROGRAM FROM 100 TO 105.
3. INCREASE THE NUMBER OF APPRENTICESHIP COMPLETERS FROM 15 TO 20.

PERFORMANCE INDICATORS:

1. 1.3 % INCREASE OF ACTIVE APPRENTICES WILL BE IN THE PROGRAM.
2. 1.3 % INCREASE OF ACTIVE EMPLOYERS WILL BE REGISTERED WITH THE PROGRAM.
3. 1.3% INCREASE OF APPRENTICES WILL RECEIVE THEIR COMPLETION CERTIFICATES.

PROPOSED OUTCOMES:

1. 391 ACTIVE APPRENTICES WILL BE INDENTURED IN THE PROGRAM BY THE BEGINNING OF AY2014-2015.
2. 105 ACTIVE EMPLOYERS WILL HAVE APPRENTICES REGISTERED BY THE PROGRAM BY THE BEGINNING OF AY 2014-2015.
3. 20 APPRENTICES WILL BECOME CERTIFIED JOURNEY WORKERS BY THE END OF AY 2014-2015.

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
18	04	GCC PLACEMENT TEST	350	20	$7,000	PLACEMENT REQUIREMENT FOR ADVISEMENT ($20.00 PER PLACEMENT TESTING)
17	04	CONTRACTUAL SERVICES	4	5,000	$20,000	SUPPORT CURRICULUM FOR PROGRAMS
			354		**$27,000**	**2 line item(s)**
SUPPLIES & MATERIALS						
28	04	APPRENTICE GRADUATION PROMOTION	10	500	$5,000	GOWNS, T-SHIRTS, TASSEL AND SASHES
19	04	OFFICE SUPPLIES	10	500	$5,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
20	04	SUPPLIES FOR COPIER, PRINTER	4	500	$2,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
21	04	IT SCIENTIFIC/GRAPHIC CALCULATORS	15	500	$7,500	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
22	04	AUTOMOTIVE SERVICE TECHNOLOGY SUPPLIES	10	500	$5,000	SUPPORT AUTO COLLISION REPAIR, AUTOMOTIVE, AUTO BODY PROGRAMS (CLASSROOM USE)
23	04	CONSTRUCTION TRADES SUPPLIES	20	500	$10,000	SUPPORT CONSTRUCTION, ELECTRICAL, ARCHITECTURAL ENGINEERING, WELDING PROGRAMS (CLASSROOM USE)
24	04	ELECTRONICS SUPPLIES	10	500	$5,000	SUPPORT ELECTRONICS PROGRAMS (CLASSROOM USE)
25	04	MATHEMATICS SUPPLIES	10	500	$5,000	SUPPORT MATHEMATICS PROGRAM (CLASSROOM USE)
27	04	TOURISM SUPPLIES	10	500	$5,000	SUPPORT TOURISM, CULINARY ARTS PROGRAM (CLASSROOM USE)
29	04	OFFICIAL VEHICLE	10	500	$5,000	MAINTENANCE (OIL CHANGE, SAFETY INSPECTION, ETC.)
26	04	OFFICE TECHNOLOGY SUPPLIES	10	500	$5,000	SUPPORT OFFICE TECHNOLOGY PROGRAMS (CLASSROOM USE)
			119		**$59,500**	**11 line item(s)**
EQUIPMENT						
30	04	AUTOMOTIVE SERVICE TECHNOLOGY EQUIPMENT	1	7,000	$7,000	SUPPORT AUTO COLLISION REPAIR, AUTOMOTIVE, AUTO BODY PROGRAMS (CLASSROOM USE)
31	04	CONSTRUCTION TRADES EQUIPMENT	2	7,000	$14,000	SUPPORT CONSTRUCTION, ELECTRICAL, ARCHITECTURAL ENGINEERING, WELDING PROGRAMS (CLASSROOM USE)
32	04	ELECTRONICS EQUIPMENT	1	7,000	$7,000	SUPPORT ELECTRONICS PROGRAMS (CLASSROOM USE)
33	04	OFFICE TECHNOLOGY EQUIPMENT	1	7,000	$7,000	SUPPORT OFFICE TECHNOLOGY PROGRAMS (CLASSROOM USE)
34	04	NOTEBOOK COMPUTER, PC	4	3,000	$12,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
35	04	NOTEBOOK COMPUTER, MAC	2	3,000	$6,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
36	04	MULTI MEDIA PROJECTOR	3	2,500	$7,500	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
37	04	DIGITAL VIDEO CAMERA	3	1,000	$3,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS

			17	$63,500		8 line item(s)
MISCELLANEOUS EXPENSE						
38	04	MISCELLANEOUS	2	541,5421,083,083	TUITION, BOOKS, FEES	
			2	$1,083,083		1 line item(s)

TOTAL BUDGET REQUESTED	492	$1,233,083	22 line item(s)

Guam Community College
FY 2014 Budget Request by Department (MDF)
CONSTRUCTION TRADES

GOALS AND OBJECTIVES.

1. PREPARE STUDENTS TO WORK IN THE CONSTRUCTION INDUSTRY AS SEMI-SKILLED TO SKILLS CRAFTS PEOPLE
2. PROVIDE STUDENTS WITH NATIONALLY RECOGNIZED CERTIFICATIONS
3. PROVIDE COURSES FOR ADVANCEMENT, CERTIFICATION, AND PERSONAL ENRICHMENT

PERFORMANCE INDICATORS:

1. INCREASE IN ENROLLMENT FOR ALL CERTIFICATE AND DEGREE PROGRAMS UNDER CONSTRUCTION TRADES.
2. ASSESSMENT RESULTS REPORTED IN TRACDAT.
3. NUMBER OF FACULTY RECERTIFIED.

PROPOSED OUTCOMES:

1. INCREASE ENROLLMENT IN CONSTRUCTION TRADES COURSES.
2. ALL FACULTY IN TRADES CERTIFIED AS CONTRENS INSTRUCTORS.
3. MEET ASSESSMENT OBJECTIVES.

Guam Community College
FY 2014 Budget Request by Department (MDF)
CONSTRUCTION TRADES

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
52	04	PLUMBING SUPPLIES	1	1,000	$1,000	TRAINING
51	04	TRAINING SUPPLIES	1	1,000	$1,000	ELECTRICAL PROGRAM
50	04	HEAVY EQUIPMENT PROGRAM - SUPPLIES	1	5,000	$5,000	SAFETY AND MAINTENANCE REQUIREMENT
49	04	SUPPLIES FOR TRUCK DRIVING PROGRAM	1	3,000	$3,000	MAINTENANCE AND FUEL
47	04	STAND UP HEAVY DUTY COMPRESSOR	1	5,000	$5,000	FOR INSTRUCTIONAL USE
46	04	HAND TOOLS	1	10,000	$10,000	FOR INSTRUCTIONAL USE
45	04	SHOP EQUIPMENT (HVAC)	1	4,326	$4,326	FOR INSTRUCTIONAL USE
44	04	GASES	1	500	$500	TO SUPPORT COURSES & INSTRUCTION
43	04	OFFICE SUPPLIES	2	1,000	$2,000	SUPPLIES FOR INSTRUCTIONAL/OFFICE USE
42	04	PROMOTIONAL ITEMS	1	1,000	$1,000	TO SUPPORT COURSES & INSTRUCTION
41	04	CONSUMABLE WELDING SUPPLIES	2	500	$1,000	FOR INSTRUCTIONAL USE
40	04	LUMBER	5	500	$2,500	FOR INSTRUCTIONAL USE
39	04	WOOD LAMINATES	8	500	$4,000	FOR INSTRUCTIONAL USE
			26		**$40,326**	**13 line item(s)**
EQUIPMENT						
48	04	LAPTOPS	10	1,635	$16,350	SUPPORT INSTRUCTION/TO REPLACE OLD SYSTEMS
			10		**$16,350**	**1 line item(s)**
TOTAL BUDGET REQUESTED			**36**		**$56,676**	**14 line item(s)**

GOALS AND OBJECTIVES:

1. APPROPRIATE FINANCIAL INFORMATION IS PROVIDED THROUGHOUT THE INSTITUTION. THE BUSINESS OFFICE WILL PROVIDE MONTHLY FINANCIAL REPORTS TO UPHOLD EDUCATIONAL PROGRAMS BY ENHANCING AND WORKING CLOSELY WITH THE CAMPUS COMMUNITY.

2. THE BUSINESS OFFICE WILLPROVIDE FINANCIAL INFORAMTION TO DEPARTMENT BASED ON FUNDS APPROPRIATED AND AVAILABLE BY THE LEGISLATUER AND THE BOT TO BETTER SUPPORT STUDENT LEARNING PROGRAMS AND SERVICES, THE APROPRIATE ALLOCATION AND USE OF FINANCIAL INFORMATI

3. ACCURATELY ACCOUNT FOR COLLEGE ACTIVITY TRHOUGH KEEPING FINANCIAL RECORDS IN COMPLIANCE WITH GAAP AND US OMB CIRCULAR REUQIREMENTS.

PERFORMANCE INDICATORS:

1. THE ACCOUNTANTS WILL PREPARE AND GENERATE MONTHLY FINANCIAL STATUS REPORTS.

2. THE APPROVED BUDGET WILL BE READILY AVAILABLE FOR USE BY THE THIRD WEEK OF THE YEAR.

3. FEDERAL REPORTS WILL BE SUBMITTED UPON THE FEDERAL REPORT DEADLINES.

PROPOSED OUTCOMES:

1. THE MONTHLY FINANCIAL STATUS REPORTS WILL BE COMPLETED AND SUBMITTED TO BOARD OF TRUSTEES LEGISLATUJRE AND CAMPUS COMMUNITY.

2. THE ANNUAL BUDGET WILL BE COMPLETED AND SUBMITTED TO LEGILATURE FOR APPROVAL BY 2/15/15.

3. THE ANNUAL AUDIT REPORT WILL BE SUBMITTED TO OPA, FEDERAL AND GAAP DEADLINES.

Guam Community College
FY 2014 Budget Request by Department (SF)
BUSINESS OFFICE

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
		MISCELLANEOUS EXPENSE				
1	01	LOAN REPAYMENT	4	25,000	$100,000	PER PL 31-229 USDA LOAN REPAYMENT LIQUID FUEL TAX
			4		$100,000	1 line item(s)
TOTAL BUDGET REQUESTED			**4**		**$100,000**	**1 line item(s)**

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Campus Announcements

Number of announcements: 30

(displayed 10 per page) `<<` `<` Page 1 of 3 `>` `>>`

Subject (click to display details)	Delivery Date ↓	Expiration Date	Author
Counselor Schedule During Christmas Break	Dec 11, 2013	Jan 10, 2014	Esther A Muna
Conclusion of the ISMP/Mission Feedback Period	Dec 11, 2013	Dec 31, 2013	Esther A Muna
AMENDED Library Services Intersession Hours of Operations	Dec 10, 2013	Jan 17, 2014	Bertha M Guerrero
AMENDED Student Support Services Intersession Hours of Operations	Dec 10, 2013	Jan 17, 2014	Bertha M Guerrero
Health Services Center Intersession Hours	Dec 4, 2013	Jan 15, 2014	Jayne Therese Flores
College Access Challenge Grant Program "Hot Dates!"	Dec 3, 2013	Feb 24, 2014	Jayne Therese Flores
OA101 Keyboarding Applications test out dates	Dec 2, 2013	Dec 15, 2013	Jayne Therese Flores
October Chachalani!	Dec 2, 2013	Jan 31, 2014	Jayne Therese Flores
GCC Sports and Recreation Club upcoming events	Nov 18, 2013	Jan 25, 2014	Jayne Therese Flores
Halloween Short Story Contest Winners!	Nov 12, 2013	Dec 12, 2013	Jayne Therese Flores

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ID: 162087
Subject: Conclusion of the ISMP/Mission Feedback Period
Date: Dec 11, 2013 1:58:48 PM

Friday, December 6, 2013 marked the conclusion of the feedback period for the Guam Community College Institutional Strategic Master Plan (ISMP), 2014-2020, as well as the Mission statement review. AIER appreciates the feedback of the whole campus community. The final draft incorporates the extensive feedback received since the review began in December 2012, with discussions occurring in management team meetings, email communication, committee meetings, campus events, and other informal and formal college activities. The final draft will be submitted for review by the Board of Trustees in their January 2014 meeting.

Thank you for your continued support, dedication and involvement in participatory governance.

Marlena O.P. Montague
Assistant Director, AIER

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SUNGARD
HIGHER EDUCATION

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GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Thursday, 09/06/12 @ 11:30 a.m.
Faculty Senate Office – C2

1) Call to order:

Attendance:

Name	Position	E-mail	Present
Ava Garcia	Staff	ava.garcia@guamcc.edu	X
Carmen Santos	Administrator	Carmen.kweksantos@guamcc.edu	X
Dr. Karen Sablan	Faculty	Karen.sablan@guamcc.edu	X
Dr. Marsha Postrozny	Faculty	Marsha.postrozny@guamcc.edu	X
Dr. Virginia Tudela	Administrator	Virginia.tudela@guamcc.edu	X
Doris Perez	Administrator	Doris.perez@guamcc.edu	X
Elizabeth Duenas	Staff	Elizabeth.duenas@guamcc.edu	
Jose Munoz	Faculty	Jose.munoz@guamcc.edu	X
Kassie Bolus	Student	Kassie.bolus@guamcc.edu	
Reilly Ridgell	Administrator	Reilly.ridgell@guamcc.edu	X
Steven Alvarez	Student	Steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 05/02/12

3) Old Business
   a. Financial report
   b. Facilities Report
      1. FY 2011 CIP
      2. FY 2012 CIP
   c. GCC Campus Master Plan
   d. Review of By-Laws

4) New Business:
   a. Fiscal Conservation

5) Open Discussion:
6)
7) Next Meeting:

8) Adjournment:

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Thursday, 09/06/12 @ 11:30 a.m.
Faculty Senate Office – C2

Meeting Minutes

1) Meeting called to order at 11:44 a.m.

Attendance:

Name	Position	E-mail	Present
Ava Garcia	Staff	ava.garcia@guamcc.edu	X
Carmen Santos	Administrator	Carmen.kweksantos@guamcc.edu	X
Dr. Karen Sablan	Faculty	Karen.sablan@guamcc.edu	X
Dr. Marsha Postrozny	Faculty	Marsha.postrozny@guamcc.edu	X
Dr. Virginia Tudela	Administrator	Virginia.tudela@guamcc.edu	X
Doris Perez	Administrator	Doris.perez@guamcc.edu	X
Elizabeth Duenas	Staff	Elizabeth.duenas@guamcc.edu	
Jose Munoz	Faculty	Jose.munoz@guamcc.edu	X
Kassie Bolus	Student	Kassie.bolus@guamcc.edu	
Reilly Ridgell	Administrator	Reilly.ridgell@guamcc.edu	X
Steven Alvarez	Student	Steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: Motion to approve minutes of May 02, 2012 with corrections made by D. Perez, seconded by V. Tudela. Motion passed unanimously.

3) Old Business
   a. Financial report
      i. C. Santos stated that, to date, GCC received 82% of the General Fund and 100% of MDF. Current monthly and year-to-date expenditures for the General Fund is shown. Monthly expenditures are approximately $1.1M for payroll with benefits and $11.5M annually. Utlity bills are approximately $1M.
      ii. C. Santos stated that the FY2012-2013 Drop for Non-Payment Policy was implemented; the first drop occurred on August 15 with 326 students dropped and the second drop occurred on August 24 with 61 students dropped. C.Santos also stated that those students who were dropped either paid their balance or signed a payment plan which allowed them to re-enroll. As a result of the newly implemented policy, there were over 100 payment plans that were signed. C.Santos mentioned that emails regarding payment reminders have been sent to students.
      iii. Ribbon cutting for the Foundation Building is scheduled for November 5.

iv. FY2013 Budget
1. C. Santos reported a .02% increase in the General Fund; GCC will be receiving $15.7M, but requested approximately $20M. There could possibly be a 15% reserve as in FY12.

b. Facilities Report
i. FY 2011 CIP
1. GCC received occupancy for the Foundation Building in August and furniture has been received.
2. D.Perez reported that the Renovation of Forensic/100/200 are the only projects still in the design phase. D.Perez submitted an application to USDA for $6M seeking a funding source.
3. D.Perez reported that the funding for FY11 P1.1 will be moved to FY2012 and P1.14 has not been carried out.
ii. FY 2012 CIP
1. D.Perez reported that a majority of the projects for FY2012 had a delayed start due to the passing of the Facilities Coordinator. GCC had to contract out to TRMA for the development of the scope of work for some of the projects listed under FY2012. D.Perez reported that the bid for the AC is pending approval. V.Tudela asked is there a priority list established regarding the ACs; D.Perez responded that "yes" a list has been established and just awaiting approval of bid award.
2. D.Perez and C.Santos reported that mold mitigation will also begin for the Allied Health rooms affected, but faculty will have to clear the classrooms and/or offices that are affected.
3. D.Perez reported that unused money from FY12 CIP projects have been reallocated to cover the cost of other projects that were underestimated.

c. GCC Campus Master Plan
C. Santos requested to table the Physical Master Plan update until the next meeting.

d. Review of By-Laws
i. A. Garcia requested that staff have equal voting rights and representation, similar to administrators and faculty.
ii. M.Postrozny and J.Munoz recommended to have the CDC chair or a representative to be a member of RPF.
iii. There was discussion regarding the number of votes and what constitutes a quorum. C. Santos was tasked to research the Board's by-laws on voting and quorums.
iv. C.Santos suggested that the By-laws be tabled until the next meeting.

e. Fiscal Conservation

        i. No changes were made and the College is still exerting fiscal conservation measures.

4) New Business:
   a. Reestablishment of the Faculty/Administration Salary Increments
      i. J.Munoz sought clarification regarding salary increments, but C.Santos states that it is difficult to have further discussions without knowing the actual appropriation amount for FY13.
     ii. K.Sablan requested for a three year comparison (2008-current) of the budget for the next meeting. D.Perez requested for an expenditure report for the next meeting. D.Perez mentioned that she will provide a cost breakdown of utilities during the next meeting.

5) Open Discussion: None

6) Next Meeting: October 11, 2012 @ 9:00a.m. or 1:00p.m.

7) Adjournment @ 1:23p.m. Motion made by A. Garcia, seconded by K. Sablan. Motion passed.

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Thursday, 10/11/12 @8:00am
Faculty Senate Office / C2

1) Call to Order:

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	
Dr. Karen Sablan	Faculty	karen.sablan@guamcc.edu	
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	
Doris Perez	Administrator	doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	
Jose Munoz	Faculty	jose.munoz@guamcc.edu	
Kassie Bolus	Student	kassie.bolus@guamcc.edu	
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	
Robin Roberson	Faculty	robin.roberson@guamcc.edu	
Steven Alvarez	Student	steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 09/06/12

3) Old Business:
   a. Financial Report
   b. Facilities Report
         1. FY 2011 CIP
         2. FY 2012 CIP
         3. FY 2013 CIP Approval of Projects
   c. GCC Campus Master Plan
   d. Review of By-Laws
   e. Reestablishment of the Faculty Administration Salary Increments

4) New Business:

5) Open Discussion:

6) Next Meeting:

7) Adjournment:

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Thursday, 10/11/12 @ 8:00 a.m.
Faculty Senate Office – C2

Meeting Minutes

1) Meeting called to order at 8:15 a.m.

Attendance:

Name	Position	E-mail	Present
Ava Garcia	Staff	ava.garcia@guamcc.edu	X
Carmen Santos	Administrator	Carmen.kweksantos@guamcc.edu	X
Dr. Karen Sablan	Faculty	Karen.sablan@guamcc.edu	
Dr. Marsha Postrozny	Faculty	Marsha.postrozny@guamcc.edu	X
Dr. Virginia Tudela	Administrator	Virginia.tudela@guamcc.edu	X
Doris Perez	Administrator	Doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	Elizabeth.duenas@guamcc.edu	X
Jose Munoz	Faculty	Jose.munoz@guamcc.edu	X
Kassie Bolus	Student	Kassie.bolus@guamcc.edu	X
Reilly Ridgell	Administrator	Reilly.ridgell@guamcc.edu	X
Robin Roberson	Faculty	Robin.roberson@guamcc.edu	X
Steven Alvarez	Student	Steven.alvarez@guamcc.edu	X

2) Approval of Prior Minutes: Motion to approve minutes of September 6, 2012 with corrections made by J. Munoz, seconded by M. Postrozny. Motion passed unanimously.

3) Old Business
   a. Financial report
      i. FY 2012
         1. C. Santos stated that to date GCC received 99% of the General Fund and 52% of MDF and anticipate collecting another $40K from MDF for FY12. C. Santos also stated that in regards to the tracking, GCC is ahead of schedule in comparison to last fiscal year.
      ii. FY 2013
         1. C. Santos stated that GCC has not received any appropriations for the current fiscal year. All payroll accounts have been loaded; utilities will be paid out of non-appropriated funds. Current power cost is between $95K and $120K. C. Santos also stated that expenditures remain status quo.
      iii. C. Santos stated that Business Office is currently working on year-end audit and has rolled over 315 purchase orders; ribbon cutting for

Foundation Building is still set for November 5 and the Roasted Café will also open on this day as well.

b. Facilities Report
    i. FY 2011 CIP
        1. C. Santos reported that funding for P1.1 has been moved to FY2012 and P1.14 was not carried out.
    ii. FY 2012 CIP
        1. C. Santos reported that there is a total of 12 projects for FY12; the bid for the ACs went out but the bids are still undergoing evaluation. C. Santos also stated that five areas that are lacking AC have been identified and will not wait for the bid to be finalized.
        2. R. Ridgell raised concerns regarding classroom disruption during CIP 12.4, 12.6 and 12.7. R. Ridgell also stated that building 500 (12.6) would be the project with the most concern because of the extensive work that must be done. C. Santos will email a list of concerns to D. Perez.
    iii. FY 2013 CIP
        Tabled till next meeting.

c. GCC Campus Master Plan
    Tabled till next meeting.

d. Review of By-Laws
    i. E. Duenas provided verbiage pertaining to the Staff Senate membership on the committee.
    ii. S. Alvarez specified that the COPSA President and Treasurer will serve on this committee.
    iii. J. Munoz mentioned that the faculty agreement is specific in regards to the membership; C. Santos will prepare a memo addressed to the AVP and the Faculty Union President regarding the request from the Staff Senate and students regarding additional members.
    iv. C. Santos also mentioned that the By-Laws will remain status quo until the committee receives feedback from the AVP and the Faculty Union President.

e. Reestablishment of the Faculty/Administration Salary Increments
    i. J. Munoz stated that the freeze of the Faculty/Administration salary increments remains an undesired outcome; C. Santos also stated that G. Hartz mentioned the same concerns at the BOT meeting. R. Roberson requested that this issue remain on the agenda.
    ii. J. Munoz asked the question, "Is the salary increments an obligation that the college must pay?" C. Santos will research the answer to JM's question above.

4)   New Business: None

5) Open Discussion:

   a. Upcoming meeting dates:
      i. 11/09/12 @ 3:30p.m.
      ii. 12/06/12 @ 3:00p.m.
      iii. 01/25/13 @ 9:00a.m.
      iv. 02/22/13 @ 9:00a.m.
      v. 03/22/13 @ 9:00a.m.
      vi. 04/26/13 @ 9:00a.m.
      vii. 05/10/13 @ 9:00a.m.

6) Next Meeting: November 09, 2012 @ 3:30p.m.

7) Adjournment @ 9:20a.m. Motion made by S. Alvarez, seconded by J. Munoz. Motion passed.

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Friday, 11/14/12 @3:30pm
Faculty Senate Office / C2

1) Call to Order:

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	
Dr. Karen Sablan	Faculty	karen.sablan@guamcc.edu	
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	
Doris Perez	Administrator	doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	
Jose Munoz	Faculty	jose.munoz@guamcc.edu	
Kassie Bolus	Student	kassie.bolus@guamcc.edu	
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	
Robin Roberson	Faculty	robin.roberson@guamcc.edu	
Steven Alvarez	Student	steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 10/11/12

3) Old Business:
   a. Financial Report
   b. Facilities Report
      1. FY 2011 CIP
      2. FY 2012 CIP
      3. FY 2013 CIP Approval of Projects
   c. GCC Campus Master Plan
   d. Review of By-Laws
   e. Reestablishment of the Faculty Administration Salary Increments

4) New Business:
   a. FY 2014 Budget Preparation

5) Open Discussion:

6) Next Meeting:

7) Adjournment:

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Friday, 11/14/12 @ 1:30p.m.
Faculty Senate Office – C2

Meeting Minutes

1) Meeting called to order at 1:40p.m.

Attendance:

Name	Position	E-mail	Present
Ava Garcia	Staff	ava.garcia@guamcc.edu	X
Carmen Santos	Administrator	Carmen.kweksantos@guamcc.edu	X
Dr. Karen Sablan	Faculty	Karen.sablan@guamcc.edu	X
Dr. Marsha Postrozny	Faculty	Marsha.postrozny@guamcc.edu	X
Dr. Virginia Tudela	Administrator	Virginia.tudela@guamcc.edu	X
Doris Perez	Administrator	Doris.perez@guamcc.edu	X
Elizabeth Duenas	Staff	Elizabeth.duenas@guamcc.edu	X
Jose Munoz	Faculty	Jose.munoz@guamcc.edu	X
Kassie Bolus	Student	Kassie.bolus@guamcc.edu	absent
Reilly Ridgell	Administrator	Reilly.ridgell@guamcc.edu	X
Robin Roberson	Faculty	Robin.roberson@guamcc.edu	X
Steven Alvarez	Student	Steven.alvarez@guamcc.edu	absent
Guests			
Vicenta Lungred	Student		X
Jennifer Esteves	Student		X

2) Approval of Prior Minutes: Motion to approve minutes of October 11, 2012 with changes made by M. Postrozny, seconded by E. Duenas. Motion passed unanimously.

3) Old Business
   a. Financial report
      i. C. Santos reported that GCC received one (1) release which increases GCC's received appropriations to 17% for the current fiscal year. Also, current monthly expenditures are as follows:
         1. Monthly payroll with benefits - $1.1M - $1.4M (based on FY12 figures)
         2. Other contractual expenses
            a. United Educators Insurance - $134K
            b. Vehicle General Liability – approximately $80K
         3. Utilities (Total - $111,500)
            a. Power - $103K
            b. Water - $4.1K
            c. Telephone - $4.4K

          i. C. Santos stated that telephone expenses are expected to decrease due to the new telephone system by PDS.
         ii. C. Santos stated that the preparation for the audit is ongoing and close-out is expected to be completed by the end of December for FY12.
       iii. C. Santos reported that the Café is pending the Public Health permit.
       iv. C. Santos is working on the 5 year Strategic Resource Plan and will seek assistance from J. Munoz (co-chair) for review.

b. Facilities Report
      i. FY 2011 CIP
        1. D. Perez reported that all projects for FY2011 CIP have been completed except for the two projects that were cancelled.
      ii. FY 2012 CIP
        1. D. Perez reported that the CIP projects for FY 2012 include the energy audit and ACs; TRMA did provide GCC with clarification regarding the language for the evaluation process for the ACs and this project will begin.
        2. D. Perez reported that there was one bid submitted for the sidings project located in building 300 however, this bid was incomplete and missing documentation and after further assessment by TRMA, it was deemed that the sidings do not need to be changed.
        3. D. Perez reported that the wheelchair ramp will be postponed and included in the overall Physical Master Plan; replacement of door locks will be put on hold due to the renovations of the upcoming buildings.
     iii. FY 2013 CIP
        1. D. Perez submitted proposed CIP projects for FY 2013 for review by the committee; also she requested that the committee prioritize the list.
        2. E. Duenas requested that estimates for the CIP projects be presented at the next meeting.

Top	Middle	Lower
CIP – P13.1	CIP – P13.3	CIP – P13.8
CIP – P13.2	CIP – P13.5	CIP – P13.9
CIP – P13.4		CIP – P13.10
CIP – P13.6		CIP – P13.12
CIP – P13.7		
CIP – P13.11		

Motion made by D. Perez to prioritize the funding for CIP 2013 projects based on the top, middle and lower priorities; seconded by K. Sablan. Motion passed unanimously.

c. GCC Campus Master Plan
Tabled until next meeting.

d. Review of By-Laws
    i. C. Santos reported that a memo is drafted and addressed to the two chief negotiators (AVP and Faculty Union President) requesting a change to the composition of this committee.
Motion made by A. Garcia to accept the memo with the exclusion of the last two sentences and with the agreement by all committee members that the last two sentences or some form of it be addressed within the By-laws; seconded by J. Munoz. (1 abstained)

e. Reestablishment of the Faculty/Administration Salary Increments
    i. C. Santos reported that there are no updates regarding faculty/administrators salary increments.

4) New Business:
a. FY 2014 Budget Preparation
    i. C. Santos reported that the preparation of the FY14 budget process has begun; budget training is scheduled for November 21, 11:00a.m. in D-9 and November 26, 2:00p.m. in D-7.

5) Open Discussion:
a. Recommendation to increase adjunct faculty hours memo from CDC
J. Munoz presented the CDC memo requesting to increase adjunct faculty hours from 120 to 180.
C. Santos motioned to table until next meeting; will request for data from the Admissions & Registration office in regards to memo which will be discussed at the next meeting, seconded by J. Munoz.

6) Next Meeting: December 6, 2012 @ 3:00p.m.

7) Adjournment @ 3:20p.m. Motion made by J. Munoz, seconded by V. Tudela. Motion passed.

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Thursday, 12/06/12 @3:00pm
Faculty Senate Office / C2

1) Call to Order:

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	
Dr. Karen Sablan	Faculty	karen.sablan@guamcc.edu	
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	
Doris Perez	Administrator	doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	
Jose Munoz	Faculty	jose.munoz@guamcc.edu	
Kassie Bolus	Student	kassie.bolus@guamcc.edu	
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	
Robin Roberson	Faculty	robin.roberson@guamcc.edu	
Steven Alvarez	Student	steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 11/14/12

3) Old Business:
   a. Financial Report
   b. Facilities Report
       1. FY 2011 CIP
       2. FY 2012 CIP
       3. FY 2013 CIP Approval of Projects
   c. GCC Campus Master Plan
   d. Review of By-Laws
   e. Reestablishment of the Faculty/Administration Salary Increments
   f. FY 2014 Budget Preparation

4) New Business:

5) Open Discussion:

6) Next Meeting: 01/25/13 @9:00a.m.

7) Adjournment:

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Thursday, 12/06/12 @ 3:00pm
Faculty Senate Office / C2

Meeting Minutes

1) Call to Order: @ 3:07 p.m.

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	x
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	x
Dr. Karen Sablan	Faculty	karen.sablan@guamcc.edu	absent
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	x
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	absent
Doris Perez	Administrator	doris.perez@guamcc.edu	x
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	absent
Jose Munoz	Faculty	jose.munoz@guamcc.edu	x
Kassie Bolus	Student	kassie.bolus@guamcc.edu	absent
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	x
Robin Roberson	Faculty	robin.roberson@guamcc.edu	x
Steven Alvarez	Student	steven.alvarez@guamcc.edu	absent

2) Approval of Prior Minutes: Motion to approve minutes of November 14, 2012 with corrections made by R. Roberson, seconded by R. Ridgell. Motion passed unanimously.

3) Old Business:
   a. Financial Report-C. Santos reported the following: (See attachment)
      1. As of today we have received 14% of the general fund allotment, nothing from the MDF, and there is no word on the 15% reserve hold placed on appropriations. For FY 2012, GCC anticipates to receive $2,000.00 from the tourist attraction fund, and $40,000.00 from MDF.
      2. Monthly expenditures have not changed anticipate 1.1 to 1.4 million.
      3. Working on closing the fiscal year end audit. Hope to start on January 2013.
      4. Fiscal year budget process has started. GCC held three budget trainings with a total of 22 participants. Budget was due to the Dean's on the 3rd of December 2012 and due to the Business Office by the 12th of December 2012. The FY 2014 NAF Budget deadline is on February 2013.
      5. C. Santos is working on updates to the 5-Year Strategic Master Plan. At the last board meeting held on November 28, 2012, a resolution was approved by the Board for an additional $700,000.00 to support FY 2013 operations up until March 31, 2013 for contractual services and utilities.
      6. New hires of GCC have been announced. Effective January 7, 2013 K. Sablan is the new Associate Dean.

   b. Facilities Report-D. Perez reported the following: (See attachments)
      1. FY 2013 CIP Approval of Projects-
         D. Perez reported that the attached document is a version that was discussed and prioritized by RPF members at the previous meeting. The newly hired Facility Administrator, Larry Perez will prepare and include government estimated costs of the FY 2013 CIP projects by RPF January 2013 meeting.

2. FY 2012 CIP-
   D. Perez reported that the lights are still under review. The a/c energy audit is still pending award. CIP12.4 is attached to CIP12.11 which was awarded out to Asia Pacific.

3. FY 2011 CIP have been completed. The last two projects (1.13 & 1.14) are not going to be pursued. Project 1.13, the exhaust system in Building 600, the natural air flow is sufficient with windows and doors open during class time. Project 1.14, the student representatives agreed that there is ample space in and around the Student Center.

4. D. Perez will be soliciting for inputs for CIP FY 2014 projects.

c. GCC Campus Master Plan- tabled

d. Review of By-Laws- C. Santos reported that a response (memo) was received from Dr. K. Sablan and Dr. R. Somera. (See attachment) C. Santos stated that the memo was a result of the ACCJC's recommendations for Staff Governance. The memo stated that the committee can make changes to their By-Laws to reflect staff representation. Discussion was held to move forward to change the RPF committee By-Laws but tabled until next meeting because there is no student representation.
   Motion made by J. Munoz to table the changes that will be made to the By-Laws, seconded by D. Perez. Motion passed unanimously.
   C. Santos will draft a memo requesting for clarification of changes to be made to the By-Laws. C. Santos will send the draft to J. Munoz for finalization and bring it forth at the next RPF meeting.

e. Reestablishment of the Faculty/Administration Salary Increments- there are no changes to the FY 2014 budget. R. Roberson requested that faculty members be informed of any issues regarding increment before any decisions or changes are made.

f. FY 2014 Budget Preparation- documents have been posted on MyGCC for everyone to review.

g. Recommendation for Adjunct hour increase-
   Discussion was held and a motion made by D. Perez to table this issue until the next RPF meeting when Dr. V. Tudela will be present to report her data findings, seconded by J. Munoz. Motion passed unanimously.

4) New Business: None

5) Open Discussion: None

6) Next Meeting: January 25, 2013 @ 9:00 a.m.

7) Adjournment: @ 4:47 p.m. Motion made by A. Garcia, seconded by J. Munoz. Motion passed.

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Friday, 01/25/13 @ 8:30 a.m.
Faculty Senate Office / C2

1) Call to Order:

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	
Doris Perez	Administrator	doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	
Gary Hartz	Faculty	ronald.hartz@guamcc.edu	
Jose Munoz	Faculty	jose.munoz@guamcc.edu	
Elmarie Anderson	Student	elmarie.anderson@guamcc.edu	
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	
Robin Roberson	Faculty	robin.roberson@guamcc.edu	
Steven Alvarez	Student	steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 12/06/12

3) Old Business:
   a. Financial Report
   b. Facilities Report
      1. FY 2011 CIP
      2. FY 2012 CIP
      3. FY 2013 CIP Approval of Projects
   c. GCC Campus Master Plan
   d. Review of By-Laws
   e. Reestablishment of the Faculty/Administration Salary Increments
   f. Recommendation for AH increase

4) New Business:
   a. FY Budget Request

5) Open Discussion:

6) Next Meeting: 02/22/13 @ 9:00a.m.

7) Adjournment:

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Friday, 01/25/13 @ 8:30am
Faculty Senate Office / C2

Meeting Minutes

1) Call to Order: @ 8:35 a.m.

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	x
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	x
Gary Hartz	Faculty	ronald.hartz@guamcc.edu	x
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	x
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	x
Doris Perez	Administrator	doris.perez@guamcc.edu	x
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	x
Jose Munoz	Faculty	jose.munoz@guamcc.edu	x
Elmarie Anderson	Student	elmarie.anderson@guamcc.edu	x
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	x
Robin Roberson	Faculty	robin.roberson@guamcc.edu	x
Steven Alvarez	Student	steven.alvarez@guamcc.edu	x

2) Approval of Prior Minutes: Motion to approve minutes of December 6, 2012 with changes as noted made by S. Alvarez, seconded by E. Duenas. Motion passed unanimously.

3) Old Business:
   a. Financial Report-C. Santos reported the following: (See attachment)
      1. GCC received 28% of appropriations; and nothing from MDF. GCC has been receiving allotments bi-weekly.
      2. Monthly financial reports have been posted on MyGCC under the Public Reports tab.
      3. Audit is ongoing and the final audit report is expected to be completed no later than February 28, 2013.
      4. FY2014 NAF budget process begins February 2013 with completion date slated for April 2013.
      5. Working on updates to the 5-year Strategic Resource Plan.
      6. Roasted had a soft opening on 01/25/2013 from 8 a.m. – 5 p.m. and will be open Saturday, 01/26/2013 from 8 a.m. - 12 p.m. Regular business hours are 8 a.m. – 8 p.m. Monday - Thursday, Fridays 8 a.m. – 5 p.m., and Saturdays 8 a.m. – 12 p.m. There are ongoing discussions regarding building door entrance, exit and the securing of Roasted's equipment.
      7. The bid for the renovations to Building 200 was issued on 01/17/2013. A bid award will be issued on the 2nd or 3rd week of March. Renovations are expected to be completed by summer 2014.
      8. Faculty Training is scheduled for March 1, 2013 and Staff/Administrator Development is scheduled for March 26, 2013. A presentation on preventing sexual harassment will be conducted as part of GCC's insurance requirements as well as tabletop presentation on Shooter on Campus.

9. Business Office conducted the first drop of students for non-payment last week; 306 students were dropped, but 193 re-registered. The second drop for non-payment is on 01/25/2013.

b. Facilities Report-D. Perez reported the following:
1. FY 2011 CIPs have been completed. D. Perez requested for this topic be removed from the agenda and the request was granted.
2. FY 2012 CIPs-
   i. AC bid has been awarded. AC replacements will be completed according to the list of priorities. (see attachment)
   ii. The following CIPs were completed:
      a. Building 1000 elastomeric roof coat as well as the air handling unit (CIP 12.4)
      b. Building 500/600 restroom renovation
      c. Building 600 elastomeric roof coat (will be inspecting the material to be placed on the roof)
      d. Building 500 roof project will commence shortly. The expected completion date is February 5, 2013.
3. FY 2013 CIP Approval of Projects-(See Attachment)
   Solicited projects for FY 2013 CIP have been prioritized by the RPF committee; L. Perez obtained estimated costs as listed on the FY 2013 CIP as presented by D. Perez for the committee to review and approve. P13.11 has been excluded because it is included in the renovation of Building 200.
   D. Perez made a motion to approve the proposed FY2013 CIP and forward it to the CGC for approval, seconded by S. Alvarez. Motion passed unanimously.

4. There is a call out for FY2014 CIPs; deadline for submission is February 15, 2013.

c. GCC Campus Master Plan- tabled

d. Review of By-Laws- tabled

e. Reestablishment of the Faculty/Administrator Salary Increments- will discuss during the review of the budget in New Business agenda item.

f. Recommendation for Adjunct load increase- V. Tudela and C. Santos will send out information via email to be reviewed by committee members in preparation for next meeting.

4) New Business:
a. FY 2014 Budget Request
1. GCC received the budget call from BBMR in December 2012; a draft was due and submitted on January 7, 2013. The FY 2014 budget draft did not include increments as the budget call stated that no increments would be accepted.
2. During a Joint Leadership meeting on January 18, 2013, administration, staff and faculty representatives were informed that GCC could not submit the FY2014 budget reflecting increments. Discussions ensued and Faculty were presented with the following three options regarding :
   i. Use the performance evaluation for AY2011-2012

    ii. Use the performance evaluation for AY2012-2013

    iii. Use the performance evaluation of the average of both academic years.

3. J. Munoz reported that the Faculty Senate surveyed faculty members regarding their preference and the three options. Survey results indicated that over 90% of faculty chose to use the performance evaluation for AY2011-2012 for pay adjustments to be reflected in the FY14 budget request. C. Santos requested that a synopsis of the results be submitted to support the recommendation which will be presented to the Board of Trustees. C. Santos noted that there is no retroactive pay included in the FY14 budget presentation.
R. Roberson made a motion based on the faculty survey results conducted by Faculty Senate to use the AY2011-2012 faculty evaluation to determine pay adjustments, seconded by J. Munoz. Motion passed unanimously.

4. C. Santos stated that for recording purposes, AY2012-2013 performance evaluations are required and will still continue and will not go away.

5. C. Santos proposed that the RPF committee approve the proposed budget digest subject to minor changes. The final amount of the proposed budget is no more than $19,769,890.00 for FY2014.
J. Munoz made a motion to approve the proposed FY2014 Budget Request, seconded by A. Garcia. Motion passed unanimously.

5) Open Discussion: None

6) Next Meeting: February 22, 2013 @ 1:00 p.m. Scheduled meetings will be changed to accommodate student representative schedule. V. Cruz will send out a revised copy of scheduled meetings.

7) Adjournment: @ 9:47 a.m. Motion made by J. Munoz, seconded by G. Hartz. Motion passed.

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Friday, 02/22/13 @1:00pm
Faculty Senate Office / C2

1) Call to Order:

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	
Doris Perez	Administrator	doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	
Gary Hartz	Faculty	ronald.hartz@guamcc.edu	
Jose Munoz	Faculty	jose.munoz@guamcc.edu	
Elmarie Anderson	Student	elmarie.anderson@guamcc.edu	
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	
Robin Roberson	Faculty	robin.roberson@guamcc.edu	
Steven Alvarez	Student	steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 01/25/13

3) Old Business:
   a. Financial Report
   b. Facilities Report
       1. FY 2012 CIP
       2. FY 2013 CIP Approval of Projects
   c. GCC Campus Master Plan and Results
   d. Review of By-Laws
   e. Reestablishment of the Faculty/Administration Salary Increments
   f. Recommendation for Adjunct Hour Increase

4) New Business:

5) Open Discussion:

6) Next Meeting: 03/22/13 @9:00a.m.

7) Adjournment:

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Friday, 03/22/13 @1:00 p.m.
Faculty Senate Office / C2

1) Call to Order:

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	
Doris Perez	Administrator	doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	
Gary Hartz	Faculty	ronald.hartz@guamcc.edu	
Jose Munoz	Faculty	jose.munoz@guamcc.edu	
Elmarie Anderson	Student	elmarie.anderson@guamcc.edu	
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	
Robin Roberson	Faculty	robin.roberson@guamcc.edu	
Steven Alvarez	Student	steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 02/22/13

3) Old Business:
   a. Financial Report
   b. Facilities Report
      1. FY 2012 CIP
      2. FY 2013 CIP
   c. Review of By-Laws
   d. Faculty/Administration Salary Increments Update

4) New Business:
   a. FY14 NAF Budget Request

5) Open Discussion:

6) Next Meeting: 04/26/13 @9:00a.m.

7) Adjournment:

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Friday, 03/22/13 @ 1:00pm
Faculty Senate Office / C2

Meeting Minutes

1) Call to Order: @ 1:05 p.m.

2) Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	x
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	x
Gary Hartz	Faculty	ronald.hartz@guamcc.edu	x
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	x
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	x
Doris Perez	Administrator	doris.perez@guamcc.edu	on leave
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	x
Jose Munoz	Faculty	jose.munoz@guamcc.edu	on leave
Elmarie Anderson	Student	elmarie.anderson@guamcc.edu	x
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	x
Robin Roberson	Faculty	robin.roberson@guamcc.edu	x
Steven Alvarez	Student	steven.alvarez@guamcc.edu	x

3) Approval of Prior Minutes: Motion to approve minutes of February 22, 2013 with corrections as noted made by G. Hartz, seconded by R. Roberson. Motion passed unanimously.

4) Old Business:
   a. Financial Report - C. Santos reported the following: See attachment
      i. GCC received 35% of the approved appropriation as of March 22, 2013.
      ii. YTD expenditures as of March 22, 2013:
          1. No changes to the monthly expenditures but we do anticipate a decrease in the internet services as soon as a vendor is awarded. We remain on a month to month basis with GTA.
      iii. FY12 audit is complete. For the 12th year, GCC received another clean audit and is the only government agency to receive low risk auditee status per OPA. Audit report should be posted on our GCC website.
      iv. Working on the update of the 5 Year Strategic Resource Plan.
      v. Building 200 renovations
          1. There were 9 vendors who picked up bid packages, however, only 4 submitted proposals. Proposals are currently being evaluated; we expect to issue an award by early April. Project is expected to be completed by the summer of 2014.
      vi. Staff/Administrator Development Day is scheduled for March 26, 2013. Faculty members who were unable to attend their training have been encouraged to participate on March 26.
      vii. Safety is working with P&D on the bid scope for the updated Fire Alarm System.
      viii. 2 grant proposals ($50K and $250K) have been submitted for the DE strategic plan; no reply on the proposals. The scope of work for the DE plan is being reviewed will go out to bid before the end of the semester.
      ix. Changes to the early and late registration have been posted by Dr. Somera. Students will be notified of new payment due dates.
   b. Facilities Report - D. Perez was on leave, C. Santos reported the following:
      i. TRMA is doing the architectural design for Building 100 and is about 35% complete as of March 22, 2013.
      ii. Bid evaluation for Building 200 is in process.
      iii. Work orders continue to move slowly due to staff shortages.
      iv. 7 air conditioners are scheduled to be installed in the Allied Health Building.

c. Review of By-Laws - C. Santos reported that she received an email from Dr. Somera regarding the memo and she will forward the approved copy via email to RPF committee members. C. Santos requested committee members to review the by-laws before next meeting. Tabled

d. Faculty/Administration Salary Increment Updates
   i. C. Santos reported that there are no updates. G. Hartz stated that the Union is trying to determine ways that we can move forward in ways that works for the whole of the college by gathering feedback from members for recommendations and ideas.

5) New Business:
   a. FY14 NAF Budget Request (Fund 11)- C. Santos reported on the following: See Attachment
      i. Business Office verified and reviewed the submissions from the various departments. The revenue figures were based on the enrollment figures for Summer 2012, Fall 2012, and Spring 2013. GCC does not expect an increase in the revenue projections for FY 2014. This is based on last year's enrollment numbers which has been stable.
      ii. R. Roberson questioned the projected revenues-*other sources revenue*.
         1. C. Santos explained that the *Administrative Recoveries*-8% of the grants received is indirect cost from the grants; depending on how much is collected from the grant that year is where we get the administrative costs. Any differences from the budget is placed into the non appropriated funds. Same thing is done for the *Interest/Miscellaneous Income*.
      iii. R. Roberson stated that if GCC is spending $100K a month on power, "has there been efforts made to shut down air-conditioning units on the weekends to reduce the cost of energy?" C. Santos stated that GCC has thought about it but, mold becomes an issue because most of the buildings are old. She also stated that part of the CIP projects are: (1) to replace the air-conditioning units with higher SEER units and (2) replacing light fixtures. C. Santos will inform D. Perez of R. Roberson's suggestion and report their discussion by next meeting.
   b. FY14 NAF Budget Request (NAF Special Projects)- C. Santos reported on the FY14 NAF Budget Request (See Attachment)
      Motion to approve FY14 NAF Budget Requests was made by R. Ridgell, seconded by A Garcia. Motion passed unanimously.

6) Open Discussion:
   a. Repair of generator- R. Roberson reported that the generator in the Tech Building did not go on when there was a power outage earlier in the week. He will submit a work order.
   b. Adjunct Faculty Pay Scale- R. Roberson asked if the committee can review the Adjunct Faculty Pay Scale. C. Santos will find out who is in charge of reviewing the Adjunct Faculty Pay Scale and provide feedback during the next RPF meeting.

7) Next Meeting: April 26, 2013 @ time was tabled. V. Cruz will email committee members as to what time the committee will meet.

8) Adjournment: @ 1:50 p.m. Motion was made by R. Ridgell, seconded by R. Roberson. Motion passed.

GUAM COMMUNITY COLLEGE
Resources, Planning and Facilities Committee
Agenda
Friday, 04/26/13 @1:00 p.m.
Faculty Senate Office / C2

1) Call to Order:

Attendance:

Name:	Position:	Email:	Present:
Ava Garcia	Staff	ava.garcia@guamcc.edu	
Carmen Santos	Administrator	carmen.kweksantos@guamcc.edu	
Dr. Marsha Postrozny	Faculty	marsha.postrozny@guamcc.edu	
Dr. Virginia Tudela	Administrator	virginia.tudela@guamcc.edu	
Doris Perez	Administrator	doris.perez@guamcc.edu	
Elizabeth Duenas	Staff	elizabeth.duenas@guamcc.edu	
Gary Hartz	Faculty	ronald.hartz@guamcc.edu	
Jose Munoz	Faculty	jose.munoz@guamcc.edu	
Elmarie Anderson	Student	elmarie.anderson@guamcc.edu	
Reilly Ridgell	Administrator	reilly.ridgell@guamcc.edu	
Robin Roberson	Faculty	robin.roberson@guamcc.edu	
Steven Alvarez	Student	steven.alvarez@guamcc.edu	

2) Approval of Prior Minutes: 03/22/13

3) Old Business:
   a. Financial Report
   b. Facilities Report
         1. FY 2012 CIP
         2. FY 2013 CIP
   c. Review of By-Laws
   d. Faculty/Administration Salary Increments Update

4) New Business:
   a. ISMP Update- Dr. Somera

5) Open Discussion:

6) Next Meeting: 05/10/13 @9:00 a.m.

7) Adjournment:

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DEPARTMENT CHAIR

SECTION 1: Department Chair Responsibilities (____%) Percentage is based on Workload

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Leadership (40%) 5.1 Departmental Operations	In addition to meeting the criteria for *Satisfactory*, D.C. does the following: 1. Conducts a departmental convocation for students. And, one of the following: OR If #1 above is not chosen then the D.C. does three of the following: 1. Implements a 3-year or more strategic programmatic plan, course offering and schedules plan with department members. (In this area each plan will equal one of the combination of three requirements and no more than two plans may be used to satisfy the criteria for this performance level.) 2. Takes a leadership role in the DC council of chairs. 3. Develop an ongoing mentorship program for the department. 4. Demonstrate exceptional	In addition to meeting the criteria for *Satisfactory*, D.C. does two of the following: 1. Adopts a 3-year or more strategic programmatic plan, course offering and schedule plan with department members. (In this area each plan will equal one of the combination of two requirements and two articles may be used to satisfy the criteria for this performance level.) 2. Takes a leadership role in the DC council of chairs. 3. Develops an ongoing mentorship program for the department. 4. Demonstrates exceptional volunteer efforts for departmental improvement during the calendar year.	In addition to meeting the criteria for *Satisfactory*, D.C. does one of the following: 1. Completes a 3-year or more strategic programmatic plan and schedule plan with department members. 2. Takes a leadership role in the DC council of chairs. 3. Develops an ongoing mentorship program for the department. 4. Demonstrates exceptional volunteer efforts for departmental improvement during the calendar year.	D.C. must meet all of the following: 1. Represents the department at College related activities where appropriate. 2. Collegially and effectively schedules classes / department functions. 3. Facilitates department meetings and follow-up on matters of concern. 4. Collaborate with department members regarding department decisions. 5. Assists with the training and mentoring of new department members. 6. Provides support for students and resolving problems, when required. 7. Periodically visits and observes Department Faculty and provide mento if necessary. 8. Moving issues forward to the Dean if they cannot be resolved at the department level. 9. Provide evidence of the	D.C. did not reasonably meet the specified criteria for *Satisfactory* in the following area(s):

development of a programmatic 3-year strategic plan that includes course offerings/schedules, budgets, and overall needs of the Department.
10. Be available on campus for consultation and assistance as per the individual's semester schedule.

volunteer efforts for departmental improvement during the calendar year.

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Administrative Duties (30%) 5.2 Budget and Inventory	In addition to meeting the criteria for *Satisfactory*, D.C. does three of the following:	In addition to meeting the criteria for *Satisfactory*, D.C. does two of the following:	In addition to meeting the criteria for *Satisfactory*, D.C. does one of the following:	D.C. must meet all of the following:	D.C. did not reasonably meet the specified criteria for

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
	1. Develops a 3-year or more strategic budget plan with department members. 2. Develops new credit courses through continuing education. 3. Researches, develops, receives, and manages additional funding sources secured by the department.		1. Develops a 3-year or more strategic budget plan with department members. 2. Develops new credit courses through continuing education. 3. Researches, develops, and receives funding from additional sources.	1. Develops a 3-year or more strategic budget plan with department members. 2. Develops new credit courses through continuing education. 3. Researches, develops, and submits application for funding from additional sources. 1. Submits budget to the Dean in a timely manner. 2. Communicates with administration and disseminates appropriate information to department members. 3. Submits required reports on time. 4. Coordinates department programs, curriculum, and catalog statements. 5. Advocates for an adequate department budget and monitors annually. 6. Attends and participates in division and department chairs meetings. 7. Coordinates the daily operation of the department including submittal of department requisitions for supplies, equipment, textbooks and maintenance. 8. Maintains a current inventory of departmental equipment and has available upon request.	*Satisfactory* in the following area(s):
Curriculum & Assessment (30%) 5.3 Content Expertise	In addition to meeting the criteria for *Satisfactory*, D.C. does three of the following: 1. Integrates consistency in course syllabi, tools, and resources in order	In addition to meeting the criteria for *Satisfactory*, D.C. does two of the following: 1. Integrates consistency in course syllabi, tools, and resources in order to	In addition to meeting the criteria for *Satisfactory*, D.C. does one of the following: 1. Integrates consistency in course syllabi, tools,	D.C. must meet all of the following: 1. Provides leadership in organizing and	D.C. did not reasonably meet the specified criteria for *Satisfactory* in the following area(s):

to meet identified student learning outcomes. 2. Receives license or certification. OR Maintains licensure or certification grandfathered for step placement (+). 3. Maintains licensure or certification grandfathered for step placement. 4. Provides leadership with department members to create alternative course/service delivery methods. 5. Demonstrates use of department assessment results to effectuate improvement or change identified in a department strategic plan.	meet identified student learning outcomes. 2. Receives license or certification related to the field not required for a satisfactory rating including teacher certification (ie. National Teacher Exam or Guam Certification) OR Maintains licensure or certification. 3. Provides leadership with department members to create alternative course/service delivery methods. 4. Demonstrates use of department assessment results to effectuate improvement or change identified in a department strategic plan.	and resources in order to meet identified student learning outcomes. 2. Receives license or certification related to the field not required for a satisfactory rating including teacher certification (ie. National Teacher Exam or Guam Certification) OR Maintains licensure or certification. 3. Provides leadership with department members to create alternative course/service delivery methods. 4. Demonstrates use of department assessment results to effectuate improvement or change identified in a department strategic plan.	proposing curriculum development programs for the department and in coordinating presentation of revisions and/or new programs to the Learning Outcomes Committee.(as appropriate for non-instructional DC) 2. Facilitates, guides, and ensures that department assessment goals and college-wide deadlines are met. 3. Facilitates and serves as a member of the appropriate departmental Advisory Committee. 4. Maintains current information in the field of assignment. 5. Collects syllabi from faculty teaching courses for the department. Reviews and approves such syllabi and submits electronically to the Dean.

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INSTRUCTIONAL FACULTY

SECTION 1: Teaching and Instruction (__%) Not less than 45% and not more than 65%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Content Expertise (40%) 1.1 Keeping information current 1.2 Participating in program review as part of student learning assessment 1.3 Maintaining licensure 1.4 Engaging in institutional assessment	In addition to meeting the criteria for *Satisfactory*, the Faculty does the following: 1. Complete degree in discipline or related area Or Faculty member must meet 3 of the following criteria: 1. Participates actively in advisory committee meetings 2. Receives license or certification related to the field not required for a satisfactory rating including teacher certification. (ie. National	In addition to meeting the criteria for *Satisfactory*, the Faculty does two of the following: 1. Participates actively in advisory committee meetings 2. Receives license or certification related to the field but not required for a satisfactory rating including teacher certification. (ie. National Teacher Exam or Guam Certification)	In addition to meeting the criteria for *Satisfactory*, the Faculty does one of the following: 1. Participates actively in advisory committee meetings 2. Receives license or certification related to the field but not required for a satisfactory rating including teacher certification. (ie. National Teacher Exam or Guam Certification) OR	Faculty member must meet the following criteria: 1. Follows course guides including prescribed resources 2. Maintains current information in the field 3. Participates in program and/or course assessment (e.g. creating surveys, collecting data, discussing data, developing assessment plan) 4. Maintains certification or licensure as a requirement of the	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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Teacher Exam or Guam Certification)	OR	Maintains licensure or certification	position or as identified in the program document and/or course guide.
OR	Maintains licensure or certification		
Maintains licensure or certification	3. Publishes one or more articles in discipline (In this area each article will equal one of the combination of two requirements and two articles may be used to satisfy the criteria for this performance level.	3. Publishes one article in discipline	
3. Publishes one or more articles in discipline. (In this area each article will equal one of the combination of three requirements and three articles may be used to satisfy the criteria for this performance level.)	4. Collaborates with department chair person by writing assessment for program review within established deadlines	4. Collaborates with department chair person in collecting and analyzing assessment data for program review within established deadlines.	
4. Collaborates with department chair person by writing assessment for program review within established deadlines	5. Demonstrates use of department or course assessment results to effectuate improvement or change identified in a department	5. Demonstrates use of department or course assessment results to effectuate improvement or change identified in a department strategic plan.	
5. Demonstrates use of department or course assessment results to effectuate improvement or change identified in a department strategic plan.			

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
				strategic plan.	
Instructional Delivery/Design (45%) For this element see the evaluation form for the percentage options related to Design, Delivery & Student Survey (IDEA) Student Survey applies only to Post Secondary 2.1 Using class time effectively 2.2 Developing and using effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology) 2.3 Stimulating student interest and achievement 2.4 Leads students in developing	In addition to meeting the criteria for *Satisfactory*, the Faculty does: three of the following Delivery Options: 1. Demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students. 2. Presents in a professional, clear, and eloquent way. In addition, delivery is stimulating and dynamic. 3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized. 4. Appears to have built a strong classroom environment of collegiality and respect.	In addition to meeting the criteria for *Satisfactory*, the Faculty does two of the following Delivery Options: 1. Demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students. 2. Presents in a professional, clear, and eloquent way. In addition, delivery is stimulating and dynamic. 3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized. 4. Appears to have	In addition to meeting the criteria for *Satisfactory*, the Faculty does one of the following Delivery Options: 1. Demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students. 2. Presents in a professional, clear, and eloquent way. In addition, delivery is stimulating and dynamic. 3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized. 4. Appears to have built a strong classroom environment of	In observation of classroom activities (and, if relevant online interaction), faculty provides evidence of the following: 1. Communicates purpose and objectives of lesson clearly and effectively 2. Shows respect for students (knows names and creates comfortable classroom atmosphere) 3. Includes a range of activities appropriate to the course; 4. Effective pacing of activities; 5. Encourages student involvement through questions, class activities, discussions, and/or group work; 6. Uses techniques that reflect awareness of	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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constructive peer and student/teacher relationships; creates an atmosphere where learning experiences can take place and where students can feel comfortable to express and share ideas and opinions. 2.5 Developing new courses and course materials 2.6 Evaluating student learning 2.7 Selecting textbooks 2.8 Postsecondary Faculty may choose to include Student IDEA Survey results as part of this element. If faculty choose to include this survey, it shall count for no more than 40% of this element.	OR Two from the above Delivery Options listing AND 1. In line with the department strategic plan, develop and have approved three new courses using the approved procedures for textbook selection. or 1. Upon periodic review of course guides, develops a plan for action. Submits substantive revisions of courses in line with department strategic plan.	built a strong classroom environment of collegiality and respect. OR One from the above Delivery Options listing AND 5. In line with the department strategic plan, develops and has approved two new courses using the approved procedures for textbook selection. or 6. Upon periodic review of course guides, develops a plan for action. Submits substantive revisions of courses in line with department	collegiality and respect.	individual differences and learning styles 7. Maintains adequate control of the classroom environment and keeps students on task. 8. Submits course syllabi to the Department Chair prior to the first day of class in the institution's approved format 9. Develops syllabus and/or course documents to reflect the use of the course guide identified textbook (for Postsecondary courses) appropriate textbook for course and uses a variety of instructional tools. (lecture, group projects, audio/visual presentation, use of technology in classroom) 10 Uses multiple assessment strategies (written exams, quizzes, projects, performance, oral

	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
	OR ONE from the delivery options listing above AND 2. Develops a new program document or revises an existing program document in line with the department strategic plan.	strategic plan.		presentation) 11. Places attention in syllabus to professional standards, student learning outcomes, goals	
Element	**Superb** **5**	**Stellar** **4**	**Strong** **3**	**Satisfactory** **2**	**Improvement Needed (1)**
Course Management (15%) 3.1 Managing activities for instructional purposes (e.g. service learning, field trips) 3.2 Directing tutorial sessions 3.3 Grading and returning papers in a timely manner	In addition to meeting the criteria for *Satisfactory*, the faculty does three of the following: 1. Provides opportunities for students to apply curriculum in an external environment 2. Directs and/or provides tutorial sessions outside office hours and	In addition to meeting the criteria for *Satisfactory*, the faculty does two of the following: 1. Provides opportunities for students to apply curriculum in an external environment	In addition to meeting the criteria for *Satisfactory*, the faculty does one of the following: 1. Provides opportunities for students to apply curriculum in an external environment	Faculty member must meet the following criteria: 1. Provides the students with a complete, written, course syllabus reflecting the approved institution's format during the first	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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3.4 Directing laboratory and field experiences 3.5 Directing/coaching competitive teams for secondary programs as applicable 3.6 Maintaining appropriate supplies, equipment, materials, and tools for instructional purposes	classroom time 3. Develops and implements modules for online courses prior to course offering 4. Directs/coaches competitive teams and performance ensembles	2. Directs and/or provides tutorial sessions outside office hours and classroom time 3. Directs/coaches competitive teams and performance ensembles 4. Develops and has approved modules for online courses prior to course offering	2. Directs and/or provides tutorial sessions outside office hours and classroom time 3. Directs/coaches competitive teams and performance ensembles 4. Develops modules for online courses prior to course offering	meeting or by the end of the first full week of instruction. 2. Maintains approved class meeting times, duration, and location; 3. Makes every effort to return all graded assignments and tests within one week; 4. Announces course attendance requirements, not inconsistent with College rules and regulations, at the beginning of the course; 5. Provides an intra-term progress report for an individual student, when requested or required; 6. Submits grades in accordance with the Academic Calendar; 7. Secondary faculty shall provide progress reports, quarter grades, and semester grades, for each secondary class, as well as emergency lesson plans as needed; 8. Maintains accurate

APPENDIX 2a

INSTRUCTIONAL FACULTY

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records to document student performance. Secondary faculty shall submit grade books to the site school; 9. Maintains accurate records to document student attendance. Secondary and adult high school programs). 10. Administers materials, and tools for courses (including electronically delivered and off-site courses. 11. Maintains appropriate supplies and equipment				

APPENDIX 2a

INSTRUCTIONAL FACULTY

Section 2: Enrollment Management Postsecondary (___%) Not less than 5% and not more than

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Recruiting 1.1 Recruiting students through various activities.	In addition to meeting the criteria for *Satisfactory*, the instructor does three of the following:	In addition to meeting the criteria for *Satisfactory*, the instructor does two of the following:	In addition to meeting the criteria for *Satisfactory*, the instructor does one of the following:	Faculty member must meet the following criteria:	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:
Academic Advisement and Retention 1.1 Advising students 1.2 Participates in student registration and orientation 1.3 Making student referrals to support services 1.4 Facilitate student progress toward program completion **Transition**	1. Participates in one or more promotions of the GCC programs and recruitment of students 2. Co-develops students' individual educational plan for transfer toward program completion or declaration 3. Takes an active (initial and follow up) role in job placement by linking the student to employer 4. Create a local employment directory of occupations for program majors 5. Co-develops students' individual educational plan for transfer and secures enrollment to a four-year institution	1. Participates in one or more promotions of the GCC programs and recruitment of students 2. Co-develop students' individual educational plan toward program completion or declaration 3. Takes an active (initial and follow up) role in job placement by linking the student to employer 4. Creates a local employment directory of occupations for program majors 5. Co-develops students' individual educational plan for transfer to a four-year institution	1. Participates in one or more additional promotions of the GCC programs and recruitment of students 2. Co-develop students' individual educational plan toward program completion or declaration 3. Takes an active (initial and follow up) role in job placement by linking the student to employer 4. Creates a local employment directory of occupations for program majors 5. Co-develops students' individual educational plan for transfer to a four-year	1. Participates in two promotions of the GCC programs and recruitment of students 2. Upon initial advisement, develops student's educational plan in accordance with the departmental strategic plan for curriculum (except school health counselors and librarians) 3. Participates in formal student academic advisement (except school health counselors and librarians)	

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
1.1 Assisting students' placement in jobs 1.2 Assisting students' transfer to a four-year institution			institution	4. Maintains office hours	

Note: This section does not apply to the Enrollment Coordinator, Health Counselors, and Librarians. The percentage range from this section shall be applied to section 5.

Section 2: Enrollment Management Secondary (____ %)Not less than 5% and not more than 15%

(%) For Assistant Instructor shall be not less than 5% and not more than 10%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Recruiting 1.1 Recruiting students through	In addition to meeting the criteria for *Satisfactory*, the instructor does three	In addition to meeting the criteria for *Satisfactory*, the instructor does two of	In addition to meeting the criteria for *Satisfactory*, the instructor does one of	Faculty member must meet the following criteria:	Faculty member did not meet the specified criteria for *Satisfactory*

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INSTRUCTIONAL FACULTY

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
various activities.	of the following:	the following:	the following:		in the following areas:
Academic Advisement and Retention 1.1 Advising students 1.2 Participates in student registration and orientation 1.3 Making student referrals to support services **Transition** 1.1 Assisting students' transfer to a postsecondary institution	1. Participates in one or more promotions of the GCC programs and recruitment of students 2. Co-develops students' individual educational plan for transfer and secure enrollment to a postsecondary institution 3. Participates in one GCC postsecondary recruitment outreach activity 4. Chairs a significant recruitment event at the GCC campus (For non-instructional faculty)	1. Participates in one or more promotions of the GCC programs and recruitment of students 2 Participates in one GCC postsecondary recruitment outreach activity 3 Co-develops students' individual educational plan for transfer to a postsecondary institution 4 Chairs a significant recruitment event at the GCC campus (For non-instructional faculty)	1. Participates in one GCC postsecondary recruitment outreach activity 2. Co-develop students' individual educational plan for transfer to a postsecondary institution 3. Chairs a significant recruitment event at the GCC campus (For non-instructional faculty)	1. Participates in two promotions of the GCC programs and recruitment of students 2. Participates in student academic advisement	

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Section 3: Professional Development (___%)Not less than 5% and not more than 15%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Continuing Education 1.1 Progressing toward advanced degree 1.2 Attending professional development activities (e.g. seminars, conferences, workshops) excluding personal reading and research + Completing course work as specified in each area satisfies the all requirements for that area.	In addition to meeting the criteria for *Satisfactory*, the instructor does the following: 1. Complete degree in educational area Or 2. Completes three credited courses in addition to the course necessary for advancement in rank (for non-degreed faculty) For Degreed Faculty: Completes a combination of three of the following:	In addition to meeting the criteria for *Satisfactory:* 1. Completes two credited courses required in addition to the course necessary for advancement in rank (for non-degreed faculty) For Degreed Faculty: Completes two of the following: 1. + Completes a credited course necessary for: advancement in rank, growth in the field of study or related area, or growth in	In addition to meeting the criteria for *Satisfactory.* 1. Completes one credited course in addition to the course required for satisfactory necessary for advancement in rank (for non-degreed faculty) For degreed Faculty: Completes one of the following: 2. + Completes a credited course necessary for: advancement in rank, growth in the field of study or related area, or growth in professional education, or growth	Faculty member must meet the following criteria: 1. Completes a credited course necessary for promotion advancement (for non-degreed faculty) 2. Participates in one discipline or education area professional development activity (for degreed faculty). 3. Participates in the institution's mentoring program (as a mentee for the first 2 years as a permanent faculty).	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Professional Organizations 2.1 Maintaining membership in professional organizations excluding membership in the Faculty Union 2.2 Attending professional meetings excluding attending Faculty Union meetings 2.3 Holding office in professional organizations, except for an office that is compensated as defined in the BOT/GFT Agreement.	1. + Completes a credited course necessary for: advancement in rank, growth in the field of study or related area, or growth in professional education, or growth in instructional technology. (In this area each course will equal one of the combination and three courses may be used to satisfy the requirement for the three.) 2. Participates in one additional discipline, technology, or education area professional development activity (minimum of two full days). 3. Participates in peer evaluation of professional effectiveness (as a mentor) 4. Holds an office/position in a professional organization	professional education, or growth in instructional technology. (In this area each course will equal one of the combination and two courses may be used to satisfy the requirement for the two.) 2. Participates in one additional discipline, technology, or education area professional development activity (minimum of two full days). 3. Participates in peer evaluation of professional effectiveness (as a mentor) 4. Holds an office/position in a professional organization	in instructional technology 3. Participates in one additional discipline, technology or education area professional development activity. 4. Participates in peer evaluation of professional effectiveness (as a mentor) 5. Maintains membership in one professional organization and attends at least one professional meeting		

Initials: ____   ____   RDS   BLM

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Peer Mentoring 3.1 Serving as a peer mentor/mentee.					

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Section 4: Scholarly Activity/Creative Endeavors as applicable to your rank and job. (___%)Not more than 10% May choose to not participate in this area

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Institutional Contributions or efforts 1.1 Collecting, analyzing and reviewing information for institutional data reports and documents (e.g. ISMP, college related research, promotions) 1.2 Writing reports 1.3 Developing new programs and services	Faculty member must meet the following criteria: 1. Publishes book in his or her discipline or educational field Or 2. Completes terminal degree in discipline or Education Or completes the following two:	Faculty member must meet the following criteria: 1. Publishes article in refereed publication (external source) Or 2. Submits and has accepted as well as presents at regional, national or international conference	Faculty member must meet 2 of the following criteria: 1. Publishes article in a refereed or non-refereed publication (external source) 2. Presents at local, regional, national or international conference 3. Creates and maintains a discipline specific, scholarly website 4. Completes formal research project 5. Receives national, international, regional, state, or local award 6. Applies for grants or program agreements 7. Develops new credit courses	Faculty member must meet 1 of the following criteria: 1. Publishes article in a refereed or non-refereed publication (external source) 2. Gives a public presentation in his/her discipline beyond those required by job (public lecture, community forum, etc.) 3. Creates and maintains a discipline specific, scholarly website 4. Completes formal research project 5. Receives national, international, regional, state, or local award 6. Applies for grants	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:
Presentations/Publications 2.1 Publishing articles, books, and reviews 2.2 Making presentations at local, regional, and national conferences	1. Publishes article in refereed publication 2. Submits and has accepted as well as presents at national or	and completes 2 of the following:			

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
2.3 Developing web sites	international conference	1. Creates and maintains a discipline specific, scholarly website 2. Completes formal research project 3. Receives national, regional, state, or local award 4. Receives and manages awarded grants or program agreements	through continuing education 8. Develops new programs or services	or program agreements 7. Develops new credit courses through continuing education 8. Develops new programs or services	
Grant Activities/Research 3.1 Conducting research projects 3.2 Writing and earning grants **Professional Recognition** 4.1 Receiving awards and honors 1.2 Completing an advanced degree	And complete 2 of the following: 1. Creates and maintains a discipline specific, scholarly website 2. Completes formal research project resulting in publication 3. Receives national, regional, state, or local award 4. Receives and manages grants or program agreements				

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Section 5: Institutional Involvement (____%) Not less than 5% and not more than 15%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Committee Participation 1.1. Serving on institutional committees 1.2. Serving on Faculty Senate or College Governing Council	In addition to meeting the criteria for *Satisfactory*, the faculty attends commencement in regalia and does three or more of the following:	In addition to meeting the criteria for *Satisfactory*, the faculty attends commencement in regalia and does two or more of the following:	In addition to meeting the criteria for *Satisfactory*, the faculty does one or more of the following:	Faculty member must meet the following criteria:	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:
Special Activities 1.1 Sponsoring campus events 1.2 Bringing speakers to campus 1.3 Updating and maintaining institution's online information 1.4 Recruiting students through various activities (Enrollment Coordinator, Librarians and School Health Counselors)	1. Serves as Faculty Senate President, Chair of CCA on 2 institutional committees or serves on Faculty Senate (for all faculty that a committee is not reflected on their workload) 2. Chairs special program, project, contest, ad-hoc committees, or other activity 3. Chairs or co-chairs a significant campus event 4. Holds	1. Serves as Faculty Senate President, Chair of CCA on 2 institutional committees or serves on Faculty Senate (for all faculty that a committee is not reflected on their workload) 2. As a member assists with a special program, project, contest, ad-hoc committees, or other activity 3. Chair or co-chairs a significant campus	1.Serves on 1 institutional committee (Article VII, Participatory Governance or serves on Faculty Senate (for all faculty that a committee is not reflected on their workload) 2.Assists with special program, project, contest, ad-hoc committees, or other activities 3. Participates and assists in a significant campus event 4. Holds responsibility for maintaining	1. Serves on 1 institutional committee (Article VII, Participatory Governance or serves on Faculty Senate (for all instructional postsecondary faculty who choose to have committee work as part of their workload per Article XVIII, B4, a2) 2. Participates in department meetings	
Department Activity 3.1 Participating in department meetings					

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Student Involvement 4.1 Serving as an advisor to a student organization 4.2 Serving as a sponsor for student activities Note – Items in this section may be applied to the GCC campus and/or the assigned worksite.	responsibility for maintaining special facilities (e.g. computer labs, science labs, culinary kitchen, store labs) 5. Serves as a sponsor for a student activity 6. Serves as an advisor to a student organization (for non-professorial ranks) 7. Creates and maintains a department/ program institutional webpage on MyGCC (for instructional faculty only) 8. Demonstrates exceptional volunteer efforts	event 4. Holds responsibility for maintaining special facilities (e.g. computer labs, science labs, culinary kitchen, store labs) 5. Serves as a sponsor for a student activity 6. Serves as an advisor to a student organization (for non-professorial ranks) 7. Creates and maintains a department/program institutional webpage on MyGCC (for instructional faculty only) 8. Demonstrates exceptional volunteer efforts for departmental or institutional improvement during the academic year.	special facilities (e.g. computer labs, science labs, culinary kitchen, store labs) 5. Serves as a sponsor for a student activity 6. Participates in commencement ceremony in regalia 7. Serves as an advisor to a student organization (for non-professorial ranks) 8. Creates and maintains a department/pro-gram institutional webpage on MyGCC (for instructional faculty only) 9. Demonstrates exceptional volunteer efforts for departmental or institutional improvement during the academic year.	3. Serves as an advisor to a student organization (for professorial ranks)* 4. Attends Convocation. 5. Attends faculty meetings scheduled by the College President, Academic Vice President, or Faculty Senate President (as applicable), not to include Convocation. 6. Secondary Faculty shall attend site school faculty meetings, and participate in site school functions, scheduled by the site school, not in conflict with GFT/BOT Agreement. 7. Participates in two promotions of the GCC programs and recruitment of students	

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
	for departmental or institutional improvement during the academic year.			(Enrollment Coordinator, Librarians and School Health Counselors)	

* Refers to the Job Specifications found in Appendix A-1 (box definition) of the Agreement.

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Section 6: Community Service (__%)Not more than 10% May choose to not participate in this area with the exception of professorial ranks*

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Voluntarily be involved in community service in his/her area of expertise or as it relates to the institution.	The faculty member must perform four or more of the following:	The faculty member must perform three more of the following:	The faculty member must perform two or more of the following:	Faculty member must perform one of the following:	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:
Community Service In Area of Expertise 1.1 Collaborating with teachers in schools 1.2 Collaborating with professionals 1.3 Serving as a consultant to external entities 1.4 Judging contests in area of expertise **Community Civic Service** 2.1 Getting involved in community civic service 2.2 Maintaining active	1. Collaborates with teachers in schools 2. Consults with external entities and/or professionals 3. Serves as chief judge and coordinates judges for contest in area of expertise 4. Serves as an officer in a civic organization 5. Organizes a community program 6. Creates a community-based research project 7. Conducts	1. Collaborates with teachers in schools 2. Consults with external entities and/or professionals 3. Serves as chief judge and coordinates judges for a contest in area of expertise 4. Serves as an officer in a civic organization 5. Organizes a community program 6. Creates community-based project research 7. Conducts workshops,	1. Collaborates with teachers in schools 2. Consults with external entities 3. Collaborates with external professionals 4. Judges contest in area of expertise 5. Maintains membership in a civic organization 6. Volunteers for community program 7. Participates in community-based research 8. Conducts workshops, seminars, outreach programs	1. Collaborates with teachers in schools 2. Consults with external entities 3. Collaborates with external professionals 4. Judges contest in area of expertise 5. Maintains membership in a civic organization 6. Volunteers for community program 7. Participates in community-based research 8. Conducts workshops,	

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
membership in civic club 2.3 Serving as a volunteer for community programs	workshops, seminars, outreach programs and other events designed to meet the needs of special segments of the community (multiples of this item may be counted, provided they are identifiably different in content and activities).	seminars, outreach programs and other events designed to meet the needs of special segments of the community (multiples of this item may be counted, provided they are identifiably different in content and activities).	and other events designed to meet the needs of special segments of the community (multiples of this item may be counted, provided they are identifiably different in content and activities).	seminars, outreach programs and other events designed to meet the needs of special segments of the community.	

* Refers to the Job Specifications found in Appendix A-1 (box definition) of the Agreement.

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Section 7: Professional Standards (10%)

Element	Superb (5)	Satisfactory (3)	Improvement Needed (0)
			Faculty member does not meet the skills to be satisfactory in the following areas:
1.0 Compliance with Work Rules and Regulations (40%)	1. Is absent and tardy only in case of verified emergency. 2. Shows exceptional observance of safety rules. 3. Does exceptional job of housekeeping. 4. Reports areas of improvement for established and approved procedures. 5. Does an exceptional job in communicating in a timely manner with Administration and Department Chairs.	1. Is occasionally absent and tardy though excused. 2. Consistently observes safety and security rules. 3. Maintains a professional environment in office and classroom areas. 4. Follows established and approved procedures. 5. Responds in a timely manner to communications from Administration and Department Chairs.	
2.0 Adaptability (10%)	1. Makes excellent judgments on everyday issues. 2. Identifies and analyzes problems and is proactive towards finding a solution. 3. Able to maintain high performance standards in the face of changing situations (For Example: Natural disasters, classroom changes, school moves, etc.)	1. Makes appropriate judgments / decisions on everyday things. 2. Generally recognizes a problem exists and is helpful towards finding a solution for it. 3. Able to deal with changing situations (For Example: Natural disasters, classroom changes, school moves,	

		etc.)	
3.0 Communicative Skills (20%)	1. Demonstrates excellent verbal and written communication skills. 2. Consistently and clearly expresses thoughts and feelings and conveys them in a focused and concrete manner.	1. Demonstrates adequate verbal and written communication skills. 2. Is generally concise and clear in expressing thoughts and feelings and conveys them in a focused and concrete manner.	
4.0 Interpersonal Relations (30%)	1. Recognizes conflicts that arise and acts to bring resolution to them. 2. Respects other people and speaks about them in constructive and positive terms, and openly acknowledges their contributions. 3. Maintains a professional, respectful and courteous relationship with other employees, supervisors and other administrators and officials of the College, which is helpful, friendly, cooperative, and free from resentment, hostility, and conflict.	1. Is helpful in preventing and resolving conflicts. 2. Demonstrates willingness to receive constructive criticism and modify performance accordingly. 3. Interacts with the public, clients of services, and students of the college in a friendly and cooperative manner.	

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To read the full narrative response to this actionable improvement plan and Team Recommendation 1, please refer back to page 1 of this document.

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THE CURRICULUM MANUAL

GUAM COMMUNITY COLLEGE
KULEHON KUMUNIDÁT GUÁHAN

REVISED: April 2013

CURRICULUM MANUAL

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THE
CURRICULUM
MANUAL

A GUIDE TO THE PROCEDURES USED

IN THE

CURRICULUM DEVELOPMENT PROCESS

AT

GUAM COMMUNITY COLLEGE

INTRODUCTION

This Curriculum Manual provides information on the curriculum development processes at Guam Community College for both instructional programs and courses. The manual provides access to the information necessary for curriculum development, including applicable forms, annotations and resources.

The manual is designed to assist faculty, departments, and academic administrators of Guam Community College in the development of new programs and courses and in the revision of existing programs and courses.

The Curriculum Manual is a complete guide to the curriculum development process used at Guam Community College. The manual includes two parts: the *Course Approval Process* and the *Program Approval Process*. Both parts are divided into several sections, each representing a different step or action, of the curriculum approval process. Each section includes a description of the various procedural steps unique to that process and the applicable curriculum form.

LEARNING OUTCOMES COMMITTEE
The committee responsible for overseeing the curricular development process is the Learning Outcomes Committee (LOC), recognized as such by the Board of Trustees/Guam Federation of Teachers Agreement (2010 – 2016).

CHARGE

The Learning Outcomes Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsible 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 will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes.

MISSION STATEMENT

The Learning Outcomes Committee ensures that the College's curricular offerings are academically sound, comprehensive, and responsible to the evolving needs of the community. It serves to guide and continually improve GCC's efforts to assist students to achieving relevant student learning outcomes.

VISION STATEMENT

The Learning Outcomes Committee strives to prepare students to fully pursue high-quality educational opportunities, in support of the needs of Guam and its work force.

PHILOSOPHY

The Learning Outcomes Committee believes that a high quality curriculum provides students with the academic foundation necessary to achieve career and life goals.

CURRICULAR PROCESSES

Course Approval Process

A course may "stand alone," i.e. not be a part of a program, or a course may be a component of a program. This process assists authors with adding, revising (substantive and non-substantive) or deleting a course. Each section contains a comprehensive description of the steps involved for each action.

PROCESS	FORM REQUIRED
Adding a Course	
Adoption	Course Approval Form
Revising a Course	
Substantive	Course Approval Form
Non-substantive	Course Approval Form
Archiving a Course	
Course Archival	Archival Memorandum
Reinstating an Archived Course	Reinstitution of Archived Curricula

Program Approval Process

A program consists of a series of courses constituting the requirements for a diploma, certificate or associate degree. This process assists authors in the phases involved in adding (concept and adoption), revising (substantive and non-substantive) or deleting a program. See the corresponding approval process section for a comprehensive description of the steps involved for each action.

PROCESS	FORM REQUIRED
Adding a Program	
Concept	Program Concept
Adoption	Program Approval Form
Revising a Program	
Substantive	Program Approval Form
Non-substantive	Program Approval Form
Archiving a Program	Archival Memorandum
Reinstating a Program	Reinstitution of Archived Curricula

SIGNATORIES FOR CURRICULUM: ROLES AND RESPONSIBILITIES

Each step of the curriculum approval process involves the signature of a person approving the curricular form. The signatures appear on the cover page of the Program Concept, Program Approval Form and Course Approval Form. The signatures should be secured in the following sequence as applicable: Author, Department Chair, Registrar, Dean, Learning Outcomes Committee Chair, VPAA, and President. *Signatories should keep a curricular form no longer than two weeks from date of receipt.* Though a signature may not be required for a specific curriculum action, any curriculum signatory listed here may review the form and express recommendations to the approving signatory. The following is a brief description of the scope of responsibility for each signatory.

AUTHOR

The Author creates and revises curricular forms.

DEPARTMENT AND DEPARTMENT CHAIR

Members of the Department examine the purpose, content, scope, sequence and detail of the curricular form. They review and evaluate the form, focusing attention on the course outline and student learning outcomes. The Department Chair is the actual signatory. The Department reviews and may approve any curricular form. The Department considers all recommendations, makes appropriate revisions, and monitors the progress of the curricular form through the approval process.

REGISTRAR

The Registrar reviews program and course description sections paying close attention to course number, title(s), credit, contact hours, cost to the student, and relationship to other College courses and/or programs. The Registrar may approve any program and course actions presented or ask for revisions.

DEAN

The Dean closely examines the purpose, feasibility, budgetary impact, design, and evaluation portions of each curricular form. Deans may approve any curricular form presented or ask for revisions.

LEARNING OUTCOMES COMMITTEE

The Learning Outcomes Committee (LOC) is comprised of committees previously known as the General Education Committee and the Curriculum Committee (CC), which was formerly known as the Academic Affairs Committee. Its responsibilities regarding curriculum are listed in the agreement for faculty between GCC Faculty Union AFT Local 6476 and the GCC Board of Trustees. In addition to its curriculum approval responsibility, the LOC reviews College policies and procedures and makes recommendations governing curricular development; it ensures that established procedures are maintained and followed for curricular review. The LOC may take the following actions with each curricular form: Approved with no corrections, Approved with corrections, or send Back to Author. The LOC Chair is the signatory and shall:
1. Analyze each proposed curriculum as to its effect on the College, and
2. Provide a written recommendation for each curriculum proposal and ensure the proposals include implementation schedule, materials, equipment, facility required, a budget estimate, and evidence of demand and/or interest.

VICE PRESIDENT, ACADEMIC AFFAIRS

The Vice President, Academic Affairs (VPAA) reviews the curricular form from an institutional perspective. The VPAA may approve any curricular form presented or ask for revisions. The

VPAA is responsible for forwarding a printed copy of the form to designated parties and maintaining the curriculum archival file. Archival files are located in the VPAA's Office.

PRESIDENT

The President reviews the curricular form from an institutional mission and goals perspective. With the exception of substantive and non-substantive course revisions, the President may approve any curricular form or ask for revisions.

GUIDELINES FOR SUBMISSION OF CURRICULUM FORMS

Curriculum forms are to be developed using computer-generated templates. Templates ensure a common format for all curricular forms at the College and are available from the Deans' Office. *The Curriculum Manual* is also available from the Deans' Office in printed form or in MyGCC. Use *The Curriculum Manual* to identify what curricular actions should be taken and to learn about the processes and requirements.

Guidelines for Writing Curricular Forms

1. Use the latest computer template to generate curriculum forms. Do not change the template. Simply fill in your responses.
2. Only respond to those items requiring your response for the curricular action in question. Leave other items blank.
3. Boldface your responses.
4. Use Times New Roman font. Use 12 pt. font size.
5. Use consistent spacing, margins, indentations, etc.
6. Number the pages of the form. Format: Page # of Page # at the center bottom.
7. For course forms, add a footer listing the course alpha and number. For program forms, the footer must include the program title.
8. Where possible include the most recent previously approved curriculum form. When the previous form cannot be located or does not exist, simply state that fact in I. TYPE OF ACTION.

Suggestions and Information about the Curriculum Process and Development

1. The Author is the primary person submitting curriculum recommendations. The Department is responsible for tracking the form to ensure its timely movement through the process.
2. If a secondary level course is essentially the same as a postsecondary course, but have different course alphas and numbers, different course guides should be proposed for each.
3. When the Department makes form changes, new pages should replace those pages being changed. The old pages should be kept in a folder in the curriculum package. All signatories should ensure that the integrity of the original package is maintained.
4. The curriculum package contains:
   - the proposed printed original curriculum form,
   - any changes,
   - any necessary attachments,
   Note: Email an electronic copy containing the proposed curriculum form to LOC chair.
5. After the form has all necessary signatures, the original printed form and the electronic version are archived in the VPAA's Office. Copies of the printed form are routed to specified College offices or locations.
6. The Department must plan ahead in order to offer an approved course on an anticipated schedule. In order for implementation to occur in either the Spring or Fall Semester, the form must be completed on or before the start of the previous semester (not to include Summer semester).
7. Useful terminology:
   - A *program* is a series of courses that culminates in a diploma, certificate or degree.
   - A *course may be connected to a program*. A course that is connected to a program is listed in the catalog as a Technical Requirement or a Related Technical and/or General Education Requirement for a specific program.

8. When documents returned by LOC with "BTA" review results, the author has 30 days to resubmit revisions to LOC. After 30 days, the documents will be **expired** and author must resubmit documents through process using the current template.
9. Pre-requisites should be defined as: course work, test score, and/or external certifications.
10. Curriculum documents should be submitted two weeks minimum to LOC chairperson prior to LOC meeting date.

COURSE APPROVAL PROCESS

INTRODUCTION

Courses generally are the components of instructional programs. This section addresses the processes associated with course development and approval. This section lists the steps for the process, lists necessary signatures, identifies the required forms, and includes an annotation of the forms.

Course actions may necessitate revisions to the Program Approval Form. For information regarding program curriculum actions, see the Program Approval Process and specific sections for program development in *The Curriculum Manual.*

These are the processes associated with course approval:

COURSE ADDITION:
1. When practical, experimental courses should be "tested" through the Continuing Education Process as "Special Projects" using 190 or 290 course numbering. Results of those 190 & 290 offerings may be used as evidence to support Course Adoption.
2. Adoption Course Guide: The Author submits the Adoption Course Guide along with evidence to support the request.

COURSE REVISION:

Non-substantive or substantive revisions of existing courses may be requested.
1. Non-substantive Course Revision: Certain specific course changes are considered "non-substantive."
2. Substantive Course Revision: Certain specific course changes are considered "substantive."

COURSE ARCHIVING:

Archival of a course from the Catalog: The Course Archival Memorandum requests archiving of an inactive course or a course that is no longer to be offered. While courses may be removed from the Catalog, they will remain on the "Master List of Courses" for transcripting purposes.

C O U R S E A D O P T I O N

Process Narrative

The Course Guide approval process is composed of the following steps:

1. The Author reviews any evidence to support course adoption. The Author may gather data relating to the quality and desirability of the course; request information from departmental personnel, the Dean, and industry and community experts; gather or review data relating to student enrollment and completion.
2. The Author prepares a digital copy of the Course Guide and also provides a paper copy with a signed and dated cover page.
3. The Author submits the Course Guide and attachments to the Department for review and approval. The Department reviews the Course Guide for format, style, consistency, grammar, spelling, and standard content. The Department also reviews for purpose, content, scope, sequence, and detail. When approved, the Department Chair signs the Course Guide cover page and shares the package to the Advisory Committee or Subject/Industry Expert. The Department Chair then forwards document to Registrar. If not approved, the form is returned to the Author.
4. The Registrar reviews the Course Guide for verification of course number, title, credits, prerequisites, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Course Guide cover page and forwards the form to the Dean. If the Course is not approved, the Registrar returns the form to the Department for revision.
5. The Dean reviews the Course Guide for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Course Guide cover page and sends the form to the Learning Outcomes Committee. If not approved, the form is returned to the Department for revision.
6. The Learning Outcomes Committee reviews the Course Guide to analyze its effect on the College and to ensure that the forms include an implementation schedule, materials, equipment, facility, budget and evidence of community need or interest. When approved, the Learning Outcomes Committee Chair signs the Course Guide cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The VPAA reviews the Course Guide from the perspective of institutional scope and sequence. When approved, the VPAA signs the Course Guide cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions.
8. The President reviews the Course Guide from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.
9. The VPAA's office archives the original printed and electronic Course Guides and distributes copies of the approved course to the Registrar, Department, Learning Resource Center, Associate Deans and Dean.
10. All course guides must be reviewed every five years to be current with industry and national standards. If there are no changes required, then submit a new Course Approval Form and notate action in Non-substantive Revision.
11. Prerequisite(s):
    List and describe any prerequisites required for this course. Does entry into this course require that the student have had any prior training, course work, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other

special attribute? If so, list and describe the prerequisite(s). All 200 level courses in non CTE degree programs are required to include EN110 Freshman Composition as a prerequisite.

GCC

GUAM COMMUNITY COLLEGE
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COURSE APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☐ Course Substantive Revision - all signatories except President
☐ Non-Substantive Revision – all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	Patrick L. Clymer	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	Patricia Terlaje	☐	☐		
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐		
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

Date of template revision: **March 2013**

COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. **TYPE OF ACTION**

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. ☐ Substantive Revision (attach electronic copy of current Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
☐ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
☐ Identify specific changes not listed above:

C. ☐ Non-Substantive Revision (attach electronic copy of current Course Guide)

Please check the appropriate box:

☐ Change in course alpha, number, or title.

NEW: ALPHA   NUMBER   TITLE

☐ Wording change in the catalog course description that does not   significantly change the course content (attach old and new wording).

☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).

☐ Change in the course outline that does not significantly change the course content (attach old and new course outlines).

☐ Change in course prerequisites where both course and prerequisite are   offered within your Department (attach old and new prerequisites).

☐ Change in maximum number of students allowed in class setting.

☐ Change in lab fees.

☐ Change in textbook.

☐ Other:

II. INTRODUCTION

The course is connected to the following program(s):

Please check appropriate box:
A. ☐ This is a CTE course and is aligned with   Career Cluster and   Career Pathway.

(See http://www.careertech.org/career-clusters/glance/clusters-occupations.html for more information)

B. ☐ This course is part of General Education.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.
Catalog Year: Page Numbers:

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:
1.
2.
3.

☐ These SLOs are aligned to States' Career Cluster Initiatives (SCCI) (www.careertech.org/) standards.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.
A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

B. An assessment of industry or community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, Guam State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D. Results of course and course guide evaluation.

E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, and equipment) and costs

B. Personnel requirements (administrative, instructional and support staff) and costs

C. Facility requirements and costs

D. Funding source(s)

E.   Impact, financial or otherwise, this course may have on the School/College

VI. IMPLEMENTATION SCHEDULE

A.   Implementation date:
> * Document must be approved by the <u>second week of March</u> to be effective for the following fall semester OR the <u>second week of October</u> to be effective for the following spring semester.

B.   Course Offering: Spring Only

                                               Even Years

VII. COURSE DESCRIPTION

A.   Course
Alpha:
Number:

B.   Course Title(s)
Long Title:
Abbreviated Title (20 characters maximum):

C.   Contact Hours and Number of Students
Maximum Number of Students:
Lecture:
Lab:
Practicum:
Clinical Practicum:
Work experience/internship:
Other:
Total Hours:

D.   Number/Type of Credits
Carnegie Units: per semester
Credits: per semester

E.   Prerequisite(s)

F.   Co-requisites(s)

G.   Articulation
Secondary Programs/Courses
University of Guam
Others

H.   Target Population

I.   Cost to Students (specify any fees)

VIII. COURSE DESIGN

IX. COURSE OUTLINE

1.

2.

3.

4.

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

Upon successful completion of this course, students will be able to:

1.
   1.1
   1.2
2.
   2.1
   2.2
3.
   3.1
   3.2

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES
   A.   Required Textbook(s)

      ISBN#

   B.   Reference(s) and Bibliography

   C.   Equipment/Facilities

   D.   Instructional Supplies

   E.   Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

   ☐ Yes
   ☐ No

   Comments:

COURSE SUBSTANTIVE REVISION

Introduction

Course revision may be either substantive or non-substantive. This section describes the process and procedures involved in substantive revision of courses.

The following are considered to be substantive changes for a course:

1. Change(s) in the number of credit hours;
2. Change(s) in course prerequisite(s) other than prerequisites offered within the same department;
3. Substantive change in course content;
4. Change(s) which do not fall into the non-substantive change category.

Process Narrative

The Substantive Revision Course Guide approval process is composed of the following steps:

1. The Author conducts or reviews the course and Course Guide evaluation. Then the Author prepares the Substantive Revision Course Guide and attaches the most recently approved course document. A digital copy containing the Substantive Revision Course Guide is prepared.
2. The Author signs and dates the Substantive Revision Course Guide and submits the Substantive Revision Course Guide and attachment to the Department for review and approval. The Department reviews the Substantive Revision Course Guide for purpose, content, scope, sequence, detail, format, style, consistency, grammar, spelling, and standard content. When approved, the Chair signs the Substantive Revision Course Guide cover sheet and shares the form to the Advisory Committee or Subject/Industry Expert. The Department Chair then forwards document to Registrar. If not approved, the form is returned to the Author.
   Attachments include:
   - the original printed Substantive Revision Course Guide,
   - the attached Course Guide or most recently approved course form, and
   - a digital copy containing the Substantive Revision Course Guide.
3. The Registrar reviews the Substantive Revision Course Guide for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Substantive Revision Course Guide cover sheet and forwards the form to the Dean. If the Substantive Revision is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Substantive Revision Course Guide for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Substantive Revision Course Guide cover sheet and sends the form to the Learning Outcomes Committee. If not approved, the form is returned to the Department for revision.
5. The Learning Outcomes Committee reviews the Substantive Revision Course Guide to analyze its effect on the College and to ensure that the following is included: implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Learning Outcomes Committee Chair signs the Substantive Revision Course Guide cover page and forwards the form to the VPAA. If

not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.

6. The VPAA reviews the Substantive Revision Course Guide from the perspective of institutional scope and sequence. When approved, the VPAA signs the Substantive Revision Course Guide cover page. If not approved, the form is returned to the Dean who coordinates necessary revisions.

7. The VPAA's office archives the original printed Substantive Revision Course Guide and attachment and the electronic copy of the document. Copies of the approved form are distributed to the Registrar, Department, Learning Resources Center, Associate Deans and Dean.

COURSE NON-SUBSTANTIVE REVISION

Introduction

Course revision may be either substantive or non-substantive. A non-substantive course revision involves one or more of the following:

- Change in the course alpha, number, or title;
- Wording changes in the catalog course description that does not significantly change the substance;
- Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content;
- Change in the course outline that does not significantly change the course content;
- Change in course prerequisites where both the course and prerequisite are offered within the same department;
- Addition of outcomes if there is no change in course content;
- Number of students;
- Change in lab fees;
- Change in textbook

Process Narrative

The Course Non-substantive Revision approval process is composed of the following steps:

1. Using information determined from various sources such as the Course Guide, enrollment information, department personnel, or students, the Author prepares the Non-substantive Curriculum Revision using the Course Approval Form, and required attachment(s).
2. The Author signs and dates the Course Approval Form and checks off the Non-substantive Curriculum Revision box and submits it and any required attachments to the Department for review and approval. The Department reviews the Non-substantive Curriculum Revision and attachments for course scope, content, scope, sequence and detail of the form. Upon departmental approval, the Department Chair signs the Course Approval Form and forwards the following to the Registrar:
   - Course Approval Form,
   - attachment(s), and
   - a digital copy containing the Course Approval Form.

   If the Department does not approve the requested action, the Course Approval Form and attachments are returned to the Author for revision.
3. The Registrar reviews the Non-substantive Curriculum Revision and attachment(s) for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Course Approval Form and forwards the form containing the Non-substantive Curriculum Revision, and attachment(s) to the Dean. If the Non-substantive Curriculum Revision is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Non-substantive Curriculum Revision and attachment(s) for purpose, feasibility, budgetary impact, design, and evaluation. When the Dean approves the revision, the Dean signs the Course Approval Form and forwards the form containing the Non-substantive Curriculum Revision, attachment(s), and digital copy to the VPAA. If the Dean does not approve the revision, the Dean communicates with the Department for recommended modifications.
5. The VPAA reviews the Non-substantive Curriculum Revision from the perspective of institutional scope and sequence. When approved, the VPAA signs the Course Approval

Form. If not approved, the VPAA returns the form, attachment(s), and digital copy to the Dean who coordinates necessary revisions with the Department.

6. The original printed and electronic copies of the Course Approval Form containing the Non-substantive Curriculum Revision are archived in the VPAA's Office. The VPAA sends a copy of the Course Approval Form to the Department, Associate Deans, Dean, Registrar, and Learning Resources Center.

C O U R S E   A R C H I V A L

Introduction

If a course is no longer to be offered at the College, e.g., it has not been offered for several years and is to be permanently removed from program offerings, the course may be archived from the catalog. This section describes the process for archiving a course. While courses may be deleted from the catalog, they will remain on the "Master List of Courses" for transcribing purposes.

The archived course is removed from the Course Description section and/or the General Education list in the GCC Catalog and any program narrative or list of program requirements in the Catalog. If the course serves program requirements, a "Program Substantive Revision" form must also be completed.

Process Narrative

The Archival Memorandum approval process is composed of the following steps:

1. The Author or Department Chair conducts a Review of Course Guide and any other course evaluation procedures necessary to decide whether the course should be deleted.
2. The Author or Department Chair prepares the Archival Memorandum and signs the cover sheet. The approved Course Guide or other most recently approved course form is attached. A digital copy containing the Archival Memorandum is prepared.
3. The Author or Department Chair submits the Memorandum and attachments to the department for review and approval. The Department reviews the Archival Memorandum for purpose, content, scope, sequence and detail. When approved, the Department Chair signs the cover sheet and forwards the following to the Registrar:
    *   the original printed Archival Memorandum,
    *   the attached Course Guide or most recently approved course guide,
    *   a digital copy containing the Archival Memorandum.
    If the Archival Memorandum is not approved by the Department, the Course Guide and attachments are returned to the Author for revision.
4. The Registrar reviews the Archival Memorandum for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Archival Memorandum cover sheet and forwards the form to the Dean. If the Archival is not approved, the Registrar returns the form to the Department for revision.
5. The Dean reviews the Archival Memorandum for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Archival Memorandum cover sheet and sends the form to the VPAA. If not approved, the form is returned to the Department for revision.
6. The VPAA reviews the Archival Memorandum from the perspective of institutional scope and sequence and makes final approval. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The VPAA's office archives the original printed and electronic Course Archival Memorandums and distributes copies of the approved form to the Registrar, Department, Dean, Associate Deans, and Learning Resources Center.

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ARCHIVAL MEMORANDUM

DATE:

TO: VPAA   Approved: _____ Date: _____

VIA: Dean   Approved: _____ Date: _____

        Registrar   Approved: _____ Date: _____

        Dept. Chair   Approved: _____ Date: _____

FROM:

SUBJECT: Request Archival of Curriculum

COURSE ARCHIVAL IN ALPHA _____ NUMBER _____ TITLE _____

Attach course guide

_____ 1.   Justification for course archival

_____ 2.   Plans and implementation date for phasing out this course

_____ 3.   Plans for students currently enrolled in the course or enrolled in the program requiring the course

PROGRAM ARCHIVAL _____

Attach program form

_____ 1.   Justification for program archival

_____ 2.   Plans and implementation date for phasing out this program

_____ 3.   Plans for students currently enrolled in the program

ANNOTATION OF COURSE GUIDE

Use this annotation as you complete the Course Approval Form; it describes each item that may be necessary for you to address.

- Course guides prepared in previous Course guide formats need not be revised simply to comply with *The Curriculum Manual* (2013) format.
- A Course Guide Non-substantive revision or archival action; i.e., adoption, substantive revision, or archival, may necessitate a program change. If that is the case, also complete an appropriate Program Form. Instructions and forms for Program Form actions are found in the "Program Approval Process" section of this manual.
- Pointers for Course Guide production are found in the "Checklist for Reviewing the Course Form" located in Appendix E and in the Guidelines for Submission of Curriculum Forms, page 7.

Course Guide

COVER SHEET

Fill in the information requested: department name, school name, course alpha/number/title, author, and date submitted to the department. Check the type of action requested.

Write the date the form is submitted to the department.

I. TYPE OF ACTION

Check the type of course guide action you are requesting. Attach a copy of the most recently approved course guide to the form.

II. INTRODUCTION

Provide information about the course's relationship to instructional programs.

A. List the program(s) or programs of study to which the course is connected. Is the course a Technical Requirement or a Related Technical or General Education Requirement for a program? If it is required by a program, the course is considered to be connected to that program or program of study.

III. STUDENT LEARNING OUTCOMES – COURSE LEVEL

List three to five of the most important Student Learning Outcomes of the course. Begin this section with a verb that is measurable (See Bloom's Taxonomy, Appendix H). It might be useful to ask yourself, "What will students be able to think, demonstrate, and/or believe at the end of this course?" There should be at least one cognitive, one behavioral, and one affective SLO. Align SLO's with State Career Clusters Initiative (SCCI) standards (see: www.careetech.org). The same SLOs should be reflected in the course syllabus. Refrain from use of the word "objective" when referring to outcomes.

IV. RATIONALE FOR PROPOSAL

Provide the rational for the action requested.

A. Reason for Proposal:
Describe why this action should be taken. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

B. Employment Outlook:
Describe the employment outlook for this course area. To what job titles will this course apply? What is the salary level? Are these jobs in demand on Guam? What is

the future for these jobs on Guam? How many and what courses will the student need to complete before minimal job qualification is reached?

    C. Conformity of Course to Requirements:

Describe how this course conforms to legal, occupational, or educational requirements. Is this course title or course content listed in articulation agreements, State Board regulations, or professional certification or licensing requirements?

J. Course Evaluation:

For Course Guide:

Describe the results of any evaluation of offerings as a special project course. Data may include: How many students were enrolled? How many completed the course? Did enrollment meet expectations in terms of numbers and student background (prerequisite knowledge and skills)? Is the course outline satisfactory? What was successful? What was difficult and should be changed?

For Substantive Revision:

Describe results of any course or Course Guide form reviews that support the requested action(s). Provide evidence supporting your request.

    E. Program Requirements:

Identify degree, certificate, or diploma programs for which this course is either a Technical Requirement or a Related Technical or General Education Requirement. How many and what kind of program credits does the course satisfy? Is the course to be added to the Catalog list of general education courses?

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

Provide the information about required resources.

Note: These resource requirement requests will be coursed through appropriate channels and subject to funding availability.

    A. Identify Resources:

List needed materials, media, and equipment and their costs. Equipment should be specific to occupations for which training is provided. Include maintenance costs for equipment, if applicable.

    B. Estimate Personnel Requirements:

Describe the instructional and support personnel required to deliver this course. Describe personnel qualifications and costs.

    C. Identify Facility Requirements and Costs:

Describe classroom and/or laboratory stations/space required to offer this course. Describe costs.

    D. Identify Funding:

List the funding source(s) that will be utilized in order to deliver this course. Include personnel, facility, supplies, equipment, etc.

    E. Impact of Course on College Resources:

Describe how this course will impact other programs and courses, including student enrollment, staffing requirements, facility requirements, equipment needs, funding, etc.

VI. IMPLEMENTATION SCHEDULE

    A. Implementation Date:

Write the date that the course will be first offered in its new or proposed version. If it is a Substantive Revision, write the date that the request will take effect.

    B. Course Offering:

Indicate how often the course will be offered and in which semester/year.

VII. COURSE DESCRIPTION

A. Course:

Write the course alpha and number. See the Registrar for information regarding selection of the alpha and number.

B. Course Title:

Write two course titles: 1) may be longer than 20 characters, and 2) must be less than 20 characters. The data entry system used by the Registrar is programmed to accept entries with titles no greater than 20 characters. There are times, however, when it is desirable to have a longer course title to convey more about the course; i.e. catalog entry, recruiting purposes, etc. This is not a problem as long as you supply the Registrar with a title of 20 characters or less to be used for data entry. See Registrar for additional information.

C. Contact Hours and Number of Students:

Write the maximum number of students per class. Write the number of student contact hours required for this course. These hours refer only to the hours that the student is expected to be in class (outside study time is not included).

D. Number/Type of Credits:

Write the number and type of credits that the student will receive upon successful completion of the course. For example, a secondary course that meets one period per day for five days per week for one semester is .5 Carnegie Units. A postsecondary credit hour is equivalent to a minimum of each of the following: one credit hour for each 15 clock hours of lecture, 30 clock hours of laboratory, or 45 hours of work-based activities. Contact the Registrar when determining credit for Adult High School courses or for other questions.

E. Catalog Description or Revision to Include SLOs – Course Level (Section III.)

1. Catalog Description:

Write the course description as it should appear in the Catalog. Include alpha, number, title, credits, course narrative, SLOs – Course Level, prerequisites, and co-requisites. See the Catalog for examples of course descriptions. The course description should be informative and inviting.

2. Catalog Revision:

If the course description you write is a revision, include a copy of the current Catalog page(s).

F. Prerequisite(s):

List and describe any prerequisites required for this course. Does entry into this course require that the student have had any prior training, course work, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite(s). EN110 is a pre-requisite for all non-CTE courses 200 level and above.

G. Co-requisite(s):

List and describe any co-requisites required for this course. Is there a requirement that the student be involved in another activity in conjunction with enrollment in this course? Does the student need to enroll in another course while taking this course?

H. Articulation:

Describe any articulation agreements relating to this course that have been made or are anticipated. What articulation benefits can a student expect after completing this course? Is the course currently on the articulation list for transfer to UOG? Does the

course articulate with DOE or GCC secondary courses? Is there articulation between GCC secondary and postsecondary courses or programs? Is there a Dual Credit Articulated Program of Study (DCAPS) Agreement?

I. Target population:
Describe the target population for course enrollment.

J. Cost to students:
Identify the course costs to the student. Provide a list of the charges which are directly related to the course: tuition, GCC administrative fees, lab and/or clinical fees, textbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.

VIII. COURSE DESIGN

The Course Guide is provided to an instructor—it serves as the instructor's guide in organizing and implementing the course. In this section, provide information that the instructor will need in order to teach the *course*. Describe the course design. Describe recommended instructional methods and/or experiences needed to achieve the outcomes. Describe any required instructional supplies and equipment and how the instructor might obtain them. Describe departmental policies faculty members must know about in order to teach the course. Describe how this course relates to other courses in a program. Identify if the course will / may be instructed as an "Online" or "Hybrid Online" course, as categorized in Board Policy 340. (Board policies may be found at http://mygcc.guamcc.edu under the "Governance" tab.)

IX. COURSE OUTLINE

Write the course outline. Outlines may be either topical or chronological. Note that every item on the course outline requires a matching competency. The numbering system used in the course outline and for the competencies should match.

X. STUDENT LEARNING OUTCOMES – DETAILED (based on Course Outline)

List the student learning outcomes (SLOs) for the course. Every outcome should have a corresponding entry in the course outline. It may be helpful to think of this statement "Upon successful completion of this course, students will be able to . . . " In general, outcomes should include a statement of the knowledge, skills or attitudes to be achieved. When developing SLOs, keep in mind the following:

- Outcomes are developed from course goals, advisory committee recommendations, curriculum guides, courses of study, and other professional resources.
- Outcomes should reflect SCANS initiatives (see Appendix D).
- Outcomes are gender free (use the plural form).
- Outcomes are student-focused rather than instructor-focused.
- Outcomes focus on the learning resulting from an activity rather than on the activity itself.
- Outcomes reflect the institution's mission and the values it represents.
- Outcomes are aligned at the course, program and institutional levels.
- Outcomes are based on professional standards of excellence.
- Outcomes are general enough to capture important learning but clear and specific enough to be measurable.

Outcomes focus on aspects of learning that will develop and endure but that can be assessed in some form now.

- Outcomes address industry standards or SCCI's standards.

- Outcomes adequately prepare students for employment or for continuing educational experiences.
- Outcomes develop students' abilities in the safe and proper use of tools, equipment, machines, and processes.
- Outcomes must be state-of-the-art for the occupational area and include technology-based components.
- Outcomes reflect CTE activities that are appropriate to the maturity and educational level of students in the class.
- The same SLOs should be reflected in the course syllabus. Refrain from use of the word "objective" when referring to outcomes.

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Describe the student evaluation methods, criteria, standards, and instruments that all instructors teaching this course must follow. Do not limit this response to your specific evaluation system for this course. Are there departmental evaluation standards the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance? Will instructors use examination developed by industry partner? Identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program. Identify means of collecting data annually to report the number of students that sit for and attain the certification.

XII. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES

A. Required Textbook(s)

List the required textbook for the course. The textbook reference must include the complete citation; use correct bibliographical form. The ISBN number must be added. The phrase "or latest edition" may allow your department to order newer editions of the textbook without submitting a nonsubstantive revision form. Supplemental student references must also be listed. Example of format: Jones, J. (2008). *Essentials of Electronics*. San Francisco, CA: Mosby. Please consult Appendix L.

B. Reference(s) and Bibliography

List instructional references to be used by the instructor and provide a bibliography for further study by students.

C. Equipment/Facilities

List necessary equipment or specialized facilities needed for the course.

D. Instructional Supplies

Other than regular teaching supplies, e.g. pens, paper, etc., list any supplies needed by the instructor and/or student. Specify whether the student provides the items. Are student costs for the items reflected in VII. J. Cost to Student?

E. Indicate whether or not your Advisory Committee reviewed and concurred with the materials used for this course and write comments if applicable.

PROGRAM APPROVAL PROCESS

I N T R O D U C T I O N

A program consists of a sequence of courses which fulfill the requirements for a diploma, certificate, or associate degree. The Program Approval Process addresses the major processes associated with program development and approval. This section describes the process, identifies the required forms and includes an annotation of the form.

In some cases, program actions may necessitate that revisions to courses also be made. In those instances, the impacted Course Guides will need to be reviewed and revised. For information regarding course curriculum actions, see the "Course Approval Process" in this manual.

These are the processes associated with program approval:

PROGRAM ADOPTION:

A process consisting of:

1. Program Concept: A form which announces the intent of an Author to introduce a new program.
2. Courses making up a "Program" may be "tested" through the Continuing Education Office as "Special Projects" using 190 or 290 course number. The results of the 190 and 290 offerings may be used as evidence to support Program Adoption.
3. Program Adoption: The Author submits the Program Approval Form along with evidence to support the request. Evidence may come from a wide variety of sources, including "tested" courses, advisory committees, industry requests, etc.

PROGRAM REVISION:

Non-substantive or substantive revisions of existing programs may be requested.

1. Non-substantive Revision: Certain specific changes are considered "non-substantive."
2. Substantive Revision: Certain specific changes are considered "substantive."

PROGRAM ARCHIVAL:

Removal of a program from the catalog: The Archival Memorandum requests removal of an inactive program or a program that is no longer to be offered. While programs may be deleted from the catalog, specific courses will remain on the "Master List of Courses" for transcribing purposes.

PROGRAM CONCEPT

Introduction

A program is a series of courses that culminates in a diploma, certificate, or degree. Developing a new program requires considerable thought as to how the proposed program will affect the College and the community. There are two phases to adding a new program: concept and adoption.

The Program Concept is the first formal phase in the Program Approval Process. The Program Concept informs the College of the intent to establish a new program and reflects research which supports the need for the proposed program. The Author should seek advice from departmental faculty, other departments, the Dean, the VPAA and Advisory Committee members before writing a Program Concept.

Process Narrative

The Program Concept approval process is composed of the following steps:

1. The Author consults with the Dean, the VPAA, department faculty, faculty in other departments, and Advisory Committee members before writing the Program Concept.
2. The Author prepares the Program Concept form with the Program Concept. The Author signs and dates the Program Concept cover sheet.
3. The completed Program Concept is submitted to the Department for review of the purpose, content, scope, sequence, and detail. When the Department approves the Program Concept, the Department Chair signs the printed Program Concept cover sheet indicating department approval. The Program Concept will then be reviewed by the Advisory Committee/Subject/Industry Expert. If the Department and/or Advisory Committee or Subject/Industry Expert does not approve the Program Concept, the form is returned to the Author for revision.
4. Upon departmental and Advisory Committee or Subject/Industry Expert recommendation, the Department Chair forwards the following to the Dean:
   • original signed Program Concept form, and
   • a digital copy containing the Program Concept.
5. The Dean reviews the Program Concept for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Program Concept cover page and forwards the form to the VPAA. If the Dean does not approve the Program Concept, the form is returned to the Department for revision.
6. The VPAA reviews the Program Concept from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Concept cover page and forwards the form to the President. If the Program Concept is not approved by the VPAA, the form is returned to the Dean who works with the Department to make necessary revisions.
7. The President reviews the Program Concept from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.
8. Archiving and dissemination occur through the VPAA's Office. Upon approval by the President, the curriculum form is returned to the VPAA. The Program Concept printed form and a digital version is archived in the VPAA's Office. Copies of the signed form are sent to the Author, Department, Registrar, Associate Deans and Dean.

ANNOTATION OF PROGRAM CONCEPT

Use this Annotation as you complete your Program Concept; it describes the intended content of each item that is necessary for you to address.

- Note: Pointers for preparation of the Program Form are found in the *Checklist for Reviewing the Program Form* in Appendix F.

Program Concept

COVER SHEET

Fill out the information requested: department name, school name, program title, name of author, and date submitted to the department for review.

Sign and print your name in the space provided next to: APPROVED BY. Write the date the form is submitted to your department.

I. DESCRIPTION

A. Identification: Include the title of the proposed program, Career Cluster, and Pathways. Describe the program in general terms. Include the Student Learning Outcomes (SLOs) of the program. Align SLOs with industry standards. Identify the title and source of the skill standards for this program.

B. Target group: Describe the population you intend to serve and include anything unique about this group.

II. STATEMENT OF NEED:

This section includes the reasons the program should be developed. It should include the comments of industry representatives and advisory committee members regarding the ways this curriculum will meet the needs of students and the community. Department of Labor projections for the job market and any other information which supports the development of this curriculum should be included.

While it is important to be brief, say as much as needed to justify the resources which will be expended to develop this curriculum.

III. FINANCIAL STATEMENT:

In this section, you should describe the costs of this program. You should be able to defend the allocation of resources to this program. You may suggest reallocation plans for existing resources. It is prudent to identify any unusual or unique needs.
Specifically, indicate whether the program requires additional or reallocation of: Personnel, Facilities, Equipment, and Materials. Indicate approximate costs involved.

IV. IMPLEMENTATION:

State the projected date(s) for implementation. If the program is to be implemented in phases, indicate this.

PROGRAM CONCEPT FORM
COVER SHEET

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

SCHOOL

DEPARTMENT

PROGRAM TITLE

AUTHOR

DATE SUBMITTED

The following signatories review this form.

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR			
DEPARTMENT CHAIR			
DEAN			
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.		
PRESIDENT	Mary A. Y. Okada, Ed.D.		

PROGRAM CONCEPT FORM

I. **DESCRIPTION**
   A. Identification:
   B. Target group:

II. **STATEMENT OF NEED**

III. **FINANCIAL STATEMENT**

IV. **IMPLEMENTATION**

PROGRAM ADOPTION

Introduction

A program is a series of courses that culminates in a diploma, certificate, or degree. Developing a new program requires considerable thought as to how the proposed program will affect the College, as well as the community. Adding a new program is a two-phase process: concept and adoption. Each phase requires the approval of a curricular form, i.e., the Program Concept and the Program Approval Forms. The adoption is the final phase in the process of adding a new program.

This section of the manual describes the program adoption process. An evaluation of the proposed program must be conducted. The information gathered during the evaluation will provide evidence for the program adoption. A checklist for reviewing the Program Approval Form is included in Appendix F; it may be used as part of the evaluation. The program approval process, signatories required and sample forms are detailed in this section.

Process Narrative

The Program approval process is composed of the following steps:

1. The Author prepares the Program Approval Form, which includes a digital copy containing the Program Approval Form. The Author signs and dates the Program Approval Form cover sheet.
2. The Author submits the Program Approval Form to the Department for comment and approval. The Department reviews the form for purpose, content, scope, sequence, and detail. When approved, the Department Chair and Advisory Committee/Subject/Industry Expert sign the Program Approval Form cover sheet and forwards the following to the Registrar:
   - copy of the approved concept paper
   - the original printed Program Approval Form with SLO Map (Appendix G.), and
   - a digital copy containing the Program Approval Form.

   If the Program adoption is not approved by the Department, the form is returned to the Author for revision.
3. The Registrar reviews the Program Approval Form for verification of course numbers, title, credits, contact hours, cost to the student, prerequisites, duration, relationship to other instructional programs, and catalog description. When approved, the Registrar signs the Program Approval Form cover sheet and forwards the form to the Dean. If the Program Approval is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Program Approval Form for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Program Approval Form cover sheet and sends the form to the Academic Affairs Committee. If not approved, the form is returned to the Department for revision.
5. The Learning Outcomes Committee reviews the Program Approval Form for its effect on the College and to ensure that the form includes an implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Learning Outcomes Committee Chair signs the Program Approval Form cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.

6. The VPAA reviews the Program Approval Form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Approval Form cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The President reviews the Program Approval Form from the perspective of institutional mission and goals. When approved or disapproved, the President signs the Program Approval Form cover page and returns the form to the VPAA.
8. Archiving and dissemination occur through the VPAA's office. The printed original Program Approval Form and the digital version of the form are archived. Printed copies are sent to the Department, Registrar, Associate Deans, Dean, and the Learning Resource Center.

GCC

GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

PROGRAM APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

PROGRAM TITLE

AUTHOR(S)

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Program Adoption - all signatories
☐ Program Substantive Revision - all signatories except President
☐ Program Non-Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	Patrick L. Clymer	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	Patricia Terlaje	☐	☐		
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐		
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all on-line curricula approval process.

Date of template revision: January 2013

PROGRAM APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. **TYPE OF ACTION**

Check the type of action that applies. If previous Program Approval Form exists, please attach.

A. ☐ Adoption program

B. ☐ Substantive Revision (attach Program Form).
The numbers listed next to the changes below may or may not require a response; they have been identified as those questions most likely needing to be addressed. The entire program form should be reviewed for applicability.

   ☐ Change in number of credit hours: II, III, IVA, IVD, VI, VII, VIII, XI, X.
   ☐ Change in Technical/Core Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
   ☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
   ☐ Identify specific changes not listed above:

C. ☐ Non-Substantive Revision (attach Program Form).

   Check appropriate box:

   ☐ Change in program title. NEW TITLE:

   ☐ Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).

   ☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).

   ☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements   (attach old and new program requirements).

   ☐ Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

II. INTRODUCTION

This program is aligned with   Career Cluster and   Pathway

(See http://www.careertech.org/career-clusters/glance/clusters-occupations.html
for more information)

III. PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES -PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level
Program Description:

If the description above is a revision, indicate the catalog page(s) to be revised.
    Catalog Year:
    Page Number(s):

Upon successful completion of this program, students will be able to:

-
-
-

Indicate the title and source of skill standards for this program:

IV. RATIONALE FOR PROPOSAL

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals.

B. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.

C. Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.

D. Results of program evaluation (see Appendix F for Checklist).

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, and equipment) and costs.

B. Personnel requirements (administrative, instructional, and support staff) and costs.

C. Facility requirements.

D. Funding source(s).

E. Impact, financial or otherwise, this program may have on the College.

VI. IMPLEMENTATION SCHEDULE

Implementation date:

VII. PROGRAM DESCRIPTION

A. Program Title(s)
   Long Title:
   Abbreviated Title (20 characters maximum):
B. Credits
   General Education:
   Technical/Core:
   Related Tech/Gen Ed:
   Electives:
   Options:
   Total Number of Credits:
C. Course Sequence

D. Target Population

E. Cost to Student

VIII. PRE-REQUISITE (S)

IX. CO-REQUISITE (S)

X. CONTENT

List of courses, with course descriptions, required to complete this program. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval.

XI. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. ARTICULATION

A. Secondary programs

B. University of Guam

C. Others

1. Attach SLO Map – Program & Course Levels.
2. Attach Dual Credit Articulated Programs of Study Agreement or DCAPS (if appropriate)

PROGRAM SUBSTANTIVE REVISION

Introduction

This section of the manual describes the substantive program revision process. A program revision may be either substantive or non-substantive. Only adopted programs undergo the substantive or non-substantive program revision process.

Program revisions may necessitate that course revisions also be made. See *The Curriculum Manual* Course Approval sections on course substantive and non-substantive revisions to make those revisions.

A substantive program revision involves change(s) in one or more of the following:

1. number of credit hours in the program or in the General Education Requirements, Technical Requirements, or Related Technical Education or General Education Requirements categories;
2. program Technical/Core requirements;
3. distribution of requirements affecting General Education, Technical/Core Requirements, or Related Technical or General Education Requirements;
4. anything which is not specifically defined as non-substantive.

Process Narrative

The Program Substantive Revision approval process is composed of the following steps:

1. The Author identifies the program changes to be made after reviewing information relating to program evaluation and to the review of the Program Form. The Checklist for Reviewing the Program Form (see Appendix F) may be used in this process. The Author prepares the Substantive Revision Program Form, attaches a copy of the Program Form (or most recently approved Program Form), and a digital copy. The Author signs and dates the Substantive Revision Program Form cover sheet.
2. The Author submits the Substantive Revision Program Form and attachments to the Department for comment and approval. The Department reviews the Substantive Revision Program Form for purpose, scope, sequence, and detail. The Department also reviews the form for format, style, consistency, grammar, spelling, and standard content. When approved, the Department Chair signs the Substantive Revision Program Form and forwards the form to the Advisory Committee/Subject/Industry Expert. Upon approval, the Department Chair forwards document to the Registrar. If not approved, the form is returned to the Author.
   Attachments include:
   - the original printed Substantive Revision Program Form,
   - an attached paper copy of the Program adoption, and
   - a digital copy containing the Substantive Revision Program Form.
3. The Registrar reviews the Substantive Revision Program form for verification of course numbers, title, credits, contact hours, cost to student, prerequisites, duration, relationship to other instructional programs, and catalog description. When approved, the Registrar signs the Substantive Revision Program Form cover sheet and forwards the form to the Dean. If the Substantive Revision is not approved, the Registrar returns the form to the Department for revision.

4. The Dean reviews the Substantive Revision Program form for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Substantive Revision Program Form cover sheet and sends the form to the Academic Affairs Committee. If not approved, the form is returned to the Department for revision.
5. The Learning Outcomes Committee reviews the Substantive Revision Program form for its effect on the College and to ensure that the form includes an implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Learning Outcomes Committee Chair signs the Substantive Revision Program Form cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
6. The VPAA reviews the Substantive Revision Program form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Substantive Revision Program Form cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates the necessary revisions with the Department.
7. The President reviews the Substantive Revision Program form from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.
8. The VPAA's office archives the electronic copy and the printed original Substantive Revision Program Form (with the attached Program Form). Copies are sent to the Department, Registrar, Associate Deans, Dean and Learning Resource Center.

PROGRAM NON-SUBSTANTIVE REVISION

Introduction

This section of the manual describes the non-substantive program revision process. A program revision may be either substantive or non-substantive. Only adopted programs undergo the substantive or non-substantive program revision process.

Program revisions may necessitate that course revisions also be made. See *The Curriculum Manual* Course Approval sections on course substantive and non-substantive revisions to make those revisions.

A non-substantive program revision involves change(s) in one or more of the following:

1. program title;
2. program General Education Requirements that do not change the distribution of requirements;
3. program Related Technical and/or General Education requirements that do not change the distribution of requirements.
4. addition or revision of Student Learning Outcomes (SLOs)

Program change(s) other than those listed above are considered substantive.

Process Narrative

The Program Non-substantive Revision approval process is composed of the following steps:

1. Using information determined through course evaluations and completion of the Checklist for Reviewing the Program Form, the Author prepares the Non-substantive Curriculum Revision using the Program Approval Form. The Author prepares any necessary attachments containing the Non-substantive Curriculum Revision. The Author signs and dates the Program Approval Form.
2. The Author submits the Non-substantive Curriculum Revision and any required attachments to the Department for review and approval. The Department reviews the request for purpose, content, scope, sequence and detail. When approved, the Department Chair signs the Program Approval Form and forwards the following to the Registrar:
    • the Program Approval Form,
    • attachment(s), and
    • a digital copy containing the Program Approval Form.
3. The Registrar reviews the Non-substantive Curriculum Revision and attachments for course number, title, catalog description, credit, contact hours, cost to student, and relationship to other instructional programs. When approved, the Registrar signs the Program Approval Form and forwards the form to the Dean. If not approved, the Registrar returns the form to the Department for revisions.
4. The Dean reviews the Non-substantive Curriculum Revision and attachment for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Program Approval Form and forwards the form containing the Program Approval Form to the VPAA. If the Dean does not approve of the revision, the Dean returns the form to the Department.
5. The VPAA reviews the Non-substantive Curriculum Revision from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Approval Form. If not approved, the VPAA returns the form to the Dean. The Dean communicates with the Department for recommended modifications.

6. Archiving and dissemination occur through the VPAA's office. Upon VPAA approval of the Non-substantive Curriculum Revision, a copy of the signed Program Approval Form is sent to the Dean, Associate Deans, Department, Registrar, and Learning Resources Center. The electronic copy and the printed original Program Approval Form and attachments are archived in the VPAA's Office.

PROGRAM ARCHIVAL

Introduction

Program review and evaluation processes may indicate that an instructional program is not viable and should be eliminated from College offerings; the program needs to be archived. Based on industry needs, budget constraints, and/or student interests, deletion refers to those programs that are not feasible to run currently or in the near future; it does not refer to those programs that may be offered on a cyclical basis and so have periods of inactivity. While programs may be removed from the Catalog, specific courses will remain on the "Master List of Courses" for transcribing purposes.

The archived program is dropped from the Catalog. Program courses, i.e. Technical/Core and Related Technical, are not dropped from the Catalog's Course Description section if they support other programs. Removing courses from the Catalog can be accomplished through the Archival Course Guide. See *The Curriculum Manual,* Course Approval Process, Course Archival Memo, for information regarding the archival of courses.

This section of the manual describes the process for archiving a program. The archival process, its procedures, signatories and required form are detailed. The locations of pertinent resources and a guide for form submission are also included.

Process Narrative

The Program archival process is composed of the following steps:

1. Using information gathered from program reviews and evaluations, the Author prepares the Archival Memorandum and attaches the necessary Program Approval Form. The Author prepares a digital copy containing the Archival Memorandum. The Author signs and dates the Archival Memorandum.
2. The Author submits the Archival Memorandum to the Department for comment and approval. The Department reviews the Archival Memorandum for purpose, content, scope, sequence, and detail. The Department also reviews the Program Form for format, style, consistency, grammar, spelling, and standard content. When approved, the Department Chair signs the Archival Memorandum cover sheet and forwards the following to the Registrar:
   - the original printed Archival Memorandum,
   - an attached copy of the most recent approved Program Form, and
   - a digital copy containing the Archival Memorandum.
   If the Archival Memorandum is not approved by the Department, the form is returned to the Author for revision.
3. The Registrar reviews the Archival Memorandum for verification of course numbers, title, credits, prerequisites, duration, contact hours, cost to student, relationship to other curriculum, and catalog description. When approved, the Registrar signs the Archival Memorandum cover sheet and forwards the form to the Dean. If the Archival Memorandum is not recommended, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Archival Memorandum for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Archival Memorandum cover

sheet and sends the form to the VPAA. If not approved, the form is returned to the Department for revision.

5. The VPAA reviews the Archival Memorandum Form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Archival Memorandum cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
6. The President reviews the Archival Memorandum from the perspective of institutional mission and goals. When approved or disapproved, the President returns the Archival Memorandum to the VPAA.
7. The VPAA's office archives the digital copy and the printed original Archival Memorandum and attachment(s). Copies of the approved Memorandum are distributed to the Dean, Associate Deans, Department, Registrar, Learning Resources Center, and any others whom the archival of the program may affect.

GCC
GUAM COMMUNITY COLLEGE
Kulehan Kumunidât Guåhan

ARCHIVAL MEMORANDUM

DATE:

TO: VPAA   Approved: _____   Date: _____

VIA: Dean   Approved: _____   Date: _____

         Registrar   Approved: _____   Date: _____

         Dept. Chair   Approved: _____   Date: _____

FROM:

SUBJECT: Request Archival of Curriculum

COURSE ARCHIVAL IN ALPHA _____ NUMBER _____ TITLE _____

Attach course guide

_____ 1.   Justification for course archival

_____ 2.   Plans and implementation date for phasing out this course

_____ 3.   Plans for students currently enrolled in the course or enrolled in the program
            requiring the course

PROGRAM ARCHIVAL _____

Attach program form

_____ 1.   Justification for program archival

_____ 2.   Plans and implementation date for phasing out this program

_____ 3.   Plans for students currently enrolled in the program

ANNOTATION OF PROGRAM APPROVAL FORM FOR ADOPTION AND SUBSTANTIVE REVISION

Use this Annotation as you complete your Program Approval Form; it describes the intended content of each item that may be necessary for you to address.

- Program forms prepared in previous Program Approval formats need not be revised simply to comply with *The Curriculum Manual* (2013) format.
- A Program form action; i.e., adoption or substantive revision, may necessitate change in program courses. If that is the case, also complete an appropriate Course Guide for the course(s) affected. Instructions and forms for Course Guide actions are found in *The Curriculum Manual*.
- Pointers for preparation of the Program Approval Form are found in Guidelines for Submission of Course/Program Forms.

Program Form

COVER SHEET

Fill out the information requested: department name, school name, program name, name of author, and date submitted to the department for review. Check the blank next to the action you are requesting. Write the date that the form is submitted to the department.

I. TYPE OF ACTION

Check the type of program action you are requesting. Attach the most recently approved program form to your Program Approval Form.

II. INTRODUCTION

Provide background information about the program and the action requested.
  A. Describe action(s) requested:
  This section describes the "what" of your request. Describe all requests for action. For example, if this is a request for a change in program requirements, describe the change you are requesting. If you are also proposing a change in program credits, describe the change requested.
  B. Contextual framework for requested action(s):
  Write a brief narrative providing a contextual framework for this request; provide reasons for the requests described above. A history of the program may be appropriate. If applicable, cite references and resources which will further strengthen the program action for which you are seeking approval. The purpose of this information is to provide Program Approval Form reviewers with a framework of sufficient scope and detail in order to adequately review the form.
  C. Indicate the Career Cluster and Career Pathway(s) the program is aligned with.

III. STUDENT LEARNING OUTCOMES – PROGRAM LEVEL

List and describe the student learning outcomes for the program. The outcomes should address the following questions: By the end of this program, what do students know, what can they do, and what do they think? Outcomes should be developed with input from faculty, administrators, students, and the Advisory Committee or Subject/Industry Expert. The outcomes should be consistent with emerging developments in the occupational field and may be related to local, regional, and/or national standards. There

should be 3-5 program outcomes. Indicate the title and source of skill standards for this program.

IV. **RATIONALE FOR PROPOSAL**

A. Reason for proposal:

Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements. This section describes the "why" of your request.

B. Employment outlook:

Describe the employment outlook for this program area. What job titles will students be qualified for upon completion of this program? What is the salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what requirements will the student need to complete before minimal job qualification is reached?

C. Conformity of program to requirements:

Describe how this program conforms to requirements of external agencies, professional organizations, educational institutions, etc. How does this program conform to legal, occupational, or educational requirements? Is this program listed in articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

D. Results of program assessment:

The purpose of program assessment is to provide information so that decisions can be made regarding further program implementation. In this section, describe program assessment data gathered and conclusions reached which provide pertinent information for this curricular request.

If this is Program Approval Form, provide evidence to support your request.

If this is a Substantive Revision, describe the results of any program assessment that led to the request.

See also XII. PROGRAM MEANS OF ASSESSMENT.

V. **RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)**

It is important to be very specific in this section. Attach dollar amounts to resource requirements. If this cannot be done, state why. Include maintenance costs for equipment, if applicable.

Note: These resource requirement requests will be coursed through appropriate channels and subject to funding availability.

A. Identify resources:

List needed materials, media, and equipment and their costs. Equipment should be specific to that found in the occupations for which training is provided.

B. Estimate personnel requirements:

Describe the instructional and support personnel required to deliver this program. Describe personnel qualifications and costs.

C. Identify facility requirements and costs:

Describe required classroom and/or laboratory stations/space required to offer this program. What are the costs?

D. Identify funding source(s):

List the funding source(s) that will be utilized in order to deliver this program. Include personnel, facility, supplies, equipment, etc.

E. Impact on school and college:

Describe the impact this program will have on the resources of the School and College.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date:
Project the date this program action will be implemented or take effect.

VII. CATALOG

A. Catalog Description:
Description or Revision. Include SLOs – Program Level (Section III), Career Clusters and Pathways the program is aligned with; general characteristics, and/or special features of this program. Write the program description as it should appear in the catalog.

Include the general characteristics and or/special features of this program and the list of program courses.

This catalog description is the narrative that is placed in the *Instructional Programs* section of the Catalog. The *Instructional Programs* catalog description includes both the narrative and the list of program courses by category: General Education, Technical Requirements, Related Technical and/or General Education Requirements, Electives, Options. Describe any available program options.

B. Catalog Revision:
If the existing catalog narrative and/or course list should be revised, simply copy the catalog page(s) to be revised and attach to the Program Approval Form. Indicate the Catalog year and page number on the Program Form, VIIB. Your proposed revision is written in *VIIA. Catalog Description.*

VIII. PROGRAM DESCRIPTION

A. Program Title(s):
Write the program title. The data entry system used by the Registrar is programmed to accept entries with titles no greater than 20 characters. There are times, however, when it is desirable to have a longer program title to convey more about the program; i.e., catalog entry, recruiting purposes, etc. This is not a problem as long as you supply the Registrar with a title of 20 characters or less to be used for data entry. You will provide two program titles: 1) may be longer than 20 characters, and 2) must be less than 20 characters. See the Registrar for additional information.

B. Credits:
List the number of credits required for this program. Is the number of total credits appropriate? Is the distribution of credits appropriate; i.e. general education, technical, related technical and general education, electives? Are the requirements for lecture, lab, and clinical/work experience, credits realistic? See the Registrar for additional information.

C. Course Sequence:
Provide a semester by semester, sequenced list of courses to be taken by students in order to complete the program. This is the recommended course sequence to be used for student advisement.

E. Target Population:
Describe the target population for program enrollment. If this is a Program Approval Form, you must consider whether the target population is appropriate.

F. Cost to Student:

Estimate the program cost to the student. Provide a list of the charges directly related to the program: tuition, administrative fees, lab and/or clinical fees, textbook or workbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.

IX. PREREQUISITE(S)

Describe any program prerequisites the student must fulfill. Does entry into this program require that the student have any prior training, course work, certificates, licensure, health clearance (other than that required by GCC), reading level, age, or other special attributes? If so, specify.

X. CO-REQUISITE(S)

Describe any co-requisites that a student must be involved in while enrolled in this program. Does the student need to enroll in another activity at the same time as enrolling in this program?

XI. CONTENT

Describe the program content. The course of study should be designed to develop student learning outcomes consistent with program level outcomes.

List courses required to complete this program with course descriptions. Follow the same format as in the catalog; i.e., course alpha, number, title, credits, prerequisite, co-requisite. Group courses according to General Education, Technical Core, etc., requirements. Include Course Guides for all new or substantively revised courses.

XII. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Indicate how the effectiveness of this program will be assessed. Describe program assessment purpose, process, and methods. Instructional programs are to be reviewed at least once every two years following the College's assessment cycle. More frequent and less formal program evaluations are conducted by departments to measure program effectiveness. In this section, describe the "what" and "how" of the program evaluation plan: 1) data to be gathered by the department to determine how well the program is meeting its goals, 2) identification of program evaluator, 3) frequency of evaluation, 4) assessment procedures. Identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program. Identify means of collecting data annually to report the number of students that sit for and attain the certification.

If this is an Approval or Substantive Revision Program Form, indicate whether the current program evaluation process is adequate. Describe any proposed changes to the department program review process and activities.

Also see *section IV.D. Results of Program Assessment.* Program evaluation results and conclusions are reported in section IV.D.

XIII. ARTICULATION

Indicate how this program will articulate with:
  A. Secondary programs (indicate and attach proposed or existing DCAPS agreement)
  B. University of Guam
  C. Others

Describe any articulation agreements that have been made or are anticipated. Is the program articulated with other local programs, or are certain courses within the program articulated with courses at other agencies or institutions? If this is a GCC secondary program, does it articulate with a GCC postsecondary level program? What are the plans for program articulation? Is there a DCAPS Agreement?

APPENDICES

A P P E N D I X A :
A C K N O W L E D G M E N T S

"Curriculum development and revision is an ever changing process" is the opening statement to the Curriculum Process and Procedures guide prepared by the Academic Affairs Committee in 1990. We would be remiss if we did not recognize the efforts of the GCC personnel who have committed many long hours to the creation and revisions of this guide.

1978-1980   Naomi (Sandy) Wahl, Chair: Academic Affairs Committee

1989-1990   Academic Affairs Committee
Sandra Liberty, Chair (1987-1989), David Schofield, Chair (1989-1991)
Others: Dennis Slyter, Bernice Carbullido, Carol Freeborn, Laura Parris, Carlo Veltri, Claudia Taitano

1992-1993   ACADEMIC AFFAIRS TASK FORCE, CURRICULUM COMMITTEE
Members of the Academic Affairs Task Force were responsible for the 1994 revision. Their goals were to establish a repository for curriculum, define the responsibilities and roles of signatories on curriculum guide cover sheets, and provide clarity to the 1990 "Curriculum Process and Procedures" manual.
Coordinator: Les S. McKinney; Facilitators: Kathleen Fields, David Watt
Writers:
     Programs   Reilly Ridgell, Judith Geil, Phoebe Wall, Robert Jahier, Patrick Watson, Mike Callo
     Courses   Judith Geil, Carol Freeborn, Nancy Hall
     Reviewers: All of the participants plus Ginger Porter, Sandra Liberty, and David Schofield
     Technical Support: Clare Mendiola

1994-1996   CURRICULUM MANUAL PILOT PHASE
Upon approval by President John T. Cruz on April 22, 1994, *The Curriculum Manual, 1994*, began a pilot phase. The newly formed Curriculum Committee, a curriculum development and editing resource group, provided much input during the pilot process.
     Facilitator: Carol Waltner, Program Specialist, Curriculum

1994-1995   Academic Affairs Committee
     Chairperson: David Schofield

1994-1995   Curriculum Committee
     Chairperson: Nancy Hall; Recorder: Barbara Bouchard-Miller
     Members: Leslie Kosky, Janice Milligan, Janice Yatar, John Armstrong, Antonita Blas, Bernice Carbullido, Robert Gomez, Carol Freeborn, Dorothy Cruz, Phoebe Wall

1995-1996   Academic Affairs Committee
     Chairperson: Harry Uyehara

1996-1997   Academic Affairs Committee
     Chairperson: Bertha Reid

1995-1996   Curriculum Committee
     Chairpersons: Nancy Hall, Carol Freeborn
     Recorder: Barbara Bouchard-Miller
     Members: Brett Reinert, Gary Griffin, Leslie Kosky, Carmelita Connelley, Andresina McManus, Polly Huseby, Roger Cauley, Julie Cruz-Jones, Janice Yatar, Janice Milligan

1997-1998   Academic Affairs Committee
     Chairperson: Lani Gamble

1998-1999   Academic Affairs Committee
     Chairpersons: Dennis Slyter, Clare Lizama
     Members: Liberty Viray, Judy Salas, Janice Milligan, Bernice Carbullido, Lani Gamble, Sarah Leon Guerrero

Aug 1999   ADOPTION   Dr. John R. Rider, Academic Vice-President

Feb 2004   Revision   Academic Affairs Committee
     Chairperson: Marsha Postrozny

January 2008 Curriculum Committee

Chairpersons: Marsha Postrozny, Tony San Nicolas
Members: Ron Abshire, Doreen Blas, Clare Camacho, Carol Cruz, Donna Cruz, Julie Cruz-Jones, Cecilia Delos Santos, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Chuck Meno, Paul Parvin, Nenita Perez, Bunny Sgambelluri, Carl Torres, Ray Valenzuela.
Special thanks to Mike Setzer and Elaine Fejerang - design of the SLO Map template

2008-2009   Curriculum Committee
Chairpersons: Tony San Nicolas, Paul Parvin (Chair-Elect)
Members: Ron Abshire, Robert Balajadia, Doreen Blas, Carol Cruz, Julie Cruz-Jones, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Nenita Perez, Marsha Postrozny (as administrator), Liv Switzer, Carl Torres, Ray Valenzuela.

2009-2010   Curriculum Committee
Chairpersons: Amada Manzana, R. Gary Hartz (Chair-Elect)
Reviewing Members: Doreen Blas, Katherine Chargualaf, Eric Chong, Kevin Dietrichs, Frank Evangelista, John Michael Jocson, Nenita Perez, Marsha Postrozny (administrator), Sally Sablan, Marivic Schrage, Anthony Jay Sunga, Carl Torres, Renato Valenzuela
CTE Career Pathways "Pathfinders": Eric Chong, Christopher Dennis, R. Gary Hartz, Amada Manzana, Tony San Nicolas, Marivic Schrage

2010-2011   Learning Outcomes Committee
Chairpersons: R. Gary Hartz, Eric Chong (Chair-Elect)
Reviewing Members: Hemalin Analista, John Armstrong, Sandy Balbin, Emma Bataclan, Lisa Baza-Cruz, Eric Chong, Donna Cruz, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Paul Parvin, Nenita Perez, Vicky Schrage
General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

2011-2012   Learning Outcomes Committee
Chairpersons: Eric Chong, R. Gary Hartz (Chair-Elect)
Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Eric Chong, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Nenita Perez, Tonirose Realica, Vicky Schrage, Ben Sison, Patty Terlaje, Frank Tung, Desiree Ventura, Norma Guerrero
General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

2012-2013   Learning Outcomes Committee
Chairpersons: R. Gary Hartz (Fall 2012), Patty Terlaje (Spring 2013)
Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Simone Bollinger, Frank Evangelista, Yvonne Flores, Norma Guerrero, Polli Huseby, John Michael Jocson, Paul Kerner, Rose Marie Nanpei, Nenita Perez, Esther Rios, Sally Sablan, Benjamin Sison, Anthony Jay Sunga
General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli Huseby, John Michael Jocson

APPENDIX B:
GUAM COMMUNITY COLLEGE
MISSION STATEMENT

Mission Statement

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.

Vision Statement

Guam Community College will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career, and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post-secondary basic educational institution servicing the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees, and the community at large.

Goals

To meet its mission and vision statements, the College has set as its goals:

1) The College seeks to meet the needs of Guam's youth and adult student clientele to achieve their career and quality of life goals.
2) The College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce.
3) The College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development.
4) The College seeks to satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met.
5) The College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity.
6) Continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically.

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.
6) Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

APPENDIX C: CURRICULUM DEVELOPMENT RESOURCES

In addition to the Learning Outcomes Committee, Guam Community College has many excellent resources which may be used in the development of curriculum. Here are just a few:

LEARNING RESOURCES CENTER

Printed copies of approved curricular guides are on file at the LRC. There are many reference and resource materials available at the LRC, including a comprehensive listing of college catalogs on microfiche and CD-ROM.

PLANNING AND DEVELOPMENT OFFICE

Personnel in the Planning and Development Office can assist in the identification and location of curriculum development resources.

ADVISORY COMMITTEES/SUBJECT/INDUSTRY EXPERT

These public and private sector community experts can provide valuable information, resources, and technical assistance. Advice of instructional area advisory committee members should be sought when beginning curriculum development activities.

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

Consistent with fundamental assessment principles, the CCA can provide assistance in articulating program outcomes that are specific and measurable. Authors will be guided to address the three dimensions of student learning in terms of what students *know*, what they *think*, and what they can *do* as a result of their program experience.

DEPARTMENT PERSONNEL

Department personnel can provide technical advice and suggestions on course content.

REGISTRAR'S OFFICE

The Registrar provides critical guidance historical information and statistics, as well as information on the course numbering system, course titles, course descriptions, and requirements of other instructional programs.

DEAN

The Dean can support curriculum development efforts and provide information and guidance for academic integration and articulation.

OFFICE OF THE VICE PRESIDENT, ACADEMIC AFFAIRS

The Office of the Vice President, Academic Affairs is the official repository for GCC's curriculum.

OFFICE OF THE VICE PRESIDENT, BUSINESS AND FINANCE

The Vice President, Business and Finance can provide information about financial requirements relating to curriculum development, and information about existing and projected facilities, equipment, and personnel requirements.

APPENDIX D:
SCANS FOUNDATIONAL SKILLS AND COMPETENCIES

As part of the educational reform movement that began in the early 1980's, the Secretary's Commission on Achieving Necessary Skills (SCANS), sponsored by the U.S. Department of Labor, developed through research with industry the following skills and competencies. Industry leaders recommend these skills and competencies for successful workplace experiences. While SCANS does not address course content, the skills and competencies do address instructional methods.

Foundational Skills and Qualities

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. *Creative Thinking* - generates new ideas
- B. *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem Solving* - recognizes problems and devises and implements plan of action
- D. *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. *Responsibility* - exerts a high level of effort and perseveres towards goal attainment
- B. *Self Esteem* - believes in own self-worth and maintains a positive view of self
- C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness is group settings
- D. *Self-Management* - assesses self accurately. Sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty* - chooses ethical courses of action

SCANS Competencies

Resources: Identifies, plans, and allocates resources

  A. *Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
  B. *Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
  C. *Material and Facilities* - acquires, stores, allocates, and uses materials or space efficiently
  D. *Human Resources* - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

  A. Participates as a Member of a Team - contributes to group effort
  B. Teaches Others New Skills
  C. Serves Clients/Customers - works to satisfy customers' expectations
  D. Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
  E. Negotiates - works toward agreements involving exchange of resources, resolves divergent interests
  F. Works with Diversity - works well with men and women from diverse backgrounds

Information: Acquires and uses information

  A. Acquires and Evaluates Information
  B. Organizes and Maintains Information
  C. Interprets and Communicates Information
  D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

  A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
  B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
  C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

  A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies
  B. *Allies Technology to Task* - understands overall intent and proper procedures for setup and operation of equipment
  C. *Maintains and Troubleshoots Equipment* - prevents, identifies, or solves problems with equipment, including computers and other technologies

APPENDIX E:
CHECKLIST FOR REVIEWING THE COURSE FORM

Use the checklist to review the currently approved course guide to determine whether the existing Course Guide is current or requires revision.

- Course forms prepared in previous curriculum formats need not be revised simply to comply with *The Curriculum Manual* (2013) format. Use this Checklist for Reviewing the Course Form to determine whether the existing approved course form contains current and appropriate information.
- As a result of a course checklist review, you may find that course and/or program revisions are necessary. Instructions and forms for course revisions are found in the "Course Approval Process" section of this manual. Instructions and forms for program revisions are found in the "Program Approval Process" of this manual.
- If no changes are recommended based on thorough course review by department faculty and advisory committee, submit current course guide with a new cover sheet and checklist.

Course Guide Reviewed:

Check: ☐ Adoption ☐ Substantive Revision ☐ Non-Substantive Revision

Date of 1st Review: Action:

Date of 2nd Review: Action:

Date of 3rd Review: Action:

Name of Reviewer(s):

Check if information is present/sufficient/current on existing Course Guide. Make comments for necessary changes.

☐   I.   TYPE OF ACTION
           Is the current approved Course Guide appropriate for the current stage of course development?

           Comments:

☐   II.   INTRODUCTION
           Course connection to program(s):

           Does the Course Guide indicate to which program(s) the course is connected? For a CTE course, is the career cluster and pathway identified?

           Comments:

☐   III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES - COURSE LEVEL

           Catalog description:

Does the catalog description include SLOs – Course Level, in addition to the course description?

Is the course description the same as the one printed in the current Catalog? Is it clearly written, informative, and inviting?

Comments:

Are SLOs stated, "Upon successful completion of this course, students will be able to…"
Are there between three to five Student Learning Outcomes?
Are they clearly stated? Do the SLOs contain at least one cognitive, behavioral, and affective outcome? Are the SLOs using verbs listed in the Bloom's Taxonomy?

Comments:

☐   IV.   RATIONALE FOR PROPOSAL
If the course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D. Is the course a Technical Requirement or a Related Technical or General Education Requirement for a program? If it is required by a program, the course is considered to be connected to that program. If the course is connected to a program, the College has information about required resources and personnel.

A. Reason for proposal:

Is the course rationale based upon GCC mission and goals and career requirements? Is the course rationale stated in the Course Guide?

Comments:

B. Assessment of industry or community need:
Does the Course Guide describe the employment outlook for this career? What job titles will students be qualified for upon completion of this course? What is their anticipated salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what requirements will the students need to complete before minimal job qualification is reached?

Comments:

C. Conformity of course to requirements:
Does the Course Guide describe the conformity of the course to legal, occupational, or educational requirements? Does it describe how the course conforms to articulation agreements, State Board regulations, accrediting standards, licensing requirements, or professional certification requirements?

Comments:

D. Results of course assessment and course guide evaluation:

Does the Course Guide include assessment data supporting the requested action? Does the evaluation describe the student population enrolled, retention, and course completion; course content; resources used; etc.?

Comments:

E. Program requirements:
Does the Course Guide identify GCC instructional programs that list this course as a Technical Requirement or Related Technical or General Education Requirement? Does the Course Guide state whether this course is to be listed as a general education course in the Catalog?

Comments:

☐   V.   RESOURCE REQUIREMENTS AND COSTS
A. Identify resources:
Does the Course Guide list needed materials, media, and equipment and their costs? Equipment should be specific to that found in the occupations for which training is provided.

Comments:

B. Estimate personnel requirements:

Does the Course Guide list instructional and support personnel required to deliver this program? Are personnel qualifications described and costs listed?

Comments:

C. Identify facility requirements:
Does the Course Guide describe classroom and/or laboratory stations/space required to offer this program? What are the costs?

Comments:

D. Identify funding:
Does the Course Guide list the funding source(s) that will be utilized in order to deliver this program? Is funding for personnel, facility, supplies, equipment, etc. listed and adequate?

Comments:

E. Impact on School and College:
Does the Course Guide document describe the potential impact of the course on School and College resources?

Comments:

☐   VI.   IMPLEMENTATION SCHEDULE
A. Implementation date:
Does the Course Guide project the date that this course will be offered for the first time?

Comments:

B. Course Offering
Does the Course Guide state the semester and years that the course will be regularly scheduled?

Comments:

VII. COURSE DESCRIPTION
A. Course:
Does the Course Guide include the correct course alpha and number?

Comments:

B. Course title(s):
Is the course title clear and appropriate? If the course title is longer than 20 characters, does the Course Guide also include a title that is a maximum of 20 characters?

Comments:

C. Contact hours and Number of Students:
Does the Course Guide state the appropriate number of student contact hours required for this course? These hours refer only to the hours that the student is expected to be in class (outside study time is not included). Does the course guide state the maximum number of students to be enrolled per class? If the maximum number of students for a lecture class is less than thirty students, is the rationale provided?

Comments:

D. Number/type of credits:
Does the Course Guide include the number and type of credits that the student will receive upon successful completion of the course?

Comments:

E. Prerequisite(s):
List and describe any prerequisites required for this course. Does entry into this course require that the student have had any prior training, course work, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite(s). All 200 level courses in degree programs are required to include EN110 Freshman Composition as a prerequisite.

Comments:

F. Co-requisite(s):
Does the Course Guide list and describe any co-requisites required for this course? Are co-requisites appropriate and clearly stated?

Comments:

G. Articulation:
Does the Course Guide describe any articulation agreements relating to this course that have been made or are anticipated? What articulation benefits can a student expect after completing this course? Is the course currently on the articulation list for transfer to UOG? Does the course articulate with GDOE or GCC secondary courses? Does it articulate with other GCC programs or courses? If this is a secondary program with a DCAPS agreement, is this mentioned?

Comments:

H. Target population:
Does the Course Guide describe the target population for course enrollment?

Comments:

I. Cost to students:
Does the Course Guide include an estimate of course costs to the student? Does the list of charges include those which are directly related to the course: course tuition, GCC administrative fees, lab and/or clinical fees, textbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.? Is any required lab fee adequate? Are textbook costs appropriate to the course?

Comments:

☐ VIII. COURSE DESIGN
Does the Course Guide include a detailed description of the course design? Is information provided that the instructor will need in order to organize and teach the course? Are recommended instructional methods described? Are required instructional supplies and equipment listed (with an explanation of how the instructor will obtain them)? Are departmental policies the faculty member must know about in order to teach the course described? Does the design include information about how this course relates to other courses in a program? Does the design reflect instructional methods that are gender free?

Comments:

☐ IX. COURSE OUTLINE
Does the Course Guide include a course outline? Is the outline clearly written and detailed enough to provide the instructor with course information? Is the numbering system used consistent with course competencies?

Comments:

☐ X. STUDENT LEARNING OUTCOMES – DETAILED
Does the Course Guide list student learning outcomes? Every outcome should have a corresponding entry in the course outline. Are outcomes clearly written and include the following elements a description of instruction or experience to meet the competency?

Are outcomes:

- developed from course goals, advisory committee recommendations, curriculum guides, courses of study, and other professional resources?
- Reflective of SCANS initiatives (see Appendix D)?
- gender free?
- student-focused rather than instructor-focused?
- focused on the learning resulting from an activity rather than on the activity itself?
- reflective of the institution's mission and the values it represents.
- aligned at the course, program and institutional levels.
- based on professional standards of excellence.
- general enough to capture important learning but clear and specific enough to be measurable.
- focused on aspects of learning that will develop and endure but that can be assessed in some form now.
- based on industry standards.
- adequate to prepare students for employment or for continuing educational experiences.
- reflective of the students' abilities in the safe and proper use of tools, equipment, machines, and processes.
- state-of-the-art for the occupational area and include technology-based components.
- reflective of career activities that are appropriate to the maturity and educational level of students in the class.

Comments:

☐ XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS
Does the Course Guide describe the evaluation method to be used for this course? Are there departmental evaluation standards that the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance?

Comments:

☐ XII. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES
A. Required Textbook(s):
Does the Course Guide list the required textbook for the course? Does the textbook reference include the complete citation in correct bibliographical form? The ISBN number must be added. Is the phrase "or latest edition" included; it may allow your department to order newer editions of the textbook without submitting a non-substantive revision form?

Example of a bibliographical citation:
Beaty, J. (latest edition). *Skills for Preschool Teachers*. New York: Prentice Hall, Inc. ISBN: 013158378-8

Are supplemental student references also listed?

Comments:

B. Reference(s) and Bibliography:
Does the Course Guide list instructional references to be used by the instructor and provide a bibliography for future study by students?

Comments:

C. Equipment/Facilities:

Does the Course Guide list necessary equipment or specialized facilities needed for the course?

Comments:

D. Instructional Supplies:
    Does the Course Guide list required teaching supplies? It is not necessary to list regular teaching supplies, e.g., markers, pens, paper, etc. Does the Course Guide specify whether the student provides the items?

    Comments:

E. Did the author indicate whether or not an Advisory Committee reviewed and concurred with the materials used for this course? If not, has another faculty other than author reviewed course textbook and materials?

    Comments:

APPENDIX F:
CHECKLIST FOR REVIEWING THE PROGRAM FORM

Use the Checklist to review the currently approved program forms to determine whether the existing program form is current or requires revision.

- Program forms prepared in previous formats need not be revised simply to comply with *The Curriculum Manual (2013)*. Use this Checklist for Reviewing the Program Form to determine whether the existing approved program form contains current and appropriate information.
- As a result of a program checklist review, you may find that program revisions are necessary. Instructions and forms for program revisions are found in this manual. Keep in mind that program revisions may necessitate course revisions. Instructions and forms for course guide revisions are also found in this manual.
- If no changes are recommended based on thorough program review by department faculty and advisory committee, submit current program document with a new cover sheet and checklist.

Program Form Reviewed:

Check: ☐ Adoption   ☐ Substantive Revision   ☐ Non-Substantive Revision

Date of 1st Review: Action:

Date of 2nd Review: Action:

Date of 3rd Review: Action:

Name of Reviewer(s):

Check if information is present/sufficient on existing Program Form. Make comments for necessary changes.

☐   I.   TYPE OF ACTION

Is the current approved Program appropriate for the stage of program development?

Comments:

☐   II.   INTRODUCTION

Does the narrative include a history of program need and development? Are references and resources cited which strengthen the Program Form? Does this information provide Program reviewers with a framework of sufficient scope and detail in order to adequately review the program?

If this is a CTE program, is the Career Cluster and Pathway indicated?

Comments:

□   III.   PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES - PROGRAM LEVEL

Catalog description:
Does the Program match the current catalog program description and list of program courses? Does the course description include SLOs? Is the catalog description current, informative, and useful for prospective students? Does the catalog description include general characteristics and/or special features of the program? Is the list of courses correctly separated by category: general education, technical requirements, related technical and general education course, electives? Are program options adequately described?

Comments:

Does the Program state at least three student learning outcomes for the overall program? What are the expected student outcomes of the program? Are the outcomes appropriate for the stage of development in which the program is now? Were outcomes developed with input from faculty, administrators, students, and representatives from business and industry? Are outcomes consistent with emerging developments in the occupational field? Are they related to local, regional, and/or national standards?

Comments:

□   IV.   RATIONALE FOR PROPOSAL

A. Reason for proposal:
Is the program rationale based upon GCC mission and goals and occupational requirements? Is the program rationale stated in the Program form? Does the reason for the proposal describe why the request should be approved?

Comments:

B. Employment outlook:
Does the Program describe the employment outlook for this occupational area? What job titles will students be qualified for upon completion of this program? What is their anticipated salary level? Are these careers in demand on Guam? What is the future for these careers on Guam? How many and what requirements will the students need to complete before minimal job qualification is reached?

Comments:

C. Conformity of program to requirements:
Does the Program describe the conformity of the program to legal, occupational, or educational requirements? Does it describe how the program conforms to articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

Comments:

D. Results of program assessment:

What program assessment data can be presented that supports this curricular request? Is there sufficient information gathered from program assessment to analyze the potential success of the program and to determine whether this request for curriculum action should be approved?

Comments:

☐ V. RESOURCE REQUIREMENTS AND COSTS

A. Identify resources:
Does the Program list needed materials, media, and equipment and their costs? Equipment should be specific to the occupations for which training is provided.

Comments:

B. Estimate personnel requirements:
Does the Program list instructional and support personnel required to deliver this program? Are personnel qualifications described and costs listed?

Comments:

C. Identify facility requirements and costs:
Does the Program describe classroom and/or laboratory stations/space required to offer this program? What are the costs?

Comments:

D. Identify funding source(s):

Does the Program list the funding source(s) that will be utilized in order to deliver this program? Is funding for personnel, facility, supplies, equipment, etc. listed?

Comments:

E. Impact on School and College:
Does the Program describe the impact that program resource requirements will have on the School and College?

Comments:

☐ VI. IMPLEMENTATION SCHEDULE

A. Implementation date:
Does the Program state when this program is to be first offered?

Comments:

☐ VII. PROGRAM DESCRIPTION

A. Program Title(s):
Does the Program state the correct program title? Is the program title appropriate? Is there also a maximum 20 character program title listed?

Comments:

B. Credits:
Does the Program list the credits necessary for program completion? Is the number of total credits appropriate? Is the distribution of credits appropriate; i.e. general education, technical, related technical and general education, electives? Are the requirements for lecture, lab, and clinical/work experience credits realistic?

Comments:

C. Course Sequence:
Does the Program include a semester by semester sequenced list of courses to be taken by students in order to complete the program? Is the sequence appropriate? Are full time and part time students able to complete the program in a reasonable time frame?

Comments:

D. Target Population:
Does the Program describe the target population for program enrollment? Is the target population appropriate?

Comments:

E. Cost to Student:
Does the Program list expected student costs--tuition, administrative fees, lab and/or clinical fees, textbook or workbook costs, instructional supplies, costs of standardized exams, etc.? Are student costs realistic?

Comments:

☐   VIII. PREREQUISITE(S)

Does the Program describe any prerequisites necessary to enter this program? Are the program prerequisites listed appropriate?

Comments:

☐   IX. CO-REQUISITE(S)

Does the Program describe any co-requisites that a student must take or perform while enrolled in this program? Are the program co-requisites appropriate?

Comments:

☐   X. CONTENT

Does the Program include courses guides? Are course descriptions correct and appropriate? Are the latest approved course descriptions listed in the catalog?

Comments:

☐   XI. PROGRAM MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS

GCC instructional programs are to undergo a formal assessment at least once every two years. In addition, departments periodically conduct formal, or sometimes informal, program reviews. Does the Program describe the process, methods, and procedures that will be used to determine program effectiveness? Does it describe how the effectiveness of this program will be assessed? Is the program assessment process adequate? What data is to be gathered by the department to determine whether the program is meeting its goals? Who performs the program evaluation? How often? How is the evaluation conducted?

Is the current program assessment process is adequate? Should changes be made to the department program review process and activities?

Comments:

☐ XII. ARTICULATION

Does the Program describe any articulation agreements made with GCC or local educational institutions or even with other institutions? Does the program need to be articulated with any other programs? If you are conducting a review of a GCC secondary program, does it articulate with the GCC postsecondary level program? Does it articulate with DOE program(s)?

Comments:

☐ 1. Is there an SLO Map (Appendix G.) attached to the Program that state program and course level SLOs? Does the map show which ILOs are covered in the program?

Comments:

☐ 2. If this program has a Dual Credit Articulated Programs of Study or DCAPS, is this attached?

Comments:

APPENDIX G:

SLO Map – Program & Course Levels

ot offered as a program, skip to page **R = Reinforced E = Emphasize** **List course alpha and no.** $\Rightarrow$													

g Outcome– Program Level
l completion of this program, students will be able t

Institutional Learning Outcomes (ILOs)
*Secondary Programs do not have to map to ILOs.

R = Reinforced E = Emphasize List course alpha and no. ⟹											

unity College students will acquire the highest quality education and job trainingthat promotes workforce development and em
amic leaders within the local and international community Students will demonstrate:

uired skills in effective communication, and e analysis with proper applicatio of .											
ccess, assimilate and use information ethically an											
critical thinking and proble-solving techniques.											
ve skills that develop professionalismintegrity, airness.											
nsibilitthat fosters respect and understanding of cultural, and environmental issues locally and											

Student Learning Outcomes – Course Level

If courses are not offered as a program, skip 'Related to Program Level SLO' column.

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this cours able to:

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this cours able to:

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this cours able to:

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this cours able to:

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course able to:

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course able to:

If this SLO Map is not part of a Program Adoption or Substantive Revision, attach a Non-Substantive Curriculum Revision Memo to the front of this form to ensure that the SLOs, as written above, will be published in GCC's online catalog under program/course descriptions.

APPENDIX H:

BLOOM'S CLASSIFICATION

Bloom's Updated Classification of Cognitive Skills

Bloom's updated classification of cognitive skills is widely used in instruction planning. The six levels are arranged by level of complexity. Use of Bloom's classification systems is recommended to safeguard against a tendency to focus on content coverage and to ignore what the students should learn to do with content.

Category	Definition	Related Verbs
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying	Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing	Can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating:	Can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

	Cognitive Domain (Mental Activity)	Affective Domain (Character and Conscience)	Psychomotor Domain (Physical Activity)
Behaviors from simple to complex	Creating (compose, originate, design, invent)	Characterizing (revise, require, rate, avoid, resist, manage, resolve)	Originating (arrange, build, construct, initiate)
	Evaluating (judge, criticize, evaluate, appraise, recommend)	Organizing (discuss, theorize, formulate, balance, prioritize)	Adapting (alter, rearrange, vary, revise)
	Analyzing (compare, classify, rank, infer, extrapolate)	Valuing (measure proficiency, subsidize, support, debate)	Mechanizing (assemble, calibrate, fasten, measure, mend)
	Applying (organize, solve, generalize, produce)	Responding (comply, follow, commend, volunteer, acclaim, engage in)	Guided Responding (copy, trace, reproduce, react)
	Understanding (explain, infer, interpret, summarize, paraphrase)	Receiving (differentiate, accept, listen for, respond to)	Setting (begin, move, show, state)
	Remembering (recite, quote, list, define)		Perceiving (choose, identify, relate, select)

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

APPENDIX I:
REINSTITUTION OF ARCHIVED CURRICULA

DATE:

TO:	President	Approved: _____	Date: _____
VIA:	VPAA	Approved: _____	Date: _____
	Dean	Approved: _____	Date: _____
	Registrar	Approved: _____	Date: _____
	Dept. Chair	Approved: _____	Date: _____

FROM:

SUBJECT: Request Reinstitution of Curriculum

COURSE REINSTITUTION IN ALPHA _____ NUMBER _____ TITLE _____
Attach course guide

_____ 1.   Justification for course reinstitution

_____ 2.   Plans and implementation dates for updating course guide (if older than five years)

PROGRAM REINSTITUTION _____
Attach program form

_____ 1.   Justification for program reinstitution

_____ 2.   Plans and implementation date for updating program guide (if older than five years)

Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

(indicate date here)

Guam Community College
Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

I. Purpose

The purpose of this document is to provide a mechanism which will enable students who have completed a Guam Community College secondary Career and Technical Education (CTE) program, upon declaration of a major in a Guam Community College postsecondary program that is aligned with the secondary CTE program, to receive college credit.

II. Procedures

   A. **Scope of Articulation.** This commitment to secondary / postsecondary articulation is between the Guam Community College's secondary program and Guam Community College's postsecondary program. Acceptance of these credits toward a program of study at any other institution will be contingent upon the program and college requirements of the receiving institution.

   B. **Terms of Articulation.** The terms of articulation detailed in this document will remain in effect for five (5) years, or until August 2016. Continued articulation will be subject to annual reviews by faculty and other appropriate representatives from GCC to address curriculum and course changes. Faculty and other appropriate representatives from GCC will conduct an extensive review of possible substantive changes to articulation prior to the expiration of articulation.

   C. **Awarding of Credits.** Indicate the number of credits to be awarded. To receive credit, students, at minimum, must:
   (1) Complete the identified secondary program with a grade of "B" or higher in each program course.
   (2) Achieve a Certificate of Completion. (agreements may identify the Certificate of Mastery as a minimum qualification)
   (3) Officially declare a major in the identified postsecondary program.

   D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
   (1) will transfer between Guam Community College's secondary program and Guam Community College's postsecondary program and
   (2) may not be applicable to programs outside of this Agreement.

III. Student Application Guidelines for Articulated Credits

   Student Eligibility. Please indicate any other criteria established by the postsecondary program that a student must meet in order to be eligible for articulated credit.
   (1) Indicate here that official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary (indicate program) Program of Study courses with a grade of "B" or higher are required.

   B. **Timeline for Application.** Students should apply for articulated credit by contacting the college counselor or program chair (see list of contact persons) in their first year of attendance at Guam Community College.

C. Table 1

Dual Credit Articulated GCC Secondary Program of Study and GCC Postsecondary Program of Study Courses
(indicate secondary program here)

GCC Secondary / Postsecondary Cluster Courses
List course numbers and names of all secondary courses aligned with the postsecondary program. Include the number of credits students receive for completion of each secondary course.
Students completing the above courses with a "B" or better and receive a Certificate of (indicate Mastery or Completion) will earn (indicate number of credits) in the (indicate postsecondary program) at Guam Community College.
Guam Community College **Certificate of (Mastery or Completion) in (indicate postsecondary program)** List course numbers and names of all postsecondary courses aligned with the secondary program. Include the number of credits students receive for completion of each postsecondary course.

D. **Crosswalk of Student Learning Outcomes (SLOs) for the program of study secondary courses and the program of study postsecondary.**

SECONDARY SLOs	POSTSECONDARY SLOs
Secondary course #1 1. *(indicate all secondary SLOs that are aligned with Postsecondary SLOs)* *Secondary course #2* 2. *(indicate all secondary SLOs that are aligned with Postsecondary SLOs)* *Indicate all additional courses / SLOs to be articulated, as above.*	*Postsecondary course #1* 1. *(indicate all secondary SLOs that are aligned with Secondary SLOs)* *Postsecondary course #2* 2. *(indicate all secondary SLOs that are aligned with Secondary SLOs)* *Indicate all additional courses / SLOs to be articulated, as above.*
Note: For articulation of credits secondary SLOs must clearly align with postsecondary SLOs.	

E. **Campus Contacts**

Program Contact	Administration Contact
(list name of Department Chairperson) *(list DC rank and title)* *(list DC office and e-mail addresses, and telephone / facsimile numbers)*	Admission & Registration Tel. (671) 735-5531 -34 Fax. (671) 734-5238 Email: gcc.admission@guamcc.edu gcc.registrar@guamcc.edu Assessment & Counseling Tel. (671) 735-5562 -65 Fax. (671) 734-5238 Email: gcc.counseling@guamcc.edu

Career Cluster		Hospitality and Tourism		
Program of Study		Secondary	Post-Secondary	
		ProStart	Food and Beverage Management	

Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	Career & Technical Courses and/or Degree Major Courses
SECONDARY	9	• English / Language Arts 9	• Applied Math -or- General Math	• General Science	• World Geography –or– • World History	• Physical Education I -or- Health and Dance • Word Processing	
	10	• English / Language Arts 10	• Pre-Algebra	• Physical Science	• US History	• Chamorro –or– History of Guam • Computer Literacy	• VETT055 PROSTART I
	11	• English / Language Arts 11	• Algebra I -or- • Geometry	Any of the following: • Biology • Marine Biology • Physics • Chemistry	• American Govt.	• Art I -or- Speech and Debate • Psychology/Sociology	• VETT065 PROSTART II
	12	• English / Language Arts 12 OR • Applied Communication				• School to Work • Basic Communication II • PE II	• VETT075 PROSTART IIII

* Students who receive a Certificate of Mastery in ProStart will receive credits for HS152,208,292. For Certificate of Completion, a student will received credits for HS152,208.

Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	Career & Technical Courses and/or Degree Major Courses
Postsecondary	Year 13	• EN110 Freshman English	• MA110 Finite Mathematics	•			HS206 Beverage Management HS203 Food Sanitation and Safety
				SI103 or SI110 Intro to Marine Biology or Environmental Biology		OA101 Keyboarding Applications	HS245 Food Production Principles HS288 Food and Beverage Service
							HS292 Practicum (Summer)
	Year 14				SO130 Introduction to Sociology	PY120 General Psychology CS151 Windows Applications	

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

Sample Career Specialties /Occupations			
General Manager •Food & Beverage Manager •Kitchen Manager •Catering & Banquets Manager •Service Manager• Dining Room Supervisor •Restaurant Owner •Baker •Brewer •Caterer •Dietician •Executive Chef •Cook •Pastry & Specialty Chef •Bartender •Restaurant Server •Banquet Server •Cocktail Server •Banquet Set-Up Employee• Bus Person •Room Service Attendant •Kitchen Steward •Counter Server •Wine Steward •Host •Research and Development Chef •Food/Beverage Wholesaler •Product Demonstrator •Personal Chef	Front Office Manager •Executive Housekeeper •Director of Sales & Marketing •Chief Engineer •Director of Human Resources •Rooms Division Manager •Director of Security •Controller •Food & Beverage Director •Resident Manager •Director of Operations •General Manager •Regional Manager •Quality Assurance Manager •Corporate Management •Lodging Management •Owner/Franchisee •Uniformed Services Support •Communications Supervisor •Front Desk Supervisor •Reservations Supervisor •Laundry Supervisor •Room Supervisor •Bell Captain •Shift Supervisor •Sales Professional •Night Auditor •Front Desk Employee •Valet Attendant •Bell Attendant•Door Attendant •Concierge •Reservationist •Guestroom Attendant •Public Space Cleaner •House Person•Maintenance Worker•Van Driver	Executive Director •Assistant Director •Director of Tourism Development •Director of Membership Development •Director of Communications •Director of Visitor Services •Director of Sales •Director of Marketing and Advertising •Director of Volunteer Services •Director of Convention and Visitors Bureau •Market Development Manager •Group Sales Manager •Events Manager •Sales Manager •Destination Manager •Convention Services Manager •Heritage Tourism Developer •Travel Agent (Commercial & Vacation) •Event Planner •Meeting Planner •Special Events Producer •Nature Tourism Coordinator •Tour and Travel Coordinator •Tourism Marketing Specialist •Transportation Specialist • Welcome Center Supervisor •Visitor Center Counselor •Tourism Assistant •Executive Assistant •Tour Guide •Tour Operator •Motor Coach Operator •Tour and Ticket Reservationist •Interpreter	Club Manager •Club Assistant Manager •Club Instructor •Club Equipment & Facility Maintenance •Club Scheduler •Club Event Planner •Club Membership Developer •Parks & Gardens Director •Parks & Gardens Activity Coordinator •Parks & Gardens Access Management •Parks & Gardens Safety & Security •Parks & Garden Ranger •Resort Trainer •Resort Instructor •Resort Equipment Maintenance •Resort Scheduler •Gaming & Casino Manager •Gaming & Casino Supervisor •Gaming & Casino Dealer •Gaming & Casino Slot Supervisor and Maintenance •Gaming & Casino Security & Safety •Fairs/Festival Event Planner •Fairs/Festival Set up Supervisor •Fairs/Festival Facility Manager •Fairs/Festival Promotional Developer •Theme Parks/Amusement Parks Resale Department Manager •Theme Parks/Amusement Parks Area Retail Manager •Theme Parks/Amusement Parks Area Ride Operations Manager •Theme Parks/Amusement Parks Group Events Manager •Family Centers Manager •Family Centers Equipment Operator/Maintenance •Historical /Cultural/Architectural Ecological Industrial Sites Guides/Ranger •Historical/Cultural/Architectural Ecological Industrial Sites Exhibit Developer •Museums/Zoos/Aquariums Docent •Museum/Zoos/Aquariums Animal Trainer and Handler •Museums/Zoos/Aquariums Exhibit Developer
P A T	Restaurants and Food/Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions

(Note: the P A T row spans the four cluster pathway headers — Restaurants and Food/Beverage Services, Lodging, Travel & Tourism, Recreation, Amusements & Attractions.)

CLUSTER K&S

CLUSTER KNOWLEDGE AND SKILLS

◆Academic Foundations ◆Communications ◆Problem Solving and Critical Thinking ◆Information Technology Applications ◆ Systems ◆ Safety, Health and Environmental ◆Leadership and Teamwork ◆Ethics and Legal Responsibilities ◆Employability and Career Development ◆Technical Skills

IV. Approval Process For Dual Credit Articulated Program of Study

When a DCAPS Agreement is developed, assurance that the DCAPS complies with requirements of Carl D. Perkins Act and a copy shall be provided to the State Agency Office. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

On behalf of the agencies named above, we agree to the terms and conditions of this articulation agreement.

Department Chair *(indicate Department)*	Date	Dean (indicate TPS or TSS)	Date
Academic Vice President	Date	President	Date

APPENDIX K:
GCC Curriculum Flow Process (February 2011)

START
Author submits document to DC

DC Reviews

Registrar Reviews

Dean Reviews

** Learning Outcomes Committee Reviews

Non-Substantive Revisions

Substantive Revisions

Reinstitutions

Archival

Adoptions

AVP Reviews END

AIER Updates TracDat

AVP Reviews

President Reviews END

AIER Updates TracDat

AVP Reviews END

AIER Updates TracDat

* Archivals, Non-Substantive, Substantive Course/Program Revisions, Adoptions, Reinstitution

NOTES:

* Refers to the following forms: Archival Memorandum, Non-Substantive Curriculum Revision Memorandum, Course/Program Approval Forms, and Reinstitution of Archived Curricula.

** If a reviewer does not approve document, it will be returned to author for resubmission.

APPENDIX L:
GUAM COMMUNITY COLLEGE
PROCEDURES FOR TEXTBOOK SELECTION

INTRODUCTION

The purpose of GCC's textbook selection process is to provide direction for textbook evaluation and review as well as to ensure that educational goals and student learning outcomes are met. The policy also aims to provide high quality and comprehensive learning materials while maintaining reasonable costs to the students and ensuring timely availability of resources.

A. REQUIRED TEXTBOOKS (PRIMARY)
   1. Selection of textbooks supports the student learning outcomes of the course as reflected in the adopted course guide. Textbooks required for classroom use are adopted and used for a minimum of a three-year period.
   2. Textbook change procedures:
      a. Textbooks associated with substantive changes in course content are done via the course guide, which must go through the regular curriculum approval process (see Curriculum Manual).
      b. Textbooks associated with non-substantive changes in course content are done via non-substantive curriculum memorandum (see Curriculum Manual).
   3. Textbook selection shall be recommended by a consensus of full-time faculty members in the subject field. Consultation with appropriate adjunct faculty members is strongly recommended.
   4. All teachers in all courses must use the adopted textbook, and must use the edition that is available to students in the bookstore. During the semester that a new edition is available, faculty will make every effort to use both the old and the new edition for that one semester.
   5. The attached textbook adoption checklist should be used when considering textbooks for selection. Generally, the College should consider the following factors:
      a. College grade level readability
      b. Bias-free: job designation; sex-role stereotyping; age discrimination; racial, ethnic, and/or religious bias; all other discriminatory characteristics
      c. Accuracy: factual, up-to-date; detailed to minimize misinterpretation
      d. Appropriateness and versatility: appropriate to learners with varying levels of maturity; suitable for a variety of learning environments; language and/or visuals are easy to understand, challenging, but not beyond ability of learning; important and relevant to subject matter area
      e. Verbal and visual effectiveness: attractively designed; logical development of ideas; stimulating; develops critical thought and creativity
      f. Cost: available at a cost commensurate with value and probable use based on comparable texts

B. EXAMINATION/REVIEW COPIES
   It is the responsibility of the department chair to initiate contact with publishers to obtain examination or review textbook copies. These copies shall be utilized in reviewing textbooks at the department's level for textbook selection.

C. SUPPLEMENTAL TEXTBOOKS

A supplementary text is a required textbook selected by an instructor to supplement the primary text. The process for selecting a supplementary text is the same as the primary text. Supplementary textbooks must be aligned with student learning outcomes. The cost of a supplementary text must be less than $50.00 per text. A faculty member may submit a request for an exception to the $50 per text limitation with rationale to the Vice President for Academic Affairs via the Dean. The Vice President for Academic Affairs must approve all supplementary text requests when the cost exceeds $50.00 per text.

D. OPTIONAL TEXTBOOKS

Optional textbooks are not required for a course. Purchase of an optional text is discretionary for students. When optional textbooks are used, the course syllabus must indicate optional textbooks are not required to be purchased by students, and that their use will not have any bearing on the determination of a final grade in the course. This statement must be included in the syllabus.

E. ORDERING OF TEXTBOOKS

The Business Office, through the bookstore, shall be responsible for the ordering of textbooks in close collaboration with the department chair. The department chair will be responsible for indicating the projected number of textbooks needed for the following semester to the Business Office, no later than the established due date set by the Business Office. Textbooks and information costs shall be posted on the college website or and on the printed class schedule, as required by the Higher Education Opportunity Act (HEOA) of 2008.

F. DESK COPIES

The ordering of instructor desk copies is the responsibility of the department chair. The Business Office, through the bookstore, will assist in providing contact information of the publisher. Departments may also purchase a copy of the textbook from the Bookstore.

G. DIGITAL BOOKS

Digital books (e-books) should be secured, if available, as an alternative to printed copies. However, the printed copy should always be made available. It is the responsibility of the Business Office, to make the arrangements to offer e-books to students.

H. IN-HOUSE FACULTY TEXTBOOKS

GCC faculty members and employees who have authored textbooks must recuse themselves from the textbook selection process if their textbook is being considered for adoption for a particular course.

I. COPYRIGHTED MATERIALS

All employees shall adhere to federal and local copyright laws in addition to GCC policies regarding the use of textbooks and other classroom materials.

APPENDIX M:
TEXTBOOK ADOPTION CHECKLIST

Recommended text for: _____ (subject/course)

Department Contact Person: _____

Department Chair Signature/approval: _____

Textbook Information

Title: _____	# Books Needed: _____
Author: _____	Cost Per Book: _____
Publisher/Company: _____	Mis. Costs: _____
Copyright Date: _____	Shipping Charges: _____
Lexile Score: _____ (Go to: www.lexile.com, then Educators, then Lexile Book Database, type in the title or author to retrieve the Lexile score for that title.) Textbook Performance: **FIRST SECOND THIRD**	**T O T A L C O S T :**

Directions: This checklist is designed to help you evaluate the appropriateness of the texts you are considering for adoption. Your goal is to find out what aspects of the text is not less than ideal. Please rank the statements below using the following rating system:
3 = Excellent   2 = Acceptable   1 = Poor   0 = Not Acceptable   NA = Not Applicable   NF = Not Found

OVERALL STRUCTURE	3	2	1	0	N/A	NF
1. Text has table of contents, glossary, index, appendix, & other appropriate aides						
2. Text is durable, size of book & print are appropriate, and illustrations & format are appealing.						
3. Content reflects essential concepts/skills, of course content & district curriculum goals.						
4. Text has clear organizational pattern that follows throughout & relates chapters to each other.						
5. Subject matter is thoroughly covered & presented in a logical, clear sequence.						
6. Material reflects current trends, information & instructional practices.						
7. Teacher editions are easy to use, clearly formatted, and provide instructional methods & activities to meet the needs of all students.						
8. Supplemental materials are available & stress the concepts presented in the text.						

CONTENT & ORGANIZATION	3	2	1	0	N/A	NF
1. Instruction & activities reflect different learning styles, interests, & ability levels.						
2. Instruction & activities help students make connections between prior knowledge/experiences and new information presented in the text.						
3. Instruction & activities show students the relationship & application of skills & concepts to real life.						
4. Materials are free of bias related to sex, race, culture, & stereotype.						
5. Directions are written clearly & explicitly.						
6. Materials contain affective objectives.						
7. Instruction guides students from concrete to abstract & general to specific.						
8. Instruction gradually releases independence for learning to student.						
9. Content specific terms are well defined & include descriptions and/or examples for clarification.						
10. New concepts are explicitly linked to a student's prior knowledge & experimental background.						
11. Vocabulary & concept density is within the ability of the students to gain meaning from the text.						
12. The main ideas, concepts, & important information are clearly stated & explained.						
13. The author's writing style provides students with aids that guide them through the text. (Some of these include: marginal notes, glossing, pre-reading plus purpose setting, introductions, guided reading questions, summary questions/statements, extended reading activities, study techniques, writing activities, thought level questions, others.)						
14. Education for Employment skills is reflected.						
15. Illustrations, graphs, maps, charts, etc., enhance the understanding of text & clarity or relate to key concepts.						
ASSESSMENT	**3**	**2**	**1**	**0**	**N/A**	**NF**
1. Assessment is centered on knowledge of the main ideas, concepts, & skills.						
2. Students' knowledge of content is assessed in a variety of ways 7 from information taken at all levels of cognitive & affective thinking.						
3. The major goals & objectives of the course curriculum are evaluated.						
4. Questions & activities draw attention to the organizational patterns of the text & other learning strategies.						
5. Assessment centers on the student's understanding of the process as well as the product.						
MOTIVATION	**3**	**2**	**1**	**0**	**N/A**	**NF**
1. Content & manner of presentation are interesting 7 relevant to the students.						
2. Activities are meaningful, motivating, & challenging to students at varying levels of learning.						
3. Materials allow students to think critically & creatively.						

Page 2 of 2

Recommended text for: _____

(Class/grade level)

Vendor: _____ Phone # _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

USE ONLY ONE VENDOR PER REQUEST FORM
Please indicate any special ordering information (discounts, etc.)

If you have an order form completed by the book company...just attach it. There is no need to transfer to this form.

Quantity	Publisher/ISBN#	Title/Description/Author	Unit Cost	Total Cost
		Shipping/handling fees (please include unless you know they will be waived)		
		Order total		

Department Chair: _____ Date: _____

Program Dean: _____ Date: _____

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Guam Community College 2013 - 2014 Catalog [ARCHIVED CA ∨]

[ARCHIVED CATALOG]   ★ ◁ ⊡ ?

Credits, Grades and Examinations

- Credits, Grades and Examinations   • Determining Applicable Catalog

Credits, Grades and Examinations

Credit Load

A student may not register for more than 15 credits in any one semester except under special circumstances. If a student's program of study requires registration for more than 15 credits in any one semester, counselor or advisor approval is required.

Credits

At the College, each credit hour represents one hour per week in class and two hours outside of class devoted to preparation. Credit is granted in recognition of successful work in attaining Student Learning Outcomes (SLOs) in specific courses. See General Requirements for Certificates and General Requirements for Associate Degrees of this catalog for a statement on SLOs as applied to programs.

Course Numbering

Courses offered by the College are numbered as follows:

- **000-049** These courses are noncredit courses. These courses may satisfy prerequisite requirements and/or provide appropriate remediation for courses numbered 050-099 in the same subject areas.
- **050-099** These courses except for MA 085 and MA 095 are accepted toward meeting the requirements of the Adult High School and some Certificate/Degree programs.
- **100-299** These courses are accepted toward meeting requirements of the Associate of Arts and Associate of Science degrees conferred by the College. These courses are also accepted toward meeting the requirements of the Certificate conferred by the College. Exceptions are MA 108, EN 100R and EN 100W. These are prerequisite/remedial courses

Course numbers indicate the level of the course. Courses numbered 100-199 are intended for freshman or sophomore students; courses numbered 200-299 are intended for sophomore students.

Courses numbered 100-299 may be used to meet Adult High School Diploma requirements. Diploma Students taking courses numbered 100-299 to meet the Adult High School Diploma should select such courses with the advice and approval of their counselor or advisor.

Prerequisites

Course prerequisites are courses to be completed or conditions to be met before a student is eligible to enroll in a specific course. A student who has enrolled in a course without first completing all course prerequisites may be disenrolled from that course by the College. Prerequisites are identified in program listings with a "+" sign. Waivers for course prerequisites can only be obtained from the Department Chairperson for the department which oversees the course. For example, SO 130 requires the completion of EN 100R and EN 100W; therefore, only the department chairperson overseeing sociology courses may waive the prerequisites.

Course Waivers and Substitutions

Recommendation for a course waiver is made by the department chairperson or academic advisor. For each course waiver there must be an accompanying recommended course substitution. Credit requirements cannot be waived. A declared student wishing to have a course waived or substituted must complete the following steps:

- Submit a Course Substitution Form, which indicates the waiver, to a counselor/advisor who forwards the request to the department chairperson.
- The department chairperson will confer with department members, and if they concur with the request, will forward the recommendation to the appropriate Dean for approval.
- If the Dean concurs with the request, it will be forwarded to the Registrar for verification and recording. If the Dean does not concur with the request, it will be returned to the student with justification.

Repeating a Class

- Credit is allowed only once for the course. A course may repeated if a grade lower than a "C" was received. Credit will be received for the first grade of "C" or better. If a course received a "C" or better and is repeated, the first grade will be counted towards grade points even if the second grade is higher.

Note: Prior to fall 2007 the class being repeated will be assigned a repeat grade of "R" before the original grade. Beginning fall 2007, all repeated courses will appear as a letter grade with the repeat indicator appearing in a separate column. All classes being repeated will not affect grade point average.

Grade Reports

Grade reports can be prepared for students upon the request of the student. It is the student's responsibility to update their address and mailing information in their student records. Such information may be submitted to the Admissions & Registration Office. Grade reports will not be faxed or emailed. Additionally, grade reports will not be released to a third party without the student's written authorization.

Final grades can be accessed by students via the college's self-service portal, MyGCC.

Grading

Students are assigned grades by the instructor of each class based on standards of achievement established by the curriculum documents. Students will be informed of these standards through the class syllabus within the first week of instruction of each class each semester.

Faculty evaluation of student work may be appealed using the process described in the Student Grievance Procedure located in the Student Handbook. An Evaluation Review Committee shall be convened to review the faculty member's evaluation of the student's work. Students may contact a Counselor for further guidance.

Students who wish to challenge grades must do so within two semesters immediately following the grading period in question.

Grading System

The following grades may be issued at the College:

GRADE	POINTS	INTERPRETATION
A	4	Excellent Achievement
B	3	Above Average Achievement
C	2	Average Achievement
D	1	Minimal Passing Achievement
F	0	Failure
TF	none	Technical Failure
TW	none	Technical Withdrawal
W	none	Withdrawal
I	none	Incomplete
CR	none	Satisfactory Completion
NC	none	Unsatisfactory Completion
P	none	Satisfactory Completion/Test-Out (Used for developmental courses only)
Z	none	Satisfactory Progress made, continued enrollment required (Used for developmental courses only)
AU	none	Audit

Note: Prior to fall 2007, if a student repeats class (see section on Repeating a Class for more information), the class being repeated will be assigned a repeat grade designation with an "R" before the original grade. Beginning fall 2007, all repeated courses will appear as a letter grade with the repeat indicator appearing in a separate column. All classes being repeated will not affect grade point average.

Credit/No Credit Option

Students should consult their counselor or advisor before taking courses using the Credit/No Credit option; this option must be declared in writing prior to the first day of instruction. Credit/No Credit is used for all Credit-by-Examination challenges.

Incomplete or "I" Grade

This is a temporary grade given at the instructor's option if a student has failed to complete the requirements of the course because of circumstances beyond the student's control. In general, the "I" grade will revert to an "F" (and in no case a "W") if the student fails to complete the course requirements before the end of the next regular semester. Students are responsible for making arrangements with

their instructors for completing course work and are encouraged to make sure that a Change of Grade Form has been submitted on their behalf upon completing course requirements.

Technical Failure or "TF" Grade

If a student registers for a class but fails to attend the class, the instructor will award a "TF" grade indicating that the student never attended the class. The "TF" will be entered on the student's permanent record.

Technical Withdrawal or "TW" Grade

If a student registers for a class but fails to meet all College requirements for registration in that class (e.g., course prerequisites, immunization/health requirements, etc.), that student may be administratively withdrawn from that class. In such instances, a "TW" grade will be entered on the student's permanent record.

Grade Point Average

A student's grade point average (GPA) is computed by dividing the total grade points earned by the total credits attempted, excluding those credits for which "AU", "CR", "I", "NC", "P", "TF", "TW", "W", or "Z" grades are assigned and courses repeated (see section on Repeating a Class for more information).

Determining Applicable Catalog

Students maintaining continuous enrollment at Guam Community College may graduate according to the requirements of the catalog in effect at the time of initial acceptance as a Declared Student or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment thereafter.

Students who are dismissed as Declared Students may only be reinstated using the most current catalog. A semester in which a student earns course credit will be counted toward continuous enrollment. Noncredit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

Students who do not enroll for two consecutive regular (fall & spring) semesters are no longer considered continuously enrolled, and must meet requirements of the catalog in effect at the time they return.

Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.

Students who return during a summer term after an absence must follow the requirements of the catalog in effect for the following fall semester.

Students who do not enroll for two consecutive regular semesters as well as students dismissed from the college as a Declared Student must complete the Application for Re-Entry and must submit it to the Admissions and Registration Office. Students must meet with their advisor or with a counselor prior to the submission of this Application.

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Memorandum

To: Vice-President, Academic Affairs Division
President, Faculty Union

From: President, Faculty Senate

Subject: Establishment of General Education Committee

Date: October 23, 2013

Pursuant to the provisions of Article VII.D.1b of the Agreement between the Guam Community College Faculty Union and the Board of Trustees Guam Community College, the chairperson of the Learning Outcomes Committee (LOC) requested to establish a subsidiary General Education (GenEd) Committee. The Faculty Senate voted to support this request as negotiated.

Thank you for your attention to this memorandum.

Robin Roberson

REQUEST TO CREATE A COMMITTEE

Per Article VII.D.1b of the Agreement between the Guam Community College Faculty Union /
Guam Community College Board of Trustees the creation of a committee to be included in
Article VII may be created through mutual agreement at any time during the life of the
agreement. The following is submitted for consideration:

Name of new committee: General Education Committee

Purpose of new committee: To ensure the integrity of General Education courses at Guam
Community College are in support of the College's mission and the relevant charges of the
Learning Outcomes Committee addressing General Education issues.

Is there any other committee who's charge is similar or includes what the charge of this
committee shall be: [ ] Yes   [X] No

Charge of new committee:

As a subsidiary to the existing Learning Outcomes Committee (LOC) charge as follows:

This Committee ensures and regulates, through quality control, a curriculum that reflects the
mission of the College and that is academically sound, comprehensive, and responsible 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 will involve administrators, faculty, staff members, and students in
efforts to guide and continually improve the institutional and student learning outcomes.

The General Education Committee, as a newly formed committee will address the above charges
by:

- Establishing guidelines for general education in all degree and certificate programs
- Assessing current General Education courses for effectiveness and to ensure they
  meet ILOs and
- Reviewing and approving new course guide submissions for proposed General
  Education courses

Recommended make-up of the committee (with reason for the recommendation)

Faculty: Not more than 5 members; additional members may be assigned by the Faculty
Senate President if requested by the committee's chairperson after all other committees are
filled.; faculty to represent each academic department (English, Math, Science, and
Social Science).

Staff: O
Administrators: O

Appendix# M

Request to Create a Committee

Initials: RDS RGH
Date: 4/20/2012

Initials: RDS FQT
Date: 6/29/31

Date recommended to convene the committee: Fall 2013

Submitted by: General Education Working Group   Date: 9/6/13

For approval, this request must be accompanied by a cover memo from the relevant governance bodies: Faculty Senate, if the request is for a Faculty Senate Committee; College Governing Council, if the request is for a Committee with a recommended make-up of faculty, staff, and/or administrators.

Approval:

For the Guam Community College Board of Trustees:

[ ] Approved [ ] Disapproved

_____   Date: 08/29/13
Dr. R. Ray Somera, Vice President, Academic Affairs

For the Guam Community College Faculty Union:

[ ] Approved [ ] Disapproved

_____   Date: 10/24/13
Frederick Q. Tupaz, GCC Faculty Union President

Appendix# M

Request to Create a Committee

Initials: RDS RGH
Date: 4/25/2013

Initials: RDS FQT
Date: 10/29/13

COMMITTEE MEMBERS (Full-Time Faculty) 2013-2014

Calendar	College Technology Committee	Council of Department Chairs	Committee on College Assessment	Faculty Job Specifications/Evaluation Committee	*Faculty Senate	*Learning Outcomes Committee
Robin Roberson Jose Munoz Norma Guerrero	John Limtiaco Terry Kuper Michael Setzer II Paul Healy	Robin Roberson (Chair) Ricky Tyquiengco Christopher Dennis Sarah Leon Guerrero Jose Munoz Dr. Lisa Baza-Cruz Steve Lam Norman Aguilar Anthony Roberto Gil Yanger Dorothy Lou Manglona	Zhaopei Teng (Chair) J. Peter Roberto Yvonne Tam Inez Bukikosa Katsyoshi Uchima Karen Dumchus Gil Yanger	Gary Hartz (Chair) Frederick Tupaz Phyllis Yurko Sarah Leon Guerrero Robin Roberson	Robin Roberson (President) Jose Munoz (Past President) Anthony Roberto (President- Elect) Norman Aguilar (At Large Member) Troy Lizama (At Large Member)	Patty Terlaje (Chair) Norma Guerrero (Chair-Elect) Tressa Dela Cruz Catherine Leon Guerrero Yvonne Flores Sandy Balbin Rose Marie Nanpei Dr. Anthony J. Sunga Brian Muna Desiree Ventura Frank Evangelista Theresa Datuin Benjamin Sison Simone Bollinger
						GenEd John Armstrong Dr. Lisa Baza-Cruz Polli Huseby John Michael Jocson Steve Lam

PDRC	Promotions	Resources, Planning & Facilities Committee	Std I Institutional Mission & Effectiveness	Std II Student Learning Programs & Services	Standard III Resources	Std IV Leadership & Governance
Dr. Clare Camacho (Chair) Anthony San Nicolas Doreen Blas Donna Cruz Dr. Marsha Postrozny Sally Sablan	Eric Chong (Chair) Rebecca Toves Wilson Tam Juanita Tenorio Hermalin Analista John Michael Jocson	Robin Roberson (President) Anthony Roberto (President-Elect) Jose Munoz (Past President) Frederick Tupaz (Faculty Union President)	Troy Lizama (Chair) Ricky Tyquiengco	Tonirose Realica (Chair) Dr. Clare Camacho Carl Torres II Angela Bordallo	Vera De Oro (Chair) Sterlyn Sotomil Bertha Leon Guerrero	Pilar Pangelinan (Chair) Jennifer Artero Rosemary Loveridge Loressa Melegrito

Verified by: _____
Faculty Senate President
Date: 10/29/13

Attested by: _____
Academic Vice President
Date: 10/29/13

_____
Faculty Union President
Date: 10/29/13

Form Revision 04/01/2013
Information Updated 10/29/2013

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GCC
GUAM COMMUNITY COLLEGE
GUAM COMMUNITY COLLEGE
Kalohen Kemunidat Guåhan

GUAM COMMUNITY COLLEGE
Bill/Ship TO MATERIALS MANAGEMENT SECTION
P. O. Box 23069 GMF
Barrigada, Guam 96921-3069
1 Sesame St. Mangilao, Guam 96913
Website: www.guamcc.edu
Email: materialsmanagement@guamcc.edu
Phone: 671.735.5540/1/2 Fax:
671.734.5238

Purchase Order Number
P1400355

Issue Date: 11/27/13

Delivery Date: 11/27/13

This Purchase Order Number must appear on all packages, shipping papers, correspondence, and invoices pertaining to the order. Please supply promptly the articles below or services. All invoices and statements must show the purchase order number to avoid delay in payment

24 hour notice for large deliveries is recommended Please call 671 735 5525 to make arrangements

Billing Instructions: Send certified invoice with three (3) copies to Bill/Ship to address only

Shipping Instructions: Make sure Bill/Ship to address appears on the crate or package. Invoice must accompany shipment.

Vendor:

B00139237
Island Business Systems and Su
PO Box 7
Hagatna GU 96910

Ship To:

Materials Management
PO Box 23069 GMF
Barrigada GU 96921

ITEM	DESCRIPTION	QUANTITY	UOM	UNIT PRICE	EXTENDED AMOUNT
1	7001 Capital Equipment Cannon ImageFORMULA DR-G1130 Warranty: 1 year warranty (Parts & Labor) 30-45 Days Required Delivery Time ***********For Internal Use Only*************** Requestor: Francisco Camacho (MIS) 745040:Capital Outlay Equipment FOAP: 11.3080.745040.55.GGS14	1.00	EA	9,444.0000	9,444.00

REMARKS:

DISCOUNT:	.00
ADDL CHARGES:	.00
TOTAL TAXES:	.00
TOTAL AUTHORIZED ▶	9,444.00

FOR GUAM COMMUNITY COLLEGE USE ONLY

Joleen M. Evangelista

JOLEEN M. EVANGELISTA
SUPPLY MANAGEMENT ADMINISTRATOR

Carmen K. Santos

CARMEN K. SANTOS, CPA   Certifying Officer
VP, BUSINESS & FINANCE

Mary A. Y. Okada DEC 04 2013

MARY A. Y. OKADA, PRESIDENT   DATE
APPROVAL
VENDOR COPY (SEE REVERSE FOR CONDITIONS/INFORMATION)

38

Clare Camacho

hafa adai clare,

i gave a pretty detailed response to the last message...somehow it must've gotten lost in cyberworld!

basically: this is a practice that was supported years ago under the old gened committee and was brought forth by the new LOC when it began. i know there are copies of the minutes on our group studio site from 10-11 and 11-12 that detail where we are throughout the process. i will find one set that seems most central to the conversation. right now, i am very busy with meetings and more...

just curious: are you asking based on a role w/ accreditation? as an interested faculty member? i am just trying to understand your perspective / purpose. regardless, i am happy to provide information and answer questions, of course...

thanks-

gary

On 12/5/12 7:27 AM, Clare Camacho wrote:

> Hi Gary, following up.
>
> **From:** Clare Camacho [mailto:clare.camacho@guamcc.edu]
> **Sent:** Monday, December 03, 2012 10:47 AM
> **To:** 'Ronald Gary Hartz'
> **Subject:** RE: RE: RE: minutes
>
> Wow Gary, this is good, it makes more sense now – the practical connection is there.
>
> Was this part of minutes that I can reference or something?
>
> cc
> **From:** Ronald Gary Hartz [mailto:ronald.hartz@guamcc.edu]
> **Sent:** Monday, December 03, 2012 10:20 AM
> **To:** Clare Camacho
> **Subject:** Re: RE: RE: minutes
>
>
> cool. interesting question. we can direct that to the gened team within LOC.

1

fyi: we have operationalized the ILOs in ways relevant to gened. some ILOs relate to civic engagement, here's what we are looking at, regarding overall civic engagement outcomes:

5. CIVIC ENGAGEMENT

5.1 Completed a civic engagement experience where a service was provided to the
    community as related to the academic curriculum.

5.2 Demostrate an understanding of the need for and value of lifelong civic
engagement with their local communities.

5.3 Exhibit a sense of accomplishment and pride in providing a needed service to
their local
    communities as related to the academic curriculum.

On 12/3/12 10:12 AM, Clare Camacho wrote:

> Oh, sorry, Tonirose was supposed to contact you regarding if there was a way to
> standardize service learning in the course guide so that there is consistency again, on
> how it is applied.
>
>
> cc
>
>
> **From:** Ronald Gary Hartz [mailto:ronald.hartz@guamcc.edu]
> **Sent:** Monday, December 03, 2012 10:11 AM
> **To:** Clare Camacho
> **Subject:** Re: RE: minutes
>
>
> hafa adai clare,
>
> i made the change to 8b. fyi: the discussion about english classes stemmed from
> the broader discussion.
>
> regarding minutes, eric indicated to me via email that he and amada were working
> on the changes. i will ask eric to see what tonirose is doing, so that she can be
> recognized if need-be.
>
> minutes regarding student learning: please clarify...not sure i understand to what
> you are referring...

2

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

THE
CURRICULUM
MANUAL

GUAM COMMUNITY COLLEGE
KULEHON KUMUNIDÁT GUÁHAN

REVISED: May 2014

CURRICULUM MANUAL

TABLE OF CONTENTS

THE
CURRICULUM
MANUAL

A GUIDE TO THE PROCEDURES USED

IN THE

CURRICULUM DEVELOPMENT PROCESS

AT

GUAM COMMUNITY COLLEGE

INTRODUCTION

This Curriculum Manual provides information on the curriculum development processes at Guam Community College for both instructional programs and courses. The manual provides access to the information necessary for curriculum development, including applicable forms, annotations and resources.

The manual is designed to assist faculty, departments, and academic administrators of Guam Community College in the development of new programs and courses and in the revision of existing programs and courses.

The Curriculum Manual is a complete guide to the curriculum development process used at Guam Community College. The manual includes two parts: the *Course Approval Process* and the *Program Approval Process*. Both parts are divided into several sections, each representing a different step or action, of the curriculum approval process. Each section includes a description of the various procedural steps unique to that process and the applicable curriculum form.

LEARNING OUTCOMES COMMITTEE

The committee responsible for overseeing the curricular development process is the Learning Outcomes Committee (LOC), recognized as such by the Board of Trustees/Guam Federation of Teachers Agreement (2010 – 2016).

General Education Committee: a subsidiary committee of LOC, the purpose of the General Education committee is to ensure the integrity of General Education courses at Guam Community College are in support of the College's mission and the relevant charges of the Learning Outcomes Committee addressing General Education issues.

CHARGE

The Learning Outcomes Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsible 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 will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes.

General Education Committee will address the above charges by: Establishing guidelines for general education in all degree and certificate programs, Assessing current General Education courses for effectiveness and to ensure they meet ILOs, and Reviewing and approving new course guide submissions for proposed General Education courses.

MISSION STATEMENT

The Learning Outcomes Committee ensures that the College's curricular offerings are academically sound, comprehensive, and responsible to the evolving needs of the community. It serves to guide and continually improve GCC's efforts to assist students to achieving relevant student learning outcomes.

VISION STATEMENT

The Learning Outcomes Committee strives to prepare students to fully pursue high-quality educational opportunities, in support of the needs of Guam and its work force.

PHILOSOPHY

The Learning Outcomes Committee believes that a high quality curriculum provides students with the academic foundation necessary to achieve career and life goals.

CURRICULAR PROCESSES

Course Approval Process

A course may "stand alone," i.e. not be a part of a program, or a course may be a component of a program. This process assists authors with adding, revising (substantive and non-substantive) or deleting a course. Each section contains a comprehensive description of the steps involved for each action.

PROCESS	FORM REQUIRED
Adding a Course	
Adoption	Course Approval Form
Revising a Course	
Substantive	Course Approval Form
Non-substantive	Course Approval Form
Archiving a Course	
Course Archival	Archival Memorandum
Reinstating an Archived Course	Reinstitution of Archived Curricula

Program Approval Process

A program consists of a series of courses constituting the requirements for a diploma, certificate or associate degree. This process assists authors in the phases involved in adding (concept and adoption), revising (substantive and non-substantive) or deleting a program. See the corresponding approval process section for a comprehensive description of the steps involved for each action.

PROCESS	FORM REQUIRED
Adding a Program	
Concept	Program Concept
Adoption	Program Approval Form
Revising a Program	
Substantive	Program Approval Form
Non-substantive	Program Approval Form
Archiving a Program	Archival Memorandum
Reinstating a Program	Reinstitution of Archived Curricula

SIGNATORIES FOR CURRICULUM: ROLES AND RESPONSIBILITIES

Each step of the curriculum approval process involves the signature of a person approving the curricular form. The signatures appear on the cover page of the Program Concept, Program Approval Form and Course Approval Form. The signatures should be secured in the following sequence as applicable: Author, Department Chair, Registrar, Dean, Learning Outcomes Committee Chair, VPAA, and President. *Signatories should keep a curricular form no longer than two weeks from date of receipt.* Though a signature may not be required for a specific curriculum action, any curriculum signatory listed here may review the form and express recommendations to the approving signatory. The following is a brief description of the scope of responsibility for each signatory.

AUTHOR

The Author creates and revises curricular forms.

DEPARTMENT AND DEPARTMENT CHAIR

Members of the Department examine the purpose, content, scope, sequence and detail of the curricular form. They review and evaluate the form, focusing attention on the course outline and student learning outcomes. The Department Chair is the actual signatory. The Department reviews and may approve any curricular form. The Department considers all recommendations, makes appropriate revisions, and monitors the progress of the curricular form through the approval process.

REGISTRAR

The Registrar reviews program and course description sections paying close attention to course number, title(s), credit, contact hours, cost to the student, and relationship to other College courses and/or programs. The Registrar may approve any program and course actions presented or ask for revisions.

DEAN

The Dean closely examines the purpose, feasibility, budgetary impact, design, and evaluation portions of each curricular form. Deans may approve any curricular form presented or ask for revisions.

LEARNING OUTCOMES COMMITTEE

The Learning Outcomes Committee (LOC) is comprised of committees previously known as the General Education Committee and the Curriculum Committee (CC), which was formerly known as the Academic Affairs Committee. Its responsibilities regarding curriculum are listed in the agreement for faculty between GCC Faculty Union AFT Local 6476 and the GCC Board of Trustees. In addition to its curriculum approval responsibility, the LOC reviews College policies and procedures and makes recommendations governing curricular development; it ensures that established procedures are maintained and followed for curricular review. The LOC may take the following actions with each curricular form: Approved with no corrections, Approved with corrections, or send Back to Author. The LOC Chair is the signatory and shall:

1. Analyze each proposed curriculum as to its effect on the College, and
2. Provide a written recommendation for each curriculum proposal and ensure the proposals include implementation schedule, materials, equipment, facility required, a budget estimate, and evidence of demand and/or interest.

VICE PRESIDENT, ACADEMIC AFFAIRS

The Vice President, Academic Affairs (VPAA) reviews the curricular form from an institutional perspective. The VPAA may approve any curricular form presented or ask for revisions. The

VPAA is responsible for forwarding a printed copy of the form to designated parties and maintaining the curriculum archival file. Archival files are located in the VPAA's Office.

PRESIDENT

The President reviews the curricular form from an institutional mission and goals perspective. With the exception of substantive and non-substantive course revisions, the President may approve any curricular form or ask for revisions.

GUIDELINES FOR SUBMISSION
OF CURRICULUM FORMS

Curriculum forms are to be developed using computer-generated templates. Templates ensure a common format for all curricular forms at the College and are available from the Deans' Office. *The Curriculum Manual* is also available from the Deans' Office in printed form or in MyGCC. Use *The Curriculum Manual* to identify what curricular actions should be taken and to learn about the processes and requirements.

Guidelines for Writing Curricular Forms
1. Use the latest computer template to generate curriculum forms. Do not change the template. Simply fill in your responses.
2. Only respond to those items requiring your response for the curricular action in question. Leave other items blank.
3. Boldface your responses.
4. Use Times New Roman font. Use 12 pt. font size.
5. Use consistent spacing, margins, indentations, etc.
6. Number the pages of the form. Format: Page # of Page # at the center bottom.
7. For course forms, add a footer listing the course alpha and number. For program forms, the footer must include the program title.
8. Where possible include the most recent previously approved curriculum form. When the previous form cannot be located or does not exist, simply state that fact in I. TYPE OF ACTION.

Suggestions and Information about the Curriculum Process and Development
1. The Author is the primary person submitting curriculum recommendations. The Department is responsible for tracking the form to ensure its timely movement through the process.
2. Authors should submit their curriculum documents in Word format (minimum Office 2007 for PC or 2008 for Mac). Due to department budgetary constraints, the institution should make every effort to ensure that department computers are equipped and updated with the necessary software compatible with Acalog. If the department isn't equipped with the necessary software, the managers of Acalog should assist the Author with the curriculum document required format.
3. If a secondary level course is essentially the same as a postsecondary course, but have different course alphas and numbers, different course guides should be proposed for each.
4. When the Department makes form changes, new pages should replace those pages being changed. The old pages should be kept in a folder in the curriculum package. All signatories should ensure that the integrity of the original package is maintained.
5. The curriculum package contains:
    - the proposed printed original curriculum form,
    - any changes,
    - any necessary attachments,
    Note: Email an electronic copy containing the proposed curriculum form to LOC chair.
6. After the form has all necessary signatures, the original printed form and the electronic version are archived in the VPAA's Office. Copies of the printed form are routed to specified College offices or locations.
7. The Department must plan ahead in order to offer an approved course on an anticipated schedule. Adoption and/or Substantive Program Approval curriculum documents must be submitted during the Fall LOC's Program Adoption and Substantive deadline prior to the Fall implementation timeline.
8. Useful terminology:

- A *program* is a series of courses that culminates in a diploma, certificate or degree.
- A *course may be connected to a program.* A course that is connected to a program is listed in the catalog as a Technical Requirement or a Related Technical and/or General Education Requirement for a specific program.

9. When documents returned by LOC with "BTA" review results, the author has 30 days to resubmit revisions to LOC. After 30 days, the documents will be **expired** and author must resubmit documents through process using the current template.

10. Pre-requisites should be defined as: course work, test score, and/or external certifications.

11. Authors will submit Program and Course Approval curriculum documents to Registrar four (4) weeks and to Deans two weeks prior to LOC deadlines. For a curriculum document to be discussed and voted on by LOC, the curriculum documents must be received by LOC two weeks prior to the meeting date.

12. Registrar and Deans will have a two (2) week timeline each to review a curriculum document and provide feedback to Author.

13. The LOC Chairperson and Chairperson-Elect will receive ACALOG audit alerts for curriculum document review.

COURSE APPROVAL PROCESS

I N T R O D U C T I O N

Courses generally are the components of instructional programs. This section addresses the processes associated with course development and approval. This section lists the steps for the process, lists necessary signatures, identifies the required forms, and includes an annotation of the forms.

Course actions may necessitate revisions to the Program Approval Form. For information regarding program curriculum actions, see the Program Approval Process and specific sections for program development in *The Curriculum Manual.*

These are the processes associated with course approval:

COURSE ADDITION:

1. When practical, experimental courses should be "tested" through the Continuing Education Process as "Special Projects" using 190 or 290 course numbering. Results of those 190 & 290 offerings may be used as evidence to support Course Adoption.
2. Adoption Course Guide: The Author submits the Adoption Course Guide along with evidence to support the request.

COURSE REVISION:

Non-substantive or substantive revisions of existing courses may be requested.

1. Non-substantive Course Revision: Certain specific course changes are considered "non-substantive."
2. Substantive Course Revision: Certain specific course changes are considered "substantive."

COURSE ARCHIVING:

Archival of a course from the Catalog: The Course Archival Memorandum requests archiving of an inactive course or a course that is no longer to be offered. While courses may be removed from the Catalog, they will remain on the "Master List of Courses" for transcripting purposes.

COURSE ADOPTION

Process Narrative

The Course Guide approval process is composed of the following steps (*Signatories should keep a curricular form no longer than two weeks from date of receipt*):

1. The Author reviews any evidence to support course adoption. The Author may gather data relating to the quality and desirability of the course; request information from departmental personnel, the Dean, and industry and community experts; gather or review data relating to student enrollment and completion.
2. The Author prepares a digital copy of the Course Guide and also provides a paper copy with a signed and dated cover page.
3. The Author submits the Course Guide and attachments to the Department for review and approval. The Department reviews the Course Guide for format, style, consistency, grammar, spelling, and standard content. The Department also reviews for purpose, content, scope, sequence, and detail. When approved, the Department Chair signs the Course Guide cover page and shares the package to the Advisory Committee or Subject/Industry Expert. The Department Chair then forwards document to Registrar. If not approved, the form is returned to the Author.
4. The Registrar reviews the Course Guide for verification of course number, title, credits, prerequisites, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Course Guide cover page and forwards the form to the Dean. If the Course is not approved, the Registrar returns the form to the Department for revision.
5. The Dean reviews the Course Guide for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Course Guide cover page and sends the form to the Learning Outcomes Committee. If not approved, the form is returned to the Department for revision.
6. The Learning Outcomes Committee reviews the Course Guide to analyze its effect on the College and to ensure that the forms include an implementation schedule, materials, equipment, facility, budget and evidence of community need or interest. When approved, the Learning Outcomes Committee Chair signs the Course Guide cover page and forwards the form to the VPAA. If LOC rejects with "Back to Author" results, Chairs will send notifications to authors and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.
7. The VPAA reviews the Course Guide from the perspective of institutional scope and sequence. When approved, the VPAA signs the Course Guide cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions.
8. The President reviews the Course Guide from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.
9. The VPAA's office archives the original printed and electronic Course Guides and distributes copies of the approved course to the Registrar, Department, Learning Resource Center, Associate Deans and Dean. The VPAA's office will also notify Authors within one week after approval.
10. All course guides must be reviewed every five years to be current with industry and national standards. If there are no changes required, then submit a new Course Approval Form and notate action in Non-substantive Revision.
11. Prerequisite(s):

List and describe any prerequisites required for this course. Does entry into this course require that the student have had any prior training, course work, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite(s). All 200 level courses in non CTE degree programs are required to include EN110 Freshman Composition as a prerequisite.

COURSE APPROVAL FORM
COVER SHEET

SCHOOL

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

AUTHOR

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☐ Course Substantive Revision - all signatories except President
☐ Non-Substantive Revision – all signatories except President and LOC Chair

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	Patrick L. Clymer	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	Norma R. Guerrero	☐	☐		
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐		
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

Date of template revision: **May 2014**

COURSE APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION AND NON-SUBSTANTIVE REVISION

I.   TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐   Adoption

B. ☐   Substantive Revision (attach electronic copy of current Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐   Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
☐   Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
☐   Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
☐   Identify specific changes not listed above:

C. ☐   Non-Substantive Revision (attach electronic copy of current Course Guide and complete items II through XII)

Please check the appropriate box:

☐   Change in course alpha, number, or title.

NEW: ALPHA   NUMBER   TITLE

☐   Wording change in the catalog course description that does not   significantly change the course content (attach old and new wording).

☐   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).

☐   Change in the course outline that does not significantly change the course content (attach old and new course outlines).

☐   Change in course prerequisites where both course and prerequisite are   offered within your Department (attach old and new prerequisites).

☐   Change in maximum number of students allowed in class setting.

☐   Change in lab fees.

☐   Change in textbook.

☐   Other:

II. INTRODUCTION

The course is connected to the following program(s):

Please check appropriate box:

A. ☐ This is a CTE course and is aligned with   Career Cluster and   Career Pathway.

    (See http://www.careertech.org/career-clusters/glance/clusters-occupations.html for more information)

B. ☐ This course is part of General Education.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

    Catalog Year: Page Numbers:

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

    1.

    2.

    3.

☐These SLOs are aligned to States' Career Cluster Initiatives (SCCI) (www.careertech.org/) standards.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

B. An assessment of industry or community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, Guam State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D. Results of course and course guide evaluation.

E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, and equipment) and costs

B. Personnel requirements (administrative, instructional and support staff) and costs

C. Facility requirements and costs

D. Funding source(s)

E.   Impact, financial or otherwise, this course may have on the School/College

VI.   IMPLEMENTATION SCHEDULE

A.   Implementation date:
* Document must be approved by the second week of March to be effective for the following fall semester OR the second week of October to be effective for the following spring semester.

B.   Course Offering: Spring Only
                              Even Years

VII.   COURSE DESCRIPTION

A.   Course
     Alpha:
     Number:
B.   Course Title(s)
     Long Title:
     Abbreviated Title (20 characters maximum):
C.   Contact Hours and Number of Students
     Maximum Number of Students:
     Lecture:
     Lab:
     Practicum:
     Clinical Practicum:
     Work experience/internship:
     Other:
     Total Hours:
D.   Number/Type of Credits
     Carnegie Units: per semester
     Credits: per semester
E.   Prerequisite(s)
F.   Co-requisites(s)
G.   Articulation
     Secondary Programs/Courses
     University of Guam
     Others
H.   Target Population

I.   Cost to Students (specify any fees)

VIII. COURSE DESIGN (INSTRUCTIONAL METHOD E.G. DISTANCE LEARNING, MEDIATED, NON-TRADITIONAL, ONLINE, TRADITIONAL)

IX.   COURSE OUTLINE

1.

2.

3.

4.

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

Upon successful completion of this course, students will be able to:

1.
    1.1
    1.2
2.
    2.1
    2.2
3.
    3.1
    3.2

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

    A.   Required Textbook(s)

        ISBN#

    B.   Reference(s) and Bibliography

    C.   Equipment/Facilities

    D.   Instructional Supplies

        Learning Resource Center (Library)

    E.   Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

☐ Yes
☐ No

Comments:

COURSE SUBSTANTIVE REVISION

Introduction

Course revision may be either substantive or non-substantive. This section describes the process and procedures involved in substantive revision of courses. (*Signatories should keep a curricular form no longer than two weeks from date of receipt*).

The following are considered to be substantive changes for a course:

1. Change(s) in the number of credit hours;
2. Change(s) in course prerequisite(s) other than prerequisites offered within the same department;
3. Substantive change in course content;
4. Change(s) which do not fall into the non-substantive change category.

Process Narrative

The Substantive Revision Course Guide approval process is composed of the following steps:

1. The Author conducts or reviews the course and Course Guide evaluation. Then the Author prepares the Substantive Revision Course Guide and attaches the most recently approved course document. A digital copy containing the Substantive Revision Course Guide is prepared.
2. The Author signs and dates the Substantive Revision Course Guide and submits the Substantive Revision Course Guide and attachment to the Department for review and approval. The Department reviews the Substantive Revision Course Guide for purpose, content, scope, sequence, detail, format, style, consistency, grammar, spelling, and standard content. When approved, the Chair signs the Substantive Revision Course Guide cover sheet and shares the form to the Advisory Committee or Subject/Industry Expert. The Department Chair then forwards document to Registrar. If not approved, the form is returned to the Author.
   Attachments include:
     • the original printed Substantive Revision Course Guide,
     • the attached Course Guide or most recently approved course form, and
     • a digital copy containing the Substantive Revision Course Guide.
3. The Registrar reviews the Substantive Revision Course Guide for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Substantive Revision Course Guide cover sheet and forwards the form to the Dean. If the Substantive Revision is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Substantive Revision Course Guide for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Substantive Revision Course Guide cover sheet and sends the form to the Learning Outcomes Committee. If not approved, the form is returned to the Department for revision.
5. The Learning Outcomes Committee reviews the Substantive Revision Course Guide to analyze its effect on the College and to ensure that the following is included: implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Learning Outcomes Committee Chair signs the Substantive Revision Course Guide cover page and forwards the form to the VPAA. If LOC rejects with "Back to Author" results, LOC Chairs will send notifications to authors

and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.

6. The VPAA reviews the Substantive Revision Course Guide from the perspective of institutional scope and sequence. When approved, the VPAA signs the Substantive Revision Course Guide cover page. If not approved, the form is returned to the Dean who coordinates necessary revisions.

7. The VPAA's office archives the original printed Substantive Revision Course Guide and attachment and the electronic copy of the document. Copies of the approved form are distributed to the Registrar, Department, Learning Resources Center, Associate Deans and Dean. The VPAA's office will also notify Authors within one week after approval.

COURSE NON-SUBSTANTIVE REVISION

Introduction

Course revision may be either substantive or non-substantive. *Signatories should keep a curricular form no longer than two weeks from date of receipt.* A non-substantive course revision involves one or more of the following:

- Change in the course alpha, number, or title;
- Wording changes in the catalog course description that does not significantly change the substance;
- Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content;
- Change in the course outline that does not significantly change the course content;
- Change in course prerequisites where both the course and prerequisite are offered within the same department;
- Addition of outcomes if there is no change in course content;
- Number of students;
- Change in lab fees;
- Change in textbook

Process Narrative

The Course Non-substantive Revision approval process is composed of the following steps:

1. Using information determined from various sources such as the Course Guide, enrollment information, department personnel, or students, the Author prepares the Non-substantive Curriculum Revision using the Course Approval Form, and required attachment(s).
2. The Author signs and dates the Course Approval Form and checks off the Non-substantive Curriculum Revision box and submits it and any required attachments to the Department for review and approval. The Department reviews the Non-substantive Curriculum Revision and attachments for course scope, content, scope, sequence and detail of the form. Upon departmental approval, the Department Chair signs the Course Approval Form and forwards the following to the Registrar:
   - Course Approval Form,
   - attachment(s), and
   - a digital copy containing the Course Approval Form.

   If the Department does not approve the requested action, the Course Approval Form and attachments are returned to the Author for revision.
3. The Registrar reviews the Non-substantive Curriculum Revision and attachment(s) for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Course Approval Form and forwards the form containing the Non-substantive Curriculum Revision, and attachment(s) to the Dean. If the Non-substantive Curriculum Revision is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Non-substantive Curriculum Revision and attachment(s) for purpose, feasibility, budgetary impact, design, and evaluation. When the Dean approves the revision, the Dean signs the Course Approval Form and forwards the form containing the Non-substantive Curriculum Revision, attachment(s), and digital copy to the VPAA. If the Dean does not approve the revision, the Dean communicates with the Department for recommended modifications.
5. The VPAA reviews the Non-substantive Curriculum Revision from the perspective of institutional scope and sequence. When approved, the VPAA signs the Course Approval

Form. If not approved, the VPAA returns the form, attachment(s), and digital copy to the Dean who coordinates necessary revisions with the Department.

6. The original printed and electronic copies of the Course Approval Form containing the Non-substantive Curriculum Revision are archived in the VPAA's Office. The VPAA sends a copy of the Course Approval Form to the Department, Associate Deans, Dean, Registrar, and Learning Resources Center. The VPAA's office will also notify Authors within one week after approval.

C O U R S E   A R C H I V A L

Introduction

If a course is no longer to be offered at the College, e.g., it has not been offered for several years and is to be permanently removed from program offerings, the course may be archived from the catalog. This section describes the process for archiving a course. While courses may be deleted from the catalog, they will remain on the "Master List of Courses" for transcribing purposes.

The archived course is removed from the Course Description section and/or the General Education list in the GCC Catalog and any program narrative or list of program requirements in the Catalog. If the course serves program requirements, a "Program Substantive Revision" form must also be completed.

Process Narrative

The Archival Memorandum approval process is composed of the following steps (*Signatories should keep a curricular form no longer than two weeks from date of receipt*):

1. The Author or Department Chair conducts a Review of Course Guide and any other course evaluation procedures necessary to decide whether the course should be deleted.
2. The Author or Department Chair prepares the Archival Memorandum and signs the cover sheet. The approved Course Guide or other most recently approved course form is attached. A digital copy containing the Archival Memorandum is prepared.
3. The Author or Department Chair submits the Memorandum and attachments to the department for review and approval. The Department reviews the Archival Memorandum for purpose, content, scope, sequence and detail. When approved, the Department Chair signs the cover sheet and forwards the following to the Registrar:
    * the original printed Archival Memorandum,
    * the attached Course Guide or most recently approved course guide,
    * a digital copy containing the Archival Memorandum.
    If the Archival Memorandum is not approved by the Department, the Course Guide and attachments are returned to the Author for revision.
4. The Registrar reviews the Archival Memorandum for verification of course number, title, credits, prerequisites, contact hours, duration, relation to other curricula, cost to student, and catalog description. When approved, the Registrar signs the Archival Memorandum cover sheet and forwards the form to the Dean. If the Archival is not approved, the Registrar returns the form to the Department for revision.
5. The Dean reviews the Archival Memorandum for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Archival Memorandum cover sheet and sends the form to the VPAA. If not approved, the form is returned to the Department for revision.
6. The VPAA reviews the Archival Memorandum from the perspective of institutional scope and sequence and makes final approval. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The VPAA's office archives the original printed and electronic Course Archival Memorandums and distributes copies of the approved form to the Registrar, Department, Dean, Associate Deans, and Learning Resources Center.

ARCHIVAL MEMORANDUM

DATE:

TO: VPAA   Approved: _____   Date: _____

VIA: Dean   Approved: _____   Date: _____

         Registrar   Approved: _____   Date: _____

         Dept. Chair Approved: _____   Date: _____

FROM:

SUBJECT: Request Archival of Curriculum

COURSE ARCHIVAL IN ALPHA _____ **NUMBER** _____ **TITLE** _____
Attach course guide

_____ 1.   Justification for course archival

_____ 2.   Plans and implementation date for phasing out this course

_____ 3.   Plans for students currently enrolled in the course or enrolled in the program requiring the course

PROGRAM ARCHIVAL _____
Attach program form

_____ 1.   Justification for program archival

_____ 2.   Plans and implementation date for phasing out this program

_____ 3.   Plans for students currently enrolled in the program

A N N O T A T I O N   O F   C O U R S E   G U I D E

Use this annotation as you complete the Course Approval Form; it describes each item that may be necessary for you to address.

- Course guides prepared in previous Course guide formats need not be revised simply to comply with *The Curriculum Manual* (2013) format.
- A Course Guide Non-substantive revision or archival action; i.e., adoption, substantive revision, or archival, may necessitate a program change. If that is the case, also complete an appropriate Program Form. Instructions and forms for Program Form actions are found in the "Program Approval Process" section of this manual.
- Pointers for Course Guide production are found in the "Checklist for Reviewing the Course Form" located in Appendix E and in the Guidelines for Submission of Curriculum Forms, page 7.

Course Guide

COVER SHEET

Fill in the information requested: department name, school name, course alpha/number/title, author, and date submitted to the department. Check the type of action requested.

Write the date the form is submitted to the department.

I. TYPE OF ACTION

Check the type of course guide action you are requesting. Attach a copy of the most recently approved course guide to the form.

II. INTRODUCTION

Provide information about the course's relationship to instructional programs.

A. List the program(s) or programs of study to which the course is connected.
Is the course a Technical Requirement or a Related Technical or General Education Requirement for a program? If it is required by a program, the course is considered to be connected to that program or program of study.

III. STUDENT LEARNING OUTCOMES – COURSE LEVEL

List three to five of the most important Student Learning Outcomes of the course. Begin this section with a verb that is measurable (See Bloom's Taxonomy, Appendix H). It might be useful to ask yourself, "What will students be able to think, demonstrate, and/or believe at the end of this course?" There should be at least one cognitive, one behavioral, and one affective SLO. Align SLO's with State Career Clusters Initiative (SCCI) standards (see: www.careetech.org). The same SLOs should be reflected in the course syllabus. Refrain from use of the word "objective" when referring to outcomes.

IV. RATIONALE FOR PROPOSAL

Provide the rational for the action requested.

A. Reason for Proposal:
Describe why this action should be taken. Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements.

B. Employment Outlook:
Describe the employment outlook for this course area. To what job titles will this course apply? What is the salary level? Are these jobs in demand on Guam? What is

the future for these jobs on Guam? How many and what courses will the student need to complete before minimal job qualification is reached?

   C. Conformity of Course to Requirements:
      Describe how this course conforms to legal, occupational, or educational requirements. Is this course title or course content listed in articulation agreements, State Board regulations, or professional certification or licensing requirements?

J. Course Evaluation:
   For Course Guide:
   Describe the results of any evaluation of offerings as a special project course. Data may include: How many students were enrolled? How many completed the course? Did enrollment meet expectations in terms of numbers and student background (prerequisite knowledge and skills)? Is the course outline satisfactory? What was successful? What was difficult and should be changed?
   For Substantive Revision:
   Describe results of any course or Course Guide form reviews that support the requested action(s). Provide evidence supporting your request.

   E. Program Requirements:
      Identify degree, certificate, or diploma programs for which this course is either a Technical Requirement or a Related Technical or General Education Requirement. How many and what kind of program credits does the course satisfy? Is the course to be added to the Catalog list of general education courses?

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

Provide the information about required resources.
Note: These resource requirement requests will be coursed through appropriate channels and subject to funding availability.

   A. Identify Resources:
      List needed materials, media, Learning Resource Center, equipment and their costs. Equipment should be specific to occupations for which training is provided. Include maintenance costs for equipment, if applicable.

   B. Estimate Personnel Requirements:
      Describe the instructional and support personnel required to deliver this course. Describe personnel qualifications and costs.

   C. Identify Facility Requirements and Costs:
      Describe classroom and/or laboratory stations/space required to offer this course. Describe costs.

   D. Identify Funding:
      List the funding source(s) that will be utilized in order to deliver this course. Include personnel, facility, supplies, equipment, etc.

   E. Impact of Course on College Resources:
      Describe how this course will impact other programs and courses, including student enrollment, staffing requirements, facility requirements, equipment needs, funding, etc.

VI. IMPLEMENTATION SCHEDULE

   A. Implementation Date:
      Write the date that the course will be first offered in its new or proposed version. If it is a Substantive Revision, write the date that the request will take effect.

   B. Course Offering:

Indicate how often the course will be offered and in which semester/year.

VII. COURSE DESCRIPTION

A. Course:
Write the course alpha and number. See the Registrar for information regarding selection of the alpha and number.

B. Course Title:
Write two course titles: 1) may be longer than 20 characters, and 2) must be less than 20 characters. The data entry system used by the Registrar is programmed to accept entries with titles no greater than 20 characters. There are times, however, when it is desirable to have a longer course title to convey more about the course; i.e. catalog entry, recruiting purposes, etc. This is not a problem as long as you supply the Registrar with a title of 20 characters or less to be used for data entry. See Registrar for additional information.

C. Contact Hours and Number of Students:
Write the maximum number of students per class. Write the number of student contact hours required for this course. These hours refer only to the hours that the student is expected to be in class (outside study time is not included).

D. Number/Type of Credits:
Write the number and type of credits that the student will receive upon successful completion of the course. For example, a secondary course that meets one period per day for five days per week for one semester is .5 Carnegie Units. A postsecondary credit hour is equivalent to a minimum of each of the following: one credit hour for each 15 clock hours of lecture, laboratory classes (including practicum and clinical courses) that will lead to the award of credits must be a minimum of 45 contact hours per credit hour. So, a 4 credit lab must have a minimum of 180 contact hours, but a lecture/lab class needs only a minimum of 60 hours for 4 credits (see Credit Hour Policy in Appendix).Contact the Registrar when determining credit for Adult High School courses or for other questions.

E. Catalog Description or Revision to Include SLOs – Course Level (Section III.)
   1. Catalog Description:
      Write the course description as it should appear in the Catalog. Include alpha, number, title, credits, course narrative, SLOs – Course Level, prerequisites, and co-requisites. See the Catalog for examples of course descriptions. The course description should be informative and inviting.
   2. Catalog Revision:
      If the course description you write is a revision, include a copy of the current Catalog page(s).

F. Prerequisite(s):
List and describe any prerequisites required for this course. Does entry into this course require that the student have had any prior training, course work, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite(s). EN110 is a pre-requisite for all non-CTE courses 200 level and above.

G. Co-requisite(s):
List and describe any co-requisites required for this course. Is there a requirement that the student be involved in another activity in conjunction with enrollment in this course? Does the student need to enroll in another course while taking this course?

H. Articulation:
   Describe any articulation agreements relating to this course that have been made or are anticipated. What articulation benefits can a student expect after completing this course? Is the course currently on the articulation list for transfer to UOG? Does the course articulate with DOE or GCC secondary courses? Is there articulation between GCC secondary and postsecondary courses or programs? Is there a Dual Credit Articulated Program of Study (DCAPS) Agreement?

I. Target population:
   Describe the target population for course enrollment.

J. Cost to students:
   Identify the course costs to the student. Provide a list of the charges which are directly related to the course: tuition, GCC administrative fees, lab and/or clinical fees, textbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.

VIII. COURSE DESIGN

The Course Guide is provided to an instructor—it serves as the instructor's guide in organizing and implementing the course. In this section, provide information that the instructor will need in order to teach the *course*. Describe the course design. Describe recommended instructional methods and/or experiences needed to achieve the outcomes. Describe any required instructional supplies and equipment and how the instructor might obtain them. Describe departmental policies faculty members must know about in order to teach the course. Describe how this course relates to other courses in a program. Identify if the course will / may be instructed as an "Online" or "Hybrid Online" course, as categorized in Board Policy 340. (Board policies may be found at http://mygcc.guamcc.edu under the "Governance" tab.)

IX. COURSE OUTLINE

Write the course outline. Outlines may be either topical or chronological. Note that every item on the course outline requires a matching competency. The numbering system used in the course outline and for the competencies should match.

X. STUDENT LEARNING OUTCOMES – DETAILED (based on Course Outline)

List the student learning outcomes (SLOs) for the course. Every outcome should have a corresponding entry in the course outline. It may be helpful to think of this statement "Upon successful completion of this course, students will be able to . . . " In general, outcomes should include a statement of the knowledge, skills or attitudes to be achieved. When developing SLOs, keep in mind the following:

- Outcomes are developed from course goals, advisory committee recommendations, curriculum guides, courses of study, and other professional resources.
- Outcomes should reflect SCANS initiatives (see Appendix D).
- Outcomes are gender free (use the plural form).
- Outcomes are student-focused rather than instructor-focused.
- Outcomes focus on the learning resulting from an activity rather than on the activity itself.
- Outcomes reflect the institution's mission and the values it represents.
- Outcomes are aligned at the course, program and institutional levels.
- Outcomes are based on professional standards of excellence.

- Outcomes should be measureable (see Bloom's Taxonomy, Appendix J). Outcomes are based on national, and/or local professional standards of excellence.

Outcomes focus on aspects of learning that will develop and endure but that can be assessed in some form now.

- Outcomes address industry standards or SCCI's standards.
- Outcomes adequately prepare students for employment or for continuing educational experiences.
- Outcomes develop students' abilities in the safe and proper use of tools, equipment, machines, and processes.
- Outcomes must be state-of-the-art for the occupational area and include technology-based components.
- Outcomes reflect CTE activities that are appropriate to the maturity and educational level of students in the class.
- The same SLOs should be reflected in the course syllabus. Refrain from use of the word "objective" when referring to outcomes.

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Describe the student evaluation methods, criteria, standards, and instruments that all instructors teaching this course must follow. Do not limit this response to your specific evaluation system for this course. Are there departmental evaluation standards the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance? Will instructors use examination developed by industry partner? Identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program. Identify means of collecting data annually to report the number of students that sit for and attain the certification.

XII. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES

A. Required Textbook(s)

List the required textbook for the course. The textbook reference must include the complete citation; use correct bibliographical form. The ISBN number must be added. The phrase "or latest edition" may allow your department to order newer editions of the textbook without submitting a nonsubstantive revision form. Supplemental student references must also be listed. Example of format: Jones, J. (2008). *Essentials of Electronics*. San Francisco, CA: Mosby. Please consult Appendix L.

B. Reference(s) and Bibliography

List instructional references to be used by the instructor and provide a bibliography for further study by students.

C. Equipment/Facilities

List necessary equipment or specialized facilities needed for the course.

D. Instructional Supplies

Other than regular teaching supplies, e.g. pens, paper, etc., list any supplies needed by the instructor and/or student. Specify whether the student provides the items. Are student costs for the items reflected in VII. J. Cost to Student?

E. Identify the Learning Resource Center as a resource.

F. Indicate whether or not your Advisory Committee reviewed and concurred with the materials used for this course and write comments if applicable.

PROGRAM APPROVAL PROCESS

I N T R O D U C T I O N

A program consists of a sequence of courses which fulfill the requirements for a diploma, certificate, or associate degree. The Program Approval Process addresses the major processes associated with program development and approval. This section describes the process, identifies the required forms and includes an annotation of the form.

In some cases, program actions may necessitate that revisions to courses also be made. In those instances, the impacted Course Guides will need to be reviewed and revised. For information regarding course curriculum actions, see the "Course Approval Process" in this manual.

These are the processes associated with program approval:

PROGRAM ADOPTION:

A process consisting of:

1. Program Concept: A form which announces the intent of an Author to introduce a new program.
2. Courses making up a "Program" may be "tested" through the Continuing Education Office as "Special Projects" using 190 or 290 course number. The results of the 190 and 290 offerings may be used as evidence to support Program Adoption.
3. Program Adoption: The Author submits the Program Approval Form along with evidence to support the request. Evidence may come from a wide variety of sources, including "tested" courses, advisory committees, industry requests, etc.

PROGRAM REVISION:

Non-substantive or substantive revisions of existing programs may be requested.

1. Non-substantive Revision: Certain specific changes are considered "non-substantive."
2. Substantive Revision: Certain specific changes are considered "substantive."

PROGRAM ARCHIVAL:

Removal of a program from the catalog: The Archival Memorandum requests removal of an inactive program or a program that is no longer to be offered. While programs may be deleted from the catalog, specific courses will remain on the "Master List of Courses" for transcribing purposes.

P R O G R A M   C O N C E P T

Introduction

A program is a series of courses that culminates in a diploma, certificate, or degree. Developing a new program requires considerable thought as to how the proposed program will affect the College and the community. There are two phases to adding a new program: concept and adoption.

The Program Concept is the first formal phase in the Program Approval Process. The Program Concept informs the College of the intent to establish a new program and reflects research which supports the need for the proposed program. The Author should seek advice from departmental faculty, other departments, the Dean, the VPAA and Advisory Committee members before writing a Program Concept.

Process Narrative

The Program Concept approval process is composed of the following steps:

1. The Author consults with the Dean, the VPAA, department faculty, faculty in other departments, and Advisory Committee members before writing the Program Concept.
2. The Author prepares the Program Concept form with the Program Concept. The Author signs and dates the Program Concept cover sheet.
3. The completed Program Concept is submitted to the Department for review of the purpose, content, scope, sequence, and detail. When the Department approves the Program Concept, the Department Chair signs the printed Program Concept cover sheet indicating department approval.   The Program Concept will then be reviewed by the Advisory Committee/Subject/Industry Expert. If the Department and/or Advisory Committee or Subject/Industry Expert does not approve the Program Concept, the form is returned to the Author for revision.
4. Upon departmental and Advisory Committee or Subject/Industry Expert recommendation, the Department Chair forwards the following to the Dean:
   • original signed Program Concept form, and
   • a digital copy containing the Program Concept.
5. The Dean reviews the Program Concept for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Program Concept cover page and forwards the form to the VPAA. If the Dean does not approve the Program Concept, the form is returned to the Department for revision.
6. The VPAA reviews the Program Concept from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Concept cover page and forwards the form to the President. If the Program Concept is not approved by the VPAA, the form is returned to the Dean who works with the Department to make necessary revisions.
7. The President reviews the Program Concept from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.
8. Archiving and dissemination occur through the VPAA's Office. Upon approval by the President, the curriculum form is returned to the VPAA. The Program Concept printed form and a digital version is archived in the VPAA's Office. Copies of the signed form are sent to the Author, Department, Registrar, Associate Deans and Dean.

ANNOTATION OF PROGRAM CONCEPT

Use this Annotation as you complete your Program Concept; it describes the intended content of each item that is necessary for you to address.

- Note: Pointers for preparation of the Program Form are found in the *Checklist for Reviewing the Program Form* in Appendix F.

Program Concept

COVER SHEET

Fill out the information requested: department name, school name, program title, name of author, and date submitted to the department for review.

Sign and print your name in the space provided next to: APPROVED BY. Write the date the form is submitted to your department.

I. DESCRIPTION

A. Identification: Include the title of the proposed program, Career Cluster, and Pathways. Describe the program in general terms. Include the Student Learning Outcomes (SLOs) of the program. Align SLOs with industry standards. Identify the title and source of the skill standards for this program.

B. Target group: Describe the population you intend to serve and include anything unique about this group.

II. STATEMENT OF NEED:

This section includes the reasons the program should be developed. It should include the comments of industry representatives and advisory committee members regarding the ways this curriculum will meet the needs of students and the community. Department of Labor projections for the job market and any other information which supports the development of this curriculum should be included.

While it is important to be brief, say as much as needed to justify the resources which will be expended to develop this curriculum.

III. FINANCIAL STATEMENT:

In this section, you should describe the costs of this program. You should be able to defend the allocation of resources to this program. You may suggest reallocation plans for existing resources. It is prudent to identify any unusual or unique needs. Specifically, indicate whether the program requires additional or reallocation of: Personnel, Facilities, Equipment, and Materials. Indicate approximate costs involved.

IV. IMPLEMENTATION:

State the projected date(s) for implementation. If the program is to be implemented in phases, indicate this.

GUAM COMMUNITY COLLEGE
Kulehan Kumunidåt Guåhan

PROGRAM CONCEPT FORM
COVER SHEET

_____

SCHOOL

_____

DEPARTMENT

_____

PROGRAM TITLE

_____

AUTHOR

_____

DATE SUBMITTED

The following signatories review this form.

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR			
DEPARTMENT CHAIR			
DEAN			
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.		
PRESIDENT	Mary A. Y. Okada, Ed.D.		

PROGRAM CONCEPT FORM

I. DESCRIPTION
   A. Identification:
   B. Target group:

II. STATEMENT OF NEED

III. FINANCIAL STATEMENT

IV. IMPLEMENTATION

Program Adoption
Introduction
A program is a series of courses that culminates in a diploma, certificate, or degree. Developing a new program requires considerable thought as to how the proposed program will affect the College, as well as the community. Adding a new program is a two-phase process: concept and adoption. Each phase requires the approval of a curricular form, i.e., the Program Concept and the Program Approval Forms. The adoption is the final phase in the process of adding a new program.

This section of the manual describes the program adoption process. An evaluation of the proposed program must be conducted. The information gathered during the evaluation will provide evidence for the program adoption. A checklist for reviewing the Program Approval Form is included in Appendix F; it may be used as part of the evaluation. The program approval process, signatories required and sample forms are detailed in this section.

Process Narrative
The Program approval process is composed of the following steps (*Signatories should keep a curricular form no longer than two weeks from date of receipt*):

1. The Author prepares the Program Approval Form, which includes a digital copy containing the Program Approval Form. The Author signs and dates the Program Approval Form cover sheet.
2. The Author submits the Program Approval Form to the Department for comment and approval. The Department reviews the form for purpose, content, scope, sequence, and detail. When approved, the Department Chair and Advisory Committee/Subject/Industry Expert sign the Program Approval Form cover sheet and forwards the following to the Registrar:
   • copy of the approved concept paper
   • the original printed Program Approval Form with SLO Map (Appendix G.), and
   • a digital copy containing the Program Approval Form.
   If the Program adoption is not approved by the Department, the form is returned to the Author for revision.
3. The Registrar reviews the Program Approval Form for verification of course numbers, title, credits, contact hours, cost to the student, prerequisites, duration, relationship to other instructional programs, and catalog description. When approved, the Registrar signs the Program Approval Form cover sheet and forwards the form to the Dean. If the Program Approval is not approved, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Program Approval Form for purpose, feasibility, budgetary impact, design, and evaluation. When approved, the Dean signs the Program Approval Form cover sheet and sends the form to the Academic Affairs Committee. If not approved, the form is returned to the Department for revision.
5. The Learning Outcomes Committee reviews the Program Approval Form for its effect on the College and to ensure that the form includes an implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Learning Outcomes Committee Chair signs the Program Approval Form cover page and forwards the form to the VPAA. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.

6. The VPAA reviews the Program Approval Form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Approval Form cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
7. The President reviews the Program Approval Form from the perspective of institutional mission and goals. When approved or disapproved, the President signs the Program Approval Form cover page and returns the form to the VPAA.
8. Archiving and dissemination occur through the VPAA's office. The printed original Program Approval Form and the digital version of the form are archived. Printed copies are sent to the Department, Registrar, Associate Deans, Dean, and the Learning Resource Center. The VPAA's office will also notify Authors within one week after approval.

PROGRAM APPROVAL FORM
COVER SHEET

![GCC Guam Community College logo]

_____

SCHOOL

_____

DEPARTMENT

_____

PROGRAM TITLE

_____

AUTHOR(S)

_____

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Program Adoption - all signatories
☐ Program Substantive Revision - all signatories except President
☐ Program Non-Substantive Revision - all signatories except President and LOC Chairperson

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	Patrick L. Clymer	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	Norma R. Guerrero	☐	☐		
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐		
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all on-line curricula approval process.

Date of template revision: **May 2014**

PROGRAM APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION, AND NON-SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Program Approval Form exists, please attach.

A. ☐ Adoption program

B. ☐ Substantive Revision (attach Program Form).
The numbers listed next to the changes below may or may not require a response; they have been identified as those questions most likely needing to be addressed. The entire program form should be reviewed for applicability.

☐ Change in number of credit hours: II, III, IVA, IVD, VI, VII, VIII, XI, X.
☐ Change in Technical/Core Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
☐ Identify specific changes not listed above:

C. ☐ Non-Substantive Revision (attach Program Form and complete items II through XII).

Check appropriate box:

☐ Change in program title. NEW TITLE:

☐ Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).

☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).

☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements   (attach old and new program requirements).

☐ Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

II. INTRODUCTION

This program is aligned with   Career Cluster and   Pathway

(See http://www.careertech.org/career-clusters/glance/clusters-occupations.html
for more information)

III. PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES -PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning
Outcomes – Program Level
Program Description:

If the description above is a revision, indicate the catalog page(s) to be revised.
    Catalog Year:
    Page Number(s):

Upon successful completion of this program, students will be able to:

-
-
-

Indicate the title and source of skill standards for this program:

IV. RATIONALE FOR PROPOSAL

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals.

B. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.

C. Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.

D. Results of program evaluation (see Appendix F for Checklist).

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, equipment and Learning Resource Center (Library) and costs.

B. Personnel requirements (administrative, instructional, and support staff) and costs.

C. Facility requirements.

D. Funding source(s).

E. Impact, financial or otherwise, this program may have on the College.

VI. IMPLEMENTATION SCHEDULE

Implementation date:

VII.   PROGRAM DESCRIPTION
   A. Program Title(s)
       Long Title:
       Abbreviated Title (20 characters maximum):
   B. Credits
       General Education:
       Technical/Core:
       Related Tech/Gen Ed:
       Electives:
       Options:
       Total Number of Credits:
   C. Course Sequence

   D. Target Population

   E. Cost to Student

VIII.   PRE-REQUISITE (S)

IX.   CO-REQUISITE (S)

X.   CONTENT
List of courses, with course descriptions, required to complete this program. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval.

XI.   PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII.   ARTICULATION
   A. Secondary programs

   B. University of Guam

   C. Others

   1. Attach SLO Map – Program & Course Levels.
   2. Attach Dual Credit Articulated Programs of Study Agreement or DCAPS (if appropriate)

PROGRAM SUBSTANTIVE REVISION

Introduction

This section of the manual describes the substantive program revision process. A program revision may be either substantive or non-substantive. Only adopted programs undergo the substantive or non-substantive program revision process.

Program revisions may necessitate that course revisions also be made. See *The Curriculum Manual* Course Approval sections on course substantive and non-substantive revisions to make those revisions.

A substantive program revision involves change(s) in one or more of the following (*Signatories should keep a curricular form no longer than two weeks from date of receipt*):

1. number of credit hours in the program or in the General Education Requirements, Technical Requirements, or Related Technical Education or General Education Requirements categories;
2. program Technical/Core requirements;
3. distribution of requirements affecting General Education, Technical/Core Requirements, or Related Technical or General Education Requirements;
4. anything which is not specifically defined as non-substantive.

Process Narrative

The Program Substantive Revision approval process is composed of the following steps:

1. The Author identifies the program changes to be made after reviewing information relating to program evaluation and to the review of the Program Form. The Checklist for Reviewing the Program Form (see Appendix F) may be used in this process. The Author prepares the Substantive Revision Program Form, attaches a copy of the Program Form (or most recently approved Program Form), and a digital copy. The Author signs and dates the Substantive Revision Program Form cover sheet.

2. The Author submits the Substantive Revision Program Form and attachments to the Department for comment and approval. The Department reviews the Substantive Revision Program Form for purpose, scope, sequence, and detail. The Department also reviews the form for format, style, consistency, grammar, spelling, and standard content. When approved, the Department Chair signs the Substantive Revision Program Form and forwards the form to the Advisory Committee/Subject/Industry Expert. Upon approval, the Department Chair forwards document to the Registrar. If not approved, the form is returned to the Author.
   Attachments include:
   - the original printed Substantive Revision Program Form,
   - an attached paper copy of the Program adoption, and
   - a digital copy containing the Substantive Revision Program Form.

3. The Registrar reviews the Substantive Revision Program form for verification of course numbers, title, credits, contact hours, cost to student, prerequisites, duration, relationship

to other instructional programs, and catalog description. When approved, the Registrar signs the Substantive Revision Program Form cover sheet and forwards the form to the Dean. If the Substantive Revision is not approved, the Registrar returns the form to the Department for revision.

4. The Dean reviews the Substantive Revision Program form for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Substantive Revision Program Form cover sheet and sends the form to the Academic Affairs Committee. If not approved, the form is returned to the Department for revision.

5. The Learning Outcomes Committee reviews the Substantive Revision Program form for its effect on the College and to ensure that the form includes an implementation schedule, materials, equipment, facility, budget and evidence of community need. When approved, the Learning Outcomes Committee Chair signs the Substantive Revision Program Form cover page and forwards the form to the VPAA. If LOC rejects with "Back to Author" results, LOC Chairs will send notifications to authors and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.

6. The VPAA reviews the Substantive Revision Program form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Substantive Revision Program Form cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates the necessary revisions with the Department.

7. The President reviews the Substantive Revision Program form from the perspective of institutional mission and goals. When approved or disapproved, the President returns the form to the VPAA.

8. The VPAA's office archives the electronic copy and the printed original Substantive Revision Program Form (with the attached Program Form). Copies are sent to the Department, Registrar, Associate Deans, Dean and Learning Resource Center. The VPAA's office will also notify Authors within one week after approval.

PROGRAM NON-SUBSTANTIVE REVISION

Introduction

This section of the manual describes the non-substantive program revision process. A program revision may be either substantive or non-substantive. Only adopted programs undergo the substantive or non-substantive program revision process.

Program revisions may necessitate that course revisions also be made. See *The Curriculum Manual* Course Approval sections on course substantive and non-substantive revisions to make those revisions.

A non-substantive program revision involves change(s) in one or more of the following (*Signatories should keep a curricular form no longer than two weeks from date of receipt*):

1. program title;
2. program General Education Requirements that do not change the distribution of requirements;
3. program Related Technical and/or General Education requirements that do not change the distribution of requirements.
4. addition or revision of Student Learning Outcomes (SLOs)

Program change(s) other than those listed above are considered substantive.

Process Narrative

The Program Non-substantive Revision approval process is composed of the following steps:

1. Using information determined through course evaluations and completion of the Checklist for Reviewing the Program Form, the Author prepares the Non-substantive Curriculum Revision using the Program Approval Form. The Author prepares any necessary attachments containing the Non-substantive Curriculum Revision. The Author signs and dates the Program Approval Form.
2. The Author submits the Non-substantive Curriculum Revision and any required attachments to the Department for review and approval. The Department reviews the request for purpose, content, scope, sequence and detail. When approved, the Department Chair signs the Program Approval Form and forwards the following to the Registrar:
   - the Program Approval Form,
   - attachment(s), and
   - a digital copy containing the Program Approval Form.
3. The Registrar reviews the Non-substantive Curriculum Revision and attachments for course number, title, catalog description, credit, contact hours, cost to student, and relationship to other instructional programs. When approved, the Registrar signs the Program Approval Form and forwards the form to the Dean. If not approved, the Registrar returns the form to the Department for revisions.
4. The Dean reviews the Non-substantive Curriculum Revision and attachment for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Program Approval Form and forwards the form containing the Program Approval Form to the VPAA. If the Dean does not approve of the revision, the Dean returns the form to the Department.
5. The VPAA reviews the Non-substantive Curriculum Revision from the perspective of institutional scope and sequence. When approved, the VPAA signs the Program Approval Form. If not approved, the VPAA returns the form to the Dean. The Dean communicates with the Department for recommended modifications.

6. Archiving and dissemination occur through the VPAA's office. Upon VPAA approval of the Non-substantive Curriculum Revision, a copy of the signed Program Approval Form is sent to the Dean, Associate Deans, Department, Registrar, and Learning Resources Center. The electronic copy and the printed original Program Approval Form and attachments are archived in the VPAA's Office.

PROGRAM ARCHIVAL

Introduction

Program review and evaluation processes may indicate that an instructional program is not viable and should be eliminated from College offerings; the program needs to be archived. Based on industry needs, budget constraints, and/or student interests, deletion refers to those programs that are not feasible to run currently or in the near future; it does not refer to those programs that may be offered on a cyclical basis and so have periods of inactivity. While programs may be removed from the Catalog, specific courses will remain on the "Master List of Courses" for transcribing purposes.

The archived program is dropped from the Catalog. Program courses, i.e. Technical/Core and Related Technical, are not dropped from the Catalog's Course Description section if they support other programs. Removing courses from the Catalog can be accomplished through the Archival Course Guide. See *The Curriculum Manual,* Course Approval Process, Course Archival Memo, for information regarding the archival of courses.

This section of the manual describes the process for archiving a program. The archival process, its procedures, signatories and required form are detailed. The locations of pertinent resources and a guide for form submission are also included.

Process Narrative

The Program archival process is composed of the following steps:

1. Using information gathered from program reviews and evaluations, the Author prepares the Archival Memorandum and attaches the necessary Program Approval Form. The Author prepares a digital copy containing the Archival Memorandum. The Author signs and dates the Archival Memorandum.
2. The Author submits the Archival Memorandum to the Department for comment and approval. The Department reviews the Archival Memorandum for purpose, content, scope, sequence, and detail. The Department also reviews the Program Form for format, style, consistency, grammar, spelling, and standard content. When approved, the Department Chair signs the Archival Memorandum cover sheet and forwards the following to the Registrar:
   - the original printed Archival Memorandum,
   - an attached copy of the most recent approved Program Form, and
   - a digital copy containing the Archival Memorandum.

   If the Archival Memorandum is not approved by the Department, the form is returned to the Author for revision.
3. The Registrar reviews the Archival Memorandum for verification of course numbers, title, credits, prerequisites, duration, contact hours, cost to student, relationship to other curriculum, and catalog description. When approved, the Registrar signs the Archival Memorandum cover sheet and forwards the form to the Dean. If the Archival Memorandum is not recommended, the Registrar returns the form to the Department for revision.
4. The Dean reviews the Archival Memorandum for purpose, feasibility, budgetary impact, design and evaluation. When approved, the Dean signs the Archival Memorandum cover sheet and sends the form to the VPAA. If not approved, the form is returned to the Department for revision.

5. The VPAA reviews the Archival Memorandum Form from the perspective of institutional scope and sequence. When approved, the VPAA signs the Archival Memorandum cover page and forwards the form to the President. If not approved, the form is returned to the Dean who coordinates necessary revisions with the Department.
6. The President reviews the Archival Memorandum from the perspective of institutional mission and goals. When approved or disapproved, the President returns the Archival Memorandum to the VPAA.
7. The VPAA's office archives the digital copy and the printed original Archival Memorandum and attachment(s). Copies of the approved Memorandum are distributed to the Dean, Associate Deans, Department, Registrar, Learning Resources Center, and any others whom the archival of the program may affect. The VPAA's office will also notify Authors within one week after approval.

GCC

GUAM COMMUNITY COLLEGE

Kulchan Kumunidat Guahan

ARCHIVAL MEMORANDUM

DATE:

TO:	VPAA	Approved: _____	Date: _____
VIA:	Dean	Approved: _____	Date: _____
	Registrar	Approved: _____	Date: _____
	Dept. Chair	Approved: _____	Date: _____

FROM:

SUBJECT: Request Archival of Curriculum

COURSE ARCHIVAL IN ALPHA _____ NUMBER _____ TITLE _____
Attach course guide

_____ 1. Justification for course archival

_____ 2. Plans and implementation date for phasing out this course

_____ 3. Plans for students currently enrolled in the course or enrolled in the program requiring the course

PROGRAM ARCHIVAL _____
Attach program form

_____ 1. Justification for program archival

_____ 2. Plans and implementation date for phasing out this program

_____ 3. Plans for students currently enrolled in the program

ANNOTATION OF PROGRAM APPROVAL FORM FOR ADOPTION AND SUBSTANTIVE REVISION

Use this Annotation as you complete your Program Approval Form; it describes the intended content of each item that may be necessary for you to address.

- Program forms prepared in previous Program Approval formats need not be revised simply to comply with *The Curriculum Manual* (2013) format.
- A Program form action; i.e., adoption or substantive revision, may necessitate change in program courses. If that is the case, also complete an appropriate Course Guide for the course(s) affected. Instructions and forms for Course Guide actions are found in *The Curriculum Manual*.
- Pointers for preparation of the Program Approval Form are found in Guidelines for Submission of Course/Program Forms.

Program Form

COVER SHEET

Fill out the information requested: department name, school name, program name, name of author, and date submitted to the department for review. Check the blank next to the action you are requesting. Write the date that the form is submitted to the department.

I. TYPE OF ACTION

Check the type of program action you are requesting. Attach the most recently approved program form to your Program Approval Form.

II. INTRODUCTION

Provide background information about the program and the action requested.
A. Describe action(s) requested:
This section describes the "what" of your request. Describe all requests for action. For example, if this is a request for a change in program requirements, describe the change you are requesting. If you are also proposing a change in program credits, describe the change requested.
B. Contextual framework for requested action(s):
Write a brief narrative providing a contextual framework for this request; provide reasons for the requests described above. A history of the program may be appropriate. If applicable, cite references and resources which will further strengthen the program action for which you are seeking approval. The purpose of this information is to provide Program Approval Form reviewers with a framework of sufficient scope and detail in order to adequately review the form.
C. Indicate the Career Cluster and Career Pathway(s) the program is aligned with.

III. STUDENT LEARNING OUTCOMES – PROGRAM LEVEL

List and describe the student learning outcomes for the program. The outcomes should address the following questions: By the end of this program, what do students know, what can they do, and what do they think? Outcomes should be developed with input from faculty, administrators, students, and the Advisory Committee or Subject/Industry Expert. Outcomes are general enough to capture important learning but clear and specific enough to be measurable. The outcomes should be consistent with emerging developments in the occupational field and may be related to local, regional, and/or

national standards. There should be 3-5 program outcomes. Indicate the title and source of skill standards for this program.

IV. RATIONALE FOR PROPOSAL

A. Reason for proposal:
   Base your rationale upon the GCC Mission Statement, institutional goals and/or plans and occupational requirements. This section describes the "why" of your request.

B. Employment outlook:
   Describe the employment outlook for this program area. What job titles will students be qualified for upon completion of this program? What is the salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what requirements will the student need to complete before minimal job qualification is reached?

C. Conformity of program to requirements:
   Describe how this program conforms to requirements of external agencies, professional organizations, educational institutions, etc. How does this program conform to legal, occupational, or educational requirements? Is this program listed in articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

D. Results of program assessment:
   The purpose of program assessment is to provide information so that decisions can be made regarding further program implementation. In this section, describe program assessment data gathered and conclusions reached which provide pertinent information for this curricular request.
   If this is Program Approval Form, provide evidence to support your request.
   If this is a Substantive Revision, describe the results of any program assessment that led to the request.
   See also XII. PROGRAM MEANS OF ASSESSMENT.

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

It is important to be very specific in this section. Attach dollar amounts to resource requirements. If this cannot be done, state why. Include maintenance costs for equipment, if applicable.
Note: These resource requirement requests will be coursed through appropriate channels and subject to funding availability.

A. Identify resources:
   List needed materials, media, Learning Resource Center (library), equipment and their costs. Equipment should be specific to that found in the occupations for which training is provided.

B. Estimate personnel requirements:
   Describe the instructional and support personnel required to deliver this program. Describe personnel qualifications and costs.

C. Identify facility requirements and costs:
   Describe required classroom and/or laboratory stations/space required to offer this program. What are the costs?

D. Identify funding source(s):
   List the funding source(s) that will be utilized in order to deliver this program. Include personnel, facility, supplies, equipment, etc.

E. Impact on school and college:
   Describe the impact this program will have on the resources of the School and College.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date:
   Project the date this program action will be implemented or take effect. Adoption and/or Substantive Program Approval curriculum documents must be submitted during the Fall LOC's Program Adoption and Substantive deadline prior to the Fall implementation timeline.

VII. CATALOG

A. Catalog Description:
   Description or Revision. Include SLOs – Program Level (Section III), Career Clusters and Pathways the program is aligned with; general characteristics, and/or special features of this program. Write the program description as it should appear in the catalog.
   Include the general characteristics and or/special features of this program and the list of program courses.
   This catalog description is the narrative that is placed in the *Instructional Programs* section of the Catalog. The *Instructional Programs* catalog description includes both the narrative and the list of program courses by category: General Education, Technical Requirements, Related Technical and/or General Education Requirements, Electives, Options. Describe any available program options.

B. Catalog Revision:
   If the existing catalog narrative and/or course list should be revised, simply copy the catalog page(s) to be revised and attach to the Program Approval Form. Indicate the Catalog year and page number on the Program Form, VIIB. Your proposed revision is written in *VIIA. Catalog Description.*

VIII. PROGRAM DESCRIPTION

A. Program Title(s):
   Write the program title. The data entry system used by the Registrar is programmed to accept entries with titles no greater than 20 characters. There are times, however, when it is desirable to have a longer program title to convey more about the program; i.e., catalog entry, recruiting purposes, etc. This is not a problem as long as you supply the Registrar with a title of 20 characters or less to be used for data entry. You will provide two program titles: 1) may be longer than 20 characters, and 2) must be less than 20 characters. See the Registrar for additional information.

B. Credits:
   List the number of credits required for this program. Is the number of total credits appropriate? Is the distribution of credits appropriate; i.e. general education, technical, related technical and general education, electives? Are the requirements for lecture, lab, and clinical/work experience, credits realistic? See the Registrar for additional information.

C. Course Sequence:
   Provide a semester by semester, sequenced list of courses to be taken by students in order to complete the program. This is the recommended course sequence to be used for student advisement.

E. Target Population:

Describe the target population for program enrollment. If this is a Program Approval Form, you must consider whether the target population is appropriate.

F. Cost to Student:

Estimate the program cost to the student. Provide a list of the charges directly related to the program: tuition, administrative fees, lab and/or clinical fees, textbook or workbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.

IX. PREREQUISITE(S)

Describe any program prerequisites the student must fulfill. Does entry into this program require that the student have any prior training, course work, certificates, licensure, health clearance (other than that required by GCC), reading level, age, or other special attributes? If so, specify.

X. CO-REQUISITE(S)

Describe any co-requisites that a student must be involved in while enrolled in this program. Does the student need to enroll in another activity at the same time as enrolling in this program?

XI. CONTENT

Describe the program content. The course of study should be designed to develop student learning outcomes consistent with program level outcomes. Outcomes should be measureable (see Bloom's Taxonomy, Appendix J) and based on national, and/or local professional standards of excellence.

List courses required to complete this program with course descriptions. Follow the same format as in the catalog; i.e., course alpha, number, title, credits, prerequisite, co-requisite. Group courses according to General Education, Technical Core, etc., requirements. Include Course Guides for all new or substantively revised courses.

XII. PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Indicate how the effectiveness of this program will be assessed. Describe program assessment purpose, process, and methods. Instructional programs are to be reviewed at least once every two years following the College's assessment cycle. More frequent and less formal program evaluations are conducted by departments to measure program effectiveness. In this section, describe the "what" and "how" of the program evaluation plan: 1) data to be gathered by the department to determine how well the program is meeting its goals, 2) identification of program evaluator, 3) frequency of evaluation, 4) assessment procedures. Identify technical skill attainment/state/national certificate the student may sit for upon completion of course or program. Identify means of collecting data annually to report the number of students that sit for and attain the certification.

If this is an Approval or Substantive Revision Program Form, indicate whether the current program evaluation process is adequate. Describe any proposed changes to the department program review process and activities.

Also see *section IV.D. Results of Program Assessment.* Program evaluation results and conclusions are reported in section IV.D.

XIII. ARTICULATION

Indicate how this program will articulate with:

A. Secondary programs (indicate and attach proposed or existing DCAPS agreement)

B. University of Guam

C. Others

Describe any articulation agreements that have been made or are anticipated. Is the program articulated with other local programs, or are certain courses within the program articulated with courses at other agencies or institutions? If this is a GCC secondary program, does it articulate with a GCC postsecondary level program? What are the plans for program articulation? Is there a DCAPS Agreement?

APPENDICES

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

A P P E N D I X   A :
COURSE APPROVAL FORM
Cover Sheet

_____

SCHOOL

_____

DEPARTMENT

_____

COURSE ALPHA, NUMBER, TITLE

_____

AUTHOR

DATE SUBMITTED: Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☐ Course Substantive Revision - all signatories except President
☐ Non-Substantive Revision – all signatories except President and LOC Chair

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*	
DEPARTMENT CHAIR		☐	☐			
REGISTRAR	Patrick L. Clymer	☐	☐			
DEAN		☐	☐			
LEARNING OUTCOMES COMMITTEE CHAIR	Norma R. Guerrero	☐	☐			
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐			
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐			

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

Date of template revision: **May 2014**

COURSE APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION AND NON-SUBSTANTIVE REVISION

I. **TYPE OF ACTION**

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐   Adoption

B. ☐   Substantive Revision (attach electronic copy of current Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐   Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
☐   Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
☐   Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
☐   Identify specific changes not listed above:

C. ☐   Non-Substantive Revision (attach electronic copy of current Course Guide and complete roman numeral items II through XII)

Please check the appropriate box:

☐   Change in course alpha, number, or title.

NEW: ALPHA   NUMBER   TITLE

☐   Wording change in the catalog course description that does not   significantly change the course content (attach old and new wording).

☐   Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the course content (attach old and new SLOs).

☐   Change in the course outline that does not significantly change the course content (attach old and new course outlines).

☐   Change in course prerequisites where both course and prerequisite are   offered within your Department (attach old and new prerequisites).

☐   Change in maximum number of students allowed in class setting.

☐   Change in lab fees.

☐   Change in textbook.

☐   Other:

II.   INTRODUCTION
The course is connected to the following program(s):

Please check appropriate box:
   C.   ☐ This is a CTE course and is aligned with   Career Cluster and   Career
        Pathway.

        (See http://www.careertech.org/career-clusters/glance/clusters-occupations.html for more information)

   D.   ☐ This course is part of General Education.

IV.   COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES
This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.
Course Description:

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.
   Catalog Year: Page Numbers:

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

   4. Upon successful completion of this course, students will be able to:

   ☐These SLOs are aligned to States' Career Cluster Initiatives (SCCI) (www.careertech.org/) standards.

IV.   RATIONALE FOR PROPOSAL
If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.
   A.   Reason this proposal should be adopted in light of the College's mission statement and
        educational goals

   C.   An assessment of industry or community need

   C.   Conformity of this course to legal and other external requirements. Include articulation agreements,
        Guam State CTE requirements, accrediting agency standards, State Board regulations, professional
        certification or licensing requirements if applicable

   D.   Results of course and course guide evaluation.

   F.   Program requirements (associate degree, certificate, diploma) served by this course

V.   RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)
   A.   Resources (materials, media, and equipment) and costs

   B.   Personnel requirements (administrative, instructional and support staff) and costs

   C.   Facility requirements and costs

   D.   Funding source(s)

   F.   Impact, financial or otherwise, this course may have on the School/College

VI. IMPLEMENTATION SCHEDULE

C. Implementation date:
> * Document must be approved by the <u>second week of March</u> to be effective for the following fall semester OR the <u>second week of October</u> to be effective for the following spring semester.

D. Course Offering: Spring Only
Even Years

VII. COURSE DESCRIPTION

A. Course
Alpha:
Number:

B. Course Title(s)
Long Title:
Abbreviated Title (20 characters maximum):

D. Contact Hours and Number of Students
Maximum Number of Students:
Lecture:
Lab:
Practicum:
Clinical Practicum:
Work experience/internship:
Other:
Total Hours:

D. Number/Type of Credits
Carnegie Units: per semester
Credits: per semester

E. Prerequisite(s)
F. Co-requisites(s)
G. Articulation
Secondary Programs/Courses
University of Guam
Others

H. Target Population

K. Cost to Students (specify any fees)

VIII. COURSE DESIGN (INSTRUCTIONAL METHOD E.G. DISTANCE LEARNING, MEDIATED, NON-TRADITIONAL, ONLINE, TRADITIONAL)

IX. COURSE OUTLINE

1.

2.

3.

4.

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

Upon successful completion of this course, students will be able to:

1.
 1.1
 1.2
2.
 2.1
 2.2
3.
 3.1
 3.2

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

   A.   Required Textbook(s)

       ISBN#

   B.   Reference(s) and Bibliography

   C.   Equipment/Facilities

   D.   Instructional Supplies

   Learning Resource Center (Library)

   E.   Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

   ☐ Yes
   ☐ No

   Comments:

APPENDIX B:
PROGRAM APPROVAL FORM
COVER SHEET

GCC
GUAM COMMUNITY COLLEGE
Kuichon Kumunidåt Guåhan

SCHOOL

DEPARTMENT

PROGRAM TITLE

AUTHOR(S)

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Program Adoption - all signatories
☐ Program Substantive Revision - all signatories except President
☐ Program Non-Substantive Revision - all signatories except President and LOC Chairperson

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR		☐	☐		
REGISTRAR	Patrick L. Clymer	☐	☐		
DEAN		☐	☐		
LEARNING OUTCOMES COMMITTEE CHAIR	Norma R. Guerrero	☐	☐		
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☐	☐		
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all on-line curricula approval process.

Date of template revision: **May 2014**

PROGRAM APPROVAL FORM
FOR ADOPTION, SUBSTANTIVE REVISION, AND NON-SUBSTANTIVE REVISION

I.   TYPE OF ACTION

Check the type of action that applies. If previous Program Approval Form exists, please attach.

A. ☐ Adoption program

B. ☐ Substantive Revision (attach Program Form).
The numbers listed next to the changes below may or may not require a response; they have been identified as those questions most likely needing to be addressed. The entire program form should be reviewed for applicability.

    ☐ Change in number of credit hours: II, III, IVA, IVD, VI, VII, VIII, XI, X.
    ☐ Change in Technical/Core Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
    ☐ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, III, IVA, IVD, VI, VII, VIII, XI, X.
    ☐ Identify specific changes not listed above:

C. ☐ Non-Substantive Revision (attach Program Form and complete roman numeral items II through XII).

Check appropriate box:

☐ Change in program title. NEW TITLE:

☐ Wording change in the catalog program description that does not significantly change the program content (attach old and new wording).

☐ Addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content (attach old and new SLOs).

☐ Change in program Related Technical and/or General Education Requirements that does not change the distribution of requirements   (attach old and new program requirements).

☐ Change in program General Education Requirements that does not change the distribution of requirements (attach old and new requirements).

II.   INTRODUCTION

This program is aligned with   Career Cluster and   Pathway

(See http://www.careertech.org/career-clusters/glance/clusters-occupations.html
for more information)

III.   PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES -PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level
Program Description:

If the description above is a revision, indicate the catalog page(s) to be revised.
Catalog Year:
Page Number(s):

Upon successful completion of this program, students will be able to:

-
-
-

Indicate the title and source of skill standards for this program:

IV.   RATIONALE FOR PROPOSAL

E. Reason this proposal should be adopted in light of the College's mission statement and educational goals.

F. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.

G. Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.

H. Results of program evaluation (see Appendix F for Checklist).

V.   RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, equipment and Learning Resource Center (Library) and costs.

B. Personnel requirements (administrative, instructional, and support staff) and costs.

C. Facility requirements.

D. Funding source(s).

F. Impact, financial or otherwise, this program may have on the College.

VI.   IMPLEMENTATION SCHEDULE

Implementation date:

VII.   PROGRAM DESCRIPTION

A. Program Title(s)
Long Title:
Abbreviated Title (20 characters maximum):

B. Credits
General Education:
Technical/Core:
Related Tech/Gen Ed:
Electives:
Options:
Total Number of Credits:

C. Course Sequence

F. Target Population

G. Cost to Student

VIII.   PRE-REQUISITE (S)

IX.   CO-REQUISITE (S)

X.   CONTENT
List of courses, with course descriptions, required to complete this program. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval.

XI.   PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

XII.   ARTICULATION

A. Secondary programs

B. University of Guam

C. Others

1. Attach SLO Map – Program & Course Levels.
2. Attach Dual Credit Articulated Programs of Study Agreement or DCAPS (if appropriate)

APPENDIX C:
ACKNOWLEDGMENTS

"Curriculum development and revision is an ever changing process" is the opening statement to the Curriculum Process and Procedures guide prepared by the Academic Affairs Committee in 1990. We would be remiss if we did not recognize the efforts of the GCC personnel who have committed many long hours to the creation and revisions of this guide.

1978-1980   Naomi (Sandy) Wahl, Chair: Academic Affairs Committee
1989-1990   Academic Affairs Committee
             Sandra Liberty, Chair (1987-1989), David Schofield, Chair (1989-1991)
             Others: Dennis Slyter, Bernice Carbullido, Carol Freeborn, Laura Parris, Carlo Veltri, Claudia Taitano
1992-1993   ACADEMIC AFFAIRS TASK FORCE, CURRICULUM COMMITTEE
             Members of the Academic Affairs Task Force were responsible for the 1994 revision. Their goals were to establish a repository for curriculum, define the responsibilities and roles of signatories on curriculum guide cover sheets, and provide clarity to the 1990 "Curriculum Process and Procedures" manual.
             Coordinator: Les S. McKinney; Facilitators: Kathleen Fields, David Watt
             Writers:
                 Programs   Reilly Ridgell, Judith Geil, Phoebe Wall, Robert Jahier, Patrick Watson, Mike Callo
                 Courses   Judith Geil, Carol Freeborn, Nancy Hall
                 Reviewers: All of the participants plus Ginger Porter, Sandra Liberty, and David Schofield
                 Technical Support: Clare Mendiola
1994-1996   CURRICULUM MANUAL PILOT PHASE
             Upon approval by President John T. Cruz on April 22, 1994, *The Curriculum Manual,* 1994, began a pilot phase. The newly formed Curriculum Committee, a curriculum development and editing resource group, provided much input during the pilot process.
                 Facilitator: Carol Waltner, Program Specialist, Curriculum
1994-1995   Academic Affairs Committee
                 Chairperson: David Schofield
1994-1995   Curriculum Committee
                 Chairperson: Nancy Hall; Recorder: Barbara Bouchard-Miller
                 Members: Leslie Kosky, Janice Milligan, Janice Yatar, John Armstrong, Antonita Blas,
                                 Bernice Carbullido, Robert Gomez, Carol Freeborn, Dorothy Cruz, Phoebe Wall
1995-1996   Academic Affairs Committee
                 Chairperson: Harry Uyehara
1996-1997   Academic Affairs Committee
                 Chairperson: Bertha Reid
1995-1996   Curriculum Committee
                 Chairpersons: Nancy Hall, Carol Freeborn
                 Recorder: Barbara Bouchard-Miller
                 Members: Brett Reinert, Gary Griffin, Leslie Kosky, Carmelita Connelley, Andresina
                                 McManus, Polly Huseby, Roger Cauley, Julie Cruz-Jones, Janice Yatar, Janice
                                 Milligan
1997-1998   Academic Affairs Committee
                 Chairperson: Lani Gamble
1998-1999   Academic Affairs Committee
                 Chairpersons: Dennis Slyter, Clare Lizama
                 Members: Liberty Viray, Judy Salas, Janice Milligan, Bernice Carbullido, Lani Gamble,
                                 Sarah Leon Guerrero
Aug 1999   ADOPTION   Dr. John R. Rider, Academic Vice-President
Feb 2004   Revision   Academic Affairs Committee
                 Chairperson: Marsha Postrozny
January 2008 Curriculum Committee
                 Chairpersons: Marsha Postrozny, Tony San Nicolas

| | Members: | Ron Abshire, Doreen Blas, Clare Camacho, Carol Cruz, Donna Cruz, Julie Cruz-Jones, Cecilia Delos Santos, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Chuck Meno, Paul Parvin, Nenita Perez, Bunny Sgambelluri, Carl Torres, Ray Valenzuela. |
| | | Special thanks to Mike Setzer and Elaine Fejerang - design of the SLO Map template |

2008-2009   Curriculum Committee

Chairpersons: Tony San Nicolas, Paul Parvin (Chair-Elect)

Members: Ron Abshire, Robert Balajadia, Doreen Blas, Carol Cruz, Julie Cruz-Jones, Frank Evangelista, Lani Gamble, Theresa Hormillosa, Nenita Perez, Marsha Postrozny (as administrator), Liv Switzer, Carl Torres, Ray Valenzuela.

2009-2010   Curriculum Committee

Chairpersons: Amada Manzana, R. Gary Hartz (Chair-Elect)

Reviewing Members: Doreen Blas, Katherine Chargualaf, Eric Chong, Kevin Dietrichs, Frank Evangelista, John Michael Jocson, Nenita Perez, Marsha Postrozny (administrator), Sally Sablan, Marivic Schrage, Anthony Jay Sunga, Carl Torres, Renato Valenzuela

CTE Career Pathways "Pathfinders": Eric Chong, Christopher Dennis, R. Gary Hartz, Amada Manzana, Tony San Nicolas, Marivic Schrage

2010-2011   Learning Outcomes Committee

Chairpersons: R. Gary Hartz, Eric Chong (Chair-Elect)

Reviewing Members: Hernalin Analista, John Armstrong, Sandy Balbin, Emma Bataclan, Lisa Baza-Cruz, Eric Chong, Donna Cruz, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Paul Parvin, Nenita Perez, Vicky Schrage

General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

2011-2012   Learning Outcomes Committee

Chairpersons: Eric Chong, R. Gary Hartz (Chair-Elect)

Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Eric Chong, Kevin Dietrichs, Frank Evangelista, Yvonne Flores, Polli Huseby, John Michael Jocson, Paul Kerner, Amada Manzana, Rose Marie Nanpei, Nenita Perez, Tonirose Realica, Vicky Schrage, Ben Sison, Patty Terlaje, Frank Tung, Desiree Ventura, Norma Guerrero

General Education Members: John Armstrong, Lisa Baza-Cruz, Polli Huseby

2012-2013   Learning Outcomes Committee

Chairpersons: R. Gary Hartz (Fall 2012), Patty Terlaje (Spring 2013)

Reviewing Members: John Armstrong, Sandy Balbin, Lisa Baza-Cruz, Simone Bollinger, Frank Evangelista, Yvonne Flores, Norma Guerrero, Polli Huseby, John Michael Jocson, Paul Kerner, Rose Marie Nanpei, Nenita Perez, Esther Rios, Sally Sablan, Benjamin Sison, Anthony Jay Sunga

General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli Huseby, John Michael Jocson

2013-2014   Learning Outcomes Committee

Chairpersons: Patty Terlaje, Norma R. Guerrero (Chair-Elect)

Reviewing Members: Sandy Balbin, Therese Datuin, Tressa Dela Cruz, Frank Evangelista, Yvonne Flores, Catherine Leon Guerrero, Brian Muna, Rose Marie Nanpei, Anthony Jay Sunga, Desiree Ventura

General Education Members: John Armstrong, Lisa Baza-Cruz, Simone Bollinger, Polli Huseby, John Michael Jocson

APPENDIX D:
GUAM COMMUNITY COLLEGE
MISSION STATEMENT

Mission Statement

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.

Vision Statement

Guam Community College will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career, and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post-secondary basic educational institution servicing the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees, and the community at large.

Goals

To meet its mission and vision statements, the College has set as its goals:

1) The College seeks to meet the needs of Guam's youth and adult student clientele to achieve their career and quality of life goals.
2) The College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce.
3) The College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development.
4) The College seeks to satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met.
5) The College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity.
6) Continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically.

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.
6) Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

APPENDIX E:
CURRICULUM DEVELOPMENT
RESOURCES

In addition to the Learning Outcomes Committee, Guam Community College has many excellent resources which may be used in the development of curriculum. Here are just a few:

LEARNING RESOURCES CENTER

Printed copies of approved curricular guides are on file at the LRC. There are many reference and resource materials available at the LRC, including a comprehensive listing of college catalogs on microfiche and CD-ROM.

PLANNING AND DEVELOPMENT OFFICE

Personnel in the Planning and Development Office can assist in the identification and location of curriculum development resources.

ADVISORY COMMITTEES/SUBJECT/INDUSTRY EXPERT

These public and private sector community experts can provide valuable information, resources, and technical assistance. Advice of instructional area advisory committee members should be sought when beginning curriculum development activities.

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

Consistent with fundamental assessment principles, the CCA can provide assistance in articulating program outcomes that are specific and measurable. Authors will be guided to address the three dimensions of student learning in terms of what students *know*, what they *think*, and what they can *do* as a result of their program experience.

DEPARTMENT PERSONNEL

Department personnel can provide technical advice and suggestions on course content.

REGISTRAR'S OFFICE

The Registrar provides critical guidance historical information and statistics, as well as information on the course numbering system, course titles, course descriptions, and requirements of other instructional programs.

DEAN

The Dean can support curriculum development efforts and provide information and guidance for academic integration and articulation.

OFFICE OF THE VICE PRESIDENT, ACADEMIC AFFAIRS

The Office of the Vice President, Academic Affairs is the official repository for GCC's curriculum.

OFFICE OF THE VICE PRESIDENT, BUSINESS AND FINANCE

The Vice President, Business and Finance can provide information about financial requirements relating to curriculum development, and information about existing and projected facilities, equipment, and personnel requirements.

APPENDIX F:
SCANS FOUNDATIONAL SKILLS AND COMPETENCIES

As part of the educational reform movement that began in the early 1980's, the Secretary's Commission on Achieving Necessary Skills (SCANS), sponsored by the U.S. Department of Labor, developed through research with industry the following skills and competencies. Industry leaders recommend these skills and competencies for successful workplace experiences. While SCANS does not address course content, the skills and competencies do address instructional methods.

Foundational Skills and Qualities

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

    A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

    B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

    C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

    D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues

    E. *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

    A. *Creative Thinking* - generates new ideas

    B. *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

    C. *Problem Solving* - recognizes problems and devises and implements plan of action

    D. *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information

    E. *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills

    F. *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

    A. *Responsibility* - exerts a high level of effort and perseveres towards goal attainment

    B. *Self Esteem* - believes in own self-worth and maintains a positive view of self

    C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness is group settings

    D. *Self-Management* - assesses self accurately. Sets personal goals, monitors progress, and exhibits self-control

    E. *Integrity/Honesty* - chooses ethical courses of action

SCANS Competencies

Resources: Identifies, plans, and allocates resources

A. *Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* - acquires, stores, allocates, and uses materials or space efficiently
D. *Human Resources* - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. Participates as a Member of a Team - contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers - works to satisfy customers' expectations
D. Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates - works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity - works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies
B. *Allies Technology to Task* - understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* - prevents, identifies, or solves problems with equipment, including computers and other technologies

APPENDIX G:
CHECKLIST FOR REVIEWING THE COURSE FORM

Use the checklist to review the currently approved course guide to determine whether the existing Course Guide is current or requires revision.

- Course forms prepared in previous curriculum formats need not be revised simply to comply with *The Curriculum Manual* (2013) format. Use this Checklist for Reviewing the Course Form to determine whether the existing approved course form contains current and appropriate information.
- As a result of a course checklist review, you may find that course and/or program revisions are necessary. Instructions and forms for course revisions are found in the "Course Approval Process" section of this manual. Instructions and forms for program revisions are found in the "Program Approval Process" of this manual.
- If no changes are recommended based on thorough course review by department faculty and advisory committee, submit current course guide with a new cover sheet and checklist.

Course Guide Reviewed:

Check: ☐ Adoption ☐ Substantive Revision ☐ Non-Substantive Revision

Date of 1st Review: Action:

Date of 2nd Review: Action:

Date of 3rd Review: Action:

Conducted by LOC Reviewers:

Check if information is present/sufficient/current on existing Course Guide. Make comments for necessary changes.

☐   I.   TYPE OF ACTION
          Is the current approved Course Guide appropriate for the current stage of course development?

          Comments:

☐   II. INTRODUCTION
          Course connection to program(s):

          Does the Course Guide indicate to which program(s) the course is connected? For a CTE course, is the career cluster and pathway identified?

          Comments:

☐   III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES - COURSE LEVEL

          Catalog description:

Does the catalog description include SLOs – Course Level, in addition to the course description?

Is the course description the same as the one printed in the current Catalog? Is it clearly written, informative, and inviting?

Comments:

Are SLOs stated, "Upon successful completion of this course, students will be able to…"
Are there between three to five Student Learning Outcomes?
Are they clearly stated? Do the SLOs contain at least one cognitive, behavioral, and affective outcome? Are the SLOs using verbs listed in the Bloom's Taxonomy?

Comments:

☐   IV.   RATIONALE FOR PROPOSAL

If the course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D. Is the course a Technical Requirement or a Related Technical or General Education Requirement for a program? If it is required by a program, the course is considered to be connected to that program. If the course is connected to a program, the College has information about required resources and personnel.

A. Reason for proposal:

Is the course rationale based upon GCC mission and goals and career requirements? Is the course rationale stated in the Course Guide?

Comments:

B. Assessment of industry or community need:
Does the Course Guide describe the employment outlook for this career? What job titles will students be qualified for upon completion of this course? What is their anticipated salary level? Are these jobs in demand on Guam? What is the future for these jobs on Guam? How many and what requirements will the students need to complete before minimal job qualification is reached?

Comments:

C. Conformity of course to requirements:
Does the Course Guide describe the conformity of the course to legal, occupational, or educational requirements? Does it describe how the course conforms to articulation agreements, State Board regulations, accrediting standards, licensing requirements, or professional certification requirements?

Comments:

D. Results of course assessment and course guide evaluation:

Does the Course Guide include assessment data supporting the requested action? Does the evaluation describe the student population enrolled, retention, and course completion; course content; resources used; etc.?

Comments:

E. Program requirements:
Does the Course Guide identify GCC instructional programs that list this course as a Technical Requirement or Related Technical or General Education Requirement? Does the Course Guide state whether this course is to be listed as a general education course in the Catalog?

Comments:

☐ V. RESOURCE REQUIREMENTS AND COSTS
A. Identify resources:
Does the Course Guide list needed materials, media, and equipment and their costs? Equipment should be specific to that found in the occupations for which training is provided.

Comments:

B. Estimate personnel requirements:

Does the Course Guide list instructional and support personnel required to deliver this program? Are personnel qualifications described and costs listed?

Comments:

C. Identify facility requirements:
Does the Course Guide describe classroom and/or laboratory stations/space required to offer this program? What are the costs?

Comments:

D. Identify funding:
Does the Course Guide list the funding source(s) that will be utilized in order to deliver this program? Is funding for personnel, facility, supplies, equipment, etc. listed and adequate?

Comments:

E. Impact on School and College:
Does the Course Guide document describe the potential impact of the course on School and College resources?

Comments:

☐ VI. IMPLEMENTATION SCHEDULE
A. Implementation date:
Does the Course Guide project the date that this course will be offered for the first time?

Comments:

B. Course Offering
Does the Course Guide state the semester and years that the course will be regularly scheduled?

Comments:

☐ VII. COURSE DESCRIPTION
A. Course:
Does the Course Guide include the correct course alpha and number?

Comments:

B. Course title(s):
Is the course title clear and appropriate? If the course title is longer than 20 characters, does the Course Guide also include a title that is a maximum of 20 characters?

Comments:

C. Contact hours and Number of Students:
Does the Course Guide state the appropriate number of student contact hours required for this course? These hours refer only to the hours that the student is expected to be in class (outside study time is not included). Does the course guide state the maximum number of students to be enrolled per class? If the maximum number of students for a lecture class is less than thirty students, is the rationale provided?

Comments:

D. Number/type of credits:
Does the Course Guide include the number and type of credits that the student will receive upon successful completion of the course?

Comments:

E. Prerequisite(s):
List and describe any prerequisites required for this course. Does entry into this course require that the student have had any prior training, course work, certificate, licensure, health clearance (other than that required by GCC), a specific reading level, age, or other special attribute? If so, list and describe the prerequisite(s). All 200 level courses in degree programs are required to include EN110 Freshman Composition as a prerequisite.

Comments:

F. Co-requisite(s):
Does the Course Guide list and describe any co-requisites required for this course? Are co-requisites appropriate and clearly stated?

Comments:

G. Articulation:
Does the Course Guide describe any articulation agreements relating to this course that have been made or are anticipated? What articulation benefits can a student expect after completing this course? Is the course currently on the articulation list for transfer to UOG? Does the course articulate with GDOE or GCC secondary courses? Does it articulate with other GCC programs or courses? If this is a secondary program with a DCAPS agreement, is this mentioned?

Comments:

H. Target population:
Does the Course Guide describe the target population for course enrollment?

Comments:

I. Cost to students:
Does the Course Guide include an estimate of course costs to the student? Does the list of charges include those which are directly related to the course: course tuition, GCC administrative fees, lab and/or clinical fees, textbook costs, instructional supplies to be purchased by the student, costs of standardized exams, etc.? Is any required lab fee adequate? Are textbook costs appropriate to the course?

Comments:

☐ VIII. COURSE DESIGN
Does the Course Guide include a detailed description of the course design? Is information provided that the instructor will need in order to organize and teach the course? Are recommended instructional methods described? Are required instructional supplies and equipment listed (with an explanation of how the instructor will obtain them)? Are departmental policies the faculty member must know about in order to teach the course described? Does the design include information about how this course relates to other courses in a program? Does the design reflect instructional methods that are gender free?

Comments:

☐ IX. COURSE OUTLINE
Does the Course Guide include a course outline? Is the outline clearly written and detailed enough to provide the instructor with course information? Is the numbering system used consistent with course competencies?

Comments:

☐ X. STUDENT LEARNING OUTCOMES – DETAILED
Does the Course Guide list student learning outcomes? Every outcome should have a corresponding entry in the course outline. Are outcomes clearly written and include the following elements a description of instruction or experience to meet the competency?

Are outcomes:

- developed from course goals, advisory committee recommendations, curriculum guides, courses of study, and other professional resources?
- Reflective of SCANS initiatives (see Appendix D)?
- gender free?
- student-focused rather than instructor-focused?
- focused on the learning resulting from an activity rather than on the activity itself?
- reflective of the institution's mission and the values it represents.
- aligned at the course, program and institutional levels.
- based on professional standards of excellence.
- general enough to capture important learning but clear and specific enough to be measurable.
- focused on aspects of learning that will develop and endure but that can be assessed in some form now.
- based on industry standards.
- adequate to prepare students for employment or for continuing educational experiences.
- reflective of the students' abilities in the safe and proper use of tools, equipment, machines, and processes.
- state-of-the-art for the occupational area and include technology-based components.
- reflective of career activities that are appropriate to the maturity and educational level of students in the class.

Comments:

☐ XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS
Does the Course Guide describe the evaluation method to be used for this course? Are there departmental evaluation standards that the instructor must follow? Does the evaluation system comply with outcome-based learning? Will instructors develop their own course evaluation criteria, weighing system, and procedures, or will the department prescribe guidance?

Comments:

☐ XII. TEXTBOOK REFERENCE, EQUIPMENT, AND SUPPLIES
A. Required Textbook(s):
Does the Course Guide list the required textbook for the course? Does the textbook reference include the complete citation in correct bibliographical form? The ISBN number must be added. Is the phrase "or latest edition" included; it may allow your department to order newer editions of the textbook without submitting a non-substantive revision form?

Example of a bibliographical citation:
Beaty, J. (latest edition). *Skills for Preschool Teachers*. New York: Prentice Hall, Inc. ISBN: 013158378-8

Are supplemental student references also listed?

Comments:

B. Reference(s) and Bibliography:
Does the Course Guide list instructional references to be used by the instructor and provide a bibliography for future study by students?

Comments:

C. Equipment/Facilities:

Does the Course Guide list necessary equipment or specialized facilities needed for the course?

Comments:

D. Instructional Supplies:
Does the Course Guide list required teaching supplies? It is not necessary to list regular teaching supplies, e.g., markers, pens, paper, etc. Does the Course Guide specify whether the student provides the items?

Comments:

E. Did the author indicate whether or not an Advisory Committee reviewed and concurred with the materials used for this course? If not, has another faculty other than author reviewed course textbook and materials?

Comments:

XIII: Additional Comments:

APPENDIX H:
CHECKLIST FOR REVIEWING THE
PROGRAM FORM

Use the Checklist to review the currently approved program forms to determine whether the existing program form is current or requires revision.

- Program forms prepared in previous formats need not be revised simply to comply with *The Curriculum Manual (2013)*. Use this Checklist for Reviewing the Program Form to determine whether the existing approved program form contains current and appropriate information.
- As a result of a program checklist review, you may find that program revisions are necessary. Instructions and forms for program revisions are found in this manual. Keep in mind that program revisions may necessitate course revisions. Instructions and forms for course guide revisions are also found in this manual.
- If no changes are recommended based on thorough program review by department faculty and advisory committee, submit current program document with a new cover sheet and checklist.

Program Form Reviewed:

Check: ☐ Adoption   ☐ Substantive Revision   ☐ Non-Substantive Revision

Date of 1st Review: Action:

Date of 2nd Review: Action:

Date of 3rd Review: Action:

Conducted by LOC Reviewers

Check if information is present/sufficient on existing Program Form. Make comments for necessary changes.

☐   I.   TYPE OF ACTION

Is the current approved Program appropriate for the stage of program development?

Comments:

☐   II.   INTRODUCTION

Does the narrative include a history of program need and development? Are references and resources cited which strengthen the Program Form? Does this information provide Program reviewers with a framework of sufficient scope and detail in order to adequately review the program?

If this is a CTE program, is the Career Cluster and Pathway indicated?

Comments:

☐   III.   PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES - PROGRAM LEVEL

Catalog description:
Does the Program match the current catalog program description and list of program courses? Does the course description include SLOs? Is the catalog description current, informative, and useful for prospective students? Does the catalog description include general characteristics and/or special features of the program? Is the list of courses correctly separated by category: general education, technical requirements, related technical and general education course, electives? Are program options adequately described?

Comments:

Does the Program state at least three student learning outcomes for the overall program? What are the expected student outcomes of the program? Are the outcomes appropriate for the stage of development in which the program is now? Were outcomes developed with input from faculty, administrators, students, and representatives from business and industry? Are outcomes consistent with emerging developments in the occupational field? Are they related to local, regional, and/or national standards?

Comments:

☐ IV. RATIONALE FOR PROPOSAL

A. Reason for proposal:
Is the program rationale based upon GCC mission and goals and occupational requirements? Is the program rationale stated in the Program form? Does the reason for the proposal describe why the request should be approved?

Comments:

B. Employment outlook:
Does the Program describe the employment outlook for this occupational area? What job titles will students be qualified for upon completion of this program? What is their anticipated salary level? Are these careers in demand on Guam? What is the future for these careers on Guam? How many and what requirements will the students need to complete before minimal job qualification is reached?

Comments:

C. Conformity of program to requirements:
Does the Program describe the conformity of the program to legal, occupational, or educational requirements? Does it describe how the program conforms to articulation agreements, State Board regulations, licensing requirements, or professional certification requirements?

Comments:

D. Results of program assessment:
What program assessment data can be presented that supports this curricular request? Is there sufficient information gathered from program assessment to

analyze the potential success of the program and to determine whether this request for curriculum action should be approved?

Comments:

☐ V. RESOURCE REQUIREMENTS AND COSTS

A. Identify resources:
Does the Program list needed materials, media, and equipment and their costs? Equipment should be specific to the occupations for which training is provided.

Comments:

B. Estimate personnel requirements:
Does the Program list instructional and support personnel required to deliver this program? Are personnel qualifications described and costs listed?

Comments:

C. Identify facility requirements and costs:
Does the Program describe classroom and/or laboratory stations/space required to offer this program? What are the costs?

Comments:

D. Identify funding source(s):

Does the Program list the funding source(s) that will be utilized in order to deliver this program? Is funding for personnel, facility, supplies, equipment, etc. listed?

Comments:

E. Impact on School and College:
Does the Program describe the impact that program resource requirements will have on the School and College?

Comments:

☐ VI. IMPLEMENTATION SCHEDULE

A. Implementation date:
Does the Program state when this program is to be first offered?

Comments:

☐ VII. PROGRAM DESCRIPTION

A. Program Title(s):
Does the Program state the correct program title? Is the program title appropriate? Is there also a maximum 20 character program title listed?

Comments:

B. Credits:

Does the Program list the credits necessary for program completion? Is the number of total credits appropriate? Is the distribution of credits appropriate; i.e. general education, technical, related technical and general education, electives? Are the requirements for lecture, lab, and clinical/work experience credits realistic?

Comments:

C. Course Sequence:
Does the Program include a semester by semester sequenced list of courses to be taken by students in order to complete the program? Is the sequence appropriate? Are full time and part time students able to complete the program in a reasonable time frame?

Comments:

D. Target Population:
Does the Program describe the target population for program enrollment? Is the target population appropriate?

Comments:

E. Cost to Student:
Does the Program list expected student costs--tuition, administrative fees, lab and/or clinical fees, textbook or workbook costs, instructional supplies, costs of standardized exams, etc.? Are student costs realistic?

Comments:

☐ VIII. PREREQUISITE(S)

Does the Program describe any prerequisites necessary to enter this program? Are the program prerequisites listed appropriate?

Comments:

☐ IX. CO-REQUISITE(S)

Does the Program describe any co-requisites that a student must take or perform while enrolled in this program? Are the program co-requisites appropriate?

Comments:

☐ X. CONTENT

Does the Program include courses guides? Are course descriptions correct and appropriate? Are the latest approved course descriptions listed in the catalog?

Comments:

☐ XI. PROGRAM MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS

GCC instructional programs are to undergo a formal assessment at least once every two years. In addition, departments periodically conduct formal, or sometimes informal, program reviews. Does the Program describe the process,

methods, and procedures that will be used to determine program effectiveness? Does it describe how the effectiveness of this program will be assessed? Is the program assessment process adequate? What data is to be gathered by the department to determine whether the program is meeting its goals? Who performs the program evaluation? How often? How is the evaluation conducted?

Is the current program assessment process is adequate? Should changes be made to the department program review process and activities?

Comments:

☐   XII. ARTICULATION

Does the Program describe any articulation agreements made with GCC or local educational institutions or even with other institutions? Does the program need to be articulated with any other programs? If you are conducting a review of a GCC secondary program, does it articulate with the GCC postsecondary level program? Does it articulate with DOE program(s)?

Comments:

☐   1. Is there an SLO Map (Appendix G.) attached to the Program that state program and course level SLOs? Does the map show which ILOs are covered in the program?

Comments:

☐   2. If this program has a Dual Credit Articulated Programs of Study or DCAPS, is this attached?

Comments:

XIII: Additional Comments:

APPENDIX I:
SLO MAP – PROGRAM & COURSE LEVELS

Title of Program

Title of Program

Other

If courses are not offered as a program, skip to page 2.

I = Introduced   R = Reinforced   E = Emphasized

List course alpha and no. ⇦

Student Learning Outcomes – Program Level
Upon successful completion of this program, students will be able to:

1.																	
2.																	
3.																	
4.																	
5.																	

Institutional Learning Outcomes (ILOs)

Secondary Programs do not have to map to ILOs.

Name of Program Other							
I = Introduced R = Reinforced E = Emphasized List course alpha and no. ⇑							

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:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology.

1. Ability to access, assimilate and use information ethically and legally.

2. Mastery of critical thinking and problem-solving techniques.

3. Collaborative skills that develop professionalism, integrity, respect, and fairness.

4. Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

Student Learning Outcomes – Course Level

If courses are not offered as a program, skip 'Related to Program Level SLO' column.

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

Course Alpha and Number: Upon successful completion of this course, students will be able to:	Related to Program Level SLO#

If this SLO Map is not part of a Program Adoption or Substantive Revision, attach a Non-Substantive Curriculum Revision Memo to the front of this form to ensure that the SLOs, as written above, will be published in GCC's online catalog under program/course descriptions.

APPENDIX J:
BLOOM'S CLASSIFICATION
Bloom's Updated Classification of Cognitive Skills

Bloom's updated classification of cognitive skills is widely used in instruction planning. The six levels are arranged by level of complexity. Use of Bloom's classification systems is recommended to safeguard against a tendency to focus on content coverage and to ignore what the students should learn to do with content.

Category	Definition	Related Verbs
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying	Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing	Can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating:	Can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

	Cognitive Domain (Mental Activity)	Affective Domain (Character and Conscience)	Psychomotor Domain (Physical Activity)
Behaviors from simple to complex	Creating (compose, originate, design, invent)	Characterizing (revise, require, rate, avoid, resist, manage, resolve)	Originating (arrange, build, construct, initiate)
	Evaluating (judge, criticize, evaluate, appraise, recommend)	Organizing (discuss, theorize, formulate, balance, prioritize)	Adapting (alter, rearrange, vary, revise)
	Analyzing (compare, classify, rank, infer, extrapolate)	Valuing (measure proficiency, subsidize, support, debate)	Mechanizing (assemble, calibrate, fasten, measure, mend)
	Applying (organize, solve, generalize, produce)	Responding (comply, follow, commend, volunteer, acclaim, engage in)	Guided Responding (copy, trace, reproduce, react)
	Understanding (explain, infer, interpret, summarize, paraphrase)	Receiving (differentiate, accept, listen for, respond to)	Setting (begin, move, show, state)
	Remembering (recite, quote, list, define)		Perceiving (choose, identify, relate, select)

A P P E N D I X   K :
R E I N S T I T U T I O N   O F   A R C H I V E D   C U R R I C U L A

DATE:

TO:	President	Approved: _____	Date: _____
VIA:	VPAA	Approved: _____	Date: _____
	Dean	Approved: _____	Date: _____
	Registrar	Approved: _____	Date: _____
	Dept. Chair	Approved: _____	Date: _____

FROM:

SUBJECT: Request Reinstitution of Curriculum

COURSE REINSTITUTION IN ALPHA _____ NUMBER _____ TITLE _____
Attach course guide

_____ 1. Justification for course reinstitution

_____ 2. Plans and implementation dates for updating course guide (if older than five years)

PROGRAM REINSTITUTION _____
Attach program form

_____ 1. Justification for program reinstitution

_____ 2. Plans and implementation date for updating program guide (if older than five years)

Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

(indicate date here)

Guam Community College
Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

I. Purpose

The purpose of this document is to provide a mechanism which will enable students who have completed a Guam Community College secondary Career and Technical Education (CTE) program, upon declaration of a major in a Guam Community College postsecondary program that is aligned with the secondary CTE program, to receive college credit.

II. Procedures

A. **Scope of Articulation.** This commitment to secondary / postsecondary articulation is between the Guam Community College's secondary program and Guam Community College's postsecondary program. Acceptance of these credits toward a program of study at any other institution will be contingent upon the program and college requirements of the receiving institution.

B. **Terms of Articulation.** The terms of articulation detailed in this document will remain in effect for five (5) years, or until August 2016. Continued articulation will be subject to annual reviews by faculty and other appropriate representatives from GCC to address curriculum and course changes. Faculty and other appropriate representatives from GCC will conduct an extensive review of possible substantive changes to articulation prior to the expiration of articulation.

C. **Awarding of Credits.** Indicate the number of credits to be awarded. To receive credit, students, at minimum, must:
   (1) Complete the identified secondary program with a grade of "B" or higher in each program course.
   (2) Achieve a Certificate of Completion. (agreements may identify the Certificate of Mastery as a minimum qualification)
   (3) Officially declare a major in the identified postsecondary program.

D. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:
   (1) will transfer between Guam Community College's secondary program and Guam Community College's postsecondary program and
   (2) may not be applicable to programs outside of this Agreement.

III. Student Application Guidelines for Articulated Credits

Student Eligibility. Please indicate any other criteria established by the postsecondary program that a student must meet in order to be eligible for articulated credit.
   (1) Indicate here that official GDOE transcripts sent directly to Guam Community College showing the student passed the secondary (indicate program) Program of Study courses with a grade of "B" or higher are required.

B. **Timeline for Application.** Students should apply for articulated credit by contacting the college counselor or program chair (see list of contact persons) in their first year of attendance at Guam Community College.

C. **Table 1**

Dual Credit Articulated GCC Secondary Program of Study and GCC Postsecondary Program of Study Courses
(indicate secondary program here)

GCC Secondary / Postsecondary Cluster Courses
List course numbers and names of all secondary courses aligned with the postsecondary program. Include the number of credits students receive for completion of each secondary course.
Students completing the above courses with a "B" or better and receive a Certificate of (indicate Mastery or Completion) will earn (indicate number of credits) in the (indicate postsecondary program) at Guam Community College.
Guam Community College **Certificate of (Mastery or Completion) in (indicate postsecondary program)** List course numbers and names of all postsecondary courses aligned with the secondary program. Include the number of credits students receive for completion of each postsecondary course.

D. **Crosswalk of Student Learning Outcomes (SLOs) for the program of study secondary courses and the program of study postsecondary.**

SECONDARY SLOs	**POSTSECONDARY SLOs**
Secondary course #1 1. *(indicate all secondary SLOs that are aligned with Postsecondary SLOs)* *Secondary course #2* 2. *(indicate all secondary SLOs that are aligned with Postsecondary SLOs)* *Indicate all additional courses / SLOs to be articulated, as above.*	*Postsecondary course #1* 1. *(indicate all secondary SLOs that are aligned with Secondary SLOs)* *Postsecondary course #2* 2. *(indicate all secondary SLOs that are aligned with Secondary SLOs)* *Indicate all additional courses / SLOs to be articulated, as above.*
Note: For articulation of credits secondary SLOs must clearly align with postsecondary SLOs.	

E. **Campus Contacts**

Program Contact	**Administration Contact**
(list name of Department Chairperson) *(list DC rank and title)* *(list DC office and e-mail addresses, and telephone / facsimile numbers)*	Admission & Registration Tel. (671) 735-5531 -34 Fax. (671) 734-5238 Email: gcc.admission@guamcc.edu gcc.registrar@guamcc.edu Assessment & Counseling Tel. (671) 735-5562 -65 Fax. (671) 734-5238 Email: gcc.counseling@guamcc.edu

SAMPLE PERSONAL PLAN OF STUDY

| Career Cluster | | Hospitality and Tourism | | |
| Program of Study | | Secondary — ProStart | | Post-Secondary — Food and Beverage Management |

Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses / Other Electives / Recommended Electives / Learner Activities	Career & Technical Courses and/or Degree Major Courses
SECONDARY	9	• English / Language Arts 9	• Applied Math -or- General Math	• General Science	• World Geography -or- • World History	• Physical Education I -or- Health and Dance • Word Processing	
	10	• English / Language Arts 10	• Pre-Algebra	• Physical Science	• US History	• Chamorro -or- History of Guam • Computer Literacy	• VETT055 PROSTART I
	11	• English / Language Arts 11	• Algebra I -or- • Geometry	Any of the following: • Biology • Marine Biology • Physics • Chemistry	• American Govt.	• Art I -or- Speech and Debate • Psychology/Sociology	• VETT065 PROSTART II
	12	• English / Language Arts 12 OR • Applied Communication				• School to Work • Basic Communication II • PE II	• VETT075 PROSTART IIII

* Students who receive a Certificate of Mastery in ProStart will receive credits for HS152,208. For Certificate of Completion, a student will received credits for HS152,208,292.

Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other	Career & Technical Courses and/or Degree Major Courses
Postsecondary	Year 13	• EN110 Freshman English	• MA110 Finite Mathematics	• SI103 or SI110 Intro to Marine Biology or Environmental Biology		OA101 Keyboarding Applications	HS206 Beverage Management HS203 Food Sanitation and Safety HS245 Food Production Principles HS288 Food and Beverage Service HS292 Practicum (Summer)
	Year 14				SO130 Introduction to Sociology	PY120 General Psychology CS151 Windows Applications	

(Sample: Please include relevant document from www.careerclusters.org)

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

Hospitality & Tourism

SAMPLE CAREER SPECIALTIES /OCCUPATIONS			
General Manager •Food & Beverage Manager •Kitchen Manager •Catering & Banquets Manager •Service Manager• Dining Room Supervisor •Restaurant Owner •Baker •Brewer •Caterer •Dietician •Executive Chef •Cook •Pastry & Specialty Chef •Bartender •Restaurant Server •Banquet Server •Cocktail Server •Banquet Set-Up Employee • Bus Person •Room Service Attendant •Kitchen Steward •Counter Server •Wine Steward •Host •Research and Development Chef •Food/Beverage Wholesaler •Product Demonstrator •Personal Chef	*Front Office Manager •Executive Housekeeper •Director of Sales & Marketing •Chief Engineer •Director of Human Resources •Rooms Division Manager •Director of Security •Controller •Food & Beverage Director •Resident Manager •Director of Operations •General Manager •Regional Manager •Quality Assurance Manager •Corporate Management •Lodging Management •Owner/Franchisee •Uniformed Services Support •Communications Supervisor •Front Desk Supervisor •Reservations Supervisor •Laundry Supervisor •Room Supervisor •Bell Captain •Shift Supervisor •Sales Professional •Night Auditor •Front Desk Employee • Valet Attendant •Bell Attendant•Door Attendant •Concierge •Reservationist •Guestroom Attendant •Public Space Cleaner •House Person•Maintenance Worker•Van Driver*	*Executive Director •Assistant Director •Director of Tourism Development •Director of Membership Development •Director of Communications •Director of Visitor Services •Director of Sales •Director of Marketing and Advertising •Director of Volunteer Services •Director of Convention and Visitors Bureau •Market Development Manager •Group Sales Manager •Events Manager •Sales Manager •Destination Manager •Convention Services Manager •Heritage Tourism Developer •Travel Agent (Commercial & Vacation) •Event Planner •Meeting Planner •Special Events Producer •Nature Tourism Coordinator •Tour and Travel Coordinator •Tourism Marketing Specialist •Transportation Specialist • Welcome Center Supervisor •Visitor Center Counselor •Tourism Assistant •Executive Assistant •Tour Guide •Tour Operator •Motor Coach Operator •Tour and Ticket Reservationist •Interpreter*	Club Manager•Club Assistant Manager•Club Instructor•Club Equipment & Facility Maintenance •Club Scheduler•Club Event Planner•Club Membership Developer•Parks & Gardens Director•Parks & Gardens Activity Coordinator•Parks & Gardens Access Management•Parks & Gardens Safety & Security•Parks & Garden Ranger•Resort Trainer•Resort Instructor•Resort Equipment Maintenance•Resort Scheduler•Gaming & Casino Manager•Gaming & Casino Supervisor•Gaming & Casino Dealer•Gaming & Casino Slot Supervisor and Maintenance•Gaming & Casino Security & Safety•Fairs/Festival Event Planner•Fairs/Festival Set up Supervisor•Fairs/Festival Facility Manager•Fairs/Festival Promotional Developer•Theme Parks/Amusement Parks Resale Department Manager•Theme Parks/Amusement Parks Area Retail Manager•Theme Parks/Amusement Parks Area Ride Operations Manager•Theme Parks/Amusement Parks Group Events Manager•Family Centers Manager•Family Centers Equipment Operator/Maintenance•Historical /Cultural/Architectural Ecological Industrial Sites Guides/Ranger•Historical/Cultural/Architectural Ecological Industrial Sites Exhibit Developer•Museums/Zoos/Aquariums Docent•Museum/Zoos/Aquariums Animal Trainer and Handler•Museums/Zoos/Aquariums Exhibit Developer
PATHWAYS	Restaurants and Food/Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions
CLUSTER K&S				

CLUSTER KNOWLEDGE AND SKILLS

♦ Academic Foundations ♦ Communications ♦ Problem Solving and Critical Thinking ♦ Information Technology Applications ♦ Systems ♦ Safety, Health and Environmental ♦ Leadership and Teamwork ♦ Ethics and Legal Responsibilities ♦ Employability and Career Development ♦ Technical Skills

IV.   Approval Process For Dual Credit Articulated Program of Study

When a DCAPS Agreement is developed, assurance that the DCAPS complies with requirements of Carl D. Perkins Act and a copy shall be provided to the State Agency Office. Original agreement shall be maintained by GCC's Academic Affairs Division. All Agreements will be posted on the GCC website: www.guamcc.edu.

Dual Credit Articulated Program of Study

GUAM COMMUNITY COLLEGE/
(name of 'secondary' program) Program of Study

AND

GUAM COMMUNITY COLLEGE
(name of 'postsecondary' program) Program of Study

On behalf of the agencies named above, we agree to the terms and conditions of this articulation agreement.

Department Chair *(indicate Department)*	Date	Dean (indicate TPS or TSS)	Date
Academic Vice President	Date	President	Date

APPENDIX M:
GCC SECONDARY CURRICULUM FLOW PROCESS (MAY 2014)
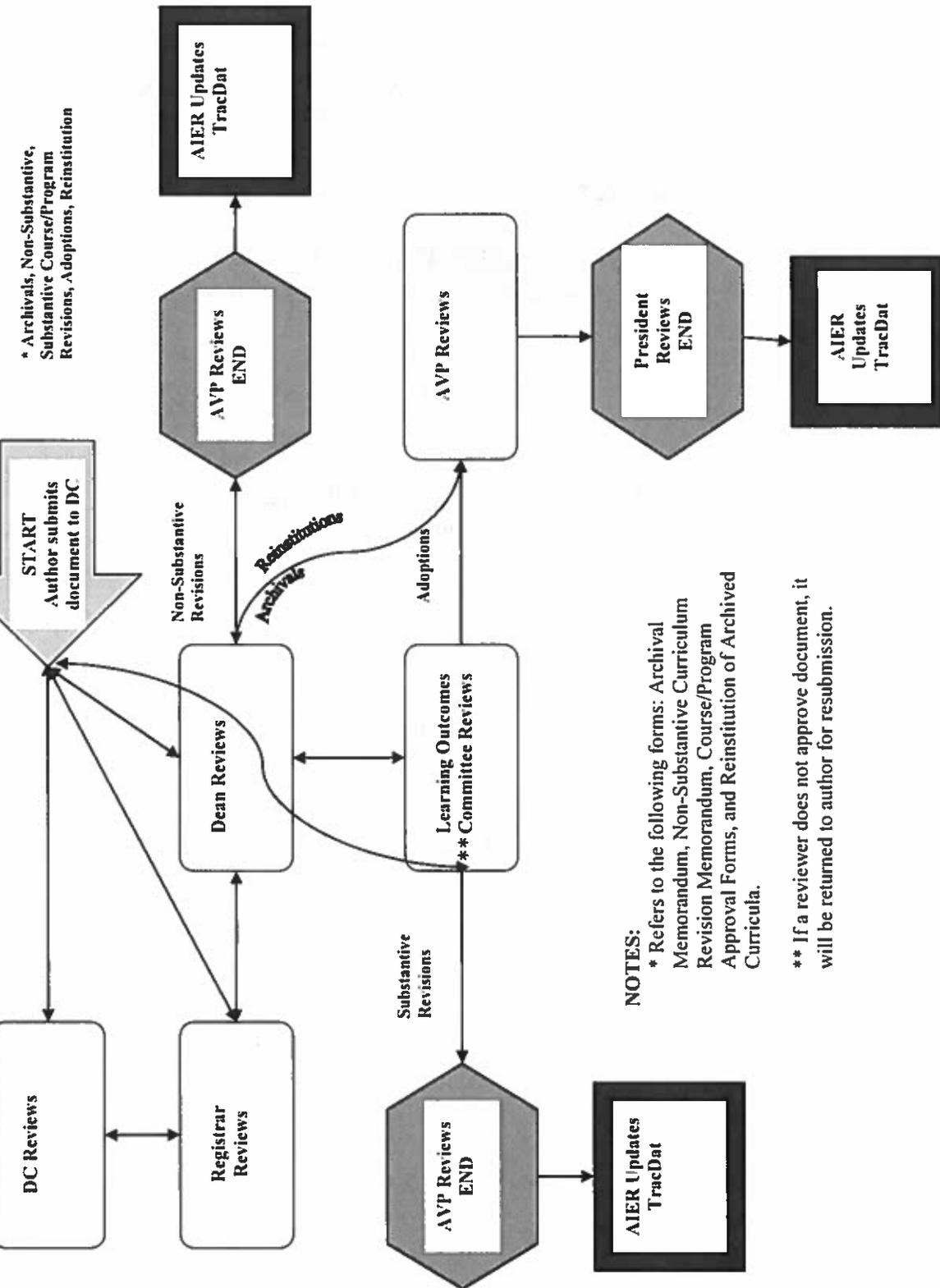
* Archivals, Non-Substantive, Substantive Course/Program Revisions, Adoptions, Reinstitution

START
Author submits document to DC

DC Reviews

Registrar Reviews

Dean Reviews

Non-Substantive Revisions

AVP Reviews END

AIER Updates TracDat

Reinstitutions

Archival

Adoptions

Learning Outcomes
**Committee Reviews

AVP Reviews

President Reviews END

AIER Updates TracDat

Substantive Revisions

AVP Reviews END

AIER Updates TracDat

NOTES:

* Refers to the following forms: Archival Memorandum, Non-Substantive Curriculum Revision Memorandum, Course/Program Approval Forms, and Reinstitution of Archived Curricula.

** If a reviewer does not approve document, it will be returned to author for resubmission.

GCC POST-SECONDARY CURRICULUM FLOW PROCESS (May 2014)

This page is under construction

APPENDIX N:
GCC PROCEDURES FOR TEXTBOOK SELECTION

INTRODUCTION

The purpose of GCC's textbook selection process is to provide direction for textbook evaluation and review as well as to ensure that educational goals and student learning outcomes are met. The policy also aims to provide high quality and comprehensive learning materials while maintaining reasonable costs to the students and ensuring timely availability of resources.

A. REQUIRED TEXTBOOKS (PRIMARY)
1. Selection of textbooks supports the student learning outcomes of the course as reflected in the adopted course guide. Textbooks required for classroom use are adopted and used for a minimum of a three-year period.
2. Textbook change procedures:
    a. Textbooks associated with substantive changes in course content are done via the course guide, which must go through the regular curriculum approval process (see Curriculum Manual).
    b. Textbooks associated with non-substantive changes in course content are done via non-substantive curriculum memorandum (see Curriculum Manual).
3. Textbook selection shall be recommended by a consensus of full-time faculty members in the subject field. Consultation with appropriate adjunct faculty members is strongly recommended.
4. All teachers in all courses must use the adopted textbook, and must use the edition that is available to students in the bookstore. During the semester that a new edition is available, faculty will make every effort to use both the old and the new edition for that one semester.
5. The attached textbook adoption checklist should be used when considering textbooks for selection. Generally, the College should consider the following factors:
    a. College grade level readability
    b. Bias-free: job designation; sex-role stereotyping; age discrimination; racial, ethnic, and/or religious bias; all other discriminatory characteristics
    c. Accuracy: factual, up-to-date; detailed to minimize misinterpretation
    d. Appropriateness and versatility: appropriate to learners with varying levels of maturity; suitable for a variety of learning environments; language and/or visuals are easy to understand, challenging, but not beyond ability of learning; important and relevant to subject matter area
    e. Verbal and visual effectiveness: attractively designed; logical development of ideas; stimulating; develops critical thought and creativity
    f. Cost: available at a cost commensurate with value and probable use based on comparable texts

B. EXAMINATION/REVIEW COPIES
It is the responsibility of the department chair to initiate contact with publishers to obtain examination or review textbook copies. These copies shall be utilized in reviewing textbooks at the department's level for textbook selection.

C. SUPPLEMENTAL TEXTBOOKS

A supplementary text is a required textbook selected by an instructor to supplement the primary text. The process for selecting a supplementary text is the same as the primary text. Supplementary textbooks must be aligned with student learning outcomes. The cost of a supplementary text must be less than $50.00 per text. A faculty member may submit a request for an exception to the $50 per text limitation with rationale to the Vice President for Academic Affairs via the Dean. The Vice President for Academic Affairs must approve all supplementary text requests when the cost exceeds $50.00 per text.

D. OPTIONAL TEXTBOOKS

Optional textbooks are not required for a course. Purchase of an optional text is discretionary for students. When optional textbooks are used, the course syllabus must indicate optional textbooks are not required to be purchased by students, and that their use will not have any bearing on the determination of a final grade in the course. This statement must be included in the syllabus.

E. ORDERING OF TEXTBOOKS

The Business Office, through the bookstore, shall be responsible for the ordering of textbooks in close collaboration with the department chair. The department chair will be responsible for indicating the projected number of textbooks needed for the following semester to the Business Office, no later than the established due date set by the Business Office. Textbooks and information costs shall be posted on the college website or and on the printed class schedule, as required by the Higher Education Opportunity Act (HEOA) of 2008.

F. DESK COPIES

The ordering of instructor desk copies is the responsibility of the department chair. The Business Office, through the bookstore, will assist in providing contact information of the publisher. Departments may also purchase a copy of the textbook from the Bookstore.

G. DIGITAL BOOKS

Digital books (e-books) should be secured, if available, as an alternative to printed copies. However, the printed copy should always be made available. It is the responsibility of the Business Office, to make the arrangements to offer e-books to students.

H. IN-HOUSE FACULTY TEXTBOOKS

GCC faculty members and employees who have authored textbooks must recuse themselves from the textbook selection process if their textbook is being considered for adoption for a particular course.

I. COPYRIGHTED MATERIALS

All employees shall adhere to federal and local copyright laws in addition to GCC policies regarding the use of textbooks and other classroom materials.

APPENDIX O:
TEXTBOOK ADOPTION CHECKLIST

Recommended text for: _____ (subject/course)

Department Contact Person: _____

Department Chair Signature/approval: _____

Textbook Information

Title: _____	# Books Needed: _____
Author: _____	Cost Per Book: _____
Publisher/Company: _____	Mis. Costs: _____
Copyright Date: _____	Shipping Charges: _____

Lexile Score: _____

(Go to: www.lexile.com, then Educators, then Lexile Book
Database, type in the title or author to retrieve the Lexile
score for that title.)

Textbook Performance: **FIRST   SECOND   THIRD**

TOTAL COST:

- - - - - - - - - - - - - - - - - -

Directions: This checklist is designed to help you evaluate the appropriateness of the texts you are considering for adoption. Your goal is to find out what aspects of the text is not less than ideal. Please rank the statements below using the following rating system:
3 = Excellent   2 = Acceptable   1 = Poor   0 = Not Acceptable   NA = Not Applicable   NF = Not Found

OVERALL STRUCTURE	3	2	1	0	N/A	NF
1. Text has table of contents, glossary, index, appendix, & other appropriate aides						
2. Text is durable, size of book & print are appropriate, and illustrations & format are appealing.						
3. Content reflects essential concepts/skills, of course content & district curriculum goals.						
4. Text has clear organizational pattern that follows throughout & relates chapters to each other.						
5. Subject matter is thoroughly covered & presented in a logical, clear sequence.						
6. Material reflects current trends, information & instructional practices.						
7. Teacher editions are easy to use, clearly formatted, and provide instructional methods & activities to meet the needs of all students.						
8. Supplemental materials are available & stress the concepts presented in the text.						

CONTENT & ORGANIZATION	3	2	1	0	N/A	NF
1. Instruction & activities reflect different learning styles, interests, & ability levels.						
2. Instruction & activities help students make connections between prior knowledge/experiences and new information presented in the text.						
3. Instruction & activities show students the relationship & application of skills & concepts to real life.						
4. Materials are free of bias related to sex, race, culture, & stereotype.						
5. Directions are written clearly & explicitly.						
6. Materials contain affective objectives.						
7. Instruction guides students from concrete to abstract & general to specific.						
8. Instruction gradually releases independence for learning to student.						
9. Content specific terms are well defined & include descriptions and/or examples for clarification.						
10. New concepts are explicitly linked to a student's prior knowledge & experimental background.						
11. Vocabulary & concept density is within the ability of the students to gain meaning from the text.						
12. The main ideas, concepts, & important information are clearly stated & explained.						
13. The author's writing style provides students with aids that guide them through the text. (Some of these include: marginal notes, glossing, pre-reading plus purpose setting, introductions, guided reading questions, summary questions/statements, extended reading activities, study techniques, writing activities, thought level questions, others.)						
14. Education for Employment skills is reflected.						
15. Illustrations, graphs, maps, charts, etc., enhance the understanding of text & clarity or relate to key concepts.						
ASSESSMENT	3	2	1	0	N/A	NF
1. Assessment is centered on knowledge of the main ideas, concepts, & skills.						
2. Students' knowledge of content is assessed in a variety of ways 7 from information taken at all levels of cognitive & affective thinking.						
3. The major goals & objectives of the course curriculum are evaluated.						
4. Questions & activities draw attention to the organizational patterns of the text & other learning strategies.						
5. Assessment centers on the student's understanding of the process as well as the product.						
MOTIVATION	3	2	1	0	N/A	NF
1. Content & manner of presentation are interesting 7 relevant to the students.						
2. Activities are meaningful, motivating, & challenging to students at varying levels of learning.						
3. Materials allow students to think critically & creatively.						

Recommended text for: _____
                          (Class/grade level)

Vendor: _____ Phone # _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

USE ONLY ONE VENDOR PER REQUEST FORM
Please indicate any special ordering information (discounts, etc.)

If you have an order form completed by the book company...just attach it. There is no need to transfer to this form.

Quantity	Publisher/ISBN#	Title/Description/Author	Unit Cost	Total Cost
		Shipping/handling fees (please include unless you know they will be waived)		
		Order total		

Department Chair: _____ Date: _____

Program Dean: _____ Date: _____

APPENDIX P:
GRADING SYSTEM

The Learning Outcomes Committee (LOC) recommends that the Grading Policy to evaluate the student's academic performance in enrolled courses be outlined and defined in the Guam Community College Catalog and the Curriculum Manual.

The grading system to be used should include the Universal College Standard Quality Points for GPA evaluation and its equivalent numerical percentage score.

For Example:

GRADE	PERCENTAGE EQUIVALENT	GRADE POINTS PER SEMESTER HOUR	INTERPRETATION
A	90 - 100%	4	Excellent Achievement
B	80- 89%	3	Above Average Achievement
C	70- 79%	2	Average Achievement
D	60-69%	1	Minimal Passing Achievement
F	0-59%	0	Failure
TF	None		Technical Failure[1]
TW	None		Technical Withdrawal[2]
W	None		Withdrawal
I	None		Incomplete
CR	None		Satisfactory Completion
NC	None		Unsatisfactory Completion
P	None		Satisfactory Completion/Test-Out (Used for developmental courses only)
Z	None		Satisfactory Progress made, continued enrollment required (Used for developmental courses only)
AU	None		Audit

To foster the dialogue regarding this subject, the LOC is forwarding our findings to Faculty Senate and the Council of Department Chairpersons. Thank you for your continued assistance with institutional matters.

---

1 Technical Failure or "TF" Grade

If a student registers for a class but fails to attend the class, the instructor will award a "TF" grade indicating that the student never attended the class. The "TF" will be entered on the student's permanent record.

2 Technical Withdrawal or "TW" Grade

If a student registers for a class but fails to meet all College requirements for registration in that class (e.g., course prerequisites, immunization/health requirements, etc.), that student may be administratively withdrawn from that class. In such instances, a "TW" grade will be entered on the student's permanent record.

APPENDIX Q:
CREDIT HOUR - POLICY 345
GUAM COMMUNITY COLLEGE
BOARD OF TRUSTEES

CREDIT HOUR POLICY

WHEREAS, the Guam Community College conducts undergraduate level credit courses under a semester system of approximately fifteen (15) weeks each semester per academic year (or its equivalent in the summer session); and

WHEREAS, a credit hour policy will codify the College's requirement of course contact hours in compliance with Federal and accrediting agency guidelines; and

WHEREAS, the attached guidelines, as the final product of the work of the Learning Outcomes Committee (LOC) and the Faculty Senate, as approved by the College Governing Council, includes two-years' worth of study and analysis from GCC faculty and administrators as well as data and study about this issue from accrediting agencies and other postsecondary institutions outlining the College's minimum number of hours necessary for the award of one unit of college credit; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees supports this "Credit Hour Policy" which reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen 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.

BE IT FINALLY RESOLVED, that this Credit Hour Policy proposed by the College Governing Council and approved by the President, be adopted by the Guam Community College Board of Trustees.

Adopted: June 13, 2012 Resolution: 10-2012

APPENDIX R:

ACALOG

GCC
LOC COMMITTEE INPUT, DECISIONS
AND
REVIEWER'S GUIDE

LOC ACALOG Process

1. LOC Chairperson and Chairperson-Elect will receive ACALOG audit alerts for curriculum document review.
2. Chairs will assign document to Dyad for review on ACALOG and will forward an ACALOG audit alert to DYADs. Note: General Education courses will also be reviewed by the General Education Committee.
3. DYADs will review assigned curricula using the checklist. Dyad will have one week to review. If in the event LOC is inundated with a large amount of documents to approve, Dyads will have more than one week to review due to the large caseload.
4. DYADs will forward via email the completed checklists and recommendation to LOC Chairs.
5. LOC Chairs will create New Audit Alert to Author to review checklist and make necessary revisions to curriculum documents.
6. Author will create New Audit Alert to LOC Chairs for approval of revised curriculum document.
7. LOC reviews and votes for approval of revised curriculum document during its scheduled meetings.
8. If LOC rejects with "Back to Author" results, LOC Chairs will send notifications to authors and ACALOG managers. Registrar and Dean will work with Authors to make the necessary revisions and approval before resubmitting to LOC.
9. If LOC approves, LOC Chairs will send ACALOG audit alert:
   A. Key comments
   B. Select send email notification button
   C. Select AAVP and Administrative Officer, complete alert.

Log-in

Open Mozilla Firefox (recommended)

URL

Navigate to the GCC Acalog Admin site, https://guamcc.acalogadmin.com/login.php

Login using your editor credentials

Select your catalog by using the drop down box
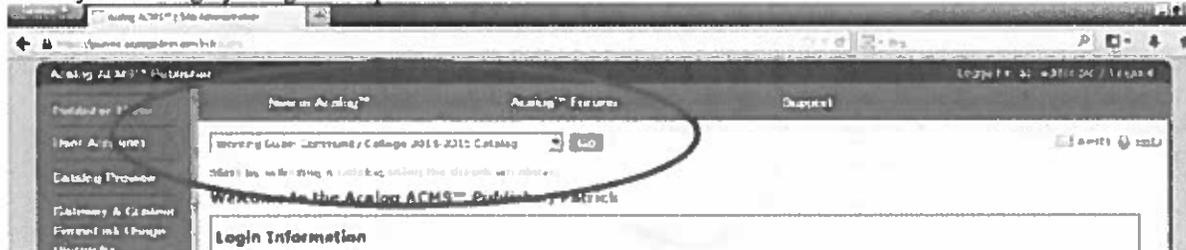
Click Go (and wait for the blue text confirming you have selected a catalog)
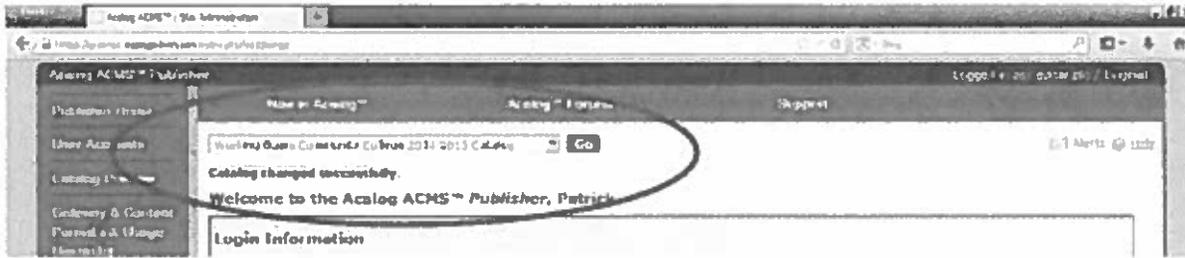
Version Auditing

Click on Version Auditing
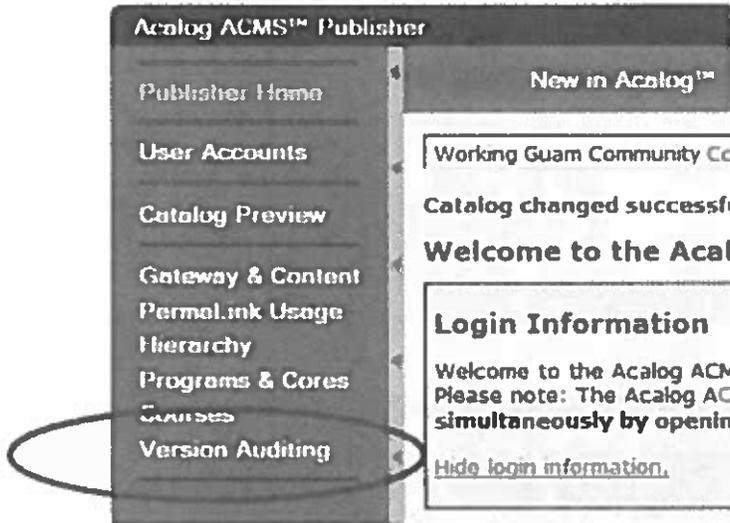
Click My Alerts and Courses to view course audit events
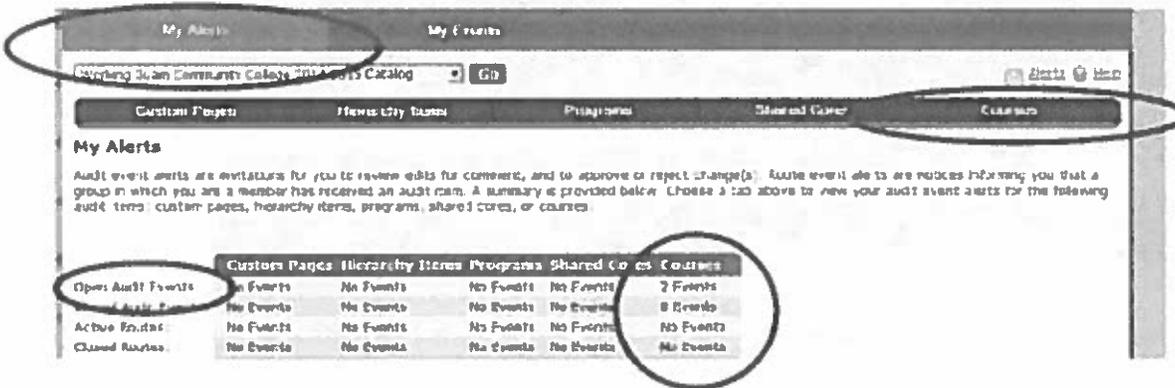
Expand the course details by clicking the " " symbol next to the title
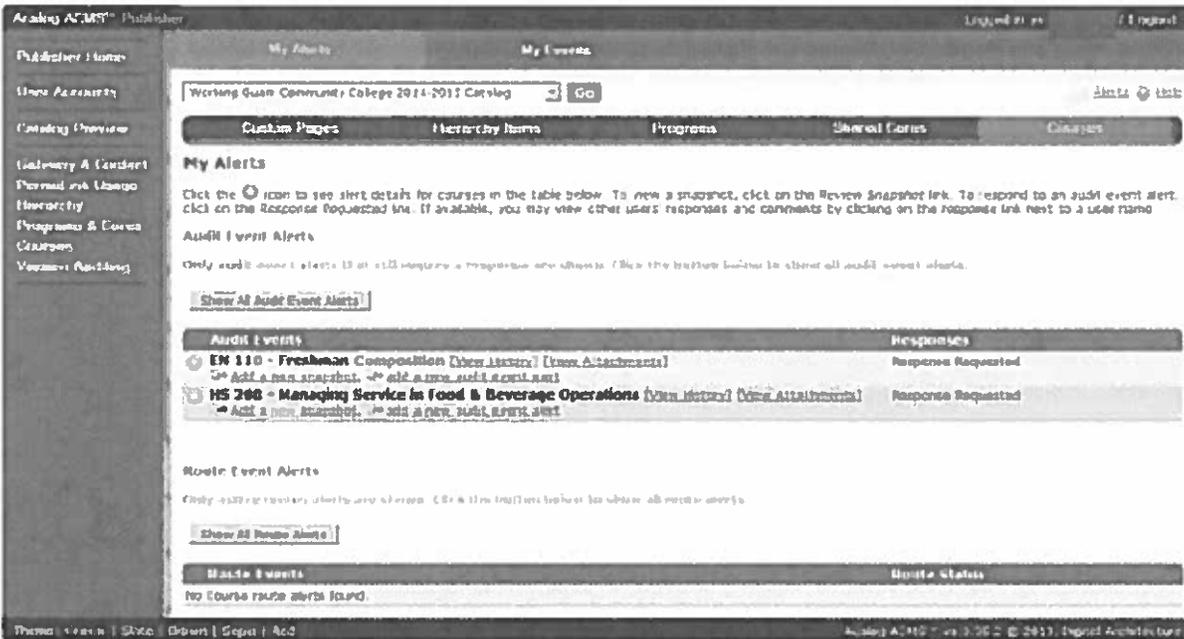
Review Snapshots, Add Audit Events, View History, View Attachments, Respond

Now you may Review Snapshots , Add Audit Events, View History, View Attachments, Respond

Response Requested

Accept or Reject Chagnes

View History

Expand the course details by clicking the " ⊕ " symbol next to the title

View Attachments

Submit a response

Click on Response Requested link

Approve or Reject, Enter Comments, then click respond button

Create a New Audit Event Alert

Create a New Audit Event:

1. Enter Comment.

2. Select Second Radio Button; "Invite the people below to comment on this audit event, and send additional notification via email."

3. Select a group or select individual(s). To

How to Attach Documents in Acalog

1. Click "My Alerts"
2. Click "Courses or Programs"
3. Locate your Audit Event. If it does not appear click on "Show All Audit Events Alerts" button, then locate your Audit Event (e.g. CUL200)
4. Click on "Edit Item"
5.   Click on "Attachments"
6.   Click on "Browse"
7.   Locate & select your file, then click "Open"
8. Click on "Upload Attachment"

NOTE: If an editor has already entered the Response Requested screen, the editor must exit and go to My Alerts (Step #3).

How to View Attachments in Acalog

1. After logging in, Select catalog; "Working Guam Community College 2014-2015 Catalog"
2. Click "Version Auditing"
3. Click "My Alerts"
4. Click "Courses"
5. Locate your Audit Event. If it does not appear click on "Show All Audit Events Alerts" button, then locate your Audit Event (e.g. EN110)
6. Click on "View Attachments"
7. Select your Attachment

ACALOG University

http://acalog-university.acalog.com/login.php

acalog™
Academic Catalog Management

Please Login

You must complete all fields below

Please choose from the drop down below, then login using your Publisher username and password

Username
Password:
Institution. Select Your Registered Institution... ⌄
Login

Reset User Name and Password

Contact ACALOG Manager:
Registrar, Patrick Clymer, 735-5561 or patrick.clymer@guamcc.edu
Johanna Camacho, 735-5534 or johanna.camacho@guamcc.edu

40

Performance Evaluation

Administrative Directive 95-001

Instructions for PER

Description of Performance Factors

GUAM COMMUNITY COLLEGE
Office of the President
Ext: 636

MEMORANDUM

TO: All Staff (Executive, Administrative, and General Support

FROM: President

SUBJECT: Administrative Directive 95-001
               Re: Performance Evaluation, GCC Employees
               (Retyped Electronic Copy)

I.   PURPOSE

The purpose of this directive is to formalize and ensure that standard policies and procedures are provided for the effective and routine evaluation of GCC employees (Executive level, Administrative staff, and general support employee staff).

II.   POLICY

It shall be the policy of the Guam Community College that all personnel, not inclusive of the faculty, be evaluated on their job performance in accordance with the GCC Personnel Rules & Regulations, and the specifications of this directive. Performance evaluations shall be conducted and prepared for record keeping and are intended for:

A. Use as the basic document in the granting of pay increments, determining order of layoffs and rating employee's suitability for promotion.

B. Explore areas of possible improvement and growth of employee.

C. Identify employees feelings and attitudes, resulting as a feeling of harmony and cooperation between the employee and supervisor; strengthen identified weaknesses and build on known strengths.

D. Uncover special abilities and potentials of the employee and allow for enhancement of his/her skills, to the mutual benefit of the employee and the College.

E. Provide and improve the quality of services to the College and the community.

Administrative Directive 95-001

III. **PERFORMANCE RATING PERIOD**

    A. Probationary employees shall be rated monthly.

    B. Permanent employees shall be rated annually and the rating period shall coincide with the anniversary of the employee's salary increment date.

    C. Permanent employees shall be rated by each reporting supervisor under whom the employee has worked for 60 or more calendar days during any single rating period.

    D. Whenever an employee is reassigned within the College, he/she must be rated by the previous reporting supervisor. The previous supervisor will prepare an **"INTERIM REPORT"** within five (5) working days from the date of transfer (provided that the employee has been assigned to the Unit/Section for at least 60 days). The report will be forwarded to the employee's new reporting supervisor and will be kept on file pending the employee's Salary Increment, PER due date. Additionally, any reporting supervisor being reassigned must/will prepare and submit to their present Unit/Section, a PER for each subordinate under their supervision. The Interim Report(s) will be used to assess each subordinate's past performance and will make a significant contribution in finalizing the individual's "Salary Increment" PER.

    E. Performance Evaluation are to be based only on performance during the specific rating period and only on the requirements of the Position occupied during the period.

IV. **GENERAL GUIDELINES**

    A. Familiarize yourself with the contents of the evaluation form. Analyze its general scope as well as the detailed instructions.

    B. Understand thoroughly the duties and requirements of the particular position held by the employee to be rated, and review the Job Class Description on file.

    C. Use a process of objective reasoning, eliminating personal prejudice, bias, or favoritism. For example, don't allow personal like or dislike of certain mannerisms or aspects of personal appearance influence you to overlook the more importance measures of competency or effectiveness.

    D. Don't assume that excellence in one factor implies excellence in all factors. Observe and analyze the employee's performance objectively in terms of each factor listed on the rating form.

E. Base your judgement on demonstrated performance – not on anticipated performance. The evaluation is to be based on what has happened, not on what might develop.

F. Evaluate on the experience of the entire rating period – do not consider only single accomplishments or failures, or the most recent performance. Neither should important single instances of faulty or brilliant performance be ignored. They should be considered in context with the total performance for the period.

G. Consider seniority apart from performance – an employee with a short service record may not necessarily be less effective than one with a longer term of employment. Seniority does not guarantee superiority.

H. Consider the requirements in terms of the level of the position – a beginning clerk may very well be meeting the requirements of his/her position more effectively than his/her immediate supervisor who hold a position with a higher classification.

I. Spaces have been provided on the performance evaluation report forms for additional factors you consider important enough to be included in the overall appraisal of the employee.

V.   **COUNSELING AT THE BEGINNING OF THE RATING PERIOD**

At the beginning of the rating period, the supervisor must counsel the employee about the next evaluation period. It is essential to the success of the system that the employee fully understand the specific duties and responsibilities of the position and what is expected of the employee in carrying these out. The counseling shall include:

A. Tasks of position occupied;

B. Level of performance expected;

C. Evaluation rating criteria; and

D. Provide guidance/direction to improve work skills of employees through staff development programs by:

1.   Determining what staff development training programs are needed.

2.   Evaluating the effectiveness of said training programs, and make changes or replacements as may be necessary; and

3. Providing feedback to employees. Feedback is important because it tells employees how they are doing and enables employees to make work performance modifications as needed.

VI. **EVALUATION INTERVIEW**

A. Plan to meet in private. If this is the employee's first evaluation interview, anticipate curiosity, tension, or anxiety, and be prepared to minimize them.

B. Make the employee feel that the interview is a constructive one by placing primary interest upon his/her development and growth. Tell the employee that the main purposes of the report are to inform him/her of your opinions of his/her performance, to improve his/her performance when possible and to sustain superior performance.

C. Be open-minded to the opinions and facts presented by the employee. Be willing to learn about him/her. Don't dominate or cross-examine. Avoid argument. Remember that the employee must do most of the talking during the interview.

   1. Be sure to bring the employees opinions and feelings to the surface. It is important that you know how the employee feels.

   2. The interview may help the employee to gain a better understanding of himself/herself.

   3. Identifying the employee's areas of needed or potential improvement will enable the employee to make plans to accomplish his/her goals.

D. Pick the right day, time, and place. Don't conduct the interview too soon after a disciplinary action reprimand. Pick a time when you are in a good mood and when you have reason to believe the employee feels likewise.

E. Talk about the employee's strengths first, covering each point in some detail. This helps start the interview off on the right foot. Remember that the aim is to encourage or sustain high quality performance, not to reprimand the employee.

F. While building upon the employee's strengths, do not fail to discuss his/her weaknesses or failures and how he/she can prevent or curtail them in the future. At this point in the interview, introduce your suggestions for a specific improvement program. Remember, if you don't show the employee how he/she can improve his/her work performance, then you are not fulfilling your supervisory duties.

G. You should close when you have made clear the points you intended to cover; when the employee has had a chance to review his/her problems and release any emotional tension that may exist; when plans of action have been cooperatively developed; and when you and employee are at a natural point of conclusion. Always reassure the employee of your interest in his/her progress, and indicate willingness to take up the discussion again at any time.

H. Employees will be given an opportunity to include in their comments on the designated page of the Performance Evaluation Report Form.   These comments may include suggestions for improved performance, ways to improve the overall operations of the work unit, or concurrence or disagreement with the evaluation.

VII.   **NOTIFICATION OF UNSATISFACTORY PERFORMANCE**

Whenever an employee's performance is deemed to be unsatisfactory, the supervisor must notify the employee in writing about the unsatisfactory performance and define the actions that should be taken to improve his or her performance. The purpose of the notice is to encourage the employee to improve his/her performance immediately and it should be given at least ninety (90) days prior to the end of the rating period, if practicable.   If no improvement is made by the end of the rating period, this information should be included in the employee's evaluation report. Appropriate forms of notification are incident reports or memorandums.

VIII.   **PERFORMANCE EVALUATION REPORT**

A. A Performance Evaluation Report (see attachment) must be prepared by the reporting supervisor immediately responsible for the employee's work, and shall be used when preparing the Annual or Intermediate Performance Evaluation. Performance Factors and instructions are explained in the following attachments. A prepared and completed PER Form as an example is appended.

B. The employee will be given the opportunity to sign the Performance Evaluation Report to indicate he/she has read it. The completed report shall be reviewed and signed by the rater (reporting supervisor), the rater's supervisor, and the division head.

C. The PER shall be routed through appropriate administrative channels.

IX.   **REVIEW PROCESS FOR CONTESTED EVALUATION REPORTS**

The review process for contested personnel evaluation reports by new probationary employees is through the proper channels of the concerned division. The decision of the

division head is final. The review process for all other employees is contained in the GCC Personnel Rules & Regulations.

X. **EVALUATION INSPECTION**

It is the responsibility of the Human Resources office to conduct an annual review of the Employee Performance Evaluation System. The objective of the annual review is to scrutinize extreme ratings and to examine the number of contested appraisals and the reasons why those appraisals were contested. The results of the inspection shall be reported to the President of the College.

HdS/JTC/APS:jtr
Electronic Copy Retype on 04/22/05
Administrative Directive 95-001 officially on file with President's Office.

Attachments

INSTRUCTIONS

COMPLETION OF PERFORMANCE EVALUATION REPORT (PER) FORM

Part I. ADMINISTRATIVE DATA: Human Resources is responsible for completing **PART I, ADMINISTRATIVE DATA.** The rater will ensure that the rated employee reviews this section for accuracy and completeness. The rate should review the draft report with his supervisor. Markings and comments should then be typed or printed in black ink on the final form. Either the rate or rater's supervisor (or both) should then review the rating with the employee in a private interview. All signatures shall be in black or blue ink. Any changes and/or corrections made shall be initialed by the employee.

A. Ensure that the employee's full name is completed, i.e. **Last Name – First Name – Middle Initial;**

B. Ensure that the employee's **Principal Designated/Duty Title** is properly cited;

C. Ensure that the employee's waiting period is properly cited i.e. **12 months, 18 months, 24 months;**

D. Ensure that the employee's **"Period of Report"** is properly cited.

1. If space for comments is inadequate, dated and signed attachments may be made (either type-written or in ink). Denote: **Outstanding** Rating to include **Unsatisfactory Performance** Rating must be justified.

2. Deadline Date shall be observed. This is particularly important for the employee so as not to delay his/her Salary Increment. Deadline Date will be applied and monitored by the Human Resources Office. Rater and Rater's Supervisors shall ensure that Deadline Date is complied with. Request for extension may be coordinated through the Administrator for Human Resources.

3. Unscheduled reports may be filed at any time for either permanent or probationary employees. However, any unscheduled report filed must be coordinated through the Administrator for Human Resources. A written justification must accompany a request for an Unscheduled Performance Evaluation Report.

4. The "Guide to Performance Evaluations" or your Administrator for Human Resources should *be consulted for suggestions, definitions, interpretations, and further instructions.*

PART II. DUTY DESCRIPTION: Rater is responsible for completing **Section A, B, and C.**

A. **Principal Designated/Duty Title.** Rater shall ensure that the employee's "Principal Designated/Duty Title" is properly cited i.e. Word Processing, Secretary I; Auto Mechanic I; Building Custodian; Electrician I.

B. **Section.** Assigned Section

C. **Description of Duties.** Rater shall provide a brief description of duties and responsibilities.

PART III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE: Rater shall apply the numerical scoring system utilizing the "SCORING SCALE" zero (0) being the lowest and five (5) being the highest. The subtotal score for Part "A. PROFESSIONAL COMPETENCE and B. PROFESSIONAL STANDARS" will be entered in the appropriate box of **PART VI, SCORE SUMMARY.**

A. **PROFESSIONAL COMPETENCE.** Rater will ensure that the appropriate numerical rating is applied for each factor and the total sum is placed under "SUBTOTAL". Item #8 "Develops subordinates", Rater will ensure that this factor is applicable to a "Uniformed/Civilian Supervisory Level ONLY. Indicate **N/A (Not Applicable) for a Non-Supervisory position.**

B. **PROFESSIONAL STANDARDS.** Rater will ensure that the appropriate numerical rating is applied for each factor and the total sum is placed under "SUBTOTAL". Rater will ensure that **Item #7 thru 11" (*) does not exceed the maximum points of three (3).** Rater will ensure that the total points for a **"Supervisory"** position does not exceed the **145 maximum points allowed** and **135 maximum points allowed** for the **"Non-Supervisory"** position. Rater will ensure that the appropriate numerical rating is applied for each factor and the total sum is placed under **"SUBTOTAL"** (Add the Rater's SUBTOTALS (A&B) and enter the sum in the appropriate box in **PART VI, SCORE SUMMARY).**

C. **DEMONSTRATED PERFORMANCE OF PRESENT DUTY: 1. Rater Narrative Evaluation:** Rater will provide a short and brief evaluation of the employee's demonstrated performance of duty during the rating period. This written evaluation is **mandatory** and comments shall reflect on the employee's special traits and attributes. Rater will comment on both the employee's weak and high points and more importantly, comment on the employee's potential for continued government service. **2. Employee Comments:** Rater will ensure that any comments made by the employee will be place here.

PART IV. EVALUATION OF POTENTIAL

1. **RATER'S EVALUATION.** (Place score in applicable box). Rater will comment on the employee's potential for higher-level school, assignment, and supervisory responsibility.

2A. **YOUR ESTIMATE OF THIS EMPLOYEES "GENERAL" VALUE TO THE COLLEGE.**

N O	**NOT OBSERVED**	-	**(Insufficient opportunity to evaluate)**
UN	**UNSATISFACTORY**	-	**(Unacceptable performance)**
B A	**BELOW AVERAGE**	-	**(Below the generally accepted standards)**
AV	**AVERAGE**	-	**(Qualified to the generally accepted standards)**
AA	**AVERAGE**	-	**(Qualified to the generally accepted standards)**
A A	**ABOVE AVERAGE**	-	**(Highly qualified)**
OS	**OUTSTANDING**	-	**(Qualified to degree seldom achieved by others of same grade**
S P	**SUPERIOR PERFORMANCE**	-	**(One of the clearly superior individuals of his/her Grade known to the reporting rater)**

2B. **DISTRIBUTION OF MARKS FOR ALL EMPLOYEES OF SAME GRADE/LEVEL.** Rate will place each rated employee in the same "grade/level" in the appropriate box ... distribution will be consistent with the number of employees in the same grade/level i.e. ... of three (3) Clerk Typist II in your section, place 1 under AV, 1 under Blank – between AV and AA, 1 under Blank – between AA and OS. An "X" over Ave indicates this Clerk Typist's overall evaluation to be "Average" under 2A.

3. **CONSIDERING THE REQUIREMENTS OF GUAM COMMUNITY COLLEGE, INDICATE YOUR ATTITUDE TOWARD HAVING THIS EMPLOYEE UNDER YOUR ADMINISTRATIVE AND OPERATIONAL CONTROL.** Rater will ensure that the appropriate box is marked and that the selection is consistent with the overall evaluation of Sections 2A and 2B.

PART V. AUTHENTICATION

A. **NAME OF RATED EMPLOYEE.** Rated employee shall ensure that his/her name is placed appropriately; Signature and Date shall also be secure.

B. **NAME OF REPORTING SUPERVISOR RATER.** Rater shall ensure that his/her name is placed appropriately; his/her Signature and Date shall also be secure.

C. **RATER'S SUPERVISOR.** Rater's supervisor shall ensure that his/her name is placed appropriately; Signature and Date shall also be secure.

PART VI. SCORE SUMMARY. Rater will ensure that the "sum" from Part III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE, Section (A&B) "SUBTOTALS" are "ADDED" and placed n the appropriate box in PART VI, SCORE SUMMARY.

PART VII. CERTIFICATION

A. **OVERALL EVALUATION.** Rater and Rater's Supervisor will ensure that the appropriate box is marked when determining the rated employee's "OVERALL Rating". Also, Rater and Rater's Supervisor will ensure that the appropriate box is marked when indicating **"Supervisor or Non-Supervisor"** whichever is applicable. Note: ***Indicates OUTSTANDING and UNSATISFACTORY performance rating. Rater must provide a written justification and the written justification must accompany the report.**

B. **MERIT BONUS.** May be awarded if funds are available and consistent with mandates.

C. *GCC PRESIDENT. Human Resources will ensure that the appropriate signature, approval or disapproval of* **Salary Increment** *or* **Merit Bonus** *(if applicable) is secured from the President of the College.*

DESCRIPTION OF PERFORMANCE FACTORS

PART III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE

A. **PROFESSIONAL COMPETENCE:**

1. **Demonstrates Initiative**

Self-starter, an employee who is always seeking ways to improve upon his/her assigned task. Requires minimum to no supervision at all. A highly motivated and well rounded employee.

2. **Adapts to Changes**

An employee who accepts changes without reservation. Is always willing to try new approach in improving procedural concept and practices. Use this factor to evaluate the traits of adaptability and flexibility. Does the employee accept change willingly? Does hi/she slow down progress or cause inefficiencies by resisting change? Does he/she adapt satisfactorily to new work surroundings, new equipment, new procedures, or new supervisors?

3. **Seeks Self-Improvement**

Always seeking to better oneself by enrolling in self-study correspondence courses or course offerings at educational institutions that would greatly enhance one's professional job skills. Use this factor to determine if the employee has made a significant contribution to his/her job description because of his/her additional training and or education.

4. **Performs Under Pressure**

An employee who maintains his/her professional competence and standards while under strong adversity. An employee who performs well under stressful situations and does not let his/her personal feelings affect his/her sound judgement. There are some positions where pace, pressure, and tempo are consistently demanding. Is the employee capable of meeting the demands? Can the employee produce an acceptable volume and quality of work in an emergency?

5. **Attains Results**

An employee who is highly motivated and will stop at nothing to attain positive results. An employee who takes personal initiative in accomplishing any task. Use this factor to determine how well the employee attains results.

6. **Displays Sound Judgement**

An employee who takes full responsibility for his/her actions. An employee who does not let his/her personal feelings affect his/her sound judgement. Every employee makes decisions depending upon the degree of responsibility assigned to his/her position. Does the employee make a minimum of decisions based on poor judgement in the course of his/her work? Is he/she consistent and reliable in his/her judgments? What effect does his/her judgements have on the quantity of work produced by himself/herself/and others?

7. **Communicates Effectively**

Use this factor to determine how well the employee communicates both orally and in writing. This critical element should be emphasized as the level of the employee's contact with the public increases.

8. **Develops Subordinates. (Refers to Item No. A-8, Applicable to Supervisory Level Only)**

Use this factor to determine if the employee has the ability to develop subordinates in a supervisory position and how well the employee interacts with peers and subordinates alike.

9. **Demonstrates Technical Skills**

This factor relates particularly to the mental and/or manual skills required in a given position. A craftsman's basic skills are readily identified, while many college assignments include job skills which are relatively obscure. Does the employee consistently demonstrate at a proper level the skills prerequisite to entry in the job class? Has he/she made any effort to improve his/her basic skill level? Does he/she have potential for acquiring or developing his/her job skills to higher levels of proficiency? Should he/she undertake a brush-up or back-to-school program? Has he/she taken advantage of related in-service training opportunities? Does he/she read ace publications related to his/her work?

10. **Leadership (Refers to Item No. A-10, Applicable to Supervisory Level Only)**

Refers to an individual guiding a group or activity by maintaining high visibility and accessibility while providing help and instruction as needed to accomplish objectives. Use these factors to measure the employee's ability and method in applying his/her leadership traits.

11. **Compliance with Rules**

Does the employee consistently comply with rules and regulations applicable to him/her and his/her job?

12. **Knowledge of Work**

This factor should not be confused with, or restricted to, the technical knowledge and employee is required to bring to a specialized job class. It is much broader and includes particularly the range of pertinent policies, regulations, and procedures relating to his/her assignment. Has the employee acquired an acceptable working level of job knowledge?

13. **Planning and Organizing**

These factors measure the manner and method in which an employee approaches his/her assigned duties, and how successful his/her planning and organizing is in achieving desired results. Does the employee take time to plan the sequence of steps required in carrying out his/her tasks? Or does he/she attack the job thoughtlessly or with such blind enthusiasm that waste and mistakes result or work deadlines are missed? Does he/she make allowances in organizing the job so that all foreseeable circumstances are properly taken into account? Does lack of planning or poor organization indicate reasons for low production and poor quality of work?

14. **Quality of Work**

The degree of excellence of the work performed over the entire rating period is measured here. In rating this factor, attention should be paid to the consequences of poor quality work. Is the employee's work effective, accurate, and thorough, and is it acceptable to management? Do errors in the employee's work affect the efforts of others? Does poor work too often reflect adversely upon the department? Are reports clear, concise, and accurate?

15. Volume of Acceptable Work

Refers to the amount of work required to meet job standards. Does the employee consistently accomplish a day's work for a day's pay? Does he/she produce enough work so that he/she is clearly a net asset to the department?

16. Accepts Responsibility

Refers to the degree of willingness an employee exhibits when given responsibility and the manner in which the responsibility is carried out. Does the employee readily accept responsibility or does he/she avoid it? Doe he/she deny his/her responsibility when things go wrong? Or is he/she quick to own up to his/her failure? Does he/she consistently act in a responsible manner?

17. Interpersonal Skills

How does the employee interact with others, either on a one-to-one basis or in a group? Is he/she responsive to superiors and subordinates? Is he/she a loner or a team player? How does he/she react to colleagues and visitors? Does he/she take extra steps to help others and promote the organization? Take into account the personality of the individual, whether positive or negative, outgoing, pleasant and helpful, or isolated and focused in on himself/herself.

B. PROFESSIONAL STANDARDS

1. Integrity

Use this factor to measure the employee's honesty and truthfulness. It is our belief that all members of the College are and shall be held to a high standard of moral and ethical conduct. Has the employee done anything to bring discredit upon himself/herself and the College? Did the employee do anything to bring credit to himself/herself and the College?

2. Loyalty

Use this factor to measure the employee's loyalty to himself/herself and the College. Like integrity, loyalty plays a very important role in our everyday way of life. Does the employee totally commit himself/herself to achieving the College's goals and objectives? Does the employee support the decisions of his/her supervisor?

3. Moral Support

Use this factor to measure the employee's moral characteristics, i.e. does the employee respect, care about, trust and support other employees? Does the employee seek to resolve conflicts by himself/herself or does he/she rely on others to make the decisions for him/her?

4. Self-Discipline

Use this factor to measure the employee's self-discipline, strength and character traits. Is the employee able to maintain a sense of humor, or is he/she short tempered? Does his/her temper interfere with his/her work? Does he/she listen to problems and complaints with empathy and sensitivity? Does he/she become a part of the solution or part of the problem?

5.   **Public Contact**

Refers to all public communication made through personal contact, telephone conversations, correspondence, and day-today interaction regarding the College. Does the employee's behavior reflect qualities of customer service and promote a good public image? Is the employee courteous in his/her public contacts and behavior? Is he/she aware of the necessity of presenting a consistently good appearance to the public?

6.   **Earns Respect**

Use this factor to measure the employee's ability to earn respect from superiors and subordinates alike. Does the employee continue to display a high degree of professional competence and standards, or does the employee require constant supervision and guidance in order to accomplish a less than complex task? Is the employee reliant on others to accomplish his/her own task? Is the employee constantly "passing the buck"?

7.   **Budgeting Acumen**

Refers to the ability, or lack thereof, to plan and prioritize the use of available funds so as to produce maximum benefits and to expeditiously accomplish the missions of the College. Does the employee use good judgement, discretion and creativity in the use of available resources?

8.   **Utilization of Resources**

Refers to the employee's ability to plan and maximize the returns on the use of all available resources including time, materials and personnel? Does he/she identify the goals and individual objectives and determine how best they can be achieved with the best possible use of what is available? Is there a balance in his/her approach? Does he/she look ahead and provide for possible future contingencies? Does he/she look at the total picture and his/her individual role in it? Does he/she readily adapt to changing circumstances and make the best of them?

9.   **Observance of Work Hours**

Refers to punctuality in reporting to or leaving a duty station in accordance with the prescribed schedule of working hours, breaks, or leaves of absence. Can the employee be relied upon to be working when and where he/she is supposed to be?

10.   **Meeting Deadlines**

If work schedules were important enough to set reasonable deadlines, were these deadlines met? If the employee could not meet deadlines, did he/she give advance notice? Did he/she show an honest attempt to meet deadlines?

11.   **Operation and Care of Equipment**

Reflects the employee's concern for safe, responsible, and reasonable operation or use of equipment. Is the employee concerned with conservation of equipment? Does he/she request appropriate maintenance and repair of equipment when necessary?

12. Safety Practices

Ensure that all employees, even those who do not work under physically hazardous circumstances, must comply with reasonable safety practices, particularly in situations involving the public. These practices may reflect specific supervisory directives, or pertain to preemptive measures regarding potentially dangerous conditions, or reflect the use of good common sense. Does the employee endanger his/her own safety or the safety of others by his/her actions? Does he/she help to prevent accidents by practicing good safety procedures?

14. Personal Appearance

It is important for employees of the College to habitually appear neat, smart, and well-groomed.

jtr*04/25/05

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

ADMINSTRATIVE & STAFF SALARY INCREMENT FORM

MEMORANDUM

TO:

FROM: Human Resources Administrator

SUBJECT: Employee Salary Increment Recommendation
Ref: 4GCA, Chapter 6, Subsection 6202, Salary Increments

DATE:

EMPLOYEE: _____ EMPLOYEE#: _____ PAY: _____

POSITION TITLE: _____ POSITION #: _____

SALARY INCREMENT FROM: _____ TO: _____

EFFECTIVE: _____ WAITING PERIOD: _____ TO: _____

Was employee ever on leave of absence without pay (LWOP) during the appraisal period identified above?

☐ Yes ☐ No

If yes, how many days? _____

RETURN THIS FORM TO THE HUMAN RESOURCES OFFICE
BUSINESS & FINANCE DIVISION

Date Rec'd for PA: _____ PA# _GCC_____ _-10F_ PA DATE: _____

GUAM COMMUNITY COLLEGE

Performance Evaluation Report

Refer to GCC Administrative Directive for completion of the this form

PART I. ADMINISTRATIVE DATA

A. LAST NAME – FIRST NAME – MIDDLE INITIAL:	B. RANK/TITLE:	

C. TYPE OF REPORT:
- ☒ SALARY INCREMENT
- ☐ SPECIAL REPORT
- ☐ INTERIM REPORT
- ☐ RELIEF FOR CAUSE

D. WAITING PERIOD:
FROM: TO:

E. EFFECTIVE:

PART II. DUTY DESCRIPTION

A. PRINCIPAL DESIGNATED/DUTY TITLE:

B. SECTION:

C. DESCRIPTION OF DUTIES

PART III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE

RATING	A. PROFESSIONAL COMPETENCE	RATING	B. PROFESSIONAL STANDARDS
	1. Demonstrates initiative		1. Integrity
	2. Adapts to changes		2. Loyalty
	3. Seeks self-improvement/capacity for growth		3. Moral support
	4. Performs under pressure		4. Self discipline
	5. Attains results		5. Public contact
	6. Displays sound judgment		6. Earns respect
	7. Communicates effectively		♦ 7. Budgeting acumen
	8. Develops subordinates ☐ N/A (Non-supervisory)		♦ 8. Utilization of resources
	9. Demonstrates technical skills		♦ 9. Observance of work hours
	10. Leadership ☐ N/A (Non-supervisory)		♦ 10. Meeting deadlines
	11. Compliance with rules		♦ 11. Operation and care of equipment
	12. Knowledge of work		12. Safety practices
	13. Planning and organizing		13. Personal appearance
	14. Quality of work		**SUBTOTAL (B)**
	15. Volume of acceptable work		♦ Indicates maximum points of three.
	16. Accepts responsibility		Add the SUBTOTALS "A" & "B" ratings and enter the sum in the appropriate box in PART VI, SCORE SUMMERY.
	17. Interpersonal skills		
	SUBTOTAL (A)		SCORING SCALE: (High) 5 4 3 2 1 0 (Low)

C. DEMONSTRATED PERFORMANCE OF PRESENT DUTY

1. RATER'S NARRATIVE EVALUATION: (Provide attachment if necessary)

2. EMPLOYEE COMMENTS:

PART IV. EVALUATION OF POTENTIAL

Recommend to Promote ahead of peers		Recommend to Promote with peers		Recommend not to Promote
5	4	3	2-1	0
☐	☐	☐	☐	☐

SUGGESTED TRAINING NEEDS: Comments: (potential for higher-level school, assignment, and supervisory responsibility)

2A. YOUR ESTIMATE OF THIS EMPLOYEE'S "GENERAL VALUE TO THE COLLEGE."

NO	UN	BA		AV		AA		OS	
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

2B. DISTRIBUTION OF MARKS FOR ALL EMPLOYEES OF SAME GRADE/LEVEL

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

3. CONSIDERING THE REQUIREMENTS OF GUAM COMMUNITY COLLEGE, INDICATE YOUR ATTITUDE TOWARD HAVING THIS EMPLOYEE UNDER YOUR ADMINISTRATIVE/OPERATION/CONTROL.

NOT OBSERVED	PREFER NOT TO	BE WILLING	BE GLAD	PARTICULARLY DESIRE
☐	☐	☐	☐	☐

PART V. AUTHENTICATION

I have verified Administrative Data, PART I, and Duty Description, PART II. I have seen and have discussed this report as prepared by the Rater. I understand that my signature does not constitute agreement nor disagreement with this evaluation.

A. NAME OF RATED EMPLOYEE

	SIGNATURE	DATE

I have discussed this Report with the employee, have given a copy of this Report to the employee, and have directly observed the performance of the employee on the job.

B. NAME OF REPORTING SUPERVISOR

SALARY INCREMENT

☐ RECOMMENDED   ☐ NOT RECOMMENDED

SIGNATURE   DATE

Refer to Administrative Directive for requirements to discuss contents of report with the rated employee.

I have reviewed this completed Report and the ratings appear to be appropriately justified

C. NAME OF RATER'S SUPERVISOR

SALARY INCREMENT

☐ RECOMMENDED   ☐ NOT RECOMMENDED

SIGNATURE   DATE

PART VI. SCORE SUMMARY / PART VII. CERTIFICATION

PART	RATING SCORE	A. OVERAL EVALUATION		OVERALL RATING	
		SUPERVISORY	NON-SUPERVISORY		
III.		+129	+119	☐	OUTSTANDING
IV		128 - 093	118 – 087	☐	SATISFACTORY
TOTAL SCORED		092 - 000	086 - 000	☐	♦UNSATISFACTORY ♦Must Justify

PRESIDENT

SALARY INCREMENT

☐ RECOMMENDED   ☐ NOT RECOMMENDED

Mary A.Y. Okada, Ed.D.
SIGNATURE   DATE

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Staff/Administrator Development Day
"Understanding Your Environment"
Friday, December 13, 2013

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guáhan

	STAFF/ADMINISTRATOR DEVELOPMENT COMMITTEE MEMBERS Elizabeth Duenas, Joann Muna, Marlena Montague, Victor Rodgers, Juanita Sgambelluri and Rose Siguenza	
8:00 am – 8:30 am	**BREAKFAST & REGISTRATION**	
8:30 am – 8:40 am	**WELCOMING REMARKS** Carmen Santos, Acting President	
8:40 am –10:10 am	**Campus Safety and Board policies on safety** Greg Manglona/John Payne	
10:10 am – 10:20 am	**BREAK**	
10:20 am – 11:20 am	**UNDERSTANDING YOUR EVALUATION** Joann Muna	
11:30 am – 12:30 pm	**LUNCH**	
12:40 pm – 1:40 pm	**PERSONAL FINANCIAL PLANNING**	
1:40 pm – 3:00 pm	**SUICIDE PREVENTION** **Michelle Sasamoto** **Guam Behavioral Health & Wellness Center**	
3:00 pm – 3:30 pm	**ACTIVITY**	
3:30 pm – 5:00 pm	**STAFF SENATE GENERAL MEMBERSHIP MEETING** MPA	**ADMINISTRATORS MEETING** Student Center Training Room-5108

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MyGCC
Discover Your Future

⊕ Add ✐ Manage 🖻 Edit Controls

Marlena O.P. Montague Sign Out

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Home Community › Home

Announcements

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Staff Personnel Actions Ready for Pick Up at HRO

The Personnel Actions for the 100% implementation of the Government of Guam Competitive Wage Act have been processed. Staff may pick up their copy of the personnel action in the Human Resources Office Monday to Friday, 8:00AM to 5:00PM.

HR

Sent By: PIO, GCC
Delivery Date: Friday October 10, 2014 12:02 PM
Expiration Date: Thursday January 1, 2015 12:02 PM

Done

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Campus Announcements

Number of announcements: 42

(displayed 10 per page)

`<<` `<` Page 1 of 5 `>` `>>`

Subject (click to display details)	Delivery Date ↓	Expiration Date	Author
⬛ March 2014 Chachalani	Apr 28, 2014	May 31, 2014	Jayne Therese Flores
⬛ GCC Veteran Students Organization	Apr 25, 2014	Dec 1, 2014	Jayne Therese Flores
⬛ 2014 Candidate Forums, April 23-24	Apr 24, 2014	May 1, 2014	Esther A Muna
⬛ Call for ESO candidates	Apr 24, 2014	May 2, 2014	Bertha M Guerrero
⬛ Taming Test Anxiety	Apr 23, 2014	Dec 31, 2014	Bertha M Guerrero
⬛ 2014 Candidate Forums, April 23-24	Apr 23, 2014	Apr 30, 2014	Esther A Muna
⬛ GRMC Job Fair May 2, Allied Health Bldg, 2nd floor, 11 am - 2 pm	Apr 23, 2014	May 3, 2014	Jayne Therese Flores
⬛ Coast 360 Federal Credit Union ATM Machine not available after April 30	Apr 22, 2014	May 6, 2014	Jayne Therese Flores
⬛ UOG theater production "Pagat"	Apr 22, 2014	May 4, 2014	Bertha M Guerrero
⬛ UP FOR REVIEW - BOT POLICY SERIES 100 (GENERAL BOARD POLICIES)	Apr 21, 2014	May 3, 2014	Jayne Therese Flores

`Delete` `Refresh List`

ID: 162738
Subject: UP FOR REVIEW - BOT POLICY SERIES 100 (GENERAL BOARD POLICIES)
Date: Apr 21, 2014 5:27:01 PM

GCC Community:

The BOT Policy Series 100 is up for review by the Board of Trustees. These policies are open for campus feedback through May 2, 2014. Please submit your comments through the Accreditation 2018 Standard 4 Group in MyGCC GroupStudio.

The MyGCC Accreditation 2018 Standard 4 Group will continue to be monitored and will remain open and available for campus feedback throughout the entire review of all board policy series. Comments received will be integrated into the board working session discussions.

Here is the link to the 100 series under the GCC Board of Trustees website:
http://www.guamcc.edu/runtime/botpolicies.aspx

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GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

About GCC   Admissions   Academics | Majors/Programs   Student Services   Workforce Development

General Board Policies (Series 100)
Policy 100.pdf- Mission Statement
Policy 101.pdf- Adoption of GCC Seal
Policy 105.pdf- Reaffirmation of Autonomy
Policy 110.pdf- Board Policy Development & Review
Policy 111.pdf- Adoption of BOT Membership Handbook
Policy 113.pdf- Board Policy Publication
Policy 115.pdf-Code of Ethics & Conduct
Policy 120.pdf-Orientation of New Board of Trustees Members
Policy 125.pdf-Professional Associations
Policy 130.pdf-Procedures for Legislative Testimony
Policy 135.pdf-Acting President
Policy 140.pdf-Organizational Chart of Guam Community College
Policy 145.pdf-Identity System Manual
Policy 150.pdf-Media Relations
Policy 155.pdf-GCC Protocol Guide
Policy 160.pdf-Affirmative Action
Policy 165.pdf-Compliance withthe Americans with Disabilities Act
Policy 170.pdf-Campus Crime & Security
Policy 171.pdf-Violence Prevention in the Workplace
Policy 172.pdf-Pandemic Response Plan
Policy 175.pdf-GCC as a Tobacco Product, **Electronic Cigarette** & Betelnut Free Campus(*updated 5/30/13*)
Policy 180.pdf-Risk Management Emergency Plans
Policy 185.pdf-Sexual Harassment Prevention
Policy 190.pdf-Travel Policy
Policy 195.pdf-Selection and Appointment of Guam Community College Trustees
Policy 196.pdf-Real Property Use and Income Generation Plan for 314 acre site
Policy 197.pdf-GCC Online Policy & Procedures
Policy 198.pdf-Granting of Posthumous Degree at Guam Community College

Financial Board Policies (Series 200) *(currently being updated)*
Policy 200.pdf-Fiduciary Responsibility
Policy 204.pdf-Audits
Policy 208.pdf-Authorized Signatories for Bank Transactions

Policy 209.pdf-Authorized Signatories for Bank Transactions (Wire Payment Transactions)
Policy 212.pdf-Non-Appropriated Funds Account
Policy 214.pdf-The Pricing of Contracts for Services
Policy 216.pdf-Promotional & Development Account
Policy 220.pdf-Capital Projects Fund
Policy 224.pdf-Student Activity Funds
Policy 228.pdf-Procurement Policy
Policy 232.pdf-Contractual Agreements
Policy 236.pdf-Tuition & Fees
Policy 240.pdf-Student Financial Aid
Policy 244.pdf-Vehicle Usage
Policy 248.pdf-Insurance Protection
Policy 256.pdf-Claims Officer
Policy 264.pdf-College Housing
Policy 276.pdf-Union Officials Payment
Policy 284.pdf-Community Use of Physical Facilities
Policy 292.pdf-Annual Fund Raising of the Board of Trustees

Curriculum Board Policies(Series 300)
Policy 306.pdf-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of

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GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Friday, August 22, 2014, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I.   **CALL TO ORDER**

1. Roll Call
2. Recital of Mission Statement

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

II.   **APPROVAL OF MINUTES**

1. Monthly Meeting of July 24, 2014

III.   **COMMUNICATIONS.**

IV.   **PUBLIC DISCUSSION**

V.   **REPORTS**

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

VI.   **UNFINISHED BUSINESS**

1. Construction Projects Updates
   - Building 200 (Renovation), Building 100 and Forensic Lab
2. Western Interstate Commission for Higher Education (WICHE)

VII. NEW BUSINESS

1. Resolution (Physical Master Plan – Update)
2. Resolution (Irrevocable Gift to GCC Foundation)
3. President's Travel Request (October 2014)

VIII. EXECUTIVE SESSION

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

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of July 24, 2014

Minutes

I.   CALL TO ORDER

The monthly meeting of the GCC Board of Trustees on July 24, 2014, was called to order at 12:11 p.m., by Chairwoman Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1.   **Roll Call.** **Trustees Present:** Ms. Deborah C. Belanger; Mr. John Benito; Mr. Frank P. Arriola; Ms. Elmarie Anderson, Student Trustee; Mr. Kenneth Bautista, Support Staff Advisory Member; Mr. Frederick Tupaz, Faculty Advisory Member. Not in attendance: Mr. Richard P. Sablan (off-island); Ms. Gina Ramos (schedule conflict).

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President, Academic Affairs Division; Ms. Carmen Santos, Vice President, Finance and Administration; Attorney Matthew Kane, Legal Counsel; Ms. Jayne Flores, Assistant Director, Communications & Promotions; Dr. Michael Chan, Associate Dean, TSS.

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

II.   APPROVAL OF MINUTES – June 6, 2014.

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, AND SECONDED BY TRUSTEE ELMARIE ANDERSON, THAT THE BOARD APPROVE THE MEETING MINUTES OF JUNE 6, 2014, SUBJECT TO CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

III.   COMMUNICATIONS- There was communications received.
1.   From ACCT, GCC received a Certificate as a member of Good Standing.
2.   From the United States President Barack Obama notifying President Mary Okada of her appointment as Vice Chair of the White House Advisory Commission on Asian Americans and Pacific Islanders.

3.   From ACCJC, letter dated July 1, 2014 for President Mary Okada elected as the ACCJC Pacific Colleges Representative from July 2014 through June 30, 2017.

IV.   **PUBLIC DISCUSSION-** There was none.

V.   **REPORTS**

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

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

FY2014: As of July 22, 2014, the College received approximately $9,000,000 from the General Fund. $476,000 for the LPN/Vocational Guidance Fund; $518,000 received from MDF; $24,000 received from TAF and $317,000 from the TAF supplemental; $90,000 for the Capital Improvement Fund; $101,805 for the Competitive Wage Act funding. Based on the total appropriations for the fiscal year, this constitutes approximately 60% of all funds received to date. Will continue to follow up with Department of Administration for allotments. Will also monitor the Manpower Development Fund as number is far below what was appropriated.

Capital Improvement Projects and other activities: President Okada reported the following:
CIP Projects:
-Completed speed humps project to deter speeding on campus.
-Ordered the replacements for LED lights in parking lot.
-Finished paving parking lot across from Victoria Mart, part of this was funded through a donation from Hawaiian Rock.
-Working on electrical upgrade to Building 600.
-ACCJC Commissioner training in September 2014, Dr. Ray Somera has been selected as a team member for a comprehensive visit.
-Requesting for the BOT members to complete the online course, ACCJC Basics. The BOT Chair has completed this. This will be part of the GCC midterm report to ACCJC due in March 2015. The BOT Chair requested the link resent to the BOT members and mentioned this as high priority.
-The College is now an institution member along with 1,700 other colleges and universities of the Servicemembers Opportunity Colleges (SOC) Consortium for Veterans.
-During President Okada's recent trip to Washington D.C., she visited the Department of Interior and was able to secure two (2) grants: $337,000 for collateral equipment for Building 200 and $380,000 for the Pacific Postsecondary Education Council. A part of this will include leadership training for Trustees, which the President will provide further information.

-The College has also submitted a grant with other partners for approximately $3 Million to help support approximately 3,200 adult education students on Guam. The College is the lead applicant and should know the outcome by August 2014.

-Preparing for Convocation on August 11, 2014 at the MPA beginning 4:00 p.m. Theme is "Back to Basics." BOT members were encouraged to attend. More information will be emailed.

-When Building 200 construction is complete; Cosmetology and Criminal Justice would have to be temporarily moved out of Building 100, which is the next construction project.

-The GCC Foundation golf tournament is Saturday, October 4, 2014 and the Foundation Chairperson is soliciting BOT support.

-Preparing for upcoming Labor Day picnic Sunday, August 31, 2014 and board members are invited to attend. More info will be emailed to the Board.

-The College recently received $500 each for scholarships from the Laguna Association of Guam and from the FEATI University.

2. Monthly Activities Report

Student Trustee: Student Trustee Elmarie Anderson reported as follows:

-COPSA finishing up retreats July 25 and August 1, 2014.

-August 6, 2014 is new student orientation.

Faculty Advisory Member: Trustee Frederick Tupaz reported as follows:

-Faculty preparing for fall semester.

-August 8, 2014 is first day back for faculty.

Support Staff Advisory Member: Trustee Kenneth Bautista reported as follows:

-Staff/Administrator Development Day was June 13, 2014. Information provided and training was good.

-A new MyGCC portal was recently launched.

-A new GCC Wi-Fi was recently completed.

-Staff preparing for the start of fall semester.

3. Board of Trustees Community Outreach Report.

-Trustee Arriola recently hosted youths as part of the GCC program in conjunction with the National Summer Transportation Institute (NSTI) with instructor Trustee Frederick Tupaz. He gave credit to Trustee Tupaz for his involvement with the teenagers.

-Trustee Arriola also attended the completion ceremony for the Keep Your Guard Up program on July 8, 2014 at the Guam Guard Readiness Center in Barrigada. He gave credit to President Okada, Ms. Jayne Flores and Mr. Victor Rodgers for a successful event.

VI.   UNFINISHED BUSINESS

1.   Construction Projects Updates.

-Building 200 (Renovation). The President reported as informed by the contractor that progress on this construction is currently 75.52%, however, there are a few issues that would have to be addressed. September 18, 2014 is completion deadline.

-Building 100 and Forensic Lab Extension Loan. Building 100 funding has been secured for this renovation. As previously reported, will be moving programs out of this building for the construction and still awaiting word from USDA regarding the loan; a bid should be going out soon on this project.

2.   Western Interstate Commission for Higher Education (WICHE). The Guam

Legislature passed Resolution No. 234-32 (COR) and as previously discussed, the President will report the outcome of further discussions with the Governor on this matter. The President then reported that she recently met with Mr. Vince Leon Guerrero from the Governor's office who requested for discussions on this in November 2014. The Board tabled this matter and made the following motion:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE ELMARIE ANDERSON THAT THE BOARD TABLE THE MATTER REGARDING THE WESTERN INTERSTATE COMMISISON FOR HIGHER EDUCATION (WICHE) FOR THE NOVEMBER 2014 BOARD OF TRUSTEES MEETING. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

3.   BOT Policy updates – Series 100. The Board was previously presented with BOT policies, Series 100 for consideration with recommended changes.

At this time, a motion was made with recommended changes herein.

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE JOHN BENITO THAT THE BOARD ADOPT THE UPDATED BOARD OF TRUSTEES POLICIES, SERIES 100, EXCLUDING POLICY 110, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

VII.   NEW BUSINESS.

1.   President's Travel Request (September 2014).
- ACCJC New Commissioner Training, September 8-9, 2014, San Francisco, California.
-Council for Advancement and Support of Education (CASE) Conference, September 17-19, 2014 in Sacramento, California: President Okada and several members of the GCC Foundation Board of Governors will be attending and making a presentation during this conference.

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE JOHN BENITO, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST FOR SEPTEMBER 2014. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

At approximately 12:40 p.m., the meeting went into Executive Session.

VIII.   EXECUTIVE SESSION

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

At 1:10 p.m., the meeting reconvened to open session.

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

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE ELMARIE ANDERSON THAT THE BOARD APPROVE THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

IX.   ADJOURNMENT

At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE JOHN BENITO, SECONDED BY TRUSTEE FRANK ARRIOLA THAT THE MEETING OF JULY 24, 2014, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

There being no further discussions, the meeting of July 24, 2014, adjourned at approximately 1:12 p.m.

SUBMITTED BY:
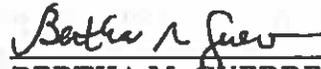
BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:

FRANK P. ARRIOLA
Secretary

APPROVED BY:
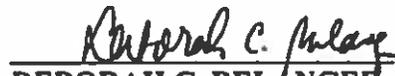
DEBORAH C. BELANGER
Chairperson

Guam Community College
Board of Trustees
Resolution 41-2014

Physical Master Plan – Update

WHEREAS, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges' eleven-member team visited Guam Community College on March 2012 and later reaffirmed GCC's accreditation through Spring 2018; and

WHEREAS, 2,727 students enrolled for Fall 2013 represents an 5.9 percent increase over Fall 2012 enrollment (2,576); and

WHEREAS, the objective of GCC's Physical Master Plan, updated in 2010 covers the period 2011-2015 and charts the campus facilities necessary to accommodate the college's anticipated needs through the next 15 years with an anticipated 15 percent growth; and

WHEREAS, a majority of the "phases" in the Physical Master Plan, such as key Leadership in Energy and Environmental Design (LEED) infrastructure projects (Learning Resource Center, 12/2010, Student Center 12/2011, Foundation Building 12/2012, and Building 200, anticipated 9/2014), have been completed; other projects, such as extending the Gregorio G. Perez Crime Lab (Forensic/DNA) building, hardening, renovating, and expanding Building 100, and constructing the Wellness Center/Maintenance Building all having LEED designs are expected to be completed in 2016; and

WHEREAS, the Physical Master Plan must be made current to reflect the existence of new buildings and anticipated enrollment and program growth as GCC carries out its mission as *"a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia"* and moreover, as Guam prepares for the impending military buildup; and

WHEREAS, the architectural firm of Taniguchi Ruth Makio Architects has submitted a proposal to update the Physical Master Plan; and

WHEREAS, the Board of Trustees has expressed an interest to commit funding to update the Physical Master Plan not to exceed Fifty-Five thousand dollars ($55,000); and

WHEREAS, the Board of Trustees has established through Policy 220, that the fund balance available in the Non-Appropriated Fund is reserved for capital projects and can be transferred to the Capital Projects Fund when authorized by the Treasurer; and

WHEREAS, the College has identified the need to use these funds for the update of the Physical Master Plan; and

NOW, THEREFORE, BE IT RESOLVED, that the College requests that Board of Trustees authorize the transfer of up to $55,000 from the Non-Appropriated fund balance to the Capital Projects Fund and shall authorize the President to execute a contract for professional services to bring up to date GCC's Physical Master Plan; and

BE IT FURTHER RESOLVED, that the Board of Trustees authorizes appropriating the sum not to exceed $55,000 from the Capital Projects Fund to fund the updating of the Physical Master Plan.

ADOPTED the 22nd day of August 2014.
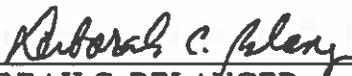
DEBORAH C. BELANGER
Chairperson

ATTESTED BY:

FRANK P. ARRIOLA
Secretary

Guam Community College
Board of Trustees
Resolution 42-2014

IRREVOCABLE GIFT TO GCC FOUNDATION

WHEREAS, the College has continued to implement various phases of the renovation and construction of buildings as indicated in the 2011-2015 Physical Master Plan; and

WHEREAS, the Foundation's purpose is to support the College activities, goals, plans, projects, and programs, to include funding for capital improvement projects; and

WHEREAS, as of September 30, 2013, the GCC Foundation had an accounts payable to GCC for $614,292 for 2012 and 2013 expenditures of which $450,534.06 relate to the construction of the Foundation Building and other capital projects; and

WHEREAS, in order for the GCC Foundation to repay these amounts, it would require a liquidation of its investments; and

WHEREAS, the Board of Trustees has established through Policy 220, that the fund balance available in the Non-Appropriated Fund is reserved for capital projects and can be transferred to the Capital Projects Fund when authorized by the Treasurer; and

WHEREAS, the College has sufficient funds and reserves to cover these capital costs and is willing to make an irrevocable gift to the Foundation; and

NOW, THEREFORE, BE IT RESOLVED, that the College requests that Board of Trustees authorize the transfer of up to $450,534.06 from the Non-Appropriated fund balance to the Capital Projects Fund; and

BE IT FURTHER RESOLVED, that the Board of Trustees approves an irrevocable gift of $450,534.06 to the Foundation to liquidate its outstanding receivable and that the Board of Trustees appropriates up to $450,534.06 from the Capital Projects Fund to allow for the offset of these capital projects.

ADOPTED the 22nd day of August 2014.

_____
DEBORAH C. BELANGER
Chairperson

ATTESTED BY:

_____
FRANK P. ARRIOLA
Secretary

PRESIDENT'S TRAVEL SCHEDULE
October 2014

Conference Title	Date	Location	Sponsor
13th Annual Native Hawaiian Convention	September 29-October 2, 2014	Honolulu, HI	Council for Native Hawaiian Advancement/WHIAPPI
President's Advisory Commission on Asian American & Pacific Islanders	October 6-8, 2014	Hartford, CT	WHIAPPI

Funding Source: *100% WHIAPPI*

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From:	Vera De Oro [vera.deoro@guamcc.edu]
Sent:	Friday, December 05, 2014 3:31 PM
To:	Marlena Montague
Subject:	Fwd: midterm report for standard 3 aips,

3A1d - Scanning %
email from Joann

---------- Forwarded message ----------
From: Joann Muna <joann.muna@guamcc.edu>
Date: Fri, Dec 5, 2014 at 2:17 PM
Subject: RE: midterm report for standard 3 aips,
To: Vera De Oro <vera.deoro@guamcc.edu>

Hafa Adai Vera,

Thank you for the phone call and clarification.
As mentioned, HR is now at 63% on the scanning project for all full-time employees.
I will send you the HR SOP for scanning next week.
Backup and storage off campus should be embedded in the MIS SOP or processes.

Have a wonderful weekend!

Joann

-----Original Message-----
From: Vera De Oro [mailto:vera.deoro@guamcc.edu]
Sent: Thursday, December 04, 2014 4:49 PM
To: Joann Muna
Subject: midterm report for standard 3 aips,

Hi Joanne,

Im working of the final draft for the midterm report. I've attached the report with comments
from Mary. please review and send me any updates. thanks.

Vera

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From:	Rene Ray Somera [reneray.somera@guamcc.edu]
Sent:	Monday, September 15, 2014 2:34 PM
To:	Joann Muna
Cc:	Marlena Montague; Joseph Benavente STII
Subject:	Fwd: Job Announcements

FYI. Marlena, please use this for the HR piece in one of our AIPs regarding hiring processes. Joe, share this as a piece of evidence that Standard 3 folks can use in their write up.

This email went to Presidents and ALOs of Pacific institutions for dissemination.

---------- Forwarded message ----------
From: **Pacific Postsecondary Education Council (PPEC)** <pacificpec@gmail.com>
Date: Mon, Sep 15, 2014 at 1:38 PM
Subject: Fwd: Job Announcements
To: "Dr. Seth Galea'i" <s.galeai@amsamoa.edu>, President Nmc <president@marianas.edu>, President Carl Hacker <chacker@cmi.edu>, "Dr. Robert Underwood" <raunderwood@uguam.uog.edu>, "Dr. Joseph Daisy" <jdaisy@comfsm.fm>, "Dr. Patrick Tellei" <tellei@palau.edu>, Chancellor Erica Lacro <lacro@hawaii.edu>, "Dr. Mary A.Y. Okada" <mary.okada@guamcc.edu>, "Dr. Leon Richards" <lr24@hawaii.edu>, Chancellor Noreen Yamane <noreeny@hawaii.edu>, Matthew Platz <mplatz@hawaii.edu>, Chancellor Doug Dykstra <dykstra@hawaii.edu>, Chancellor Helen Cox <helencox@hawaii.edu>, "Dr. Clyde Sakamoto" <clydes@hawaii.edu>, rfreitas@hawaii.edu, April Goodwin <agoodwin@hawaii.edu>, Nora Matsubara <noram@hawaii.edu>
Cc: Rene Ray D Somera <reneray.somera@guamcc.edu>, "Dr. Kathleen Kolhoff" <k.kolhoff@amsamoa.edu>, barbaram@marianas.edu, Donald HESS <dhess@cmi.edu>, Anita Enriquez <abe@uguam.uog.edu>, Mariana Ben Dereas <mben@comfsm.fm>, "E. Kalani Flores" <ekflores@hawaii.edu>, Frankie Harris <frankieh@comfsm.fm>, Deikola Olikong <olikongd@gmail.com>, seri@hawaii.edu, Jan Lubin <lubin@hawaii.edu>, Joanne Whitaker <joannewh@hawaii.edu>, Amanda Allen <amanda.allen@marianas.edu>

Hi All,

Please help us disseminate the attached job announcements for GuamCC's Assistant Director and Institutional Researcher via your respective HR offices.

http://www.guamcc.edu/Runtime/adminstaffpositions.aspx

BR,
Esther

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GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

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Guam Community College is an equal opportunity provider and employer.

Job Announcements
Full Time Faculty Positions
Part Time Faculty Positions
Administrator and Staff Positions

How to Apply
To apply for a paid position with the Guam Community College, you must complete the Government of Guam Employment Application. Applicants claiming a degree or credits hours are required to provide a copy of their college transcript. Applicants not claiming a degree must provide a copy of their high school diploma or GED. Applicants claiming professional certifications must provide a copy of their certificate and/or license. All applications and required documents must be received by the Human Resources Office by 5:00 p.m. (GMT +10:00) on the closing date of the announcements.

APPLICATION FOR EMPLOYMENT (pdf)
*Think GREEN: Print two sided.

You may submit your employment application and required documents via:

- e-mail - hr@guamcc.edu
- fax - 671.734.5238 (attention HR)
- mail - P.O. Box 23069, Barrigada, Guam 96921 (attention HR)
- in person - Human Resources Office, GCC Student and Administration Building, 1st floor, Room 2112

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Standard III Updates

Francisco C. Camacho <francisco.camacho@guamcc.edu>   Mon, Sep 30, 2013 at 6:08 PM
Reply-To: francisco.camacho@guamcc.edu
To: Vera De Oro <vera.deoro@guamcc.edu>

Vera,

Here are all the detail updates I can possibly think of as of right now.

All those items in red are my updates to the same things I provided Fred Tupaz, plus more.

If you need any other documentation as evidence, please just let me know.

Frank

1. Are these figures used mainly for the maintenance and upgrades of the systems here at GCC or are any of these amounts programmed and allocated for the implementation of the technology plan?

> The figures are actually for both maintenance and upgrades as well as for the implementation of the Technology Plan when financially feasible considering the limited funding available from all sources. The Technology Fee and the Title III Grant has paid for the implementation of components out of the Technology Plan (EA/ITSP). The Technology Fee continues to support as well as upgrade components as detailed in the Technology Plan; however, the college is only able to implement components that are financially feasible with future grant funding expected to fund major parts of the plan that still need to be implemented.

> Keep in mind that the Technology Plan is made up by the two documents, the EA and the ITSP, with the ITSP (Information Technology Strategic Plan) detailing the "How", and the EA (Enterprise Architecture) showing the "What". In other words, the ITSP shows us "How" to get to the target architecture, which is "What" the EA shows in the plan.

> The following are just a few references in which the Technology Fee, Title III, MIS budget, and Title V has contributed in implementing components of the Technology Plan. Also note that other building grants and CIP (Capital Improvement Projects) funds have also been instrumental in addressing many infrastructure and equipment needs out of the Technology Plan, such as new and upgraded buildings

・ fitted with new labs, networking conduits, fiber optic and copper cables, communication rooms, smart boards, multimedia projectors, audio/video systems, and power requirements such as line conditioning, generators, etc., etc..

EA page 65

Technology IT Architecture (TA)

PC Configuration

Each PC shall have a standard configuration. This "image" shall be stored on the network. Automated software tools shall be used to periodically evaluate the status of each PC on the network. If a PC is in need of "re-imaging" it will be scheduled for an appropriate time and handled via the network.

EA page 72.

IT Management IT Architecture (MA)

MA003 Tools

IT Management shall have all the tools (software applications, test equipment) necessary to perform all routine maintenance, troubleshooting, and future planning on every component within the architecture.

Related to these two items above:

We have put out both PC and Mac standards and put on bid PC specifications approved by the CTC, and we create, store, and apply master images to the majority of labs, as well as office systems in support of students, using software procured out of the Technology Fee. This is continuous. We have also procured Mac server, Mac computers, and software for Mac Systems' imaging as well as similar system tools for PC management.

MAIN UPDATES as of 9/30/13 for FY12-13:

11/01/2012 – Upgraded Classroom Lab D-9 and Mobile Lab C-1 with a total of 23 PC desktop computers and 23 PC laptop computers, which also included lab spares. Procured upgrades by using $69,966 of the Technology Fee.

11/21/2012 – Upgraded Classroom Labs C-4 and TC1220 with a total of 50 PC desktop computers which also included lab spares. Procured upgrades by using $70,350 of Technology Fee.

Other updates related to the above EA / ITSP objectives and strategies:

1st Quarter FY12-13: Received new MIS Official Vehicle

2nd Quarter of FY12-13 – Completed Allied Health Room 3114 upgrade lab installation, paid for by CACGP grant funds.

2nd Quarter of FY12-13 – Completed deployment and installation of 75 Construction Trades computers at GWHS, SSHS, SHS, OHS, and JFK, 15 each school, paid for by Construction Trades grant funds.

2nd Quarter of FY12-13 – Completed installation of Macintosh desktop systems to co-exist with PC desktops at Student Center Open Lab, totaling $15,644, and paid for using FY11-12 Technology Fee funds. Systems were installed with Macintosh software procured with $11,516.70 of the FY11-12 Technology Fee.

EA page 72

MA007 Licensing

IT Management shall be responsible for maintaining all licensed software media (diskettes, CD/DVD's) for tracking the location of each use of licensed software; and for ensuring that licensed software is either renewed or replaced before it expires.

Related to the item above:

Yes, through the Technology Fee this is what we continue to do for most of the labs and maintain the licenses also for users' systems, but funding for departments, sections and/or divisions are used to procure their own licenses, or renewal licenses subscriptions. We have procured upgrade licenses for MS Office 2010/2011 for both PCs and Macs in the majority of labs using Technology Fee.

MAIN UPDATES as of 9/30/13 for FY12-13:

11/01/2012 – In connection with the upgrade of Classroom Lab D-9 and Mobile Lab C-1, licenses for MS Office and Windows 7 Operating System software were included as part of the total procurement.

11/21/2012 – In connection with the upgrade Classroom Labs C-4 and TC1220, licenses for MS Office and Windows 7 Operating System software were included as part of the total procurement.

EA page 64

TS009 Availability

GCC technological assets shall be highly available. Availability means having information accessible and having a means of accessing it. Availability also means a high percentage of "uptime." An application or network connection that is functional only 80-percent of the time is not available. The goal shall be 95-percent availability. Striving for 100-percent is unrealistic and too costly to attempt.

Related to the above:

As you know and mostly through Title III and MIS Fund 05 and Fund 11 and sometimes out of the Technology Fee (when applicable), we have implemented and continue to maintain our Integrated Database Management System, or Banner and Luminis for our Student, Finance, Financial Aid, Human Resources, Payroll, Advancement, and MyGCC Portal and e-Mail, Information Systems, etc., which is now our Enterprise Resource Planning (ERP) system composed of a Self-Service tool for both employees and students. We have also procured contracts for Professional and Technical Services in support of our ERP, and continue to address the needs of our labs, networks, Internet bandwidth, and facilities.

MAIN UPDATES as of 9/30/13 for FY12-13:

10/10/2012 – Contractual Services with Ellucian (formerly SunGard Higher Education or SGHE) in the total of $174,002 out of MIS' Fund 11 and DAR's (Development and Alumni Relations) Fund 13, was procured to renew subscriptions for licenses, support, and continued use of BANNER, LUMINIS and all other ERP-related systems.

10/22/2012 – Contractual Services with TouchNet for our student online credit card payment system in the total of $29,340.53 out MIS' Fund 11 and Title III leftover grant funds, was procured to renew service subscriptions.

11/13/2012 – Contractual Services bid was awarded to TechProven for Professional and Technical Services in support of our ERP, with the award totaling $171,600 and is being paid out of MIS' Fund 11 and Fund 03 budgets.

06/13/2013 – Contractual Services to renew software subscription services for Oracle Relational Database System via Ellucian, totaling $68,913 was procured out of MIS' Fund 11 budget.

08/08/2013 – Contractual Services to renew software and support subscription with Ellucian for BANNER's Financial Aid system, totaling $6,836 was procured out of MIS' Fund 11 and Fund 03 budgets.

Other updates related to the above EA / ITSP objectives and strategies:

3rd Quarter FY12-13 – In June of 2013, MIS upgraded Moodle Learning Management System from 1.9 to 2.2, with work-in-progress for the latest upgrade to the 2.5 version scheduled to be completed and on standby by November of 2013.

EA page 32

GUAM COMMUNITY COLLEGE EA OBJECTIVES AND STRATEGIES

General Overview

GCC will provide a unified, secure, efficient and reliable IT infrastructure to address current and future needs.

GCC will provide sufficient and cost-effective bandwidth to meet current and future needs.

Related to the above:

Also through Title III, MIS Fund 05, and Fund 11, CIP, grants, and sometimes out of the Technology Fee, we have procured generators, routers, switches, firewalls, UPS, and related licenses of software and systems tools, and virtualized our ERP servers on a blade platform to provide a unified, secure, efficient, and reliable IT infrastructure, we are not yet where we need to be. Among many other things, we have yet to implement a true Help Desk, a Redundant Network and Systems or a COOP (Continuity Of OPerations) site for Disaster Recovery, and have also yet to build a Data Center. We are also still working on many other upgrade projects for our ERP to improve system performance, reliability, and integrity. On the plus side, we have implemented Campus Wireless for Internet as well as upgraded our Internet bandwidth to a sufficient (for now) total capacity of 100Mbps inclusive of a 3-prong redundant

connection to the cloud.

MAIN UPDATES as of 9/30/13 for FY12-13:

10/31/2012 – Contractual Services to renew software licensing and support subscription services with Help/Systems (formerly Dartware) for network mapping, graphing, monitoring, analysis, and security totaling $2,710 was procured using Technology Fee funds.

11/07/2012 – Contractual Services bid was awarded to MCV (now DOCOMOPacific) for 20Mbps bandwidth BroadBand Internet services totaling $12,520 and paid out of Technology Fee funds.

10/01/2012 – 09/30/2013 – Contractual Services for a total of 90Mbps bandwidth Broadband Internet services with GTA Teleguam totaling $54,000 was procured throughout the year using Technology Fee funds.

*NOTE: Above services from the two Internet Service Providers comes up to a total of 110Mbps which is an increased upgrade of 10Mbps from the previous year's 100Mbps bandwidth, which was a result of GTA donating 10Mbps more to GCC.

12/03/2012 – A new CCTV Digital Camera Surveillance System totaling $6,000 was procured for improved security at the computer labs at the Foundation and Allied Health buildings, as well as the Student Bookstore, paid for by the Technology Fee and Bookstore funds.

04/24/2013 – The new BookLog BookStore POS (Point-of-Sale) System valued at $35,794.40 was installed using BookStore's Fund 12 budget.

08/13/2013 – Contractual Services to renew software licensing and support subscription services with SolarWinds for network monitoring, analysis, and security totaling $6,542 was procured using Technology Fee funds.

08/19/2013 – Contractual Services to renew software licensing and support subscription services with Symantec EndPoint Enterprise Antivirus System via DMR (Data Management Resources) and totaling $8,430 was procured using Technology Fee funds.

10/31/2012 – 07/16/2013 – Contractual Services to renew and to add VeriSign security certificates for the authentication of GCC's online server services totaling near $5,000 was procured using Technology Fee funds and MIS' Fund 11.

Other updates related to the above EA / ITSP objectives and strategies:

July of 2012 – GCC's public website http://WWW.GUAMCC.EDU was outsourced to WSI and also moved from inside the campus' server and network infrastructure to into the Internet Cloud.

June of 2013 – Migrated our eMail system to the Internet Cloud by using Google's GMAIL email platform which also comes with many other related Google Apps services such as Google Docs, Google Drive, Calendar, Sites, and many more. This migration was made possible through the awarded bid for Professional and Technical services contract with TechProven.

1st Quarter FY12-13 – Implemented, as part of the computer standards specifications, security cable-lock system to be installed for all new PC and Mac systems to improve physical security and to deter theft.

2nd Quarter FY12-13 – Registered iMacs from Student Center lab and SSHS Marketing Lab computers to the iCloud for hardware equipment tracking in case of theft.

EA page 62

Application IT Architecture (AA)

AA002 Access Portals

As much as possible, the preferred method for full compliance with the standards shall be to provide access to existing applications through web-based portals. This will leave the individual applications undisturbed while still enabling the realization of the future architecture.   As applications become obsolete they can be replaced without significant changes to the user interface (i.e. the portal).

Related to the above:

GCC's MIS has continued renewal of the subscription for the SirsiDynix Symphony SaaS (Software as a Service) access for the purposes of providing students an online library resource, at a cost of $12,221.17 annually, paid for out of Technology Fee funds.

EA page 64

Technology IT Standards (TS)

TS006 Hardware Standards

The standard PC and server shall be current industry standard

Related to the above:

Out of the Technology Fee, we continue to upgrade labs that are 3 years old or older and according to the inventory and replacement cycle data, and also look for alternate funding sources other than just the Technology Fee.

EA page 64

Technology IT Standards (TS)

TS003 Network

The GCC network shall be highly available and reliable, responsive, redundant, and transparent to the user.

Related to the above:

Again, thanks to building grants, CIP, and the Technology Fee, we have achieved a small level of redundancy on our current network, but we have immediate plans underway to improve on this and increase the redundancy level by putting in place multiple routing legs within the network for greater efficiency and reliability.

MAIN UPDATES as of 9/30/13 for FY12-13:

03/15/2013 – An Information Technology Capital Outlay bid (WESCOM) totaling $68,905.83 was awarded to Pacific Data Systems (PDS) to increase redundancy and improve efficiency of the campus' local network traffic involving primarily the west side of the network topology map. This project was paid for by the Technology Fee funds.

Other updates related to the above EA / ITSP objectives and strategies:

April of 2012 – GCC's Campus Wireless WiFi network project was completed and paid for using $132,694.59 of FY11-FY12 Technology Fee funds.

At the completion of each of the new buildings these past couple of years, GCC added VoIP (Voice Over Internet Protocol) telephone services technology on the campus network at the Foundation, Student Center, and Learning Resource Center (Library).

EA page 67

Technology IT Training (TT)

TT004 Survivability

Technology staff shall be highly trained at analyzing, designing, and implementing system backups, recovery techniques, hot swapping, mirroring, and other survivability protocols.

Related to the above:

GCC's MIS has continued renewal of the Symantec Backup EXEC for backup and restore purposes at a cost of $4,184.75 annually, paid for out of MIS' Fund 11 budget.

2. What is the status of the ITSP?

   Overall and as you can see above, the status of the ITSP is "ongoing" with bits and pieces of it being implemented whenever feasible considering limitations in financial resources, manpower, and time.

   Below is a partial status summary of the ITSP:

   Strategic Goal 1: GCC will develop and implement a target Enterprise Architecture.

Items ACCOMPLISHED or COMPLETED as of 9/30/2013:

The implementation of GCC's ERP which BANNER and its related components in a virtualized environment.

The upgrade of our Internet bandwidth capacity to 110Mbps to maintain optimal utilization below 75%.

Number of Work Orders completion rate at 90% weekly.

Items PENDING:

Policies for WIFI

Load-balancing software and/or filtering

Customer satisfaction at or above 75%

Strategic Goal 2: GCC will develop policies, procedures, and processes to analyze and acquire the components (hardware, software, applications) of the Enterprise Architecture.

Items ACCOMPLISHED or COMPLETED as of 9/30/2013:

College Technology Committee (CTC) minutes, agenda, and informational materials being published and updated on MyGCC Groups

IT policies published on MyGCC portal Governance tab

Computer standards being followed through new procurement approval process with standards annually reviewed, updated, approved, and recommended by CTC

Network Infrastructure upgraded annually to maintain efficiency, stability, and reliability

Items PENDING:

Appropriate technology training relative to current and future EA

Establishment of departmental individual training plans based on institutional needs and priorities

Sufficient personnel to support EA

Annual signing of technology user-agreement

Strategic Goal 3: GCC will acquire the funding needed to implement the Enterprise Architecture.

Items ACCOMPLISHED or COMPLETED as of 9/30/2013:

Primary components of the Enterprise Architecture is in place due to effective and responsible fiscal management and prioritization of funds

24/7 Access to ERP (BANNER, E-Mail, MyGCC, etc.)

Professional Technical Outsourced Support is available as annually procured (TECHPROVEN)

Contractual Services for licensing and help desk support is available as annually procured for ERP system (ELLUCIAN, ORACLE, TOUCHNET, VERISIGN,EVISIONS, etc.) system

Items PENDING:

‎ ‎ ‎ ‎ ‎Reduced dependency on legislative appropriation

Disaster Recovery (DR / DRaaS – Disaster Recovery as a Service)/ COOP (Continuity of Operations Plan) / Full Redundancy / laaS - Infrastructure as a Service /

Strategic Goal 4: GCC will expand the use of technology in education by the College faculty.

‎ ‎ ‎ ‎ Items PENDING:

‎ ‎ ‎ ‎ Technology training language incorporated into BOT/GFT Agreement

‎ ‎ ‎ ‎ Faculty incorporate technology training into their IFPs (Individual Faculty Plans)

‎ ‎ ‎ ‎ Fully implemented Distance Education

Strategic Goal 5: GCC will enhance the governance process to provide timely and efficient integration of users' needs into decisions on investments in technology.

Items PENDING:

Formal Information Technology Governance Structure

Strategic Goal 6: GCC will build partnerships with external business and government organizations to expand business, educational, and funding opportunities.

Items PENDING:

Establishment of formal partnerships as documented with MOAs, MOUs, Contracts, etc., showing win-win relationships between GCC and other organizations

3.   Notwithstanding the completion of the ITSP, is there an estimated capital outlay budget for the implementation of the College's Technology plan?

‎ ‎ ‎ ‎ Because the EA and the ITSP are actually living and growing documents with annual reviews and updates taking place, there is NO completion date. However, at this time and as I alluded to in my statements above and because of the magnitude and complex nature of the EA/ITSP, there is not yet an estimated capital outlay budget for the "total" implementation. The current approach to the objectives and strategies, as evident above, is to accomplish as much as possible of the goals with the resources available and as long as progress or improvements are being made, regardless of whether efforts are fragmented or cohesive. The point is to keep improving proactively while having the flexibility to adjust and react to the constraints of resources, especially the budget.

‎ ‎ ‎ ‎ Status Quo

Below are the details for total resource allocations to MIS for operations and upgrades covering periods FY11 to FY13.

Fiscal Year period begins October 1st and ends on September 30th.   All figures below are extracted directly from and as loaded in BANNER budget system.

Sources are from MIS' Fund 01, 05, and Fund 11, the Technology Fee Fund 12, and from the Title III Grant. Grant money out of Title III for the support of our ERP (Enterprise Resource Planning) system has been exhausted and is no longer available.

Other funding sources needed and used for the GCC Secondary programs were paid for out of Title V Grant. More details out of Title V can best be obtained from the Deans.

MIS FY10-FY11 Fund 1

6110	Salaries - Full Time	441,970.56
6120	Benefits	139,691.85

MIS FY11-FY12 Fund 1

6110	Salaries - Full Time	420,543.87
6120	Benefits	162,264.57

MIS FY12-FY13 Fund 1

6110	Salaries - Full Time	417,262.00
6120	Benefits	167,767.73

Please see attached "MIS Fund 01 FY12-13.pdf" file for the final details of MIS FY12-13 Fund 1 budget as of 9/30/2013.

MIS FY10-FY11 Fund 05

7230	Contractual Services	22,363.21
7240	Supplies and Materials	3,087.50
7250	Equipment - Non Capital	6,650.00

MIS FY11-FY12 Fund 05

7230	Contractual Services	20,643.95
7240	Supplies and Materials	56.38

No MIS Fund 05 for FY12-13 available, but please see MIS Fund 03 FY12-13 for the final details of MIS Fund 03 budget as of 9/30/2013.

MIS FY11-FY12 Fund 11

7230	Contractual Services	57,484.72

MIS FY12-FY13 Fund 11

6110	Salaries - Full Time	21,382.00
6120	Benefits	9,785.00
7230	Contractual Services	248,767.03
745060	Capital Outlay - Vehicle	24,900.00

Please see attached "MIS Fund 11 FY12-13.pdf" file for the final details of MIS FY12-13 Fund 11 budget as of 9/30/2013.

TECHNOLOGY FEE FY10-FY11 Fund 12

7230	Contractual Services	95,736.00
7240	Supplies and Materials	21,041.05
7250	Equipment - Non Capital	16,200.00
7251	Equipment - IT Non Capital	16,200.00
745070	Capital Outlay - Equipment - IT	131,324.00

TECHNOLOGY FEE FY11-FY12 Fund 12

7230	Contractual Services	113,238.64
7240	Supplies and Materials	30,492.86
7250	Equipment - Non Capital	3,580.00
7251	Equipment - IT Non Capital	36,623.00
745070	Capital Outlay - Equipment - IT	278,406.19

TECHNOLOGY FEE FY12-FY13 Fund 12

7230	Contractual Services	163,684.00
7240	Supplies and Materials	17,000.00
7250	Equipment - Non Capital	5,000.00
7251	Equipment - IT Non Capital	10,000.00
745070	Capital Outlay - Equipment - IT	146,316.00

Please see attached "Technology Fee Fund 12 FY12-13.pdf" file for the final details of Technology Fee Fund 12 FY12-13 budget as of 9/30/2013.

TITLE III GRANT FY10-FY11 Fund 32B11

7230	Contractual Services	192,591.00
7251	Equipment - IT Non Capital	6,170.00
745050	Capital Outlay - Integrated System	201,239.00

TITLE III GRANT FY11-FY12 Fund 32B11

7230	Contractual Services	2,964.93
745050	Capital Outlay - Integrated System	29.45

TITLE III GRANT FY11-FY12 Fund 32B12

7230	Contractual Services	225,000.00
745050	Capital Outlay - Integrated System	175,000.00

3A3b. Is MIS working with HR to develop a plan to electronically back-up employee records or store information off-campus (through a server or other means) for additional security?

Employee data already entered into our BANNER database system are electronically backed up daily. Tape backups of the system which includes employee data are moved and stored off-campus at a bank's vault at least every two weeks.

I believe your question here is more related to the employee files and folders in the HR vault that are still in physical hardcopy form and not in electronic format. The major issue with regards to electronically capturing employee physical records/files/folders is the necessary scanning equipment and the manpower to address this actionable item. Note, however, that the actual primary software solution is already in place and it is called the BANNER DOCUMENT MANAGEMENT SYSTEM (BDMS) from Ellucian (formerly Sungard Higher Education). Although HR has the ability to scan hardcopy documents and convert them to electronic format before moving the image into BDMS, the current XEROX scanning interface is propriety, very manually driven, and its incompatibility limits HR's ability to do bulk dedicated high-speed scanning, which can be resolved by using the recommended scanning equipment such as those from Canon. I believe the plan to further address this action item is to use

the Ellucian-recommended interface that is compatible with the scanner, such as Canon, however, budget resources will need to be secured to procure such equipment, hire, and train additional staff. We will eventually be moving to this interface, known as QuickScan Pro (QSP), which we hope to replace the XEROX interface, once these financial resources are in place. As a note: "QSP is the current bulk scanning module for BDMS which provides high speed batch scanning, image cleanup, barcode, and light zonal OCR features for paper image capture."

MAIN UPDATES as of 9/30/13 for FY12-13:

Materials Management Office and MIS has attempted twice to get a bid awarded to address these issues for HR in order to allow them to do dedicated bulk scanning through implementation of the photocopying services bid, which included a BDMS-compatible dedicated scanner as part of the specifications. Unfortunately, GCC had to cancel two bids due to either a protest or due to substantial significant changes to specifications via amendments. As of 9/30/2013, the college is making preparations for another bid with plans to have a meeting with vendors to discuss bid requirements that will either remove or reduce the risk of another protest. MIS is also obtaining RFQ (Request for Quotes) from local vendors for a BDMS-compatible scanner.

3C1. Is MIS developing training standards for MIS personnel for new emergent technologies as documented in the ITSP?

This is in progress but the development of the "target" standard training for MIS personnel is one of the biggest challenges we are facing due to the speed and the magnitude of changes that occur in the field of technology. With new emergent technology coming up quicker than we can get training for, the "standard" no longer remains the same and continues to evolve—which is a moving target. With all the different types of technology gadgets existing and the realm of BYOD (Bring Your Own Device) available today, it is almost impossible to focus on what training to develop. What we come up with as a standard today only seem to last while the type of technology or software is actually mainstream, which mostly change about every 6 months. When major changes occur and the college decides to approve their implementation without fully addressing the training requirements, the configurations, specifications, and versions of the hardware or software you are trained for become obsolete and no longer valid or applicable. This bring into the picture a related challenge that MIS faces with the limited funding from Staff/Administrator Development Funds, especially when pursuing technical training that are not readily available on-island. At this time, training for MIS personnel is limited to how much is available and the prioritization of the Staff/Administrator Development Funds, which is insufficient to accommodate all the types of standard trainings, or requests that we've developed and submitted for in the past. To truly address this action item, MIS will continue developing and updating training standards that are in support of what is currently within our infrastructure, what is most feasible financially and personnel-wise, and what will make the most positive impact to SLO's and AUO's.

MAIN UPDATES as of 9/30/13 for FY12-13:

September 2013 – In addressing emergent technologies and support for iPads in use by GCC students, faculty, staff, and administrators, MIS was successful in getting approval and in procuring two iPad 4 128GB devices for $2,528, using Technology Fee funds. Through self-training, online/virtual training, on-the-job training, research, and familiarity, one of the iPads will be learned and used by an MIS Computer Technician (also trained on Macintosh system) to directly provide field support, and the other to an MIS Teleprocessing Network Coordinator (with Macintosh background) to provide and address wireless network-related support.

Although not specifically and directly addressing 3C1, the following are training updates for MIS personnel:

September 2013 – Completed remote / virtual training for MIS System Programmer, Kenneth Bautista, on ORACLE 11g Admin II funded by GCC's Staff/Administrator Development Funds.

July 2013 – MIS Computer Technician, Benny De Leon, completed Mac OS X 10.8 Training

April of 2013 – Completed training for MIS Systems Programmer, Kenneth Bautista, and new Computer Technician, Victor De Roca on the new BookLog BookStore POS (Point-of-Sale) System.

May of 2012 – Training for Windows 7 Enterprise Desktop Administrator (MS 70-686) was approved for MIS Computer Technician, Jeff Fabro, but has yet to complete due to vendor scheduling conflicts (Windows 8 is now available).

June of 2012 – Completed training for Windows 7 Operating System by MIS Computer Technician, Jeff Fabro.

September of 2012 – MIS Computer Technician, Benny De Leon, attended Windows 7 Tips training.

2nd Quarter FY12-13 – Systems Administrator completed Basic e-Maint (Work Order System) Training

2nd Quarter FY12-13 – Computer Technician completed Camera Surveillance training for the Foundation, Allied Health Building, and BookStore DVR Systems from Micropac

2nd Quarter FY12-13 – Systems Programmer completed installation and training of the Lance Carpenter's Time System (Handpunch 1000 / Pendulum Time Clock System) for GCC's Cosmetology Program

3rd Quarter FY12-13 – Macintosh system support training in the Philippines completed by MIS Staff Benny De Leon, 3rd Quarter of FY12-FY13, funded by GCC Administrator/Staff Development Funds

3C1b. Is MIS working with HR to consider increasing the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded Distance Education (DE) program?

This is also currently being addressed but at a much smaller scope and although MIS' involvement is critical, it is not necessarily conducted by MIS. At this time, Wesley Gima, has been charged to conduct or coordinate instructional technology training as well as the person to spearhead the development of a true Distance Education (DE) program for the college. MIS' involvement is in providing the expertise towards facilitating and making sure the actual technology is operational so that training can be conducted. As for actual training, it has been made available to all GCC employees and there has been Tech Friday trainings going on as announced on the MyGCC portal and further details of that as well as on the status of DE can be obtained from Wesley Gima.

Please refer to Wes Gima on this.

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4 attachments — Download all attachments

📄 **MIS Fund 01 FY12-13.pdf**
54K View as HTML Download

📄 **MIS Fund 03 FY12-13.pdf**
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MIS Fund 11 FY12-13.pdf
56K View as HTML Download

Technology Fee Fund 12 FY12-13.pdf
57K View as HTML Download

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TRAINING	EST. COST PER TRAINEE	TRAINEE	PRIORITY LEVEL
Banner 8/9/XE - Introduction to Banner 8/9/XE (Technical)	$ 4,100.00	GD	LOW
Banner 8/9/XE API Creation and Architecture	$ 5,040.00	KB CS	LOW
Banner 8/9/XE Security FGAC - Fine Grain Access	$ 5,500.00	GD	LOW
Banner 8/9/XE Value Base Security in Banner 8/9/XE 8/9	$ 4,100.00	GD	HIGH
CISCO Firewall Training	$ 5,000.00	GD CC RR	HIGH
CISCO Router Training (CCNA)	$ 5,000.00	CC RR	HIGH
DELL Servers and VMWare Workshop			
DELL Servers and VMWare introduction			
DELL Servers and VMWare - mechanicals and architecture			
DELL Servers and VMWare blade server technology			
DELL Servers and VMWare - management module			
DELL Servers and VMWare - Ethernet connectivity and options			
DELL Servers and VMWare - storage connectivity and options			
Blade management with DELL Servers and VMWare installation considerations and troubleshooting	$ 7,100.00	CC RR KB	MEDIUM
DELL Tape Drive/Backup/Storage/Restore software training	$ 5,000.00	KB CC RR	MEDIUM
DELL Storage Hands-On Workshop - Introductions, objectives, and agenda			
Fiber Channel, Equallogic, iSCSI overview			
Product and architecture overview			
SAN Storage basic troubleshooting	$ 5,000.00	KB CC RR	MEDIUM
intellicheck eVisions / FormFusion	$ 2,000.00	CS GD	MEDIUM
ITBMC - Information Technology Business Manager Certification	$ 9,000.00	FC	LOW
JAVA	$ 1,400.00	"NEW HIRE"	HIGH
Luminis -- Generic Connector Framework	$ 2,500.00	"NEW HIRE" CS	MEDIUM
Luminis -- Introduction to SDK	$ 2,500.00	"NEW HIRE" CS	HIGH
Luminis -- SDK submodule-Generic Connector Framework	$ 8,000.00	"NEW HIRE" CS	MEDIUM
Luminis -- System Administration	$ 2,500.00	"NEW HIRE" CS	HIGH
Luminis -- Training 101 and INTRO TO SDK2"	$ 5,000.00	"NEW HIRE" CS	HIGH
Luminis -- Web Tailor	$ 5,000.00	"NEW HIRE"	HIGH
Luminis -- XML	$ 5,000.00	"NEW HIRE"	MEDIUM
Luminis -- LifeRay	$ 5,000.00	"NEW HIRE"	HIGH
Luminis -- Google/External CMS Integration	$ 5,000.00	FC "NEW HIRE"	HIGH
Macintosh Support Technical Training	$ 5,000.00	JF BDL VDR MD	HIGH
Microsoft Certified Technology Specialist MCTS	$ 6,000.00	JF BDL VDR MD	HIGH
Microsoft Office Specialist	$ 2,500.00	JF BDL VDR MD	HIGH
Microsoft Windows 7/8 & Windows Server 2003/2008 Operations Training		JF BDL VDR MD	HIGH
Microsoft Windows 7/8 & Windows Server 2003/2008 Operations & Systems Training	$ 13,000.00	KB CS	HIGH
Oracle Discoverer, COGNOS, EDW	$ 32,000.00	CS KB	HIGH
Oracle University - Oracle Training - OCA	$ 9,000.00	CS KB	HIGH
Oracle University - Oracle Training - OCM	$ 9,000.00	CS KB	HIGH
Oracle University - Oracle Training - OCP	$ 9,000.00	CS KB	HIGH
Red Hat DNS Server	$ 3,000.00	"NEW HIRE" FC	MEDIUM
Red Hat Linux (RHCT/RHCE)	$ 11,000.00	"NEW HIRE" FC	HIGH
SEVIS (Technical/System Compliance for Registrar)	$ 5,000.00	FC	LOW
SolarWinds Software Suite	$ 10,000.00	CC RR	HIGH
SQL	$ 2,000.00	CS KB	LOW
ELLUCIAN - Oracle OAS (Self Service Product)	$ 6,480.00	CS KB	HIGH
ELLUCIAN - Oracle Advanced PL/SQL and Database Objects	$ 1,500.00	CS KB	HIGH
ELLUCIAN - Oracle Backup and Recovery Strategies	$ 5,040.00	CS KB	HIGH

TRAINING	EST. COST PER TRAINEE	TRAINEE	PRIORITY LEVEL
ELLUCIAN - Oracle Database Administration (Advanced)	$ 7,920.00	CS KB	HIGH
ELLUCIAN - Oracle Database Administration (Beginning)	$ 5,200.00	CS KB	HIGH
ELLUCIAN - Oracle Database Administration (Intermediate)	$ 7,920.00	CS KB	HIGH
ELLUCIAN - Oracle DBA Survival Tips and Tricks	$ 5,040.00	CS KB	HIGH
ELLUCIAN - Oracle Forms	$ 5,300.00	CS KB	HIGH
ELLUCIAN - Oracle Fusion Middleware/ WebLogic	$ 5,310.00	CS KB	HIGH
ELLUCIAN - Oracle Intro to Object Access Technical	$ 5,300.00	CS KB	HIGH
ELLUCIAN - Pro*C and Pro*C Template Programming	$ 6,480.00	CS KB	HIGH
ELLUCIAN - Summits	$ 4,000.00	FC KB CS	LOW
Symantec Backup/Recovery Training (KB)	$ 5,000.00	KB	HIGH
LDAP / BEIS / CAS Authentication & Security Training	$ 10,000.00	GD CC FC	HIGH
ORACLE LINUX	$ 3,000.00	KB CS "NEW HIRE"	HIGH
LINUX Systems Administration	$ 3,000.00	KB CS "NEW HIRE"	HIGH
ORACLE Grid Control	$ 5,000.00	KB CS FC	HIGH
		"NEW HIRE" = Computer Systems Analyst I	
		KB = Ken Bautista	
		CS = Cathy Solidum	
		GD = Gerry Dacanay	
		CC = Chris Camacho	
		RR = Richard Reyes	
		JF = Jeff Fabro	
		BDL = Benny De Leon	
		VDR = Victor De Roca	
		MD = Margaret David	
		FC = Frank Camacho	

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Kulehon Kumunidåt Guåhan
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MEMORANDUM

TO: GCC Campus Community

FROM: Dr. Mary A.Y. Okada
            President

            Dr. R. Ray D. Somera
            Vice President for Academic Affairs

SUBJECT: Institutional Priorities for AY2014-2015 Professional Development

DATE: September 10, 2014

Similar to last year, the attached list identifies two categories of institutional priorities that should serve to guide all professional development activities at the college, regardless of funding source. As the campus gears up for a comprehensive and unified professional development plan for faculty this academic year, including the ongoing implementation of Job Specs and the possible pilot of a Distance Education Plan, institutional needs should be given paramount importance in funding decisions.

As these institutional priorities reflect, they aim to "ensure that funds awarded for faculty professional development activities support the college and its institutional strategic master plan: (BOT-GCC Faculty Union Agreement, 2010-2016, Article IX, p. 38). Moreover, these institutional priorities will also apply to the Staff/Administrators Professional Development Committee when it comes to funding decisions. Applications for the other professional development activities, even when no college funding is involved, should likewise consider this institutional priority list.

This list will be revisited before the end of the academic year, with the view that its coverage period thereafter should also be consistent with the Institutional Strategic Plan (2014-2020) for purposes of accreditation monitoring and evidence.

Please be guided accordingly.
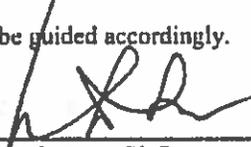
R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs

9/10/14
Date
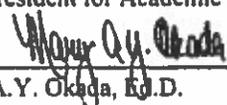
Mary A.Y. Okada, Ed.D.
President

9.12.2014
Date

INSTITUTIONAL PRIORITIES
By Topical Category

ORGANIZATIONAL PRIORITIES
1. Compliance with federal/local/contractual requirements (e.g. , grants, programs, contract, etc.)
2. Diversification of funding sources and implementation of financial stabilization strategies
3. Extending workforce development through community partnerships
4. Improving delivery of services to students
5. Modernization of classrooms, instructional technology, and facilities
6. Professional career planning, leading to upward mobility program for employees (through professional development, credentialing, and morale building)
7. Internationalization efforts
8. Succession planning
9. Sustainability and "greening" of the campus (i.e., using renewable energy/alternative energy sources)

ACADEMIC PRIORITIES
1. Accreditation – Student Learning Outcomes (SLOs), program review, linking institutional planning to budget, curriculum revision
2. Career and technical workforce development, to include Advisory Committees
3. Communicating career pathways, career clusters, and career and educational plans
4. Course and program level assessment, General Education, Institutional Learning Outcomes (ILOs)
5. Curriculum and program expansion in career and technical education fields
6. Enrichment in one's content area, or improving staff or faculty competencies as related to their work (i.e. licensing, credentialing, and certification)
7. "Greening" of the curriculum
8. Linking secondary and postsecondary programs
9. Science, Technology, Engineering, Mathematics (STEM) – related activities
10. Student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation

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Staff/Administrator Development Program

Buenas yan Hafa Adai Staff & Administrators,

Please welcome our new and returning Staff/Administrator Development Program Committee members::

Marlena Montague, Chairperson
Pascual Artero, II
Marilyn Concepcion, Secretary
Barbara (Bobbie) Leon Guerrero
Joann Muna, SPHR

The committee is now accepting applications beginning October 31, 2014. Permanent Staff and Administrators interested in applying for the Staff/Administrator Development Program must submit their completed application no later than 4pm, November 14, 2014 to the HR Office.

For timely process of application, please provide estimated costs, dates, times and location of training. If this information is not provided, the application will be returned.

Applications submitted after the deadline will not be entertained.

Application and Program Information may be found on MyGCC, Employee Services Tab.

NOTE: Employees under the Staff/Administrator Development Program *are required to submit a Close Out Report, grades and/or Certificate of Completion to the HR Office ten (10) days after completing courses or training taken from previously approved semester(s).* Failure to do so, will affect employee's future eligibility under the Staff/Administrator Development Program.

Staff/Administrator Development Program Committee

Sent By: PIO, GCC
Delivery Date: Friday October 31, 2014 8:00 PM
Expiration Date: Sunday November 16, 2014 1:24 PM

Done

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TO: Deans, Associate Deans, Department Chairs, PDRC members, and all TSS and TPS Faculty

FROM: Dr. R. Ray D. Somera
Vice President for Academic Affairs

SUBJECT: Development of a Comprehensive Professional Development Plan for Faculty

DATE: August 29, 2014

Faculty professional development is an institutional responsibility, hence, this memo is about the big picture of faculty professional development at GCC. In light of the new Job Specs and faculty needs as revealed in the IDEA Survey, there is an urgent need to conceptualize and develop an institutional, comprehensive, and unified professional development plan for faculty that will include multi-faceted activities like mentorship, webinars, brown bag seminars, conference attendance, resource speakers, and other enrichment activities that can be done by faculty both online and offline.

I have tasked Dr. Liz Diego, TPS Associate Dean, to lead this initiative. She will do the initial review of literature, research and modeling from other community colleges in conceptualizing the establishment of a Center for Learning and Teaching (CTL) on campus. She will explore building a dedicated website for professional development activities that can be monitored and tracked for evidence purposes that will be useful for faculty evaluation. She will seek the input from the Deans, Associate Deans, PDRC members, Department Chairs (DCs), and other stakeholders on campus as she puts together a comprehensive plan, including the piloting of several activities for faculty within this academic year.

For fall semester 2014, I have directed the Deans to assist their DCs in developing a department-based professional development plan that is linked to faculty educational plans within their departments. I would expect to see this plan on my desk on or before the end of the fall semester. Please be guided accordingly.

Towards the end of the academic year (sometime around February 2015), Dr. Diego will submit to me a Comprehensive Professional Development Plan for Faculty that has benefitted from feedback of the entire college community.

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Guam Community College: Market Assessment and Needs Analysis

May 5th, 2013

Table of Contents

Introduction

As Guam Community College (GCC) continues to expand its sphere of influence and provide high quality education and career training for its students, the college seeks additional ways in which it can support the needs of both local Guam based students and Micronesian students at large. As part of this process, the college has embarked on an analysis of its Distance Education needs by engaging Ellucian consultants. During the week of February 10th – 14th, Dr. Christine Martey-Ochola and Martin LaGrow from Ellucian visited the GCC campus in Mangilao and through the coordinated efforts of Wesley Gima (GCC) met with students, faculty and staff members as part of the assessment process. Through these meetings, it was determined that although the college has already offered a few distance education courses, a thorough market analysis and needs assessment was not utilized to drive the development of online course offerings.

This document outlines the findings from both onsite and off-site assessments, and specifically addresses the market needs, GCC's recruitment, marketing and retention management processes, student needs and the current status of distance education in Micronesia. In addition, a summary of recommendations are included, which if considered and implemented, would enable the college to gauge what programs to offer and which target markets to consider.

Postsecondary Online Programs

For at least the past decade, enrollment growth in higher education has been concentrated in the online market. The Sloan Consortium (http://sloanconsortium.org) has been tracking the growth of online delivery within higher education since 2002 via a comprehensive annual survey. The Consortium's most recent report notes that the 10% percent growth rate for online enrollments far exceeds the 2% percent growth rate for the overall higher education student population.[1] The difference between the growth rate in the online market and the overall higher education market makes it clear that any institution of higher education with enrollment growth as part of its strategic agenda cannot afford to ignore the online market.

Gender Differences in Educational Attainment

Educational attainment data published by the U.S. Census Bureau indicates that women continue to outpace men with respect to college degree attainment.[2] Among the employed population 25 and older, 37 percent of women had attained a bachelor's degree or more as of 2010, compared with 35 percent of men.[3] Furthermore, among the population 25 to 29, 36 percent of women had a bachelor's degree or more, compared with 28 percent of men.[4]

The same trend holds true when analyzing degrees conferred in the United States. For 2008-09, the most recent year for which U.S. Department of Education data are available, women earned 62.1 percent of all Associate's degrees; 57.2 percent of all Bachelor's degrees; 60.4 percent of all Master's degrees; and 52.3 percent of all Doctoral degrees awarded in the U.S.[5] Numerous studies have documented that women are more likely than men to enroll in online courses and programs as well.[6] [7]

Postsecondary institutions implement online learning programs for numerous reasons including: to increase student access to courses and programs via the asynchronous and remote access online delivery provides; to reach students who have scheduling and/or transportation barriers to face-to-face

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[1] Allen, I. Elaine, and Jeff Seaman. Going the Distance: Online Education in the United States, 2011. The Sloan Consortium (Sloan-C), Babson Survey Research Group, Nov 2011. Web. 21 Jan 2012.
<http://sloanconsortium.org/publications/survey/going_distance_2011>.

[2] U.S. Census Bureau. "More Working Women Than Men Have College Degrees, Census Bureau Reports." Published April 26, 2011. http://www.census.gov/newsroom/releases/archives/education/cb11-72.html Retrieved 012112.

[3] Ibid.

[4] Ibid.

[5] U.S. Department of Education, National Center for Education Statistics. (2011). The Condition of Education 2011 (NCES 2011-033), Table A-26-2. Retrieved 020112 http://nces.ed.gov/fastfacts/display.asp?id=72

[6] Primary Research Group. The Survey of Distance Learning Programs in Higher Education, 2007-2008 Edition.

[7] Rooney, Jill. "Cracking the Glass Screen: Gender and Online Higher Education." The Open Academic. Onlinecolleges.net, 27 Dec 2011. Web. 21 Jan 2012. <http://www.onlinecolleges.net/2011/12/27/cracking-glass-screen-gender-online-higher-education-2/>.

learning; to expand the institution's enrollment reach and to decrease the costs associated with brick and mortar delivery/increase efficiencies.

William H. Graves, Ph.D., a co-founding Board member of the National Center for Academic Transformation (www.theNCAT.org) and Senior Vice President for Academic Strategy with Ellucian, shared the following perspective on the value of technology-enabled learning for postsecondary institutions:

> The National Center for Academic Transformation (www.theNCAT.org) is the best source for proving via multiple examples that IT-enabled learning can improve learning outcomes while simultaneously reducing per-enrollment costs. When applied to the top 20-30 highest enrollment courses (each course section counted as part of one course), the IT-enabled course redesign strategy can measurably improve learning outcomes and reduce per enrollment costs by 40%, on average. In a community college, the top 20-30 highest-enrollment courses account for approximately 50% of all enrollments, while overall direct instructional costs amount to about 50% of all annual operating costs. The math (40% x 50% x 50% = 10%) then reveals possible annual cost offsets (or savings) of approximately 10% of annual operating costs.

> ... these results have been proven several times over during the past 10-15 years. There are five or so models for redesigning these courses, and effectiveness is amplified when applied in common across a state system or a multi-campus district. These models are explained on the NCAT website, and plenty of case-study examples are available there.

> When we think about virtual campus offerings, [therefore] we should think not only about entire degree programs, but also and always about this cluster of the highest-enrollment courses – because these intro and basic-skill courses are the same everywhere and are also the gatekeeper courses on which retention and graduation rates depend so strongly. These courses are also often over-enrolled and therefore unavailable to the student who needs a few such courses to satisfy the requirements of her degree program to graduate on time.[8]

What can GCC offer the Postsecondary Market

Guam Community College (GCC) is seeking guidance in selecting programs for online delivery. Some of the factors that GCC offers include;

  a) Good accreditation status in Micronesia - The college is an advisor to colleges that belong to the Pacific Post-Secondary Education Council, through which it is able to share best practices with peer institutions (pacificpec.org)
  b) Affordable tuition
  c) The existence of adult education programs offered at the college
  d) career-based programs that offer students sound employment opportunities
  e) Institutional infrastructure that is stronger than its community college peers in the Micronesian region
  f) Low faculty turnover – As a result, investment in programs that are built for distance learning may be able to exhibit longevity for as long as the program remains relevant to market needs
  g) Strong industry partnership - Local businesses are advisors to the college departments in determining program viability
  h) Program funding through grants – the college has a strong grants organization that has supported the spearheading of several student success initiatives.

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[8] Per William H. Graves, Ph.D., Senior Vice President for Academic Strategy, Ellucian Higher Education, e-mail correspondence, 072311.

Guam Community College – Current Status

Current Course Offerings

GCC is offering a few courses using hybrid, distance or web-enabled learning. *Creating an Online Environment Using Moodle* and *Creating Online Communities* are courses at GCC in the Information Technology department. The Education department has also offered *CD221 Child Growth and Development* and *ED220 Human Growth and Development* fully online; however, the students come to the college to enroll in the courses. In addition, *ED270 Behavior Management* has run in Moodle as a hybrid course. Computer science as well as business and technology have run web enhanced courses.

Current Institutional Interest

The college has not outlined which programs they would like to run for full DE offerings; however, the English Department, Social Studies, Education and Math have indicated interest in offering DE courses. This information was obtained following meetings with faculty members or department chairs of the respective academic areas. Additional information was provided by Academic Affairs. Continuing Education also discussed a health certification process that may lend itself well in a DE environment.

The selection of courses mentioned above was not driven by market research, nor based on data obtained from students seeking online courses in these fields. The college will need to run an analysis on the need for all selected courses prior to developing the courses for an online offering. Factors to consider while seeking to develop new online courses or expand existing courses would be:
   a. Student need for online courses in these fields.
   b. Lack of institutional capacity to offer more traditional face to face courses therefore driving the need for online courses.
   c. Need for specific courses by non GCC students who have been unable to enroll in courses because the current offered sections are full.

Recruitment and Marketing

Guam Community College has a modern website that has a clean background, one-click access to a prospective student landing page and access to information that allows a student to determine what type of student they want to be. The **Apply now** page redirects the student to the admissions page, which has links to PDF documents that the student can download and use for application to the college. The main institutional landing page has a poll portal which allows the college to easily manage polls from both institutional constituents and site visitors. However, the dropdown menu bar that contains Academics, About GCC, Admissions, and other tabs is not convenient to use because it requires the user to hover their mouse over the given header so as to highlight the dropdown menu options which disappear upon cursor movement. This user experience can lead to difficulty in accessing information that is needed to convert a prospective student to an enrolled student. The undesirable effect of *frustration* and consequent migration to another institution that offers similar online programs/courses would not support performance indicators on student conversions, in the event that GCC established a conversion goal for prospective students as part of its performance dashboard.

The overall college website has a lot of information, but it sometimes requires multiple clicks to find pertinent information for a specific program. In order to find the actual courses for the Criminal Justice (CJ) certificate for example, a prospective/returning student would have to make four clicks in the following order; (1) Academics → (2) Social Science and Criminal Justice Department → (3) Certificate in Criminal Justice → and (4) Required Courses for Certificate. The second click provides social science courses but not the CJ courses, which require two additional clicks. A student looking for the social sciences course would therefore need to scroll beyond CJ links in order to access this information, which may create confusion or frustration[9].

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[9] Due to minimal student advising (sometimes related to student disinterest or low access to advisors), a student seeking social science courses for example may select a criminal justice course and extend their length of study, due to unwarranted course selections resulting from insufficient guidance from advisors or counselors.

The website was updated in the past three years by a third party web developer who will be revising the website in the coming year and addressing search engine optimization. Currently, the website is managed by the Assistant Director of Communications and Promotions, with periodic support from MIS or students. Several departments within the college also have access to content updates. Additional web analytics is supported through the admissions office by the registrar.

Programs and Courses

Currently, the college does not have a marketing strategy that is consistent for all programs. Each department is responsible for both marketing and recruitment efforts. The college requires each department to generate recruiting and marketing materials, manage fulfillment of requests that come directly to the department, with a final expectation that prospective students will be redirected to the application portal.

The Office of Communications and Promotions (OCP) assists each program with requested marketing efforts; however some programs are marketed more than others. Usually the Assistant Director of Communications & Promotions makes requests for marketing and program updates from the departments, so that they can showcase their successes, or provide changes on their specific programmatic landing pages or the main website. The director sometimes has work-study students support marketing efforts through graphic design and other auxiliary functions.

Students

The students at GCC have indicated an interest in online courses and would probably be the first to enroll in online courses. It is critical for the college to create programs that will not cannibalize the current student body and strategically select courses for online delivery that will be marketable to the greater Guam and Micronesian community. The matter of minimizing in-seat enrollment to online enrollment was discussed with the taskforce, and it was recommended that as the college continues to determine DE offerings it takes into consideration the current institutional needs of maintaining in-seat students and supporting faculty who prefer to teach online. In a recent poll run by OCP on the GCC website, a total of 293 students responded to a poll asking if they would take online classes and why. Of these respondents, 82.59% mentioned that they would take online courses due to the need for flexibility in scheduling, 11.95% indicated the desire for online courses due to transportation issues, while 5.46% indicated lack of interest in online courses (survey on GCC website, March 2014).

Recommendations: Marketing and Recruitment

1. Optimize GCC website navigation. Review current website navigation and run a survey with current and prospective students. GCC may want to review web navigation for prospective students and what information will convert online prospective students to enrolled students. Also, an assessment of website Google analytics may lead to more clarity on what information to retain and what to migrate out of the website to allow for better user experiences and faster page loading times.
2. Provide easily accessible DE landing page. The college may also want to create a distance learning programs/courses "landing page" that is easily accessible. Currently, the online courses are found in the continuing education section of the "Majors/Programs" tab (http://www.guamcc.edu/Runtime/onlinecourses.aspx).
3. Add link to application portal on college website. In order to support fully online students, the college website "Apply Now" function would need to be configured to take the student to the actual application portal within Banner, rather than to the PDF documents that describe what is needed to apply. This information is important and can be included as "Documents needed and Steps to take prior to applying for a GCC online program/course."
4. Provision of consistent GCC marketing collateral for programs. If online programs will be marketed directly at the departmental level, then institutional approved marketing and fulfillment resources would need to be provided to the departments to ensure consistency in outreach efforts.
5. Develop a review process for departmental marketing efforts to ensure that all departments are meeting Key Performance Indicators that govern successful recruitment, fulfillment and

conversion of prospective students to enrolled GCC students. Periodic meetings with the department representatives responsible for marketing efforts are recommended. These meetings, if coordinated by the office of communications and promotions, will support synergistic marketing and recruitment efforts across the institution. This process would entail a review of marketing personnel and may require additional hire (dependent on scope of DE programs)

Employment

Employment projection data from the U.S. Department of Labor indicates that the services-providing sector of the Guam's economy will continue to dominate the employment picture in the U.S. for some time to come. Of the 20 industries gaining the most jobs, seven are in the health care and social assistance sector, and five are in the professional and business services sector[10]. The health care and social assistance sector is projected to gain the most jobs (5.6 million), followed by professional and business services (3.8 million), and construction (1.8 million)[11]. In addition to identifying the largest industries in the U.S. with respect to total employment numbers, the Bureau of Labor Statistics (BLS) has also identified the fastest-growing industries in terms of employment.

Note: Industry sectors which appear strongest are "Health care and social assistance" and "Professional and business services". Office and Administrative Support is at the top of Guam's major occupational areas, while Food Preparation, Construction and Management Occupations as well as Education closely follow in hiring status. See Table 1.

Table 1: 20 Major Occupations Based on Highest Levels of Jobs Available in Guam

	Annual Jobs	Jobs /1000
Office and Administrative Support Occupations	10,890	33,650
Food Preparation and Serving Related Occupations	6,430	19,010
Construction and Extraction Occupations*	5,370	30,800
Management Occupations*	5,300	74,590
Education, Training, and Library Occupations	4,290	*
Sales and Related Occupations	4,270	23,340
Transportation and Material Moving Occupations	3,470	31,830
Installation, Maintenance, and Repair Occupations	3,430	37,450
Building and Grounds Cleaning and Maintenance Occupations	3,110	19,440
Protective Service Occupations	2,710	43,050
Business and Financial Operations Occupations	2,400	61,990
General and Operations Managers	2,000	70,090
Production Occupations	1,720	35,940

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[10] Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk, Employment projections for major industries, 2010–20 on the Internet at http://www.bls.gov/opub/ted/2012/ted_20120202.htm (visited February 11, 2013)

[11] Ibid

Healthcare Practitioners and Technical Occupations	1,710	63,010
Cashiers	1,710	19,380
Personal Care and Service Occupations	1,660	22,760
Waiters and Waitresses	1,610	18,790
Carpenters	1,450	30,240
Maintenance and Repair Workers, General	1,390	27,990
Retail Salespersons	1,360	23,350
Customer Service Representatives	1,340	25,940

Table 2: Highest Paying Occupations in Guam, By Annual Pay

	Jobs/1000	Annual Pay
Chief Executives	880	$115,760
Pharmacists	60	109,470
Cost Estimators	**	109,070
Architectural and Engineering Managers	40	106,360
Transportation, Storage, and Distribution Managers	70	99,870
Education Administrators, All Other*	220	95,860
Lawyers	120	94,090
Managers, All Other	60	92,730
Education Administrators, Postsecondary*	30	89,330
Electrical Engineers	90	88,590
Mechanical Engineers	30	82,300
Legal Occupations	320	81,060
Architects, Except Landscape and Naval	50	77,700
Financial Managers	270	76,630
Computer and Information Systems Managers	40	76,170
Management Occupations	5,300	74,590
Environmental Scientists and Specialists, Including Health	40	73,400
Compliance Officers	190	73,380

Civil Engineers	290	73,110
Architecture and Engineering Occupations	910	72,010
Purchasing Agents, Except Wholesale, Retail, and Farm Products	160	71,100

The nine (9) occupations highlighted in Table 1 above are highly correlated between this BLR chart for highest level of jobs available, the *Guam Short Term Occupational Projections*, and existing programs at Guam Community College.

Seven (7) of the top 20 high paying occupations highlighted above are not only part of the offerings at Guam Community College in the AA and AS degrees, but correlate highly to positive increases in job availability in the *Guam Short Term Occupational Projections* from the Bureau of Labor Statistics (BLS).

Table 3: Highest Levels of Jobs Available in Guam – Within Top 20

Job	Degrees and Certificates at GCC
Food Preparation and Serving Related Occupations	
Office and Administrative Support	AA and Certificate Programs
Education, Training and Library Occupations	AA, Certificate, and High School
Healthcare Practitioners and Technical Occupations	Certificate (Early Childhood)
Personal Care and Service Occupations	Certificate (Cosmetology)
Construction and Extract Occupations	Certificate (Construction
Installation, Repair and Maintenance Occupations	Technology)
Carpenters	
Maintenance and Repair Workers, General	
Architectural and Engineering Managers	AA
Education Administrators, Postsecondary + All Other	AA, Certificate, and High School CTE
Electrical Engineers	AA
Mechanical Engineers	AS (Automotive Technology)
Computer and Information Systems Managers	AA, Certificate, High School CTE
Environmental Scientists and Specialists, Inc. Health	AA, Certificate (Nursing-related)

Table 3 provides information that may support future institutional context and potential commitments to new programs and course. Current rises and declines in enrollments in existing programs may also help focus on future developments, and those data will assist faculty to work with their department chairs in deciding where to offer new courses and programs.

While the figures above may provide interesting information about best paying and highest level of jobs available it is also important to scan the *Guam Short Term Occupational Projections* (2012 – 2014) to assess how much and where high employment projections (Table 4) ride to assimilate and understand strategic directions for GCC to explore in the near future, especially if Distance Education opportunities will increase for current and future students.

Table 4: Occupational Titles in Guam With More Than 5% Rise in Employment

Titles	% Change	Average annual openings
Construction Managers	8.4%	8
Food Service Managers	4%	9
Medical and Health Services Managers	5.3%	2
Loan Officers	6%	3
Database Administrators, Network Systems and Data Communications Analysts	8.3 - 10.5%	43
Education (All types)	Up to 8.3%	
Environmental Engineering Technicians	21%	52
Healthcare Support, Home Aides and more	6%	27
Market Research Analysts	5.3%	2
Lifeguards, Ski Patrol, and Other Recreational Protective Service	8%	18
Food preparation, Serving and Related Occupations	~6%	1,058
Tourism Industry including personal care, guides, concierges, sales, hotel/motel resort desk clerks, travel agents	1 – 9%	253
Construction and trade workers of all kinds, helpers, and supervisors	4 – 19%	471
Guam Short Term Occupational Projections (2012 – 2014): http://bls.guam.gov/sites/default/files/attachments/Guam_Short-Term_Occ_Proj_2012-2014.pdf		

In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices from accrediting groups such as ACCJC/WASC require regular assessment and evaluation feedback from students as customers about their experiences, skills accumulation and success in meeting their stated goals within a reasonable period of time with current programs.

Regularly scheduled in class and online evaluations provide valuable lessons to the direction and overall success of the college program to keep learning thriving. An increased emphasis on Gainful employment, use of federal funds for online courses or programs that have not been accredited are beginning to take on more relevance with the US department of Education. As the college reviews programs and prepares for DE offerings, it will be important to see the voice of the potential student, but also have a clear understanding of current and future market trends.

Figure 1: Projected Change and Annual Growth Rate, Nonagricultural Sector-Guam

Bureau of Labor Statistics, U.S Department of Labor, The Editor's Desk, Employment projections for major industries, 2010–20 on the Internet at http://www.bls.gov/opub/ted/2012/ted_20120202.htm (visited February 11, 2013)

Projected change and annual growth rate, nonagricultural wage and salary employment, by major industry, 2010–2020

Source: U.S. Bureau of Labor Statistics

What are peer institutions doing?

As part of the market analysis, it is important for GCC to review which institutions offer distance education programs within its geographic region. Current research suggests that most students enroll in programs that are within a 100 mile radius of their institution[12]. At this time the institution that fit this model as a potential competitor for students on Guam is University of Guam (UoG) which offers online courses. Other colleges that can be considered are presented below (Table 5).

As indicated below, many of the colleges do not offer online programs; however, several offer ed2go courses similar to GCC as an added benefit for workforce development students. GCC's continuing education team indicated that there is minimal enrollment in the courses offered through Ed2go[13] once the students realize that the courses do not offer credit. Other institutions such as Northern Marianas College also offer online courses; however, the infrastructure is unstable and socioeconomic factors make it difficult for students to take advantage of the opportunities provided by the college to online students. The College of Micronesia, whose students are eligible for Pell Grants, is of particular interest because students from the Federal States of Micronesia (FSM) attend GCC[14]. At this time, the College of Micronesia has not successfully implemented distance learning; however, if they develop their infrastructure, they would be an institution to consider as a competitor.

Transfer Articulation Partnerships.
As GCC considers DE and develops and strengthens its articulation agreements with transfer partners, it will be beneficial for the college to review the online courses it offers and determine if they transfer to their partner colleges and also ensure that the transfer colleges do not offer robust online courses that are similar to GCC's. This level of oversight will support GCC's investment in DE and will also maintain the college's relevance in the DE market. Currently GCC has several transfer partners; University of Guam, Chaminade University of Honolulu University of Alaska - Fairbanks, DusitThani College, Kadan Automotive Technical Colleges, American Hospitality Academy Philippines, Bellevue University, University of Phoenix, University of Makati, Bellevue College.

Table 5: Online Courses/Programs at GCC Peer Institutions			
College	Online courses or programs?	Link to online program information	Additional Comments
Guam Community College	Yes	http://www.quamcc.edu/Runtime/online courses.aspx	A few courses have been offered by the Education department, and developed by GCC faculty members. College also offers Ed2Go, YouGotClass and JER online.
College of the Marshall Islands	No	N/A	Does not appear to have a DE or web-enhanced learning presence.
Northern Marianas College	Yes	http://www.nmcnet.edu/media/ed2go nmc_flyer_2012.pdf	Ed2Go and Gatline Education provide vendor online courses. These courses are not developed by the college.

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[12] "Mobility rates are another important factor for traditional-age student strategic enrollment planning. Unfortunately, for target populations located more than 100 miles from campus, the fact that more than 50 percent of first-year students choose a college within 100 miles of home,8 may lead to disappointing out-of-state recruitment efforts." *Noel Levitz report on 2014-24 Projections of High School Graduates by State and Race/Ethnicity, Based Primarily on Data From WICHE*

[13] Data review from GCC course enrollment data - Academic Affairs

[14] DE is mentioned in the 2013-2017 strategic plan for College of Micronesia – FSM

Table 5: Online Courses/Programs at GCC Peer Institutions			
College	Online courses or programs?	Link to online program information	Additional Comments
College of Micronesia (FSM)	Yes	http://www.comfsm.fm/?q=search/node/online%20courses	Offers 4 accounting courses online Strategic plan mentions the need to explore distance learning opportunities in association with "emphasize academic offerings in service to national needs. The associated goal: Strategic Plan Goal 2.1: Increase the number of 4 year program opportunities.
Hawaii Community College	No	http://www.hawaii.edu/dl/programs	The online course/program tab redirects students to University of Hawaii. The college does not offer its own distance courses.
University of Guam	Yes	http://www.uog.edu/search/node/online%20courses http://campus.uogdistance.com/course/search.php?search=online http://campus.uogdistance.com	Offers courses in English, Business, Art, Education, Various Adult Education courses. They also provide some online readiness course(s) for both faculty and students.
Institutional information was obtained from the respective institutional websites and IPEDS data where relevant.			

Conclusion

Guam CC is in a prime position to become a leader in providing its target population with online courses and programs that have been developed with student success in mind. The limited number of peer colleges and universities that offer robust online programs would allow GCC to differentiate quite effectively in this pacific marketplace, furthermore GCC has a good accreditation standing, in addition to a competitive tuition rate. Several students select GCC as their institution of choice because of cost differentials. As presented in the table 6, amongst colleges in the Pacific islands, its tuition & fees are by far the lowest for resident students, followed by College of Micronesia. University of Phoenix and College of Micronesia both offer online courses and have a standard tuition rate for all students irrespective of their geographical location. Please note that the tuition and fees presented were from the 2012-2013 school year and may be variant at this time. The data indicates that GCC would remain relevant in the marketplace and could definitely differentiate on price if the tuition and fee structure were to remain the same or relatively similar for the online courses.

In order to attract students from FSM to attend GCC, the $450 tuition & fee difference would have to be made compelling for the student. Although this difference may seem like a barrier, the FSM student would be able to remain at home and minimize expenses on room and board. A student from FSM would be spending about $145/month[15] on internet access but that is still relatively minimal when compared to room and board for a whole semester, in addition to costs incurred for travel.

Table 6: Tuition and Fees Across Peer Institutions

Institution	Tuition& Fees ($) (Full time students)	
	Resident	Non-Resident
Guam Community College	3120	4320
University of Guam	5058	14058
College of Marshall Islands	4370	4370
College of Micronesia	3891	3891
University of Phoenix	4608	4608
Tuition information was obtained from institutional websites, and may vary from actual tuition rates scheduled for Fall '14		

Who is looking for information on GCC's website?

In reviewing potential territories for DE delivery a snapshot of the latest traffic to the college website was provided by the Office of Communications and Promotions. As indicated below (Table 7), residents on Guam are the largest group of website visitors, followed by the US main land. The Micronesian islands fall under the purview of the college mission, but Northern Mariana Islands and Micronesia have minimal traffic volume, albeit they exhibit the highest number of pages viewed per visit and the longest average duration per visit.

Table 7: GCC Website traffic – Location data (Feb '14 data)

Country/Territory	Visits	% New visits	Pages per Visit	Avg. Visit Duration (min)
Guam	59432	35.66	1.68	2.45
United States	1717	58.3	2.81	2.54
Philippines	117	63.25	2.04	2.47
Japan	88	76.14	3.3	2.59
Northern Mariana Islands	82	65.85	4.15	6.16
Federal States of Micronesia (FSM)	28	42.88	4.5	5.56
GCC - WSI Location report 1/28/14 to 2/27/14				

Guam has a population of 182,111 (2013), while FSM has an aggregate population of 103,395 (2012) and the Northern Mariana Islands was estimated to have a population of 51,170 in 2013. Although the combined population of FSM and Northern Mariana Islands is a little less than Guam's[16], there is a significant gap in GDP, infrastructure and access to resources.

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[15] Information obtained from the Federated States of Micronesia Telecommunications Corporation.
http://www.telecom.fm/internet.htm

[16] US Census Data http://www.census.gov/#

Cost efficient, stable and easily accessible internet is critical for DE students. Following extensive review, it was determined that internet access in FSM is expensive and limited. FSM telecommunications corporation (FMCTC) charges 8 cents per mb (either received or sent). Dial up rates through FMCTC are at about $149.95 for 15 users for a total of 120 hours of dial up access. A full time online student would probably use all of those hours in a single month to support their course work when coupled with recreational browsing. Some cheaper dial options are $19.95 per user for 10 hours of dial-up access, however the students would encounter significant difficulties downloading course content (especially audio-visual) and would still incur about $150 in order to successfully participate in the online environment. Dial-up speeds are slow, and may account for the longer average minutes per visit noted on the website from FSM browsers. Although the college is very interested in providing access to FSM, it seems there may be both infrastructure and financial barriers for student populations from the islands at this time. Based on the large Philippine and Japanese communities on Guam, it may be worthwhile to determine if these are plausible markets for specific programs offered by the college.

Note: Additional website analytics to determine what pages are most visited and specific programs being sought would be a good starting point for the college to determine whether the web traffic can indicate interest in current institutional programs.

Market Differential

To differentiate an educational program in the online market place, students seek *value add* qualities. An example of a *value add* quality is an external validation of a student's competency through accreditation or certification. With the increase of student engagement in online learning and a ripe employment market, it is Ellucian's recommendation that GCC discuss and strategize around loosely categorized new programs in areas shown above that demonstrate considerable increase in hiring, wages or availability of jobs for focus areas within Guam. New programs will minimize cannibalization of current students and will increase the prospective pool of students.

1. In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices require regular feedback from students as customers in their experiences with DE programs and courses. Regular review of survey data designed to identify improvement, success and further work in DE is necessary. Preliminary results from the following surveys will enable the college to determine its current readiness to enter the DE market.
    a. Online student readiness -- This survey explores student expectations of online classrooms, technology preparedness, study skills and habits, access to computers and knowledge of common software. Students receive immediate feedback upon completion of the survey, and the college ensures that each student is provided with both thoughtful responses about their intrinsic knowledge of technology, study habits and organization, learning style, and directions on how to increase their abilities to follow focused directions and attention to detail. Students then decide whether or not to wait to take an online class while they improve one or two skills needed to be successful.
    b. Faculty self-evaluation of online teaching readiness. In this case, faculty complete a survey that measures online teaching philosophy, DE awareness, DE expectations and overall online skills and preparedness. As a result, faculty often receive additional training for improvements in managing their online classroom.

    Taken together, an assessment of institutional faculty and students in addition to prospective faculty and students will provide the college with a clear perspective on student and faculty needs and gaps. The investment in creating a culture of online learning would then be assessed relative to the benefit obtained from developing online programs, and a Return-On-Investment determined -- insufficient student and faculty readiness have been shown to cripple online programs.

2. Also worthy of review is the development of higher level courses that meet the needs of rising graduates and the Guam workforce. Students that see extended time to completion while awaiting

200 level courses would have their needs met, in addition to providing an avenue for the local workforce to enroll in courses offered by the college, but at their own time.

3. There are about 18,000 potential adult education students on Guam. Diploma readiness courses that are flexible but interactive may be appealing to this demographic on Guam, however a clear needs and technology capability assessment would be required to determine whether who would be best suited for DE at GCC.

4. Lastly, research has shown that most online students prefer to enroll in a program that is within a 100 mile radius of their home. The college attracts close to 500 students/year/high school in dual enrollment and college readiness programs. There are five high schools directly affiliated with GCC, suggesting that there are anywhere from 2,000 – 2,400 students directly impacted by GCC culture on an annual basis. It was noted that there is an attrition rate of about 50% from 10th → 11th grade and an additional 50% attrition from 11th- 12th grade. These students are already primed for a college experience when they first engage with GCC in 9th grade and would be a ready market for online courses that meet their needs. A survey of these students interest in DE would be beneficial in determining whether GCC has an opportunity to cater their needs since they already see the value of a GCC education. This mitigates risk involved in seeking students that are greater than 100 miles away from the college.

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Guam Community College: Distance Education Capabilities Assessment

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Introduction

Guam Community College (GCC) continues to strive to meets its mission in providing high quality, student-centered education and job training for students of Micronesia. As part of this process, the college has embarked on an analysis of its Distance Education (DE) capabilities by engaging Ellucian consultants. During the week of February 10th – 14th, Dr. Christine Martey-Ochola and Mr. Martin LaGrow from Ellucian visited the GCC campus in Mangilao and, through the coordination efforts of Wesley Gima (GCC), met with students, faculty and staff members as part of the assessment process. Although the college has already offered a few distance education courses, there are opportunities to strengthen the development, management and delivery of distance education offerings from GCC.

Through a grant from the US Department of Education, the Education Department developed DE courses; however, the support services that play a key role in ensuring good online student experiences were not addressed by the grant. Furthermore, institutional technical and helpdesk support was not made available to these students. The online courses neither met Quality Matters standards nor best practices in instructor interactivity. Students were not equipped for online instruction through orientation and training. As a result, several learners did not have the knowledge of what it takes to be a successful online student. It was also mentioned that students were unable to distinguish the online courses from their regular courses during registration (courses were previously labeled as Friday courses), which caused several students to be enrolled in online courses without their full knowledge. This has since been rectified and the DE courses are now slotted under the schedule type online. Faculty from the Education department also mentioned that some students signed up for the online courses as a last resort because the traditional in-class courses were full, indicating that a thorough market analysis was not completed prior to development and delivery of these online courses.

This document outlines institutional assessment findings and specifically addresses the technological, management, training and student support service components currently available at the college. Also included in this summary is a review of the regional and national rules and regulations that guide DE. These policies and procedures have been reviewed and aligned with current GCC policies and procedures. Recommendations have been provided which, if implemented by the college, will strengthen DE development and management. A summary of recommendations on resources and capabilities has also been provided. If considered and implemented, these recommendations will enable GCC to offer accredited online programs that are competitive and meet market need.

Are GCC constituents interested in Distance Education?

Hundreds of higher education institutions offer online courses and programs. In most instances, the main driving force is a desire to increase enrollment. Although an increase in enrollment is a good reason to enter into this field, a deeper more fundamental desire to provide students a better learning experience, instructors a better teaching experience, and staff and administrators an efficient working experience makes the difference in the value that an institution derives from its DE activities.

Student access and success is a key decision driver at GCC. Tools and initiatives that can improve a student's access to college and success in their program of study are the main driving force for any change to the current system. Faculty members were concerned about students having insufficient face time with their peers and instructors, while students wondered about the effectiveness of distance learning and whether their faculty would be trained to teach online. Assessment was not far from the minds of most of the institutional leaders and staff members. Faculty members, department chairs and executive leadership asked questions on "*how the courses can be evaluated*" and "*how to ensure that the courses or programs meet accreditation standards*". A thorough review of the business processes gave staff a chance to start visualizing what it would take to give a DE student an experience comparable to that of a face-to-face learner.

Staff indicated that they have multiple manual processes which if automated or streamlined to meet the needs of DE students would support the whole student body. (These are discussed in further detail below). Faculty members were also responsive to the flexibility that DE courses would bring to their

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students, and indicated that there are some students who have delayed graduation because of course access. Faculty recommended the development of hybrid as well as online courses, because there was consensus in student behavior/culture and their desire to have an onsite experience even though they may want flexibility in taking certain courses online. Students indicated that they have taken some courses online at other institutions and are considering being fully online students upon graduation from GCC. An opportunity to have a DE experience while at GCC, but prior to transferring to other institutions, was also raised by students. Taken together, the students indicated an interest in taking DE courses at the college. They cited transportation and course scheduling as the main reasons they would like to take DE courses[1].

Summary of current status of DE at GCC

DE management, communication, marketing and business processes	
■ GCC is committed to meeting accreditation requirements, but it is unclear whether there is commitment to developing a robust distance education program / division.	■ Varied understanding of DE at the faculty member, student and staff level.
■ DE vulnerability due to partnership with 3rd party online course/program providers e.g. Ed2Go.	■ Faculty members were unclear about GCC's DE intentions.
■ There are memoranda of understanding / articulation agreements with institutions that may be potential DE competitors e.g. University of Phoenix.	■ Inconsistent adherence to current institutional policies.
	■ Inconsistent marketing plan for programs.
	■ Inconsistent recruitment plan for programs.
	■ No DE program(s) selection.
■ Banner capabilities are not optimized - Multiple manual processes in student management (admissions, registration, etc.)	■ Unclear rationale for selection of courses for pilot DE program.

Current DE status	
■ Insufficient technical knowledge and hardware resources to successfully host and support Moodle in-house.	■ No faculty member training for online instruction.
■ Lacking both front-end and back-end Moodle support.	■ Current online courses are not consistent in template, and are not ADA compliant nor fully online.
■ Insufficient policies and procedures to guide DE.	■ Inconsistent course development – lacking instructional development personnel.
■ Lack of oversight of current DE courses.	■ Inconsistent course evaluation.
	■ No online course evaluator training.

Other factors that impact DE	
■ Overloaded website – too much information in certain tabs.	■ Insufficient staffing to support full DE division.
■ Inconsistent adjunct faculty member onboarding process at the departmental level.	■ Less than optimal student services for fully online learners. No helpdesk or student/faculty tech support.
■ Inadequate student advising – long "Time to Completion" for students.	■ Faculty members are engaging with online tools that do not have onsite support.

Concerns that were raised about DE
The questions below were raised during the faculty, staff and student focus group sessions and were addressed as indicated below each bullet point (italics). It will be necessary for the college to continue

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[1] Data obtained from Poll data run on GCC website (February 2014)

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the dialog about DE to all constituents so that their questions and needs are addressed as the college seeks to implement DE.

- Was the college ready to invest in establishing a competitive DE program/initiative? *This is going to be determined by the college following the needs and capabilities assessment.*

- How would the quality of instruction be determined and would the online courses be evaluated differently? *Measures would be put in place, and processes established to evaluate the online classes and support faculty seeking to teach online so that they can be successful online instructors. (This is pending GCC's decision about whether or not to embark on DE).*

- Would the programs be developed to meet all accreditation standards including Quality Matters? *Any program developed for DE would have to meet ACCJC accreditation requirements and be built per Quality Matters (QM) standards at a minimum.*

- Stability of the learning management system *The college is still assessing Moodle and will come to a decision on which LMS to use and how extensive it will be in the college.*

- Would students still be able to access federal grants/loans to pay their tuition if they were in DE? *Yes.*

- Would students have some online training and orientation? *Yes.*

- Would faculty have a differential compensation system? *No, but models that other institutions have used include compensating a faculty member to build a master course. The course is then cloned for additional faculty members and is owned by the college.*

- Would there be required training for faculty? *Yes, for faculty who are going to teach online.*

- Would all faculty have to teach online? *No, only faculty who want to teach online will engage in this process.*

- Would there be technology support? *This is still under review. Support will be provided, but the extent to which it will be provided remains to be determined.*

- Would there be helpdesk support? *This is still under review. Support will be provided, but the extent to which it will be provided remains to be determined.*

- Would faculty get instructional design support? *This has not been determined, but would be the recommended solution, especially early in the development of DE courses and programs.*

- What impact would DE have on faculty teaching load? *It should not have any impact. The DE courses would be treated like any other course currently being offered at GCC.*

Federal and local rules/regulations/public laws on DE and recommendations for GCC

Investigation did not uncover any current local rules or regulations governing DE on Guam; however, it is required that all institutions offering distance learning adhere to Federal rules and regulations. Federal

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rules for DE have been taken into account by the ACCJC recommendations. Please see the document entitled *Federal Regulations and their Impact on Accreditation.*

The Distance Education and Training Council (DETC), which is a private non-profit accrediting agency provides accreditation for secondary and tertiary institutions, and works in concert with federal rules and regulations. University of Guam (UoG) has DETC accreditation and adheres to their rules and regulations. At this time, GCC has not sought DETC review (although ACCJC supersedes DETC) and may want to review DETC in order to meet the needs of GCC students who may seek to transfer UoG DE credits back to GCC. It was noted, during several sessions on campus, that many GCC students take courses at UoG and transfer them back to GCC as part of the degree completion process. As GCC looks to strengthen DE, it will be critical to look at the impact of DE courses on transfer articulation agreements. Information on the DETC and DETC accreditation can be found at http://www.detc.org

ACCJC rules on DE and recommendations for GCC.
This table was completed through reference to the ACCJC Distance Learning Manual, the ACCJC Evaluation Report, and GCC Policy-340.

Curriculum and Instruction	
ACCJC DE Rule	**GCC Recommendation**
Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded.	The College plans to use the same processes for the planning, approval, evaluation, and review of courses offered in the distance education mode as they do for face-to-face courses, certificates, and degrees. This may pose some difficulties as not all tools and policies apply equally to face-to-face and online courses.
A degree or certificate program delivered partially or entirely through electronic means is coherent and complete and results in learning outcomes comparable to those delivered through other means.	
Student experiences result in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty members and students and among students.	Currently, the College does not separate Distance Education data for success and retention. As Distance Education at the College grows, it is recommended that GCC enact this separation because online education differs from face-to-face education in audience, challenges, and opportunity.
Portions of courses delivered through electronic means adhere to the same principles of academic quality and integrity as courses delivered entirely through these means.	Because GCC does not separate online from face-to-face data, this is difficult to determine. Furthermore, there have been challenges in the implementation of the tool used to evaluate distance courses. To fully address this rule, it is recommended that GCC institute a reliable means to evaluate online and hybrid courses. Eventually, data for online and hybrid courses should be

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	evaluated separately from that for face-to-face courses.
The institution has an effective means of ensuring the integrity of the educational process in electronically delivered courses including assuring that the work submitted for credit by students is submitted by students actually enrolled in the course.	In a recent report entitled "Managing Online Education 2013: Practices in Ensuring Quality," WCET states that 79% of institutions surveyed have a policy on academic integrity for online learners; 41% use technologies to authenticate the identity of online learners (36% do not); and 40% identify proctoring sites for online learners at a distance. It is recommended that GCC build means for insuring learner integrity into their Distance Learning Plan and Policy.

Role and Mission

ACCJC DE Rule	**GCC Recommendation**
Delivery of courses and programs through electronic means is consistent with the institution's role and mission.	GCC has fulfilled this requirement. The mode of delivery allows the College to provide the "highest quality education" and address the needs of vocational students. Broad-based College-wide discussions have led to the adoption of Board Policy (BP) 340: Distance Education Policy. It is recommended that Policy-340 be reviewed, revised, and operationalized in either a faculty manual or a DE strategic plan.
Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives.	
Specific needs of students for whom electronically delivered courses are intended are identified and addressed.	

Learning Resources

ACCJC DE Rule	**GCC Recommendation**
Appropriate learning resources are available to students who take electronically delivered courses.	In the Evaluation Report complied after the March 19 -22nd site visit, ACCJC accreditors recommended that the College implement appropriate support services and procedures to deliver instruction online. These should be considered in the GCC Strategic Plan for Distance Learning.

Students and Student Services

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ACCJC DE Rule	GCC Recommendation
Students receive clear, complete, and timely information on the curriculum, course, and degree requirements, nature of faculty / student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.	In the Evaluation Report complied after the March 19 -22nd site visit, ACCJC accreditors recommended that the College implement appropriate support services and procedures to deliver instruction online. These should be considered in the GCC Strategic Plan for Distance Learning.
Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.	
Students have the background, knowledge, and technical skills needed to successfully use the technology involved in their course work.	It is recommended that GCC implement means for students to self-assess whether their background, knowledge, and technical skills are sufficient to embarking on Distance Learning. Requirements should be clearly stated in all marketing and catalogue materials.
Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available.	It is recommended that GCC develop these materials for online courses, certificates, and programs in accordance with a Marketing Plan

Commitment to Support	
ACCJC DE Rule	**GCC Recommendation**
The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree / certification.	GCC's Information Technology Strategic Plan states that GCC has adequate broadband for the current online courses, but expresses the need for a thorough assessment of technical resources if DE offerings are to grow. It is recommended that this assessment be considered in the DE planning and budgeting process.
The institution ensures that qualified faculty provide appropriate oversight of courses delivered electronically.	Board of Trustees Policy-340 makes accommodations for these rules; it is recommended that this policy be reviewed and operationalized in a faculty manual and/or strategic plan.
The institution gives appropriate consideration to the technical skills and needs of faculty	

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assigned to teach through electronic means.	
The faculty evaluation process provides a means to evaluate technical skills when appropriate.	
The institution provides faculty training and support services specifically related to teaching via electronic means.	

Evaluation and Assessment	
ACCJC DE Rule	**GCC Recommendation**
The institution evaluates the educational effectiveness of electronically delivered course work, including assessment of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data.	The GCC catalog lists the SLOs for 100 percent of the instructional programs. The Curriculum Mapping Booklet provides evidence that course SLOs are mapped to programs. The SLO mapping process connects course level SLOs to program SLOs and institutional learning outcomes. The College requires all regular semester, special project, or Continuing Education credited distance education courses and programs to be approved through the Curriculum Approval Substantive Change Process. It is recommended that AIER should evaluate the DE courses through an institutionally standardized evaluation procedure.
The institution provides for assessment of student achievement in each course and at completion of a program.	

The accrediting standards that apply specifically to Distance Education and are not duplicated by the ACCJC standards are listed below. As this is by no a means an exhaustive list of DETC standards, it is recommended the Distance Education Task Force review the complete standards document: http://www.detc.org/UploadedDocuments/DETC%20Accreditation%20Handbook/A.1.%20Accreditation%20Standards%2013.pdf

DETC Rule	**GCC Recommendation**
II. I. Curriculum Delivery: Online and/or written instructional materials are appropriately presented. Online materials fit the content and are delivered using readily available, reliable technology. Institutional prepared materials must be keyed to the reading competence of the students in the program and be legibly reproduced.	In its reference to the "appropriate technology," this statement alludes to the necessity of investigating, selecting and supporting those tools necessary for the delivery of distance education. These may include sustainable investment in a course management system and 3rd party tools that support distance education. Involvement of an instructional designer may be helpful to aid instructors in the production of online materials.
II. K. Educational Media and Learning	The investment speaks to the necessity of

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DETC Rule	GCC Recommendation
Resources: **Learning resources for faculty and students must be available and appropriate to the level and scope of program offerings. Program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students. The institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.**	working closely with the library to assess and scaffold their ability to fully support distance learners. We recommend that library services be included in the Distance Education strategic plan.
II. L. Student Privacy, Integrity, and Identity: **The institution has clear, specific, published policies related to student privacy, integrity, and academic honesty. The institution has a student identity verification process that ensures that students who earn the credit or completion credentials are the same students who did the course assignments and assessments.**	We recommend that GCC consider investigate and script this policy as a precursor to launching Distance Learning programs.
III. F. Appropriate Technology: **The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.**	This area is considered in the assessment and Distance Learning Strategic plan.
III. G. Resident Training **Resident training or face-to-face learning sessions must supplement the electronically delivered, online, or other distance study method whenever it is necessary to attain the stated institutional and program objectives and intended student learning outcomes.**	It is recommended that planning for Distance Learning take into considering those times where students may need to be on campus.

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Recommendations on Policies

In order fully support distance learners and distance learning at the institution, it is recommended that GCC consider creating and implementing the following policies:

- GCC Strategic Plan for Distance Learning
- Intellectual Property Policy and Strategy for Online Course Creation
- Policy to Assess and Insure Integrity in Distance Education

Assessment of Current Service Capabilities and Resources

Assessment of GCC Institutional Resources

Hardware

- GCC has 46 classroom labs. Thirty-one of the labs are instructional labs ranging from 12 to 41 computers. There are also 2 open labs, one housing 48 computers (5 are Macs) and the other holding a combination of 18 Macs and PCs. Additionally there are 11 GCC High School Program Labs that hold 10 to 24 computers per lab. There are also 2 testing labs ranging from 15-23 computers. These labs are used for administering secure tests such as Pearson Vue, Prometric, etc.
  - Though many labs exist, there are limited labs available with enough computers for larger course sections. Scheduling classes in these labs has become problematic, and there is competition at scheduling time to get access to these labs.
  - The number of open lab machines available is adequate for current use. However, development of DE programs could result in increased demand for open lab access, including weekend time.
- GCC has a stable network infrastructure. However, during the student focus groups, students reported that wireless access is inconsistent and not all areas of the campus are covered. MIS confirmed that a wireless plan was deployed, but scaled back for financial reasons; thus, there is varied wireless coverage across the college campus. The wireless network is unsecured.
- Seventy-seven Faculty members participated in a Spring 2013 survey at the college on faculty perception and need for Academic Technology and training. The faculty members included both full time and adjunct faculty who teach at the college and at the high schools affiliated with GCC. About 70.1% of the faculty members use a computer (desktop/laptop) to teach their face to face courses, and of these, 44 faculty members indicated that they use a laptop (either GCC owned or personal) to teach their courses with about 26 indicating use of their personal computers for teaching purposes. About 7.6% use tablets for instruction. A future survey asking faculty members if they own personal computers at home that can support their DE courses would be necessary to obtain a better understanding of their DE capabilities.
- The Moodle LMS presently supported by MIS exists in a VMWare environment that is scheduled to be upgraded on March 1-2, 2014, and will require a full shutdown.

Software

- GCC does not employ any software for instructional use that would support synchronous distance delivery (e.g. Adobe Connect, WebEx). No licenses are held for presentation software or video hosting (e.g. Voicethread, Kaltura).
- CourseShare/GroupStudio – Is a Banner enabled document sharing tool that some faculty members at the college are using to manage their courses. The platform is used to share course materials, syllabi and other information that the faculty member finds relevant to the students. There is inconsistency in how it is used for instruction. Additionally, GroupStudio is being used as project management tool (sharing documents) amongst taskforce members, institutional committees and departments.
- MathXL – Being used to support web-enabled learning for Math 085, 095 and 108. Previous performance analysis has been done and it was determined that after implementation of MathXl

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in 2006 there was an improvement of Math grades to previous levels seen in 2003, however, there hasn't been a significant improvement of Math average grades beyond the 2003 levels, even with the institution of MathXl. Faculty members in the department (both full and adjunct) were trained on MathXl use for ~ 2hours and were provided with the pertinent knowledge to successfully utilize the software. A clear project to determine performance of students in these courses relative to students who are not taking Math courses supported by MathXl has not been completed.

o In a spring '13 Academic technology survey, with a total of 77 respondents, 14 faculty members indicated that they were using web course management which included Blackboard, Edmodo, and Ed2Go, interestingly Moodle was not included as an option. This may skew the data because in a preceding question, faculty members were asked if they would like to see Moodle and there were several respondents who mentioned that they would like to use or have access to Moodle. About 46 faculty members indicated that they use web sources to support their teaching practice, and 38 utilize quiz software whether provided by GCC, personally developed or found online.

o In the above referenced survey, faculty members were asked about their need for grading software. In response to this question, 52 out of 54 faculty members indicated they need or want access to grading software, with the great majority (74%) indicating that this was an "absolute must". Only 2 out of 54 faculty members indicated "no need" for a grading software. This data strongly suggests that if faculty members are provided with reliable grading software and are adequately trained on it, the majority would use the software. Currently, the college hosts Gradekeeper, Moodle, and some faculty members use GradeSource which is open source.

- Gradekeeper: Currently some faculty members use Gradekeeper to manage course grades. GCC has a site license for it and it is available to all faculty members, but not everyone uses it. This is a website that faculty members upload their course information onto on a semester basis. Some faculty members provide full access to their students while others use the Gradekeeper for their own course management. Faculty members who have a Moodle classroom still use Gradekeeper rather than the moodle gradebook. There is inconsistency in the way students receive their grades from course to course within the institution. In discussion, Wes mentioned that it would be ideal to have an LMS gradebook that provides the features that Gradekeeper has. In previous discussion with Martin LaGrow we had discussed the possibility of integrating the LMS with Banner so as to support grade migration and storage within the institutional Banner system.

- Gradesource: Some faculty members are using Gradesource to support grade management, whereby students can log into the portal and review their current grades. Gradesource is a grading app that is free to use, however the students whom a faculty member enrolls in this platform can receive advertisements. It is unclear whether there is an institutional license for this product. Furthermore, the college already has a license with Gradekeeper, so it may be possible that there are faculty members who are using familiar resources to support their courses and not necessarily utilizing institutional approved software.

Distance Delivery Technologies

o GCC's education department is running an instance of Moodle 2.3 internally. MIS reports that the installation, which has migrated twice, may be unstable as occasional unresolved errors have been noted by MIS.

- In the Academic technology survey taken by 77 faculty members in spring '13, almost 40 out of 43 faculty members indicated that they would like access to Moodle, either in their classroom, or in some classrooms. 22% of these faculty members indicated that it was an absolute must to have Moodle, suggesting that there is an uptake for Moodle by the faculty members and additional training and exposure could improve interest in the use of this LMS. Only three out of the total 43 respondents to the moodle LMS question stated that there was no need for this LMS.

o The Continuing Education Department offers "online courses" (as stated on guamcc.edu) using Ed2Go, LERN, and JER online. These courses are branded as GCC content, but are offered by third party vendors.

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Technical Support Staff
The MIS department consists of 10 individuals, including programmers, analysts, computer technicians, and a teleprocessing network coordinator. The staff's function is largely focused on infrastructure support and some data management. The staff does not include personnel for end-user support, and does not support students directly. MIS is in the process of interviewing to replace one systems position. Due to the absence of DBA support on staff, the MIS department relies heavily on a third-party support company, partly to support and maintain Banner. The previously administered academic technology had respondents requesting for technology support for classrooms, students and faculty members. This need was made evident during the student focus group sessions, where students described lack of technology support for their computers, email, website (when it goes down), access to MyGCC, in addition insufficient wireless service throughout the campus.

Instructional Development Support Staff
There are no instructional development staff at Guam Community College. Faculty members who have developed online, hybrid or web-enabled courses have done so without institutional support. As mentioned previously, the education department received funding to support instructor use of Moodle (the LMS used to initiate the DE program); however, online course development training using appropriate instructional design principles and including ADA compliance was not delivered, as is evident in online course set up (Appendix 1).

Related projects already started/being maintained
- In Moodle, the Education department has offered CD221 Child Growth and Development and ED220 Human Growth and Development fully online. These courses are also running in spring of 2014. ED270 Behavior Management has run in Moodle as a hybrid course. A number of computer science, business and technology related courses use (or have used) Moodle as 'web enhanced' courses.
- As previously mentioned, certificate programs from third-party vendors are offered to GCC students online by the Continuing Education Department. Specifically Ed2Go, LERN and JER Online. At this time, we were unable to determine what the actual contractual agreement was/is with these online vendors, and cannot make a recommendation as to either maintain or remove the partnership without further knowledge. Areas of concern are:
  - The courses are branded as GCC courses. The institution knows that it doesn't provide credit for these courses, but an individual who signs up for them may actually think that they are GCC courses.
  - GCC generates revenue by providing access to these courses; however there have been instances where courses offered through these vendors are similar to courses onsite; therefore, potentially affecting institutional revenues. The link http://www.guamcc.edu/Runtime/onlinecourses.aspx states that *"Continuing Education offers a variety of online non-credit/skill enhancement courses. Gain knowledge of different skills on your own time!"* suggesting that GCC has a vested interest in running these courses and obtains value by marketing them through the institution's website.

Assessment of Current GCC Service Capabilities
Infrastructure
- The power and network infrastructure at GCC are adequate for their needs. Network usage is monitored and kept at no more than 75 percent of capacity. The wireless network is open, although MIS is investigating security solutions to require sign-in to access wireless. Wireless access points are available around the campus; however, there is no full coverage. At times students will create ad hoc networks to extend coverage, causing some confusion for other students. For effective support of distance education, wireless access should be stable and expanded to all areas of the campus.
- A number of challenges prevent the MIS department from effectively supporting distance education:

- Lack of in-house technical hardware/UNIX/LINUX operating system support. This may be partially resolved with the new position MIS is presently interviewing for; however, there is likely to be a steep learning curve with Moodle and UNIX/LINUX as well as server virtualization.
- Presently there is no real-time backup in place for disaster recovery, failover, or redirection. Uptime is not guaranteed.
- No Real-time data backup processes are in place.
- There is no sandbox for testing system changes.
- Training of MIS staff in technologies to support distance education and to maintain and expand technologies would require financial resources.

Student validation/authorization

- To access Moodle, students must self-register. They are given unique registration information before initially logging in to provide validation. Currently, there are instances where students who have multiple courses supported by Moodle have different usernames and passwords for each of their courses. This creates confusion and frustration for the students when they try to access their courses. Furthermore, because of lack of helpdesk support, there is a higher chance that these students who struggle with access to content may sometimes even forfeit the course altogether leading to poor course retention. Some instructors have been provided with administrative functions so that they can independently provide student user names and passwords in the even that a student reaches out to them. At a small scale this may be manageable, however this is not scalable.
- Students authenticate to access email, calendars, and some course resources through the MyGCC portal.
- Ideally, any LMS access should be available to students via single sign-on from the portal. Registration processes and course creation should be integrated from Banner rather than manual. This would require additional technical support from outside experts.

Faculty capability

Generally speaking, GCC faculty members are not trained or prepared for distance education. Some faculty members have knowledge and experience in distance education from outside personal experiences, such as taking online courses or teaching online for other institutions. However, there is inconsistent foundation of knowledge or baseline of skills for distance education. Interestingly, in the above mentioned academic technology survey, faculty members from the English department requested that they be allowed to use Moodle as evident from the following responses:

- "*Again, please look into allowing faculty members from the English Department to Use Moodle. Thanks!*".

- "*Thanks for the opportunity ....I hope you will consider making Moodle available to all faculty who are interested*".

This suggests that faculty members are interested in utilizing the LMS to support instruction, but at this time they have been unable to access the resource due to internal constraints. This was a sentiment that was also shared during the faculty members focus group sessions.

In focus group sessions, several of the faculty members leaned towards hybrid models rather than fully online courses, so there may need to be further dialog on the value that fully online courses/programs would bring to the institution. Several students struggle with getting on campus due to transportation issues and also scheduling conflicts due to their work schedule, so access to a few online courses would alleviate their difficulties and lead to course or even degree completion. It will be critical for the DE taskforce to support the college in determining faculty member ideology and philosophy on DE and whether they will actively engage in DE if indeed it is decided that this is a path that the college will embark on.

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Faculty hiring

At the college there are more full-time faculty members than adjunct faculty members. Faculty members are hired on a one year probationary status if they meet all the minimum qualifications as stipulated in the Faculty Job Specifications.

Faculty members who meet all qualifications with the exception of 18 credits in Professional Education or 6 credits in Career and Technical Education, are hired on a conditional appointment (limited term) and are afforded 3 academic semesters to obtain the required 18 credits in Professional Education or 6 credits in Career and Technical Education. If the Faculty member completes the requirements, then they are converted to the one year probationary status; if the faculty member does not complete the requirement, then they are terminated from employment.

All full-time faculty and adjuncts are evaluated and rated by Human Resources (HR). HR determines and certifies if the faculty member or adjunct meets minimum requirements for the job. The process to hire adjuncts (who are contractual employees) is not as lengthily as the hiring process for full-time faculty (permanent track). The qualification to instruct a course is the same for a full-time faculty and an adjunct (i.e. to instruct Math, a master's degree is required).

The Department Chair (DC) helps HR in the recruitment for adjuncts (i.e. they get the word out). HR accepts all applications for interested adjuncts; however HR will only evaluated the applications upon request from the DC. Once the request is made, HR evaluates and certifies who qualifies or not. The DC then interviews only the qualified applicants and makes the selection for adjuncts.

Instructional technology

Training for instructional classroom technology (e.g. SmartBoards, laptop presentation tools) occurs on a per request basis. Instructors who use Math XL are trained departmentally.

Faculty training and support requirements
- To successfully offer distance education, a baseline of knowledge and skills for instruction would need to be established. Faculty members will require training in both tools (functionality of the chosen LMS) and technique (best practices in online pedagogy). Even those who are presently teaching online are not versed in the capability and functionality of Moodle or in best practices such as meeting ADA requirements for online instruction.
- Based on these observations, any plan to offer distance education should include instructor training and instructional design assistance, both in the process of designing courses and in support of instructors while delivering the courses.
  - In the previously mentioned academic technology survey, faculty members indicated the greatest need for training in grading software, Moodle, Quiz software, CourseStudio, Google apps, Web Course Management, and the use of Web sources.
  - When asked if they take advantage of training, 77.8% indicated that they either take the training or take it sometimes. The majority of the survey respondents who are not participating in training regularly or at all, stated that there were scheduling conflicts. A few mentioned lack of knowledge of training sessions but most of the faculty members are seeking some level of flexibility in accessing training. This was a key component of the faculty member focus group sessions held on campus. Faculty members requested that they "receive training to support their course development process" in the even that GCC embarks on online course development.

Student training and technical support requirements
- GCC students typically have little or no exposure to distance education and are not aware of what it entails, though some students have expressed interest. Prior to taking distance education courses, students should be vetted for their technical capability (online student survey). Training in three areas should be provided:
  - LMS functionality and features;

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- Best practices for online learning;
- DE support resources available from GCC.
  - As technical support for students is limited at GCC, the adoption of any distance education program should also include a plan to support distance education students. Technical assistance will be necessary for sign-in issues, compatibility issues, functionality issues and other technical factors. For a fully online program, ideally the support should be available 24/7.

Student Support Services

Admissions and Registration

The admissions and registration functions are handled under the same management. As indicated in the figure below, there are several functions that utilize manual processes. These would hinder smooth admission and registration of a new fully online student. Returning/continuing students who do not have a hold on their accounts (green arrow) can reapply and register for their courses online; however, they are still required to go to the registrar's office for ID purposes. A new student to the college would undergo manual application from the beginning of their application process because there are several PDF documents available on the **Apply now** page of the college's website (Figure 1). The student doesn't have access to the **Apply now** portal in Banner until they have sent in required documentation. Currently the college is using an ID system that requires ID provision every semester. The college is seeking solutions to streamline ID provision with Banner.

In order to support a fully online student, the manual processes described in the figure will require automation or work-around processes, such as use of phone, email, fax to authenticate and

Figure 1. New Student Admission Process

Figure 2a. Financial Aid (FA) application and processing

provide required documentation. The TB clearance will require additional discussion on policy and process because onsite students require this clearance. It was discussed during the onsite visits that it may be possible to waive the TB clearance since a fully online DE student would not need to come on campus.

Financial Aid

Following course selection, the student has to make a tuition payment. In instances whereby the student applied for financial aid (FA) early and went ahead and was approved, a hold on their business account is lifted and the student would be able to reapply, register and enroll for courses online (automated). Figure 2a describes the process a student takes when they apply for Financial Aid as recommended by the FA office. However, they would still have to come on campus to get their college ID. If there are any holds (Pre-Req, grades, health certificate etc.) on the account then a manual visit to the college is warranted so as to lift all holds. The registrar's office mentioned that during registration periods many students could have issues resolved online if there was automation of processes such as installment plan establishment.

Students who have missed the financial aid deadline have multiple layers of steps they have to undertake in order to register for the courses they need. As indicated in figure 2b, the student would have to meet with an accounting supervisor if they are unable to pay for their courses prior to FA clearance. The Accounting Supervisor assesses the students' situations on a case by case basis and in certain instances has not granted the student a waiver. Students who receive a waiver, manually select courses, pay a fee to the cashier and sign up for installment payments, after which, they take receipts to the accounts receivable technician so that the student's information can be updated in Banner (as a payment plan). This then allows the student to pay for tuition (they can pay online or in-person), and the tuition hold is released after the last installment is paid, or after they receive FA and they make bulk payment to the

Figure 2b. Deferred Payment Process, for students apply late for Financial Aid. Red arrow indicates that a student needs to meet with Accounting Supervisor because they cannot afford the payment plan and need FA.

cashier.

A typical example would be a student who needs a cashier's signature so as to have a hold lifted off for a poor grade in a previous semester. The student then takes the form to the FA office for review followed by a waiver being provided to the registrars' office, the student then lines up to register for the courses, pay for them at the cashiers (if necessary), goes on to get an ID and then can buy books and attend class.

Advising / Counseling

GCC currently supports 5 high schools and has guidance counselors embedded in each of the high schools. However, in addition to guidance counselors there are 3 counselors at the college of which one actively supports the "apprenticeship" program. New students are expected to meet with advisors or counselors as part of their enrollment process, during which they receive a clearance form, and pay

Figure 3. Advising as part of the enrollment process for new students. Note: Advising is highly recommended but not required

for courses that they want to enroll in (Figure 3). Students are assigned a faculty advisor about three weeks after they have enrolled in their program of study, and they are supposed to meet with their advisors every semester. However, active advising is not enforced, and in discussion with students they

mentioned that in several instances they have been unable to reach their faculty advisors, at which point they resort to meeting with the college counselors. Counselors also mentioned that the students tend to go to them for academic advising because they are more approachable, available and familiar to the students. Further review into the effectiveness of the advising process will be required. Counselors mentioned that in many instances, students do not take courses that meet their program of study and sometimes enroll in courses just so that they can maintain their full time status. The apprenticeship advising model is in closest alignment with distance education advising best practices. This entails provision of a program of study map with a semester by semester outlay of expected courses to enroll in. The

Figure 4. Clearance process for students retaking a course.

students are then actively sought to meet with their respective advisor every semester as they enroll in upcoming courses, and this is tracked. This minimizes error in course selection and manages "time to

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completion" matters for most students. The advisor tends to also double as a career coach. The counselors at GCC have multiple roles as career coaches, advisors and in some instances provide sociological counseling. (Note: Unclear as to whether the counselors have certification for this role→ this may pose a risk to the college for lawsuits. Further review of counselor job expectations and certification is warranted).

Students who have to retake a course are required to get clearance from the counselors as presented in Figure 4. A student with a D or F grade is allowed to retake a course and this cost can be offset by Financial Aid. It was determined that students meeting with counselors was of no value to the student because they receive a signed form indicating that they are retaking a course, however there is no review of current student progress at this stage, nor is there any advising on study skills, setting goals, or even review of career paths (unless the student specifically asks for it). This suggests that the students go to counselors just to have a form signed after which they go back to FA for clearance (If they need FA) and then to the cashier to pay for the course which is added manually to their schedule. The counselors mentioned that during the first week of school they have sometimes processed about 100 students undergoing the course retake clearance process. In the event that the student has to reschedule the retake course, they have to go through a manual withdrawal process, and then repeat the process (red arrows in figure 4).

Library
The Learning Resource Center is open Monday through Friday, most weeknights until 8:00 pm. In addition to traditional library resources, the LRC offers a Kindle e-reader borrowing program, streaming videos available through Films on Demand, access to the catalog through Dynix Bookmyne (a mobile app), and access to EBSCO. As such, the library is well-positioned to support distance education. Areas in which the library would need to expand services include: .
   o   Real-time research and style guide support for online students (e.g. chat, 1-800 phone support) to match the support provided in-person;
   o   Expansion of hours to include later evening and weekends for distance students that may work odd hours;
   o   Development of a mailing loan program for students that cannot come to campus. Note that this becomes very problematic if resources were to be loaned to students off-island. Mail delivery can take an extensive amount of time, meaning resources are out of circulation for long periods.

Health services – Currently the college has a requirement that prior to course registration a student has to have a tuberculosis clearance certificate. This policy is a government policy and governs students who are onsite. In the event that a student is fully online and does not come on campus, the college may be able to waive this requirement. Currently a student has a hold on their account until they have provided proof of TB clearance after meeting with the nurse at the health center.

Course Add and Withdrawal
Currently students withdraw or add courses through manual processes. The course drop process is automated. The student who wants to add to a full course has to have a signed approval from a faculty member to allow for them to be manually added to the course at the registrar's office. In the same vein, a student who wants to withdraw from a course does so manually.

Transcript Requests
Currently the college has an online portal for transcript requests, but the student authentication and clearance process is manual. After clearance the student can pay manually at the cashier's office or the payment amount can be manually entered into Banner and the student pays using the E-commerce solutions. Although the clearance process is manual, it was determined that students could probably use email, phone and fax to complete the whole transcript request process.

Staff Capabilities
Staff would like to put in place measures that increase automation and ease student congestion especially during the admissions/registration period. In several instances staff mentioned that they are in the process of improving their processes such as in FA, ID processing, and marketing. Like the faculty,

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staff will also need to undergo a change management process because they have become familiar with working with inefficient processes, which they could easily lapse into if clear pathways for adopting new processes are not clearly mapped out.

Recommendations on Service Capabilities and Current Resources

1) Consider Moodle as an LMS for the whole institution. Due to familiarity, inexpensiveness, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty members are already primed for Moodle acceptance per their responses to the academic technology survey.
2) Consider hosted Moodle Solutions – GCC should consider this as a scalable LMS utility and management option, due to the instability of the Moodle instance, lack of backup, failover, and sandbox, and lack of personnel, hardware, and time to technically host and support this LMS.
    a. There are a number of companies that host Moodle that would require very little setup for minimal expense compared to what internal hosting would cost. One host company that matches the needs of GCC well, is remote-learner.net; however, MoodleRooms is also a common third party hosting company.
    b. Factors to take into account when choosing an external hosting provider:
        i. Level of technical support;
        ii. Availability/uptime;
        iii. Plans for integrating Moodle updates;
        iv. Redundancy;
        v. Scalability;
        vi. Sandbox availability;
        vii. Ease of data migration in case a different solution is chosen;
        viii. Cost/pricing plan structure.
3) Course and program selection for pilot and full DE rollout: Possible options include, but are not limited to:
    a. Redeveloping the existing Education courses;
    b. Identifying courses that suffer from limited availability of large labs on campus, and running them as hybrid, meeting half as often and doubling the availability of lab time;
    c. Developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
    d. Expansion of Math courses that utilize Math XL to fully online offerings;
    e. Selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).
    f. Identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.
4) Offer training for students and faculty members. Within the context of the adopted LMS environment, design and offer training courses for both students and faculty members who would participate in distance education.
5) Partner an Ellucian Instructional Designer with selected faculty members to develop selected courses and train on instructional practices.
6) Investigate the feasibility of adding Ellucian DBA support to address shortcomings in Banner support at GCC that would enable the integration of Banner and Moodle, as well as potentially automating other manual processes (e.g. Banner integration with bookstore software).
7) Develop a long-term plan to integrate Banner and Moodle, to provide SSO access to Moodle via MyGCC, and utilize a Moodle course shell to supplement every residential course to provide a cohesive and easy-to-access resource for instructors to share content and materials with students.
8) Review of student advising: Faculty members at the departmental level are assigned advisees; however both the counselors and students indicated that very few faculty members actually advise the students and in most instances the students go to counselors for advising support.
9) Review both library support services and textbook provision protocol for distance students.
10) Review process for course retake and the role that counselors play in this process.

11) Review student admissions and course registration process to enable more automation that can support remote student application and admissions processes.
12) Review policy compliance especially as relates to student payment deferral systems. Inconsistent approval of payment plans to students can pose a risk to the college in the event that a student is denied access while others are being granted deferrals.
13) Review automation of add/drop and withdrawal from courses for fully online students.
14) Consider including "prior online instruction experience" in the job descriptions for faculty members seeking to teach online courses at GCC. This is especially relevant for the adjunct faculty members.
15) Develop procedures for remote transcript request completion.
16) Develop a communication and change management plan for the college so that there is transparency in DE implementation and environmental impacts.

Recommendations on DE Pilot

- ✓ Review service capabilities and resources to determine if Fall '14 remains feasible for pilot of courses.
  - ○ Prioritize tasks per recommendations and determine which will be critical in supporting the pilot.
- ✓ Develop an organizational structure that oversees the functioning of DE at GCC.
- ✓ Develop policies and procedures that will guide DE pilot and future DE offerings.
- ✓ Determine the Key Performance Indicators for the pilot and set benchmarks. This will help gauge the success of the pilot.
- ✓ Develop an aggressive marketing and fulfillment plan for the pilot courses so as to minimize cannibalization of current students.
- ✓ Develop courses and train faculty members who will be engaged with the pilot project.
- ✓ Train DE course evaluators.

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Appendix 1 –Moodle Courses

Text-Enhance Adware creates hyperlinks to external sites that show up when you hover over the links. These were seen from mainland computers but not on Guam.

GCC Online Courses

Serif fonts are not ADA compliant.

Hello FUTURE Educators of Guam!

I am very pleased with your participation in this ONLINE course. As we move into the technologically-advanced world, we, as educators, must be coherent with how society is communicating with one another.

Because this is an online course, it is imperative that you keep abreast of what is happening in our online community at the very least on a weekly basis. It is suggested that you keep a schedule of when to log in. For example, I may choose to commit to log in every Wednesdays and Friday.

Should you have any questions or concerns, please do not hesitate to contact me immediately at: tonirose.realica@guamcc.edu

Always keep in mind that when you enter your username and password,

you are verifying your identity as the student enrolled in this course

Shading, bold, colors, and highlighting should be used judiciously for ADA compliance.

ORIENTATION DAY

ory face-to-face orientation held on January 17, 2013 at G
is online course.

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Guam Community College: Distance Education Strategic Plan - Draft

May 13th, 2014

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Distance Education Strategic Plan (2014 – 2020)

Introduction

Guam Community College is a leader in career and technical workforce development and provides the highest quality, student-centered education and job training for students in Micronesia. To further this mission, Guam Community College (GCC) has set a goal to be a provider of Distance Education (DE) to its students. Distance education is a vehicle that the college can engage to achieve its mission of supporting students in Guam and Micronesia attain their academic goals, while still providing high quality accredited programs in career and workforce development. The resources needed to provide access to students will be carefully determined, and student, faculty, and staff readiness for DE will be assessed and measures put in place to address any gaps. In this strategic plan, all mention of staff includes; administrative, operational, and technical DE staff.

The college is considering a broad range of DE courses which will fall into two distinct categories as defined in DE Policy 340:
1. Hybrid – This course type is offered in such a manner that 50% of the classes are held on campus (traditional face-to-face) while 50% is held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to come on campus.

Guam Community College realizes the opportunity DE would afford students seeking flexible learning options. A recent anecdotal poll taken on the college website, had 87% of the respondents select that they would like to take online courses at GCC due to the convenience of taking courses on a flexible schedule. GCC students have various needs such as flexible scheduling and increased access to higher level courses, both factors which may not be readily available due to resource constraints primarily on the part of the student but also at the college. Fully online or even hybrid courses would reduce the burden on current institutional physical infrastructure such as parking and computer labs, yet avail GCC students' access to courses. Implementation of a sustainable DE offering could have the benefit of curbing attrition, with a consequent increase in retention, persistence and completion. Furthermore, a thorough review of business processes and incorporation of additional automation, will strengthen student records management, improve student experiences and enhance data acquisition. In addition, improving the working environment for both faculty and staff will have an overall positive impact on college culture, and will elevate the culture of productivity which is already present on the college. In order to establish a viable and sustainable distance education offering at the college, it is also recommended that the college establish an academic technology working group that supports both institutional and DE academic technology needs.

DE at Guam Community College will support the four key institutional goals presented below. Also outlined are the specific DE goals that align with institutional direction. To attain these goals, exceptional effort must be made to address current students' needs, but also to improve faculty and staff engagement and access to efficient and effective tools. Excellence in online degree programs will attract new students, while excellence in support services will support high levels of student retention. To achieve these goals, GCC has developed a five-year strategic plan to guide the institutional efforts. The impact of rapid change in educational technologies, and increased need for technology support from the college continue to strain college resources. This strategic plan takes into consideration the various factors that impact DE such as academic planning and technology services that enable the promotion of growth, effectiveness, and efficiency of robust DE implementations.

In order to comply with federal and local regulations on Distance Education, it is recommended that GCC take several factors into consideration during the planning process. When creating the Distance

Education Strategic Plan, GCC should consider library services to distance learners, means for ensuring learner integrity, appropriate support services for distance learners, adequate technical resources, faculty training and support services, and evaluation of DE courses. Beyond the Distance Education Strategic Plan, GCC should comply with federal and local regulations by investigating, selecting and supporting those tools necessary for the delivery of distance education. These may include sustainable investment in the course management system and 3rd party tools that support distance education. Going forward, GCC might consider separating online from hybrid and face-to-face (which includes Web-Enabled) data in order to best demonstrate that online courses meet academic quality and integrity as well as engage distance learners in addressing course outcomes.

An added benefit of tracking fully online DE students is that the college would be able to address the five key regulatory factors that directly impact DE (**US Department of Education**), which include:

- Credit Hour – Ensure that GCC DE courses meet the contact hours as outlined by ACCJC
- Prohibition against Incentive Compensation – Ensure that GCC does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any person or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance
- Misrepresentation – Guard against any false, erroneous, or misleading statement made to a student, prospective student, or any member of the public, or to an accrediting agency, a state agency, or Department of Education by the institution, or one of its representatives or persons with whom an institution has an agreement to provide educational programs or marketing, advertising, recruiting, or admissions services
- Last Day of Attendance – Ensure that GCC records the last date that a student had academic engagement in the eLearning environment; just logging into course does not constitute engagement. This date is used to calculate the Title IV refund amount a student receives when withdrawing from a program.
- Gainful Employment – Select programs that offer at least one year of training that leads to a certificate or degree that prepares students for gainful employment in a recognized occupation. The new metric also looks at the debt-to-income ratio and loan repayment rates.

Ellucian, in partnership with key academic leaders, performed a Distance Education assessment of Guam Community College in spring 2014. That assessment coupled with ensuing recommendations from the DE taskforce and institutional stakeholders (Appendix 7) form the foundation for this Strategic Plan.

Alignment of GCC Institutional Strategic Masterplan with DE goals.

As the college seeks to develop and strengthen Distance Education, the alignment of this goal with institutional priorities remains essential. As part of the strategic planning process, DE taskforce members in collaboration with Ellucian consultants provided input on DE goals and direction. The tasks associated with achieving these goals were developed and ranked based on feedback from the taskforce and are an aggregate of these rankings. A five-year DE implementation and assessment plan has also been developed as part of the strategic plan (Appendix 2). A substantive application to the ACCJC requesting authorization to offer full DE programs has been included in the Five-year planning process. This will ensure accreditation compliance for the DE program at GCC. Also included in the plan is the rollout of a DE pilot project. The college would like to have all DE student, faculty and staff support in place prior to initiating the pilot.

Institutional Goal 1: Guam Community College will increase retention and completion

Purpose: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Excellence in teaching will be achieved by providing a rigorous professional development program. All faculty members engaged will be provided the opportunity to participate in a professional development program focused on best practices that encompasses skills, knowledge and pedagogy for online learning in an ever-changing digital age.

Online courses will meet the institutional requirements for certification of excellence as a result of participation in an internal review process. Courses that attain certification will serve as models for the development and continuous improvement of all Guam Community College online courses.

To meet the challenge of an anytime/anyplace educational model, the college will expand delivery options to include virtual collaborations, mobile technologies, digital learning modules and e-textbooks.

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

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

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

DE Goal 1.3: Develop online degree programs that will meet current industry needs

Institutional Goal 2: Guam Community College will foster an environment that is conducive to learning

Purpose: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

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

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

DE Goal 2.1: Provide faculty with innovative tools, including Internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

DE Goal 2.2: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Institutional Goal 3: Guam Community College will support an environment of improvement and accountability

Purpose: Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability.

Excellence in technology support will be provided by the combined efforts of Academic Technologies , and the MIS departments with collaboration from the Campus Technology Committee. This will include support for classroom technologies, online teaching and learning, in addition to administrative functions and services for all students, faculty, and staff supporting distance education.

Faculty, staff, and students must be proficient in the technologies that support their learning. Training will be provided for a full range of administrative and productivity applications.

The growth of online learning requires a full range of student support services available to students that may not have access to the campus. Excellence in student services will be provided online utilizing "online support services" that will avail course enrollments, advising, library access, tutoring services (if needed) and access to textbooks from the bookstore.

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

DE Goal 3.1: Provide a high level of technology reliability and technical support.

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

DE Goal 3.3: Provide the technical staff with services and tools needed to make DE courses an effective and efficient means of learning.

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

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

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

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

Expansion of institutional brand within Guam, surrounding islands and internationally will be coordinated by the Office of Communication and Promotion. The development of appropriate marketing material and active marketing strategies will be supported by the individual program departments. Furthermore, GCC already has a strong partnership with local industry leaders and this will continue to be a great added advantage when rolling out new marketing campaigns for programs that target working adult populations seeking to improve their job prospects. Of keen interest to the college is an ability to engage the adult education population, and a concerted marketing effort would be needed to not only reach this demographic but relay the value of a distance education to them.

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

Comparing Resource Needs for GCC Courses Types

As the college seeks to review service needs for DE courses, it is important to look at functions/services that are deemed essential for the course type being offered. In addition, as GCC seeks to expand into the DE market, the type of program that is developed would require various levels of support for the students, faculty members and administrative staff. The chart below provides a listing of services that would enable efficient course delivery and student and faculty support services. The selected options give a general view of service needs for each type of DE program, however once GCC selects programs/courses then the appropriate service delivery will be determined. Some services may be optional for a given course type and are noted as being possible depending on the course and instructor teaching the given section.

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

Service	Web-Enabled	Hybrid	Fully Online
Helpdesk support	Possible	✓	✓
Remote bookstore support		✓	✓
Virtual student authentication		✓	✓
Helpdesk		✓	✓
Fully online student support services (Admissions, Registration, FA, etc.)			✓

Course Development and Faculty Training

As GCC considers training options for hybrid and fully online courses it could incorporate the following types of training for its faculty. All faculty would benefit greatly from the LMS training, however if the college wants to gradually train its faculty then faculty teaching fully online or hybrid courses should get first priority. It typically takes between 8-12 months to train faculty in LMS use, online pedagogy and course development. Hybrid course faculty training typically takes 3-6 months because 50% of the course is offered in the face-to-face method. *(NOTE: This is an estimate of the time it takes to train faculty members and support course development. An assumption that has been made is that the course is being developed by both a faculty member and an instructional designer).*

As part of the faculty training process, faculty members will be able to determine their online readiness through taking a *Faculty Online Readiness* Survey[1]. As part of the strategic planning process, preliminary data obtained from the survey indicates that 16% of faculty members responded that they had taught at least one course online (11/67). 89.3% of the respondents (50/56) have not received any formal training for online instruction, and none indicated that there was mandatory training that they have participated in. Only 1.8 % of the respondents indicated that they were trained using a quality standard for teaching online (1/56) and they have adopted them in the course. About 77% of the respondents stated that they have never used an LMS whereas the other 23% have used LMSs such as Moodle and Blackboard. Of the faculty who had taught online, about 14.3% had used Blackboard and 8.9% used Moodle. Seventeen faculty members who responded to the survey stated that they have developed online courses with varying levels of support. Interestingly, about 58% of the faculty members responded that they have taken an online course previously. From their experiences, the faculty seemed to think that they would spend more time teaching their online course (~68%). Put together, these responses suggest that as GCC considers incorporating training faculty members there may be three tiers of faculty training required; training for faculty members who are very familiar with LMS use and course development (Experts), training for those who have had some LMS and course development experience but do not use it frequently (Amateur) and training for faculty members who have no LMS or online course experiences (Novices).

In addition to determining faculty readiness, a student online readiness survey was administered by the college[2]. About 72% (400/557) of the student respondents indicated that they can work independently without the traditional class arrangement, while 64% expect to spend more time in a DE course as compared to their traditional course. About 17% of the students expect to spend 6-9 hours on an online course (meets expectations for success in online courses), while about 8% expected to spend more than 9 hours. Almost 75% of the students responded that they would expect to spend less than 6 hours and suggests that orientation would be important to ensure that students are aware of online course expectations.

Strategic Plan Objectives Items – Aligned with DE Strategic Goals

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

Objective	Area of Focus	Description
1.1a	Virtual Student Support	Develop an online student system that enables remote students access to admissions, registration, course enrollments, counseling, library access, textbooks, advising, financial aid, transcript requests and access to diplomas.

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[1] Data Obtained from Faculty Online Teaching Readiness Survey administered between February and April, 2014

[2] Data obtained from Student Online Teaching Readiness Survey administered between February and April, 2014

| 1.1b | Faculty and Staff Awareness program | As the enrollment in GCC online courses/programs grow, the need for staff and faculty understanding of the importance of support activities for students outside the local region will consequently increase. The development of the virtual processes requires staff and faculty member support. |
| 1.1c | Develop support services for faculty and students in the full range of DE courses | Students may be enrolled in fully online, Hybrid or Web-enabled courses and they will have varied needs based on the type of course they are engaged in. It is the intention of the college to provide a full repertoire of services to support both faculty and students taking the wide range of DE courses. *(See above chart on Resources aligned to GCC courses types)* |

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

Objective	Area of Focus	Description
1.2a	Advisor assignment	Develop an online student advising system whereby advisors (faculty or staff) can be assigned to an incoming DE student upon their acceptance at the college.
1.2b	Advising management	Develop a system whereby DE students must meet with advisors every semester prior to course enrollment throughout their tenure at the college.
1.2c	Advisor training	Implement an advisor training / professional development system to ensure that all advisors for DE students utilize the institutional system and have access to all tools that would enable them to successfully accomplish their advising tasks.

DE Goal 1.3: Develop online degree programs that will meet current industry needs

Objective	Area of Focus	Description
1.3a	New Online Program Market Analysis	Facilitate an online program market analysis for determination of appropriate online program development. Commission a market analysis for determination of appropriate online program development. This analysis is a prerequisite for understanding long-term opportunities for expansion in the higher education market space.
1.3b	Hybrid Program Development	Increase number of hybrid courses offered at the college. A hybrid course offers 50% of the course instruction remotely, and 50% on campus. This initiative will enable more students to experience online course delivery but also provide faculty an opportunity to provide instruction remotely where pertinent. Furthermore, scheduling of courses that require scarce lab resources would be supported by utilizing a hybrid model.
1.3c	Web-Enhanced Courses	Increase the use of web-enabled technologies in onsite courses in all GCC programs. This initiative will enable faculty to utilize various technologies to support their pedagogy, but also provide students with an opportunity to experience varied learning structures. Some faculty who develop Web-Enhanced courses may in future consider developing hybrid or even fully online courses if a need arises for this type of delivery. Each program should offer at least 1 WE course (Target date is by year 3)
1.3d	DE Course Experience for GCC Students	40% of programs should offer at least one DE course. It was recommended that if GCC programs offer at least one DE course then a majority students graduating from a GCC program would have had an online course experience, therefore preparing them for future learning experiences as they enter the workforce or transfer to other institutions.
1.3e	Student Course Evaluations and Retention Survey Mechanisms	Review current student course evaluation mechanisms and surveys to enable data driven decisions about course and program effectiveness.

DE Goal 2.1: Provide faculty with innovative tools; Internet access and multimedia presentation capabilities within each classroom to support teaching and learning, communication, and collaboration.

Objective	Area of Focus	Description
2.1a	Learning Management System	As part of the global strategy to support effective online learning, a formal LMS review should be undertaken. In collaboration with the College Technology Committee, the Academic Technology, department and the DE taskforce should conduct a formal review of the current LMS to determine if the Moodle LMS will support GCC's commitment to faculty and student support in addition to future increase in DE student enrollment. As part of this review, the college will determine if the current LMS service is to be continued, switched to 3rd party hosting vendor, or if the selected LMS should be cancelled and the college embark on a search for a different LMS.
2.1 b	Video Streaming	In collaboration with Campus Technologies and Academic Technology Governance system, develop a long-term web-conferencing strategy and solution, then make it available in a consistent manner across all web-enhanced, hybrid, and online courses.
2.1c	Funding Allocation and Grant Support for DE at GCC	GCC has strong fiscal responsibility and compliance in grant management. The grants can seek foundation and federal grants to support DE institutionalization at GCC.
2.1d	Special Technology - Innovation Support	Develop a formal process of project approval for creative use of innovative technology in DE courses. Academic Technology resources and support need to be provided to accommodate creativity and innovation through faculty experimentation. To limit the scope of activity, experimental projects should be formalized, and faculty participation should include reporting of findings to the grants team in order to facilitate recommendation for use and adoption with wider support.
2.1e	Mobile Learning Initiative	Develop plans for a formal initiative on the development of a mobile learning strategy.
2.1 f	Classroom Technology Training	Providing tools and training on the use and support of classroom technology.
2.1g	Classroom Technology Inventory	Review the current inventory of classroom technology and all available utilization data.
2.1h	Classroom Technology Upgrades	Reviewing process and procedures for identifying, evaluating, and making decisions on acquiring and replacing classroom technology.

Objective	Area of Focus	Description
2.1i	Wireless Access to Support Mobile Learning	Review wireless availability in all areas to provide for large scale student access. This will serve as a foundational technical requirement for expanded mobile learning.

DE Goal 2.2: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

Objective	Area of Focus	Description
2.2a	Amend DE Policy	Amend DE policy to include guidelines for faculty member responsibilities and training requirements.
2.2b	Faculty Certification for Online Teaching	Develop a standard required faculty training program for online course delivery based on institutional guidelines.
2.2c	Professional Development Plans	Create and maintain instructor development programs to build faculty expertise in a variety of professional and technical areas such as mobile learning, pedagogy and effective use of online learning technologies.
2.2d	Innovative Technologies in DE	Conduct an ongoing series of presentations open to all faculty members that showcase innovative technologies that can be incorporated in DE courses.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Objective	Area of Focus	Description
2.3a	Syllabus Template	Facilitate the development of a campus-wide syllabus template to ensure GCC standards are being met across all delivery methods. Confidence in choosing GCC for a program means that ALL courses associated with that program have the same level of quality, no
2.3b	Course Design Standards	Create and review course development standards for all DE courses, to ensure effective delivery and assessment of student content mastery.
2.3c	Online Course Evaluations	Create and evaluate process for reviewing online course readiness prior to the course being delivered. Include in this review process a periodic and systematic review of all courses. Amend current policies to include the review of DE courses.

DE Goal 3.1: Provide high level of technology reliability and technical support.

Objective	Area of Focus	Description	
3.1a	BPM Revitalization	Run a BPM to determine current areas of opportunity within Banner for automation improvement.	
3.1 b	Academic Technology (AT)	Review current AT resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
3.1 c	Information Technology (MIS)	Review current MIS resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
3.1d	Helpdesk Services	Establish and maintain a helpdesk service for DE students and faculty members. This will require the collaboration of various departments such as AT, MIS, and student support services and an escalation system will also need to be developed.	
3.1e	Technical Support	Collaborate with MIS and Academic Technology to ensure appropriate and sufficient technology support for DE faculty members, staff and students. See appendix 5 for the varied support provisions of AT versus information technology.	
3.1f	Periodic Equipment Checks	Develop a standard process for classroom technology equipment checks to ensure the highest level of reliability.	Online Classroom
			On-Campus
			Back-End and Cloud-Based DE support systems
3.1g	Review of Helpdesk Process	Develop a system for student helpdesk process, and establish an evaluation of the effectiveness of the implemented methodology	
3.1h	Online Training Documentation and Training Videos	Develop a library of online training aids that will provide training on all technologies currently being used to support DE at GCC.	
3.1i	Faculty Support Alternatives	Collaborate with AT and MIS to identify possible immediate response help for faculty if work is being impacted by technical problems or software questions	

Note: See Appendix 5 for delineation of IT and AT roles and responsibilities

DE Goal 3.2: Establish a DE department that provides leadership and oversight of DE delivery.

Objective	Area of Focus	Description
3.2a	Determine Structure of DE Department	Develop and maintain a framework for the DE department within GCC which coordinates/manages DE delivery in collaboration with institutional divisions, to enable sustainable and reliable resource allocation. This DE department will also support the creation and maintenance of a budget for all DE functions.
3.2b	DE Policy	Review DE policy to support DE program compliance.
3.2c	DE Standard Operating Procedures	Review DE standard operating procedures guiding faculty and staff to include expectations for integration of online techniques and technologies across web-enhanced, hybrid, and fully online platforms.
3.2d	College Technology Governance	The DE department will work with the College Technology Committee (CTC) to comply with GCC's technology plan. The DE department will provide regular reports to the CTC.
3.2e	DE Taskforce	This group will oversee all aspects of DE at GCC. They may consist of the current DE taskforce which represents all college constituents.

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

Objective	Area of Focus	Description
3.3a	Review DE Organizational Structure, Roles, and Responsibilities	Review the organizational role and responsibilities of departmental course developers, MIS, academic technology department staff, and A/V support team to ensure adequate effective support in all activities related to academic technologies – online and in the campus classrooms. (See Appendix 4)
3.3b	Develop Shared Resources Model for Course Development (Course Guides)	Develop shared resources model for online program development in order to maximize the growth potential, standardize the learner experience, and simplify the training requirements for instructor participation
3.3c	Course Development Models	Review current course development models and establish a DE course development model that incorporates timeline, quality control, instructor interactions with instructional designers, and instructor compensation for course development. In addition to the instructor, the library should be an integral part of this process to ensure that copyright matters and access to instructional resources are addressed during the course development process.

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

Objective	Area of Focus	Description
3.4a	Online Access to Software Training	Review current access to online training on common productivity software – students, faculty and staff
3.4b	Administrative Technical Training	Develop and maintain an ongoing systematic schedule of training in key administrative applications such as; Banner and Luminis, equipment training, networking systems, operating systems, cloud, and virtualization, in addition to any training that will improve administrator and staff competency in supporting DE.
3.4c	Faculty and Staff	Develop and maintain a formal onboarding process and orientation session for all DE faculty (full time and adjunct), support staff, and administrators. Existing faculty would also be included in these processes.
3.4d	Course Evaluator Training	Develop course evaluator training for DE courses that covers the following areas; course guides, course navigation and courser delivery.

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

Objective	Area of Focus	Description
3.5a	Establish Key Performance Indicators (KPI)	Establish and review current student service KPIs and create indicators that will assess and improve service effectiveness across all student service sectors that support DE students. This will be done on an annual basis. (See Appendix 6)
3.5b	Service Management	Review current service protocols and incorporate a ticket / tracking system to ensure that service delivery to DE students can be measured. This will ensure that the college can track service requests and ticket resolution. Tracdat system can be used to support process improvement.
3.5c	Instructor pay-model	Review the per-student instructor pay model based on current contracts. Determine instructor compensation model for online course development.

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

Objective	Area of Focus	Description
4.1a	Establish Key Performance Indicators (KPI) for Marketing	Review current marketing KPIs and establish indicators that will enable assessment of marketing effectiveness (See Appendix 6).
4.1b	DE Market Analysis	Promote periodic market research on DE needs in Guam and Micronesia will inform the college on regional and international opportunities. Continuous review of market trends and employer needs play a significant role in the selection and development of new DE programs and courses. Polling of current and prospective students will be included in the strategies.
4.1c	DE Marketing Plan	Develop a marketing plan for the DE programs and courses, so as to attract prospective DE students for the online courses/programs that GCC will deliver. This will reduce the chance for internal student cannibalization and will support the college in expanding its reach within Guam, Micronesia and other International Markets.
4.1d	DE Marketing Working Group	Create a DE working group (Office of Communication & Promotions, Department Chairs, and Associate Deans) that periodically meets to review market opportunities for DE courses and programs.
4.1e	Marketing Fulfillment Process	Develop a clear fulfillment process for prospective students who are seeking additional information on DE programs/courses. Assign departmental ¨Point of Contact¨ for each DE program to ensure that there is follow through on fulfillment requests.
4.1f	Utilization of Media by GCC	Leverage GCC Media as a resource for growing online programs

Appendix 1 – Recommendations from Needs and Capabilities Assessments

Note: These recommendations are also found in the Needs and Capabilities Assessment documents provided by Ellucian on 3-30-2014

Recommendations on Service Capabilities and Current Resources

1) Consider Moodle as an LMS for the whole institution. Due to familiarity, inexpensiveness, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty members are already primed for Moodle acceptance per their responses to the academic technology survey.

2) Consider hosted Moodle Solutions – GCC should consider this as a scalable LMS utility and management option, due to the instability of the Moodle instance, lack of backup, failover, and sandbox, and lack of personnel, hardware, and time to technically host and support this LMS.
   a. There are a number of companies that host Moodle that would require very little setup for minimal expense compared to what internal hosting would cost. One host company that matches the needs of GCC well, is remote-learner.net; however, MoodleRooms is also a common third party hosting company.
   b. Factors to take into account when choosing an external hosting provider:
      i. Level of technical support;
      ii. Availability/uptime;
      iii. Plans for integrating Moodle updates;
      iv. Redundancy;
      v. Scalability;
      vi. Sandbox availability;
      vii. Ease of data migration in case a different solution is chosen;
      viii. Cost/pricing plan structure.

3) Course and program selection for pilot and full DE rollout: Possible options include, but are not limited to:
   a. Redeveloping the existing Education courses;
   b. Identifying courses that suffer from limited availability of large labs on campus, and running them as hybrid, meeting half as often and doubling the availability of lab time;
   c. Developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
   d. Expansion of Math courses that utilize Math XL to fully online offerings;
   e. Selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).
   f. Identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.

4) Offer training for students and faculty. Within the context of the adopted LMS environment, design and offer training courses for both students and faculty who would participate in distance education.

5) Partner an Ellucian Instructional Designer with selected faculty to develop selected courses and train on instructional practices.

6) Investigate the feasibility of adding Ellucian DBA support to address shortcomings in Banner support at GCC that would enable the integration of Banner and Moodle, as well as potentially automating other manual processes (e.g. Banner integration with bookstore software).

7) Develop a long-term plan to integrate Banner and Moodle, to provide SSO access to Moodle via MyGCC, and utilize a Moodle course shell to supplement every residential course to provide a cohesive and easy-to-access resource for instructors to share content and materials with students.

8) Review of student advising: Faculty at the departmental level are assigned advisees, however both the counselors and students indicated that very few faculty actually advise the students and in most instances the students go to counselors for advising support.

9) Review both library support services and textbook provision protocol for distance students.

10) Review process for course retake and the role that counselors play in this process.

11) Review student admissions and course registration process to enable more automation that can support remote student application and admissions processes.
12) Review policy compliance especially as relates to student payment deferral systems. Inconsistent approval of payment plans to students can pose a risk to the college in the event that a student is denied access while others are being granted deferrals.
13) Review automation of add/drop and withdrawal from courses for fully online students.
14) Consider including "prior online instruction experience" in the job descriptions for faculty seeking to teach online courses at GCC. Especially relevant for the adjunct faculty.
15) Develop procedures for remote transcript request completion.
16) Develop a communication and change management plan for the college so that there is transparency in DE implementation and environmental impacts.
17) Review current DE policy on;
    a. Intellectual Property and Strategy for Online Course Creation
    b. Assessment of Online Courses to Ensure Integrity in Distance Education

Recommendations on DE Pilot
✓ Review service capabilities and resources to determine if Fall '14 remains feasible for pilot of courses.
   ○ Prioritize tasks per recommendations and determine which will be critical in supporting the pilot.
✓ Develop an organizational structure that oversees the functioning of DE at GCC.
✓ Develop policies and procedures that will guide DE pilot and future DE offerings.
✓ Determine the Key Performance Indicators for the pilot and set benchmarks. This will help gauge the success of the pilot.
✓ Develop an aggressive marketing and fulfillment plan for the pilot courses so as to minimize cannibalization of current students.
✓ Develop courses and train faculty who will be engaged with the pilot project.
✓ Train DE course evaluators.
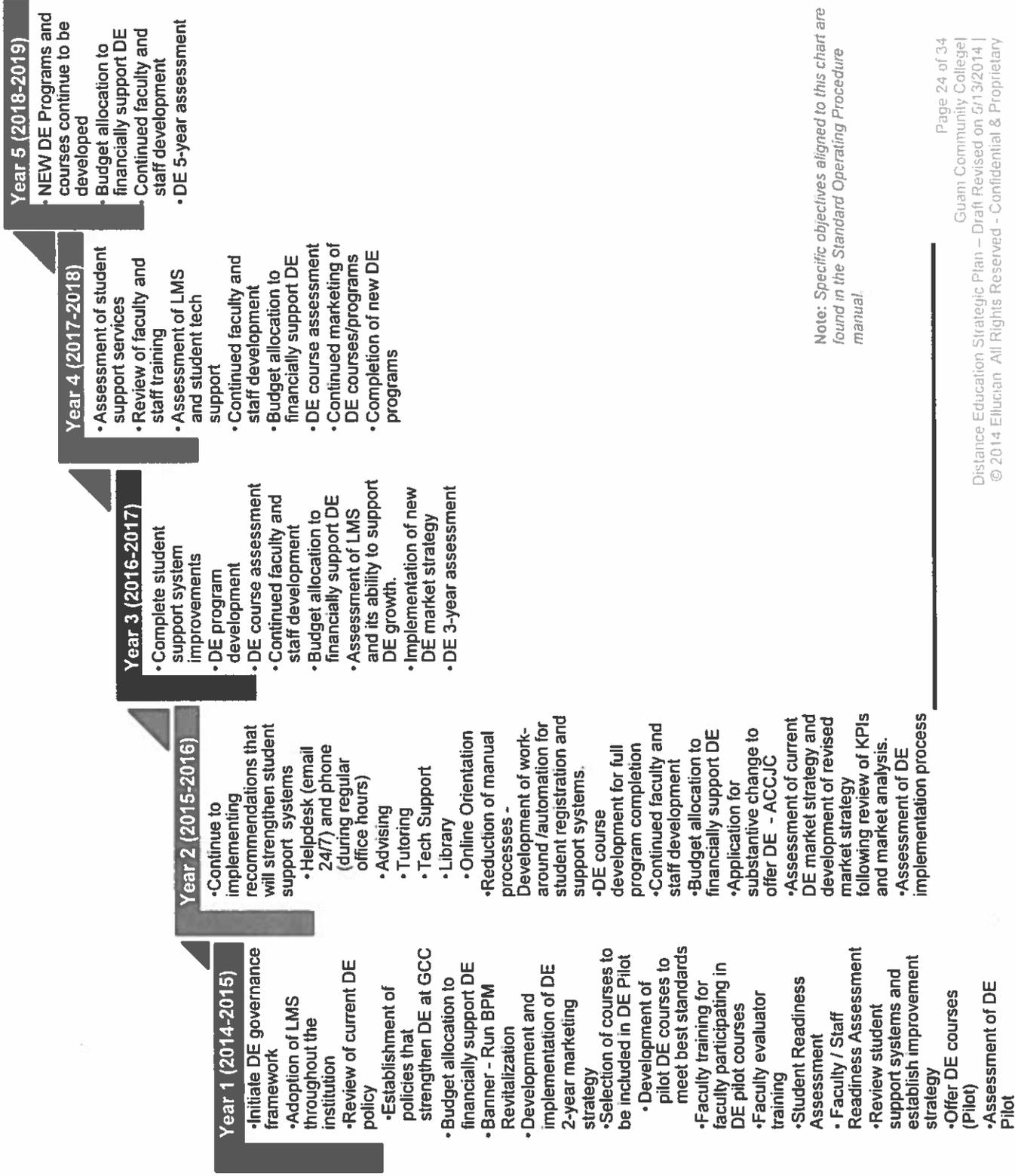

Market Differential
1. In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices require regular feedback from students as customers in their experiences with DE programs and courses. Regular review of survey data designed to identify improvement, success and further work in DE is necessary. Preliminary results from the following surveys will enable the college to determine its current readiness to enter the DE market.
   a. Online student readiness -- This survey explores student expectations of online classrooms, technology preparedness, study skills and habits, access to computers and knowledge of common software. Students receive immediate feedback upon completion of the survey, and the college ensures that each student is provided with both thoughtful responses about their intrinsic knowledge of technology, study habits and organization, learning style, and directions on how to increase their abilities to follow focused directions and attention to detail. Students then decide whether or not to wait to take an online class while they improve one or two skills needed to be successful.
   b. Faculty self-evaluation of online teaching readiness. In this case, faculty members complete a survey that measures online teaching philosophy, DE awareness, DE expectations and overall online skills and preparedness. As a result, faculty members often receive additional training for improvements in managing their online classroom.

Taken together, an assessment of institutional faculty and students in addition to prospective faculty and students will provide the college with a clear perspective on student and faculty needs and gaps. The investment in creating a culture of online learning would then be assessed relative to the benefit

obtained from developing online programs, and a Return-On-Investment determined -- insufficient student and faculty readiness have been shown to cripple online programs.

2. Also worthy of review is the development of higher level courses that meet the needs of rising graduates and the Guam workforce. Students that see extended time to completion while awaiting 200 level courses would have their needs met, in addition to providing an avenue for the local workforce to enroll in courses offered by the college, but at their own time.

3. There are about 18,000 potential adult education students on Guam. Diploma readiness courses that are flexible but interactive may be appealing to this demographic on Guam, however a clear needs and technology capability assessment would be required to determine whether who would be best suited for DE at GCC.

4. Lastly, research has shown that most online students prefer to enroll in a program that is within a 100 mile radius of their home. The college attracts close to 500 students/year/high school in dual enrollment and college readiness programs. There are five high schools directly affiliated with GCC, suggesting that there are anywhere from 2,000 – 2,400 students directly impacted by GCC culture on an annual basis. It was noted that there is an attrition rate of about 50% from $10^{th} \rightarrow 11^{th}$ grade and an additional 50% attrition from 11th- 12th grade. These students are already primed for a college experience when they first engage with GCC in 9th grade and would be a ready market for online courses that meet their needs. A survey of these students interest in DE would be beneficial in determining whether GCC has an opportunity to cater to their needs since they already see the value of a GCC education. This mitigates risk involved in seeking students that are greater than 100 miles away from the college.

Appendix 2 – DE Implementation Plan (Five Year)

Year 1 (2014-2015)
- Initiate DE governance framework
- Adoption of LMS throughout the institution
- Review of current DE policy
  - Establishment of policies that strengthen DE at GCC
- Budget allocation to financially support DE
- Banner - Run BPM Revitalization
- Development and implementation of DE 2-year marketing strategy
- Selection of courses to be included in DE Pilot
  - Development of pilot DE courses to meet best standards
- Faculty training for faculty participating in DE pilot courses
- Faculty evaluator training
- Student Readiness Assessment
- Faculty / Staff Readiness Assessment
- Review student support systems and establish improvement strategy
- Offer DE courses (Pilot)
- Assessment of DE Pilot

Year 2 (2015-2016)
- Continue to implementing recommendations that will strengthen student support systems
  - Helpdesk (email 24/7) and phone (during regular office hours)
  - Advising
  - Tutoring
  - Tech Support
  - Library
  - Online Orientation
- Reduction of manual processes - Development of work-around /automation for student registration and support systems.
- DE course development for full program completion
- Continued faculty and staff development
- Budget allocation to financially support DE
- Application for substantive change to offer DE - ACCJC
- Assessment of current DE market strategy and development of revised market strategy following review of KPIs and market analysis.
- Assessment of DE implementation process

Year 3 (2016-2017)
- Complete student support system improvements
- DE program development
- DE course assessment
- Continued faculty and staff development
- Budget allocation to financially support DE
- Assessment of LMS and its ability to support DE growth.
- Implementation of new DE market strategy
- DE 3-year assessment

Year 4 (2017-2018)
- Assessment of student support services
- Review of faculty and staff training
- Assessment of LMS and student tech support
- Continued faculty and staff development
- Budget allocation to financially support DE
- DE course assessment
- Continued marketing of DE courses/programs
- Completion of new DE programs

Year 5 (2018-2019)
- NEW DE Programs and courses continue to be developed
- Budget allocation to financially support DE
- Continued faculty and staff development
- DE 5-year assessment

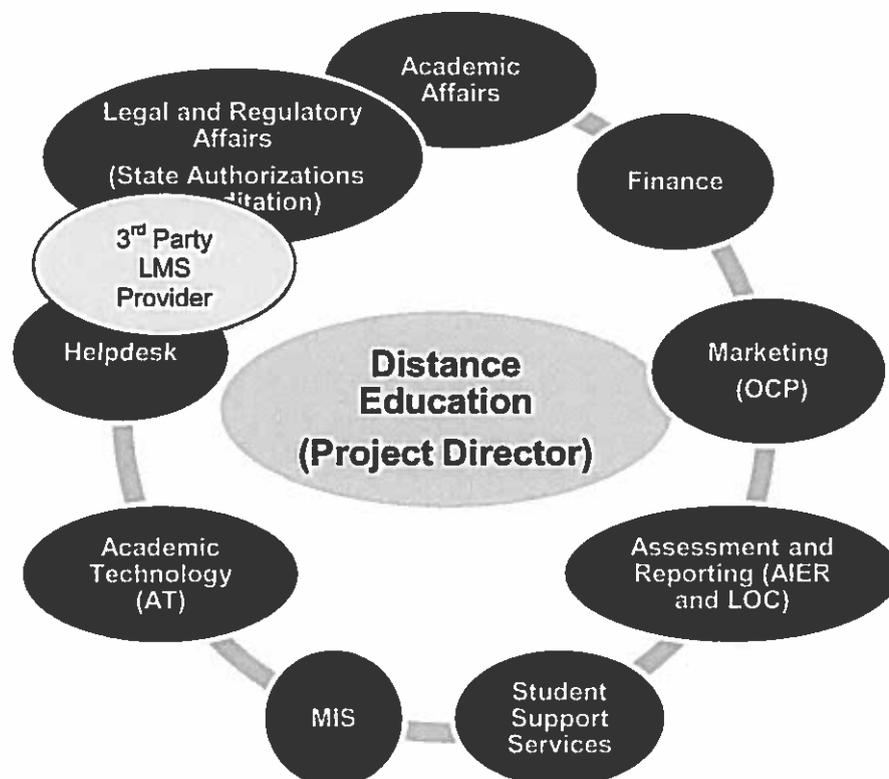## Appendix 3: Key LMS Features to Consider

- Level of technical support provided;
    - Vendor support
    - Active community support
- Availability/uptime;
- Plans for facilitating LMS updates;
- Redundancy;
- Scalability;
- Sandbox availability;
- File storage capacity and limitations;
- Design and branding options;
- Built-in tool capability, including:
    - Forums
    - Assignments
    - Lessons
    - Quizzes
    - Blogs
    - Wikis
- Integrated tools, such as:
    - ePortfolio
    - Web conferencing
    - Analytics
    - Streaming video
- Ease of data migration in case a different solution is chosen;
- Interface;
- Social learning tools;
- Accessibility and compliance;
- Integration with third-party tools;
- Email functionality;
- Security;
- Administrative monitoring;
- Availability of content libraries;
- Implementation and training;
- Mobile support;
- Cost/pricing plan structure.

Appendix 4 - DE Organizational Structure and Student Support Systems.

As part of the DE assessment process, it was recommended that an organizational framework be developed to support the full DE student life cycle at the college. The DE director will work in collaboration with Finance, Marketing, Academic Affairs, Student Support, and AIER to build and develop a sustainable DE program at GCC. The student support infrastructure includes a direct interaction between student support services, MIS, Academic Technology (AT) and the Helpdesk. The Academic Affairs division would support the Helpdesk when specific program questions arise. In addition, this division would ensure that all DE programs are compliant with all legal and regulatory guidelines for DE including state authorizations and accreditation.

The Helpdesk, Student Support Services (SSS) and a 3rd Party LMS provider, are the first responders to student issues and require consistent updates and business continuity. The SSS includes but is not limited to: Admissions and Registration, Financial Aid, Bookstore, Library Services, Counseling and Advising, Tutoring, Accommodations and Testing Services. Issues that cannot be resolved by the Helpdesk would be escalated to the appropriate department within the college, to ensure that all matters are responded to appropriately and in a timely manner. Continuous collaboration and planning will be maintained between groups that are critical to process improvement in student support services. Assessment of the DE programs / courses, Helpdesk and Marketing (Office of Communication and Promotions, OCP) will support the institutional goal of enabling a culture of improvement and accountability. The level of support to the courses will vary depending on whether they are web-enhanced, hybrid or fully online.
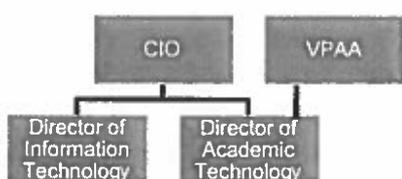
Most institutions have their IT department report to a Chief Information Officer. The MIS department at GCC currently reports to finance, and supports the IT infrastructure for most of the academic and administrative automated processes. The MIS and AT departments play key roles in DE support, and would work together to manage technology needs across the academic and administrative functions of DE, albeit they have varied functions (Appendix 5). The MIS and AT departments will provide support to DE students and faculty when relevant helpdesk tickets are escalated to them.

Appendix 5– Information Technology Vs. Academic Technology: Roles and Responsibilities.

Introduction

In most institutions of higher education, a distinct line is drawn between the Department of Information Technology and the Department of Academic Technology. Each department has specific tasks and responsibilities. There is a clear relationship between the two departments, and often they are tasked to work together to solve issues and provide solutions for end users. Though it may seem that there is overlap between the two departments, if responsibilities between the two are clearly defined, there seldom is. Typically, the departments are each headed by a director, and they typically report to the Chief Information Officer (CIO) or Vice President (VP) of Information Technology. In addition to reporting to the CIO, the Director of Academic Technology reports to a senior position in academics, such as the Vice President of Academic Affairs (VPAA).

Presently, GCC does not have a position of CIO or VP of Information Technology. Frank Camacho, as Systems Administrator, holds a position that is similar to a Director of Information Technology. Presently, there is no individual at GCC that is tasked with the full responsibilities of a Director of Academic Technology. Wes Gima, as Program Specialist is currently tasked with some of the responsibilities of this position, but his job description is not perfectly aligned with it.

The purpose of this document is to assist GCC in developing a model for the management of academic technology (AT) services in the development of a distance education program. An analysis of the present dynamics at GCC reveals that there is a gap in Academic Technology leadership. Due to the difference in skill sets and objectives, involving Frank Comacho more heavily in Academic Technology deliverables is not a practical solution.

To demonstrate, the position of Director of Academic Technology requires a Master's or Doctorate in Education, Distance Education, or Curriculum and Instruction. A Director of Information Technology, on the other hand, has a Master's in IT at a minimum with extensive certifications in the industry being highly desirable.

This document provides a sample list of responsibilities for a Director of Information Technololgy (IT) and a Director of AT. Both lists are somewhat generalized and certainly not comprehensive, but they are a reflection of best practices in higher education. Note that it would be exceptionally rare to find one individual who is qualifed to serve both of these roles effectively as they are vastly different in scope and necessary competencies.

IT builds the roads, AT drives on the roads. The Department of Academic Technology, to some degree, is a 'customer' of the Department of Information Technology in the sense that IT provides for the network, infrastructure, and server integration necessary for AT to function. However, the two departments are vastly different in their deliverables. To successfully operate an IT department, little understanding of academics is truly necessary—just a knowledge of best practices, data security (FERPA), hardware, and software infrastructure. To successfully operate an AT department, a great degree of academic knowledge such as teaching and learning theory and best practices is required—and little knowledge of the details of the underlying support structure provided by IT is necessary to be effective. This document includes a few scenarios that demonstrate how the roles of AT and IT differ in practice.

ONE

A teacher is teaching a course in Moodle. She wants to know if she can set up a discussion forum that allows students to participate anonymously for a discussion on a sensitive topic. Who does she direct her question to?

A: Academic Technology. This is a question on the use of an academic system for academic purposes. In addition to knowledge of the configuration of the LMS, the AT is also responsible to know the best practices and potential legal ramifications of sharing information in this context.

TWO

A teacher wants to use a website in class. The website requires software plug-in to be installed in the browser but is having trouble getting the plug-in to install due to limited permissions. Who does he ask for support?

A: Information Technology. Since IT is responsible for all software deployments and installations, and is knowledgeable about security risks and installation policies, IT can make a determination on the need for the software and provide necessary support.

THREE

A student is in a computer lab on campus, attempting to upload a document to an online course, and is having difficulty. The instructor can't determine the issue. To whom should the student be directed?

A: Academic Technology (first), then Information Technology. It is up to AT to determine if the student issue is due to an LMS restriction or problem first, and to resolve the issue if possible (e.g. the document is too large, inappropriate filename, etc.). If AT support determines that the student has followed all steps properly, and the LMS vendor indicates that everything is functioning as normal (or a successful test was completed on another computer), the issue can be directed to IT as a possible hardware, software, or network issue. This is an example of AT and IT working together. There is no overlap in responsibilities, but both departments are responsible for service delivery and determining where the failure is occurring.

Appendix 6 – Key Performance Indicators

Several institutions do not segment online course and program data from their traditional courses and programs. At Guam Community College (GCC), online courses are currently noted as "online" under schedule type and can therefore be tracked and data used to support future improvement of Distance Education (DE) courses. As GCC considers implementing a robust online DE offering, it will be important to establish benchmarks / Key Performance Indicators that can be used to measure the effectiveness of the courses/programs through student, faculty and institutional successes. The student population that these benchmarks would be relevant to would be those with the student type of "online" in the general student record. Currently there are no students with this designation at GCC.

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

- Market Penetration: GCC has an opportunity to expand its market share within the island of Guam and in Micronesia, in addition to expanding its student body through increased delivery to dual-enrolment students and career professionals seeking workforce development programs. GCC's DEAL/DCAPS programs and the CTE Secondary programs provide additional opportunities (introductory/foundation) for DE.
- Student access and success: Tracking student ability to access and successfully complete GCC's high quality and affordable online courses and programs is critical, as the college strives to meet the 4 key institutional goals (Ref: Institutional Strategic Master Plan 2014 – 2020: Goals and Initiatives)
- Access to and use of technology to augment online learning or online student management: The College has support structures that can improve/enhance the experience of the online student in addition to traditional students by continually addressing opportunities that exist to provide additional Advising, Tutoring, Proctoring, Testing and other services.
- Student Satisfaction in their programs of study: Monitoring student satisfaction in online programs is critical in providing feedback that can be utilized for process improvement in online course development &delivery, faculty interaction and student wrap around services.

KPI	KPI Measure	Definition
DE Market Penetration	Guam Resident	Guam students taking credit programs (PT or FT)
		Guam students taking credit courses
	Non Resident (student whose permanent residence is not in Guam and does not pay local Guam taxes)	Non-Resident students taking credit programs (PT or FT)
		Non-Resident students taking credit courses
	Foreign Students (non-citizen with a non-immigrant visa)	Foreign students taking credit programs (PT or FT)
		Out-of-State students taking credit courses

KPI	KPI Measure	Definition
	Dual Credit Articulated Programs of Study (DCAPS) and Dual Enrollment Accelerated Programs of Study (DEAL)	High school students taking credit courses
		High school students taking credit programs (PT or FT)
	Non-Credit (NC)	# of students enrolled in NC programs
DE Student Enrollment	Fall Credit Students	
	Fall Non-credit Headcount	
	Spring Credit Students	
	Spring Non-credit Headcount	
	Fiscal Year Headcount	
	Percent Transfer Credit Hours	
	Percent Technical/Career Credit Hours	
	Percent Developmental Credit Hours	
	Fall Credit FTE numbers	
	Spring Credit FTE numbers	
DE Student Persistence	Course completion rate (based on course withdrawals)	
	Within-term retention rate (headcount)	
	FT FTIC Fall-to-Spring persistence rate	
	PT FTIC Fall-to-Spring persistence rate	
	FT FTIC Fall-to-Fall Persistence rate	
	PT FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall	

KPI	KPI Measure			Definition
	Persistence rate			
	Productive grade rates			
	Single term certificate persistence rate			
	Dual term certificate persistence rate			
Distance Learning Grades	Percent of grades in each DE course	A and B Grades		
		Completers (A, B, C, D, F, P)		
		Completers Success(A, B, C, P)		
		Withdrawals		
DE Student Graduation	Percentage of students that completed degree or certificate and transferred within three years			
	Percentage of students that completed degree or certificate and transferred within three years			
	Student goal attainment	Completers		
		Non-Completers		
	Career program completers			
DE Student Satisfaction				*Recommend Community College Survey of Student Engagement (CCSSE) or Noel Levitz(NL)*
Financial Access and Affordability	In-County Tuition and Fees			
	% First Generation Student			
	Financial Aid Default Rates			
Resources and Services	IT FTE staff/per VC student			
	Help Desk Services (E.g. hrs. of access, ticket resolution rate etc)			
	Other Resources and Services (hrs.	Orientation		

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

Appendix 7- Ellucian on-site meetings with DE taskforce, students, faculty and other institutional stakeholders.

Administrators
Carmen Santos (Vice President, Business)
Dr. Ray Somera (Vice President, Academic Affairs)
Michael Chan (Associate Dean, TSS)
Marlena Montague (Assistant Director, AIER)
Patrick Clymer (Coordinator, Admissions & Registration)
Esther Rios (Coordinator, Financial Aid)
Joanne Ige (Associate Dean, Student Support Services)
Francisco Camacho (Data Processing Systems Administrator, MIS)
Wesley Gima (Program Specialist, Academic Technologies)

Faculty
Christine Matson (Assistant Professor, Learning Resource Center)
Troy Lizama (Associate professor, Assessment & Counseling)
Vera DeOro (Assistant Professor, English)
Sara Leon Guerrero (Professor, Early Childhood Education)
Lisa Baza-Cruz (Professor, English)
Simone Bollinger (Instructor, English)
Tressa Dela Cruz (Instructor, English)
Desiree Ventura (Instructor, English)

Student
Vicenta Lundgred

On campus forum attendance: 16 students and 26 faculty attended the session over a period of two days.

Resources

- GCC ISMP 2014 – 2020 (draft)
- Capabilities and Needs Assessments (Ellucian)
- DE Policy 340 – Board of Trustees DE resolution
- http://elearningindustry.com/top-open-source-learning-management-systems
- http://i1.wp.com/mfeldstein.com/wp-content/uploads/2013/11/LMS_MarketShare_20131104-Home.jpg
- http://www.ajer.org/papers/v2(7)/O027124130.pdf
- http://moodle.com/partners/
- https://sakaiproject.org/try-sakai-cle
- http://www.instructure.com/
- http://www.desire2learn.com/
- http://www.blackboard.com/Platforms/Learn/Overview.aspx
- http://www.edweek.org/dd/articles/2013/06/12/03lms-evaluation.h06.html
  http://www.learningsolutionsmag.com/articles/1181/five-steps-to-evaluate-and-select-an-lms-proven-practices
- http://lectora.com/factors-to-consider-when-choosing-an-lms

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ellucian™

Guam Community College: Standard Operating Procedure – Draft

May 13th, 2014

Table of Contents

Distance Education Standard Operating Procedure (2014 – 2020)

Introduction

Guam Community College is a leader in career and technical workforce development and provides the highest quality, student-centered education and job training for students in Micronesia. This Distance Education Standard Operating Procedure (DE - SOP) Manual will be used in tandem with the DE Strategic Plan (DE - SP) to achieve the Distance Education goals of GCC.

The college is considering a broad range of DE courses which will fall into two distinct categories as defined in DE Policy 340:
1. Hybrid – This course type is offered in such a manner that 50% of the classes are held on campus (traditional face-to-face) while 50% is held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to come on campus.

This DE-SOP provides processes and guidelines for the management of DE across the academic, administrative, technical and student support sectors. The SOP will provide pathways that if utilized will maintain consistency in DE course and program management, will build clarity in the processes used to support DE and will minimize uncertainty in developing and managing the DE courses and programs. The processes included in this document reflect the focus areas determined from the DE-SP and will be used in tandem with the DE – SP document.

DE Organizational Structure

Below is the organizational structure for DE support at GCC. In lieu of a Chief Information Officer, the Helpdesk could be incorporated within Student Support Services, MIS would continue to work in collaboration with Academic Technology in providing technical support and report to finance as is the current status. The following offices directly support DE: Finance, Academic Affairs, Communications

and Promotions (OCP), Deans, Department chairs, Human Resources (HR), AIER and Student Support Services. It is recommended that a faculty professional development coordinator support DE faculty training and professional development. In lieu of this position, the office of Academic Technology in partnership with Academic Affairs can support this role.

DE Implementation:

DE implementation at GCC will be done in partnership with all stakeholders who constitute the DE support organization as presented in the organization chart above. Specific measurable objectives as outlined in the DE strategic plan should be assigned to task owners from within the DE support organization and timelines created for achievement of each objective. The chart in appendix 6 provides a DE implementation timeline developed during the DE strategic planning process with the DE taskforce. Target measures and task owners are yet to be assigned to each objective. Each of the stated objectives will have an impact on the DE organization so it will be important to assess the DE implementation process carefully and closely. Each objective will have specific tasks that will be assigned to it by project owners, and these tasks when accomplished will bring GCC closer to its DE goals. An important factor in sustainable DE provision by an institution is the DE financial model, and this should be considered before and during the DE implementation process. Financial support during the lifetime of DE at the college will ensure that the college remains competitive in the DE landscape.

DE Academic Programs:

DE Programs at GCC constitute those programs that are offered as hybrid or fully online programs of study. Hybrid programs will require the students to be onsite for at least 50% of their study, while the fully online programs do not have an on-campus expectation. DE programs will be selected based on market need as determined by the department advisory committee. Currently, the college selects programs to be developed following advice from industry partners, faculty members, department chairs and student needs. In order to develop robust DE programs, the college should employ an additional aspect to the program selection process which includes a specific needs analysis for hybrid or fully online programs. This information would be garnered through market research specifically addressing the program question:

1. Does the department need this program of study to be delivered via distance education?
   a. What data points to this need?
   b. Is the program going to be delivered as a hybrid or fully online Program?
2. Is the program of study being sought by local Guam residents and/or international students?
3. Does the department have faculty members who would be able to teach all the courses in this program via distance education?
4. How prepared are the faculty members to undergo professional development training in order to establish a robust and competitive distance education program?
5. Does the department have the financial resources to allocate towards instructional design for distance education courses?
6. Does the institution have the marketing resources to attract students to the program and minimize internal cannibalization of students?

DE Program Development and Delivery Process

The process of developing and then delivering the DE program would require an initial market research that specifically targets the program of interest. This would be followed by faculty engagement and course development. During the course development process, the program landing pages and marketing strategy would be running concurrently. This will ensure that when GCC is ready to offer the program, all required institutional resources will be in place to support student access to the course(s). All courses

offered via DE at GCC will undergo evaluation and the program will undergo review on an annual basis to determine its impact and value to GCC.

DE Course Selection and Development:

Course selection will in many instances mimic program selection as described above. Usually, course selection impacts the rate of full program roll-out. A full Program of Study (POS) layout will determine the sequence with which courses are developed for DE programs. Sometimes, a series of DE courses are developed that do not directly complete a full POS. In such instances, the course selection process should reflect the POS process and the questions to be asked would be as follows:

1. Does the department need the course to be delivered via distance education? What data points to this need?
2. Is the course being sought by local market (internal GCC students and Guam residents) and/or international students?
3. Does the department have faculty member(s) who would be able to teach this course via distance education?
4. How prepared are the faculty members to undergo professional development training in order to establish a robust and competitive distance education program?
5. Does the department have the financial resources to allocate towards instructional design for this distance education course?
6. Does the department project high enrollments in this course, and will a master course be developed which will then be personalized by individual faculty members teaching the course?

Market Research

Program Development:
-Course Development
-Faculty member Engagement

Program Marketing
-Landing Page Development
-Program Marketing Strategy Development

Program Delivery
-Course Development Completion
-Course Delivery by Faculty member
-Student Support Services

Program Assessment
-Student Success Assessments
-Course Evaluations
-Faculty member Evaluations
-Student Support Service Evaluations

7. Has the course already been developed as a web-enhanced course?
8. Is the course to be developed as a hybrid or fully online DE course?

Course Development Pathways:
There are multiple pathways by which a DE course (hybrid or fully online) can be developed at GCC as shown in the schematic below. Face-to-Face (F2F) courses can be directly developed into hybrid or fully online courses depending on factors such as; the faculty member's readiness to build the course, the availability of resources (e.g. media), and the availability of sufficient training and instructional design support. Some faculty may take the route of enhancing their F2F course with web-based resources and utilizing the LMS. This may be followed by web-enhanced courses being developed into hybrid and then fully online courses. However, it is important to note that hybrid courses do not need to convert into fully online, nor do web-enhanced courses have to convert into hybrid and then fully online. These transitions would occur if it is the intention of the faculty member/department to offer the courses in a DE format.

Pathways for DE Course Development

Face-to-Face Course	Face-to-Face Course	Face-to-Face Course	Fully Online Course	Face-to-Face	Face-to-Face Course
Web-Enhanced Course	Web-Enhanced Course	Hybrid Course	Hybrid	Web-Enhanced course	Fully Online Course
	Hybrid Course			Hybrid Course	
				Fully Online Course	

Hybrid DE Courses | **Fully Online DE Courses**

GCC DE Course Development General Information:
Instructors will be set up with a development copy of their course. When complete, this course will be copied into the courses used by the students. This is to ensure that the course will be finished before students can view it.

The final version of all courses, as signed off by the instructor, will be stored in the GCC LMS repository of courses (MIS/AT). This course will be updated by the course author and serve as the origin for all versions of the course taught during the semester.

Course navigation will be consistent across all GCC DE courses. A sample course shell with basic navigations tabs is presented in the adjacent figure.

Material will be organized into Modules and placed as FOLDERS within the LMS. It is understood that each Module will correspond to a course week.

There are specific best practices governing the links and information to be included in the syllabus for all GCC DE courses. Faculty members will check with their respective departments to make sure that the syllabus has all of the appropriate sections and requirements.

A course development process will then ensue between the faculty member and instructional designer as presented in the course development schematic below. A Kick-off meeting between the Instructional Designer and the faculty member to fill out a **Timeline Document** is highly recommended; this timeline agreement would then be signed and submitted to the DE director for approval. The timeline provides for an iterative process, giving the instructor time to provide feedback and review the course.

Course Shell Navigation (Sample)

- Announcements
- Syllabus
- Weekly Module
- Discussion Boards
- Contact my Professor
- My Grades
- Help Desk
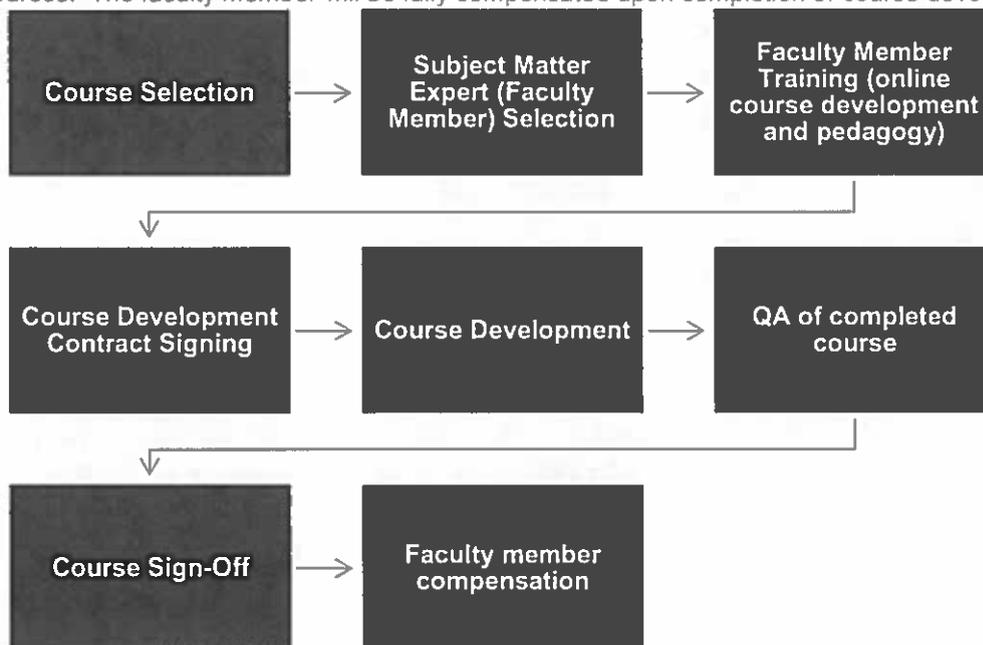- Moodle FAQ
- Student Support Services

DE Course Development Schematic

Initial Meeting → Identify Course Content → Define Learning Module process → Learning Module Prototype → Develop Learning Modules → Final Online Course Materials → Online Course Review

Initial Meeting

Steps
- Establish relationship between ID and Instructor
- Identify Course Goals and Audience
- Define Roles of the Instructional Designer (ID) and Subject Matter Expert (Instructor)
- Identify all stakeholders (other Instructor's)

Outcomes
- Understanding of course goals and audience
- Agreement on defined roles for ID and Instructor
- Clearly identified roles for all stakeholders

Identify Course Content

Steps
- ID obtains the course outline from Instructor
- Identify learning objectives within course outline
- Assess lecture time spent on individual course outline topics
- Identify supplemental resources

Outcomes
- Instructor and ID agree upon Online Course Outline
- Understanding of time on task for each concept (what will become learning modules)
- Identification of all supplemental resources

Define Learning Module process

Steps
- ID and Instructor organize course concepts into Learning Modules
- ID and Instructor define the standard components of each learning module
- ID and Instructor develop standard instrument /template for transferring content with each other
- Define and describe the process for how traditional content is transformed into online content

Outcomes
- Identification of all online learning modules
- Agreement on standard learning module components
- Established instrument for transferring information
- Agreed upon process and timeline for building online course

Learning Module Prototype

Steps
- ID and Instructor work through defined process and make initial LM prototype
- ID assists Instructor with online content creation
- Expectation for online content is clearly defined

Outcomes
- Demonstrated working process for created content
- Initial learning module is created
- Instructor understands what is necessary for online content creation

Develop Learning Modules

Steps
1. Instructor delivers narrative for all learning module components to ID
2. ID recreates Instructor narrative into online course and submits back to Instructor for review
3. Instructor reviews first iteration of online module, makes changes, submits changes to ID
4. ID makes changes and submits 2nd iteration back to Instructor
5. Instructor reviews changes submits 2nd revision to ID
6. ID makes revisions
7. ID and Instructor develop supporting activities/assign/assessments for Learning Module
8. Repeat for all Learning Modules

Outcomes
- Learning Modules are developed from the traditional course content
- Learning modules are revised two times
- Supporting online activities, assignments, and assessments are developed for each learning module

Final Online Course Materials

Steps
- Additional course materials identified and developed by Instructor
- Additional Materials uploaded/built in CMS

Outcomes
- Additional materials such as syllabus, course description uploaded into CMS
- Final course is developed

Online Course Review

Steps
- Institutional Peer Review of Online Course
- SGHE final proof of course content

Outcomes
- Online course is proofed by both institution and SGHE
- Final changes and revisions are made

Faculty Compensation for Curriculum Development:

Faculty compensation will be established based on current pay structures as determined by Human Resources and described in the faculty member handbook. Compensation for curriculum development should be determined based on the type of course that is being developed and the effort required for building the course. Typically, a fully online course development process is compensated higher than a hybrid course development. Also, a contractual agreement indicating final compensation of the faculty member after course development is completed should be maintained by the DE department and Human Resources. The faculty member will be fully compensated upon completion of course development.

```
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│                  │      │  Subject Matter  │      │  Faculty Member  │
│ Course Selection │ ──►  │ Expert (Faculty  │ ──►  │ Training (online │
│                  │      │ Member) Selection│      │ course development│
│                  │      │                  │      │  and pedagogy)   │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
                                                              ▼
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│Course Development│      │                  │      │  QA of completed │
│ Contract Signing │ ──►  │Course Development│ ──►  │      course      │
│                  │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
                                                              ▼
┌──────────────────┐      ┌──────────────────┐
│                  │      │  Faculty member  │
│ Course Sign-Off  │ ──►  │   compensation   │
│                  │      │                  │
└──────────────────┘      └──────────────────┘
```

Course guide requirements: Course guides for DE will be developed in tandem with course development within the LMS. The final DE course guide will be submitted to LOC for review prior to final course approval for delivery to students. The LOC review will occur in parallel with online classroom evaluation process described below. Current institutional course guide development will be adhered to and modifications in the process will be made based on whether the course is a hybrid, in which case 50% of the course is offered on-campus or fully online whereby the course is developed for a remote student learning experience.

Instructional technology training: Faculty members will be expected to participate in mandatory training in preparation for online course delivery. These two courses are a) Online course development using the institutional LMS and b) Online Instruction Pedagogy to support faculty interactivity in online classrooms. The course content and objectives are as outlined in the SP document on faculty training.

LMS Selection and Implementation

In the event that a decision is made to adopt a new LMS, then an LMS search and review committee/taskforce would need to be established, so that they can embark on the process of selecting a new LMS. The LMS committee/taskforce would then determine the minimum LMS system and support requirements that meet institutional needs. Once the LMS has been selected, GCC would initiate the migration process. This can be arduous; however, there are best practices that make the transition from one LMS to another as seamless as possible. Below is a summary of processes that describe LMS parameter review, LMS selection and finally migration of content to the new LMS. How to choose an LMS

1.LMS Parameter Review & Establishment	2. LMS Vendor Engagement and LMS Selection	3. LMS Migration
• Input from a cross-section of all LMS users within the institution should be sought • Prioritization of all suggested parameters will be done by the LMS Committee/Taskforce within GCC • Committee/Taskforce will come to agreement on parameters that meet institutional needs and goals. • Review of current LMS systems in the market to determine which ones' have features that the college needs in order to meet student outcomes and institutional goals.	• Establish a comparative LMS chart that will guide the college in vendor selection and outreach. • Invite LMS vendors and have demos presented by the companies • Run further reveiw of the LMS market following vendor presentations to determine if there are additional vendors or features that may be of interest to GCC prior to making an LMS decision. • Develop a pilot implementation of the selected LMS	• Develop an LMS migration timeline and plan • Migration plan should factor in course prioritization and batching. In conducting the migration, it is recommended that the courses be batched by program or department. This will allow GCC to concentrate training efforts on one group of faculty and students at a time.

"Choosing a learning management system is one of the most costly and time-consuming decisions schools or districts must make as they expand their technological infrastructures. An LMS is a robust piece of software that provides an online portal for classrooms, serving administrative functions for educators and allowing students to view assignments, grades, and learning materials. Some can be used to deliver entire courses. Once an LMS is in place, it can be difficult and expensive to switch to a different one. That's why making sure it's a good fit initially is crucial." ~Katie Ash in **Education Week.**

Steps to Choosing an LMS
1. Determine which Learning Management Systems meet GCC's LMS requirements. GCC must come to a determination on the priority of the considerations identified in Appendix 5. Using that information, GCC can determine which LMS's could potentially serve its needs.

2. GCC should investigate the demos and free trials made available by competing vendors as identified above. A cross-section of the GCC community should be included in the process so that input from all affected users (students, teachers, AT, academic administrators, MIS) is considered.

3. The LMS user experience should be assessed. Feedback from customers of LMS vendors and hosts should be pursued and taken into account in the decision making process.

4. Financial considerations for LMS acquisition, utility and maintenance should be considered. The total cost of ownership—contracts, time investment, internal support necessary—should be calculated when comparing solutions.

Migration Timeline and Plan – Course migrations can take from six months to about two years; usually, the two LMS are run in parallel during this time. Although this can result in additional costs, running the systems together for at least a semester would allow time for GCC to carry through the migration plan according to the timeline.

Any plan should include the following elements; these can be undertaken concurrently:

1) **Preparation for Migration**
   Begins immediately after new LMS selection and estimated to take 2-3 months
   The following lists the steps that should be undertaken before migrating courses:

a. **Template Creation:** A template, or similar look and feel, should be created in the new LMS. The migrated courses should be situated within this template. A template can have slight variations depending on college or department; however, the structure and navigation should remain relatively consistent. This simplifies training for faculty and the learning curve for students. It is particularly important in getting the community up to speed on a new LMS.

b. **Course Staging:** Migration can be simplified by working with instructors to "stage" their courses for the transition from one LMS to another. Staging includes the following:

  *   **Deleting items that will not be used** – This will simply the migration process as it insures only those items that will be necessary will be transitioned.

  *   **Incorporating Discussion and Email information into Learning Modules** – Discussion and Email information is typically not migrated because it is considered to be student information. Therefore, it is important for instructors to put this information into areas that will be migrated.

2) **Faculty Training and Support**
Begin after Template Creation and estimated to take a year, but also ongoing

Faculty training and support for a new LMS is a multifaceted process which should be ongoing as new faculty come on board and others move past the beginner stage to become interested in intermediate activities. In addition to face-to-face workshops, training should consist of online tip sheets, online self-paced training modules, brief instructional videos, and technical support. It is highly recommended that faculty members prove proficiency in the new LMS, either through attaining certification or demonstrating their ability with course materials

3) **Migration Process**
Usually takes place about six months after selection and can last six months to a year

Depending on the LMS selected, the migration will most likely be somewhat of an automated process; however, faculty or instructional designers will have to review the migrated course for consistency and any differences between the LMS that would require structural modifications. Faculty members will have to be trained or assisted in this process; this process should be documented in advance of the migration.

Classroom requirements

The online classroom will be reviewed prior to being made available to students using a course checklist as a guide (Appendix 1). This checklist is based in part on standards developed for Quality Matters (http://www.qmprogram.org) to assure quality in courses that are delivered electronically. An integral part of the course design process will be the use of this checklist to ensure consistency in course development across the institution prior to final approval. Each course (online/hybrid classroom) that is hosted within the LMS will have the following components at a minimum: A generic course navigation table is found in Appendix 3

  ✓ Course Introduction / Overview
  ✓ Learning Objectives
  ✓ Assessment and Measurement
  ✓ Instructional Materials and Resources
  ✓ Access to Student Support (Library, Technology Support, Tutoring etc.)

The online classroom checklist will be completed by an authorized reviewer (Course/Faculty evaluator or Learning Outcomes Committee appointee) after it has been reviewed by the faculty member and corresponding instructional designer.

Faculty requirements

It is highly recommended that faculty members teaching DE courses will:

- ✓ Participate in training for online course development using the institutional LMS and also take training in online teaching pedagogy.
- ✓ Communicate with students in a timely manner and make themselves available to students in the online course.
    - ○ Typically a note in the syllabus stating that the faculty member will communicate back to the student within a 24h window is sufficient. However, it will be important that the faculty member follow through on this commitment.
    - ○ Faculty members should provide more than one way for the student to reach them. This information is indicated in the syllabus and the announcement page.
- ✓ Offer virtual office hours for the DE students, to ensure that the student receive the support they need to be successful in their online course(s)
- ✓ Develop a DE course that has similar rigor and interactivity as the traditional face-to-face course.
- ✓ Build the DE course per contract agreement from a timeline perspective.
- ✓ Maintain grades within the course gradebook so that students obtain timely feedback from their assessments
- ✓ Complete an alternative instructional equivalencies (AIE) document which provides a comprehensive summary of the course activities, allocated time-on-task for each activity, instructional best practices, and total instructional time in the course (Appendix 2)

Student training and Orientation to Online Environment

1. Course development begins using course checklist as a guide

2. Faculty member and Instructional designer review the course after the course has been built to ensure that it has all components

3. Course reveiwer evaluates the course using the checklist as a guideline

4. Course testing is run in the LMS production environment

5. Course sign-off process begins: Faculty Member, Instructional Designer, Course Reviewer, DE Director, VP of Academic Affairs

It is recommended that an online student orientation be created and required, along with training for students on the learning management system. An assessment of student readiness for both college level courses and online courses should be required. This information will then be used to guide future student advising, and additional training and orientation processes. Provision of the student handbook (made available online) should be maintained.

In order to ensure that students are well prepared for the rigor of DE courses, they will be required to:

- ✓ Participate in a mandatory online LMS and student success orientation course that teaches student success principals in the online classroom.
- ✓ Take an online student readiness preparation survey, so as to self-evaluate their online readiness.
- ✓ Use college email address, so that their faculty members and student support staff can easily communicate with the student in the event that there are issues that directly impact the course/program.
- ✓ Sign off on an academic honesty policy agreement to ensure that is compliant with institutional academic dishonesty principals.
- ✓ Meet with an advisor every semester that they are engaging in the DE Program, to support the student in their program completion agenda.
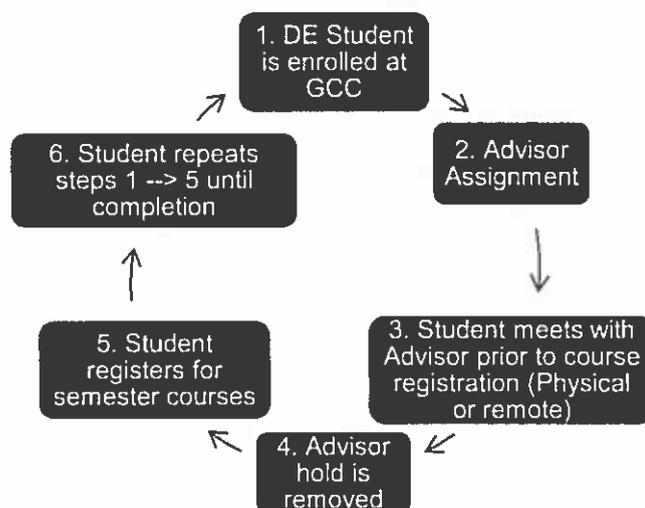
Support Staff training

Support staff in Academic technology, MIS, all student support services, administrators and non-teaching faculty will undergo continuous training for process improvement in their respective departments. Training may entail technological, team building and customer service (students, faculty and colleagues) components, to ensure that all aspects of the DE support structure is aligned with provision of high quality service to all stakeholders.

Admissions / Registration

Establishing mechanisms that ensure online student admissions and registration, in addition to Financial Aid assistance, tuition and fees payment and access to the college ID will be via the MyGCC portal. Students participating in hybrid courses and programs may be able to register on campus. However, fully online students will require automated provisions student support services across the whole enrollment pipeline including admissions and registration[1], financial aid and finance. Current processes are as outlined in the DE capabilities assessment report.

Advising/Counseling

All students participating in DE programs will be expected to meet with their advisors every semester prior to registering for courses as shown below. Advisors / counselors will review the students' progress through their specified POS and make recommendations for the next series of courses. This will ensure that students reduce their time to completion. Advisors will be provided with updated POS from the departments offering DE programs, to ensure accurate advising of students. Advisors will notify the department chair in the respective departments in the event that a DE student does not meet with an advisor prior to course registration. Fully online students will require remote advising support, however students enrolled in hybrid courses or programs will be able to obtain their advising on campus.

1. DE Student is enrolled at GCC

2. Advisor Assignment

3. Student meets with Advisor prior to course registration (Physical or remote)

4. Advisor hold is removed

5. Student registers for semester courses

6. Student repeats steps 1 --> 5 until completion

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[1] The steps in these processes currently follow those outlined in the DE capabilities report but should be optimized following Banner revitalization

Health Center

Students taking fully online courses will be exempt from the requirement to have a health certificate clearance unless they will also come on-campus to take courses. Students taking hybrid courses or programs will be required to obtain health clearance, prior to the health "hold" being released from their banner record for the given enrollment semester, and will follow current institutional clearance methods.

Academic Technology and Information Technology Support

GCC's Information Technology (MIS) and Academic Technology (AT) departments will provide support as previously discussed during strategic plan development (DE – SP, Appendix 5). The AT and MIS tasks outlined below represent the minimum requirements for optimal operation of distance education within the college when. Continuous training of staff members who support AT and MIS will be essential in ensuring continuous improvement of the services that support students and faculty in DE.

Information Technology

Information Technology is responsible for configuring and maintaining all internal systems that provide electronic and/or digital information transfer and storage. The Director of Information Technology:

- Oversee:
    - budgeting for information technology resources (hardware, software, contracts)
    - IT equipment, software, support, and security resource planning processes
    - IT staff training and development
    - contracts and partnerships, including third-party vendors related to IT
    - network and systems reliability
    - security software, hardware, policies and practices
    - end-user support of technical tools and services for faculty, staff, and students
    - data redundancy policies and processes
- Manage and maintain:
    - network systems, subsystems and servers
    - the computer/server room operation and environment
    - staff and student-facing technology (e.g. computer labs, faculty and staff computers)
    - communication systems (e.g. telephone, email, wireless network, television and AV systems)
    - software deployment and new hardware integration
- Work in a collaborative and collegial way with personnel including:
    - all departments
    - all faculty and staff
    - vendors
- Have knowledge of:
    - best practices in data storage, redundancy, network management, failover, systems integration, etc.
    - security concerns and issues related to higher education, including but not limited to FERPA, encryption, and password management
    - trends, products, equipment, tests, etc. for the purpose of recommending procedures and/or purchases

Academic Technology

Academic Technology is responsible for the development, management and evaluation of all technologies that support teaching, learning and research. The Director of Academic Technology:

- Oversee:
    - budgeting for academic technology resources (learning management system, web conferencing and other third-party academic tools)
    - academic technology resource planning processes
    - staff and faculty development programs within AT
    - contracts and partnerships, including third-party academic tools
    - compliance with ADA, FERPA, fair use, and copyright laws
- Manage Academic Technology services that include:
    - instructional design (instructional guidance in development of activities and assessments for web-based, hybrid, and online courses)
    - faculty development
    - student readiness
    - support of the implementation of academic technologies
    - evaluating and assessing effectiveness of teaching and academic technologies
    - defining practices, standards and procedures in regards to academic technologies
- Have knowledge of innovative teaching and academic technologies such as:
    - e-portfolio software
    - student response systems
    - learning management systems (e.g. Moodle)
    - mobile computing devices and applications
    - video conferencing
    - third party academic delivery tools (e.g. Voicethread, Prezi, Jing)
- Work in a collaborative and collegial way with personnel including:
    - academic offices
    - faculty and students
    - the library
    - MIS
    - vendors

Library Support.

Library support staff will participate in continuous training and process improvement to stay abreast of new digital library technologies and will support to distance education students by:

- Providing ebooks that are considered essential reference materials by faculty members
- Offering extended hours on weekends and nights to support the needs of DE students
- Having sufficient human resource to support phone and email requests from DE students
- Supporting a chat function as a part of the library (If this feature is incorporated as part of the library service)
- Increasing access to Audio/Visual resources that will support student learning – Library portal may provide access to instructor AV resources.
- Developing and maintaining an online library orientation for DE students to ensure ease of access to library resources.
- Providing access to the library through the LMS

Bookstore

Students participating in DE will be able to access their books through the bookstore. Processes to optimize book availability and cost to students include:

- Early faculty member assignment to DE courses, so as to ensure book submissions to the bookstore are done in a timely manner to provide sufficient time for book orders.
- Increased use of ebooks for courses that are DE
- Bookstore partnership with efficient yet low-cost mailing services to ensure that students obtain their textbooks in a timely yet economical manner
- Easy access to online bookstore inventory – Ensures that students are aware of book availability and their costs.

Marketing

The process of supporting DE at GCC will include continuous assessment of DE webpages and advertising to help optimize outreach and communication to prospective students. Search Engine Optimizations (SEO) including keyword and competition analysis, creation of semantic markup content (page titles, url structure, h1, h2, h3 tags, meta tags, meta descriptions) and copywriting to ensure increased rank in search engines will be reviewed. Additionally, maximizing GCCs advertising potential by exploring keyword possibilities and monetizing campaigns, ad groups, and keywords for increased conversions for student enrollment should be examined periodically. A comprehensive external marketing plan that attracts external students will increase desired enrolment and minimize institutional cannibalism from in-seat courses and should be updated annually or with each new program addition. Additionally, an internal marketing plan to support current students and faculty will be factored into all communication. Outlining Key Performance Indicators (KPIs, as outlined in Appendix 6 of the strategic plan) will support the tracking of marketing efficiency of DE programs and courses.

Appendix 1: Online Course Design Checklist

This checklist is based in part on standards developed for Quality Matters (http://www.qmprogram.org) to assure quality in courses that are delivered electronically. The *Online Course Design* Checklist is to be used as a guide for designing an online course, and is to be used in preparation for final the final review and approval process for course build deliverables.

Course Introduction / Overview

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Clear instructions are provided to navigate course components				
Students are introduced to the purpose, structure, and major outcomes of the course.				
Netiquette rules and expectations are stated clearly for online discussions, e-mail and other forms of communication.				
Course and institutional policies regarding academic rights and codes of conduct (and expectations are stated clearly, or a link to current policies is provided.				
Prerequisite knowledge and/or required competencies required for the course are stated clearly.				
Minimum technical skills necessary to participate in the course are stated clearly.				
Instructor Bio or self-introduction is available online.				
Instructor contact information is available online and is readily visible.				
An introductory/ice-breaker activity to help students get accustomed to the course site, and become acquainted with each other and netiquette is present in the course.				
The complete and appropriate syllabus is uploaded to the site and resides in an area that is easily accessible.				
A concisely formatted calendar of specific due dates is posted with introductory material.				

Course Introduction/Overview Additional Notes/Comments:

Learning Outcomes

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Course learning outcomes describe outcomes that are measurable, and are reflected in the course assignments, exams, and other learning activities.				
The learning outcomes in the course are appropriate for the level of the course.				
The module/unit learning outcomes describe outcomes that are measurable and consistent and align with the course-level outcomes.				
Learning outcomes are written from the student's perspective and stated clearly.				
Instructions provided to students on how to satisfy the learning outcomes in each lesson are stated clearly.				
Instructions allowing for student questions regarding fulfillment of learning outcomes are clearly stated, as well as required response time from instructor.				
To the extent appropriate for the course and content, learning outcomes incorporate and promote relationship and application to career, professional development, and lifelong learning.				

Learning Outcomes Additional Notes/Comments:

Assessment and Measurement

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The types of assessments measure the stated learning outcomes, and are appropriately consistent with the course level outcomes.				
The types of assessments selected are consistent with the course activities and resources.				
The course grading policy is stated clearly.				
Assignments are stated clearly and grading rubrics are provided to evaluate students' work and participation.				

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The assessment instruments are **sequenced**, **varied**, and **appropriate** for the student work being assessed, and are aligned to the weekly learning outcomes.				
The assessments are designed to meet varied learning styles				
Ample opportunities are provided for students to measure their own level of understanding and progress, in addition to obtaining helpful feedback.				

Assessment and Measurement Additional Notes/Comments:

Instructional Materials and Resources

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The instructional materials contribute to the achievement of the stated course-level and module/unit-level learning outcomes.				
The selected instructional materials and the way the materials will be used for learning activities are stated clearly.				
Resources and materials used in the course are cited appropriately.				
The instructional materials and chosen text(s) are current and support learning.				
Instructional materials present a variety of perspectives on the course content.				
A clear distinction between required and optional materials exists and is clearly explained.				

Instructional Materials and Resources Additional Notes/Comments:

Learner Engagement and Building Community

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The learning activities promote the achievement of the stated learning outcomes.				
Opportunities for interaction and meaningful collaboration exist.				
Learning activities selected support active learning.				
Sufficient opportunities exist for learners to communicate with their peers.				
Sufficient opportunities exist for learners to communicate with the instructor.				
Classroom response time and feedback for course assignments are clearly stated and available.				
Requirements for student participation and interaction are stated clearly.				

Learning Engagement and Building Community Additional Notes/Comments:

Course Technology and Navigation

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
The selected tools and media support the course learning outcomes and are appropriately chosen.				
Course tools and media support student engagement and active learning				
Navigation of online components throughout the course is logical, consistent, and efficient.				
Technologies in the course are readily accessible, current, and effective.				
Gradebook is categorized logically and organized consistently across the program.				

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
All Assignments, Discussions, Quizzes, and Exams are linked to the Gradebook and perform as anticipated.				
Grading schemas, point scales, and weighting methods are consistent throughout the course as defined in the syllabus.				
Discussion board settings meet the approved standards.				
Assignment settings meet departmental and institutional standards.				
Quizzes and Exams are accessible, have been tested, and perform as anticipated.				

Course Technology and Navigation Additional Notes/Comments:

Learner Support

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Clear information on the institution's technical support services and access to these services is provided.				
The institution's accessibility policies and services or links to this information and how to access these services is provided.				
The institution's academic support services and other resources that help students succeed have been made accessible in the course.				
The institution's student support services (advising, financial aid, counseling, etc.) with their appropriate links and/or descriptors are readily available to the students.				
Learner is provided with policy and college contact information in case of any life event, such as accident, surgery, or other circumstance.				

Learner Support Additional Notes/Comments:

Accessibility

Item	Exceeds Expectations	Satisfactory	Needs Revision	Not Evident
Accessible technologies are employed in the course and guidance on obtaining accommodation is provided.				
Equivalent text-based alternatives for auditory and visual content are provided in the course.				
The course design facilitates readability and minimizes distractions. (Consistent fonts and other ADA compliant formatting)				
The use of assistive technologies (screen readers) is incorporated into the design of the course.				
Policies regarding emergency outages related to weather and unforeseen circumstances, and emergency options, are included as required reading at the onset of the course.				

Accessibility Additional Notes/Comments:

Overall Course Notes/Comments:

Course Sign Off:
Select one option indicating your response to this online course by putting your initials against the appropriate statement.

_____ I certify by signing below, that I have reviewed the components of this online course and have found them to be acceptable.

_____ I certify by signing below, that I have reviewed the components of this online course and have found significant areas for improvement that will need to be reviewed prior to course sign off.

_____

Printed Name and Title of Authorized Reviewer, Date

_____

Signature of Authorized Reviewer, Date

The completed and signed Online Course Design Review and Approval From indicates acceptance of the course, and initiates approval for faculty member to obtain compensation for course development. Changes in course requirements and/or program standards that occur after the signoff become the sole responsibility of Guam Community College.

A copy of this document will be rendered in PDF format and shared with the instructor as well as the Distance Education department and the Office of the Vice President of Academic Affairs.

_____   _____

[Signature of Instructor]   [Date]

_____   _____

[Signature of Instructional Designer]   [Date]

_____   _____

[Signature of DE Director]   [Date]

_____   _____

[Signature of VP for Academic Affairs]   [Date]

Appendix 2: Alternative Instructional Equivalencies

Institutions use the Alternative Instructional Equivalence (AIE) to manage online classroom credit hour compliance. Institutions that have developed and maintained AIEs usually store individual AIE documents as spreadsheets within the respective departments. Often this information is maintained in a repository but not analyzed to determine overall institutional compliance nor is it used for assessing departmental or inter-departmental development of AIEs. Faculty members usually grapple with how to allocate time to certain online activities, and typically do not have an easily accessible resource to support their AIE allocation needs.

This AIE chart would:
    a. Support the instructional designer and faculty member in recording intended online course activities, course interactions, time on task for a given activity and the respective assessments associated with each activity.
    b. Provide a platform that the institutional research department can use to maintain an easily accessible record of course activities, and time-on-task.
    c. Record course instruction and affiliated activities as they align with pedagogical best practices as discussed Arthur Chickering.
    d. Provide clarity on faculty interactivity and student engagement in the online classroom.
    e. Provide insight on student to student, student to content and student to instructor interaction.

Sample AIE Calculation:

Activity	Activity Goal	Instruction Hour Equivalent	Total Time of Activity for Course In Hours	* Indicate Best Practice/s (BP) Met by Activity		Indicate Assessments Used	Indicate Type(s) of Interaction
Active Learning Strategies	To engage in professionally focused learning strategies that draw on the students professional work experience.	1 Active learning strategy = .5 hr		[ ] BP 1 [ ] BP 4 [ ] BP 2 [ ] BP 5 [ ] BP 3 [ ] BP 6 [ ] BP 7		[ ] Rubric [ ]Tests/Quizzes [ ] Graded Assignment	[ ] Student-student [ ] Student-instructor [ ] Student-content
Blogs, Journals, Logs	To use personal (authentic) writings to facilitate communication between the reader and the author.	Private Post = .5 hr Shared Post = 1 hr		[ ] BP 1 [ ] BP 4 [ ] BP 2 [ ] BP 5 [ ] BP 3 [ ] BP 6 [ ] BP 7		[ ] Rubric [ ]Tests/Quizzes [ ] Graded Assignment	[ ] Student-student [ ] Student-instructor [ ] Student-content
Every course must contain a minimum of 14 hours of instruction time for each credit. Course length does not affect instructional time. A 1 credit course requires 14 instructional hours, whether it is run in an accelerated format of 7-8 weeks or for the full term sure. Total activity time; Instructional Hour Equivalent x # of times activity is offered →1.5 x 3 = 4.5 hours				Course Credits = Total Instructional Hours =			

Summary of Chickering's Best Practices are as follows:
1. Good practice encourages student-faculty contact. (BP1)
2. Good practice encourages cooperation among students (BP2)
3. Good practice encourages active learning (BP3)
4. Good practice provides prompt feedback (BP4)
5. Good practices emphasizes time on task (BP5)
6. Good practice communicates high expectations (BP6)
7. Good practice respects diverse talents and ways of learning (BP7)

Reference: IMPLEMENTING THE SEVEN PRINCIPLES: Technology as Lever by Arthur W. Chickering and Stephen C. Ehrmann

ABC123 Online Course

General Information

- 💬 Announcements
- 💬 Course Support Forum
- 📅 Semester Calendar
- 📄 Resources for Academic Support
- 📄 Copyright Information

Course Resources

- 📅 ABC123 Syllabus
- 📄 Web Resources
- 📄 Website Links
- 📄 Unit Introduction Videos
- 📄 Library
- 📄 Online Communications Guidelines
    - 📄 Core Rules of Netiquette
- 📄 Instructions for Position Papers
- 📄 Instructions for Uploading Video

Welcome & Orientation

- 📄 Meet Your Instructor
- 📄 Orientation Activities
    - 📄 How to Use This Course Site
    - 💬 Class Introductions
    - 📋 Practice Assignment
    - 📄 Group project information

Appendix 4: Learning Management System (LMS) Comparisons and Recommendations

At present, Guam Community College (GCC) utilizes an internally hosted instance of Moodle 2.3. The information in this document was created to:

- Facilitate comparison between Moodle and other current LMS solutions;
- Recommend a course of action for GCC's LMS implementation;
- Provide an overview of the LMS review process in the event GCC wishes to investigate further.

This document has been developed to provide an overview of LMS options; once a determination is made about institutional needs, GCC would be best served to determine the level of responsibility for LMS service and support it would like to provide. An in-depth assessment of internal resources and capabilities as outlined in the capabilities assessments document should be used to guide vendor selection. , The vendor can then be contacted for LMS pricing and service comparison from various solutions. Note that it is not feasible to make an initial LMS comparison based on cost, as LMS providers offer a wide variety of hosting models and pricing structures crafted to suit an institution's individual needs. On one end of the spectrum is **internal hosting**, in which GCC's MIS staff would be fully responsible for server hosting, redundancy, failover, maintenance, LMS technical support, systems integration, and additional network and resource demands. On the other end of the spectrum is **external hosting**, where a third party vendor hosts a cloud instance of the LMS, and provides the majority of the above services. Once internal or external hosting is chosen, it is typically possible to migrate from one to the other depending on the technical requirements of the host provider. However, the migration process is often complicated, time-consuming, and expensive. For these reasons, Ellucian made a thorough assessment of GCC's internal hosting capabilities and recommends that GCC focus on investigating external hosting solutions as the MIS department neither has the capacity nor the resources to adequately support a fully hosted LMS within the college. In the event that GCC opts for internal LMS hosting, the cost of additional staff or third party support for internal hosting should be taken into consideration.

Moodle is one learning management system (LMS) of many presently available on the market. It should be noted that most LMS's offer very similar tools and features, and any could be used for a successful DE implementation. The factors that should be considered in addition to (and perhaps over and above) which specific LMS is chosen are the levels of support and hosting provided by individual vendors and the corresponding price points. This can be greatly impacted whether the chosen LMS is open source or proprietary. An expanded list of additional considerations can be found in Appendix 5.

Open Source LMS's

Open source technology is technology where the source code is "open", that is, the code is available to the public and free to be modified. Improvements can be made by developers and it can be spread or sold to the wider community. Some of the advantages of an open source LMS are:

- Open source LMS's are capable of internal or external hosting. If using an external host, the provider is responsible for maintaining and servicing the LMS, as well as providing support when problems occur.
- Because of the nature of Open Source LMS's, migration from internal to external hosting or vice versa is always an option.
- They can come at a lower cost than proprietary solutions. GCC can use an open source LMS indefinitely without paying set-up, activation, licensing, or subscription charges. The cost paid to open source hosting vendors is not for licensing the LMS, but rather for support and hosting services associated with an institutional LMS.

- As the code is widely available in open source LMS's, many developers read and examine the code, resulting in bugs being identified and fixed much faster than proprietary programs.
- Open source LMS's are fully flexible and customizable, so they can be designed in line with GCC's needs and branding.

Some of the disadvantages of using an open source LMS are:

- Open source software relies on its online community network to deliver learning support via forums and blogs. While there are massive, loyal and engaged online communities that users are turning to, this requires some basic knowledge and skill set from the user to understand feedback from online community for problem resolution purposes.
- Despite the fact that there is no cost for licensing, there is still the cost associated with either hiring internal staff to support the LMS or contracting a third party vendor for support.

The most widely used open source LMS's are Moodle, Sakai, and Canvas.

Proprietary LMS's

A proprietary LMS is exclusively owned by the provider, and offered to end users under the conditions of an End User License Agreement (EULA). Some of the advantages of using a proprietary LMS are:
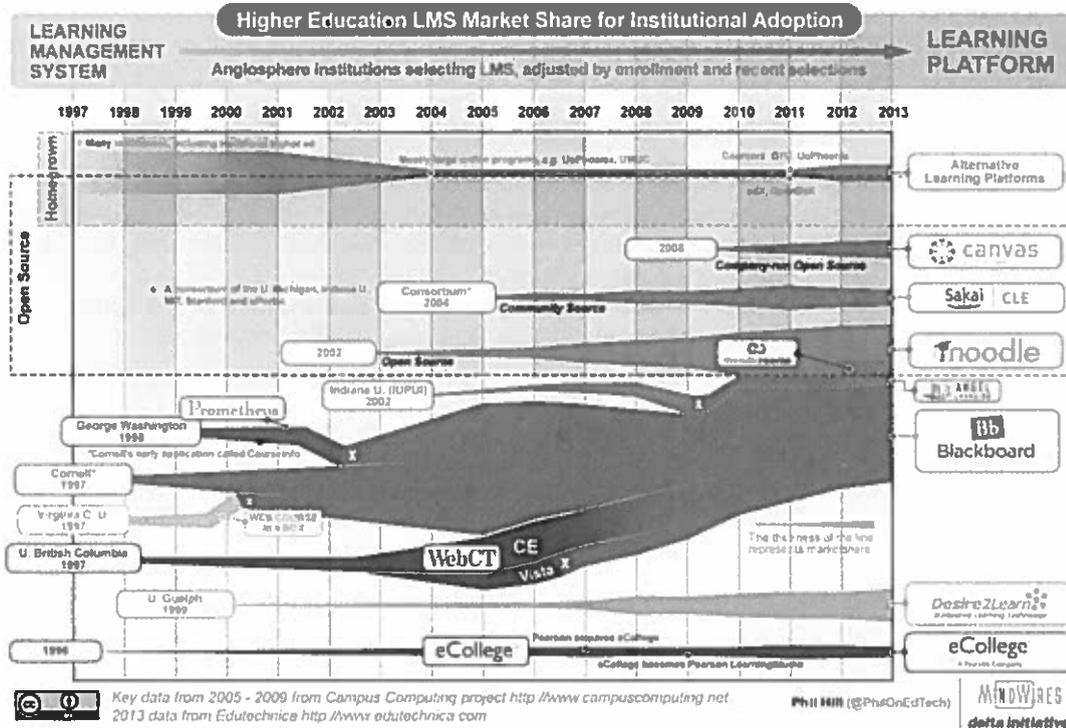
- Service and support of the LMS are provided by a vendor that has a thorough working knowledge of their own product;
- Proprietary software providers offer ongoing support to users, a key consideration when users lack technical expertise;
- There is a certain reduction in the risk undertaken with proprietary software because users are working with companies that are viable, and people with intimate knowledge of the products and services being used should any questions arise.
- Very low demands on internal institutional support resources.

Some of the key disadvantages of using a proprietary LMS are:

- Lack of flexibility and options for hosting solutions;
- Higher cost;
- Reliance on vendor support for problem resolution, updates, integration issues, etc.

The most widely used proprietary LMS's are blackboard and Desire 2 Learn (D2L).

LMS Market Share as of 2013

LEARNING MANAGEMENT SYSTEM

Higher Education LMS Market Share for Institutional Adoption

Anglosphere institutions selecting LMS, adjusted by enrollment and recent selections

LEARNING PLATFORM

Key data from 2005 - 2009 from Campus Computing project http://www.campuscomputing.net
2013 data from Edutechnica http://www.edutechnica.com

Phil Hill (@PhilOnEdTech)

LMS Overviews

Open Source Hosted Solutions

Moodle
As the chart above demonstrates, MoodleRooms has the largest share of the Moodle hosting market. There are three other providers that are also certified Moodle Partners: Remote-learner, Web Anywhere, and Classroom Revolution (http://moodle.com/partners/). A Moodle Partner reinvests profits into Moodle development to ensure its long-term viability. Moodle's current implementation is 2.6. Moodle does not offer as many integrated tools natively that some other solutions do, but there are various plug-ins available that will provide that functionality. It is up to the hosted provider to select which plug-ins it is willing to support.

Sakai
Sakai holds a significantly smaller market share than Moodle, and there is no hosting provider who is dominant in the market. Sakai partners include the following providers: Longsight, Unicon, and Asahi Net International (https://sakaiproject.org/try-sakai-cle). Another Sakai provider with which Ellucian has partnered in the past is rSmart (http://www.rsmart.com/). Sakai's current LMS implementation is entitled CLE 2.9. Similar to Moodle, Sakai can support many common integrated tools.

GCC can investigate the free trials offered by Sakai affiliates for the sake of comparison (https://sakaiproject.org/node/2261).

Canvas
This is one of the newest LMS solutions to the market. As a result, Canvas brings a different approach to the LMS. They promote three key components of the system including a "Clean, Intuitive" interface. Canvas is built around the latest web development techniques to provide a modern user interface.

In addition, they promote a "Comprehensive feature set." They promote the fact that the system provides tools that an institution would typically have to pay more for (i.e. ePortfolios, multimedia, web conferencing, learning outcomes, etc.). A demo of Canvas is available (http://www.instructure.com/try-canvas).

Proprietary LMS Solutions

Blackboard Learn
Blackboard is the largest LMS provider in the world, and has aggressively purchased and absorbed its competition in recent years(as seen in the chart on page 5). Blackboard Learn offers a very "feature rich" native set of tools, although the addition of tools (such as web conferencing with Collaborate, analytics, and mobile versioning) also adds cost. Blackboard is also invested in MoodleRooms, having acquired the company in 2012. Blackboard can either be installed on institutional servers or hosted on vendor servers. Blackboard's current LMS is Learn 9.1. More information on Blackboard is available by contacting a representative (http://www.blackboard.com/Contact-Us/Contact-Form.aspx).

Desire2Learn
Desire2Learn, also referred to as D2L, is poised to compete with Blackboard and is steadily gaining traction in the market. Desire2Learn and Blackboard have both been around for 12-13 years and have grown a large user base over the past decade. Desire2Learn is still a smaller company than Blackboard but tends to focus heavily on their customer-base in making significant improvements and upgrades through each monthly fix and update. Like Blackboard, Desire2Learn can either be installed on institutional servers or hosted on vendor servers. This system also has the ability to integrate additional features including Learning Repositories, ePortfolios, Analytics, and Capture capability. D2L is based in Canada. A free trial account is available (http://www.desire2learn.com/try/).

Conclusion and Recommendations
Any one of these five LMS's—as well as several others not addressed—would adequately serve GCC's present DE needs while also allowing for future scalability.

GCC presently utilizes an internally hosted instance of Moodle. Due to institutional familiarity with Moodle and the intensive and time-consuming nature of an LMS review and search, GCC would be best served at this time to continue using the Moodle learning environment but to investigate hosted solution providers.

If, however, GCC wishes to further investigate other LMS's, the College Technology Committee should be tasked with first identifying the key needs an LMS must address for GCC based on Appendix 5, and then form a subcommittee consisting of all LMS stakeholders, including students, to demo instances of the top LMS providers—both open source and proprietary—to make an informed decision on the best solution for the college.

1.Analyze Needs	2.Define Requirements	3.Vet available products	4.Evaluate options	5.Select a product

"Buying an LMS is not easy; just ask all the people and organizations who've tried (some more than once). You stand a much better chance for success and satisfaction with your product if you follow proven practices in evaluating and selecting an LMS." ~Steve Foreman in Learning Solutions Magazine

Appendix 5: Key LMS Features to Consider

- Level of technical support provided;
  - Vendor support
  - Active community support
- Availability/uptime;
- Plans for facilitating LMS updates;
- Redundancy;
- Scalability;
- Sandbox availability;
- File storage capacity and limitations;
- Design and branding options;
- Built-in tool capability, including:
  - Forums
  - Assignments
  - Lessons
  - Quizzes
  - Blogs
  - Wikis
- Integrated tools, such as:
  - ePortfolio
  - Web conferencing
  - Analytics
  - Streaming video
- Ease of data migration in case a different solution is chosen;
- Interface;
- Social learning tools;
- Accessibility and compliance;
- Integration with third-party tools;
- Email functionality;
- Security;
- Administrative monitoring;
- Availability of content libraries;
- Implementation and training;
- Mobile support;
- Cost/pricing plan structure.

SP Objectives		Target Years					Set Measures			Objective Owner(s)
		1	2	3	4	5	Target	Actual	Difference	
1.1a	Virtual Student Support	■	■							
1.1b	Faculty and Staff Awareness program	■	■							
1.1c	Develop support services for faculty and students in the full range of DE courses	■	■							
1.2a	Advisor assignment	■								
1.2b	Advising management		■	■						
1.2c	Advisor training		■							
1.3a	New Online Program Market Analysis	■								
1.3b	Hybrid Program Development		■	■						
1.3c	Web-Enhanced Courses	■	■	■						
1.3d	DE Course Experience for GCC Students				■	■				
1.3e	Student Course Evaluations and Retention Survey Mechanisms			■	■	■				
2.1a	Learning Management System	■								
2.1b	Video Streaming	■								
2.1c	Funding Allocation and Grant Support for DE at GCC	■	■	■	■	■				

SP Objectives		Target Years					Set Measures			Objective Owner(s)
		1	2	3	4	5	Target	Actual	Difference	
2.1d	Special Technology - Innovation Support		■							
2.1e	Mobile Learning Initiative					■				
2.1f	Classroom Technology Training	■	■	■	■	■				
2.1g	Classroom Technology Inventory	■	■							
2.1h	Classroom Technology Upgrades	■	■							
2.1i	Wireless Access to Support Mobile Learning	■	■							
2.2a	Amend DE Policy	■								
2.2b	Faculty Certification for Online Teaching	■								
2.2c	Professional Development Plans	■	■	■	■	■				
2.2d	Innovative Technologies in DE	■	■	■	■	■				
2.3a	Syllabus Template	■								
2.3b	Course Design Standards	■	■	■						
2.3c	Online Course Evaluations	■	■	■	■	■				
3.1a	BPM Revitalization	■								
3.1b	Academic Technology (AT)		■	■						
3.1c	Information Technology (MIS)		■	■						
3.1d	Helpdesk Services	■	■	■	■	■				

	SP Objectives	Target Years					Set Measures			Objective Owner(s)
		1	2	3	4	5	Target	Actual	Difference	
3.1e	Technical Support									
3.1f	Periodic Equipment Checks									
3.1g	Review of Helpdesk Process									
3.1h	Online Training Documentation and Training Videos									
3.1i	Faculty Support Alternatives									
3.2a	Determine Structure of DE Department									
3.2b	DE Policy									
3.2c	DE Standard Operating Procedures									
3.2d	College Technology Governance									
3.2e	DE Taskforce									
3.3a	Review DE Organizational Structure, Roles, and Responsibilities									
3.3b	Develop Shared Resources Model for Course Development (Course Guides)									
3.3c	Course Development Models									
3.4a	Online Access to Software Training									
3.4b	Administrative Technical Training									

	SP Objectives	Target Years					Set Measures			Objective Owner(s)
		1	2	3	4	5	Target	Actual	Difference	
3.4c	Faculty and Staff	■	■	■	■	■				
3.4d	Course Evaluator Training	■	■	■	■					
3.5a	Establish Key Performance Indicators (KPI)	■	■	■	■					
3.5b	Service Management	■	■							
3.5c	Instructor pay-model	■	■							
4.1a	Establish Key Performance Indicators (KPI) for Marketing	■	■	■	■					
4.1b	DE Market Analysis	■	■	■	■					
4.1c	DE Marketing Plan		■	■	■					
4.1d	DE Marketing Working Group	■	■	■	■					
4.1e	Marketing Fulfillment Process	■	■		■					
4.1f	Utilization of Media by GCC	■	■	■	■	■				

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Guam Community College: Results of Faculty Online Teaching Survey

May 4, 2014
Dr. Ann V. Doty, Sr. Systems Consultant
Academic, Web and Grants Services

Do you have a philosophy about teaching courses at Guam Community College? Please describe fully.

<div align="center">Text Entry</div>

Two ways interactions

My philosophy is to always follow Guam Community College's mission statement

I believe that anyone is capable of learning anything. It does not matter how difficult it may be, hard work and good charecter will carry us forward. I am resposible not only for a students education but also the charecter needed to succeed.

Every student has the capability of learning, regardless of their background.

Teach through experience and knowledge.

I believe in empowering students to step into their identities as writers in order for them to have control over every aspect of their lives. This training includes an understanding of the writing process, seeing written works as machines with their various parts, and rigorous writing practice that incorporates peer review and feedback.

Participation is a very large part of learning. If I am unable to convince students to participate in class through the way I teach, then I try to teach in a way that will allow them to learn and in turn participate.

I am sorry but I do not understand this question.

Student Success is directly related to the relationships they cultivate with instructors, and the instructional methodologies instructors continue to develop.

As a former high school English teacher, I commit to teaching at GCC so that I may see the reality of students' writing abilities after high school. With guided instruction, practice, and reinforcement, students should be able to improve and get one step closer to completing their English requirements.

Please indicate the program or department with which you are affiliated.

Text Entry
Tourism, Chamorro and Foreign Languages
Technology Department
math
English Department
Technology
English
Construction Trades (Electricity)
criminal justice and social sciences
English
ELI

I have taught one or more classes online.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		11	16.42%
2	0	No		56	83.58%
		Total		67	100.00%

I have participated in professional development orientation for teaching online.

#	Scoring	Answer	Bar	Response	%
1	1	Mandatory		0	0.00%
2	1	Voluntary	■	6	10.71%
3	0	None	▬▬▬▬	50	89.29%
		Total		56	100.00%

Available through an outside vendor. Please state the provider:

New at GCC I am not familiar
NA
I don't the answer.

Participating in training to teach online at the campus is:

#	Scoring	Answer	Bar	Response	%
1	1	Offered annually	■	5	8.93%
2	1	Only required for new online courses	■■	8	14.29%
3	0	Not available	■■■■■	40	71.43%
4	0	Available through an outside vendor. Please state the provider:	▮	3	5.36%
		Total		56	100.00%

If you have developed an online course, were you trained to use a quality standard or guidelines?

#	Scoring	Answer	Bar	Response	%
1	1	Yes, I adopted and am using them		1	1.79%
2	1	Yes, I adopted and have partially implemented them		0	0.00%
3	1	Yes, however I use them as a resource only		1	1.79%
4	0	No, I was not provided with standards or guidelines		4	7.14%
5	0	No, I have never developed an online course before		50	89.29%
		Total		56	100.00%

Other, please state

white board, multi media; laptop, projector

Course Studio

Internet

digital board

Standard Website - Blog

power point

Forgot LMS

UOP system, and Elsevier resorces

MathXL, ExamView Suite

Cisco Network Academy

Which Learning Management Systems (LMS) have you ever used?

#	Scoring	Answer	Bar	Response	%
1	1	Blackboard		8	14.29%
2	1	Moodle		5	8.93%
3	1	Canvas		0	0.00%
4	1	Other, please state		12	21.43%
5	0	I have never used a Learning Management System		31	55.36%
		Total		56	100.00%

	Not sure, please explain:		Other, please state:

Blogging
N/A
I have not taught online.
I have not taught an online course.
N/A
Never heard of this system
N/A

Never taught online, online attended online.
not taught online
Never taught online before

If you taught online, what Learning Management System(s) have you used? Check as many as necessary.

#	Answer	Bar	Response	%
1	BlackBoard		9	13.43%
2	Moodle		13	19.40%
3	Canvas		0	0.00%
4	Not sure, please explain:		19	28.36%
5	Other, please state:		32	47.76%
	Total		73	100.00%

	No, it was already developed. Please state the source.
Guam Code	
UOG	

Have you developed course content for online teaching? Feel free to check multiple answers.

#	Scoring	Answer	Bar	Response	%
1	1	Yes	■	7	10.45%
2	1	Yes, with help from campus information technology staff	|	1	1.49%
3	1	Yes, with help from another faculty member	▌	3	4.48%
4	1	Partially	▌	3	4.48%
5	0	No, it was already developed. Please state the source.	▌	3	4.48%
6	0	No	▬▬▬▬	52	77.61%
		Total		69	100.00%

Have you taken an online course(s)?

#	Scoring	Answer	Bar	Response	%
1	1	Yes		39	58.21%
6	0	No		28	41.79%
		Total		67	100.00%

In preparing for an online course, I expect the syllabus to be:

#	Scoring	Answer	Bar	Response	%
2	0	Written by the course book publisher		2	2.99%
3	1	New, as I am teaching a new course		15	22.39%
4	0	The same length as for my in class courses		34	50.75%
5	1	Lengthier than for in class courses		16	23.88%
		Total		67	100.00%

Other, please state:

Online communication tools

Facebook

Chat, blog

i am not teaching an online course

whats app

online chat

skype

When students need additional assistance, I am available: (Feel free to check more than one).

#	Scoring	Answer	Bar	Response	%
1	1	Other, please state:		8	11.94%
2	1	By text		23	34.33%
3	1	By phone		38	56.72%
4	1	By email		64	95.52%
5	1	In person		62	92.54%
		Total		195	100.00%

When a student communicates with a question or issue, I respond:

#	Scoring	Answer	Bar	Response	%
1	0	Students must follow instructions in the syllabus	▌	3	4.48%
2	0	When I have time	▌	2	2.99%
3	1	During the weekend	▏	1	1.49%
4	1	Within two days	▆	12	17.91%
5	1	Within 24 hours	████	49	73.13%
		Total		67	100.00%

When students are late with an assignment, I: (Feel free to provide multiple answers).

#	Scoring	Answer	Bar	Response	%
1	0	Never allow late submissions		2	2.99%
2	1	Review based on the assignment		21	31.34%
3	1	Lower the grade/points for the assignment		37	55.22%
4	1	Allow late submission with a good reason		46	68.66%
5	1	Allow them to turn in the assignment anyway		22	32.84%
		Total		128	100.00%

While teaching in class or online, campus technology specialists are available when I need their support.

#	Answer	Bar	Response	%
1	Never available		2	2.99%
2	Unlikely to be available		9	13.43%
3	Neither available nor unavailable		11	16.42%
4	Sometimes available		21	31.34%
5	Always available		24	35.82%
	Total		67	100.00%

I expect to spend as much or more time teaching my online courses as I would in a face to face course.

#	Scoring	Answer	Bar	Response	%
1	0	Very Unlikely	▮	3	4.48%
2	0	Unlikely	▮	4	5.97%
3	0	Undecided	▬	14	20.90%
4	1	Likely	▬	18	26.87%
5	1	Very Likely	▬▬	28	41.79%
		Total		67	100.00%

I know that students like my online course(s) because: (Feel free to check more than one)

#	Scoring	Answer	Bar	Response	%
1	1	Performance review		45	67.16%
2	1	Feedback from other students		35	52.24%
3	1	High success rates of students		19	28.36%
4	1	High retention rates of students		11	16.42%
		Total		110	100.00%

I have regular access to a computer and the Internet to manage my online course at home, on campus, library, etc.

#	Scoring	Answer	Bar	Response	%
1	0	Never		1	1.49%
2	0	Rarely		1	1.49%
3	1	Sometimes		2	2.99%
4	1	Often		12	17.91%
5	1	All of the Time		51	76.12%
		Total		67	100.00%

I am able to create, save, print, and manage files on my computer.

#	Scoring	Answer	Bar	Response	%
1	0	Never			1	1.49%
2	0	Rarely			1	1.49%
3	1	Sometimes	▮	4	5.97%
4	1	Often	▬	13	19.40%
5	1	All of the Time	▬▬▬	48	71.64%
		Total		67	100.00%

I am able to create, save, print and manage files on the campus Learning Management System.

#	Scoring	Answer	Bar	Response	%
1	0	Never		16	23.88%
2	0	Rarely		3	4.48%
3	1	Sometimes		8	11.94%
4	1	Often		14	20.90%
5	1	All of the Time		26	38.81%
		Total		67	100.00%

I know where to get help for any issues, problems or concerns I have while working in class or in the online classroom.

#	Scoring	Answer	Bar	Response	%
1	0	Never	■	5	7.46%
2	0	Rarely	▌	3	4.48%
3	1	Sometimes	▬	16	23.88%
4	1	Often	▬▬	21	31.34%
5	1	All of the Time	▬▬	22	32.84%
		Total		67	100.00%

Scoring: Score

Statistic	Value
Min Value	6
Max Value	22
Sum	917
Mean	13.69
Weighted Mean	0.72
Variance	8.46
Standard Deviation	2.91
Total Responses	67
Items	1279

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Guam Community College: Results of Distance Learning Student Readiness Survey

May 4, 2014
Dr. Ann V. Doty, Sr. Systems Consultant
Academic, Web and Grants Services

I have a specific place where I can study and work on my course assignments

#	Scoring	Answer	Bar	Response	%
1	1	Yes		502	88.69%
2	0	No		64	11.31%
		Total		566	100.00%

The place I will study is relatively quiet and free from interruptions.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		459	81.10%
2	0	No		107	18.90%
		Total		566	100.00%

I am a self-motivated student.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		525	92.76%
2	0	No		41	7.24%
		Total		566	100.00%

I have a job while attending college.

#	Answer	Bar	Response	%
1	As needed	▭	243	42.93%
2	Internship	▪	23	4.06%
3	Part time	▭	170	30.04%
4	Full time	▭	130	22.97%
	Total		566	100.00%

I am able to complete my school work independently, with little direction.

#	Scoring	Answer	Bar	Response	%
1	1	Yes	████████████	482	85.16%
2	0	No	██	84	14.84%
		Total		566	100.00%

I am self-disciplined and can stay on task and meet deadlines.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		480	84.81%
2	0	No		86	15.19%
		Total		566	100.00%

I get easily discouraged when I run into difficulties.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		212	37.46%
2	0	No		354	62.54%
		Total		566	100.00%

I think of myself as a good student, who takes good notes, prepares for exams, writes well, and has good study habits.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		439	77.56%
2	0	No		127	22.44%
		Total		566	100.00%

I prefer reading for comprehension from a wide range of materials, such as books, journals, or web sites.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		433	76.50%
2	0	No		133	23.50%
		Total		566	100.00%

I prefer making points and asking questions for clarification, whether it is face-to-face, through email or through an online chat.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		506	89.40%
2	0	No		60	10.60%
		Total		566	100.00%

I prefer emailing or calling an instructor to ask questions if I do not understand an assignment or have difficulty completing my work.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		395	69.79%
2	0	No		171	30.21%
		Total		566	100.00%

I can work independently, without the traditional class arrangement of students and professor being in the same room at the same time.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		407	71.91%
2	0	No		159	28.09%
		Total		566	100.00%

I expect to spend as much or more time in a distance learning course as I would for a course I take on campus.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		362	63.96%
2	0	No		204	36.04%
		Total		566	100.00%

In a distance learning course I would to spend the following number of hours per week.

#	Scoring	Answer	Bar	Response	%
1	0	0 - 3 hours		179	31.63%
2	1	3 - 6 hours		247	43.64%
3	1	6 - 9 hours		95	16.78%
5	1	More than 9 hours		45	7.95%
		Total		566	100.00%

I am comfortable working on the computer to find information on the Internet for web-based research.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		540	95.41%
2	0	No		26	4.59%
		Total		566	100.00%

I am comfortable learning and managing new technology skills in the course.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		530	93.64%
2	0	No		36	6.36%
		Total		566	100.00%

My current computer skills include:

#	Question	Very comfortable	Comfortable	Not Comfortable	Response
1	Creating and saving Word files	453	103	10	566
2	Creating and saving Excel files	291	201	74	566
3	Creating and saving PowerPoint files	367	156	43	566
4	Attach files to emails	457	92	17	566
5	Access and copy graphics files	287	192	87	566
6	Create and post videos	238	186	142	566

I know how to paste text from a word processing program into an email.

#	Scoring	Answer	Bar	Response	%
1	1	Yes	██████████	533	94.17%
2	0	No	█	33	5.83%
		Total		566	100.00%

If I do not have a computer at home, I know where to access one on campus or another location so I can do my coursework each week.

#	Scoring	Answer	Bar	Response	%
1	1	Yes	████████	538	95.05%
2	0	No	█	28	4.95%
		Total		566	100.00%

I can work collaboratively with classmates to complete a group project by using email or an internet-based discussion forum or a live chat.

#	Scoring	Answer	Bar	Response	%
1	1	Yes		483	85.34%
2	0	No		83	14.66%
		Total		566	100.00%

Scoring: Score

Statistic	Value
Min Value	5
Max Value	31
Sum	13514
Mean	23.88
Weighted Mean	1.15
Variance	18.77
Standard Deviation	4.33
Total Responses	566
Items	11788

Embedded Data Field: score

Value	Total
23	58
27	56
26	54
24	50
28	47
25	46
22	39
29	39
21	34
20	28
30	25
19	24
18	12
16	9
31	9
17	9
15	7
14	6
13	4
11	3
9	2
10	2
12	1
8	1
5	1

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CHACHALANI

GCC — **Guam Community College PDF Newsletter**

Campus Happenings ❖ President's Message ❖ Upcoming Events

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

13 consecutive clean audits for GCC!

GCC continued its clean audit streak with a 13th clean bill of financial health from independent auditors Deloitte & Touche, LLP, according to the Guam Office of Public Accountability on March 10. The OPA also notes that conservation measures put in place allowed the institution to realize $70,000 in utility savings.

"Our success in maintaining our low risk status is a team effort as far as educating employees on the processes and accountability guidelines," said President Okada. "Everyone knows the rules and everyone follows the rules to ensure that the financial arm of the college runs smoothly and efficiently."

"We would like to acknowledge and thank all our employees for their hard work and efforts to help ensure that GCC maintains its low-risk status," added Carmen Santos, CPA, VP of Finance & Administration.

Adult Education conference

GCC Adult Education students learned just how many services are available to help them succeed in earning their high school diploma and in postsecondary education during the annual Adult Education conference on March 6. This year's theme, "Seeing into the Future," encouraged the students to explore career paths and job opportunities.

Students leading Students

Nearly 160 students attended the annual Students Leading Students free leadership conference on March 7 at the Marriott to gain leadership skills for the classroom and the workplace. The conference is organized by COPSA, the Assessment & Counseling Dept., the Center for Student Involvement and Project AIM.

www.guamcc.edu

From the President... Dr. Mary A.Y. Okada

Our busiest month of spring semester started off on a great note, with our 13th clean audit. I want to thank everyone, from the faculty, staff and administrators, for following procedures and being diligent with requisitions and POs – it's a source of pride for us that we are such good stewards of our island's public funds! Also, thanks to the Citi Foundation for being a consistent partner in education by again funding the summer PSEAI program for the eighth consecutive year with another $30K grant. To all the students that attended Meet the President on March 17-18, thank you for your suggestions and for the productive dialogue that these sessions always produce. Thanks also to our students for all of the wonderful service learning projects – from the Ecowarriors cleanups and testifying at the WESPAC meeting for a shark sanctuary to MA students conducting free health screenings to the JFK LMP Hafa Adai Pledge, and many more! Our students are our best ambassadors, taking what our faculty has taught them and applying it out in the community. Biba GCC!

Students meet the president!

Students met with President Okada on March 17 and 18 in the MPA. The president talked about upcoming projects on the campus, the Keep Your Guard Up program, sustainability, registering for summer and fall courses, and taking advantage of scholarships. She answered questions about programs, repairs to classrooms, and other issues.

President Okada one of 12 Guam women pioneers!

Our very own President Okada was selected as one of Guam's 12 women pioneers by the Guam Women's Chamber of Commerce. Check out this link to Pacific News Center for details:
http://pacificnewscenter.com/index.php?option=com_content&view=article&id=42768:video-guam-women-honored-as-pioneers-in-guam-history&catid=45:guam-news&Itemid=156

From the ALO's desk... Dr. Ray Somera, AVP

The Accrediting Commission for Community and Junior Colleges (ACCJC), which we fall under, has been busy over the last two years revising standards that have been in effect since 2002. This revision process, which began almost three years ago, has solicited input from many sources, including Guam Community College. As a result (see chart), the title of Standard I has changed to Mission, Academic Quality, Institutional Effectiveness and Integrity. Also, the overall standard count has been reduced from 139 to 128 standards, which is good news for all of us! The new standards for comprehensive institutional evaluations for reaffirmation of accreditation (which GCC falls under) will begin in spring 2016, with an accreditation cycle of seven instead of six as the maximum number of years. Also, the definition of "reaffirmation of accreditation" has been revised to distinguish high-performing institutions (such as GCC!) that meet and exceed standards. Which means that in 2018, when we are next up for our reaffirmation, we can strive for reaffirmation for seven years – through 2025.

One other exciting piece of news is that community colleges under the umbrella of ACCJC are now allowed to offer ONE baccalaureate degree. Of course, this degree for us should be a degree that is NOT currently offered by our partner institution UOG. It will be a four-year CTE degree.

2002			2015	
Accreditation Standards	Count		Proposed Accreditation Standards	Count
Standard 1: Mission and Effectiveness	11		Standard 1: Mission, Academic Quality, Institutional Effectiveness and Integrity	27
Standard 2: Student Learning Programs and Services	46		Standard 2: Student Learning Programs and Services	29
Standard 3: Resources	50		Standard 3: Resources	39
Standard 4: Leadership and Governance	32		Standard 4: Leadership and Governance	31
TOTAL	139		TOTAL	128

Officials visit from Sias International University

On March 17, Dr. Okada and former Sen. Larry Kasperbauer met with Dr. Shawn Chen, president of Sias International University in China, and with officials from the university's construction department, to discuss potential partnerships.

Citi Foundation funds PSEAI for 8th year!

On March 19, Citibank officials Connie Moral and Owen Lorzano presented Dr. Okada, Dean Gina Tudela and Associate Dean Michael Chan with a $30,000 check from the Citi Foundation to provide an eighth summer program for graduating and incoming high school seniors, to prepare them for college. Thank you Citi!

GCC at Women Veterans conference

Dr. Okada and Vic Rodgers, CEWD Asst. Director, presented at the 8th Annual Women Veterans Conference at the Sheraton Laguna Resort Guam on March 6, speaking about job trends through 2020, and educational opportunities available to women veterans.

Ecowarriors testify at WESPAC for shark sanctuary

Kudos to the GCC Ecowarriors for joining with the GW Marine Maniacs and the Simon Sanchez Sharks MADE students in testifying for a shark sanctuary at the Western Pacific Regional Fishery Management Council (WESPAC) meeting on March 20 at the Hilton Guam Resort & Spa. WESPAC is entrusted with developing policy in the Western Pacific. The Ecowarriors provided testimony to promote a shark sanctuary and preempt WESPAC's attempt to develop a shark fishery in our waters.

"This is a grassroots, from the bottom up, campaign to protect the ocean's most valuable apex predator," said Ecowarriors advisor and Associate Professor Joni Kerr. Other March activities for the Ecowarriors included:

March 6th – Clean Our House Day at GCC

March 8th – Fire Prevention Clinic at Umatac Discovery Day Celebration. Ecowarriors conducted a crafts table and spread the message that "There's no need to burn – it's so '80s!"

March 29th - Fire Prevention Clinic at Agat Mayor's Office.

Kadan Automotive School students visit, interact with GCC students

Beginning Japanese II students interacted with 50 students from Sendai, Japan's Kadan Automotive School on March 11 in the Student Center Training Room. The visiting students then toured the GCC campus and the Automotive shop.

Japan CLUB participates in annual crafts fair

GCC's Japan CLUB took part in the annual Japan Club of Guam Arts & Crafts Fair on March 8 at the Hotel Nikko Guam, demonstrating traditional Japanese cloth wrapping.

Math & Medical Assisting Notables!

The GCC Math Department hosted the 15th annual Math Kangaroo on March 21, with 200 students from public and private schools attending the national math test on the GCC campus. Afterward, GCC math students hosted a Math Carnival at which various GCC programs set up booths with games, demonstrations, and hands-on activities for students of all grade ranges so they could learn about the fields of study offered at GCC, and about how math is applied in these programs and in other fields.

Medical Assisting students provided free health screenings for the Guam Diabetes Control Coalition in collaboration with Department of Public Health & Social Services for Diabetes Alert Day Health Fair on March 29 at the Micro Mall.

Grace Salamera, LPN and 2010 GCC graduate, appeared on GCC's Higher Degree program in March with Jayne Flores, Asst. Director of Communications & Promotions, and Jennifer Artero, RN, MSN, GCC Nursing Instructor, speaking about having served on a Medical Mission in Tacloban in Phillipines, following the supertyphoon that struck the Philippines several months ago.

Education Dept. conducts workshops

The Education Department has been busy this semester with Year 2 activities under a contract with DPHSS. Activities thus far included college courses and workshops in January, February and March. On March 15, a culture and learning workshop provided developmentally appropriate activities that incorporate local culture, customs, and materials. The importance and ways of being culturally responsive and creating an anti-bias curriculum were provided. Then on March 22, Nutrition and Health training assisted caregivers in providing nutritious snacks to young children, talking with parents about nutrition, and accessing resources to make informed choices.

Sen. Yamashita talks with CJ students

Sen. Aline Yamashita was a guest speaker in GCC's Social Values & the CJ Process class on March 10, talking about the challenges facing the CJ system in dealing with people from different cultural norms, and dealing with people with disabilities.

Pacific Cultures class helps out TASA

On March 15, six students from the Pacific Cultures classes volunteered with the nonprofit organization, TASA, Traditions Affirming our Seafaring Ancestry, to repair and maintain their canoe house at Ypao Beach, Tumon. Jeffrey Alano, Erin King, Ellis White, Natasha Cruz, Angela Alicto and Leona Peter spent four hours repairing the nipa thatch roof and painting the container storage building as a service learning project, learning how to string and replace nipa in the process!

AHSSO feeds homeless

Also on the Ides of March, the Adult High School Student Organization prepared dinner for clients of the Kamalen Karidat, a soup kitchen for the homeless. The students and advisors donated and prepared dinner for 50 clients: corn soup, arroz caldo, rice, home baked cookies, donuts, and water bottles. The families of the homeless including children personally came up and thanked the group for its time and efforts in preparing the donated food and drinks!

More Notables!

The Council on Postsecondary Student Affairs (COPSA) has been hosting entertainment nights this semester. In March, entertainment night was on the 13th in the Student Center courtyard, with Matua Sablan and Niki Suba playing mainstream, R&B, pop and island/reggae music!!

Project AIM participants went on a field trip to Star Cave at Ritidian and Two Lovers Point on March 21.

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Mes Chamorro!

Si Yu'os ma'ase to the Mes Chamorro organizing committee, decorators, and Chamorro language competitors

GCC celebrated Mes Chamorro each Friday in March with a merienda full of Chamorro treats! Si Yu'os ma'ase to the Mes Chamorro committee for organizing the Friday meriendas and the fiesta in the MPA at the end of the month.
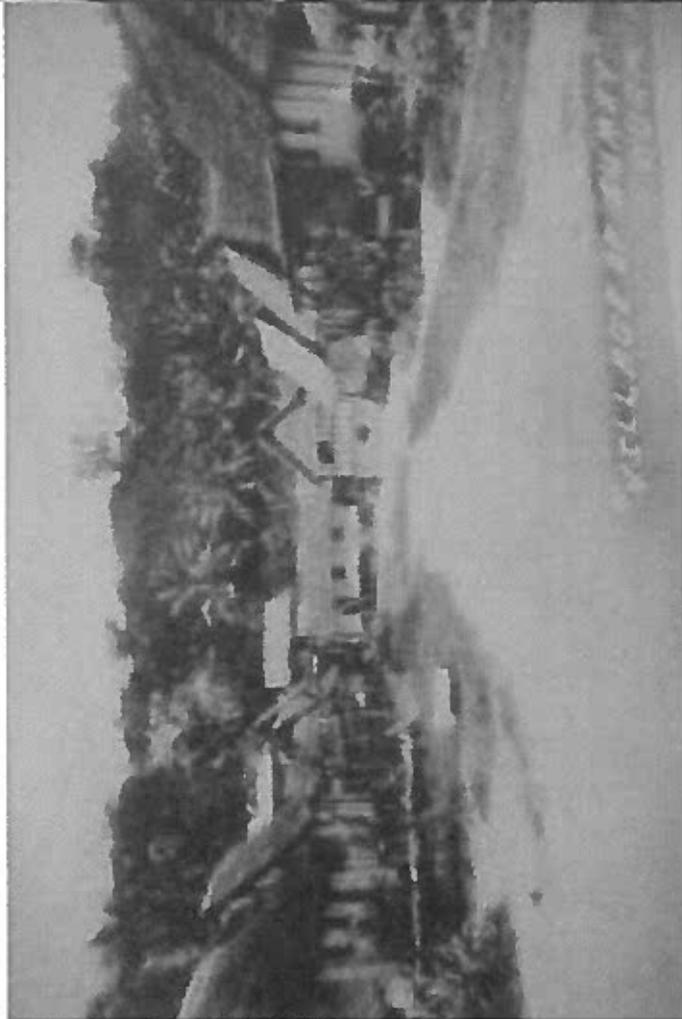
Kudos to the GCC Mes Chamorro decoration contest committee for placing third in the competition, and for creating such a beautiful Chamorro setting in the LRC!

Also, si Yu'os ma'ase to our outstanding Chamorro language competitors, who did very well in the GovGuam Chamorro language competition: Frank Camacho, Ely Damian, Philip Guerrero, and Rosemarie Siguenza, and alternates Terry Barnhart and Toni Cabrito. AND si Yu'os ma'ase to Dr. Ray Somera and Dennis Santo Tomas for the beautiful photography!

CHACHALANI

CTE Secondary Programs - March activities

JFK Hafa Adai Pledge!

JFK CTE Lodging Management students organized the signing of a Hafa Adai Pledge on March 19 at the JFK Main Courtyard as a service learning activity. The students got over 20 school organizations to join them in signing the pledge, which is a cornerstone of the Guam Visitors Bureau local community branding campaign.

SSHS Financial Aid workshop

Thanks to Financial Aid Coordinator Esther Rios for giving a presentation on financial aid and scholarships to SSHS LMP and Allied Health seniors on March 12. Afterward, seniors had a better understanding of how to apply for college financial aid!

SSHS-Okkodo beach clean-up

GCC CTE LMP students from Okkodo and SSHS teamed up for a beach clean up in Tumon on March 8. These 31 tourism students want to make a difference by helping to keep our beach clean for residents and visitors, and the activity provided networking and bonding opportunities from both schools.

ASL hosts AIJMS field trip

The American Sign Language classes invited deaf and hard of hearing students from Agueda Johnston Middle School to GCC on March 17 to present activities, stories, songs, and provide interaction with the students and their interpreters. Thank you, ASL students!!!

Notable!

CACGP joined with GDOE and UOG to present a College and Career Readiness Summit from March 18 –20. Approximately 120 students from Guam's public middle and high schools visited GCC March 18-19 to experience the various programs offered and to learn about making career choices and how to afford college. They were also introduced to the free College Access Challenge Grant Program and how it can help them to develop career goals, apply for college and be able to afford it. On the 20th, students toured UOG.

Malago' i Kulehon Kumunidåt Guåhan Mandiseha gi i Empleao siha un Minagof na Kompli'åños!

Måtso/Umatålåf 2014!

Guam Community College would like to wish the following employees a Happy Birthday!

Måtso/Umatålåf 2014!

John Armstrong	Pik Man Lam
Ana Mari Atoigue	Donnie Lizama
Lisa Baza-Cruz	Esther Muna
Dorgen Blas	Melissa Palomo
Simone Bollinger	Tara Rose Pascua
Francisco Camacho	Rosita Quitugua
Katrina Camacho	Joaquin Rosario
Michael Chan	Howard Salas
Jayne Flores	Anthony San Nicolas
Paul Healy	Catherine Solidum
Darwin Joker	Patricia Terlaje
William Korenko	Erwin Tudela
	Virginia Tudela

Tungo' i Fino' Mañaina-ta yan
Na'setbe Kada Diha.

Upcoming at GCC!

May 2 - Guam Regional Medical City Job Fair, 11 am - 2 pm,
2nd floor, AALG Allied Health Center

May 16 - Commencement 2014, 6 pm, UOG Field House

Sinangan Siha para Måtso/Umatålåf

March 2014 Chamorro Phrases

Håfa i chinåthinasso-mu?
What is the matter?

Taimanu na siña hu na'maolek i hinasso-mu?
How may I make you understand?

Desde GCC malågu gue asta UOG.
He/She ran from GCC to UOG.

Håyi ali' e'-mu på'go?
Who did you see today?

Nuebu este na atparåtu.
This is a new machine.

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▓AIA® Document A101™ – 2007

Standard Form of Agreement Between Owner and Contractor *where the basis of payment is a Stipulated Sum*

AGREEMENT made as of the   day of   in the year
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

Guam Community College
P.O. Box 23069
Barrigada, Guam 96921

and the Contractor:
(Name, legal status, address and other information)

Orion Construction Corporation
526 Bello Road
Barrigada, Guam 96921

for the following Project:
(Name, location and detailed description)

GCC Foundation Building Renovation
Two-story concrete and steel building consisting of 21,000 SF of classrooms, offices,
conference rooms, bookstore, café lounge, storage, utility rooms, and test rooms with
landscaping and exterior improvements.

The Architect:
(Name, legal status, address and other information)

Taniguchi Ruth Makio Architects
P.O. Box EA
Hagatna, Guam 96932

The Owner and Contractor agree as follows.

Init.

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TABLE OF ARTICLES

ARTICLE 1   THE CONTRACT DOCUMENTS
The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

ARTICLE 2   THE WORK OF THIS CONTRACT
The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 3   DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
§ 3.1 The date of commencement of the Work shall be the date of this Agreement unless a different date is stated below or provision is made for the date to be fixed in a notice to proceed issued by the Owner.
(Insert the date of commencement if it differs from the date of this Agreement or, if applicable, state that the date will be fixed in a notice to proceed.)

Date of commencement shall be the date of the Owner's Notice to Proceed to the Contractor.

If, prior to the commencement of the Work, the Owner requires time to file mortgages and other security interests, the Owner's time requirement shall be as follows:

§ 3.2 The Contract Time shall be measured from the date of commencement.

§ 3.3 The Contractor shall achieve Substantial Completion of the entire Work not later than three hundred (300) days from the date of commencement, or as follows:
(Insert number of calendar days. Alternatively, a calendar date may be used when coordinated with the date of commencement. If appropriate, insert requirements for earlier Substantial Completion of certain portions of the Work.)

Portion of Work	Substantial Completion Date
N/A	N/A

, subject to adjustments of this Contract Time as provided in the Contract Documents.
(Insert provisions, if any, for liquidated damages relating to failure to achieve Substantial Completion on time or for bonus payments for early completion of the Work.)

See specification section 00026-5, Item 41 for Liquidated Damages

ARTICLE 4   CONTRACT SUM
§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Four Million Three Hundred Thirty Three Thousand Forty Six Dollars and 38/100 ($ 4,333,046.38), subject to additions and deductions as provided in the Contract Documents.

§ 4.2 The Contract Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Agreement, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

Alternate Bid Item #2 (Northeast Parking) $335,046.38

§ 4.3 Unit prices, if any:
(Identify and state the unit price; state quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price Per Unit ($0.00)
N/A	N/A	N/A

§ 4.4 Allowances included in the Contract Sum, if any:
(Identify allowance and state exclusions, if any, from the allowance price.)

Item	Price
N/A	N/A

ARTICLE 5   PAYMENTS
§ 5.1 PROGRESS PAYMENTS
§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

§ 5.1.3 Provided that an Application for Payment is received by the Architect not later than the 15th day of a month, the Owner shall make payment of the certified amount to the Contractor not later than the 15th day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment shall be made by the Owner not later than thirty (30) days after the Architect receives the Application for Payment.
(Federal, state or local laws may require payment within a certain period of time.)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form and supported by such data to substantiate its accuracy as the Architect may require. This schedule, unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 Subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

    .1   Take that portion of the Contract Sum properly allocable to completed Work as determined by multiplying the percentage completion of each portion of the Work by the share of the Contract Sum allocated to that portion of the Work in the schedule of values, less retainage of ten percent (10 %). Pending final determination of cost to the Owner of changes in the Work, amounts not in dispute shall be included as provided in Section 7.3.9 of AIA Document A201™–2007, General Conditions of the Contract for Construction;

    .2   Add that portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction (or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing), less retainage of ten percent (10 %);

    .3   Subtract the aggregate of previous payments made by the Owner; and

    .4   Subtract amounts, if any, for which the Architect has withheld or nullified a Certificate for Payment as provided in Section 9.5 of AIA Document A201–2007.

§ 5.1.7 The progress payment amount determined in accordance with Section 5.1.6 shall be further modified under the following circumstances:

    .1   Add, upon Substantial Completion of the Work, a sum sufficient to increase the total payments to the full amount of the Contract Sum, less such amounts as the Architect shall determine for incomplete Work, retainage applicable to such work and unsettled claims; and
(Section 9.8.5 of AIA Document A201–2007 requires release of applicable retainage upon Substantial Completion of Work with consent of surety, if any.)

    .2   Add, if final completion of the Work is thereafter materially delayed through no fault of the Contractor, any additional amounts payable in accordance with Section 9.10.3 of AIA Document A201–2007.

§ 5.1.8 Reduction or limitation of retainage, if any, shall be as follows:
(If it is intended, prior to Substantial Completion of the entire Work, to reduce or limit the retainage resulting from the percentages inserted in Sections 5.1.6.1 and 5.1.6.2 above, and this is not explained elsewhere in the Contract Documents, insert here provisions for such reduction or limitation.)

N/A

§ 5.1.9 Except with the Owner's prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

§ 5.2 FINAL PAYMENT
§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

    .1   the Contractor has fully performed the Contract except for the Contractor's responsibility to correct Work as provided in Section 12.2.2 of AIA Document A201–2007, and to satisfy other requirements, if any, which extend beyond final payment; and

    .2   a final Certificate for Payment has been issued by the Architect.

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment, or as follows:

ARTICLE 6   DISPUTE RESOLUTION
§ 6.1 INITIAL DECISION MAKER
The Architect will serve as Initial Decision Maker pursuant to Section 15.2 of AIA Document A201–2007, unless the parties appoint below another individual, not a party to this Agreement, to serve as Initial Decision Maker.

(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

| None

§ 6.2 BINDING DISPUTE RESOLUTION

For any Claim subject to, but not resolved by, mediation pursuant to Section 15.3 of AIA Document A201–2007, the method of binding dispute resolution shall be as follows:

(Check the appropriate box. If the Owner and Contractor do not select a method of binding dispute resolution below, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.)

[X]   Arbitration pursuant to Section 15.4 of AIA Document A201–2007

[   ]   Litigation in a court of competent jurisdiction

[   ]   Other *(Specify)*

ARTICLE 7   TERMINATION OR SUSPENSION

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201–2007.

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2007.

ARTICLE 8   MISCELLANEOUS PROVISIONS

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201–2007 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

1. The Contractor has provided the following alternate bid prices in their bid for the Project:

   a. Alternate Bid Item #1 Photovoltaic System $247,757.84
   b. Alternate Bid Item #3 Generator Building $404,408.19
   c. Alternate Bid Item #4 Typhoon Shutters $ 54,849.48
   d. Alternate Bid Item #5 Linoleum Flooring $ 12,694.80
   e. Alternate Bid Item #6 Measurement & Verification Plan $ 17,572.00
   f. Alternate Bid Item #7 3" Courtyard Gravel $ 1,173.92
   g. Alternate Bid Item #8 Aluminum Sliding Windows $ 40,425.74

Although the listed alternate bid items have not been included in the Project, the Owner may secure funding for these items at a later date during the life of this Contract. If the Owner authorizes the Contractor to execute any of the listed alternate bid items during the life of this Contract, the Contractor shall provide these items as described in the Contract Documents through a Construction Change Directive(s) issued by the Architect, and the Contract sum and completion time shall be adjusted accordingly through Change Order(s) for the amounts identified above.

2. The Project intends to achieve certification under LEED 2009 For New Construction/Version 3. The Contractor shall be responsible for executing the construction requirements set forth in the LEED 2009 For New Construction criteria applicable to the Project.

3. The Contractor shall ensure that the building shell is properly constructed to prevent water infiltration into the Project's Interior spaces.

4. The Contractor shall execute all required pre-installation meetings with the Architect and provide shop drawings and mock-ups as needed to demonstrate proper installation of building components.

5. The Contractor shall maintain updated Record Documents on site throughout the construction process.

6. The Contractor shall prepare the Project closeout submittals as required in the Contract Documents in a timely manner to allow for proper Architecture & Engineering review.

7. The Contractor shall obey the Guam Community College Campus policies, including the policies regarding smoking, betel nut chewing, and sex offenders.

§ 8.2 Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located. *(Insert rate of interest agreed upon, if any.)*

%

§ 8.3 The Owner's representative:
(Name, address and other information)

Mary A.Y. Okada, Ed. D.
President
Guam Community College
P.O. Box 23069
Barrigada, Guam 96921
Tel.: (671) 735-5538
Fax: (671) 734-1003

§ 8.4 The Contractor's representative:
(Name, address and other information)

Prudencio Miguel, Jr., President
Orion Construction Corporation
526 Bello Road
Barrigada, Guam 96921
Tel.: (671) 633-2203
Fax: (671) 633-2208

§ 8.5 Neither the Owner's nor the Contractor's representative shall be changed without ten days written notice to the other party.

§ 8.6 Other provisions:

ARTICLE 9   ENUMERATION OF CONTRACT DOCUMENTS

§ 9.1 The Contract Documents, except for Modifications issued after execution of this Agreement, are enumerated in the sections below.

§ 9.1.1 The Agreement is this executed AIA Document A101–2007, Standard Form of Agreement Between Owner and Contractor.

§ 9.1.2 The General Conditions are AIA Document A201–2007, General Conditions of the Contract for Construction.

§ 9.1.3 The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

§ 9.1.4 The Specifications:
(Either list the Specifications here or refer to an exhibit attached to this Agreement.)
See attached Exhibit 1 Gcc Foundation Building Renovation Specifications

Section	Title	Date	Pages

§ 9.1.5 The Drawings:
(Either list the Drawings here or refer to an exhibit attached to this Agreement.)
See attached Exhibit 2 GCC Foundation Building Renovation Drawings

Number	Title	Date

§ 9.1.6 The Addenda, if any:

Number	Date	Pages
Addendum 1	November 30, 2010	5
Addendum 1 Exhibit A	November 30, 2010	61
Addendum 1 Exhibit B (Alt. Bid Item #2)	November 30, 2010	49
Addendum 1 Exhibit C (Alt. Bid Item #3)	November 30, 2010	74
Addendum 2	December 15, 2010	7
Addendum 2 Exhibit A	December 15, 2010	8
Addendum 2 Exhibit B	December 15, 2010	8
Addendum 2 Exhibit C	December 15, 2010	1

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are also enumerated in this Article 9.

§ 9.1.7 Additional documents, if any, forming part of the Contract Documents:

.1   AIA Document E201™–2007, Digital Data Protocol Exhibit, if completed by the parties, or the following:

.2   Other documents, if any, listed below:
(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201–2007 provides that bidding requirements such as advertisement or invitation to bid, Instructions to Bidders, sample forms and the Contractor's bid are not part of the Contract Documents unless enumerated in this Agreement. They should be listed here only if intended to be part of the Contract Documents.)

ARTICLE 10   INSURANCE AND BONDS

The Contractor shall purchase and maintain insurance and provide bonds as set forth in Article 11 of AIA Document A201–2007.
(State bonding requirements, if any, and limits of liability for insurance required in Article 11 of AIA Document A201–2007.)

Type of insurance or bond	Limit of liability or bond amount ($0.00)
Performance Bond No. 09027441 Fidelity and Deposit Company of Maryland	$4,333,046.38
Labor and Material Payment Bond No. 09027441	$4,333,046.38
Commercial General Liability Insurance (Contractor and Owner coverage)	$1,000,000.00
Automobile Liability (Contractor coverage)	$500,000.00

This Agreement entered into as of the day and year first written above.
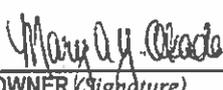
_____   _____
OWNER *(Signature)*   CONTRACTOR *(Signature)*

_____   _____
(Printed name and title)   *(Printed name and title)*

Contract No: P1101078
Base Bid Amount:$3,998,000.00
FOAP: 13-1051A-7230-66

Contract No: P1101079
Alternate #2:$335,046.38
(NE Parking)
FOAP:34-2054K-7230-66

Total Contract:$4,333,046.38

AFFIDAVIT re NO GRATUITIES or KICKBACKS

CITY OF _____)
) ss.
ISLAND OF GUAM   )

I, the undersigned, Armando T. Acosta   *[state name of affiant signing below]*, being
first duly sworn, deposes and says that:

1.   The name of the offering fine or' individual is *[state name of offeror company]*

Orion Construction Corp.(Guam) Affiant is __an Officer of the Offeror_____ *[state one of the following: the offeror, a partner of the offeror, an officer of the offeror]* making the foregoing identified bid or proposal.

2.   To the best of affiant's knowledge, neither affiant, nor any of the offeror's officers, representatives, agents, subcontractors, or employees have violated, are violating the prohibition against gratuities and kickbacks set forth in 2 GAR Division 4 § 11107(e). Further, affiant promises, on behalf of offeror, not to violate the prohibition against gratuities and kickbacks as set forth in 2 GAR Division 4 § 11107(e).

3.   To the best of affiant's knowledge, neither affiant, nor any of the offeror's officers, representatives, agents, subcontractors, or employees have offered, given or agreed to give, any government of Guam employee or former government employee, any payment, gift, kickback, gratuity or offer of employment in connection with the offeror's proposal.

4.   I make these statements on behalf of myself as a representative of the offeror, and on behalf of hte offeror's officers, representatives, agents, subcontractors, and employees.
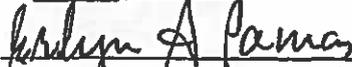
_____
Signature of one of the following:

Offeror, if the offeror is an individual;
Partner, if the offeror is a partnershhip;
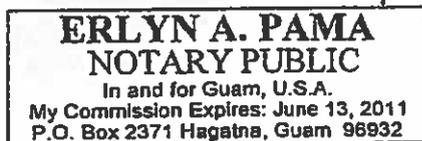Officer, if the offeror is a corporation.

Subscribed and sworn to before me this day 20 ᵗʰ
of DEC. , ~~200~~ 2010.

_____
NOTARY PUBLIC
My commission expires 6 | 13 | 2011.

ERLYN A. PAMA
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: June 13, 2011
P.O. Box 2371 Hagatna, Guam 96932

AG Procurement Form 4 (Jul. 12, 2010)   000024-1   GCC Foundation Building Renovation

AFFIDAVIT re CONTINGENT FEES

CITY OF _____)

) ss.

ISLAND OF GUAM   )

I, the undersigned, Armando T. Acosta   *[state name of elan' signing below]*, being first duly sworn, deposes and says that:

     1. The name of the offering company or individual is *[state name of company]* Orion Construction Corporation (Guam)

     2. As a part of the offering company's bid or proposal, to the best of my knowledge, the offering company has not retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract. This statement is made pursuant to 2 GAR Division 4 1 1 108(f).

     3. As a part of the offering company's bid or proposal, to the best of my knowledge, the offering company has not retained a person to solicit or secure a contract with the government of Guam upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except for retention of bona fide employees or bona fide established commercial selling agencies for the purpose of securing business. This statement is made pursuant to 2 GAR Division 4 11108(h).

     4. I make these statements on behalf of myself as a representative of the offeror, and on behalf of the offeror's officers, representatives, agents, subcontractors, and employees.

                         _____

                         Signature of one of the following:
                               Offeror, if the offeror is an individual;
                               Partner, if the offeror is a partnershhip;
                               Officer, if the offeror is a corporation.

Subscribed and sworn to before me this

_20th_ day of _DEC._ , 201*0*

_____
NOTARY PUBLIC
My commission expires _6/13/2011_

AG Procurement Form 5 (Jul. 12, 2010)   000024-2   GCC Foundation Building Renovation

DECLARATION RE COMPLIANCE WITH U.S. DOL WAGE DETERMINATION

Procurement No.: Guam Community College Bid Invitation No. GCC-FB-11-003

Name of Offeror Company: Orion Construction Corporation (Guam)

I, the undersigned, Armando T. Acosta, hereby certify under penalty of perjury:

(1) That I am *[please select one: the offeror, a partner of the offeror-, an officer of the offeror)* making the bid or proposal in the foregoing identified procurement;

(2) That I have read and understand the provisions of 5 GCA § 5801 and § 5802 which read: §

5801. Wage Determination Established.

In such cases where the government of Guam enters into contractual arrangements .with a sole proprietorship, a partnership or a corporation ("contractor") for the provision of a service to the government of Guam, and in such cases where the contractor employs a person(s) whose purpose, in whole or in part, is the direct delivery of service contracted by the government of Guam, then the contractor shall pay such employee(s) in accordance with the Wage Determination for Guam and the Northern Mariana Islands issued and promulgated by the U.S. Department of Labor for such labor as is employed in the direct delivery of contract deliverables to the government of Guam.

The Wage Determination most recently issued by the U.S. Department of Labor at the time a contract is awarded to a contractor by the government of Guam shall be used to determine wages, which shall be paid to employees pursuant to this Article. Should any contract contain a renewal clause, then at the time of renewal adjustments, there shall be made stipulations contained in that contract for applying the Wage Determination, as required by this Article, so that the Wage Determination promulgated by the U.S. Department of Labor on a date most recent to the renewal date shall apply.

§ 5802. Benefits.

In addition to the Wage Determination detailed in this Article, any contract to which this Article applies shall also contain provisions mandating health and similar benefits for employees covered by this Article, such benefits having a minimum value as detailed in the Wage Determination issued and promulgated by the U.S. Department of Labor, and shall contain provisions guaranteeing a minimum of ten (10) paid holidays per annum per employee.

(3) That the offeror is in full compliance with 5 GCA §"5801 and § 5802, as may be applicable to the procurement referenced herein;

(4) That I have attached the most recent wage determination applicable to Guam issued by the U.S. Department of Labor. *[INSTRUCTIONS- Please attach!)*

_____
Signature

AFFIDAVIT RE ETHICAL STANDARDS

CITY OF _____)
) ss.
ISLAND OF GUAM   )

I, the undersigned, Armando T. Acosta *[state name of affiant signing below]*, being first duly sworn, deposes and says that:

      The affiant is an Officer of Orion Construction Corporation (Guam)   *[state one of the following: the offeror, a partner of the offeror, an officer of the offeror]* making the foregoing identified bid or proposal. To the best of affiant's knowledge, neither affiant nor any officers, representatives, agents, subcontractors or employees of offeror have knowingly influenced any government of Guam employee to breach any of the ethical standards set forth in 5 GCA Chapter 5, Article 11. Further, affiant promises that neither he or she, nor any officer, representative, agent, subcontractor, or employee of offeror will knowingly influence any government of Guam employee to breach any ethical standards set forth in 5 GCA Chapter 5, Article 11. These statements are made pursuant to 2 GAR Division 4 § 11103(b).


Signature of one of the following:
        Offeror, if the offeror is an individual;
        Partner, if the offeror is a partnersh.hip;
        Officer, if the offeror is a corporation.

Subscribed and sworn to before me this
__20th__ day of __DECEMBER__ 2010 .

NOTARY PUBLIC
My commission expires _6 / 13 / 2011_

ERLYN A. PAMA
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: June 13, 2011
P.O. Box 2371 Hagatna, Guam 96932

AG Procu'ement Form 7 (Jul. 12, 2010)   000024-4   GCC Foundation Building Renovation
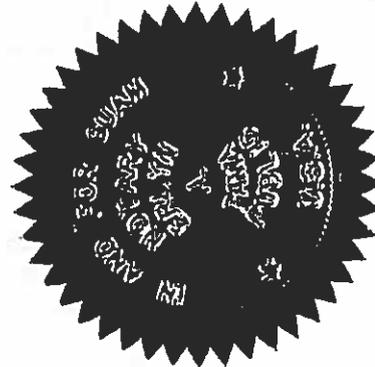
NON-COLLUSION AFFIDAVIT
RFP/BID NO: GCC-FB-11-003

Type of Service Being Offered: <u>Construction</u>

Name of Offeror Firm or Individual: <u>Orion Construction Corporation (Guam)</u>

GUAM)

)ss.

HAGATNA, GUAM)

<u>I, the undersigned, Armando T. Acosta</u>   , being first duly sworn, deposes and says:

That he is <u>an Officer</u> (the respondent, a partner of the respondent, an officer of the respondent) making the foregoing identified bid or proposal; that such bid or proposal is genuine and not collusive or a sham; that said respondent has not colluded, conspired, connived or agreed, directly or indirectly, with any other respondent or person, to put in a sham proposal or to refrain from making an offer, and has not in any manner, directly or indirectly, sought by an agreement or collusion, or communication or conference, with any person to fix the proposal price of respondent or of any other respondent, or to fix any overhead, profit or cost element of said proposal price of respondent or of that of any other respondent, or to secure any advantage against the government of Guam or any other respondent, or to secure any advantage against the government of Guam or any person interested in the proposed contract; and that all statements in this affidavit and proposal are true.
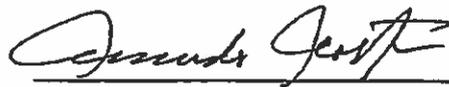
Signature of:

Offeror, if the offeror is an individual;

Partner, if the offeror is a partnership;

Officer, if the offeror is a corporation.

Subscribed and sworn to before me

This Day of 20th, 2010 DEC.

NOTARY PUBLIC

My commission expires 6/13/2011

ERLYN A. PAMA
NOTARY PUBLIC
In and for Guam, U.S.A.
My Commission Expires: June 13, 2011
P.O. Box 2371 Hagatna, Guam 96932
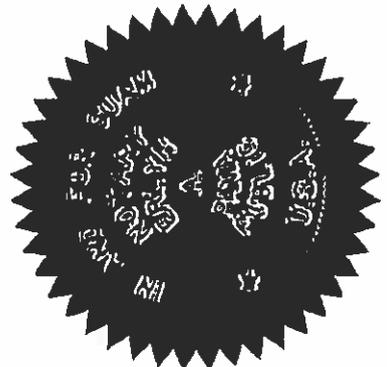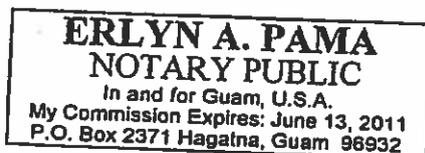
00024-5   GCC Foundation Building Renovation

Upon Notice of Intent to Award, the selected Bidder will be required to submit a listing of workers assigned to this project. This is to insure that the works assigned to this project are not on the Sex Offender Registry as required by P.L. 28-98.

RESTRICTIONS OF SEX OFFENDERS

The Contractor warranties that no person shall provide services on his behalf in relation to this contract who has been convicted of sex offense under the provisions of **Chapter 25 of Title 9 GCA** or an offense as defined in **Article 2 of Chapter 28, Title 9 GCA** or an offense in another jurisdiction with, at a minimum, the same elements as such offenses, or who is listed in the Sex Offender Registry. Any such person who is discovered to have been so convicted shall be immediately removed from working at Guam Community College and the President shall be informed within twenty-four (24) hours. Failure to take corrective action after notice may result in the temporary suspension of the Agreement at the discretion of the Government.

The Contractor must provide update listing of workers assigned to Guam Community College as personnel changes.

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Assessment Plan

Guam Community College
Materials Management

Materials Management

Mission Statement: The Materials Management Office seeks to provide support for the acquisition of goods and services for the College community as well as ensuring procurement policies are met.

Vision Statement: Materials Management seeks to help faculty and staff understand the integration of economic resources with institutional programs. As a result of this activity Materials Management expects that all members of the College Community will more effectively utilize the College's material resources in accomplishing their own mission.

Administrative Unit Outcome (AUO): FA13-SP15 AUO#1 Communication with the Campus Community

FA13-SP15 AUO#1 To support educational programs by communicating and working closely with the campus community in understanding the procurement process and ensure receipt of goods and services needed for their departments.

Administrative Unit AUO
Outcome:
Start Date: 11/05/2013
End Date: 04/01/2015
AUO Status: Currently being assessed

Program SLO/AUO/SSUO Use and Implementation of Results from the previous cycle
Plan reflects/incorporates:

Notes from the pull/drop MMO hopes to implement the on-line requisition process in Banner by Spring 2015. The dedicated scanner is
down list above: required to allow for the quotes and other supporting procurement documents to be scanned and routed through the electronic approval process. Procurement trainings will continue to be held at least 2 times each year.

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
Materials Management will conduct training on the procurement process for department chairpersons, administrative assistants, administrative aides, faculty, administrators, and all other staff who prepare and process requisitions in their departments. **Type of Artifact/Instrument/Rubric/Method/Tool:** Workshop/Conference/Training	80% of the faculty, staff, and administrators who prepare and process requisitions will attend at least one (1) procurement training each year.	Procurement Process Training will be held at least two (2) times a year.	Yes
Related Documents: DC myGCC Procurement Training Procurement Training Evaluation Sheet and sample attendance sheet Materials Management SOP			

Related Activities

- Annual Procurement Training

Related Tasks

* Task Name: Conduct Procurement Trainings

   Task Description: Procurement Trainings will be held at two (2) times per year.

Related Items

Academic Affairs Division (AAD)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
  Maintain educational excellence through continuous review and update of programs and courses to increase student success.

ACCJC/WASC

* STANDARD III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Board of Trustees (BOT)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
  Assessment. Set an example by engaging all stakeholders in the college's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.

Finance and Administration (F&A)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
  To ensure the coordination of the operations of GCC's Finance and Administration Division.

Materials Management
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 Materials Management TO SUPPORT EDUCATIONAL PROGRAMS BY COMMUNICATING AND WORKING CLOSELY WITH THE CAMPUS COMMUNITY

Administrative Unit Outcome (AUO): FA13-SP15 AUO#2 Timeliness in procuring goods and services

FA13-SP15 AUO#2 To support educational programs by ensuring the timely procurement of goods and services needed for college programs, departments, courses, and other student activities.

Administrative Unit AUO
Outcome:
Start Date: 11/05/2013
End Date: 04/01/2015
AUO Status: Currently being assessed

Program SLO/AUO/SSUO Use and Implementation of Results from the previous cycle
Plan reflects/incorporates:
Notes from the pull/drop MMO will continue to assess this AUO since it is an important monitoring tool for processing requisitions into
down list above: purchase orders.

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
Materials Management will continue to conduct a monthly review of the requisitions received and processed into purchase orders by reviewing and updating the requisition log. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Related Documents:** Assessment of Requisition to PO	90% of the requisitions received in Materials Management will be processed into a purchase order within 10 working days.	Monthly review of requisition log.	Yes

Related Activities

- Review of number of requisitions processed into purchase orders

Related Tasks

* Task Name: Update and monitor requisition log
      Task Description: Update and Monitor Requisition log

Related Items

Academic Affairs Division (AAD)
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
  Maintain educational excellence through continuous review and update of programs and courses to increase student success.

ACCJC/WASC
* STANDARD III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Board of Trustees (BOT)
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
  Assessment. Set an example by engaging all stakeholders in the college's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.

Finance and Administration (F&A)
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #1
  To provide leadership and guidance to ensure that financial planning realistically aligns with available resources, institutional plans, and institutional priorities.

Materials Management
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 Materials Management TO SUPPORT EDUCATIONAL PROGRAMS BY ENSURING THE TIMELY PROCUREMENT OF SUPPLIES , EQUIPMENT, AND SERVICES NEEDED IN SUPPORT OF COLLEGE PROGRAMS AND ACTIVITIES

Administrative Unit Outcome (AUO): FA13-SP15 AUO#3 Procurement Compliance

FA13-SP15 AUO#3 To support educational programs through oversight of the procurement process, Materials Management ensures that the college follows local and federal rules and regulations in procuring goods and services.

Administrative Unit AUO
Outcome:
Start Date: 11/05/2013
End Date: 04/01/2015
AUO Status: Currently being assessed
Program SLO/AUO/SSUO ACCJC Standards
Plan reflects/incorporates:
Notes from the pull/drop MMO will continue to improve in ensuring compliance with federal, local, and audit requirements. This AUO will
down list above: assist the risk management of the college by ensuring that Materials Management updates contracts for small construction projects and other capital improvements.

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	**Criterion (Written in %)**	**Activity Schedule**	**Active**
Continue to review and update contracts for small construction, capital improvement projects, and contractual services to manage risk for the college. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Related Documents:** contract sample of small construction (restroom renovation) Z4 Corporation	100% of the small construction, contractual services, or capital improvement projects for the college will have contractual agreeement in place prior to the start of the project.	Upon award of each contract	Yes
Physically affix tags on all fixed assets (equipment $5000 and over) and continue to maintain the inventory to ensure that the data is updated and accurate. **Type of Artifact/Instrument/Rubric/Method/Tool:** Work Request Log **Related Documents:** FY2013 Fixed Asset List	100% of fixed assets will be tagged and inventoried upon receipt and equipment will be compiled into a spreadsheet.	Monthly	Yes

Related Activities

- Conduct Physical Inventory and Tag Fixed Assets

Related Tasks

* Task Name: Prepare and route contracts for approval
   Task Description: Prepare and route contracts for approval
* Task Name: Tag Fixed Assets (equipment or capital outlay $5000 and over)
   Task Description: Tag Fixed Assets (equipment or capital outlay $5000 and over)

Related Items

Academic Affairs Division (AAD)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #3
Review recommendations in the ISER and the ACCJC Evaluation Report to ensure that all actionable improvement plans and recommendations are addressed in a timely manner.

ACCJC/WASC

* STANDARD III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Board of Trustees (BOT)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #1
Policy review. Evaluation and amend periodically Board policies and the code of ethics policy for all GCC constituents (including the Board) to align procedures, as necessary and appropriate.

Finance and Administration (F&A)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
To ensure the coordination of the operations of GCC's Finance and Administration Division.

Materials Management

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 Materials Management TO SUPPORT EDUCATIONAL PROGRAMS THROUGH OVERSIGHT OF THE PROCUREMENT PROCESS, MM ENSURES THAT THE COLLEGE FOLLOWS LOCAL AND

Administrative Unit Outcome (AUO): FA13-SP15 AUO#4 Bookstore Customer Service

FA13- SP15 AUO#4 To support educational programs by ensuring student satisfaction in providing quality service, variety of book rental options and ensuring that books, supplies, uniforms, and other items are in stock.

Start Date: 11/05/2013
End Date: 04/01/2015
AUO Status: Currently being assessed

Program SLO/AUO/SSUO Use and Implementation of Results from the previous cycle
Plan reflects/incorporates:
Notes from the pull/drop MMO continues to find alternate solutions to reduce the cost of textbooks to the students. The Bookstore
down list above: continues to review the book rental listing to offer more courses at 50% off the retail price.

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
Physical inventory will be taken before the start of each semester to determine the projected quantity needed for each course based on the textbook orders placed by the department chairperson, Special Projects Coordinator, Apprenticeship, Adult Education, and other selected departments. Bookstore Manager will conduct training and provide deadlines to Department Chairs for book orders. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Related Documents:** Spring 2014 Book Order Memo Spring 2014 Book Order List	95% of the required textbooks will be available for students to purchase before the start of each semester.	Fall, Spring, and Summer Semesters.	Yes
Review the book rental list each semester to determine if list needs to be updated. Determination of books for rent will depend on the following: will textbook be used the following semester, is retail cost of textbook $200 or more, is software/access code included in the textbook? **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Related Documents:** Spring 2014 Book Rental List	There will be a 25% increase in textbooks rented compared to the same courses/textbooks rented the previous semester.	Fall, Spring, Summer Semesters	Yes

Related Items

Academic Affairs Division (AAD)
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
  Maintain educational excellence through continuous review and update of programs and courses to increase student success.

ACCJC/WASC
* STANDARD III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Board of Trustees (BOT)
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #3
  Governance evaluation. Assess the effectiveness of the participatory governance structure as a whole through an integrated campuses survey that builds on previous assessment work.

Finance and Administration (F&A)
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #1
  To provide leadership and guidance to ensure that financial planning realistically aligns with available resources, institutional plans, and institutional priorities.

Materials Management
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 Bookstore TO SUPPORT EDUCATIONAL PROGRAMS BY ENSURING THAT BOOKS ARE IN STOCK AT THE BOOKSTORE BY THE START OF EACH SEMESTER

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 Bookstore TO SUPPORT EDUCATIONAL PROGRAMS BY ENSURING THAT STUDENTS HAVE OTHER WAYS IN WHICH BOOKS CAN BE PURCHASED AT A REDUCED COST

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 Bookstore TO SUPPORT EDUCATIONAL PROGRAMS BY ENSURING STUDENT SATISFACTION IN PROVIDING QUALITY SERVICE AND THE BOOKS ARE ORDERED AND DELIVERED BEFORE THE START OF EACH SEMESTER

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Marlena Montague

From: Vera De Oro [vera.deoro@guamcc.edu]
Sent: Thursday, May 15, 2014 4:12 PM
To: Marlena Montague
Subject: Fwd: FW: Standard 3 information
Attachments: Checklist review by legal counsel for projects $500,000 and over.pdf; Standard AIA contract for Foundation Building GCC-FB-11-003 - construction project.pdf

---------- Forwarded message ----------
From: joleen evangelista <joleen.evangelista@guamcc.edu>
Date: Thu, May 15, 2014 at 1:02 PM
Subject: FW: Standard 3 information
To: Vera De Oro <vera.deoro@guamcc.edu>, "Sotomil, Sterlyn E."
<sterlyn.sotomil@guamcc.edu>
Cc: carmen.kweksantos@guamcc.edu

Vera,

Forwarding the information sent in March.

Thanks,

Joleen

-----Original Message-----
From: joleen evangelista [mailto:joleen.evangelista@guamcc.edu]
Sent: Wednesday, March 26, 2014 6:24 PM
To: 'Vera De Oro'; 'Carmen Santos'; 'Sotomil, Sterlyn E.'
Subject: RE: Standard 3 information

Vera,

As per our conversation last Friday, March 21, 2014, please see the attached files as per your request:

1. Standard AIA contract for the Foundation Building 2. Checklist review by legal counsel for projects $500,000.00 and over

Thanks,

1

Joleen

-----Original Message-----
From: Vera De Oro [mailto:vera.deoro@guamcc.edu]
Sent: Wednesday, March 26, 2014 1:01 PM
To: joleen.evangelista@guamcc.edu; Carmen Santos; Sotomil, Sterlyn E.
Subject: Standard 3 information

Hi Joleen and Carmen,

Following up on our conversation on Friday regarding information for Standard 3 reporting. I have included in this email the recommendation from Marlena and Joe Benevente of what information would be needed for report.

7.   3D2f.   Re-evaluate the College's contract instrument to see if it can be strengthened or improved.

Comments: Read the 2012 ISER, standard 3, D, pages 206-207 reference contractual agreement. On the self evaluation section, it suggested that the College consider developing a standard operating procedure (SOP) for writing and executing contractual agreements. The write-up also suggested evaluating existing contract instruments for possible strengthening and enhancement and recommended that a definition page should be standard on all instruments for clarity on technical and performance related verbiage. Lastly, the write-up recommended a legal counsel review and a legal counsel signoff page to attest that the contractual instrument has been reviewed and that the College's interest and investment is protected from any legal ramification.
Your committee should examine a variety of contracts that the College has engaged in and see if any of the recommendations of the self evaluation is present. Consult with the Vice President of Business and Finance and the Procurement Administrator to assist your committee respond to the recommendation but first give them a copy of the standard and how the College responded to the standard.

Action Taken: Materials Management's performance indicator states that it will develop, implement, and continue to update standard contracts for small constructions or capital improvement projects for the college to manage risk. Its proposed outcome to be 100% of the small construction or capital improvement projects fill have a contractual agreement prepared and approved, tagging of fixed assets will be completed as equipment is received, MM will maintain insurance coverage for auto, crime.

     GCC enters into many contracts and MM is managing them at all stages of the process. The list of current bids and contracts can be found on GCC's website under GCC Bids.

        Email was sent to MM for information.

Status: Ongoing.

Next Step: Follow up, per ISER, on any amendments and improvements to standard operating procedure (SOP) for writing and executing contractual agreements, the addition of definition page for all the technical verbiage or performance-related words, and lastly, legal counsel signature for certification.

Continue to follow up.

If you could provide any documents to include in our report to close this AIP, I would appreciate it.

Thank you so much,

Vera

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SPECIFICATIONS CONDITIONS:

1. The Bidder must provide a Technical Proposal that describes how the service will be provisioned and how it meets the specifications above.

2. The Bidder must provide a Technical Proposal that describes in detail how network traffic from GCC to the Bidder and to a Tier 1 upstream provider will be shaped to assure service level requirements as indicated above. The Bidder must include a detailed description of the specific traffic management, shaping technology, methodology and ISP policies that are involved.

3. The Bidder must provide a Technical Proposal that describes its overall Internet capacity to the United States and Asia and how such capacity is provisioned to the GCC.

4. The service level must be upheld and monitored by Bidders on a regular basis. Any failure to meet the specifications shall result in a reduction of 5% of the current Monthly Recurring Cost (MRC) for each day that the service level is not met.

5. The Bidder shall provision services within 30 calendar days of receipt of either Notification to Proceed, or the Purchase Order.

6. The Guam Community College is considering a service term of 1 year with the option to extend for 3 additional years at 1 year increments.

<div align="center">

Guam Community College
Multiple Broadband Internet Services
BID SPECIFICATIONS

</div>

<u>BID SPECIFICATIONS DESCRIPTION:</u>
The Guam Community College requires Internet connectivity services. These services will be for the main Mangilao campus and provided in the form of three physical connections located in two separate buildings on the campus, to be established from two separate carriers/ISP (Internet Service Provider) that do NOT own, control, share, or use the same local physical network infrastructure, facilities, cabling paths, and conduits. This separation of carriers is a requirement for the college's protection against catastrophic failure from accidental construction digs, acts of God, or any other unintended destruction of bidder's network infrastructure. This is not an all or none bid and the two of the most responsive and responsible bidders having met the aforementioned requirements will be awarded.

<u>GENERAL OVERALL BID SPECIFICATIONS:</u>

Connections #1 and #2 at Main Distribution Frame #1 (MDF #1)
1. GCC Requires a 20Mbps MetroEthernet Service (MDF - Main Distribution Frame #1) 2. GCC Requires a 60Mbps MetroEthernet Service (MDF - Main Distribution Frame #1)   NOTE: Connections #1 and #2 above MUST NOT be the same bidder

Connection #3 at Main Distribution Frame #2 (MDF #2)
3. GCC Requires a 30Mbps MetroEthernet Service (MDF - Main Distribution Frame #2)

1. Bidder MUST submit a price quote on a per 1 (one) Megabit Per Second (Mbps), a single rate to be applied to connections at 60Mbps & 30Mbps (Connections #2 & #3 at MDF #1 and MDF #2), and a second rate for the 20Mbps connection (Connection #1 at MDF #1).

2. Bidder with the most responsive, responsible, and lowest price will be awarded the 60Mbps and 30Mbps MetroEthernet Service (Connections #2 and #3 at MDF #1 and MDF #2).

3. Bidder with the most responsive, responsible, and second lowest price will be awarded the 20Mbps MetroEthernet Service (Connection #1 at MDF #1).

4. The 20Mbps and 60Mbps MetroEthernet Service (Connections #1 and #2 at MDF #1) will be located at the same campus building location but must not and cannot be bidders that own, control, share, or use the same local physical infrastructure as described above.

5. The 30Mbps MetroEthernet Service (Connection #3 at MDF #2) will be located in a building separate from the above 20Mbps and 60Mbps (Connections #1 and #2 at MDF #1) installation.

SPECIAL BID SPECIFICATIONS:

1. The Bidder must provide a service level that guarantees latency of less than 125 milliseconds, 5 or less hops to a Tier 1 ISP located off island, at the Mbps capacity selected and as provided for in the specification.

    a. The Bidder shall describe how the Committed Information Rate (CIR) for access to the Tier1 Internet Service Provider in the Continental United States will be met.

    b. The Bidder must have packet shaping technology that will ensure that GCC receives the capacity subscribed for.

    c. The Bidder must provide a detailed description of the tools to monitor GCC's Quality of Service.

    d. The Bidder must provide a web-based real-time tool to monitor the service level indicated above and the overall capacity of the ISP. The tool must provide real-time and historic information.

    e. The Bidder shall provide a monthly traffic report that shows the overall hourly usage in Mbps of the Internet traffic on a daily basis.

    f. The Bidder must electronically provide historic service usage file in Comma Separated Values (CSV) appropriate for further analysis.

2. The Bidder shall describe the policy for monitoring and provisioning Internet capacity to ensure quality service to Guam and to the GCC Mangilao Campus and shall adhere to this policy.

3. GCC requires that local Internet traffic stays local and must not use its off-island Broadband Internet capacity for local Internet connections, applications, email, video teleconferencing, and other Internet applications. Bidder must describe its framework on how this is being done and provide traced routes as evidence of adherence to this requirement.

4. The Internet Access will be configured at 20Mbps, 30Mbps, and 60Mbps for the three physical connections at two separate locations of the main Mangilao campus.

5. The Bidder must provide a static IP address for the 20Mbps, 30Mbps, and 60Mbps connections, as ordered for router point-to-point setup.

6. The Bidder must provide a description of its overall Internet capacity in Mbps to the United States and Asia, and how such capacity is provisioned.

7. The Bidder service must have a means to shape Internet traffic to ensure that GCC data is prioritized and meets the capacity provided for.

8. The Bidder must provide a web based access to monitor the usage of the Internet and a means to continuously monitor the Mbps of Internet traffic, dropped packets, and response times to the upstream provider in the continental United States.

9. The Bidder shall provide a monthly traffic report that shows the overall hourly usage in Mbps of the Internet traffic on a daily basis.

10. Bidder will establish a BGP (Border Gateway Protocol) peering session with GCC's edge router, and ensure GCC's route prefix is sent to all upstream providers. Bidder will not need to advertise the global routing table to GCC. A partial routing update with local routes and/or default route will be required.

11. Type of media required at handover at demarcation: The media entering the campus and building can be copper or fiber; however, the final handoff to GCC's router must be copper Ethernet.

12. These services, when or if the bid is awarded, will supersede or replace existing broadband Internet services agreements.

13. Three separate physical connections in two separate campus buildings are required, which means each link from GCC to-from the ISP/Carrier is independent from each other regardless of ISP/Carrier.

14. If either of the 60Mbps or 30Mbps connections go down, the vendor awarded those links will adjust its capacity on demand with its remaining connected link to accommodate the lost connection's bandwidth. In the case that both the 60Mpbs and the 30Mpbs links go down at the same time and for an expected duration of more than 24 hours, the other vendor awarded the 20Mbps will make an on-demand adjustment to accommodate a total of 110Mbps and charge according to its 1Mbps rate until the connections are restored. If the 20Mbps link goes down, then the other vendor awarded the 60Mbps and the 30Mpbs connections can adjust either link by a 20Mbps increase and also charge according to its 1Mbps rate until connection is restored to the 20Mbps link. Upon restoration of a downed link, GCC will assess connectivity and then immediately inform all vendors involved to readjust all bandwidth capacity back to normal. If either vendor is involved in increasing its bandwidth to accommodate a total of 110Mbps, its prorated cost will be calculated and assessed as a reduction in cost against the vendor with the downed connection.

SPECIFICATIONS CONDITIONS;

1. The Bidder must provide a Technical Proposal that describes how the service will be provisioned and how it meets the specifications above.

2. The Bidder must provide a Technical Proposal that describes in detail how network traffic from GCC to the Bidder and to a Tier 1 upstream provider will be shaped to assure service level requirements as indicated above. The Bidder must include a detailed description of the specific traffic management, shaping technology, methodology and ISP policies that are involved.

3. The Bidder must provide a Technical Proposal that describes its overall Internet capacity to the United States and Asia and how such capacity is provisioned to the GCC.

4. The service level must be upheld and monitored by Bidders on a regular basis. Any failure to meet the specifications shall result in a reduction of 5% of the current Monthly Recurring Cost (MRC) for each day that the service level is not met.

5. The Bidder shall provision services within 30 calendar days of receipt of either Notification to Proceed, or the Purchase Order.

6. The Guam Community College is considering a service term of 1 year with the option to extend for 3 additional years at 1 year increments.

PC Computer Bid Specifications

ITEM #1

PC Desktop:	Quantity: 1	Price:

☒ Processor: Intel Core i7-2600 Processor, 3.4GHz, 8M Cache

☒ Operating system: Windows 7 Professional 64 - English, with latest service pack

☒ System Recovery DVD: Genuine Windows 7 Professional 64 - Recovery DVD – English

☒ Windows XP Mode: Windows XP Mode Available and Supported - English

☒ Form factor: Small Form Factor with Install-Ready Security Cable Lock Hole Feature

☒ I/O ports: Front-side Mic/Headset ports, Two Front-side and Two Back-, Left-, or Right-side USB Ports

☒ Memory speed: 1333MHz

☒ RAM Memory Total: 8GB

☒ Video adapter: Integrated Video Intel

☒ Audio adapter: Integrated Audio Intel

☒ Hard drive: 500GB, 7200RPM

☒ DVD: DVD Recordable (with DVD Playback & Burner Software) for Win 7

☒ Networking: Integrated Gigabit Ethernet Intel

☒ Keyboard: Full Size - US English

☒ Pointing device: Optical Mouse with Scroll Button

☒ Speakers: Internal speaker

☒ Power cord: Line Cord – US

☒ Software: Microsoft Office Professional 2010 (Academic License Only)

☒ Monitor: At least 22 inches wide LCD monitor with Install-Ready Security Cable Lock Hole Feature

☒ Security: Security Cable Lock compatible to Install-Ready Lock Hole Feature of CPU and Monitor together

☒ Energy Certification: Must be Energy Star and EPEAT (Electronic Product Environmental Assessment Tool) Registered

☒ UPS: 750VA

☒ Warranty: 3 Years parts and labor, Onsite Support Warranty, 3 Years Onsite Exchange

Three years begins on date of delivery and vendor agrees to resolve problems under six (6) business days, starting from time of GCC service request and must provide equal or better replacement or equal or better loaner system if unable to meet six day response and resolution timeframe. Warranty covers UPS also.

☒ Vendor: Vendor is a Manufacturer-Authorized reseller of the computer equipment.

☒ Equipment Manufacturer: Computer Equipment Manufacturer possesses current ISO Certification (Attach certification statement or provide website links to the computer equipment manufacturer's website that indicates this certification on the item.)

☒ Vendor is partnered with or currently staffed with, A+ Certified technicians, or computer equipment manufacturer-certified technicians.

ITEM #2

PC Laptop:	Quantity: 1	Price:

- ☒ Intel Core i7-2640M processor, 2.80GHz, 4MB Cache with Intel Turbo Boost Technology
- ☒ 8GB RAM
- ☒ 500GB hard drive
- ☒ DVD Burner with Playback and Burner Software
- ☒ Gigabit Ethernet Connection
- ☒ WLAN 11a/b/g/n, Intel
- ☒ Built-In 720p Camera
- ☒ At least 15.6" HD 1200 x 768 color with anti-glare
- ☒ 9-Cell Battery
- ☒ Windows 7 Professional with latest service pack installed
- ☒ Software: Microsoft Office 2010 (Academic License Only)
- ☒ Carrying case
- ☒ Docking Station with Install-Ready Security Cable Lock Hole Feature
- ☒ Security: Security Cable Lock compatible with Install-Ready Lock Hole Feature of Laptop and Docking Station together
- ☒ Extra Laptop Battery, 9-Cell Lithium Ion or Equivalent of 9-Cell Installed Battery in Laptop
- ☒ Must be Energy Star and EPEAT (Electronic Product Environmental Assessment Tool) Registered
- ☒ Warranty 3 - year parts, labor and battery replacement

Three years begins on date of delivery and vendor agrees to resolve problems under six (6) business days, starting from time of GCC service request and must provide equal or better replacement or equal or better loaner system if unable to meet six day response and resolution timeframe.

- ☒ Vendor is a Manufacturer-Authorized reseller of the computer equipment Computer
- ☒ Equipment Manufacturer possesses current ISO Certification
- ☒ Vendor is partnered with or currently staffed with, A+ Certified technicians, or computer equipment manufacturer-certified technicians.

ITEM #3

PC UltraBook: **Quantity: 1**   **Price:**

- ☒ Intel® Core™ i7-2677M Processor, 1.80GHz, 4MB Cache
- ☒ Windows 7 Professional with latest service pack
- ☒ Integrated HD Graphics
- ☒ 4 GB PC3-8500 DDR3 SDRAM 1333MHz
- ☒ At least 13.3" HD Glare with Integrated 1.3MP camera,1366x768
- ☒ Multi-touch 2 button touchpad
- ☒ 256GB SSD
- ☒ 4 Cell Li-Polymer
- ☒ Intel 1030 BGN+BT Wireless
- ☒ HDMI (Out)
- ☒ Weight: 4 pounds or less
- ☒ Windows 7 Professional with latest service pack installed
- ☒ Software: Academic License Only Microsoft Office 2010
- ☒ Security Cable Lock compatible with Install-Ready Lock Hole Feature of Ultrabook
- ☒ Warranty 3 - year parts, labor and battery replacement

Three years begins on date of delivery and vendor agrees to resolve problems under six (6) business days, starting from time of GCC service request and must provide equal or better replacement or equal or better loaner system if unable to meet six day response and resolution timeframe.

☒ Vendor also agrees to pay or cover for all shipping and handling fees or costs related to servicing computers still under warranty.

ITEM #4

Bulk Security Locking System for Multiple Computers –

One Key System for Multiple Security Cable Locks, Minimum of 30 cable locks per set:

4. ☒ Security: Security Cable Lock compatible with Install-Ready Lock Hole Feature of:

4A. ☒ Desktop CPU and Monitor together   **Quantity: 1 set**   **Price:**

4B. ☒ Laptop and Docking Station together   **Quantity: 1 set**   **Price:**

4C. ☒ UltraBook   **Quantity: 1 set**   **Price:**

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GUAM COMMUNITY COLLEGE
Board of Trustees

CONTRACTUAL AGREEMENTS

WHEREAS, the "Community College Act of 1977" (codified at 17 GCA §30101, et seq., amended September 30, 2011 by Public Law 31-99) established Guam Community College with an autonomous Board of Trustees with responsibility for career and technical education on Guam, including responsibility to establish, coordinate, expand and maintain such education; and

WHEREAS, the "Community College Act of 1977" (codified at 17 GCA §30101, et seq.) empowers the Board of Trustees to enter into and execute contracts and instruments of every kind and nature necessary or convenient to the exercise of its powers and functions; and

WHEREAS, the "Community College Act of 1977" (codified at 17 GCA §30101, et seq.) empowers the Board of Trustees to hire a chief executive officer with full charge and control of the administrative and business affairs of the college and with the responsibility to see that all rules and regulations of the College are enforced; and

WHEREAS, the Guam Procurement Law (5 GCA §5030d) defines contracts as all types of territorial agreements, regardless of what they may be called, for the procurement or disposal of supplies, services or construction; and

WHEREAS, the Guam Procurement Law (5 GCA §5030s) defines services as the furnishing of labor, time, or effort by a contractor, not involving the delivery of a specific end product to include printing.

NOW, THEREFORE, BE IT RESOLVED, all contractual service contracts in excess of $250,000 be submitted to the Board of Trustees for approval prior to commitment of the College to the contract.

Amended & Adopted: February 6, 2014
Resolution 16-2014

Amended & Adopted: November 17, 2008
Resolution 47-2008

Adopted: September 6, 2000
Resolution 19-2000

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Marlena Montague

From: Vera De Oro [vera.deoro@guamcc.edu]
Sent: Thursday, May 15, 2014 4:19 PM
To: Marlena Montague
Subject: Fwd: Standard 3

For AIP 3D2f

---------- Forwarded message ----------
From: Carmen K. Santos <carmen.kweksantos@guamcc.edu>
Date: Thu, May 15, 2014 at 2:27 PM
Subject: RE: Standard 3
To: Vera De Oro <vera.deoro@guamcc.edu>, joleen.evangelista@guamcc.edu

Vera,
Contracts less than $250K are reviewed internally. Departments write up the contract and submit for my review and then the Presidents.

For contracts over $500K, based on Public Law, the AG is required to review.
However, the agency can request that they assign the agencies attorney to review to expedite the process.
The AG provides a checklist that the attorney must fill out and review with the contract and submit for AG approval.

Joleen, please provide Vera the latest one for Building 200 and a copy of the electronic contract if you can.

Hope this helps.

Thanks,
Carmen K. Santos
VP of Finance and Administration

Phone: 735-5548
Fax: 734-2942
carmen.kweksantos@guamcc.edu

"GCC is an equal opportunity provider and employer."

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

1

-----Original Message-----
From: Vera De Oro [mailto:vera.deoro@guamcc.edu]
Sent: Thursday, May 15, 2014 12:37 PM
To: joleen.evangelista@guamcc.edu; Carmen Santos
Subject: Re: Standard 3

Attached is the response from Joe and Marlena on how to respond to this AIP regarding strengthening out contract instrument.

Please help me.

Thanks
Vera

On Thu, May 15, 2014 at 9:35 AM, Vera De Oro <vera.deoro@guamcc.edu> wrote:
> Hafa Adai Joleen,
>
> I hate to bother you but.... I seem to have lost the documents you
> shared with me via email about 3 months ago. I thought I saved your
> email and attachments but can't find them.
>
> I remember one document was a lengthy checklist for contractors and a
> sample bid and contract showing attorney signatory. I have a bid
> specification outlining needs for computer, assessment TRACDAT
> information.
>
> I know that you are busy but would you mind sending me the checklist,
> sample bid and contract showing attorney signature? The feedback I
> got from Joe and Marlena on previous AIP report recommends these be
> included.
>
> Thanks Joleen.
>
>
>
> Vera

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66

Date: March 15, 2011

To: Cabot Mantanona LLP
               Edge Building., Second Floor
               929 South Marine Corps Drive
               Tamuning, Guam 96913

Attention: Attorney Rawlen M.T. Mantanona

From: Joleen M. Evangelista, Procurement & Inventory Administrator

Subject: Review of Foundation Building Renovation Contract

Bid No: GCC-FB-11-003
Bid Description: Foundation Building Renovation

Attached are the following documents for your review:

1. Notification of Procurement over $500,00.00 for AG
2. Procurement Review Checklist for Foundation Building Renovation
3. Checklist for Attorney General Review of Contracts

I hope I have all the documents in order for your review.

Let me know if you have any questions.

Thank you and Regards.

CABOT MANTANONA, LLP

Date: ____03/15/2011____
Time: ____2:01pm____
Initials: ____JMT____

John M. Weisenberger
Attorney General

Phillip J. Tydingco
Chief Deputy Attorney General

OFFICE OF THE ATTORNEY GENERAL

NOTIFICATION OF PROCUREMENT OVER $500,000

To: Office of the Attorney General

Attention: Deputy Attorney General, Civil Division

From: Guam Community College

Name of Attorney for Agency: Rawlen M.T. Mantanona

Type of Procurement: *Invitation for Bid - Construction services*

Description of Procurement: *Foundation Building Renovation*

Project Number: *GCC-FB-11-003*

Funding Source: *ARRA and local funding*

ARRA: ✓ yes ___ no   **If yes, federal agency:** _____

Joleen M. Evangelista
Procurement Officer (Print)

Joleen M. Evangelista
Procurement Officer (Signature)

Date: 3/8/11

RECEIVED
MAR 1 0 2011
Office of the Attorney General of Guam
Civil/Solicitor Division

CHECKLIST for ATTORNEY GENERAL REVIEW of CONTRACTS
(for use ONLY with construction and professional services contracts)

The Checklist below lists every item that comprises a full and complete procurement record for an invitation to bid (ITB) or request for proposals (RFP). Except where noted, every item is required by law. The Checklist will assist us in our review of the contract's legal sufficiency, and should be prepared by the procurement officer administering the solicitation. The responsible procurement officer should check all items that are forwarded for review and sign the Certification if it is an accurate statement:

Identification of Contract: **Foundation Building Renovation**

- [x] 1. Published notice of ITB or RFP
- [x] 2. ITB or RFP
- [x] 3. Log of distribution of ITB or RFP
- [x] 4. Amendments to ITB or RFP, if any were issued
- [x] 5. Logs of distribution of amendments to ITB or RFP, but only if amendments were issued
- [x] 6. Minutes or summary of pre-submission conferences, but only if conferences were held
- [x] 7. Logs of attendees of pre-submission conferences, but only if conferences were held
- [x] 8. Written questions from bidders or offerors, but only if any questions were received
- [x] 9. Written answers, but only if any questions were received
- [x] 10. Proof that written answers were provided to all potential bidders or offerors, but only if any questions were received
- [x] 11. Log of bids or proposals received
- [x] 12. Each bid or proposal received
- [x] 13. Evaluation of proposals or analysis of bids (bids are not required by law to be analyzed, but may be)
- [x] 14. Tabulation of evaluations or analysis (tabulations are not required by law but recommended)
- [ ] 15. Letters to bidders concerning outcome of bid; for offerors, letters informing them of ranking and letter to best qualified offeror inviting negotiations
- [x] 16. Memorandum of evaluations and negotiations (only required for RFP's)
- [x] 17. Notice of intent to award
- [ ] 18. Any and all communications from or to anyone concerning any part of ITB or RFP
- [x] 19. Contract, including all draft versions
- [ ] 20. Bid protests, if any, and responses thereto
- [ ] 21. Any determination required by law as may fit the circumstances

CERTIFICATION: Pursuant to 5 G.C.A. §5250, I hereby certify under penalty of perjury that I am the procurement officer responsible for administering the solicitation of the attached contract, and that I have caused to be prepared and now maintain a full and complete record of the procurement as required by law.

Signature: _Joleen M. Evangelista_

Print Name: _Joleen M. Evangelista_ Date: _3/9/11_

AG Form PR001
Revised January 10, 2008

Leonardo M. Rapadas
Attorney General

Phillip J. Tydingco
Chief Deputy Attorney General

OFFICE OF THE ATTORNEY GENERAL

PROCUREMENT REVIEW CHECKLIST FOR INVITATIONS TO BID (IFB)

MAR 11 2011

AG PCF No.: *GCC 11-0225* Community College
RECEIVED

MAR 11 2011
PRESIDENT'S OFFICE
Initials:

Assistant Attorney General: *Mr. Rawlen Mantanona, Esq.*

Agency: *Guam Community College*   **Agency IFB No.:** *GCC-FB-11-003*

Brief Description: *Foundation Building Renovation – Construction Services*

Instructions: *For each question or item below, please answer "yes," "no," or "not applicable" ("n/a") by checking the appropriate box. Each question must be answered, or the checklist will be considered incomplete and returned to you for completion. In some cases, a short answer is required in addition to checking one of the boxes. Please provide an answer in the space provided. Some questions or items below are also accompanied by notes or special instructions. Please read them carefully and respond accordingly. Please note that if an item is required by a law, or based on one, the applicable law is cited. "L" refers to sections from 5 GCA (the Guam Procurement Law); "R" refers to sections from 2 GAR Div. 4 (the Guam Procurement Regulations).*

When you have completed the procurement and the checklist, please sign and date the certification, and submit the certified checklist to the Attorney General's Office.

This checklist covers the basic essentials of an IFB type of procurement. However, depending upon the circumstances, other requirements of the Guam Procurement Law and regulations may apply. In addition, federally funded acquisitions may be subject to federal requirements. You are responsible for ensuring that all legal requirements are followed, including any requirements not specifically addressed in this checklist.

The Attorney General's Office will conduct occasional audits of your agency's acquisitions which you are handling as a Special Assistant Attorney General pursuant to 5 GCA § 5150. Please have the procurement record ready for audit at all times. The procurement record should be complete, organized, without multiple numbers of the same documents, and bound in some manner so that there are no loose papers. If we audit a record, and find that it is unorganized, or contains unnecessary duplications, or loose papers, we will return it to you for restructuring into an acceptable form.

cc: Ileen Evangelista

yes   no   n/a

Initial Questions

☐   ☐   ☐   1. Is there a record of planning for this procurement? [L 5010; R 1102.03]

☐   ☐   ☐   2. Is this procurement mandated by statute? If so, cite: _____

Statutory Preferences

☐   ☐   ☐   3. Can matter being procured (MBP) be a product that is biodegradable, reusable, recyclable, made from recycled material, or some combination of the foregoing? [R 1102.02]

☐   ☐   ☐   4. If MBP includes concrete or asphalt paving, construction or repair of highways, does IFB give notice that bids must include use of available recycled glass, and require bidders to identify and certify in writing the percentage of recycled glass contained in the material offered? [L 5218]

☐   ☐   ☐   5. Does IFB give notice about local preference policy? [L 5008; R 1104] If "not applicable" is checked, please state why: _____
_____

☐   ☐   ☐   6. If horticulture products are being procured, does IFB give notice that 75% must be native grown or grown-in-Guam? [L 5008.1]

Requirements for All Solicitations

☐   ☐   ☐   7. Does IFB advise of disclosure of major shareholders? [L 5233; R 3118.1]

☐   ☐   ☐   7.1. Is affidavit form (AG Procurement Form 002) attached to IFB?

☐   ☐   ☐   8. Does IFB advise that submission of bid or offer is a certification by bidder that price or offer was independently arrived at without collusion? [R 3126(b)]

☐   ☐   ☐   8.1. Is affidavit form (AG Procurement Form 003) attached to IFB?

☐   ☐   ☐   9. Does solicitation conspicuously state prohibition against gratuities and kickbacks? [L 5630(c); R 11107(3) and 11107(4)(e)]

☐   ☐   ☐   9.1. Is affidavit form (AG Procurement Form 004) attached to IFB

☐   ☐   ☐   9.2. If proposed form of contract is attached to IFB, then prohibition must be stated in proposed contract. Is the prohibition stated? *[Instructions: Answer "yes" or "no" only if a proposed form of contract is attached to IFB. If a proposed form is not attached, then your answer is "not applicable".]*

☐   ☐   ☐   10. Does solicitation conspicuously state prohibition against contingent fees and retention of persons to secure contract? [L 5631(a); R 11108(a)(3), 11108(f), 11108(h)]]

☐   ☐   ☐   10.1. Is affidavit form (AG Procurement Form 007) attached to IFB?

yes	no	n/a	
☐	☐	☐	**10.2.** If proposed form of contract attached to IFB, then prohibition must be stated in proposed contract. *[Instructions: Answer "yes" or "no" only if a proposed form of contract is attached to IFB. If a proposed form is not attached, then your answer is "not applicable".]*
☐	☐	☐	**11.** Does IFB conspicuously state ethical standards? [R 11103(b)]
☐	☐	☐	**11.1.** Is affidavit form (AG Procurement Form 005) attached to IFB?
☐	☐	☐	**11.2.** If proposed form of contract attached to IFB, then ethical standards must be stated in proposed contract. *[Instructions: Answer "yes" or "no" only if a proposed form of contract is attached to IFB. If a proposed form is not attached, then your answer is "not applicable".]*
☐	☐	☐	**12.** Does IFB advise that solicitation for bids may be cancelled? [L 5225; R 3115(c)]
☐	☐	☐	**13.** Does IFB recite prohibition against employment of sex offenders? [L5253]
☐	☐	☐	**13.1.** If proposed form of contract attached to IFB, then prohibition must be stated in proposed contract. *[Instructions: Answer "yes" or "no" only if a proposed form of contract is attached to IFB. If a proposed form is not attached, then your answer is "not applicable".]*
☐	☐	☐	**14.** If for services, does IFB recite wage and benefits determination requirement? [L 5211(b); 5801 and 5802] *[Instructions: For question 13 and its sub-questions, you may check "not applicable" only if procurement is for something other than services.]*
☐	☐	☐	**14.1.** Is the most recent applicable USDOL wage and benefits determination attached to IFB?
☐	☐	☐	**14.2.** Is declaration form (AG Procurement Form 006) attached to IFB?
☐	☐	☐	**15.** If contract will be for more than one year, does IFB state contract term and conditions of renewal or extension? [L 5337(a); R 3121(d) and 3121(e); for leases, see also R 3119(k)(2)] The following apply only if the contract is for more than one year.
☐	☐	☐	**15.1.** Was written determination made? [R 3121(d)]
☐	☐	☐	**15.2.** Does IFB state amount of MBP needed? [R 3121(e)(1)(A)]
☐	☐	☐	**15.3.** Does IFB state unit price? R 3121(e)(1)(B)]
☐	☐	☐	**15.4.** Does IFB state that contract will be cancelled if funds not appropriated or insufficient, and that government will timely inform contractor? [R 3121(e)(1)(C) and 3121(e)(1)(D)]
☐	☐	☐	**15.5.** Does IFB state whether bidders should submit price for first year only or

yes	no	n/a	
			for entire contract term? [R 3121(e)(1)(E)]
☐	☐	☐	15.6. Does IFB state how award will be determined, including price comparison if applicable? [R 3121(e)(1)(F)]
☐	☐	☐	15.7. Does IFB state that, if cancelled, contractor will be reimbursed unamortized reasonably incurred non-recurring costs? [R 3121(e)(1)(G)]

Specifications

yes	no	n/a	
☐	☐	☐	16. Does IFB identify person responsible for drafting specifications, as well as for technical literature and manufacturer's brochures? [L 5267; R 4108]
☐	☐	☐	17. Were specifications reviewed to confirm that they include only essential physical characteristics and functions to meet government's needs? [L 5268(a); R 4102(a)]
☐	☐	☐	18. Is it true that the specifications do not contain features peculiar to product of one manufacturer? [L 5268(b); R 4102(a)(3)]
☐	☐	☐	18.1. If answer is "no," is there a written determination that peculiar features are essential and reasons why similar product without features do not meet minimum requirements? [L 5268(b); R 4102(a)(3)]
☐	☐	☐	19. Do specifications describe salient technical requirements or desired performance without restrictions which do not affect requirements or performance? [L 5368(c); R 4102(a)(2)]
☐	☐	☐	20. Do specifications permit maximum practicable competition? [R 4102(a)(1)]

IFB Document Requirements

21 - 36. The following items are mandatory, except where noted, as required by L 5211 and/or R 3109, unless another citation is given:

yes	no	n/a	
☐	☐	☐	21. Instructions to bidders
☐	☐	☐	22. Time and date set for receipt of bids
☐	☐	☐	23. Address to deliver bids
☐	☐	☐	24. Maximum time for bid acceptance
☐	☐	☐	25. Bids are due at least 15 days after date of distribution of IFB
☐	☐	☐	26. Advise that bid must acknowledge receipt of amendments to IFB
☐	☐	☐	27. Purchase description

yes no n/a

☐ ☐ ☐   28. Delivery and performance schedule

☐ ☐ ☐   29. Inspection and acceptance requirements

☐ ☐ ☐   30. Evaluation factors for product acceptability

☐ ☐ ☐   31. Advise of contract terms and conditions

☐ ☐ ☐   32. Bid bond requirements, applicable only if contract will be greater than $25,000 [L 5212; L 5303 for construction]

☐ ☐ ☐   33. Performance bond or payment bond requirements, applicable only if for construction and if contract will be greater than $25,000 [L 5304]

☐ ☐ ☐   34. If anticipated that Certificate of Current Cost or Pricing Data may be required of winning bidder, then notice thereof must be included in IFB [R 3118(e)(3)]

☐ ☐ ☐   35. If payments will be made in installments, then IFB must so advise [R 3106]

☐ ☐ ☐   36. Include bid form, with space for bid amount and signature

Public Notice and Distribution of IFB

☐ ☐ ☐   37. Was notice of IFB published at least fifteen days before due date? This requirement is only applicable if the procurement is greater than $25,000. [L 5211(c) and R 3109]

☐ ☐ ☐   38. Was bid invitation made publicly available?

☐ ☐ ☐   39. Was register or log of distribution of IFB kept?

Pre-Bid Conference

☐ ☐ ☐   40. Was pre-bid conference conducted? [R 3109(g)(4)]

☐ ☐ ☐   41. Was time, date and place announced to all prospective bidders?

☐ ☐ ☐   42. Was summary or minutes of conference prepared?

☐ ☐ ☐   43. Was summary or minutes distributed to all prospective bidders?

Amendments to IFB

yes   no   n/a

☐   ☐   ☐   44. Were any amendments to the IFB issued? [R 3109(i)]

☐   ☐   ☐   45. How many amendments were issued? _____

☐   ☐   ☐   46. Was each amendment distributed to or served on all prospective bidders who received an IFB and was proof of distribution or service maintained for the record?

☐   ☐   ☐   47. Was proof of distribution kept in the form of a register or log of distribution?

☐   ☐   ☐   48. Was proof of service kept in the form of some other documentation? [R 3109(i)(2)]. If "yes," please identify form of documentation: _____

Bids Received and Bid Opening

☐   ☐   ☐   49. Was register of bids received kept?

☐   ☐   ☐   50. Was each bid time-stamped and dated? [R 3109(l)(1)]

☐   ☐   ☐   51. Were late bidders notified that their late bid will not be considered? [R 3109(k)(3)]

☐   ☐   ☐   52. Was a record of the late bids kept? [R 3109(k)(4)]

☐   ☐   ☐   53. Was a record of bids and an abstract of bids prepared at time of opening? [L 5211(d); R 3109(l)(2)]

☐   ☐   ☐   54. Was a public opening conducted at the time, date and place indicated in IFB? [L 5211(d); R 3109(l)(2)]

☐   ☐   ☐   55. Were there any bid mistakes, corrections, or withdrawals after the time of opening?

☐   ☐   ☐   56. If the answer to # 55 is "yes," is there a record of each in accordance with R 3109(m)(4)?

☐   ☐   ☐   57. Have all proprietary data in bids been designated and have bidders been informed in writing? [R 3109(l)(3)]

Determination of Bid Responsiveness and Responsibility

☐   ☐   ☐   58. Were bids evaluated to determine product acceptability? [R 3109(n)(3)]

yes   no   n/a

☐   ☐   ☐   59. If for services, are the bid amounts sufficient to comply with the wage and benefit requirements of 5 GCA §§5801 and 5802? [L 5211(g)]

☐   ☐   ☐   60. Were acceptable bids evaluated to determine lowest bidder? [R 3109(n)(4)]

☐   ☐   ☐   61. Does the record show a basis for determining successful bidder? [R 3109(p)]

☐   ☐   ☐   62. Were any bids rejected for any reason? [R 3115(e)]

☐   ☐   ☐   63. If the answer to #62 was "yes," were the unsuccessful bidders notified and was a written determination prepared? [R 3115(e)(4), 3116(a) and 3116(b)(5)]

☐   ☐   ☐   64. For construction contracts, if all bids exceeded available funds but lowest bid did not exceed available funds by 5%, was a contract negotiated? [L 5211(g)]

☐   ☐   ☐   65. If there were not at least two responsible bidders, and the contract amount will be over $100,000, was the lowest bidder to whom a contract will be awarded, asked to submit cost or pricing data, and did bidder submit data? [R 3118]

☐   ☐   ☐   66. If the answer to #65 was "yes," did the proposed contractor submit the proposed data as a certified statement? [R 3118(d)(3) and 3118(e)(1)]

Award and Notice of Award

☐   ☐   ☐   67. Was written notice sent to successful bidder? [R 3109(q)]

☐   ☐   ☐   68. For procurement over $25,000, was written notice sent to all unsuccessful bidders? [R 3109(q)]

Mandatory Requirements for All Contracts

☐   ☐   ☐   69. Did the procurement officer certify in writing and under penalty of perjury that a complete record exists before award was made? [L 5250; R 3130] The certification should be in the following form or in substantially similar language:

"CERTIFICATION: Pursuant to 5 G.C.A. §5250, I hereby certify under penalty of perjury that I am the procurement officer responsible for administering the solicitation of the attached contract, and that I have caused to be prepared and now maintain a full and complete record of the procurement as required by law."

70. Identify contract type by checking one [R 3119]:
_____ fixed price contract - firm fixed price

yes   no   n/a

_____ fixed price contract - with price adjustment
_____ cost-reimbursement - cost contract
_____ cost reimbursement - cost-plus-fixed fee contract
_____ cost incentive contract - fixed-price cost incentive
_____ cost incentive contract - cost-reimbursement contract with cost incentive fee
_____ performance incentive contract
_____ time and materials contract - time and materials contract
_____ time and materials contract - labor hour contract
_____ lease
_____ other: _____

☐ ☐ ☐ 71. For contracts which are not firm fixed price, has a written determination been made that the contractor's accounting system is adequate to allocate costs and will permit timely development of all cost data? [L 5236; R 3119]

☐ ☐ ☐ 72. Can an assurance be made that contract is not a "cost-plus-a-percentage-of-cost" contract? [L 5235; R 3119]

☐ ☐ ☐ 73. If this is a cost-reimbursement contract, then has a written determination been made that the contract is likely to be less costly than other types of contracts? [L 5235; R 3119]

☐ ☐ ☐ 74. Does the contract conspicuously state the prohibition against gratuities and kickbacks? [L5630(c); R 11107(3)]

☐ ☐ ☐ 75. Does the contract conspicuously state contractor's representation that contractor has not retained a person to solicit or secure contract, or paid a contingent fees, commissions, or brokerage fees? [L 5631(a); R 11108(a)(2)]

☐ ☐ ☐ 76. Does contract conspicuously state ethical standard? [R 11103(b)]

☐ ☐ ☐ 77. Does contract recite prohibition against employment of sex offenders? [L 5253]

☐ ☐ ☐ 78. If contract is for multiple years, does contract state exactly the same term provision and renewal provision that were stated in the IFB? [L 5337(a); R 3121(e)]

☐ ☐ ☐ 79. For multi-year contracts, are funds available for the first year at time of contracting?

☐ ☐ ☐ 80. If the contract is not a firm fixed price contract, does the contract state that the contractor shall maintain its books and records for three years from the date of final payment, and that this provision must be included in subcontracts? [L 5241; R 3124]

☐ ☐ ☐ 81. If cost or pricing data was required, then does contract include provision that government may, at reasonable times and places, audit books and records relative to cost

yes   no   n/a

or pricing data, and that contractor shall maintain such records and books for three years from date of final payment? [L 5241; R 3124]

☐   ☐   ☐   82. Is MBP from business licensed on Guam, and maintaining an office on Guam? [L 5008; R 1104]

☐   ☐   ☐   82.1. For manufacturing business, is 25% value added by U. S. workers?

☐   ☐   ☐   82.2. For business with regular inventory, does it carry 50% of items being procured?

☐   ☐   ☐   82.3. For bona fide retail or wholesale business, is the value of its inventory at least one-half of items being procured or is the value of its inventory at least $150,000?

☐   ☐   ☐   82.4. For a service business, are at least 95% of its workers U.S. citizens, etc.?

☐   ☐   ☐   82.5. For foreign supplier, are items or services at least 15% less than local business, FOB job-site unloaded?

☐   ☐   ☐   83. If the answer to item 82 was "no," please state why: _____

_____

Contract Requirements for Construction Contracts Only

☐   ☐   ☐   84. Is there a written statement setting forth the facts leading to selection of a particular method of construction contract management? [L 5302(c); R 5102(4)(a) and 5102(4)(d)] If yes, please state the method of contract management: _____

_____

☐   ☐   ☐   85. If a contract is awarded in excess of $25,000, does the contract specify the amount of a performance or payment bond to be delivered and that delivery must be 100% of the amount stated? [L 5304(a); R 5104]

Contract Clauses for Construction Contracts Only

☐   ☐   ☐   86. If contract contains estimated quantity items, then does contract also contain the "variations in estimated quantities" clause? [L 5306(a)(2); R 5106(4)]

87 - 94. The following are mandatory clauses for all construction contracts:

☐   ☐   ☐   87. "Suspension of work" clause [L 5306(a)(3); R 5106(5)]

☐   ☐   ☐   88. "Differing site conditions" clause [L 5306(a)(4); R 5106(6)] *[Note: R 5106(6) contains two alternative clauses.]*

☐   ☐   ☐   89. "Price adjustment" clause [L 5306(b); R 5106(7)]

yes	no	n/a	
☐	☐	☐	90. "Claims based on government's acts or omissions" clause [L 5306(c); R 5106(8)]
☐	☐	☐	91. "Termination for default for non-performance or delay; damages for delay; time extension" clause [L 5306(c); R 5106(9)]
☐	☐	☐	92. "Liquidated damages" clause [L 5306(c); R 5106(10)]
☐	☐	☐	93. "Termination for convenience" clause [L 5306(c); R 5106(11)]
☐	☐	☐	94. "Remedies" clause [L 5306(c); R 5106(12)]
☐	☐	☐	95. Items 87 through 94 are mandatory provisions for construction contracts, and the procurement regulations contain the provisions which must be used verbatim. The provision for item 86 is also found in the procurement regulations and must be used verbatim if the provision is applicable. Deviations from the provisions as found in the regulations require a written determination to support the modification. Were any deviations made? [L 5306(d); R 5106(1)]
☐	☐	☐	96. Regarding item 95, if the answer was "yes," is there a written determination to support each deviation? [L 5306(d); R 5106(2)]
☐	☐	☐	97. Is there a change order clause in the contract giving the government the unilateral right to change work or time of performance? [L 5306(a)] *[Note: The regulations do not contain a change order clause to be used verbatim.]*
☐	☐	☐	98. If MBP includes concrete or asphalt paving, construction or repair of highways, does contract include provision stating suitable percentage of recycled glass to be used in project as condition of award; and require contractor to identify and certify in writing the percentage of recycled glass contained in the material offered? [L 5218]

Contract Clauses for Non-Construction Contracts

99 - 107. The following are contract clauses should be used only if the subject matter is applicable. If applicable, the clause in the regulation must be used verbatim. [L 5350(c); R 6102(2)]:

yes	no	n/a	
☐	☐	☐	99. "Changes" clause [R 6101(3)(a)]
☐	☐	☐	100. "Stop work order" clause [R 6101(4)(c)]
☐	☐	☐	101. "Variation in quantity" clause for definite quantity contracts [$ 6101(5)(a)]
☐	☐	☐	102. "Price adjustment" clause [R 6101(6)]
☐	☐	☐	103. "Claims based on government's actions or omissions" clause [R 6101(7); see R 5106(8)]
☐	☐	☐	104. "Termination for default" clause [R 6101(8)]

yes no n/a

☐ ☐ ☐   105. "Liquidated damages" clause [R 6101(9)(a); see also R 6101(9)(b)]

☐ ☐ ☐   106. "Termination for convenience" clause [R 6101(10)]

☐ ☐ ☐   107. "Remedies" clause [R 6101(12)]

☐ ☐ ☐   108. With respect to items 99 through 107, if the clauses were applicable, but not quoted in the contract verbatim from the rule, then was a written determination made to justify each deviation? [L 5350(c); R 6101(2)]

☐ ☐ ☐   109. Is the mandatory "disputes" clause in the contract? [R 9103(g)] *[Note: The third paragraph in the disputes clause erroneously states that the contractor shall appeal an agency decision to the Superior Court of Guam. However, the procurement law at 5 GCA § 5427(e) states that appeal shall be taken to the Office of Public Accountancy. Therefore, the third paragraph should be corrected to accurately reflect the statute.]*

☐ ☐ ☐   110. If Certificate of Current Cost or Pricing Data was required of winning bidder, then does contract state the government's right to a reduction in price? [R3118(e)(3) and 3118(f)(1).]

CERTIFICATION

I am the undersigned Special Assistant Attorney General for this procurement, and I certify that I have done due diligence in reviewing this procurement with respect to the foregoing requirements and any other legal requirements not listed, and to the best of my knowledge, all laws and regulations have been followed for this procurement.

_____
Signature
Date:

Attachments:
Form 002 - Affidavit Disclosing Ownership and Commissions
Form 003 - Affidavit re Non-Collusion
Form 004 - Affidavit re No Gratuities or Kickbacks
Form 005 - Affidavit re Ethical Standards
Form 006 - Declaration re Compliance with U.S. DOL Wage Determination
Form 007 - Affidavit re Contingent Fees

AFFIDAVIT DISCLOSING OWNERSHIP and COMMISSIONS

CITY OF _____)
) ss.
ISLAND OF GUAM   )

A.   I, the undersigned, being first duly sworn, depose and say that I am an authorized representative of the offeror and that [*please check only one*]:

    [ ]   The offeror is an individual or sole proprietor and owns the entire (100%) interest in the offering business.

    [ ]   The offeror is a corporation, partnership, joint venture, or association known as _____[*please state name of offeror company*], and the persons, companies, partners, or joint venturers who have held more than 10% of the shares or interest in the offering business during the 365 days immediately preceding the submission date of the proposal are as follows [*if none, please so state*]:

Name	Address	% of Interest

B.   Further, I say that the persons who have received or are entitled to receive a commission, gratuity or other compensation for procuring or assisting in obtaining business related to the bid or proposal for which this affidavit is submitted are as follows [*if none, please so state*]:

Name	Address	Compensation

C.   If the ownership of the offering business should change between the time this affidavit is made and the time an award is made or a contract is entered into, then I promise personally to update the disclosure required by 5 GCA §5233 by delivering another affidavit to the government.

_____
Signature of one of the following:
    Offeror, if the offeror is an individual;
    Partner, if the offeror is a partnership;
    Officer, if the offeror is a corporation.

Subscribed and sworn to before me
this ____ day of _____, 201__.

_____
NOTARY PUBLIC
My commission expires: _____

AFFIDAVIT re NON-COLLUSION

CITY OF _____)
) ss.
ISLAND OF GUAM   )

_____[*state name of affiant signing below*], being first duly sworn, deposes and says that:

1. The name of the offering company or individual is [*state name of company*] _____.

2. The proposal for the solicitation identified above is genuine and not collusive or a sham. The offeror has not colluded, conspired, connived or agreed, directly or indirectly, with any other offeror or person, to put in a sham proposal or to refrain from making an offer. The offeror has not in any manner, directly or indirectly, sought by an agreement or collusion, or communication or conference, with any person to fix the proposal price of offeror or of any other offeror, or to fix any overhead, profit or cost element of said proposal price, or of that of any other offeror, or to secure any advantage against the government of Guam or any other offeror, or to secure any advantage against the government of Guam or any person interested in the proposed contract. All statements in this affidavit and in the proposal are true to the best of the knowledge of the undersigned. This statement is made pursuant to 2 GAR Division 4 § 3126(b).

3. I make this statement on behalf of myself as a representative of the offeror, and on behalf of the offeror's officers, representatives, agents, subcontractors, and employees.

_____
Signature of one of the following:
        Offeror, if the offeror is an individual;
        Partner, if the offeror is a partnership;
        Officer, if the offeror is a corporation.

Subscribed and sworn to before me

this _____ day of _____, 201__.

_____
NOTARY PUBLIC
My commission expires _____, _____.

AG Procurement Form 003 (Jul. 12, 2010)

AFFIDAVIT re NO GRATUITIES or KICKBACKS

CITY OF _____)
) ss.
ISLAND OF GUAM   )

_____ *[state name of affiant signing below]*, being first duly sworn, deposes and says that:

    1.   The name of the offering firm or individual is *[state name of offeror company]* _____. Affiant is _____ *[state one of the following: the offeror, a partner of the offeror, an officer of the offeror]* making the foregoing identified bid or proposal.

    2.   To the best of affiant's knowledge, neither affiant, nor any of the offeror's officers, representatives, agents, subcontractors, or employees have violated, are violating the prohibition against gratuities and kickbacks set forth in 2 GAR Division 4 § 11107(e). Further, affiant promises, on behalf of offeror, not to violate the prohibition against gratuities and kickbacks as set forth in 2 GAR Division 4 § 11107(e).

    3.   To the best of affiant's knowledge, neither affiant, nor any of the offeror's officers, representatives, agents, subcontractors, or employees have offered, given or agreed to give, any government of Guam employee or former government employee, any payment, gift, kickback, gratuity or offer of employment in connection with the offeror's proposal.

    4. I make these statements on behalf of myself as a representative of the offeror, and on behalf of the offeror's officers, representatives, agents, subcontractors, and employees.

                                       _____
                                         Signature of one of the following:
                                                 Offeror, if the offeror is an individual;
                                                 Partner, if the offeror is a partnership;
                                                 Officer, if the offeror is a corporation.

Subscribed and sworn to before me

this _____ day of _____, 200__.

_____
NOTARY PUBLIC
My commission expires _____, _____.

AG Procurement Form 004 (Jul. 12, 2010)

AFFIDAVIT RE ETHICAL STANDARDS

CITY OF _____)
) ss.
ISLAND OF GUAM   )

_____ [*state name of affiant signing below*], being first
duly sworn, deposes and says that:

      The affiant is _____ [*state one of the following: the offeror,
a partner of the offeror, an officer of the offeror*] making the foregoing identified bid or proposal. To the
best of affiant's knowledge, neither affiant nor any officers, representatives, agents, subcontractors or
employees of offeror have knowingly influenced any government of Guam employee to breach any of the
ethical standards set forth in 5 GCA Chapter 5, Article 11. Further, affiant promises that neither he or
she, nor any officer, representative, agent, subcontractor, or employee of offeror will knowingly
influence any government of Guam employee to breach any ethical standards set forth in 5 GCA Chapter
5, Article 11. These statements are made pursuant to 2 GAR Division 4 § 11103(b).

                                                _____
                                       Signature of one of the following:
                                                Offeror, if the offeror is an individual;
                                                Partner, if the offeror is a partnership;
                                                Officer, if the offeror is a corporation.

Subscribed and sworn to before me
this _____ day of _____, 201__.

_____
NOTARY PUBLIC
My commission expires _____, _____.

AG Procurement Form 005 (Jul. 12, 2010)

DECLARATION RE COMPLIANCE WITH U.S. DOL WAGE DETERMINATION

Procurement No.: _____

Name of Offeror Company: _____

    I, _____ hereby certify under penalty
of perjury:

(1) That I am _____ [*please select one: the offeror, a partner of the offeror, an officer of the offeror*] making the bid or proposal in the foregoing identified procurement;

(2) That I have read and understand the provisions of 5 GCA § 5801 and § 5802 which read:

§ 5801. Wage Determination Established.

In such cases where the government of Guam enters into contractual arrangements with a sole proprietorship, a partnership or a corporation ("contractor") for the provision of a service to the government of Guam, and in such cases where the contractor employs a person(s) whose purpose, in whole or in part, is the direct delivery of service contracted by the government of Guam, then the contractor shall pay such employee(s) in accordance with the Wage Determination for Guam and the Northern Mariana Islands issued and promulgated by the U.S. Department of Labor for such labor as is employed in the direct delivery of contract deliverables to the government of Guam.

The Wage Determination most recently issued by the U.S. Department of Labor at the time a contract is awarded to a contractor by the government of Guam shall be used to determine wages, which shall be paid to employees pursuant to this Article. Should any contract contain a renewal clause, then at the time of renewal adjustments, there shall be made stipulations contained in that contract for applying the Wage Determination, as required by this Article, so that the Wage Determination promulgated by the U.S. Department of Labor on a date most recent to the renewal date shall apply.

§ 5802. Benefits.

In addition to the Wage Determination detailed in this Article, any contract to which this Article applies shall also contain provisions mandating health and similar benefits for employees covered by this Article, such benefits having a minimum value as detailed in the Wage Determination issued and promulgated by the U.S. Department of Labor, and shall contain provisions guaranteeing a minimum of ten (10) paid holidays per annum per employee.

(3) That the offeror is in full compliance with 5 GCA § 5801 and § 5802, as may be applicable to the procurement referenced herein;

(4) That I have attached the most recent wage determination applicable to Guam issued by the U.S. Department of Labor. [*INSTRUCTIONS - Please attach!*]

_____
Signature

AFFIDAVIT re CONTINGENT FEES

CITY OF _____)
) ss.
ISLAND OF GUAM   )

_____[state name of affiant signing below], being first duly sworn, deposes and says that:

1. The name of the offering company or individual is [state name of company] _____.

2. As a part of the offering company's bid or proposal, to the best of my knowledge, the offering company has not retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract. This statement is made pursuant to 2 GAR Division 4 11108(f).

3. As a part of the offering company's bid or proposal, to the best of my knowledge, the offering company has not retained a person to solicit or secure a contract with the government of Guam upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except for retention of bona fide employees or bona fide established commercial selling agencies for the purpose of securing business. This statement is made pursuant to 2 GAR Division 4 11108(h).

4. I make these statements on behalf of myself as a representative of the offeror, and on behalf of the offeror's officers, representatives, agents, subcontractors, and employees.

_____
Signature of one of the following:
                 Offeror, if the offeror is an individual;
                 Partner, if the offeror is a partnership;
                 Officer, if the offeror is a corporation.

Subscribed and sworn to before me

this _____ day of _____, 201__.

_____
NOTARY PUBLIC
My commission expires _____, _____.

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GUAM COMMUNITY COLLEGE BIDS

This is a list of the bids and proposals (RFP, RFI, etc...) for which the college has issued, as advertised in the Pacific Daily News or Mairanas Variety. All bid/proposal documents are available at the Materials Management Office located on the 1st floor of the Student Services and Administrative Bldg. 2000 in Room 2105 unless noted otherwise.

Important Notes

- Mandatory attendance is required for all Pre-bid Conferences.
- Failure to attend Pre-bid Conference will result in the exclusion of your bid submission.
- There is a non-refundable fee for each bid package.
- Bid package may be purchased at the Cashier's Office located on the 1st floor of the Student Services and Administrative Bldg. 2000 in room 2119. Office hours are 8:00 A.M. - 4:00 P.M. Monday thru Thursday and 8:00 A.M. - 12:00 P.M. on Friday. Closed on weekends and GovGuam holidays.
- Bring your receipt to the Materials Management Office room 2105 and sign in to pickup your bid package.

FY14 Bid No.: **A PDF file of bid package is available upon request please email: materialsmanagement@guamcc.edu

Bid Description:	Bid Awarded To:

**GCC-FB-14-013

PhotoVoltaic Parking Lot Lamps

Bid Opening: 10:00 a.m., Friday, May 16, 2014

**GCC-FB-14-012

Exterior Amenities (Iron Benches, Metal Trash Bins & Recycling Units)

Bid Opening: 10:00 a.m., Thursday, May 15, 2014

**GCC FB 14 011

CACGP Summer Bridge

Bid Opening: 10:00 a.m.,

Register:...
Apply Now
Register On-line
Financial Aid
GCC Catalog
Request Information

Student Success:...
Be Your Own Success Story
Academic Advising
Tutoring Services
Project AIM

Information:...
Public Reports
Media Releases
GCC Bids
Facilities Rental

~~GCC-FB-14-011~~	Catering Services	Wednesday, May 14, 2014
**GCC-FB-14-010	Network Switch Upgrade 2014	Bid Opening: 10:00a.m., Tuesday, March 11, 2014
**GCC-FB-14-009	CACGP 2014 College Readiness & Financial Aid Videos and Commercials	No Award
**GCC-FB-14-008	Administrative and Instructional Supplies	Standard Office Supply, National Office Supply, WestSource MSM, JC Marketing, Micronesia Guam, Inc.
**GCC-FB-14-007	Custodial Supplies	WestSource MSM, Sunny Wholesale, Benson Guam Enterprises, MD Wholesales, JC Marketing, Micronesia Guam, Inc.
**GCC-FB-14-006	Trash Collection Services	HCP Inc., dba Lagu Sanitation
**GCC-FB-14-005	GCC-CACGP Promotional Items (to include the imprint of logos)	American Printing, Horizon Pacific, Hornet International, The Vernon Company
**GCC-FB-14-004	Lease of Multifunction (copying, printing, scanning, & faxing) Devices for 60 Months	Xerox Corporation
**GCC-FB-14-003	Grounds Maintenance Services	Bid Cancelled
**GCC-FB-14-002	Kitchen Ventilations & Fire Suppression Hood (includes installation)	No Award
**GCC-FB-14-001	Information Technology Equipment - PC Desktop, PC Laptop, PC Ultrabook, Bulk Security Locking System for	Sanford Technology Group and Data Management Resources

Multiple Computers

FY14 RFQ No.:	RFQ Description:	RFQ Awarded To:
		Submission Deadline: Monday, May 19, 2014
GCC-RFQ-14-011	Campus Wide Elevator Services	
GCC-RFQ-14-010	Installation of Classroom Doors with Observation Windows	Genesis-Tech Corporation
GCC-RFQ-14-009	Upgrade of Bldg.600's Primary & Secondary Electrical Panels & Restoration of Electrical Outlets	Genesis-Tech Corporation
		Submission Deadline: Friday, March 28, 2014
GCC-RFQ-14-008	Upgrade of Building 600's Eastern, Metal Wall Panels & Beams	
GCC-RFQ-14-007	CACGP 2014 College Readiness & Financial Aid Videos & Commercials	Greenlight Media Productions Inc.
GCC-RFQ-14-006	Part 3 Installation of Flood Lamps Along Bldgs. 3000, 4000, 5000 Pathways	Pacific-Green Intergrated Technology Inc.
		Submission Deadline: Friday, March 14, 2014
GCC-RFQ-14-005	Part 2 Campus-wide NonPV-LED Parking Lot Lamps	
GCC-RFQ-14-004	Construction of a Concrete, ADA Pathway along Bldg. 5000's Northeast Exterior	Genesis Tech Corporation
GCC-RFQ-14-003	Campus-wide Installation of Speed Humps	The Americana Supplier
GCC-RFQ-14-002	Replacement of Corroded Plumbing for 2000's East-wing Fire Suppression System	Genesis-Tech Corporation
GCC-RFQ-14-001	Installation of ADA-compliant Door Closure in Bldg. 5000 (Rooms 5204 & 5213)	Masoud & Company

FY14 RFI No.:

GCC-RFI-14-001

Travel Related Services

Horizon Travel, First Class Travel, Travel Pacificana, World Travel, ITSA Getaway Travel, Travel Bag, & Expo Travel

FY13 Bid No.:

Bid Description:

Bid Awarded To:

**GCC-FB-13-019

Multiple Broadband Internet Services

GTA Teleguam Holdings, LLC and Docomo Pacific

**GCC-FB-13-018

Brownfields Assessment, Site Investigations & Remedial Action Plan Alternatives

PCR Environmental Inc.

**GCC-FB-13-017

Professional Grade Automotive and Autobody Tools and Equipment

BMI Automotive LLC, dba NAPA Auto Parts, & JMI Edison

**GCC-FB-13-016

A. Medical Equipment B. Classroom Furniture C. Medical Software

Henry Schein Medical Systems, Inc. JC Marketing, JMI Edison, MD Wholesales, USA Contractors

**GCC-FB-13-015

Distance Education (DE) Strategic Plan Development

No Bid Submission

**GCC-FB-13-014

60 months Lease of Equipment and Services - Inclusive of photocopying, dedicated scanning, & multi-function (printing, scanning, faxing & copying) equipment

Reissued as GCC-FB-14-004

**GCC-FB-13-013

Various Campus-wide Improvements
1. Electrical Line Conditionings

Z4 Corporation

GCC-FB-13-003	4 door, 4 cylinder, automatic transmission sedan	Guam Marianas Collection
		Cars Plus, LLC
GCC-FB-13-004	Banquet Services - Function Dates: February 9, 2013, March 9, 2013, April 6, 2013, and April 20, 2013	No bid submission
GCC-FB-13-005	Guam Community College Bookstore Point of Sales (POS) System	ComputerWorks of Chicago
GCC-FB-13-006	GCC Bldg. 200 Renovation	Propacific Builders Corp.
GCC-FB-13-007	WESCOM Network Equipment (Gateway Expansion Project)	Pacific Data Systems
GCC-FB-13-008	As-Built, Maintenance & Upgrade of GCC's (Fire) Alarm System	No bid submission
GCC-FB-13-009	Campus-wide Lighting Retrofits	G4S Security Systems (Guam) Inc.
**GCC-FB-13-010	Equipment Lease and Services of photocopying, dedicated, & multi-function (printing, scanning, faxing & copying) devices	Cancelled
**GCC-FB-13-011	Catering Services (Breakfast & Lunch)	B&G Pacific, LLG
**GCC-FB-13-012	Perimeter Fencing of the GCC's Ponding Basin and Firing Range	JJ Global Services
	2. Typhoon Shutter Installations 3. Restroom Renovations	

GCC-FB-13-002

Credit Collection Services

Agency

GCC-FB-13-001

Administrative, Instructional, and Custodial Supplies

Standard Office Supply, National Office Supply, West Source, MSM, Benson, USA Contractors Inc., Micronesia Guam, Inc, & JC Marketing

Thank you for your interest and support in our educational endeavors!

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GCC

GUAM COMMUNITY COLLEGE

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aft

A Union of Professionals

Agreement
Between

The Guam Community College
Faculty Union
Local 6476 AFT/AFL-CIO
&
The Board of Trustees
Guam Community College
for
Faculty
2010 - 2016

RDS   BLM

October 29, 2010

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PREAMBLE

The Board of Trustees, Guam Community College, hereinafter referred to as the "Board", and the Guam Community College Faculty Union, Local 6476, hereinafter referred to as the "Local", hereby enter into this Agreement in conformity with Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA).

The intent of Interest-Based Bargaining is to create a permanent collaborative relationship between the College's Faculty and the Administration. Therefore, the Board and the Local at Guam Community College recognize that the spirit of this Agreement calls for a serious collaborative effort to work out issues that will arise in the implementation of this Agreement. In keeping with this spirit, it is agreed that the Board and Union will share equally in all costs related to the maintenance and negotiation of this Agreement.

NON DISCRIMINATION AND AFFIRMATIVE ACTION

Guam Community College affirms the right of all individuals to equal opportunity in education and employment, without regard to race, color, religion, age, national origin, or disability. The College is committed to comply with all Territorial and Federal statutes, rules and regulations which prohibit discrimination in its board policies and practices and which require affirmative action, including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, Section 503 and Section 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, Uniform Services Employment and Reemployment Rights Act of 1994, the Equal Pay Act of 1963, Title IX of the 1972 Educational Amendments, Executive Order 11246, the Age Discrimination in Employment Act of 1967, the American with Disabilities Act of 1990, the Civil Rights Act of 1991, and the Family and Medical Leave Act of 1993, inclusive of any amendments to these Acts.

SECTION A – GENERAL PROVISION

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ARTICLE I - RECOGNITION

A. RECOGNITION

The Board recognizes the Union as the exclusive representative, subject to and in accordance with Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA) and Title 17 GCA Education Division 4 Guam Community College, Ch. 30 – 34 and those rules and regulations promulgated there-under, for all academic personnel in the service of the Guam Community College including Assistant Instructor, Instructor, Assistant Professor, Associate Professor, Professor, and all other positions not mentioned in the following exclusions: supervisors, managers, Human Resources Office employees in other than clerical capacity, part-time, limited-term or temporary employees.

The Local agrees to represent equally and without prejudice all members of the Bargaining Unit for purposes of (1) consultations and/or negotiations with the Board of Trustees or College management officials concerning the terms and conditions of their employment not otherwise fixed by law and (2) the settlement of grievances and disputes.

B. DEFINITIONS

ACADEMIC YEAR – Fall and Spring Semester as established by the Joint Calendar Committee

ADVERSE ACTION – Action taken by the College President in the form of suspension, demotion, or dismissal

BARGAINING UNIT – All academic personnel in the service of the College as set Forth in Section A. of this Article.

BOARD – Board of Trustees of the Guam Community College

CTE – Career and Technical Education

CALENDAR DAYS – Any day during the year (Monday – Sunday)

COLLATERAL DUTY – Duties that accompany those required by a Faculty member's position that are not compensated over the regular pay
COLLEGE – Guam Community College

COMMON-LAW – Persons who have co-habitated for at least two (2) consecutive years and who are readily eligible to marry without emancipation under the laws of Guam.

DISCIPLINARY ACTION – Action taken by the Dean in the form of a warning, admonition, or reprimand.

DUTY DAYS – Monday through Friday except school holidays or emergency school closing days

DEAN – The administrative head of a School or the supervisor appointed to act on the Dean's behalf.

DEPARTMENT/PROGRAM – The smallest organizational unit of employees within GCC.

EMPLOYEE – A member of the Union/Bargaining Unit. In this Agreement, an employee may be referred to more specifically by functional title.

FACULTY MEMBER – See Employee

GROSS – Serious, criminal, or egregious

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IN-LOCO PARENTIS – A person who has acted as a parent for a significant period of time, as in an unofficial adoption.

JUST CAUSE – Some cause or grounds that a reasonable person acting in good faith would regard as a good and sufficient basis for acting.

LAB – A formal situation which is normally associated with an extension of classroom activities to include, a set of conditions, or the like, conducive to experimentation, investigation, observation, and/or the application of the materials presented in the classroom.

LOCAL – Guam Community College Faculty Union, Local 6476

MORAL TURPITUDE - Offenses that demonstrate a lack of good moral character such as, but not limited to:
  a. Improper solicitation of a student
  b. Intimidation of a student or employee of the College
  c. Embezzlement/Fraud/Forgery concerning College funds or property.

OFFICE HOURS – Regularly scheduled times when faculty members are present on campus available for consultation

POST-SECONDARY – Adult programs and post-secondary programs.

REMEDY – A correction or cure that can be achieved within a reasonable timeframe

REASONABLE PERSON – A person who exercises a degree of prudence, care, foresight, or intelligence in relation to a particular circumstance or fact.

SECONDARY – All programs involving high school students grade 9 – 12.

SECTIONS – Separate classes

STEWARD – A member of the Union appointed by the Local President to serve as Union representative for the Faculty Union.

TIMELINES – Time allowed between the steps in any action. When counting calendar days, if a deadline falls on a Saturday, the preceding Friday will be the deadline. When a deadline falls on a Sunday, the following Monday will be the deadline. If Friday or Monday are holidays, the previous or next duty day will be the deadline.

UNION – Dues paying members of the Guam Community College Faculty

UNION REPRESENTATIVE – Any certified designee of the Union.

UNION PRESIDENT – The elected President of the Guam Community College Faculty Union or designee.

WORKSITE – Any location where members of the Bargaining Unit professionally function or are assigned.

ARTICLE II - PARTIES' RIGHTS AND RESPONSIBILITIES

A. MANAGEMENT
Government management officials shall retain the right and responsibility, in accordance with applicable law and regulations to:

1. Maintain efficient government operations and direct public employees;

2. Hire, promote, transfer, and assign employees to government positions;

3. Suspend, demote, discharge, or take other disciplinary action against employees for just cause;

4. To determine the methods, organization, and assignment of personnel for the conduct of operations, including necessary actions in emergency situations.

B. UNION
The Union shall be responsible for representing the interests of all faculty members in the Unit without discrimination and without regard to Union membership, and shall be entitled to:

1. Confer with management officials concerning personnel policies and practices affecting working conditions of faculty members in the Unit; and

2. Negotiate written agreements with appropriate management officials reflecting bilateral determination of specific terms and conditions of employment, subject to paramount law and regulations; and

3. Represent individual faculty members in grievance or appellate administrative procedures, with the consent of the faculty member involved, and to be represented and heard at any conference with faculty member or his/her personal representative on grievances or other matters affecting employment conditions within the Unit; and

4. Retain exclusive representation status as long as qualified under criteria of PEMRA and for a period of not less than twelve (12) months from date of initial recognition without challenge by another employee organization; and

5. Receive payroll deductions for membership dues voluntarily allotted by members, but not including initiation fees, special assessments, back dues, fines and similar charges against such faculty members, subject to recovery of reasonable costs by the College from the Union for providing such service.

C. UNFAIR LABOR PRACTICES
The provisions of this Section apply to all Government of Guam management officials and to all employee organizations accorded exclusive recognition to represent public employees under Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA).

1. Management officials are prohibited from:

    a. Restraining, coercing, or interfering with the exercise of the rights assured to public employees by the terms of Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA);
    b. Dominating, sponsoring, controlling, or otherwise assisting employee organizations, except that routine services and facilities may be furnished impartially to such organizations consistent with other provisions of Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA);

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c. Discriminating against public employees in regard to hiring, tenure, or any term or condition of employment to encourage or discourage membership in any employee organization;

d. Disciplining or otherwise discriminating against any public employee for legitimate activities in representing an employee organization or participating in procedures implementing Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA);

e. Refusing to grant exclusive recognition to a qualified employee organization for an appropriate public employee unit;

f. Refusing to consult or negotiate with an employee organization accorded exclusive recognition on matters within the scope of Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA) and implementing rules and regulations.

2. Employee organizations are prohibited from:

a. Restraining, coercing, or interfering with the exercise of the rights assured to public employees by the terms of Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA);

b. Attempting to cause management official to coerce any public employee in the exercise of his/her rights under Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA);

c. Disciplining or otherwise discriminating against any public employee member of the organization as reprisal for, or for the purpose of obstructing the discharge of the employee's official duties in the government service;

d. Engaging in or inducing public employees to engage in any strike, work stoppage, slowdown, or picketing against the Government;

e. Discriminating against any public employees as to terms and conditions of membership because of race, color, creed, or national origin;

f. Denying membership to any public employee in the exclusive recognition unit, except for failure to meet reasonable standards of the employee organization uniformly applied to all other members.

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ARTICLE III - REPRESENTATION BY EMPLOYEE ORGANIZATION AND COLLEGE SERVICE TO THE UNION

A. REPRESENTATION BY EMPLOYEE ORGANIZATION

1. Representation to Board

   A Local representative who is a member of the Union shall have the right to sit with the Board in all open sessions. The Local shall receive a complete packet of agenda materials and minutes of the prior Board meeting(s) which is issued to Board members at least forty-eight (48) hours, if possible, prior to each scheduled open Board meeting. Such representative may sit in executive sessions at the discretion of the Board. The Board shall recognize no such position for any other member of the employee bargaining unit.

   The Board shall make known to the Local and faculty the time, place, and official agenda of all regular and special meetings of the Board by providing them with a written copy of said announcement.

   The Local representative to the Board shall be entitled to submit items for the Board's agenda and shall be recognized to speak on any matter before the Board for discussion during open session.

2. Consultations and Negotiations

   Consultations and negotiations between government officials and employee organization representatives shall be conducted during regular duty hours of public employees involved, subject to reasonable rules concerning the duration of such meetings and consultations and negotiations.

   The Local President may designate members of the Union at any given time who may be released, as needed, from their regular duties without loss of pay to conduct Union business for reasons such as but not limited to grievances, adverse actions, and negotiations.

   The designated members of the Union shall notify their Dean the day before (or as early as possible) of the request for release time. Such requests shall not be unreasonable nor unreasonably denied. If the Dean disapproves the request, the Dean shall indicate in writing the basis for his/her disapproval.

3. Conferences among Officials

   The College President, the Chairperson of the Board, and the Local President may schedule conferences at least twice each Fall and Spring semester. The conference shall be held at a mutually agreed time.

4. Examining Complaints

   The Local President or designees may visit College worksites to examine complaints pertaining to this Agreement and other Board and Government policies. In no instance shall these visitations disrupt the assigned duties of the members of the bargaining unit.

5. Stewards

   The Local has the right to designate stewards who shall be identified in writing to the College President. A steward may be identified for each worksite. Any steward may be accompanied by another member of the union or of the Local.

   Stewards shall have the right to consult with the appropriate Dean(s) to discuss problems relating to:

   a. this Agreement,

b. GCC Personnel Rules and Regulations, or

c. Other Board policies.

6. Agreement
   a. The BOT/GCC Faculty Union Agreement shall be made available on the GCC website.

7. Faculty Meeting
   As part of the formal agenda of Convocation, a Union representative shall be allotted time for announcements and discussion of matters pertaining to the bargaining unit.

8. The Union President or designee may participate in the interview process for administrators.

B. COLLEGE SERVICES TO UNION

1. Leave for Union Purposes
   a. Upon request from the Local and the individuals involved, up to two (2) employees per year may have leave of absence without pay for up to ten (10) days each year for Union-related activities. For any such leave, the Local must notify the College President at least two (2) weeks in advance for approval. Such approval shall not be unreasonably withheld.

2. Meeting Rooms
   The Local may schedule Union meetings during non-duty hours using College facilities by reserving the facility with the management official responsible for the facility. Such meetings shall not interfere with official College activities. Should special custodial or security services be required the Local shall pay the actual cost of such services. The Local may reserve the use of College audio-visual equipment needed to conduct on-campus Union meetings. The use of said facilities and audio-visual equipment shall not be unreasonably denied. Provisions within this section shall be in compliance with the National Labor Relations Act and Title 4 GCA Public Officers & Employees, Ch. 10 Public Employee-Management Relations Act (PEMRA).

3. Documents
   Upon written request by the Local, the College will provide the Local with copies of any documents, identified with reasonable specificity, provided that these materials are not confidential according to law.

4. Listing of Employees
   The Local may request and shall receive from the Human Resources Administrator and not later than five (5) days after the receipt of the request, a current listing of members in the Bargaining Unit including name and rank. Such service may be provided each month.

5. Mailboxes/Emails
   The Local may use faculty mailboxes to communicate with the members of the Bargaining Unit. Any mail placed in faculty mailboxes by the Local shall clearly indicate the Local as the source of the mail.

6. Bulletin Boards/MyGCC
   The Local shall have the right to use portions of bulletin boards in each recognized faculty lounge and to use portions of the bulletin board in the Human Resources Office. The Local shall have the right to post announcements on MyGCC under the appropriate tabs.

7. Dues Deduction
   a. The College shall deduct from any pay of the faculty members covered by this Agreement the dues of these faculty members who are members of the Union upon receiving from the Local the faculty member's voluntary and written authorization for the College to make such deduction. Faculty members may, by an instrument in writing, to the Local, revoke such

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authorization. Dues deduction or revocation authorizations received by the College Business Office from the Local shall be effectuated on the following pay period. Individual members may not make such changes directly with the College without written proof of notification to the Local.

b. The total amount of dues deducted together with a list of faculty members from whose pay the dues were deducted, shall be forwarded by the College to the Local office on a bi-weekly basis.

c. If the Local changes the amount of the dues, the College will implement such change upon written notification by the Local at least two (2) weeks prior to any payroll date.

8. College Charges

A charge of one percent (1%) shall be deducted by the College from the total amount of dues collected for the cost of making such deductions.

9. The Union President will receive a workload reduction of up to ninety (90) contact hours each academic year. The distribution of this adjustment between the Fall and Spring semesters will be determined at the beginning of each Fall semester and be reviewed and approved by the Vice President for Academic Affairs. Prior to the end of AY10-11 the Union President shall meet with the Chief negotiator for the Board to determine the number of contact hours to be reduced.

ARTICLE IV - FACULTY RIGHTS TO ACADEMIC FREEDOM

Recognizing that the free search for truth and its free exposition are essential to a democratic society, both the College and the Union will encourage and protect academic freedom as it applies to both teaching and research.

A faculty member is entitled to freedom in the classroom in discussing matters related to the curriculum of the course to include but not limited to classroom student projects and projects in student organizations.

A faculty member may freely select the person(s) he/she wishes to invite to campus as guest speaker(s) provided the presentation relates to the subject of his/her course.

This agreement also recognizes Board Policy 460 on Academic Freedom, which is stated below:

WHEREAS, the Guam Community College Board of Trustees desires to promote and assure public understanding and support of academic freedom in the College; and

WHEREAS, institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole; and

WHEREAS, the common good depends upon the free search for truth and free exposition; and

WHEREAS, academic freedom is essential to these purposes and applies to both teaching and research; and

WHEREAS, freedom in research is fundamental to the advancement of truth; and

WHEREAS, academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the students in learning; and

WHEREAS, it carries with it duties correlative with rights.

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees adopts as its policy the following statement on Academic Freedom:

1. The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties.

    The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

    This policy is subject to periodic review by the Board and the parties shall meet to negotiate the updated policy and thereafter incorporate it herein.

ARTICLE IV – FACULTY RIGHTS
TO ACADEMIC FREEDOM

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ARTICLE V - FACULTY RIGHTS TO INTELLECTUAL PROPERTY

A. FACULTY OWNERSHIP

A faculty member shall be entitled to complete ownership and control of any patentable discoveries or inventions, or of intellectual property and copyrighted material, except where the faculty member's normal workload was reduced for purposes of the development of the project, where the College has provided substantial support for or involvement in the project, or where the inventions or discoveries are produced as a result of agreements or contracts between the College and external sponsors.

B. SHARED OWNERSHIP

Ownership of intellectual property including, but not limited to, open or online learning environments, copyrighted material, or patentable discoveries or inventions, shall be shared by the faculty member and the College in an equitable ratio if the intellectual property, or the discoveries or inventions, are produced under one (1) or more of the following circumstances:

1. With substantial college support and involvement;

2. With release time granted with the expectation that patentable information or products will result;

3. Under an assigned duty and/or work-for-hire arrangement with an external sponsor.

Whenever possible, an equitable ratio of ownership shall be established in advance and incorporated into an agreement between the College and the faculty member. Fees involved in copyright and patent application shall be shared on the basis of the equitable ratio of ownership established above.

C. FACULTY LOGS

A faculty member engaged in research which may lead to patentable or non-patentable inventions or discoveries, or intellectual property, shall maintain a log which includes dates and hours worked on the project, activities engaged in, and college facilities and resources involved.

ARTICLE VI - DEPARTMENTS
Functions, Operations, Chairpersons, Organization

A. FUNCTIONS

1. Departments are important units of faculty within the divisions of the College with common academic interests. Each department performs many diverse but interrelated functions to serve the College and its students, faculty, and staff. Major functions of each department include: instruction, advisement of students, curriculum and program development, maintenance and assessment; orientation and assistance to individual department members. Other functions include participation in the promotion of the department's programs, recruitment and retention of students, community relations, and service.

2. The College provides a variety of programs and services at many facilities throughout the island. The hours, days of the week, and dates for these activities are determined by the needs of students or organizations served and the capability of the departments to meet those needs. Accordingly, departments schedule and provide services in support of said programs at appropriate locations and hours within the constraints contained in this Agreement.

3. Departments serve to review, plan, and recommend action to the appropriate Dean on departmental matters including non-instructional faculty individual plans (as applicable), departmental assessment, personnel requirements, personnel selection, department budget needs, work assignments and schedules, acquisition and maintenance of supplies, materials, and equipment. Departments make plans and decisions concerning the operations and activities of the department. Through the departmental organization, department members develop work schedules, activity calendars, work or service priorities, and other matters and submit the plans through the Department Chairperson to the Dean for approval. Department members are involved in all aspects of the department's operation.

4. Departments share with administration the responsibility for curriculum quality and the continuous evaluation and assessment of that curriculum. Proposals for new or modified curriculum may be made at any time in accordance with established College procedures.

5. Department members, as members of the College faculty, are encouraged to participate in College-wide committees and/or site school committees and otherwise participate in College events and activities. They are also encouraged to perform service to the community through involvement with outside community organizations.

6. Department members, in addition to other work responsibilities listed elsewhere in this Agreement and in Appendix A, Faculty Job Specifications, shall participate where applicable in the development, revision, and implementation of departmental assessment activities.

7. Department members share with the administration the responsibility for ensuring satisfactory performance on the part of all faculty. Thus, each department shall assist in the professional growth of its members and assess the performance of department activities as related to the department's assessment activities.

8. Departments must work toward ensuring adequate enrollment in courses and programs through recruiting endeavors, creating cohorts, and pursuing other activities to insure that most students' educational goals are met.

B. OPERATIONS

1. Department Meetings:
   a. Are open meetings held at times and frequencies that allow for attendance of all full-time department members. Meeting schedules will be provided to the Dean.
   b. May not be scheduled in conflict with scheduled College-wide meetings or professional development activities.
   c. Must be attended by all department members.
   d. Have an agenda with items submitted by any department member. Open discussion is a standing agenda item.
   e. Will include a record of action items discussed, decisions reached, and members in attendance. Copies will be provided to each member of the department and the Dean.
   f. May be called, in special cases:

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(1)   Upon the request of two (2) or more members of the department, or

(2)   At the request of the Dean, or

(3)   The Department Chairperson shall schedule such special meetings and notify all department members and the Dean of the time, place, and agenda of the meeting.

2.   Faculty Workloads
    a. The faculty workload is comprised of work assignments scheduled by the College and work assignments scheduled by individual faculty members. Faculty work assignments include those duties and responsibilities described in detail in his/her Faculty Load Schedule.
    b. Workload assignments shall be developed using the following procedure:

    (1) Within the first one and one-half (11/2) months of the beginning of any semester, or as soon thereafter as possible, the Department Chairperson, in preparation for the next semester, shall:

        i. Conduct a workload (teaching/other) assignment preference survey in the department.

        ii. Conduct, with the assistance of department members, a student/instructional needs survey.

        iii. Call a department meeting to establish a course offering schedule. Once approved by the department there will be no changes without the advice and consent of the Dean.

        iv. At the above (B.2.b.(1).(iii)) meeting, each member of the department will be given a copy of the department approved course offering schedule and shall determine what courses they desire to teach. In cases where more than one (1) faculty member desires a specific assignment the following point system will be used:

            (a)   Rank – Points awarded for rank shall concur with points awarded in Article XV.E.2.b.(1).

Academic Rank Held	Points
Assistant Instructors	2
Instructors	3
Assistant Professors	5
Associate Professors	6
Professors	7

            (b)   Professional Certification(s) – 10 points
            (c)   Licenses specific to the industry or subject – 10 points
            (d)   Degree(s) Specific to Industry or Subject – 10 points
            (e)

Highest Degree	Points
Associate	4
Bachelors	6
Masters	8
Doctorate	10

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(f) Experience teaching specific course(s) at GCC [one (1) point per semester not class) not to exceed seven (7) points]. Experience teaching specific courses at institutions other than GCC ½ point per semester shall be given.

(g) Seniority – should two (2) or more faculty be equal in points, the faculty with greatest seniority at the College shall have the preference.

c. Submit a proposed work load schedule to the Dean no later than March 1 (for the following Fall semester) and October 1 (for the following Spring semester), who shall review and provide feedback and approve or disapprove the proposed workload.

(1) If the Dean disapproves any part of the proposal, the Dean shall, in writing, indicate the reason for disapproval:

i. The Department Chairperson shall convene a meeting, in a timely manner, of the department to address the expressed written concerns of the Dean.

ii. The department shall construct a revised proposal and submit it to the Dean at the conclusion of that meeting.

(2) In the event that no subsequent department proposal is approved by the Dean, the Dean will convene a meeting with the department or the Department Chairperson and affected faculty member(s). At that meeting, the Dean will provide each member or affected member of the department with the department's schedule of classes and teaching assignment for the upcoming term.

C. CHAIRPERSONS

1. Department Chairperson (DC) Selection

a. Department Chairpersons shall be selected by members of the department through an election process held in January. All full-time permanent faculty members present at the meeting are eligible to vote. A quorum of seventy-five percent (75%) of the department's members must be present and the person selected must receive a simple majority of the votes cast in secret ballot, with the exception of the Allied Health Department whose Department Chairperson shall be the Director of the Practical Nursing Program.

b. If the Dean disapproves the department's recommendation for Chairperson, the Dean shall inform the department in writing of the basis for disapproval. The department may conduct, within five (5) duty days another Chairperson election. Should the department choose not to conduct another election and resubmit the name of the selected person, said person shall serve as Department Chairperson for one (1) semester. At the end of the semester the Dean, with input of the members of the department, shall conduct an evaluation of the performance of the Department Chairperson. Should the evaluation prove satisfactory, the Department Chairperson shall serve his/her term as elected. Should the evaluation prove less than satisfactory the department shall elect a new Department Chairperson.

c. In the event that no Chairperson is elected by the department, the Dean may select from the department a Chairperson with that person's concurrence. Should no person within the department concur to being the Department Chairperson, the Dean may elect to consolidate the department with another similar department, and the Department Chairperson of the joining department shall serve as Department Chairperson for all affected departments.

d. The Chairperson's term of office will be for two (2) years and begin on the following August 1.

e. All full-time faculty who have been members of the department or faculty of the College for no less than one (1) year, or as exempted by a majority of the department, are eligible to become Chairpersons.

f. Elections by secret ballot for Department Chairperson shall be conducted by a faculty member from a different department. This faculty member shall be selected by the department holding the election.

g. In the event a position of Department Chairperson becomes vacant before the end of a Department Chairperson cycle, the affected department shall elect a new Chairperson to

complete the unfinished term or to serve until the next July 31, whichever is earliest. It is recommended that the election be held prior to the position being vacated, however, the election must take place not later than 30 days after the vacancy. A Department Chairperson cycle is defined to end on July 31.

2. Department Chairperson Responsibilities
    a. For compensation purposes all Department Chairpersons shall have at least a ten (10) month work year to be scheduled by the Dean to adequately assist student advising and department planning.
    b. Librarians, Counselors, and certain other faculty may be directed to lead the activities of classified employees in their areas of responsibility per Article II of this Agreement, Management Rights and Responsibilities.
    c. Each Department Chairperson shall endeavor to ensure that the department functions in an effective and timely manner. To this end, the responsibilities of a Department Chairperson include, but are not limited to, the following:

        (1) Coordinate the daily operational details of the department including the submittal of department requisitions for supplies, equipment, textbooks, and maintenance.

        (2) Provide coordination of departmental programs with other College departments.

        (3) Call and preside at all meetings of the department to discuss common problems, provide information about the activities of the College, and coordinate the work of the department.

        (4) Coordinate with department members the development of the department's work assignment schedule.

        (5) Develop and submit to the Dean the department's annual budget in cooperation with other members of the department.

        (6) Maintain the department's annual budget.

        (7) Provide input to the Dean or Associate Dean on the performance of members of the department through periodic informal visitations to the faculty members' work sites to observe and assist department members with the implementation of department and individual performance improvement plans as well as assisting with possible teaching techniques and improvement methods.

        (8) Assist in the orientation of new faculty members of the department and serve as a mentor to the same.

        (9) Assist all members of the department to become familiar with the philosophy and purposes of the College, to understand the student group to be served, and to grasp a general overview of the total College program to enable them to better meet their obligation to advise students.

        (10) Attend Department Chairpersons' meetings, be available for daily consultation with the Dean on departmental matters, and inform department faculty of these discussions and decisions.

        (11) Maintain current inventories of equipment, supplies, and textbooks to the extent possible, and compile the records for making annual reports to the Dean at the end of Spring semester. Report to the Dean that all equipment assigned to the department is properly stored and handled.

        (12) Provide leadership in organizing and proposing curriculum development programs for the department, as well as the assessment of such programs.

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(13) Facilitate, guide, and ensure that department assessment goals and college-wide deadlines are met.

(14) Be available to all department members, including those working day, night, or Saturday schedules as well as those working off-campus, for consultation and assistance. The Chairperson shall submit his/her schedule to the Dean and each member of the department each semester.

(15) Take an active part in the recruitment and retention of students.

(16) Report decisions, plans, schedules, and other departmental matters to the Dean and department members.

(17) Facilitate and serve as a member of the appropriate departmental Advisory Committee.

(18) When possible Department Chairpersons or their designees, shall be given the opportunity to make recommendations for new department personnel prior to the formal offering of any employment.

(19) Designate, with the concurrence of the Dean, a member of the department as acting Chairperson when the Chairperson will be off-island or on leave for more than five (5) duty days.

(20) Collect the syllabi from faculty teaching courses for the department. Review and approve such syllabi and submit electronically to the Dean.

(21) Recruit, recommend for hire, orient, mentor, and observe adjunct instructors and provide feedback to Adjunct Associate Dean.

3. Department Chairperson Workload
Department Chairpersons shall be given workload assignments with additional pay commensurate with their department's staffing and its workload or additional pay as follows:
a. Department Chairpersons shall be placed on a ten (10) month assignment.
   Instructional Department Chairperson shall be full release.
b. Release from specific professional responsibilities for non-instructional Department Chairpersons will be reflected in the workload as mutually agreed upon.

c. Beyond ten (10) FTE's the instructional Department Chairperson will be compensated at the individual's regular hourly pay rate at thirty (30) hours per additional FTE. This calculation will not be used for Department Chairpersons on a twelve (12) month assignment.

d. Terms used to calculate instructional Department Chairpersons compensation beyond ten (10) FTE:

   (1)   For secondary instructional faculty each full-time faculty member is equal to one (1) FTE

   (2)   For post-secondary instructional faculty each full-time faculty member is equal to one (1) FTE

   (3)   Five (5) adjunct sections is equal to one (1) FTE

e. With their concurrence, Department Chairpersons may be placed on an eleven (11) or twelve (12) month assignment which is not calculated using FTE, but on the need of the department or College. Beyond a nine (9) month assignment, but less than a twelve (12) month assignment, compensation will be calculated at an hourly rate based on the Chairperson's academic year salary for any extension of the normal work year.

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f.   Each department or program is responsible for ensuring that the services necessary to meet the mission of the College are provided, with priority given to those services necessary to fulfill the educational needs of students and instructional needs of faculty. Additionally, each department or program shall be responsible for ensuring that the College's established hours of operation are adequately covered.

g.   Ten (10) and eleven (11) month full release instructional Department Chairpersons work thirty-five (35) hours per week in carrying out their chairperson responsibilities as reflected in their workload.

4.   Department Chairperson Evaluation

a.   The Department Chairperson's performance shall be subject to periodic evaluation by the Dean, with input from members of the department. Members of the department shall provide input by providing documentation to support all aspects of the Department Chairperson's performance as it relates to the functions, operations, fulfillment of the Department Chairperson's responsibilities, and the organization of the department as outlined in this Article.

b.   A Department Chairperson may be removed from office under one of the following conditions:

(1) Where the periodic evaluation has found the person's performance to be unsatisfactory, the Dean shall provide to the Department Chairperson and the department in writing the reasons for the findings and removal within five (5) duty days of the findings. Removal shall be effective the duty day following the Department Chairperson's receipt of the notification letter.

(2) Where the conduct of the Department Chairperson is consistent with that which would be the basis of an Adverse Action and where such action is taken and the person is penalized, removal shall be effective the duty day following the day the adverse action is filed.

(3) By a recall vote of two thirds (2/3) of the full-time faculty members of the department or joined departments. The department may petition the Dean for the removal of the Department Chairperson. In the event that the Dean denies the petition he/she shall state his reasons for doing so in writing. The department may again vote for the removal and should two thirds (2/3) of the full-time faculty members reaffirm the recall, the Department Chair shall be removed and notified in writing within five (5) duty days of the decision. Removal shall be effective the duty day following the Department Chairperson's receipt of the notification letter.

(4) If performance deficiencies of a Department Chairperson are severe and of immediate concern and affect the flow of department work functions, the Department Chairperson may be removed and assigned as deemed appropriate by the Dean. This action would not deprive or interfere with any Due Process Rights granted in this Agreement.

(5) If the Department Chairperson feels the removal is unjustified, he/she shall have five (5) duty days from the date of receipt of the notification letter to respond to the removal in writing. He/she may resort to the Article XIII.C, Step Three (Appeal to the College President), but shall remain removed during the appeal process.

D. ORGANIZATION

The parties agree that it may be necessary to hire faculty or administrators to be twelve (12) month Department Chairpersons. To facilitate this possibility, the Board of Trustees and Union agree to begin the dialogue that will provide the information necessary to determine its feasibility, transition processes, and possible implementation.

1.   During the Spring semester, the Dean(s) shall have discussion with the departments being considered for reorganization. After the discussion has concluded, the Dean(s), with the concurrence of the Vice President for Academic Affairs, shall announce the departments organized in their school

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for the next academic year. If a new department is created, a Chairperson election will be held. The Dean will:

a. Identify the faculty assigned to each department.

b. Identify department work space (e.g., classrooms, shops, office space, etc.), arrange for access to appropriate office equipment, and arrange for clerical support necessary to conduct departmental activities.

2. If reorganization occurs during the fiscal year, budgets will remain assigned programmatically.

Other circumstances instances involving program deletions or cutbacks due to prolonged diminished enrollment or prolonged inability to hire sufficient faculty members in a program, program deletions or cutbacks as a result of well documented changing island needs, and/or the reorganization of degree or curricular offerings or requirements resulting from a change in the mission, or academic requirements of the College, or technological changes. Instances such as these involve changes occurring over the course of more than one academic year. Through an assessment process should it be determined that a program needs to be deleted and/or reduced, the same process used in the Article XV.D.4 and/or E (RIF procedure) shall be used in determining the disposition of the faculty within that program. This process does not require the convening of the Financial Exigency Committee.

ARTICLE VII - PARTICIPATORY GOVERNANCE

A. PURPOSE

The intent of this Article is to establish and implement a means for providing broad participation by faculty, staff, administrators, and students in the decision-making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the College President. In keeping with the Accrediting Commission's standard on Leadership and Governance (Standard IV), the College recognizes and utilizes institution-wide contributions for continuous improvement.

The Board and the Union agree that the faculty shall join in participatory governance of the College through the Faculty Senate and Governing Council. Committees for this purpose are defined in this Article.

B. THE FACULTY SENATE

The Faculty Senate represents the Faculty of the College in academic and professional matters. The Senate may delegate its authority to specific committees or to individual faculty members for limited duration and purposes. This provision shall not conflict with the Board/ Union Agreement, Personnel Rules & Regulations, or existing laws. The Faculty Senate is comprised of the Faculty Senate President, The Faculty Senate President-Elect, the Past Faculty Senate President, and two (2) at-large senators. All senators must be dues paying members of the Union elected by members of the Bargaining Unit.

For senators who are post-secondary instructional faculty: instructional hours are reduced to 180 per semester. For the Senate President who is a post-secondary instructional faculty: instructional hours are reduced to 135 per semester. For the Senate President who is a post-secondary non-instructional faculty: release from specific professional responsibilities will be reflected in the workload as mutually agreed upon. Secondary faculty participation will be reflected on their evaluation.

C. THE COLLEGE GOVERNING COUNCIL

This Council serves to provide broad participation by faculty, staff, administrators, and students in the decision-making processes regarding institutional issues. This Council will also serve as a conduit to this process by facilitating dialog where issues are clarified between the Council and relevant constituencies. Further the Council promotes participatory college decision-making processes and supports the Faculty Senate's role in making recommendations related to academic and professional matters. The Council, with the input from its respective constituencies, shall make and/or forward recommendations for action to the College President. The Council shall consist of a total of nine (9) members which shall be comprised as follows: three(3) members shall be appointed from the College Administration by the College President; three (3) members shall be the members of the Faculty Senate, specifically, the Senate President, the Senate Past President, and the Senate President-Elect of the Faculty Senate; two (2) members from the Staff of the College appointed by the Staff Union Chair, and one (1) member shall be a representative of the Student Body appointed by COPSA with one (1) vote on the Council (the student member shall not be employed by the College in excess of twenty (20) hours per week).

D. COMMITTEES

1. Committees at the College are composed of constituency representatives and consider matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies.

    a. Committee work shall be reflected on the Faculty Load Schedule (Appendix B) or on the faculty member's evaluation for each academic year based on the conditions identified in Articles XVI, XVIII, and XX for each faculty member's workload.

b. No other committees shall be formed by the College to conduct the same or similar functions as those committees formed by this Agreement. In the event it is determined other committees are needed to address institutional issues, the requester will complete the Council/Committee Request Form Appendix J and submit to the respective Chief Negotiators of this Agreement for review and action.

c. The charge of these committees shall in no way be cause for interference in the normal day-to-day operations of the college.

d. Committee Chairpersons must identify their membership for the next academic year by the last meeting day of the Spring semester and shall update membership no later than the first (1st) duty day of September. Committee membership shall be forwarded by the Faculty Senate President to the Vice President for Academic Affairs by the last meeting day of the Spring semester. Below are the list of committees:

(1) Committees with collateral duty workload assignments. The only exception to this is the Chairperson for the Council of the Department Chairs. These include:

    i.   Calendar Committee
    ii. Council of Department Chairs
    iii. Resources, Planning, and Facilities Committee

Calendar Committee	
Charge	This Committee proposes the academic calendar based on thorough analysis of relevant information and will include a Calendar that encompasses the work year of non-instructional faculty, post-secondary instructional faculty, and secondary non-instructional and instructional faculty. The proposed Academic Calendar is reviewed by the Faculty Senate and their written comments and/or recommendations are appended to the proposal. The Committee presents the proposal to the College President via the Vice President for Academic Affairs on or before April 1. If the College President does not concur with the proposal, then the proposal is returned to the Committee for revision. If the College President concurs with the proposal, then the proposal will be presented to the Board for adoption. The Committee shall also populate an electronic institutional calendar on MyGCC with activities and events and evaluate consistency of published calendars to provide current information.
Chair	Chairperson and/or Chairperson-Elect to be elected from among the membership.
Composition	Deans of each School, Coordinator for Registration and Admissions, Faculty Senate President, a Faculty Senator, and a third faculty member to be appointed by the Faculty Senate President.
Workload	Collateral Duty

Council of Department Chairs	
Charge	This Council of Department Chairs discusses any issue directly related to departmental/academic discipline functions to include: budgets, College events and promotions, scheduling, advising, and other issues determined as necessary by the Council. The Council shall establish By-Laws, keep minutes, and set a meeting schedule reflective of the needs of the committee. The Council shall make recommendations to the Faculty Senate, respective Deans, and Faculty Union President as determined by the action needed to be taken.
Chair	Chairperson and/or Chairperson-Elect to be elected from among the membership.
Composition	Chairperson of each department.
Term	Monthly during the academic year.
Workload	Collateral Duty for all Department Chairpersons. Chairperson for the Council: participation to be reflected in faculty evaluation rubric.

Resources, Planning and Facilities Committee	
Charge	This committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that have great impact on student learning outcomes. It is the forum for discussion of any available or needed resources and facility issues or concerns. The committee may forward issues or concerns directly to the College Governing Council.
Chair	Two (2) Chairpersons: Faculty Senate President and Vice President of Business & Finance.
Composition	Faculty Senate President, Senate President-Elect, Past Senate President, Faculty Union President, Vice President Business & Finance, Facilities & Maintenance Coordinator, TPS Dean, TSS Dean, two (2) staff Union representatives, and a student representative.
Term	Monthly during the academic year or at the call of either Chairperson.
Workload	Collateral Duty

(2) Committee where composition of faculty membership is selected. This includes:

    i.   Faculty Job Specification/Evaluation Committee

Faculty Job Specification/Evaluation Committee	
Charge	The Union President and the Vice President for Academic Affairs will convene the Committee yearly to review the Faculty Job Specifications and/or Faculty Evaluation process (see Article X Performance Appraisal) as needed. The Committee will prepare written recommendation to the Board who shall act upon the recommendations in order to be effective the following Fall semester.
Chair	Elected by the Committee.
Composition	Up to five (5) faculty members selected by the Union President (inclusive of the Union President), two (2) Deans, the Human Resources Administrator, and two (2) members to be appointed by the Vice President of Academic Affairs.
Support	Administrative support provided by the College.
Workload	A) For post-secondary instructional faculty: instructional hours reduced to 180 per semester. B) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

(3) Committees where composition requires at least one (1) faculty member from a specific department. These include:

    i.   College Technology Committee
    ii.   Learning Outcomes Committee

College Technology Committee	
Charge	This Committee recommends action plans to support the technology needs and technology users of the College in promoting student learning outcomes. This Committee maintains currency in computer technology and academic applications of computer technology for both students and faculty. The Committee also identifies needs of technology planning, distance learning, and appropriate training.
Chair	Elected by the Committee.
Composition	Four (4) faculty – one (1) of whom shall be from a technology-related department, an equal number of members appointed by the College President and one (1) additional voting member selected by the Committee.
Term	No less than three (3) years.
Workload	A) For post-secondary instructional faculty: instructional hours reduced to 180 per semester. B) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

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Learning Outcomes Committee	
Charge	This Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsible 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 will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes.
Chair	Chairperson and Chairperson-Elect to be elected by the members of the Committee.
Composition	Twelve to fifteen (12-15) faculty members preferably to include faculty members representing each of the following disciplines: English, Math, Science, Social Science, and Career/Technical Education. Other members may be assigned by the Faculty Senate President if requested by the Chairperson after all other committees are filled.
Term	Annual.
Workload	A) For post-secondary instructional faculty: instructional hours reduced to 180 per semester. B) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

(4) Committees where composition requires faculty members to meet certain criteria and to be elected by faculty members of the Bargaining Unit. These include:

    i.   Promotions Committee

    ii. Professional Development Review Committee (PDRC)

Promotions Committee	
Charge	Refer to Article VIII, Advancement-in-Rank.
Chair	Chairperson and/or Chairperson-Elect to be elected from among the membership.
Composition	The Promotions Committee shall be elected by the members of the Bargaining Unit and consists of six (6) elected faculty members who at the time of the election hold the rank of Assistant Professor or higher, who have been employed by the College for a minimum of three (3) years, and are dues paying members of the Union.
Term	Two (2) years with staggered terms. Members may not serve two (2) consecutive terms.
Workload	A) For post-secondary instructional faculty: instructional hours reduced to 180 per semester. B) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

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Professional Development Review Committee (PDRC)	
Charge	Refer to Article IX, Professional Development Initiatives.
Chair	Chairperson and/or Chairperson-Elect to be elected from among the membership.
Composition	The PDRC shall be elected by the members of the Bargaining Unit and consists of six (6) elected faculty members who at the time of the election hold the rank of Assistant Professor or higher, who have been employed by the College for a minimum of three (3) years, and are dues paying members of the Union.
Term	Two (2) years with staggered terms. Members may not serve two (2) consecutive terms.
Workload	A) For post-secondary instructional faculty: instructional hours reduced to 180 per semester. B) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

(5) Committees where members' institutional knowledge is valuable and critical. These include:

  i.   Committee on College Assessment
  ii. Standard 1 Self Study, "Institutional Mission and Effectiveness"
  iii. Standard 2 Self Study, "Student Learning Programs and Services"
  iv. Standard 3 Self Study, "Resources"
  v.   Standard 4 Self Study, "Leadership and Governance"

Committee on College Assessment (CCA)	
Charge	This Committee guides and assists campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans, reports, and program review. This Committee ensures that an assessment report review process, with meaningful input from faculty, Vice President for Academic Affairs and/or ALO, and other key constituents, becomes an integral part of the preparation of institutional assessment documents for accreditation purposes.
Chair	One (1) elected post-secondary faculty member, Co-Chaired by the Assistant Director of AIE.
Composition	No fewer than four (4) faculty. Other members may be assigned by the Faculty Senate President if requested by the Chairperson after all other committees are filled. Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College.
Term	No less than three (3) years.
Workload	A) For post-secondary instructional faculty (CCA Chairperson): instructional hours reduced to 135 per semester. B) For post-secondary instructional faculty (CCA members): instructional hours reduced to 180 per semester. C) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

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	Standard 1 Self Study, "Institutional Mission and Effectiveness"
Charge	Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that promotes the College's efforts in meeting its mission statement, and the effectiveness by which the mission is successfully achieved. This Committee writes the report, with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.
Chair	The Chairperson shall be a post-secondary faculty member elected by the faculty members of the Committee.
Composition	No fewer than two (2) Faculty members and an equal number of members appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President and the Vice President for Academic Affairs if requested by the Chairperson.
Support	Administrative support provided by the Self-Study Coordinator.
Term	No less than three (3) years with staggered terms.
Workload	A) For post-secondary instructional faculty (Standard 1 Chairperson): instructional hours reduced to 180 per semester. One (1) semester prior to the midterm report and three (3) semesters prior to the ACCJC comprehensive visit the instructional hours will be reduced to 135 per semester. B) For post-secondary instructional faculty (CCA members): instructional hours reduced to 180 per semester. C) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

Standard 2 Self Study, "Student Learning Programs and Services"	
Charge	Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that demonstrate the achievement of student learning outcomes (SLOs) in instructional programs and student services, including library and other learning support services. This Committee writes the report with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty and other key constituents before it is finalized for Board approval.
Chair	The Chairperson shall be a post-secondary faculty member elected by the faculty members of the committee.
Composition	No fewer than two (2) Faculty members and an equal number of members appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President and the Vice President for Academic Affairs if requested by the Chair.
Support	Administrative support provided by the Self-Study Coordinator.
Term	No less than three (3) years with staggered terms.
Workload	A) For post-secondary instructional faculty (Standard 2 Chairperson): instructional hours reduced to 180 per semester. One (1) semester prior to the midterm report and three (3) semesters prior to the ACCJC comprehensive visit the instructional hours will be reduced to 135 per semester. B) For post-secondary instructional faculty (CCA members): instructional hours reduced to 180 per semester. C) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

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Standard 3 Self Study, "Resources"	
Charge	Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that provide support to the College's human, physical, technology, and financial resources to meet its broad educational goals, including SLOs, and overall institutional improvement. This Committee writes the report with the assistance and support of the Self-Study Coordinator and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.
Chair	The Chairperson shall be a post-secondary faculty member elected by the faculty members of the committee.
Composition	No fewer than two (2) Faculty members and an equal number of members appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President and the Vice President for Academic Affairs if requested by the Chair.
Support	Administrative support provided by the Self-Study Coordinator.
Term	No less than three (3) years with staggered terms.
Workload	**A)** For post-secondary instructional faculty (Standard 3 Chairperson): instructional hours reduced to 180 per semester. One (1) semester prior to the midterm report and three semesters prior to the ACCJC comprehensive visit the instructional hours will be reduced to 135 per semester. **B)** For post-secondary instructional faculty (CCA members): instructional hours reduced to 180 per semester. **C)** For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

Standard 4 Self Study, "Leadership and Governance"	
Charge	Utilizing the ACCJC template, this Committee gathers, organizes, and analyzes quantitative and qualitative data that evaluate how the College's governance process facilitates broad participation in decisions that support student learning programs and services, while acknowledging the designated responsibilities of the Board and the College President. This Committee writes the report, with the assistance and support of the Self-Study Coordinator, and ensures that the end product is reviewed by faculty, Vice President for Academic Affairs, and other key constituents before it is finalized for Board approval.
Chair	The Chairperson shall be a post-secondary faculty member elected by the faculty members of the Committee.
Composition	No fewer than two (2) Faculty members and an equal number of members appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President and the Vice President for Academic Affairs if requested by the Chair.
Support	Administrative support provided by the Self-Study Coordinator.
Term	No less than three (3) years with staggered terms.
Workload	A) For post-secondary instructional faculty (Standard 4 Chairperson): instructional hours reduced to 180 per semester. One (1) semester prior to the midterm report and three (3) semesters prior to the ACCJC comprehensive visit the instructional hours will be reduced to 135 per semester. B) For postsecondary instructional faculty (CCA members): instructional hours reduced to 180 per semester. C) For all secondary and non-instructional faculty: participation to be reflected in faculty evaluation rubric.

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ARTICLE VIII - ADVANCEMENT-IN-RANK

A. INTENT

The intent of the Advancement-in-Rank Procedure is to guarantee that rewards are provided for excellence in teaching or other service and other endeavors that promote quality in the programs of the College.

B. GENERAL PROVISIONS

Faculty advancement-in-rank is based on merit in accordance with applicable laws, GCC Personnel Rules and Regulations, and Board policies. Advancement-in-rank shall be in accordance with the following provisions:

1. Faculty who have completed their probationary period may apply for Advancement-in-Rank in the following manner:

    a. The faculty member must, if applying for promotion, on or before October 1st of any year, request in writing a Certificate of Eligibility for Advancement-in-Rank (Appendix F) from the Human Resources Administrator.

    b. The faculty member if applying for promotion must comply and have completed all the provisions of the Advancement-in-Rank Procedure at the time of application.

    c. On or before November 1 of the same year, the Human Resources Administrator will respond to each such request for a Certificate of Eligibility for Advancement-in-Rank.

    d. The effective date of any promotion in rank shall be the first (1st) day of the following academic year; the effective date for pay consistent with that rank shall be October 1.

2. The faculty member must meet and satisfy all the requirements of the procedures outlined in Section C. effective October 1 of the year in which the application is being made for any advancement-in-rank initiated in that academic year.

3. Experience and criteria for promotion met during the application year shall be considered and used for the subsequent promotion application if applicable.

4. The College President approves or disapproves the application for promotion, taking into account the recommendation of the Dean and Vice President for Academic Affairs for ranks up to and including Instructor.

5. For professorial ranks, the applicant shall:

    a. Meet the minimum experience and training requirements as stated in the Appendix A Faculty Job Specifications, and

    b. Comply with the provisions of the Advancement-in-Rank Procedure and meet the Promotions Criteria described in this Agreement.

6. Promotion to professorial ranks shall only be made with a recommendation for approval of the Promotions Committee. When promotion is not recommended by the Committee, the recommendation is not subject to appeal.

7. If the Committee has recommended promotion and the promotion is disapproved by the College President, the applicant may appeal the College President's decision within seven (7) duty days of receipt of the College President's notice. The appeal process will commence at Step Four Article XIII.D, (Referral to Hearing Committee).

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C. ADVANCEMENT-IN-RANK PROCEDURE

Faculty who apply for promotion to professorial ranks shall use adopted promotion forms and shall adhere to the following Advancement-in-Rank Procedure. An Application for Advancement-in-Rank consists of a Letter of Intent, a Certificate of Eligibility for Advancement-in-Rank, a Resume, and a Promotions Portfolio. Letters of Recommendation and testimony received by the Promotions Committee are supplementary to the Application.

1. The members of the Promotions Committee shall:

   a. Meet no later than September 1 and elect a Chairperson and other officers.

   b. On or before October 1, examine the previous Committee's Annual Report, consider its recommendations, and adopt Internal Operating Procedures and a Code of Ethics for the Promotions Committee.

   c. Study each Portfolio and read each Letter of Recommendation and all testimony received.

2. The Promotions Committee Chairperson or designee shall:

   a. On or before November 1:

   Receive a Letter of Intent, Certificate of Eligibility, and Resume from each faculty member applying for promotion to a professorial rank and provide a copy of the Committee's internal Operating Procedures and Code of Ethics to each applicant for promotion to a professorial rank.

   b. On or before November 15, receive a Promotion Portfolio from each applicant.

   c. On or before November 22 the Chairperson of the Committee shall review the portfolio for completeness and that it meets all the requirements for the rank being applied for. If the application is found to be incomplete the Chairperson shall return the portfolio and the applicant shall not be considered.

   d. Receive letters of recommendations from applicants' colleagues and others.

   e. At the direction of the Committee, secure additional information pertaining to each applicant's professional performance.

   f. Within three (3) duty days of November 15:

      (1) Announce names of applicants and the ranks for which they have applied, and

      (2) Invite written testimony to be submitted by November 30 from faculty, staff, and students on the merits of each applicant.

   g. Notify each applicant for whom testimony is received, provide access to such testimony, and accept the applicants written rebuttals by December 15.

   h. Interview each applicant.

   i. On or before January 31, deliberate on and vote to approve or disapprove each application for promotion and notify, on January 31, each applicant of its decision. For promotion to Professor, five (5) affirmative votes are required. For lower ranks four (4) affirmative votes are required.

   j. On or before February 15, submit the Committee's written Promotion Report to the College President and forward each Application and supporting documents to the College President's Office. The Promotion Report shall contain a written justification for recommendation for approval or disapproval of each application for promotion. For any application disapproved, return to the applicant his/her Promotions Portfolio and any Letters of Recommendation received.

   k. After March 1 upon request meet with applicants whose applications for promotion were not recommended to discuss reasons for disapproval and ways to strengthen their next application.

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l. On or before March 31, submit the Committee's Annual Report to the College President and a copy to the Union President. The Annual Report shall include a summary of the Committee's activities, an evaluation of its Internal Operating Procedures and Code of Ethics and recommendations for procedural change.

m. Arrange for the distribution of promotions information to the faculty at the beginning of the next academic year.

n. Transfer Promotions Committee files to the newly elected Chairperson of the Committee.

3. The College President shall:

a. Approve or disapprove and notify each applicant by February 28, taking into consideration recommendations of the Promotions Committee, consistent with the provisions of the Advancement-in-Rank Procedure.

b. Forward each Advancement-in-Rank packet (Portfolio, etc.) and a copy of his/her decision to the Human Resources Administrator.

4. The Applicant shall:

a. On or before October 1, submit a written request for a Certificate of Eligibility for Advancement-in-Rank from the Human Resources Administrator. Said Certificate will indicate whether or not the faculty member has met, by October 1 of the year in which the application is being made the minimum requirements for the rank sought as stated in Appendix A, Faculty Job Specification.

b. Grant access to personnel records to the Chairperson of the Promotions Committee.

c. Obtain adopted promotion forms from the Human Resources Administrator.

d. Request in writing Letters of Recommendation from his/her colleagues and others.

e. Demonstrate sustained excellence in teaching or other service in carrying out their duties and responsibilities.

f. The criteria for promotion are applicable to all faculty. The applicant shall indicate the Promotions Criteria under which he/she is applying in his/her request for recommendations from the following list:

(1) Chairing and/or maintaining programs, committees, or organizations.

(2) Initiation, organization, and completion of projects which significantly shape the development of the College efforts, services, or programs.

(3) Being a mentor and/or serve as a model.

(4) Make significant professional contributions in community service which are relevant to the mission of the College.

(5) Show evidence of professional development.

Of the above listed criteria the following must be met:

Instructor to Assistant Professor – three (3) of the criteria
Assistant Professor to Associate Professor – four (4) of the criteria
Associate Professor to Professor – five (5) of the criteria

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g. Using the following guidelines, additional duties, functions and activities shall or shall not be applied as equivalencies:

   (1) Adjunct teaching shall not apply,

   (2) No more than one (1) year as the Adjunct Associate Dean shall apply,

   (3) No more than two (2) years serving in the position of Department Chairperson shall apply.

5. On or before November 1, submit his/her Letter of Intent, Certificate of Eligibility, and Resume to the Chairperson of the Promotions Committee or his/her designee and a copy of them to his/her Dean.

6. Request Letters of Recommendation from persons listed in the Letter of Intent. These letters shall be sent directly to the Chairperson of the Promotions Committee by November 30.

7. On or before November 15, submit a complete Promotions Portfolio to the Chairperson of the Promotions Committee or his/her designee. The Portfolio shall describe and document the major endeavors constituting the basis for promotion.

8. On or before December 15, if desired, submit written rebuttals to testimony received by the Promotions Committee.

9. Submit additional documentation, within time limits specified in the Committee's request, to the Committee.

10. Be interviewed by the Committee.

11. Applicants may withdraw their application any time prior to January 15.

12. On or before January 31, receive the Committee's recommendation.

13. On or before February 28, receive the College President's notice of approval or disapproval of promotion. All notices of disapproval shall specify the reason(s) for disapproval. The College President shall send copies of all notices to the Human Resources Administrator, the Chairperson of the Promotions Committee, and to the applicant's Dean.

14. After March 1, if they so desire, meet with the Promotions Committee to discuss reasons for denial.

15. Request the return of his/her portfolio no sooner than three (3) years from the effective date of his/her promotion. (Portfolios may be destroyed by the Human Resources Administrator after four (4) years from the effective date of the promotion).

D. MINIMUM QUALIFICATIONS FOR RANK

Minimum qualifications for rank Illustrative Examples of Work, are as listed in Appendix A, Faculty Job Specifications. During the academic year 2010-11 Appendix A, Faculty Job Specifications will be reviewed and updated.

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ARTICLE IX - PROFESSIONAL DEVELOPMENT INITIATIVES

A. PROFESSIONAL DEVELOPMENT REVIEW COMMITTEE (PDRC) OVERVIEW

1. Charge

   To review, evaluate, and approve application packets for faculty education, training, workshops/conferences (may include on or off-island speakers), etc. to avail of the funding opportunities for faculty professional development. In addition, the PDRC shall plan, develop, and implement professional development and sabbatical initiatives that contribute to faculty growth. Such initiatives include: workshops, mentoring, faculty forums, individual /departmental professional development activities, credentialing, pursuit of academic credits, sabbatical initiatives, etc. To meet this responsibility, the PDRC shall:

   a. respond to institutional/professional development priorities established by the College;

   b. encourage and promote ways and means by which faculty may develop their professional skills;

   c. ensure that funds awarded for faculty professional development activities support the college and its institutional strategic master plan;

   d. keep a record of all faculty professional development initiatives, regardless of funding source.

2. General Provisions

   a. Before the end of the Spring semester, the members of the PDRC shall elect their officers: Chairperson (as needed), Chairperson-elect, and Secretary. The Chairperson-elect will become Chairperson for the following year.

   b. Members shall begin their term of office on the last day of the Spring semester and complete their term of service on the last day of the next Spring semester.

   c. On or before August 31, examine the previous PDRC's end of the year report, consider its recommendations, and adopt Internal Operating Procedures to include recommended timelines and flow chart for processing of applications and a Code of Professional Ethics for the PDRC.

   d. Arrange for the distribution of sabbatical initiative information to the faculty at the beginning of each academic year.

   e. Prior to September 15, the PDRC shall meet with the Vice President for Academic Affairs to discuss institutional priorities as they are aligned with faculty needs for professional development initiatives and the Vice President of Business and Finance to discuss GCC Travel Policies and Procedures. Discussion should include the establishment of procedural or processing timelines.

   f. The PDRC shall hold its first meeting of the academic year to discuss submitted applications no later than September 15 and thereafter meet at least once per month, and shall meet as unforeseen faculty professional development opportunities arise throughout the academic year until funds are exhausted.

   g. A quorum shall consist of a majority of the Committee's members. Members shall not apply for any sabbatical initiative while serving on the PDRC; however, a member may apply for any other professional development initiative but shall recuse himself/herself from the deliberation.

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h. The PDRC shall provide a mid-term written report to the College President via the Vice President for Academic Affairs no later than February 1 and September 1 each year. This mid-term report shall include information relative to the number of faculty awarded study opportunities, off-island travel, costs, plans, and other related topics. Before the end of the Spring semester, the PDRC shall also submit the end of the year report to the College President via the Vice President for Academic Affairs with a copy to the Faculty Senate President and Union President. The end of the year report shall include a summary of the PDRC's activities, an evaluation of its Internal Operating Procedures and Code of Ethics and recommendations for procedural change, if any.

i. Professional Development funds may only be encumbered with prior written approval of the PDRC.

B. PROFESSIONAL DEVELOPMENT FUNDING REVIEW

1. Application Process and Procedures
   For all professional development initiatives:

   a. The Chairperson of the PDRC shall:

      (1) Accept applications from faculty for professional development activities that require funding.

      (2) Submit the PDRC's written recommendations, with its justification, to the College President via the Vice President for Academic Affairs.

   b. The PDRC as a whole shall:

      (1) Review, evaluate, and recommend for approval or disapproval each application for professional development and notify each applicant of its decision. Four (4) affirmative votes are required for approval of all initiatives.

      (2) Meet with an applicant whose application was not recommended to discuss why the application was disapproved.

   c. The College President shall:

      (1) Forward each application for professional development and a copy of the decision to the Vice President for Academic Affairs, the applicant's Dean, PDRC Chairperson, the applicant, and to the Human Resources Administrator for record keeping.

C. SABBATICAL REVIEW PROCESS

1. Purpose
   A sabbatical leave must fulfill one (1) or a combination of the following purposes:
   a. Formal Study
      The program may be one of academic study in residence at an accredited university, college, or an institution approved by the College President. Proposed course work shall be planned in pursuance of an advanced degree or to achieve specific objectives.

      The program may be one of academic areas in pursuance of proficiency, in a discipline other than the faculty member's present position requires, provided that the College President determines in advance that there is a need of such supplemental field and approves the study program submitted by the faculty member.

   b. Independent Study
      The program may be an independent study in the faculty member's field other than formal class work as described in C.1.a above. Such program shall be arranged through an

educational or research foundation, government agency, corporation or private enterprise, or an accredited university, college, or an institution approved by the College President.

c. Work Experience

The program may entail work experience, such a program is intended chiefly for a faculty member who wishes to obtain work experience in the career and technical field in which he/she teaches. The specific company or agency with which the faculty member will be associated and explicit details of the work activities, together with the resulting proficiencies to be gained shall be submitted with the proposed program.

2. Eligibility

Pursuant to Title 4 GCA, Chapter 4, Section 4110, an applicant must:

a. Be a full-time faculty member of Guam Community College.

b. Be a permanent resident of Guam.

c. Have completed seven (7) consecutive years of satisfactory service as a faculty member at the College.

d. Have obtained a baccalaureate degree or its equivalent, or otherwise be deemed of sufficient skill and experience to deserve such a leave.

e. Schedule leave so as not to unduly interfere with or disrupt the operations of the College.

f. Be engaged in endeavors related to his/her field of employment during the period of leave.

g. Agree to return to his/her employment following such leave for a period of not less than two (2) years.

h. Comply with the Sabbatical Leave Procedures.

3. Duration and Compensation

a. Sabbatical leave means up to twelve (12) calendar months of paid leave.

b. A faculty member on Sabbatical Leave shall be entitled to full (100%) salary, except as noted in C.3.d below and Government-sponsored benefits such as insurance, retirement and credit union.

c. Faculty members who complete sabbatical leave in accordance with their approved program shall be granted any increment or pay raise to which they normally would have been entitled had they remained in normal duty status.

d. If a faculty member is granted Sabbatical Leave for the purposes of work experience, and is paid by the employer for such services, and the salary paid is less than the faculty member's regular salary, the faculty member shall be entitled to be paid only the difference between the salary paid by the employer and the faculty member's regular salary, or, the salary paid is equal to or more than the faculty member's regular salary, the faculty member shall not be entitled to be paid any salary at all.

In either case, the faculty member shall retain the other Government sponsored benefits outlined in C.3.b above.

e. Faculty members granted sabbatical leave will be paid according to the College's normal payroll schedule for employees in active service. It is the responsibility of the faculty member on leave to make arrangements to receive the payments.

4. Interruption of Sabbatical Leave

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a. Interruption of the sabbatical leave because of serious accident or illness will not be considered.

b. Failure to fulfill the conditions under which the leave is granted:

(1) In the event of serious accident or illness, the faculty member shall notify the College President within fifteen (15) days of such accident or illness at which time the College President, in consultation with the faculty member on leave, shall arrange for modification of the sabbatical leave program or return to duty, as appropriate.

(2) In case of death, the faculty member or his/her estate shall not be required to return compensation received from the College during the leave period. The faculty member's salary and benefits payments shall cease upon the death of the faculty member on leave.

5. Return to Duty
Upon return to duty, the faculty member shall retain previous rank. While every effort will be made to return the faculty member to his/her previous department and work site, however, this cannot be guaranteed by the College.

6. Application Process and Procedures
a. Faculty who apply for sabbatical leave shall use adopted sabbatical leave forms and shall adhere to the following Sabbatical Leave Procedure. An application packet for a sabbatical initiative and sabbatical leave consists of:

(1) A Certificate of Eligibility for Sabbatical Leave, a Resume, and a detailed professional development plan. The plan shall include a description and documentation of how the applicant will meet the evaluation criteria listed below:

i. His/her goals, objectives, and proposed activities, with time lines, and if applicable, document the availability of training/education sought, and

ii. A justification for sabbatical leave which describes the relationship between the applicant's plan and the mission of the College, the department's goals (attach the department plan or a statement from the department chairperson), curriculum, student needs, and a description of the applicant's previous service to the College and the community.

iii. A signed and dated written statement of agreement to return to his/her employment following the sabbatical leave for a period of not less than two (2) years.

iv. Letters of Recommendation and testimony received by the PDRC Committee are supplementary to the Application.

b. The Chairperson of the PDRC shall:
(1) At least four (4) months prior to the effective date of the sabbatical initiative; receive all applications for a sabbatical initiative and sabbatical leave, consisting of the documents required for the application packet as described above.

(2) Upon receipt of the application packet, provide a copy of the PDRC's Internal Operating Procedures to each applicant for sabbatical.

(3) At the direction of the PDRC, secure additional information pertaining to each applicant's professional performance.

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(4) Within one (1) week of receipt of the applications, announce names of applicants for sabbatical, and invite written testimony, to be submitted by the timeframe identified in the internal operating procedures for sabbatical initiatives, from faculty, staff, and students on the merits of the applicants and their plans.

(5) Notify each applicant for whom testimony is received, provide access to such testimony, and accept the applicants written rebuttals prior to their decision.

(6) Notify each applicant of its decision no later than January 31.

(7) No later than January 31, submit the PDRC's written Sabbatical Initiative Recommendation Report to the College President and forward each Application and supporting documents to the College President's Office. The PDRC's Report shall contain a justified written recommendation for approval or disapproval of each application for sabbatical initiative, shall rank order each recommendation for approval, and may suggest plans to implement the PDRC's recommendations. The PDRC may recommend disapproval of all of the Applications for sabbatical initiatives submitted, if it so chooses.

(8) Transfer PDRC Committee files to the newly elected Chairperson of the PDRC.

c. The members of the PDRC shall:
   (1) Interview each applicant no later than January 15.

   (2) Evaluate each Application for Sabbatical Initiative using all of the following criteria:

      i. The applicant's eligibility for sabbatical.

      ii. The extent to which the sabbatical initiative advances the mission of the College, supports the goals and priorities of the department, and is responsive to curriculum and student needs.

      iii. The applicant's service to the College and the community.

      iv. The description of and documentation for the planned professional development initiatives, their availability through alternative means.

   (3) Review Letters of Recommendation.

   (4) Deliberate on and vote to approve or disapprove each Application for Sabbatical.

   (5) At the request of the applicant, meet with an applicant whose Application for Sabbatical was not recommended to discuss its reason for disapproval.

d. The College President shall:

   (1) No later than February 15, forward to the applicant notice of approval (funded or unfunded by the College) or disapproval of the sabbatical initiative and leave. All notices of disapproval shall specify the reason(s) for disapproval.

   (2) The College President shall send a copy of all notices to the Chairperson of the PDRC, the applicant's Dean, and forward each Application, and a copy of his/her decision on it, to the Human Resources Administrator for record keeping.

e. The applicant shall:

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(1) Submit a written request for a Certificate of Eligibility for Sabbatical from the Human Resources Administrator no later than October 1 of the academic year prior to the start of the proposed sabbatical.

(2) Grant access to personnel records to the Chairperson of the PDRC.

(3) Obtain adopted sabbatical leave forms from the Human Resources Administrator.

(4) Request in writing, Letters of Recommendation from his/her Dean and Department Chairperson and one other person. If the applicant is a department chairperson, the applicant shall request recommendations from his/her Dean, a faculty member in his/her own department and one (1) other person.

(5) The applicant shall include in his/her request for Letter of Recommendations a detailed description of how he/she will use sabbatical leave.

(6) These letters shall be sent directly to the Chairperson of the PDRC no later than November 1.

(7) No later than November 15 the applicant shall submit his/her Application packet for Sabbatical Leave to the Chairperson of the PDRC and a copy of it to his/her Dean and the Vice President for Academic Affairs. Refer to C.6.a.(1) of this Article.

(8) If the Committee receives negative testimony they shall notify the applicant who may submit written rebuttals to testimony received by the PDRC prior to their decision.

(9) Submit additional documentation, within time limits specified by the PDRC.

(10) Be interviewed by the PDRC no later than January 15.

(11) Receive the PDRC's recommendation no later than January 31. No sabbatical leave shall be approved without the recommendation for approval of the PDRC. The PDRC's decision to not recommend an Application for Sabbatical Leave is not subject to appeal. Applicants may withdraw their application at any time.

(12) No later than February 15, receive the College President's notice of approval or disapproval of sabbatical leave. All notices of disapproval shall specify the reason(s) for disapproval. The College President shall send copies of all notices to the Human Resources Administrator, the Chairperson of the PDRC and to the applicant's Dean.

(13) The effective date and length of sabbatical leave shall be proposed in the applicant's professional development plan.

f. If an applicant is granted approval for sabbatical leave and funds are not available, the applicant shall have the option to choose to take educational leave without pay or some mutually agreed upon alternative involving a reduction of the applicant's salary. Nevertheless, funds shall be made available whenever possible.

g. If the College President disapproves the sabbatical leave request for the PDRC approved sabbatical initiative, the applicant may appeal the College President's decision within seven (7) duty days of receipt of the College President's notice. The appeal process will commence at Article XIII.D, Step Four (Referral to Hearing Committee).

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ARTICLE X - PERFORMANCE APPRAISAL

The Committee on Faculty Job Specifications/Faculty Evaluation is tasked with reviewing this Article of the Agreement yearly for the purpose of creating a performance appraisal process or reviewing the job specifications to meet the mission of the College. This performance appraisal process will be reviewed, assessed, and modified as needed by the Committee.

This Committee, as agreed upon in the Spring 2010 Negotiations, shall meet in the Fall of 2010 or sooner, to review the newly implemented evaluation process in order to finalize this article.

Definitions:

Evaluator: For purposes of this article, evaluator is defined as Dean or Associate Dean.

Academic Year: The Academic Year includes the Fall and Spring semesters as specified in the Academic Year Calendar. It may also include the summer prior to the forth-coming Fall Semester for some activities.

A. PURPOSE
An on-going, effective, and systematic faculty performance appraisal process that focuses on the objectives in the order listed below:

1. To improve the quality of services rendered to the College by its faculty members through:
   a. Discussion and mutual understanding between the evaluator and faculty member of the objectives and expectancies to be achieved;
   b. Identification of the faculty member's strengths and weaknesses, and making plans to strengthen weaknesses and build on strengths;
   c. Measuring improvements of the faculty member's performance on a given job; and
   d. Identifying the faculty member's special abilities and potentials, and utilizing them to the mutual benefit of the faculty member and the College.

2. To improve work skills of faculty members through professional development programs by:
   a. Determining what professional development training programs are needed;
   b. Evaluating the effectiveness of said training programs, and making changes or replacements as may be necessary; and
   c. Providing feedback to faculty members, informing them of how they are doing and suggesting modifications of work performance as needed.

3. To improve resource data for making personnel decisions related to:
   a. Salary increment
   b. Advancement-in-Rank
   c. Sabbatical Leave
   d. Transfer
   e. Layoff; or
   f. Adverse action

B. PERFORMANCE TO BE APPRAISED
1. Duties and Responsibilities
   The Faculty Job Specifications (Appendix A-1) identifies duties and responsibilities unique to faculty. These duties and responsibilities are listed under "Nature of Work in This Class" and "Illustrative Examples of Work" contained in the Faculty Job Specifications and as specifically cited in the job specifications of the rank occupied by the faculty member. Any duty or responsibility to be rated shall be consistent with the Faculty Job Specifications.

   The Faculty Evaluation Form (Appendix A-3) identifies general performance criteria for performing the duties and meeting the responsibilities identified in the Faculty Job Specifications.

2. Non-Instructional Faculty
   Recognizing the uniqueness of the functions of various non-instructional faculty, a Non-Instructional Individual Plan (N.I.I.P.) Appendix A-4 is required to be presented along with the percentages on the Evaluation Form. The items on the N.I.I.P. should reflect core responsibilities unique to both the specific job and to the department plan.

3. Instrument to Be Used
   The Faculty Evaluation Form shall be the instrument used to rate performance. In completing this form, the evaluator shall take into consideration the Record of Classroom Observation (Appendix A-5), Needs to Improve Form (Appendix A-6), and other documentation pertaining to work performance. The percentages on the form shall be formalized no later than the last duty day in September for each academic year. However, if any changes in any of the agreed upon percentages are desired, it is recommended that the faculty member communicate with the evaluator at the earliest reasonable opportunity and no later than the last duty day in February.

4. Activities to Be Evaluated
   Adjunct, Special Projects, and any activities outside a regular full time assignment for which additional compensation is received shall not be considered for evaluation.

5. Presentation of Evidence
   Evidence shall be presented in a binder that shall contain documentation appropriate to the level of evaluation the faculty is seeking. There shall be only one binder used for this purpose.

C. WORK PERFORMANCE APPRAISAL
1. Work Progress Review
   a. The evaluator should meet with the faculty member during the first three months of the rating period. This meeting will provide an opportunity to find out how the faculty member is progressing and to solve any concerns which may have developed. This endeavor should be a joint effort of the faculty member and the evaluator working together to achieve the desired results.
   b. Work progress reviews may be held periodically. The frequency of these progress reviews will vary from one individual to another, depending on concerns encountered and individual needs. Ideally, however, progress reviews should be held every three months. Discussions held during the progress review sessions are not to be considered formal performance appraisal.
2. Record of Classroom Observation
   a. For this section, formal observation means an observation in which the faculty is informed prior to the date of observation. An informal observation may be unannounced. Both informal and formal observations may be used as evidence by the evaluator.
   b. The evaluator shall notify the faculty member no less than one week prior to the date proposed for the formal observation(s).
   c. A Record of Classroom Observation form shall be completed by the faculty members' assigned evaluator for each classroom observation.
   d. Using the Record of Observation form, the evaluator shall provide feedback on the observation to the faculty member within two weeks. Should the faculty member or evaluator wish to discuss the results, a meeting may be scheduled.
   e. A minimum of two (2) informal classroom observations shall be conducted each semester for a faculty member receiving a Needs to Improve rating in Section 1 in the Faculty Evaluation Form.
   f. A minimum of two (2) informal observations shall be conducted per Academic Year for each faculty member.

3. Annual Performance Appraisal/Evaluation Period

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a. The annual performance appraisal shall be held at least one month before the end of the spring semester. (In the event of natural disasters or medical emergencies other arrangements may be made.)

b. Rating in Special Situations

    (1) A permanent faculty member may elect to be rated or not to be rated for work performed in a detail assignment, provided the detail assignment is at least two consecutive months. The faculty member may elect to include said rating in the overall annual performance rating.

    (2) A permanent faculty member who serves under more than one evaluator during a rating period shall be entitled to receive a rating from each evaluator under whom the faculty member serves at least two months. The ratings shall be a weighted average of such ratings and shall constitute the faculty member's final rating. If the evaluator fails to give a rating, the faculty member shall be presumed to have rendered no less than "strong" for service under said evaluator.

    (3) A permanent faculty member on approved leave of absence for no less than fifty percent (50%) of the academic year may earn no higher than a "strong" evaluation rating.

    (4) A permanent faculty member on approved leave of absence for seventy five percent (75%) or more of the entire academic year may earn no higher than a "satisfactory" evaluation rating.

    (5) A faculty member on military leave for portions of the academic year shall be covered under the provisions of prevailing federal law; subject to review.

c. Performance Appraisal for Probationary Faculty Members

    (1) Every new faculty member shall be required to serve a probationary period. Service in probationary status is an extension of the selection and screening process and constitutes a test of the faculty member's merit and fitness for the job.

    (2) Faculty members shall serve one (1) academic year in probationary status if appointed at the beginning of the academic year. Otherwise, the employee shall be on probationary status for a twelve-month period from the date of initial employment notwithstanding the fact that summer vacation is included in the twelve-month period. The probationary period may be extended one semester in consultation with the Human Resources Administrator and the Vice President for Academic Affairs.

    (3) The evaluation of the faculty member's probationary period shall be completed and issued by the evaluator before the end of that period. The evaluation shall specifically recommend one of the following:

        i. Continuance of the faculty member in the service of the College, with a rating of Satisfactory; or,

        ii. Terminate the service of the faculty member for reasons specified in the evaluation letter of notice.

        iii. In the event that a recommendation rating is not issued to the faculty member by 5:00 pm on the last duty day of the probationary period, it shall be presumed that the employee had achieved a "Satisfactory rating" and the faculty member, therefore, shall be continued in the service of the College.

4. Guidelines for Evaluators

The College shall ensure that evaluators are trained on what they are to rate and how they are to rate. Reasonable effort will be made to ensure that faculty and evaluators thoroughly understand the performance appraisal system.

a. All permanent faculty are to be rated on the Faculty Evaluation form as Superb, Stellar, Strong, Satisfactory, or "Improvement Needed" using the developed rubrics (Appendix A-2).

b. Evaluators should establish a system for keeping written records of direct observations, reports from other employees or administrators, and any information related to the work performance of faculty members. These records should include dates, times, places, persons involved, descriptions of behavior involved, and other specific data for future reference. Both positive and negative information should be recorded and the faculty member shall be

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informed of this information within a reasonable amount of time (See Section C-1a). The evaluator's written record should be the basis for the annual evaluation in addition to evidence presented in the binder. This written record, within thirty days of the completion of the Faculty Evaluation Form shall either be destroyed or made part of the official personnel file, except in cases where the annual evaluation results in "Improvement Needed" or a grievance of the performance appraisal process is filed.

   c. "Improvement Needed" ratings shall not be given unless the evaluator can cite specific instances of poor performance.

D. PERFORMANCE EVALUATION REVIEW
   1. The evaluator must set a specific time and place to meet with the faculty member to discuss the ratings given to the faculty member on the Faculty Evaluation Form.
      a. The faculty member should be given the opportunity to discuss freely and make comments on the ratings given by the evaluator.
      b. The evaluator and the faculty member should concentrate on working together to improve performance in the future. Any action to be taken by the evaluator as a result of or relating to the evaluation must be made known to the faculty member at the conclusion of this meeting.
      c. The Faculty Evaluation Form must be signed by both the evaluator and the faculty member. If the faculty member disagrees, in whole or in part, with the evaluation results, he/she is free to note his/her specific disagreement on the evaluation form at that time.
      d. The affected faculty member has the right to file a grievance if he/she alleges incorrect application of evaluation rating procedure or if the faculty member alleges that rating was arbitrary, capricious, or under other circumstances which reflect bad faith on the part of the rater.

E. CRITERIA FOR RATINGS
   1. Faculty will be rated based on their faculty classification and criteria met in the developed rubrics (Appendix A-2). Faculty classifications include Instructional, Non-Instructional, Department Chair, and each sub-section on a scale of 1 – 5.
                1 – Improvement Needed
                2 – Satisfactory
                3 – Strong
                4 – Stellar
                5 – Superb
   2. The faculty evaluation form is divided into seven sections. For Section 1, the criteria will differ for the following categories. Department Chair, Instructional Faculty and Non-Instructional Faculty. Sections 2 – 7 are comprised of the following categories: Enrollment Management, Professional Development, Scholarly Activity, Institutional Involvement, Community Service, and Professional Standards. The specific percentages and criteria are defined in the rubrics located in Appendix A-2d-j.
   3. Evidence to verify work performance in the seven sections shall be compiled and presented in a binder. Each action, activity, certification, justification, etc. shall be used only in one section and in one element of the section. Re-submission of any action, activity, certification, justification, etc. for use in another section is not allowable.
   4. The Total Evaluation Score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.
   5. Any adverse action received during the Annual Performance Appraisal/Evaluation Period will result in a one point deduction from the Total Evaluation Score.

F. PERFORMANCE IMPROVEMENT PLAN
   1. As a result of an overall "Improvement Needed" Total Evaluation Score rating, the faculty member and the evaluator will jointly develop a written performance improvement plan within thirty (30) duty days. This plan shall specify the actions and responsibilities for each party to be undertaken to bring about such improvements or performance necessary to achieve a rating of satisfactory. The plan shall identify a time line for achieving satisfactory performance and dates for review and

re-appraisal. Failure on the part of the faculty member to improve such performance to a satisfactory level shall cause a second rating of "Improvement Needed" to be assigned at the time of re-appraisal.

2. If the faculty member perceives that improvement of his/her performance would be significantly impaired by the evaluator/faculty relationship, the faculty member may provide justification and request that an alternative evaluator be appointed by the Dean or Vice President for Academic Affairs for the purpose of planning and implementing activities to improve performances.

3. In the event a faculty member, whose appraisal indicates "Improvement Needed" refuses to work with either the evaluator or an alternate to develop a performance improvement plan, the evaluator shall proceed to adverse action procedures, citing the reasons for doing so.

4. It is the faculty member's right to file a grievance if he/she alleges unreasonable requirements in the performance improvement plan.

ARTICLE XI - FACULTY CLASSIFICATION PROCEDURES

This Classification is used for the hiring and promotional process for faculty.

A. CLASSIFICATION PROCEDURES
The Classification Procedures, that is, the steps used in classifying faculty at the College, include:

1. The applicant ensures that his/her complete application is on file with the Human Resources Administrator.

2. The Human Resources Administrator compares an applicant's qualifications to the minimum qualifications for faculty ranks, as described in the "Faculty Job Specifications," using the following conventions:

   a. Degrees must have been earned at accredited or recognized American or foreign colleges and universities.

   An accredited college or university is one which is included in the Accredited Institutions of Postsecondary Education published annually by the American Council on Education and distributed by MacMillan Publishing Company.

   A recognized college or university is one whose diplomas are accepted as a basis for advanced placement and/or admission to graduate studies at an accredited American college or university (e.g., Guam Community College, University of Guam).

B. RANK QUALIFICATION AND/OR STEP PLACEMENT
All teaching and/or technical experience to be credited for rank qualification and/or step placement purposes must meet all of the following criteria:

1. Experience must have been acquired after 16 years of age.

2. Experience must be verifiable; that is, a faculty member may be required to obtain written verification of prior teaching and/or technical experience upon the request of the College.

3. At least fifty percent (50%) of any teaching and/or technical experience must be within the last ten (10) years.

4. Experience, if rated, must be rated as satisfactory (e.g., satisfactory, competent, outstanding, or the equivalent thereof).

C. YEARS OF TEACHING AND/OR TECHNICAL EXPERIENCE
Years of teaching and/or technical experience directly related to a faculty member's primary teaching field(s) (i.e., the faculty member's "area(s) of specialty") will be credited for rank qualification and step placement on a one (1) year of experience to one (1) year of credit basis.

Years of teaching and/or technical experience in related fields will be credited for rank qualification and step placement on a two (2) years of experience to one (1) year of credit basis.

For any one (1) calendar year, no more than one (1) year of teaching experience and no more than one (1) year of technical experience may be credited for rank qualification or step placement purposes. Years of teaching experience and years of technical experience, both acquired within a single calendar year, may both be credited for rank qualification and step placement purposes.

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Career Technical Education shop teaching experience directly related to the faculty member's primary teaching assignment may be counted as either teaching experience or related technical experience for rank qualification purposes.

D. **TEACHING EXPERIENCE**
1. Teaching experience is defined as prior experience at the secondary and/or post-secondary level directly related to the faculty member's primary teaching assignment or related fields and that was gained in a public or private school setting.
2. Teaching experience is defined to include professional work experience of Counselors, Librarians, School Health Counselors, Work Experience Coordinators, and other professional non-teaching faculty that was gained in a public or private school setting.
3. No teaching experience will be credited for rank qualification purposes at the Associate Professor level and above if the faculty member has been inactive in teaching for a period of five (5) or more years immediately preceding his/her date of employment at the College.

E. **TECHNICAL EXPERIENCE**
1. Technical experience is defined as prior work experience that is directly related to the faculty member's primary teaching assignment or that is in related fields.
2. No technical experience will be credited for rank qualification purposes at the Associate Professor level and above if the faculty member has been inactive in the technical field for a period of five (5) or more years immediately preceding his/her date of employment at the College.

F. **PAY RANGE ASSIGNMENT**
Pay range assignment (i.e., vertical placement) will be determined by the rank assigned to the faculty member.

G. **PLACEMENT ON A HIGHER SALARY RANGE (RECLASSIFICATION)**
Placement on a higher salary range, as a result of reclassification or promotion, shall be made vertically on a "step-to-step" basis. This means that a faculty member will be assigned to the same step in the higher range as he/she was assigned to in the lower range. (Board Policy 425)

H. **PLACEMENT ON A HIGHER SALARY RANGE (PROMOTION)**
Placement on a higher salary range, as a result of promotion, shall be independent of the salary increment "waiting period" provision and does not affect the salary increment anniversary date.

I. **FACULTY WITH LICENSES OR CREDENTIALS**
Faculty who possess (or acquire) a professional certification following the criteria described below will be recognized in the faculty performance evaluation.

1. Professional Certifications published in the current edition of "The Guide to National Professional Certification Programs" (available at the Human Resources Office) classified as either Competency-based or Curriculum-based types of certification will be used to determine this provision. National, state, or local licensing board certification within a discipline or related area shall also be recognized. Other certification guides or directories may be considered for approval by the Faulty Evaluation/Job Specifications Committee.

2. The exceptions to this provision are for licenses and certifications that are required for employment.

ARTICLE XII - LEAVE

A. DEFINITIONS

1. Leave Year - For academic year faculty members, "Leave Year" means the period from the beginning of the first (1st) full pay period of the academic year to the beginning of the first (1st) full pay period of the following academic year.

2. Immediate Family - As used in this Agreement with respect to leaves, immediate family is defined as the employee's spouse, common-law co-habitants, mother, father, grandparents, guardian, children, sister, brother, mother-in-law, father-in-law. Step and adoptive parents/children/grandchildren, wards, foster children, and In-Loco Parentis, would also be considered "Immediate Family."

B. SICK LEAVE

1. Purposes For Which Allowed
   Sick leave may be used when the faculty member:

   a. Is incapable of performing duties because of sickness, injury, or confinement for childbirth.

   b. Receives a medical, dental, or optical examination or treatment or for any mental examination, counseling, or treatment.

   c. Has, or has been exposed to, a contagious disease that would jeopardize the health of others by his/her presence at the work site.

   d. Has a member of his/her immediate family who is seriously ill. Up to the time allotted under the Family and Medical Leave Act (FMLA) or by law may be granted for this purpose each leave year. An additional day may be allowed when the illness is off-island, provided the employee utilizes the additional day for travel off-island in connection with said illness.

   e. Has a sick child who requires the care of the parent or legal guardian. Six (6) days may be allowed for this purpose which are in addition to the number of days authorized in B.1.d above.

   f. Has a member of the immediate family whose death has occurred off-island. The faculty member may be granted three (3) days chargeable to sick leave if the faculty member is to travel off-island to attend funeral services. See also: D.3.d.

2. Accrual
   All full-time faculty members shall accrue sick leave at the rate of four (4) hours for each biweekly pay period in which they are on full pay status for the entire ten (10) days; otherwise there shall be no accrual for that period. A faculty member on full pay status for the entire year accrues one hundred and four (104) hours or thirteen (13) days.

   For the purpose of this section, all full-time faculty members shall be deemed to be employed on the same two thousand and eighty (2080) hour year as other permanent positions in the government even though faculty members may be paid in accordance with a different payroll system. Therefore, faculty members shall accrue thirteen (13) days sick leave per duty (academic) year if they are on full pay status for the entire duty year, notwithstanding the fact that the academic year ends prior to the completion of the leave year.

3. Carry Over
   Sick leave may be accumulated and carried over to succeeding leave years without limitation. Sick leave accrued for service with Guam Community College and other Government of Guam agencies is vested in the faculty member and shall remain vested while such faculty member is

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employed by the Government. Sick leave accrued and unused at the time of separation from Government of Guam service shall be restored to the faculty member's credit if that faculty member returns to Government of Guam service.

4. Certification
A faculty member shall be required to furnish certification by a licensed physician or other evidence administratively acceptable for any of the following requests for use of sick leave:

   a. Personal illness, injury, medical condition, or quarantine due to his/her own or another's illness of four (4) or more consecutive days.

   b. Serious illness of a member of the immediate family, B.1.d of this Article.

   c. Personal illness requiring use of advance sick leave, B.7.d of this Article.

   d. Request for any additional leave for childbirth purposes over the twenty (20) days maternity leave granted for childbirth.

   e. Personal illness occurring after four (4) weeks following childbirth which, in effect, extends the maternity leave allowed under C.1 of this Article. See Return to Duty provisions in C.1.d of this Article.

   f. Where a faculty member's pattern of use of sick leave indicates a possible misuse of sick leave, the Dean may require that all future absences of the faculty member due to illness be supported by a medical certificate or other evidence administratively acceptable, provided that the faculty member is so notified in advance, in writing, of this requirement.

   g. Leave due to illness for an extended period even when such leave is without pay.

   h. If the required certification or other evidence administratively acceptable is not furnished, all absences which would have been covered by such documentation shall be charged to leave without pay until such documentation is furnished. The required documentation shall be furnished no later than the pay period following the one in which the absence in question occurred.

5. Special Certification
The College may request a physical or medical examination at the College's expense to determine the ability of the faculty member to return to normal duties.

6. Notification of Intent to Use
The faculty member must make every effort to give as much advance notice as possible of intent to use sick leave, preferably at least one (1) day in advance. See also: Article XVII.D, XIX.D, and XXI.D Faculty Absences.

7. Special Provisions
   a. For secondary and non-instructional faculty, when absent for an entire duty day, the faculty shall be charged eight (8) hours of leave. When absent for less than an entire duty day, leave shall be charged in increments of one (1) hour blocks.
   b. For post-secondary instructional faculty, when absent on leave for an entire duty day, the faculty shall be charged eight (8) hours of leave. When absent on leave for less than an entire duty day faculty shall be charged leave in increments of four (4) hour blocks.
   c. Sick leave with pay may be allowed during leaves of absence or vacation, provided, however, that any sick leave taken while on vacation must be supported by a certificate issued by a licensed physician or other evidence administratively acceptable to the supervisor. No faculty member shall be allowed to undertake gainful employment while on sick leave status.
   d. Advanced sick leave up to a total of thirteen (13) days may be granted by the Dean.

If an faculty member is separated from the College without having earned all of the sick leave granted in advance, there shall be deducted from any money due him/her at the time of separation an amount equal to his/her salary for the period of unearned sick leave allowed and taken.

e. Additional advance sick leave with pay may be allowed for an faculty member upon the recommendation of the College President and approval by the Board.

f. An active, faculty member may participate in the Government of Guam Leave Sharing Program.

g. Falsification of an illness or medical condition report shall be considered sufficient cause for adverse action, including dismissal from the service of the College for repeated offenses.

h. Except as provided in Title 4 GCA, Chapter 7, which allows payment of accrued sick leave to the faculty member's beneficiary upon his/her death, no person who leaves the service of the College may receive cash payment for sick leave accrued at the time he/she leaves the College.

C. MATERNITY/PATERNITY LEAVE

1. Maternity Leave

   a. When Granted

   Maternity leave shall be granted to a female faculty member occupying a permanent position who is absent from work as a result of childbirth or adoption. Such maternity leave shall not exceed twenty (20) days encompassing the date of childbirth or adoption. Any additional leave taken for such childbirth or adoption purpose may be charged against accumulated sick leave or may be unpaid leave, at the option of the faculty member. Total leave, whether maternity, sick or unpaid leave, shall not exceed six (6) months without approval of the faculty member's supervisor.

   A faculty member may be granted maternity leave in advance of childbirth or adoption provided the amount of maternity leave granted in advance of childbirth does not exceed twenty (20) days and provided that said twenty (20) days encompass date of childbirth. The request for maternity leave in advance of childbirth or adoption must indicate on the leave request form the anticipated date of childbirth or adoption. Should the total leave taken by the faculty member preceding childbirth or adoption exceed the twenty (20) days maternity leave granted in advance of childbirth or adoption, the excess leave shall be charged against the faculty member's sick leave credit. This leave adjustment shall be entered in the faculty member's payroll records.

   When childbirth or adoption occurs outside of duty hours, the counting of the twenty (20) days maternity leave shall commence the day following the date of birth, provided the employee has not been granted, in whole or in part, maternity leave in advance of childbirth or adoption.

   For the counting of maternity leave, days counted shall be Monday through Friday duty and non-duty days except for holidays observed by the Government of Guam.

   b. Use of Sick Leave

   A faculty member may be granted additional leave of absence for pregnancy complications, medical examinations or for other childbirth or adoption purposes. Said additional leave shall be charged to the faculty member's sick leave credit, if any. The faculty member may be granted up to thirteen (13) days advance sick leave provided the faculty member specifically applies for advance sick leave. However, the reimbursement provision of B.7.d. of this Article is also applicable in this case.

   If the faculty member has exhausted her sick leave (including advanced sick leave or shared leave, if she chooses to request advanced sick leave or shared leave), then the additional leave taken shall be leave without pay.

c. Advance Notice
At least two (2) months in advance, a pregnant faculty member or adoptive mother shall notify her supervisor, in writing, of her intention to request leave. The notice shall include the type of leave, approximate dates and anticipated duration so as to allow sufficient time to recruit a replacement or make staffing adjustments as may be necessary for work to be done during the faculty member's absence.

d. Return to Duty
A faculty member on leave of absence due to childbirth or adoption is expected to return to duty no later than the beginning of the fifth (5th) week after date of childbirth or adoption. A faculty member who is not able to do so due to personal illness and utilizes sick leave for the extended absence must provide a physician's certification or other evidence administratively acceptable. This documentation must also indicate the expected date of faculty member's return to duty.

e. Paternity Leave
Paternity leave shall be granted to a male faculty member occupying a permanent position upon the birth or adoption of his child or children. Such paternity leave shall not exceed twenty (20) days of paid leave and must encompass the date of childbirth or adoption. Any additional leave taken for such purpose may be charged against accumulated sick leave, or may be unpaid leave at the option of the faculty member. Total leave, whether paternity, sick or unpaid leave shall not exceed six months without approval of the faculty member's supervisor.

For the counting of paternity leave, days counted shall be Monday through Friday duty and non-duty days except for holidays observed by the Government of Guam.

If use of other leave as extended absence is sought for the purpose of providing a period of adjustment or for making arrangements for the care of the child, said extended absence shall be charged to personal leave or leave without pay.

D. ADMINISTRATIVE LEAVE
1. Definition
Administrative leave is an authorized absence from duty without loss of pay and without charge to leave credit. Administrative leave, except in emergency situations, must be authorized before it may be taken.

2. Notification of Intent to Use
The faculty member should provide as much advance notice as possible of intent to use administrative leave, preferably at least two days.

3. Purposes For Which Allowed
a. Authorized attendance at meetings, conferences, or projects conducted off-campus, on or off-island. Consideration will be given to such factors as costs involved, availability of funds, relevance of the topics of said meetings, conferences, or projects to the faculty member's assignment and/or the College's goals and objectives, and the desirability of College representation at such events. Expenses authorized in connection with attendance at such activities shall be made according to the following guidelines:

(1) When the College sends the faculty member as its official representative at such a meeting, conference or project, the College shall pay the faculty member's salary and related costs such as transportation, per diem allowance, and other allowable expenses.

(2) When the faculty member is granted approval to attend such a meeting, conference or project but not as an official representative of the College, the College may pay only the faculty member's regular salary. This would include faculty members attending such

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activities on their own personal behalf or as official representatives of boards and commissions of government agencies outside the College.

b. Jury duty, provided that all compensation earned for such jury service, except allowance for travel, must be paid to the College in accordance with Section 4119, Title V of the Government Code. A faculty member called for jury duty is required to show the jury duty call notification to his/her Dean or supervisor.

   In order for the faculty member to be granted administrative leave and thereby receive full salary for jury service, said faculty member must agree to a waiver for jury pay. In such a case, the faculty member signs the waiver at the court and brings a copy of it to his/her supervisor for use for payroll purposes.

   If the faculty member chooses not to waive jury service compensation, the faculty member must sign for leave without pay for the duration of such jury service.

   A faculty member on administrative leave status for jury service is required to return immediately to his/her regular job on those days or portions thereof in which the faculty member is excused from jury duty by the court.

c. Military training leave shall be granted faculty member who is a member of Guam National Guard or a Reserve Component of the U.S. Armed Forces. Said military training leave shall be with pay and shall not be charged to the faculty member's leave credit. Such faculty members shall be entitled with pay while performing such duty not to exceed fifteen (15) working days per fiscal year and to the extent not used in a fiscal year, accumulates in the succeeding year until it totals fifteen (15) days at the beginning of the fiscal year.

   The faculty member requesting military training leave must complete the official leave application form and submit it to his/her supervisor together with a copy of the orders or other official document which places said faculty member on military training.

d. Bereavement for death of a member of the immediate family not to exceed three (3) days per occurrence. If the death occurred off-island, three (3) additional days of administrative leave may be granted and five (5) additional days, chargeable to sick leave, may also be granted, provided the faculty member utilizes the additional days for travel to attend funeral services. The faculty member shall be allowed options in the use of bereavement leave in any manner which best satisfies his/her needs, provided said leave is taken within any ten (10) days encompassing the date of the funeral if on-island, and within any fifteen (15) days if the funeral is off-island. See also: A.1.f. of this Article

e. Unusual weather or emergency conditions or other situations for which the Governor directed all government offices to be closed. Administrative leave also includes release of College faculty members for emergency situations affecting only the College. The granting of administrative leave to the faculty members of the College shall be administered as follows:

   (1) In the event of typhoon, emergency conditions or other situations, faculty members who were on duty and were released early shall be entitled to administrative leave for that day or a portion thereof. Those on leave on that day shall be retained in leave status.

   (2) In the event of typhoon, emergency conditions or other situations, faculty members who reported to duty, including those who suspended their leave, to carry out precautionary measures shall be entitled to administrative leave for the duration of the closing of the College. Those who did not report to duty and were not on leave status shall not be entitled to administrative leave for the period involved. Those on leave and did not report to duty shall be retained in leave status.

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(3) In the event of an announced closing of the College prior to the start of a work day and where it was also announced that faculty members are not to report for duty at all, all faculty members shall be entitled to administrative leave, including those on leave status.

f. Appearance as a witness in a judicial proceeding under official order in which the faculty member is not a party in interest.

g. Personal leave for nine (9) month academic faculty members, not to exceed three (3) days per leave year. Personal leave may be used for any purpose. Up to (2) two days of unused personal leave during the leave year will be compensated in increments of eight (8) hours at the end of the Spring semester. Personal leave shall not be used during the first and last week of the academic year without the written approval of the Dean.

h. Twelve (12) month academic faculty members will continue to enjoy the same personal leave provisions provided to staff and administrators.

E. INCAPACITATION LEAVE

1. Definition
    Incapacitation leave is leave granted to a faculty member who suffers an on-the-job injury, subject to the conditions listed below.

2. Worker's Compensation Commission
    Faculty members who acquire occupational diseases or sustain on-the-job injuries are subject to the Worker's Compensation Act of the Government of Guam. Deans of injured faculty members must comply with the reporting requirements,. rules and procedures of the Worker's Compensation Commission (WCC). Reports which must be in connection with each injury include the following:

    GWC -101 Request for Examination and/or Treatment Employer's Report
    GWC -201 Employee's Report
    GWC -202 Employer's Report

    The above forms will provide Worker's Compensation Commission with all pertinent required information for proper processing of work injury claims.

    The Human Resources Administrator is responsible for coordinating all worker's compensation cases, including giving assistance to the faculty member and Dean with WCC's reporting requirements, rules and procedures.

3. Pay Status
    A faculty member who suffers an on-the-job injury shall be carried in full pay status without sick leave or other leaves until his/her personal physician certifies that the faculty member is fit for duty. Absence from duty for medical treatment of an on-the-job injury shall be granted with pay without charge to sick leave or other leaves.

4. Part-Time Duty
    A full-time faculty member who is able to work on part-time light duty while recuperating from an on-the-job-injury will receive full pay without charge to leave for hours not worked. The faculty member must present a statement of incapacitation to perform full-time duty from his/her physician to be eligible for the leave on a part-time basis.

5. Special Examination
    The College may require examinations of the faculty member by other physicians without cost to the faculty member or his/her insurance in order to determine whether the faculty member is entitled to continue receiving benefits under these provisions. Refusal by the faculty member to allow additional examinations is a basis for revoking incapacitation leave.

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6. Limitation

In any case where a faculty member is injured as a result of his/her proven gross or wanton negligence, the benefits of incapacitation leave shall not apply.

F. LEAVE WITHOUT PAY

1. Allowable Purposes

Leave without pay may be granted at the discretion of the Dean and with the approval of the College President for a variety of reasons including, but not limited to, the following:

a. Education leave provided the course of study or program is approved by the College President in advance. Initial leave and subsequent renewals are granted in units of one academic year. Lesser units are discouraged but may be considered subject to availability of qualified replacements, feasibility of reinstatement upon return from leave, disruption of classroom instruction and/or other College activities in mid-year, and other relevant considerations. Application for renewal of education leave must be accompanied by the individual's college transcript of credits and/or other records for the academic year just completed.

b. Recovery from illness or disability not of a permanent or disqualifying nature, provided such illness or disability is certified by a physician.

c. Military duty in excess of fifteen (15) days in one fiscal year, provided the faculty member furnishes substantiating documentation of the requirement for additional military duty.

d. Matrimony.

e. Other reasons which in the opinion of the College President are to the mutual benefit of the faculty member and the College; or would bring credit to the faculty member, the College, or both; or would enhance the mission of the College; and which would not jeopardize its programs or create hardships to the students. Some examples are listed below.

(1) Community Service Leave: Community service leave may be granted to a College faculty member for one (1) academic year or calendar year for the purpose of providing service to the community, either to another government agency or to a private institution. Leave extension may be granted at the discretion of the College President.

Such a service rendered outside the College which utilizes unique expertise or service of a faculty member which is made available by the granting of leave by the College is recognized as a valid part of the College's service to the community under the Standards for Accreditation.

(2) Special Project Leave: Leave may be granted to a College faculty member for one academic year or one calendar year to participate in a special project or research in his/her field, or to enter employment in the private industry to update one's knowledge and skills in the latest technological development in his/her field. Leave extension may be granted at the discretion of the College President. Faculty participation and/or engagement in professional development special projects or other self-initiated programs is encouraged by the College as such programs are consistent with the Standards for Accreditation.

When an faculty member returns from a community leave or a special project leave, he/she shall be entitled to a class of position and salary step equal to the position and salary step held at the time immediately prior to taking leave.

The period of leave taken shall count for purpose of salary increment but not for service time required for promotion, unless the project or endeavor, in and of itself, fulfills a specific criteria required for a promotion.

Other benefits of employment such as life, medical, dental insurance coverage, retirement coverage, etc. normally granted to regular active duty faculty member may be retained by the faculty member while on leave, provided that the faculty member pays all costs, both faculty member's and employer's shares, and provided that such arrangement meets the regulations of the administering authorities outside the College.

2. Limitation
Leave without pay is not granted as a matter of right of the faculty member but as a matter of discretion on the part of the supervisor with the approval of the College President, except in the case of:

a. A disabled veteran who is entitled to leave without pay, if necessary, for medical treatment; and

b. Members of the Guam National Guard and Reserve Components of the United States Armed Forces who are entitled to leave without pay, if necessary, to perform military training and/or duties.

3. Considerations
The cost factor and administrative and instructional inconveniences to the College and its students are taken into consideration when evaluating requests for leave without pay. These factors include, but are not limited to, the following:

a. Encumbrance of the position which precludes the College from filling the position through other than limited-term appointment which limits the field of applicants only to those who are available and willing to accept temporary employment.

b. Loss of services or continuity of services which may be badly needed by the College. The final consideration is the impact this action will have on the instructional program.

c. Obligation of the College to provide employment to the faculty member upon expiration of the leave.

d. Improvement on the part of the faculty member which will benefit the College.

4. Reinstatement
A faculty member returning at the expiration of any of the above leave of absence without pay shall be entitled to reinstatement to a class of position and salary equal to the position and salary step held prior to taking leave. Every effort will be made to return the faculty member to his/her former division or work site, but the College cannot guarantee that this will be done.

A faculty member who terminates a leave of absence prior to its expiration is not entitled to reinstatement during the unexpired term of the leave. The College, however, will make every effort to accommodate the faculty member but the College is entirely free of any reinstatement obligation to the faculty member for the unexpired term of the leave.

G. SABBATICAL LEAVE
Faculty members shall have the right to apply for sabbatical leave as defined in Title 4 GCA, Chapter 4, Section 4110. Refer to Article IX.C. (Professional Development Initiatives).

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ARTICLE XIII - GRIEVANCE PROCEDURE

For the purpose of this procedure, a grievance is defined as an employee problem which arises concerning working conditions and working relationships which are outside his or her control and/or may be a violation of this Agreement, including:

1. Appeals from adverse disciplinary action not covered by paramount law or regulation, or

2. Misapplication or violation of:
   = this Agreement, or
   = GCC Academic Personnel Rules and Regulations, or
   = other Board policies.

3. Failure to respond within time limits at any step

The declared objectives of all parties involved in a grievance are to encourage the prompt and informal resolution of such grievance and to provide recourse through orderly procedures. The parties agree that this is the exclusive procedure for the internal resolution of grievances. For the purpose of processing and adjusting a grievance, management recognizes each faculty member's right to representation by the Union.

A. STEP ONE (DISCUSSION WITH DEAN)
Within ten (10) duty days of the faculty member becoming aware of the act or condition which is the basis for grievance, the faculty member and/or a Union representative shall meet with the Dean to attempt to resolve the complaint. Faculty are encouraged to resolve grievances in good faith through ongoing discussion with their division Dean without resort to a written grievance whenever possible. Should resolution not be achieved through these discussions, then the faculty member may move to Step Two.

B. STEP TWO (APPEAL TO DEAN)
In the event the grievance is not resolved through ongoing discussion with the Dean in Step One, the faculty member shall submit the grievance, in writing, to his/her Dean within seven (7) duty days of the meeting with his/her Dean (as described in Step One) to discuss the act or condition which is the basis for the grievance.

The written grievance shall include:

1. Statement of the grievance

2. Statement of facts pertaining to the grievance

3. Specific provision(s) the grievant cites as being violated

4. Remedy sought, and

5. Date(s) informal adjustment was attempted.

The Dean shall communicate a decision, in writing, to the grievant, with a copy to the Local via the Union President, within seven (7) duty days of receiving the grievance.

C. STEP THREE (APPEAL TO THE COLLEGE PRESIDENT)
If the grievant fails to receive a response within the time limit set forth in Step Two, he/she may appeal to the College President within seven (7) duty days or, if the response of the Dean does not

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resolve the grievance, the grievant may appeal to the College President within seven (7) duty days of receiving the response.

The appeal shall include:

1. Copy of the written grievance as described in Step Two

2. Copy of the decision rendered at Step Two

3. Statement of the reason(s) for the appeal, and

4. Names of the two (2) faculty members selected by the grievant for Step Four Hearing Committee.

Within seven (7) duty days after the College President receives the appeal, he/she shall either settle the grievance to the satisfaction of the grievant or refer the grievance to the Hearing Committee. The College President shall communicate the terms of the settlement or the referral of the grievance to the Hearing Committee in writing to the parties to the grievance with a copy to the Local via the Union President.

D. STEP FOUR (REFERRAL TO HEARING COMMITTEE)

The Hearing Committee shall be appointed by the College President for each grievance case and shall be composed of two (2) faculty members selected by the grievant, two (2) members of the administrative/supervisory level from a different division or unit, and a fifth member to be selected by the other four. The members of the Hearing Committee shall elect a chairperson from among their number.

The Hearing Committee shall meet within seven (7) duty days after receiving a grievance from the College President. The Hearing Committee will render a written decision on the grievance as soon as practicable.

The written decision shall include:

1. Statement of the problem

2. Findings of facts

3. Policies and procedures, and

4. Its ruling specific to the issue of the grievance

The written decision of the Hearing Committee shall be considered an official decision when it bears the signatures of at least four (4) members of the Hearing Committee. Should the committee be unable to reach a decision, the appeal shall be returned to the President. Prior to the President reaching his or her decision, should the occasion arise, the President or the Union may request a hearing to be chaired by a mediator who is agreed upon by both the President and the Union. Should a mediator be necessary, the timeline for a final decision may be affected and then be reasonably adjusted.

Copies of the decision will be delivered to the parties to the grievance, with a copy to the Local via the Union President, within two (2) duty days of the closing of the hearing. Should the decision not be accepted by either party, they may appeal the decision of the Hearing Committee to the Board. If the decision of the Hearing Committee is accepted by both parties to the grievance, the decision shall be implemented and the matter closed.

E. STEP FIVE (APPEAL TO BOARD)

An appeal shall be submitted in writing to the Board Chairperson within seven (7) duty days of receiving the decision of the Hearing Committee.

The appeal shall include:

1. Copy of the written grievance as described in Step Two
2. Copy of the decisions rendered at Steps Two, Three, and Four
3. Statement of the reasons for the appeal, and
4. State whether the appellant desires a formal or an informal hearing.

The Board shall acknowledge the receipt of the appeal at the next regularly scheduled meeting following the filing of the appeal provided that said appeal is filed no less than seven (7) duty days before the Board's regularly scheduled meeting. The Board shall schedule and conduct a hearing within fifteen (15) duty days of that Board meeting.

A formal hearing shall be conducted in accordance with the Rules of Procedure and Evidence in Appeal Hearings adopted October 29, 1986 by the Board.

The decision of the Board shall be final and shall be communicated to the appellant and the Local, via the Union President, within seven (7) duty days following the hearing of the Board. The decision shall be implemented by the College President as soon as possible but in no case later than fifteen (15) duty days after the decision by the Board.

F. GENERAL PROVISIONS

1. The Union President must be notified of all grievances. The Union shall be notified of any adjustment(s) made to resolve a grievance.

2. The time limits may be extended only by mutual written agreement between the grievant and respondent stipulating new dates; except that the time limits in this procedure shall be extended for those grievants who are off-island or incapacitated for medical reasons for a period of time after the grievant returns not to exceed the total number of days allowed for the particular step the grievant was in before the absence.

3. Failure at any step of this procedure to communicate a decision within the specified time limits permits the grievant to proceed to the next step.

4. Any written decision or written answer to an appeal made at any step which is not appealed to the succeeding step within the time limits provided shall be considered a final settlement of that grievance.

5. All papers filed in accordance with the grievance procedure shall be hand carried during working hours to the designated recipients and receipted and dated at the location with a receipt for delivery for the originator. Time limits shall commence to run on the day of delivery.

6. At any step of the grievance procedure either party shall have the right to call witnesses.

7. If the grievance is not resolved by the last day of the semester, the procedure shall be suspended until the grievant's next duty day unless the grievant gives notice in writing that the procedure shall continue.

8. When an appeal is submitted at Step Five, there shall be no ex parte communication between the College President, the Union, or the grievant and any member of the Board.

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9. The Union or its representative(s) may file a grievance where the violation alleged is one of Union rights or an alleged violation against a group of Bargaining Unit members.

10. The grievant may withdraw his/her grievance at any point in this procedure.

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ARTICLE XIV - COUNSELING (INFORMAL/FORMAL), DISCIPLINARY, AND ADVERSE ACTION PROCESS

A. INTENT

The intent of this Article is to ensure that unacceptable conduct and performance issues are addressed promptly and appropriately. The parties agree that every effort should be made to informally resolve problems relating to work performance of faculty members.

Furthermore, this Article sets forth the guidelines and procedures by which to informally through counseling and/or formally through disciplinary action address improper behavior and poor performance. Adverse action may be taken by the College President to suspend, demote, and dismiss faculty.

B. DEFINITIONS

These definitions apply only to Article XIV.

1. Adverse Action – action taken by the College President in the form of suspension, demotion, or dismissal.
2. Counseling – an informal meeting between the Dean and the faculty member to discuss work performance on an issue that might lead to disciplinary and/or adverse action.
3. Counting of Days –Time limits shall commence to run on the day following the date of the act, event, or delivery. When the tenth (10th) day falls on a non-duty day, the following duty day shall be the tenth (10th) day.
4. Days – as used in this procedure refers to calendar days unless otherwise specified.
5. Dean – For purposes of this Article, no Adverse Action, Letter of Reprimand, or Letter of Warning may be delegated to any other administrator or supervisor.
6. Demotion – the reduction of a faculty member for disciplinary reasons from a position which he/she occupies in a specific class to a position in another class where the maximum rate of pay is less than the maximum rate of pay for the class which he/she held or a reduction to a lower salary step in the same class.
7. Disciplinary Action – action taken by a Dean in the form of a warning, admonition or reprimand; these disciplinary actions do not fall under the adverse action definition. As a result, adverse action procedures do not apply in the case of a warning, admonition or reprimand. This form of penalty is included to provide flexibility in administering disciplinary action for a first offense in certain types of actions.
8. Dismissal – the termination for cause of a faculty member from his/her position in accordance with the law and this Agreement.
9. Duty Day – Monday through Friday except school holidays and emergency school closing days declared prior to the start of the school day.
10. Gross – serious, criminal, or egregious
11. Official Personnel File – the file maintained by the Human Resources Administrator for each faculty member.
12. Oral warning – a spoken admonition. An oral warning shall precede a formal letter of reprimand depending on the infraction.
13. Reprimand – a formal written admonition of a faculty member.
14. Substantiated misconduct – Behavior outside the bounds of what is considered acceptable that is supported or established by evidence or proof.
15. Suspension – either the temporary removal of a faculty member from his/her position with loss of pay as a disciplinary measure or his/her removal preliminary to investigation of charges pending adverse action. A faculty member cleared of charges shall be reinstated without loss of pay or other benefits. A faculty member may be suspended for not more than thirty (30) days as a result of a single adverse action or not more than sixty (60) days as a result of multiple adverse actions in a calendar year.
16. Warning – a written admonition of a faculty member. A warning usually precedes a formal reprimand, depending on the infraction.

17. Working File – the file maintained by the Dean for each faculty member in their school for the purpose of evaluation, counseling, discipline, and/or adverse action of the faculty member.

C. COUNSELING PROCEDURE (INFORMAL PROCEDURE)

1. Informal counseling shall take place at the first indication that a perceived problem is affecting a faculty member's performance. In the first counseling session, the Dean shall meet with the faculty member to discuss and clearly identify the faculty member's work performance/misconduct to the extent that the faculty member understands the work performance/misconduct for which the informal counseling is taking place. This counseling session may be arranged by telephone, email, or in person with the faculty member to discuss the issue and make suggestions for improvement. A Union representative may be present if the faculty member wishes. The Dean may document that the meeting occurred.

2. If applicable, during this counseling session the Dean shall ensure that the faculty member understands that the discussion is an oral warning. The Dean may warn the faculty member of future potential consequences, and shall jointly identify a timeline for improvement. If a record is made of this counseling for future reference, a copy shall be provided to the faculty member.

3. After the timeline for improvement indicated in the first informal counseling session has passed and the problem continues to persist, the Dean may request a second counseling session with the faculty. For this session, a written one (1) day notice of the meeting will be given to the faculty member. Such notice shall indicate the reason for the meeting and that the faculty member may be accompanied by a Union representative. During this counseling session the Dean will give the faculty member a written description of what is to be improved and a time limit for the improvement to be made. This meeting will be documented and a copy shall be provided to the faculty member and shall not be made a part of the faculty member's Official Personnel File.

4. If after the prescribed time limit from the second (2nd) counseling has not been met, the Dean may call for a third (3rd) counseling session in the same manner as the second (2nd), or may choose to move to disciplinary action if warranted.

   If a third counseling is chosen, a written description of improvements needed will be given to the faculty member and the faculty member shall be warned that should the time limit not be met, disciplinary action will be taken. This warning shall be documented and a copy provided to the faculty member. If the Dean chooses to take disciplinary action such action shall follow the guidelines listed in D.1-10 of this Article. If any disciplinary action is taken, all documents relevant to this issue shall be made a part of the substantiating documents for use in the disciplinary action procedure.

5. If no further action is taken at this stage, then all documents shall be destroyed immediately.

D. GUIDELINES FOR DISCIPLINARY OFFENSES AND PENALTIES

1. Disciplinary Action: This is used after counseling has failed or in cases where the issue warrants immediate disciplinary action. The Dean will request a meeting with the faculty member in writing with at least one (1) day notice. Such request will include the reason for the meeting and inform the faculty member that they may be accompanied by a Union representative.

2. At this meeting the Dean will discuss the situation with the faculty member and give the faculty member the opportunity to respond. At the conclusion of this meeting, the Dean may determine whether to issue a Letter of Warning or a Letter of Reprimand if warranted.

3. The Dean shall prepare the Letter of Warning or Letter of Reprimand and serve the letter to the faculty member, where practical, in person.

4. If a Letter of Warning was issued and the problem persists, the Dean will request a meeting with the faculty member in writing with at least one day notice. Such request will include the reason for the meeting and inform the faculty member that they may be accompanied by a Union representative.

5. At this meeting the Dean will discuss the situation with the faculty member and give the faculty member the opportunity to respond. At the conclusion of this meeting, the Dean may determine whether to issue a Letter of Reprimand or may decide to move to adverse action if warranted.

6. If the Dean determines to issue a Letter or Reprimand, he/she shall prepare the Letter of Reprimand and serve the letter to the faculty member, where practical, in person.
7. If the Dean determines to move to adverse action he/she shall follow the process in E.1-11 of this Article.
8. Written disciplinary actions shall be filed in the faculty member's Official Personnel File and may be filed in a Working File. Disciplinary actions shall not remain in either the Official Personnel File or a Working File for more than one (1) year.
9. A faculty member has the right to review both his/her Official Personnel File and his/her Working File.
10. The Official Personnel File and Working Files shall be maintained in a manner that is consistent with the requirements of the Personnel Rules and Regulations for the maintenance of official personnel files.

E. ADVERSE ACTION PROCEDURE

The adverse action or due process procedure guarantees the protection of individual rights in those matters where the Dean chooses to initiate adverse action proceedings such as dismissal, demotion, or suspension against the faculty member. For the purpose of this article, the term "dismissal" shall not be interpreted to include actions taken by the College President in layoffs, or termination of probationary employee.

1. Authorized Causes for Adverse Action
   A faculty member of the College may be subject to adverse action for misconduct which affects the efficiency of service to the College or of such a nature as to bring discredit to the College or his/her employment. For guidelines on disciplinary offenses and penalties see Appendix G.

   The authorized causes for immediate adverse actions are:

   a. Fraud in securing appointment.

   b. Refusal to perform prescribed duties and responsibilities.

   c. Willful disobedience to constituted authorities, or deliberate refusal to carry out any proper order from the Dean having responsibility for the work of the employee; insubordination.

   d. Reporting for duty or being on duty under the influence (impaired) of intoxicants, unauthorized possession of or attempting to bring intoxicants on government premises.

   e. Reporting for duty or being on duty under the influence of a non-prescribed narcotic or illicit drug, or use of same on government property or on duty, or attempting to bring same on government property.

   f. Conviction of a felony or a misdemeanor involving moral turpitude.

   g. Gross misuse of government property; actual or attempted theft of government property or the property of others.

   h. Acts prohibited by law relating to strike against the government.

   i. Gross misconduct, either on or off duty, which is of such a nature that it causes discredit to the College or his/her employment.

   j. Or other substantiated misconduct listed in Appendix G that list the maximum penalty as dismissal for first offense.

   The authorized causes for adverse actions after the counseling and/or disciplinary process are:

   k. Repeated failure to perform prescribed duties and responsibilities.

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l. Unauthorized absence.

m. Discourteous treatment to the public; disrespectful conduct; use of insulting, abusive, or obscene language to or about other personnel.

n. Political activity prohibited by law.

o. Repeated misuse of government property.

p. Refusal to take and subscribe to any oath or affirmation which is required by law in connection with employment at the Guam Community College.

q. Substantiated misconduct, either on or off duty, which is of such a nature that it causes discredit to the College or his/her employment.

r. Other substantiated misconduct or behavior which impairs efficiency of service to the College.

s. Or other substantiated misconduct listed in Appendix G that does not list the maximum penalty as dismissal for first offense.

2. Notice of Proposed Adverse Action
    The Dean may initiate proposed adverse action to be taken against the faculty member, provided that the faculty member receives written notice either directly by hand or by certified mail with return receipt requested. The Notice of Proposed Adverse Action shall include:

    a. The specific charges preferred against the faculty member;

    b. A description of the proposed adverse action;

    c. The documentation forming the basis of the proposed action; and

    d. A statement of all previous steps taken by the College to resolve the problem.

    e. Notice of the right to respond.

    A faculty member must be given the final notice and statement of the charges prescribed in E.5 of this Article, signed by the College President, no later than sixty (60) days after management knew or should have known the facts or events which form the alleged basis or cause of action.

3. Right to Respond
    After receiving the Notice of Proposed Adverse Action from the Dean, the faculty member is entitled to respond to the charges upon which adverse action is proposed by the Dean. The faculty member against whom adverse action is proposed shall be allowed ten (10) days after receipt of the notice to answer the charges, in writing, and to submit affidavits and/or documents in support thereof. In answering, the faculty member may request a conference with the Dean within the same ten (10) days at which time the Dean shall make himself/herself available.

    The Dean shall review the written answer and supporting documents submitted by the faculty member, and shall notify the faculty member in writing of his/her decision within ten (10) days after receipt of the faculty member's response to the proposed adverse action as to whether he/she will drop the charges in light of the faculty member's response or whether he/she will continue with the adverse action in spite of the faculty member's answer.

    If the faculty member fails to answer the charges during the specified time limit, the faculty member's failure shall be construed as an answer and the Dean may proceed with the action upon expiration of the notice period.

4. Institutional Authority for Adverse Action

The final authority for dismissal, demotion, or suspension of a faculty member rests with the College President. Any adverse action initiated by the Dean is considered a recommendation only.

Any recommended adverse action originating from a Dean must be signed by the Vice President for Academic Affairs and forwarded to the College President for his/her decision, including all documents submitted by the faculty member relating to the case. At his/her discretion, the College President may conduct an inquiry or investigation into the charges and proposed adverse action, including calling a meeting with the faculty member concerned. The College President may decide to uphold, modify, or drop the charges and the proposed adverse action.

5. Final Notice of Adverse Action

A faculty member who is dismissed, demoted, or suspended shall be given written notice of the action by the College President within ten (10) calendar days of the Dean's recommendation that adverse action be taken against the faculty member. The notice shall be dated; state the specific facts found upon which such action is based; inform the faculty member of his/her right to appeal; and inform him/her of the time limit within which an appeal may be submitted as provided in E.6 of this Article.

Copies thereof shall be filed with the Board and Union not later than one (1) duty day following the effective date of the action. In no event may a faculty member be given the notice and statement of the charges required by this Section E.5 after the sixtieth (60th) calendar day after the Dean knew or should have known the facts or events which form the alleged basis for such action. Any action brought by management in violation of this provision is barred and any decision based on such action is void.

Except for extenuating circumstances, the adverse action for suspensions of more than ten (10) days shall not take effect until the appeal to the Board has been completed.

6. Right to Appeal:

The faculty member, within twenty (20) days of the effective date of the action, may appeal to the Board by filing his/her written answer to the charges against him/her. The faculty member or his/her representative shall be given the opportunity to inspect or provide any documents relevant to the action which would be admissible in evidence at the hearing, and to depose, interview or direct written interrogatories to other employees having knowledge of the acts or omissions upon which the adverse action is based.

An appeal shall be submitted in writing to the Board Chairperson.

The appeal shall include:

a. Basis for the Appeal;

b. Documentation relevant to the adverse action;

c. Other relevant and material evidence and names of witnesses.

The Board shall acknowledge the receipt of the appeal at the next regularly scheduled meeting following the filing of the appeal provided that said appeal is filed no less than seven (7) duty days before the Board's regularly scheduled meeting. The Board shall schedule and conduct a hearing within fifteen (15) duty days of that Board meeting.

A formal hearing shall be conducted in accordance with the Rules of Procedure and Evidence in Appeal Hearings adopted October 29, 1986 by the Board. Prior to the Board reaching its decision, should the occasion arise, the Board or the Union may request the hearing be chaired

by a mediator agreed upon by both the Board and the Union. Both parties agree that this request shall be honored. It is recognized that should a mediator be agreed upon the timeline for a final decision may be affected and then be reasonably adjusted.

The decision of the Board shall be final and shall be communicated to the appellant and the Union, via the Union President, within seven (7) duty days following the hearing of the Board of Trustees. The decision shall be implemented by the College President as soon as possible but in no case later than fifteen (15) duty days after the decision by the Board.

The appeal process does not have a delaying or staying effect on the adverse action except as specified in E.5 of this Article. In the case of a faculty member who is suspended or dismissed, the Board may order the faculty member reinstated to active duty pending the appeal.

7. Standards for Making Decisions on Appeal
Upon the hearing of any adverse action appeal, the burden of proof shall be upon the College to show that the action against the faculty member was correct.

8. Suspension During Notice Period
As a rule, a faculty member against whom adverse action is proposed is retained in active duty status during the notice period. However, the faculty member may be immediately suspended by the College President during the notice period under the conditions listed below:

   a. The continued presence of the faculty member may interfere with the efficient operation of the College, or the health or safety of the faculty member or other employees.

   b. Suspension is necessary to preclude the possibility of deliberate damage to equipment, property or important documents.

   c. Other circumstances, including the faculty member's own misconduct or behavior, which create an impediment to the College's ability to comply with the requirement to retain the faculty member on active duty status during the notice period.

   d. Suspension under this section is a separate adverse action and it is appealable to the Board within twenty (20) days of the effective date of the immediate suspension. If the Board sustains the College President's action in suspending the faculty member during the notice period, the number of days of suspension under this section shall be considered part of the final disciplinary penalty and in no case shall the final days of suspension be more than thirty (30) duty days.

9. Leave Pending Investigation
The College President may authorize administrative leave of absence with pay to a faculty member who is the subject of an investigation of criminal act allegation and where the continued presence of said faculty member on the job will hamper the effectiveness of the investigation. The administrative leave granted under this Section E.9 may not exceed twenty (20) duty days. The College President may terminate the administrative leave by giving the faculty member twenty-four (24) hours written notice.

10. Faculty Member's Status During Incarceration
    a. A faculty member who is incarcerated pending disposition of a case by the court may be granted personal leave with pay or leave without pay or a combination thereof. See also Article XII Leave.

    b. Nothing in this rule shall preclude the College President from taking adverse action against the faculty member pending the faculty member's case in the court, during the imprisonment of the faculty member, or upon dismissal of the case by the court, if the faculty member's action or omission violates the College's policies, rules or regulations. The sixty (60) day time

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c. limit in which to notify the faculty member of the charges brought against him/her is also applicable in this situation.

d. A faculty member who is sentenced to imprisonment by the court for a felony crime committed by the faculty member, regardless of whether the crime is against the College or not, may be dismissed from his/her employment in the College.

11. Attorney Fees
a. A faculty member whose appeal is upheld by the Board shall have fifty (50%) of all attorney fees both personal and incurred compensated for by the College.

F. GENERAL INFORMATION

1. The lists embedded in this Article and Appendix G are not intended to cover every possible type of offense. Penalties for offenses not listed will be prescribed by the College President.

2. Many items listed on this schedule combine several offenses in one statement, connected by the word "OR." Usage of the word "OR" in a charge makes it non-specific. Use only the items which describe the faculty member's actual conduct and leave out parts which do not apply.

3. Penalties for disciplinary offenses will, in general, range from the minimum penalty to the maximum indicated. In unusual circumstances, depending on the gravity of the offense, the past record, and the position of the faculty member, a penalty outside the general range may be imposed. If such a penalty is being considered, the faculty member shall be informed at the time of the notice of proposed adverse action.

4. Suspension penalties apply to duty days and holidays.

5. In as much as a reprimand is not an adverse action under this Agreement, a Dean need not apply the Adverse Action Procedures. The penalty of reprimand is included in Appendix G to provide certain flexibility for management discretion to institute progressive disciplinary action against a faculty member.

6. Reprimands shall not remain in a faculty member's Official Personnel File for more than one (1) year.

7. The Grievance Procedure is available to any faculty member who wishes to challenge a disciplinary action against him/her. However, the challenge does not have a delaying or staying effect on the disciplinary action.

8. A faculty member has the right to review both his/her Official Personnel Files and his/her Working File.

9. Deans shall not correct or criticize a faculty member in the presence of students or other supervisors unless such others are present at the request of the faculty member.

10. Any and all communications under this Article shall be considered personal in nature and all official documents pertaining to or copies of shall be deemed as confidential.

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ARTICLE XV - FINANCIAL EXIGENCY / REDUCTION IN FORCE

A. INTENT

The Board recognizes that it is in the best interest of the College to promote stable employment for faculty at the college. The Board also recognizes that the existence of a financial exigency or a need for reduction in force is a serious circumstance. The Board agrees that a reduction in force shall be taken only as the final step of a planned process.

If the College President, with the concurrence of the Board, determines that circumstances exist which could ultimately require laying off faculty, the College President shall initially convene a Financial Exigency Committee or the Faculty Reduction in Force Committee in the case of other circumstances as defined below (Article XV. B.4). The College President is responsible for administering the financial exigency or reduction in force procedures.

B. DEFINITIONS

These definitions shall apply only to Article XV:

1. Demotion – a voluntary change in position to a position with a lower salary.

2. Financial Exigency – a reduction in College expenditures due to a reduction in the College budget that is beyond the control of the College.

3. Layoff – the involuntary termination of employment as a result of reorganization, lack of work, or lack of funds.

4. Other circumstances – instances involving program deletions or cutbacks due to prolonged diminished enrollment or prolonged inability to hire sufficient faculty members in a program, program deletions or cutbacks as a result of well documented changing island needs, and/or the reorganization of degree or curricular offerings or requirements resulting from a change in the mission, academic requirements of the College, or technological changes. Instances such as these involve changes occurring over the course of more than one academic year.

5. Reduction In Force – the laying off of faculty.

6. Reduction in Salary – a reduction in salary without a change in position.

7. Transfer – the lateral movement of a faculty member within the College without any change in position title or salary.

8. Inter-agency transfer – the movement to a different department or agency in the Government of Guam.

C. PLANNING FOR FINANCIAL EXIGENCY

FINANCIAL EXIGENCY COMMITTEE

The purpose of this Committee will be to determine whether or not a true financial exigency exists. It will also be tasked with finding and recommending solutions to the perceived exigency which may include a recommendation for a College-wide Reduction in Force. Any finding or recommendation identified by the Financial Exigency Committee that includes any provision of Article XV. D. shall not be implemented without the convening of the Reduction in Force Committee with the exception of the following, and using the Alternative Assignment form (Appendix B.3):

1. Reprogramming of College-wide budget, or
2. Shared load between departments and/or programs, or
3. Reassignment to another department and/or program, or

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4. Supplement assigned duties with alternative duties, or

5. Transfer within the College: A faculty member may elect to temporarily transfer to another comparable vacant position in the College, where qualified.

The Financial Exigency Committee shall include the following: the Vice President for Academic Affairs, the Business and Finance Vice President, the Human Resources Administrator and Deans, an equal number of faculty members appointed by and including the Faculty Union President, and an equal number of members of the Guam Community College Support Staff Union. The Vice President for Academic Affairs and the Faculty Union President will serve on this Committee as Co-Chairpersons.

Any other committee or body formed to carry out these duties and/or similar functions may be construed to be an attempt to bypass this procedure. However through an assessment process, should it be determined that a program needs to be deleted and/or reduced, the same process used in the Article XV.D.4 and/or E (RIF procedure) shall be used in determining the disposition of the faculty within that program. This process does not require the convening of the Financial Exigency Committee.

D. PLANNING FOR A REDUCTION IN FORCE
FACULTY REDUCTION IN FORCE COMMITTEE
If the Financial Exigency Committee recommends that a reduction in force is necessary the College President with the concurrence of the Board may convene a Reduction in Force Committee.

When the College President convenes the Faculty Reduction in Force Committee, the College President shall suspend hiring for all faculty positions in order to ensure that all available alternatives are exhausted. The College President shall ensure that the Committee has the resources necessary to function efficiently and effectively.

The Committee shall include the following persons: the Vice President for Academic Affairs; Deans; the Human Resources Administrator, an equal number of faculty members, appointed by the Union President, to represent the following constituents: non-instructional faculty, post-secondary instructional faculty, and faculty assigned to the secondary programs. By mutual agreement, additional faculty and administrators may be added to the committee, but under all circumstances membership will be equal between administration and faculty.

The Committee shall meet within five (5) duty days of being convened by the College President. The Committee shall be dedicated to achieving consensus when conducting the business of the Committee. The Committee shall review all available alternatives to reduction of faculty, and then, if no alternative exists, the Committee will formulate a Faculty Reduction in Force Plan (Plan) and convey its recommendation(s) to the College President within forty-five (45) calendar days of its being convened. The Committee shall ensure that:

1. The Vice President for Academic Affairs and the Faculty Union President shall serve as Co-Chairpersons and that minutes are kept and made available for review by faculty and administrators.

2. The Plan is based on an appropriate analysis of relevant information, including, but not limited to: program needs, enrollment patterns and projections, efficiency of the program, program staffing requirements, current level of support and future program plans, assessment, and college planning documents.

3. The Plan examines the programmatic needs of the College and that faculty staffing essential to each program has been determined.
4. The Plan does not require lay off of faculty until the alternatives listed below have been considered, and if deemed feasible, attempted:

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a. Shared load between departments and/or programs, or

b. Reassignment to another department and/or program, or

c. Supplement assigned duties with alternative duties, or

d. Demotion: A faculty member may elect to accept a demotion to a position with a lower salary provided funds are available, or

e. Reduction in Salary: A faculty member may elect to accept a reduction in salary, or

f. Transfer within the College: A faculty member may elect to transfer to another comparable vacant position in the College, or

g. Inter-agency Transfer: A faculty member may elect to seek a position outside of the College within the Government of Guam. In this case, such a transfer shall be considered a layoff for the purpose of reinstatement at the College, or

h. Early retirement: A faculty member may elect to retire from the College, or

i. Involuntary transfers, demotions, or reduction in salary: The College may use involuntary transfers, demotions, or reduction in salary to ensure stable employment for the faculty, or

j. In the event of College-wide financial exigency, the reduction of support staff, administrators and administrative functions will also be reviewed and reductions made accordingly, or

k. Reprogramming of College-wide budget.

5. The Plan identifies the program(s) from which faculty will be laid off.

6. The Plan is reviewed by the Faculty Senate and the College Governing Council and their written comments and/or recommendations are appended to the Plan.

E. IMPLEMENTATION OF THE FACULTY REDUCTION IN FORCE PLAN

The Committee presents the Plan to the College President. If the College President does not concur with the Plan, then the Plan is returned to the Committee for revision. If the College President concurs with the Faculty Reduction in Force Plan, then the Human Resources Administrator will implement the Plan as follows:

1. A copy of the Plan shall be delivered to each faculty member and to the Local via the Union President.

2. The Human Resources Administrator shall identify the faculty to be laid off. The criteria for the identification of faculty to be laid off are, in the order of their application, as follows:

a. Employment status at the College.
    Faculty shall be laid off in the following order within each program identified in the Plan for a reduction in force:

    1st – Part-time faculty (adjunct).
    2nd – Limited-term faculty.
    3rd – Probationary faculty.
    4th – Permanent faculty.

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b. Academic rank, performance rating and length of service as a faculty member combined. If after the application of E.2.a. of this Article, no faculty have been identified to be laid off, then a combination of rank, performance rating(s) and length of service based on employment at the College as a faculty member will be used to determine the order in which faculty will be laid off. The faculty member accruing the least number of points shall be laid off first. Points are assigned as follows:

(1) Academic Rank at the College.
Points are assigned for the academic rank held in each of the last three years as follows:

Academic Rank Held	Points
Limited Term	0
Probationary	0
Assistant Instructors	2
Instructors	3
Assistant Professors	5
Associate Professors	6
Professors	7

(2) Performance Rating at the College.
Points are assigned only for each of the three (3) previous years of performance ratings as a permanent faculty member at the College as follows:

i. Beginning in AY09-10 the following will be used:

Evaluation Level Achieved	Points
Satisfactory	4
Strong	6
Stellar	8
Superb	10

ii. For Academic years prior to AY09-10 the following will be used:

(a) Four (4) points shall be allowed for each meets expectations rating.
(b) Eight (8) points shall be allowed for each exceeds expectations rating.

Special circumstances

(c) A faculty member, on pay status, who was (is) on sabbatical leave during a performance rating period, shall use the three (3) performance evaluations given prior to the sabbatical leave.
(d) A faculty member, on pay status, who was (is) serving in a detailed assignment (i.e., Adjunct Associate Dean)
during a performance rating period shall use the three performance evaluations given prior to the detailed assignment.
(e) A faculty member who was (is) serving in a military assignment during a performance rating period shall use the three (3) performance evaluations given prior to the military assignment.
(f) A faculty member who was (is) on an approved extended absence for reasons not listed above shall receive a performance rating of satisfactory.

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iii. For Academic years: AY09-10 through AY11-12, the evaluation points will be a combination of the two (2) calculations. (E.2.b.(2).i and E.2.b.(2).ii) of this Article.

(a) Length of service at the College.
Two (2) points shall be allowed for each complete semester of service to the College as a full-time faculty member.

(b) Should a tie score occur, the faculty member with the earliest date of employment shall be retained. The date of employment for faculty whose employment at the College is discontinuous is their most recent date of employment.

A copy of the list of faculty to be laid off shall be made available at the Human Resources Office upon request.

The Human Resources Administrator is responsible for explaining the layoff procedure to the faculty.

3. Faculty who are to be laid off shall be offered a demotion, reduction in salary, or transfer in lieu of layoff, provided any one of these is feasible.

4. The College President shall give written notice to faculty who are to be laid off. The content of the notice shall include the following:

a. The specific layoff action to be taken.

b. The effective date of the action.

(1) For layoff due to financial exigency:

Faculty who are to be laid off will be given written notice of layoffs at least sixty (60) calendar days prior to the effective date of their layoff. Upon receiving notice of layoff, the faculty member shall make proper arrangements to transfer assigned duties.

(2) For layoff due to other circumstances:

Faculty who are to be laid off will be given written notice of layoff one semester (i.e., Fall or Spring semester) prior to the effective date of their layoff. Upon receiving notice of layoff, the faculty member shall make proper arrangements to transfer assigned duties.

c. The faculty member's retention standing.
d. The faculty member's right to appeal to the Board.

5. A faculty member who is to be laid off shall be retained on pay status with full employee benefits until the effective date of the layoff.

6. The Human Resources Administrator shall maintain a complete set of records pertaining to the layoff of a faculty member, including, but not limited to: the pertinent Faculty Reduction in Force Plan and a record of the application of the process detailed in Article XV.E.2. of this Article.

7. Hiring may continue for non-affected programs upon completion of the Plan.

F. REINSTATEMENT
The Human Resources Administrator shall be responsible for the management of the reinstatement process.

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Permanent and probationary faculty members (provided that they have served at least three (3) consecutive months of satisfactory service) who have been laid off shall be placed on the Reinstatement List for a period of four (4) calendar years and may be reinstated by the College. Names shall be placed on the Reinstatement List for the position held at the time of layoff in reverse order of layoff (i.e., last laid off, first reinstated). Permanent faculty who are reinstated shall be reinstated as permanent faculty. Probationary faculty who are reinstated shall be given full credit for the probationary period already served.

Faculty who voluntarily accept either a reduction in salary or a demotion shall retain reinstatement rights to their former salary or position for a period of four (4) years.

The Reinstatement List shall be used before any promotional or employment eligibility list is used. Faculty members reinstated to the same academic rank held at the time of layoff shall be paid at the rate to which he/she is entitled had he/she remained in service, but no credit shall be given toward progressive salary step increases or for promotional purposes for time during which the faculty member was laid off.

If a faculty member is offered reinstatement, his/her name shall be removed from the Reinstatement List if the offer is accepted, rejected, or not acknowledged within five (5) duty days following receipt of the offer. All offers of reinstatement shall be sent by certified mail with in person delivery specified and a return receipt requested.

G. APPEAL OF LAYOFF

A faculty member who is given written notice of layoff may appeal such notice to the Board within twenty (20) calendar days of receipt of the notice if he/she believes that either a viable alternative exists that was not a part of the Plan or that the layoff procedure has been incorrectly applied.

The appeal must be in writing and must state specifically what other viable alternative exists or which provisions of the layoff procedure were incorrectly applied.

Appeals to the Board shall be heard according to Board Policy 415.

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SECTION B - SECONDARY

ARTICLE XVI - SECONDARY FACULTY WORKLOAD

A. TIME OF SERVICE
GENERAL STATEMENT
Faculty are professionals, and as such, they are expected to exercise appropriate discretion in the performance and scheduling of their workload. The Board and the Union recognize portions of the faculty workload, such as preparation duties, may be best performed away from the work site, i.e., at the Learning Resource Center, library, etc.; consequently, whenever their Faculty Load Schedule (Instructional) (Appendix B-1) permits, faculty are free to leave the campus.

Faculty develop workloads in collaboration with their peers in their department, their Department Chairperson, and Dean. Faculty workloads are crafted to ensure that qualified faculty are assigned to meet instructional needs and that faculty are accessible. The Board and the Union recognize the importance of maintaining the integrity of all courses offered by the College. Therefore, faculty shall meet the minimum requirements established in Appendix A, Faculty Job Specifications when assigned a workload. Faculty workloads include instructional and/or other activities described in Appendix A, Faculty Job Specifications Procedures for each faculty rank.

B. WORKLOAD/RESPONSIBILITIES
The faculty workload is comprised of work assignments scheduled by the College and work assignments scheduled by individual faculty members. Faculty work assignments include those duties and responsibilities described in the Appendix A, Faculty Job Specifications for each faculty rank. A faculty member's workload is described in detail in his/her Faculty Load Schedule (Instructional) (Appendix B-1).

Secondary Faculty
1. Work Year:

   Work Year for secondary faculty may agree with the Guam Department of Education (GDOE) school year calendar inclusive of make-up days. Certain circumstances may arise that could cause adjustments to the calendar. The school year shall be contained in the Guam Community College Academic Calendar approved by the Board and shall not exceed one hundred eighty-four (184) days.

2. The Job Specification/Evaluation Committee shall convene in the Fall of 2010 to specifically address job specifications for secondary faculty.

3. Secondary Faculty Duties:

   Secondary Non-Instructional faculty shall follow the site school hours. Secondary Non-Instructional faculty duties may be found in Appendix A, Faculty Job Specifications.
   The Secondary Instructional faculty workload includes five (5) periods of a six (6) period schedule, or three (3) periods out of four (4) periods in the case of a four-by-four block schedule. Overloads in the site school will be compensated at the faculty's hourly rate. Lead Academy teachers in a six (6) period environment shall be provided a one (1) period reduction in teaching workload.

4. There shall be no combined or joining of classes under normal circumstances. It is recognized that regularly scheduled labs and from time to time other circumstances may arise that may cause combining to be necessary.

5. The maximum enrollment permitted in a class is as follows:

   a. For secondary classes, the maximum class enrollment shall be twenty-eight (28) students per class. Class size may be reduced to twenty (20) students for space and safety reasons as per Appendix D.

b. Secondary faculty shall not be assigned additional duties by the GDOE Administration outside their agreed upon workload in their site school without proper consent from the faculty and their Dean or Associate Dean.

c. In the event that a faculty member teaches a split schedule that includes an extended break of three (3) consecutive hours or more during any given day, the College shall reimburse the faculty member for mileage equal to one (1) round-trip distance between the faculty member's work site and residence. The reimbursement will be in accordance to prevailing Government of Guam rate.

d. Should the GDOE schedule change, this Section may be modified as per provisions stated in the Preamble of this Agreement.

6. Committee (Article VII, Participatory Governance) Duties:
Secondary Faculty have three (3) options:

a. In addition to their full-time regular load, secondary faculty may serve on a committee which will be noted in the faculty member's evaluation.

b. Secondary faculty may choose to serve on a committee at their assigned GDOE work location which will be noted in the faculty member's evaluation.

c. Secondary faculty also may choose to not serve on any committee. Faculty that choose this option must show extra effort in one area or another as described in Appendix A, Faculty Job Specifications for their rank for Instructional Faculty.

C. PLANNING AND EVALUATION

1. Faculty shall implement, within the limits of the resources provided by the College, the curriculum of the College according to standards set and stated by the College in its curriculum documents. Faculty shall summarize their plans to implement curriculum in a course syllabus. A copy of the syllabus shall be provided to the Department Chair.

2. Faculty shall:

a. Evaluate student work according to curricular standards using evaluation methods described in the course syllabus;

b. Provide students with a complete, written, course syllabus, including a summary of course schedule, course content, course requirements, evaluation criteria; contact information, and emergency procedures. The syllabus shall be distributed to the students within a reasonable time.

c. Maintain approved class meeting times, duration, and location;

d. Make every effort to return graded tests within one (1) week;

e. Announce course attendance requirements, consistent with GDOE/Site School rules and regulations.

f. Provide attendance and progress reports, quarter grades, semester grades, and final grades for each secondary class. Additionally, emergency lesson plans and grade books shall be submitted to the site school as required by GDOE. A copy of the final grades shall be submitted to the Dean.

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g. Submit data requirements (e.g. student enrollment, SLOs, artifacts) to the Assessment Office or any other appropriate office, when requested.

D. BALANCING WORKLOAD-ALTERNATIVE ASSIGNMENTS

1. Balancing Workload

   a. In the event that a secondary faculty member gives a timely notice of intent to retire, (i.e. no less than one (1) semester in advance) during the academic year, the faculty member, Department Chair, Dean, and Human Resource Administrator shall have the option to plan and develop an approved alternative assignment.

   b. Assignments Procedures

      (1) Should the need arise an alternative assignment will be developed collaboratively by the faculty member, his/her Department Chairperson, and the Dean. Alternative assignments are described in writing and require the mutual written agreement of the faculty member and the appropriate Dean(s).

   C. Acceptance of an alternative assignment shall not alter the basis for a faculty member's compensation.

ARTICLE XVII - SECONDARY FACULTY WORKING CONDITIONS

A. SAFETY CONDITIONS

Employee safety is a primary concern of the College and the Union. The College shall not knowingly require a faculty member to work in unsafe conditions.

1. The College shall ensure that facilities are inspected annually and that facilities conform to nationally recognized standards (such as those promulgated by GOSHA, OSHA, ADA, and the National Safety Council) for ventilation, lighting, noise, and floor space in all facilities.

2. In the event that an unsafe or unhealthy condition exists in the assigned site school classroom, the College's Environmental Health and Safety Administrator will establish a procedure to coordinate with Guam Department of Education (GDOE) Safety Administrator to prioritize and correct any identified unsafe or unhealthy condition in a timely manner.

3. Faculty members who notice any unsafe condition(s) shall remedy, where possible, and/or report the condition(s) immediately to the site administrator, their Department Chairperson, and/or Dean, who will then notify the Environmental Health and Safety Administrator.

4. Should an emergency situation arise that is unsafe for GCC faculty members and/or students, the faculty member shall remove him/herself and students from said environment until such area is deemed safe.

5. Faculty members who sustain occupational injuries or illness shall report all incidents to the Student Support Services Administrator and/or Environmental Health and Safety Administrator within one (1) duty day of the incident. Illness or injuries involving employees shall be reported to the School Health Counselor and the Human Resources Office. (Worker's Compensation forms will be filled out at the Human Resources Office)

6. Injuries involving students shall be reported immediately to the School Health Counselor or site school nurse.

7. The College, through an established procedure, will determine whether or not it will, on a case by case basis, provide for payment of the costs of replacing or repairing property of a faculty member, such as eyeglasses, hearing aids, dentures, watches, articles of clothing necessarily worn or carried by the faculty member, or personal reference materials whenever any such property is damaged in the line of duty without fault of the faculty member.

8. The College shall take appropriate measures to secure the College worksites against burglary or vandalism.

9. Faculty shall not transport students.

B. FACILITIES

1. The College will continue to seek funding outside its current allocation to assist in the maintenance of the GDOE environment occupied by GCC faculty.

2. The College shall ensure adequate laboratory and classroom facilities to conduct specific Career and Technical Education (CTE) programs.

3. The College shall ensure classroom assignments are specific to CTE programs and that faculty are not required to teach in more than one (1) classroom. Should classroom assignments change, changes must be made by May 15 or November 15 for the following respective Fall or Spring semester. Emergency situations concerning classrooms may arise that will require

coordination between the faculty and the GCC administrator responsible for GCC secondary programs.

4. The College shall furnish each secondary school site with a functioning telephone, computer (with network access), printer, copier, and fax machine.

5. Reasonable access to GCC campus work areas shall be available to faculty members.

Normal operating hours are:
Monday – Thursday, 6:00 a.m. – 10:30 p.m.
Friday and Saturday, 6:00 a.m. – 6:00 p.m.

Faculty who require access outside of normal operating hours shall "log in" and "log out" with security personnel.

For faculty assigned to Secondary GDOE sites:

1. The College will establish a maintenance program to include MIS services to ensure that:

   a. The facilities to implement the curriculum are provided at all times. Maintenance will be provided in a manner to minimize disruption of student learning activities. Custodial services will be available upon scheduled request.

   b. Adequate air-conditioning shall be provided for facilities designed for air-conditioning. At least two (2) properly functioning electric fans per non air-conditioned classroom shall be provided.

   c. Each classroom shall have working locks on all doors. Windows shall have provisions for making them secure. Faculty shall be provided with a key for their classroom(s).

   d. Faculty shall report maintenance needs and other similar problems to their Department Chairperson. The Department Chairperson shall submit maintenance needs/requests to the Dean. If problems are not resolved in a reasonable time, the Dean shall forward to the College President a report necessitating that the need/request be addressed for resolution between the College President and the GDOE Superintendent. If the needs/requests are not resolved by GDOE within an agreed upon timeframe, the College will resolve the need/request as soon as practicable.

For faculty assigned to secondary programs on College Campus:

1. The College will establish a maintenance program to include MIS services to ensure that:

   a. The facilities to implement the curriculum are provided at all times. Maintenance will be provided in a manner to minimize disruption of student learning activities.

   b. Adequate air-conditioning shall be provided for facilities designed for air-conditioning.

   c. Faculty shall report maintenance needs and other similar problems to Student Support Services and their Department Chairperson. The Department Chairperson shall submit maintenance requests to the Maintenance Department with a copy to their Dean. If problems are not resolved in a reasonable time, the Dean shall meet and confer with the Maintenance Department in an attempt to resolve such problems.

2. Faculty Work Space
   a. The College shall ensure secondary faculty work space. The Dean will identify adequate work spaces for faculty use, with adequate and appropriate lockable storage. Each individual work space shall be properly maintained, lighted, ventilated and shall include: a chair and a desk

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with a lockable drawer, a lockable filing cabinet, adequate shelving for books, and ready access to a telephone.

b. The College shall provide where possible each counselor with a private air-conditioned office space. These spaces shall be appropriately equipped by the College and shall each have a functioning telephone, computer (with network access) with printer, and access to a copier.

C. SUPPLIES AND EQUIPMENT

1. The College will provide instructional materials and equipment necessary to carry out the effective instructional activities in accordance with approved curricula. The College will, through an established procedure, reorder, repair, or replace lost or damaged College equipment and facilities.

2. Requests for purchase of instructional materials and equipment will be processed utilizing the purchasing procedures established by the College. The Dean or Inventory & Procurement Administrator, as appropriate, shall inform Department Chairpersons of any disapproval of requests, delays in approvals, vendor/supplier rejections of purchase orders, back orders or proposed substitutions for items requested, cancellations of issued purchase orders by the College, or other matters which affect expeditious filling of requests, including textbooks.

3. Faculty, through an established procedure, shall obtain authorization to temporarily store and use personal property at a College work site and shall establish the value of such property. The College shall reimburse faculty for loss or damage by arson, burglary, or vandalism to that personal property if the College is proven negligent.

D. FACULTY ABSENCES

Faculty shall be charged sick leave, personal leave, or leave without pay for approved absences as prescribed in Article XII Leave. Faculty are required to notify their Dean of any absence for any reason.

1. For Secondary Instructional faculty:

   a. When absent for an entire duty day, faculty shall be charged eight (8) hours of leave.

   b. When absent for less than an entire duty day, leave shall be charged in increments of one (1) hour blocks.

   c. For sick leave, faculty members shall initially notify their site school and the Student Support Services Office as prescribed in Article XII.B.6; or as early as possible, of any absence. In the event of three (3) or more days of absence the Department Chairperson and Dean must be notified. Other leave applications must be recommended by the Department Chairperson and approved by the Dean or other appropriate administrator.

   d. Faculty members shall not be required to obtain their own substitutes for classes.

   e. Substitute teacher services will be provided whenever necessary for absent secondary faculty members.

   f. Faculty members shall provide meaningful lesson plans and class roster, or seating charts, for the substitute teacher's use.

2. For Secondary Non-instructional Faculty:

   a. When absent for an entire duty day, faculty shall be charged eight (8) hours of leave.

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b. When absent for less than an entire duty day, leave shall be charged in increments of one (1) hour blocks.

c. Faculty members shall notify their Department Chairperson, Dean, or his/her designee, as prescribed in Article XII.B.6, or as early as possible, of any absence.

E. FACULTY MEETINGS

1. For Site School Meetings:

   a. It is recognized the secondary faculty work in a unique environment. The faculty members are employed by the College and yet work in an environment serving a population separate and apart from post-secondary. In the secondary site school, the administration may need to meet with faculty. It is understood that GCC secondary faculty may determine the need to attend that meeting or not and whether the content of the meeting is pertinent to his/her needs.

2. For College Meetings:

   a. The College President, or Vice President for Academic Affairs, may hold a faculty meeting each semester of the academic year at which all faculty members shall be present. The date of the meeting shall be announced at least ten (10) days in advance of the meeting. Agenda items for such meeting must be submitted to the College President no later than five (5) days before the announced meeting date. The agenda shall be published and made available three (3) days prior to the meeting and shall be strictly adhered to.

   b. When other faculty meetings are scheduled (excluding Saturdays) (i.e. those convened by the administration):

      (1) Dates and times and the tentative agenda shall be announced at least five (5) days in advance.

      (2) Agenda items submitted to the Dean's office no later than three (3) days prior to the faculty meeting shall appear on the final written agenda which will be distributed by the Dean two (2) days prior to the meeting date.

3. Open discussion shall be a standing agenda item.

4. Employee-management relations shall be a standing agenda item for faculty meetings at which all faculty members may be present. The College and the Union shall jointly plan presentations of agenda items.

5. Prior notice requirement shall not interfere with the scheduled Convocation for faculty at the beginning of each academic year.

F. OTHER DUTIES

1. No faculty member shall be required to perform custodial functions except the performance of minor housekeeping functions. The College shall ensure that rooms used by faculty are kept clean and sanitary.

2. At the end of each term, faculty members will ensure that the room is in orderly fashion and all personal and student items are removed.

3. Faculty shall hold students accountable for their conduct while in the classroom, assembly, or at a GCC function and report other witnessed misconduct.

4. When secondary students' attendance is required at a site school or GCC function, faculty may be required to attend the function and supervise students.

G. GENERAL PROVISIONS

1. Classes for all students will be conducted until the scheduled end of each term.

2. There shall be no combined classes in a single, standard-sized classroom or more classes in any instructional area than it was designed to accommodate. This provision does not prevent faculty from combining classes for a single, special presentation. There shall be no combined or joining of classes under normal circumstances. It is recognized that regularly scheduled labs, and from time to time other circumstances may arise that may cause combining to be necessary.

3. The College shall establish and the faculty shall maintain an inventory control system for the responsible distribution, use, and collection of College property entrusted to them. No faculty member will be held financially responsible for loss of College property unless negligence is proven. A faculty member will not be held financially responsible for loss of College property checked out to students if they have made reasonable effort to collect them. Faculty members will promptly report lost or stolen College property to their Dean.

4. Individual faculty members shall make themselves available upon scheduled requests for parent, student, or administrative meetings at any time during their duty day. In extraordinary situations, meetings may be called during a faculty member's regular class time but only when a qualified substitute teacher is assigned.

5. Travel Between Work Locations, Split Work Days, and Mileage Reimbursement:

   a. If a faculty member is assigned duties as part of the faculty member's regular workload at different work locations during any work day, and such assignment requires the faculty member to use a privately-owned vehicle for transportation between such work locations, the College shall reimburse the faculty member for the round trip mileage thus incurred in driving between work locations during such work day according to prevailing Guam Community College Travel Policy and Procedures at the standard prevailing Government of Guam rate for such reimbursement.

   b. The College does not pay mileage costs from a faculty member's residence to and from the campus except in cases where, at the request of the College, the faculty member's work schedule includes a break of more than three (3) consecutive hours. For such exceptions, reimbursement for mileage equal to one (1) round trip distance between the faculty member's work site(s) and residence will be according to the Guam Community College Travel Policy and Procedures.

   c. If a faculty member is required to travel between two (2) or more work sites during any work day, adequate travel time will be scheduled as part of the duty time.

6. School Closure

   a. Management shall determine whether conditions warrant the cancellation of classes. If a total shutdown occurs due to emergency conditions, said day shall be considered a duty day. If instructional days are reduced due to natural disasters or inclement weather, make-up instructional days may be scheduled.

   b. Make-up instructional days may be scheduled as follows:

      (1) Lost instructional days may be made-up.

      (2) The parameters for make-up days will be determined by joint agreement between the Union President (with input from the faculty) and the College President or their designees.

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(3) Secondary faculty shall be compensated for all approved days worked in excess of one hundred eighty-four (184) work days per academic year.

c. If the Governor announces Condition of Readiness II and does not specify action(s) to be taken and if it is announced that secondary site schools will be closed:

    (1) If classes are in session, students will be dismissed. Faculty shall be dismissed upon completion of their securing duties; or

    (2) If classes are not in session (excluding vacations), faculty shall:

        ii. Notify their Dean that they have completed their securing responsibilities, or

        iii. Report to their work site and shall be dismissed upon completion of their securing duties.

d. When College management shall cancel classes due to lack of water, adequate sewage function, electricity, etc., for two (2) consecutive hours, management may require faculty members to attend scheduled activities on-campus provided that faculty are so notified within thirty (30) minutes after such cancellation(s).

7. Payment
The faculty shall be paid on a twenty-one (21) pay period preference or a twenty-six (26) pay period preference. Notification of preference must be made by the end of Spring semester to be effective for the following academic year. Preference may not be changed for one (1) year.

The College shall compensate faculty for all approved days worked in excess of the one hundred eighty-four (184) duty days specified in the Academic Year Calendar. Such payment shall be made at the end of the semester in which excess days were worked.

8. Payroll
The College shall maintain an electronic payroll deposit program.

Payroll errors shall be corrected by the College without undue delay. Payment shall be made within two (2) duty days following determination of the error.

9. Return of Materials
The faculty shall not be required, except for library inventory purposes, to turn in teaching supplies or materials prior to the last duty day of the semester.

10. Off-Island Travel
When a faculty member(s) travels off-island sponsored by the College, the traveler shall be entitled to compensation or reimbursement of the costs according to the Guam Community College Travel Policy and Procedures.

11. Outside Employment
Faculty employed outside of the College shall be in accordance with the GCC Personnel Rules and Regulations must be updated at the beginning of the academic year or as changes occur.

H. GCC/GDOE MEMORANDUM OF AGREEMENT (MOA)
The College President shall, prior to the beginning of the Fall 2010 Semester, schedule a meeting(s) with the Superintendent of GDOE to review, revise and/or amend the current MOA. The College President shall include the GCC Faculty Union President during the review and revisions of the MOA. Prior to signing the MOA, the College President shall receive a written acknowledgement from the

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GCC Faculty Union President that the MOA is not in violation of any agreed upon working conditions identified in the GCC BOT/GCC FACULTY UNION Agreement.

The GCC Faculty Union President shall be a participant in any future review, revision and/or amendment of the MOA concerning working conditions identified in the GCC BOT/GCC FACULTY UNION Agreement.

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SECTION C - POSTSECONDARY

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ARTICLE XVIII - POST-SECONDARY INSTRUCTIONAL FACULTY WORKLOAD

A. TIME OF SERVICE
GENERAL STATEMENT
Faculty are professionals, and as such, they are expected to exercise appropriate discretion in the performance and scheduling of their workload. The Board and the Union recognize portions of the faculty workload, such as preparation duties, may be best performed away from the work site, i.e., at the Learning Resource Center, library, etc.; consequently, whenever their Faculty Load Schedule (Instructional) (Appendix B-1) permits, faculty are free to leave the campus.

Faculty develop workloads in collaboration with their peers in their department, their Department Chairperson, and Dean. Faculty workloads are crafted to ensure that qualified faculty are assigned to meet instructional needs and that faculty are accessible. The Board and the Union recognize the importance of maintaining the integrity of all courses offered by the College. Therefore, faculty shall meet the minimum requirements established in the Appendix A, Faculty Job Specifications when assigned a workload. Faculty workloads include instructional and/or other activities described in Appendix A, Faculty Job Specifications for each faculty rank.

B. WORKLOAD/RESPONSIBILITIES
The faculty workload is comprised of work assignments scheduled by the College and work assignments scheduled by individual faculty members. Faculty work assignments include those duties and responsibilities described in Appendix A, Faculty Job Specifications for each faculty rank. A faculty member's workload is described in detail in his/her Faculty Load Schedule (Instructional) (Appendix B-1).

Post Secondary Instructional Faculty
1. Work Year:

   a. Duty days for the academic year, as defined by the Board approved Academic Year Calendar, will commence three (3) duty days prior to the first (1st) day of classes in each semester for purposes of student advisement and other scheduled College activities. Duty days will end three (3) duty days after the last day of Spring classes or sooner, but not before the end of scheduled classes, if all individual grades and clearances have been submitted.

   b. The calendar year is based on a twelve (12) month year. Faculty members working the calendar year accrue annual leave and observe only Government of Guam holidays. School holidays are not observed by faculty members working the calendar year.

   c. Beyond a nine (9) month assignment, but less than a twelve (12) month assignment, compensation will be prorated at a ten percent (10%) increase above base salary for each additional month or part thereof.

2. Work Week:

   a. The work week shall not exceed five (5) days, exclusive of Sunday, except by the mutual written consent of the faculty member, Department Chairperson and the Dean as per Appendix B-1.

3. Work Day:

   a. The typical instructional work day for faculty should include no more than four (4) consecutive hours per day without an appropriate break. Faculty shall work no more than six (6) instructional contact hours per day. The work day for faculty may differ from any criteria set within this Agreement with the mutual written agreement of the faculty member, Department

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Chairperson, and the Dean as per Appendix B-1. The three (3) work days which may include convocation in the Fall semester and the three (3) work days prior to the beginning of the Spring semester shall be for five (5) hours per day per faculty member. These hours may vary and a schedule of faculty shall be provided to the respective Deans by each Department Chair.

4. Workload/Responsibilities:

   a. The annual workload consists of 450 hours per academic year. The annual workload will be constituted in the following manner:

      (1) Instructional contact hours shall not exceed 450 hours per academic year; or

      (2) Instructional contact hours shall not exceed 360 hours per academic year when the annual workload includes membership in one (1) committee listed in Article VII Participatory Governance, or as an elected member of the Faculty Senate, which shall represent ninety (90) hours per academic year; or

      (3) Instructional contact hours shall not exceed 270 hours per academic year when the annual workload shall include service as a College Faculty Senate President, the Chairperson of the Committee on College Assessment, and the Chairpersons of the four (4) Standards Committees, as referred to in Article VII Participatory Governance, which shall represent 180 hours per academic year.

      (4) Each lab course will be identified in the List of Post-Secondary Labs (Appendix C) as being in either Category 1 or 2 according to the following definitions for purposes of full-time workload assignment.

         Category 1 – Instructional Labs
         Compensation: Same as lecture course.
         The equivalent of an academic course taught in a lab environment. Direct instruction fills the entire class period.

         Category 2 – Lecture/Application/Practice Labs
         Compensation: Seventy-five (75%) of lecture course compensation.
         Lecture and Practice sessions are clearly identified as separate activities.

      (5) Office hours shall be approved by the appropriate Department Chairperson and Dean and shall be at least five (5) hours, in at least one (1) hour increments, covering at least three (3) duty days per week.

      (6) Office hours must be scheduled outside of regularly scheduled course meeting times, except in those environments where faculty meet with students continuously throughout the day. Faculty members shall post their office hours and provide a copy to the appropriate Department Chairperson and Dean, and shall inform the appropriate Dean of any modification or any inability to meet posted office hours. Full-time faculty members teaching in the evening hours shall schedule some, but not all, office hours during the evening. All office hours should be held in the faculty member's office located on the GCC main campus.

      (7) For adult high school and post-secondary classes, enrollment shall be limited by course guides and facility factors. In all cases, the number of students enrolled in a class shall not exceed the number of fully equipped and adequately supplied student work stations in the classroom.

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(8) Under special circumstances courses offered at the College that could be part of a workload may include the following:

    i.   Special Projects – Courses for individual students such as special studies and individual research.

    ii.   Practicum Courses – Guided work experience supervised by a qualified faculty member or project director dealing with various applied aspects of a program of study.

    iii.   Internship – A trainee, residency, or intern program in which the student works in a specific technical or professional area under the direction of an expert in the field.

(9) The total enrollment of a faculty's classes shall equal a number that is an average of thirteen (13) students overall that shall be determined no later than the first (1st) day of classes. Department Chairs have an obligation to work with their department faculty and the appropriate Dean in response to circumstances surrounding low enrolled classes, such as the impact a class cancellation will have on small groups of students needing the course for graduation, or other circumstances that would warrant the class to continue.

(10) For Non-Traditional Instruction:

Non-traditional modes of instruction and learning are encouraged.

Alternative workload assignments are possible as agreed upon by the faculty member and his/her appropriate Dean and in concurrence with the Department Chairperson.

C. PLANNING AND EVALUATION

1. Faculty shall implement, within the limits of the resources provided by the College, the curriculum of the College according to standards set and stated by the College in its curriculum documents. Faculty shall summarize their plans to implement curriculum in a course syllabus. The length and detail of each course syllabus shall be determined jointly by the faculty member and the Department Chair.

2. Faculty shall:

    a.   Evaluate student work according to curricular standards using evaluation methods described in the course syllabus;

    b.   Provide students with a complete, written, course syllabus (including a summary of course schedule, course content, course requirements, evaluation criteria, office hours, contact information, accommodative services information, and emergency procedures) on the first day of class, unless otherwise agreed by the faculty and Department Chair, who shall inform the Dean;

    c.   Maintain approved class meeting times, duration, and location;

    d.   Make every effort to return graded tests within one (1) week;

    e.   Announce course attendance requirements, not inconsistent with College rules and regulations, at the beginning of the course;

    f.   Provide a final grade for each student in each adult and post-secondary course;

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g. Provide an intra-term progress report for an individual student when requested in a timely manner;

h. Post grades electronically to the College's student information system (Banner) in accordance with the Academic Year Calendar;

i. Maintain grade-calculation evidence for a minimum of two (2) semesters in the event the evidence is requested for an appeal process.

D. BALANCING WORKLOAD-ALTERNATIVE ASSIGNMENTS

1. Balancing Workload

   a. In the event that a faculty member agrees to accept a workload greater than that considered a full workload for a single semester because of the special needs of the College, that faculty member's instructional workload will be reduced during a subsequent semester, said semester to be mutually acceptable to the faculty member and his/her Dean, so that over a period of not to exceed the three (3) subsequent terms, including Summer session, the faculty member's average workload will be a full workload each term.

   b. In the event that:

      (1) A class taught by a faculty member is canceled on or before the first (1st) day of classes for any given semester because of insufficient enrollment, and in the event that assignment to another class is not made, or

      (2) A full load of classes that includes Committee membership cannot be achieved in any one (1) semester for an individual faculty member, then the faculty member shall:

         i. Develop, in consultation with the appropriate Dean(s) and department chairperson(s), alternative work assignments comparable to the amount of his/her workload which has been either canceled or not scheduled to be completed during that same semester, or

         ii. Have his/her workload balanced over a three-term period, including Summer session, said balancing to occur in a semester or section mutually acceptable to the faculty member and his/her Dean, provided that:

            (a) Alternative work assignments are developed in accordance with the Alternative Assignments Procedures (D.1.d of this Article) and the guidelines contained therein, and

            (b) Such alternative work assignments are subject to the approval of the appropriate Dean(s), and

            (c) That exceptions to the three-term balancing period may be made only with the mutual written agreement of the faculty member and the appropriate Dean(s), and

            (d) That the maximum workload imbalance that any faculty member may accumulate shall not exceed the equivalent of teaching ninety (90) contact hours. It is recognized that under special circumstances the contact hours may be more than ninety (90).

   c. In the event that a faculty member's employment at the College ends prior to his/her workload being balanced:

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(1) The College shall, in lieu of reduction in workload, compensate the faculty member for the completed excess workload at the adjunct rate for calculation purposes, or

(2) The faculty member shall, in lieu of completing an excess workload, compensate the College.

d. Alternative Assignments Procedures

(1) Alternative assignments are developed collaboratively by the faculty member, his/her Department Chairperson, and the Dean. Alternative assignments are described in writing and require the mutual written agreement of the faculty member and the appropriate Dean(s).

(2) A faculty member may have an atypical workload for various reasons, including, but not limited to, the following:

   i. A class taught by a faculty member is canceled and the faculty member chooses to develop an alternative work assignment in lieu of having his/her workload balanced over subsequent terms.

   ii. A full load of classes could not be achieved for a faculty member and the faculty member chooses to develop an alternative work assignment in lieu of having his/her workload balanced over subsequent terms.

   iii. A faculty member agrees to accept duties and responsibilities outside the scope of his/her regularly assigned duties and responsibilities.

(3) Acceptance of an alternative assignment shall not alter the basis for a faculty member's compensation.

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ARTICLE XIX - POST-SECONDARY INSTRUCTIONAL FACULTY WORKING CONDITIONS

A. SAFETY CONDITIONS

1. Employee safety is a primary concern of the College and the Union.

2. The College shall not knowingly require a faculty member to work in unsafe conditions.

3. The College shall ensure that facilities are inspected annually and that facilities conform to nationally recognized standards (such as those promulgated by GOSHA, OSHA, ADA, and the National Safety Council) for ventilation, lighting, noise and floor space in all facilities.

4. Faculty members who notice any unsafe condition(s) shall remedy, where possible, and/or report the condition(s) immediately to their Department Chairperson, Dean and the Environmental Health and Safety Administrator.

5. Faculty members shall report all incidents involving injuries which occur on all College worksites to the Student Support Administrator and Environmental Health and Safety Administrator within one (1) duty day of the incident. Injuries involving students shall be reported immediately to the School Health Counselor. Injuries involving employees shall be reported to the School Health Counselor and the Human Resources Office. (Worker's Compensation forms will be filled out at the Human Resources Office.)

6. The College, through an established procedure, will determine whether or not it will, on a case by case basis, provide for payment of the costs of replacing or repairing property of a faculty member, such as eyeglasses, hearing aids, dentures, watches, articles of clothing necessarily worn or carried by the faculty member, or personal reference materials whenever any such property is damaged in the line of duty without fault of the faculty member.

7. The College shall take appropriate measures to secure the College worksites against burglary or vandalism.

8. Adequate emergency lighting and site lighting will be provided and maintained on the campus for the safety and well being of the College community and its guests.

9. Faculty are highly discouraged from transporting students and shall report such activities to their Dean and/or Student Support Services.

B. FACILITIES

1. In all College facilities there shall be at least one (1) faculty lounge with comfortable furniture, work tables with chairs, and a functioning refrigerator furnished by the College. The faculty lounges may be equipped with vending machines if the faculty so request.

2. Faculty work rooms or work areas shall be provided at the College. Workrooms or work areas shall have a functioning telephone and copier furnished by the College.

3. Reasonable access to faculty offices and work areas shall be available to faculty members.

<div align="center">

Normal operating hours are:
Monday – Thursday, 6:00 a.m. – 10:30 p.m.
Friday and Saturday, 6:00 a.m. – 6:00 p.m.

</div>

Faculty who require access outside of normal operating hours shall "log in" and "log out" with security personnel.

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4. The College will establish a maintenance program to ensure that:

   a. The facilities to implement the curriculum are provided at all times. Maintenance will be provided in a manner to minimize disruption of student learning activities.

   b. Adequate air-conditioning shall be provided for facilities designed for air-conditioning.

   c. Each classroom shall have working locks on all doors. Windows shall have provisions for making them secure. Faculty shall be provided with a key for their classroom(s).

   d. Faculty shall report maintenance needs and other similar problems to Student Support Services and their Department Chairperson. The Department Chairperson shall submit maintenance requests to the Maintenance Department with a copy to their Dean. If problems are not resolved in a reasonable time, the Dean shall meet and confer with the Maintenance Department in an attempt to resolve such problems.

5. Faculty Office Space
   a. The goal of the College is to provide an individual office space for all full-time faculty members. The Dean will identify adequate office spaces for faculty use, with adequate and appropriate lockable storage. Each individual office space shall be properly maintained, lighted, ventilated and shall include: a desk with a lockable drawer, two (2) suitable chairs, a lockable filing cabinet, adequate shelving for books, and a telephone. The College shall ensure that faculty office space is equipped with a computer with network access and printing capabilities. The College is committed to recognizing the recommendations of the Faculty Senate relative to working toward providing adequate privacy for student-faculty interactions.

6. Library Facilities
   a. There shall be an audio visual room suitable for accommodating at least one (1) class.

   b. An area for properly previewing audio visual materials shall be provided.

C. SUPPLIES AND EQUIPMENT

1. The College will provide instructional materials and equipment necessary to carry out the effective instructional activities in accordance with approved curricula. The College will, through an established procedure, reorder, repair, or replace lost or damaged College equipment and facilities.

2. Requests for purchase of instructional materials and equipment will be processed utilizing the purchasing procedures established by the College. The Dean or Inventory & Procurement Administrator, as appropriate, shall inform Department Chairpersons of any disapproval of requests, delays in approvals, vendor/supplier rejections of purchase orders, back orders or proposed substitutions for items requested, cancellations of issued purchase orders by the College, or other matters which affect expeditious filling of requests, including textbooks.

3. Faculty, through an established procedure, shall obtain authorization to temporarily store and use personal property at a College work site and shall establish the value of such property. The College shall reimburse faculty for loss or damage by arson, burglary, or vandalism to that personal property if the College is proven negligent.

D. FACULTY ABSENCES

Faculty shall be charged sick leave, personal leave, or leave without pay for approved absences as prescribed in Article XII Leave. Faculty are required to notify their supervisor of any absence for any reason.

1. Post Secondary and Adult Education Programs
   a. Faculty will develop a plan to ensure the attainment of the Student Learning Outcomes for missed classes through an alternative class process as approved by the Dean and communicated to the Department Chairperson.

   b. When absent on leave for an entire duty day faculty shall be charged eight (8) hours of leave.

   c. When absent on leave for less than an entire duty day faculty shall be charged leave in increments of four (4) hour blocks.

   d. Faculty members shall notify their Department Chairperson, Dean, or his/her designee, as prescribed in Article XII.B.6; or as early as possible, of any absence.

   e. Faculty members may but shall not be required to substitute for an absent faculty member.

   f. Faculty members shall provide meaningful lesson plans and class roster for the courses that are covered by an approved alternate instructor.

   g. Beyond three (3) class periods missed per course, approved alternate instructors will be provided whenever necessary for absent post-secondary faculty members.

E. FACULTY MEETINGS
1. The College President, or Vice President for Academic Affairs, may hold a faculty meeting each semester of the academic year at which all faculty members shall be present. The date of the meeting shall be announced at least ten (10) days in advance of the meeting. Agenda items for such meeting must be submitted to the College President no later than five (5) days before the announced meeting date. The agenda shall be published and made available three (3) days prior to the meeting and shall be strictly adhered to.

2. When other faculty meetings are scheduled (excluding Saturdays) (i.e. those convened by the administration):

   a. Dates and times and the tentative agenda shall be announced at least five (5) days in advance.

   b. Agenda items submitted to the Dean's office no later than three (3) days prior to the faculty meeting shall appear on the final written agenda which will be distributed by the Dean two (2) days prior to the meeting date.

3. Open discussion shall be a standing agenda item.

4. Employee-management relations shall be a standing agenda item for faculty meetings at which all faculty members may be present. The College and the Union shall jointly plan presentations of agenda items.

5. Prior notice requirement shall not interfere with the scheduled Convocation for faculty at the beginning of each academic year.

F. OTHER DUTIES
1. No faculty member shall be required to perform custodial functions except the performance of minor housekeeping functions. The College shall ensure that rooms used by faculty are kept clean and sanitary.

2. At the end of each semester, faculty members will ensure that the room is in orderly fashion and all   personal   and   student   items   are   removed.

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3. Faculty shall hold students accountable for their conduct on College premises or at College functions.

G. GENERAL PROVISIONS
1. Classes for all students will be conducted until the scheduled end of each semester.

2. The College shall establish and the faculty shall maintain an inventory control system for the responsible distribution, use, and collection of College property entrusted to them. No faculty member will be held financially responsible for loss of College property unless negligence is proven. A faculty member will not be held financially responsible for loss of College property checked out to students if they have made reasonable effort to collect them. Faculty members will promptly report lost or stolen College property to their Dean.

3. Individual faculty members shall make themselves available upon request for student, department or administrative meetings during their duty day.

4. School Health Professionals
   a. The College shall strive to ensure the availability of the School Health Counselor during the academic year.

5. Travel Between Work Locations, Split Work Days, and Mileage Reimbursement
   a. If a faculty member is assigned duties as part of the faculty member's regular workload at different work locations during any work day, and such assignment requires the faculty member to use a privately-owned vehicle for transportation between such work locations, the College shall reimburse the faculty member for the round trip mileage thus incurred in driving between work locations during such work day according to prevailing Guam Community College Travel Policy and Procedures at the standard prevailing Government of Guam rate for such reimbursement.

   b. The College does not pay mileage costs from a faculty member's residence to and from the campus except in cases where, at the request of the College, the faculty member's work schedule includes a break of more than three (3) consecutive hours. For such exceptions, reimbursement for mileage equal to one (1) round trip distance between the faculty member's work site(s) and residence will be according to the Guam Community College Travel Policy and Procedures.

   c. If a faculty member is required to travel between two (2) or more work sites during any work day, adequate travel time will be scheduled as part of the duty time.

6. School Closure
   a. Management shall determine whether conditions warrant the cancellation of classes. If a total shutdown occurs due to emergency conditions, said day shall be considered a duty day. If instructional days are reduced due to natural disasters or inclement weather make-up instructional days may be scheduled.

   b. Make-up instructional day may be scheduled as follows:

      (1) No school holiday may be used as a make-up day without five (5) days prior notification to the faculty and the Union.

      (2) Lost instructional days shall be made-up during the term in which the days were lost.

      (3) The parameters for make-up days will be determined by joint agreement between the Union President and the College President or their designees.

b. If the Governor announces Condition of Readiness II and does not specify action(s) to be taken and if the College President elects to close the campus:

    (1) If classes are in session, students will be dismissed. Faculty shall be dismissed upon completion of their securing duties; or

    (2) If classes are not in session (excluding vacations), faculty shall:

        i. Notify their Dean that they have completed their securing responsibilities, or

        ii. Report to their work site and shall be dismissed upon completion of their securing duties.

c. When College management shall cancel classes due to lack of water, adequate sewage function, electricity, etc., for two (2) consecutive hours, management may require faculty members to attend scheduled activities on-campus provided that faculty are so notified within thirty (30) minutes after such cancellation(s).

7. Payment
The faculty shall be paid on a twenty-one (21) pay period preference or a twenty-six (26) pay period preference. Notification of preference must be made by the end of Spring semester to be effective for the following academic year. Preference may not be changed for one (1) year.

8. Payroll
The College shall maintain an electronic payroll deposit program.

Payroll errors shall be corrected by the College without undue delay. Payment shall be made within two (2) duty days following determination of the error.

9. Return of Materials
The faculty shall not be required, except for library inventory purposes, to turn in teaching supplies or materials prior to the last duty day of the semester.

10. Off-Island Travel
When a faculty member(s) travels off-island sponsored by the College, the traveler shall be entitled to compensation or reimbursement of the costs according to the Guam Community College Travel Policy and Procedures.

11. Outside Employment
Faculty employed outside of the College shall be in accordance with the GCC Personnel Rules and Regulations must be updated at the beginning of the academic year or as changes occur.

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SECTION D – POSTSECONDARY NON-INSTRUCTIONAL

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ARTICLE XX - POST-SECONDARY NON-INSTRUCTIONAL FACULTY WORKLOAD

A. TIME OF SERVICE
GENERAL STATEMENT
Faculty are professionals, and as such, they are expected to exercise appropriate discretion in the performance and scheduling of their workload

Faculty develop workloads in collaboration with their peers in their department, their Department Chairperson, and Dean. Faculty workloads are crafted to ensure that qualified faculty are assigned to meet instructional needs and that faculty are accessible.

Specific assignments (including office coverage and office hours) will be discussed and agreed upon between the individual faculty and his/her respective Department Chairperson and Dean or Associate Dean and will be identified in the Non-instructional Faculty Plan (Appendix A-3).

B. WORKLOAD/RESPONSIBILITIES
The faculty workload is described in detail in his/her Faculty Load Schedule (Appendix B-2). The faculty workload is comprised of work assignments scheduled by the College and work assignments scheduled by individual faculty members. Faculty work assignments include those duties and responsibilities described in Appendix A, Faculty Job Specifications for each faculty rank.

Therefore, faculty shall meet the minimum requirements established in the Appendix A, Faculty Job Specifications when assigned a workload. Faculty workloads include activities described in Appendix A, Faculty Job Specifications for each faculty rank.

Post Secondary Instructional Faculty
1. Work Year:
   a. The academic year for non-instructional faculty is defined as the consecutive Fall and Spring semesters as specified in the Academic Year Calendar. It is recognized that full-time nine (9), ten (10) and eleven (11) month non-instructional faculty members normally work thirty-five (35) hours per week in carrying out their professional responsibilities. In April of every year, faculty that are on a ten (10) or eleven (11) month schedule will review with their Dean the need to continue, discontinue, or revise their schedule.

   b. Each department or program is responsible for ensuring that the services necessary to meet the mission of the College are provided, with priority given to those services necessary to fulfill the educational needs of students and instructional needs of faculty. Additionally, each department or program shall be responsible for ensuring that the College's established hours of operation are adequately covered. This shall be reflected in each faculty member's Faculty Load Schedule (Appendix B-2).

   c. For faculty working a twelve (12) month schedule, the beginning of the twelve (12) month schedule shall begin on the day that faculty report for the academic year as defined in the Academic Calendar. The faculty working a twelve (12) month schedule shall work forty (40) hours per week, accrue annual leave, and observe only Government of Guam holidays. School holidays are not observed by faculty working a twelve (12) month schedule per Board Policy-435.

   d. Beyond a nine (9) month assignment, but less than a twelve (12) month assignment, compensation will be prorated at a ten percent (10%) increase above base salary for each additional month or part thereof.

2. Committee (Article VII, Participatory Governance) Duties:

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a. Committee responsibilities will be recognized as activities beyond the regular professional responsibilities and as such will be noted in the faculty member's evaluation.

C. BALANCING WORKLOAD-ALTERNATIVE ASSIGNMENTS

1. Balancing Workload

   a. In the event that a faculty member agrees to accept a workload greater than the considered a full workload for a single semester because of the special needs of the College, that faculty member's workload will be reduced during a subsequent semester, said semester to be mutually acceptable to the faculty member and his/her Dean, so that over a period of not to exceed the three (3) subsequent terms, including Summer session, the faculty member's average workload will be a full workload each term.

   b. Assignments Procedures

      (1) Alternative assignments are developed collaboratively by the faculty member, his/her Department Chairperson, and the Dean. Alternative assignments are described in writing and require the mutual written agreement of the faculty member and the appropriate Dean(s).

      (2) A faculty member may have an atypical workload for various reasons, including, but not limited to, the following:

          i. A faculty member agrees to accept duties and responsibilities outside the scope of his/her regularly assigned duties and responsibilities.

          ii. Acceptance of an alternative assignment shall not alter the basis for a faculty member's compensation.

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ARTICLE XXI - POST-SECONDARY NON-INSTRUCTIONAL FACULTY WORKING CONDITIONS

A. SAFETY CONDITIONS

1. Employee safety is a primary concern of the College and the Union.

2. The College shall not knowingly require a faculty member to work in unsafe conditions.

3. The College shall ensure that facilities are inspected annually and that facilities conform to nationally recognized standards (such as those promulgated by GOSHA, OSHA, ADA, and the National Safety Council) for ventilation, lighting, noise and floor space in all facilities.

4. Faculty members who notice any unsafe condition(s) shall remedy, where possible, and/or report the condition(s) immediately to their Department Chairperson, Dean and the Environmental Health and Safety Administrator.

5. Faculty members shall report all incidents involving injuries which occur on all College worksites to the Student Support Administrator and Environmental Health and Safety Administrator within one (1) duty day of the incident. Injuries involving students shall be reported immediately to the School Health Counselor. Injuries involving employees shall be reported to the School Health Counselor and the Human Resources Office. (Worker's Compensation forms will be filled out at the Human Resources Office.)

6. The College, through an established procedure, will determine whether or not it will, on a case by case basis, provide for payment of the costs of replacing or repairing property of a faculty member, such as eyeglasses, hearing aids, dentures, watches, articles of clothing necessarily worn or carried by the faculty member, or personal reference materials whenever any such property is damaged in the line of duty without fault of the faculty member.

7. The College shall take appropriate measures to secure the College worksites against burglary or vandalism.

8. Adequate emergency lighting and site lighting will be provided and maintained on the campus for the safety and well being of the College community and its guests.

9. Faculty are highly discouraged from transporting students and shall report such activities to their Dean and/or Student Support Services.

B. FACILITIES

1. In all College facilities there shall be at least one (1) faculty lounge with comfortable furniture, work tables with chairs and a functioning refrigerator furnished by the College. The faculty lounges may be equipped with vending machines if the faculty so request.

2. Reasonable access to faculty offices and work areas shall be available to faculty members.

Normal operating hours are:
Monday – Thursday, 6:00 a.m. – 10:30 p.m.
Friday and Saturday, 6:00 a.m. – 6:00 p.m.

Faculty who require access outside of normal operating hours shall "log in" and "log out" with security personnel.

3. The College will establish a maintenance program to ensure that:

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a. The facilities to implement the curriculum are provided at all times. Maintenance will be provided in a manner to minimize disruption of student learning activities.

b. Adequate air-conditioning shall be provided for facilities designed for air-conditioning.

c. Faculty shall report maintenance needs and other similar problems to Student Support Services and their Department Chairperson. The Department Chairperson shall submit maintenance requests to the Maintenance Department with a copy to their Dean. If problems are not resolved in a reasonable time, the Dean shall meet and confer with the Maintenance Department in an attempt to resolve such problems.

4. Faculty Office Space
   a. The goal of the College is to provide an individual office space for all full-time faculty members. The Dean will identify adequate office spaces for faculty use, with adequate and appropriate lockable storage. Each individual office space shall be properly maintained, lighted, ventilated, and shall include: a desk with a lockable drawer, two (2) suitable chairs, a lockable filing cabinet, adequate shelving for books, and a telephone. The College is committed to ensuring that faculty office space is equipped with a computer with network access. The College is committed to recognizing the recommendations of the Faculty Senate relative to working toward providing adequate privacy for student-faculty interactions.

   b. The College shall provide each counselor with a private air-conditioned office space. These spaces shall be appropriately equipped by the College and shall each have a functioning telephone, computer (with network access) with printer, and access to a copier.

5. Library Facilities
   a. There shall be an audio visual room suitable for accommodating at least one (1) class.

   b. An area for properly previewing audio visual materials shall be provided.

6. School Health Facilities

   a. The Student Health Center shall be provided with an office suitable for private conferences.

   b. The College shall continue to provide the Student Health Center with a functioning telephone, computer (with network access), printer, copier, and access to a fax machine. A second telephone, which shall be a direct line, shall be provided for emergency uses.

   c. The College shall continue to provide the Student Health Center with a properly functioning refrigerator, a sink with hot and cold running water, and immediate access to a toilet facility.

   d. The Student Health Center shall be provided with an emergency water supply with a minimum capacity of ten (10) gallons.

   e. The College shall continue to provide adequate floor space to allow for appropriate patient isolation.

   f. A goal of the College is to provide at least six (6) cots in the Student Health Center.

   g. The College shall provide adequate and appropriate lockable storage for health records.

C. SUPPLIES AND EQUIPMENT
1. The College will provide materials and equipment necessary to carry out the effective activities in accordance with professional responsibilities. The College will, through an established procedure, reorder, repair, or replace lost or damaged College equipment and facilities.

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2. Requests for purchase of materials and equipment will be processed utilizing the purchasing procedures established by the College. The Dean or Inventory & Procurement Administrator as appropriate shall inform Department Chairpersons of any disapproval of requests, delays in approvals, vendor/supplier rejections of purchase orders, back orders or proposed substitutions for items requested, cancellations of issued purchase orders by the College, or other matters which affect expeditious filling of requests.

3. Faculty, through an established procedure, shall obtain authorization to temporarily store and use personal property at a College work site and shall establish the value of such property. The College shall reimburse faculty for loss or damage by arson, burglary, or vandalism to that personal property if the College is proven negligent.

D. FACULTY ABSENCES
Faculty shall be charged sick leave, personal leave, or leave without pay for approved absences as prescribed in Article XII Leave. Faculty are required to notify their Dean of any absence for any reason.

1. When absent for an entire duty day, faculty shall be charged eight (8) hours of leave.

2. When absent for less than an entire duty day, leave shall be charged in increments of one (1) hour blocks.

3. Faculty members shall notify their Department Chairperson and Dean or his/her designee, as prescribed in Article XII.B.6; or as early as possible, of any absence.

E. FACULTY MEETINGS
1. The College President, or Vice President for Academic Affairs, may hold a faculty meeting each semester of the academic year at which all faculty members shall be present. The date of the meeting shall be announced at least ten (10) days in advance of the meeting. Agenda items for such meeting must be submitted to the College President no later than five (5) days before the announced meeting date. The agenda shall be published and made available three (3) days prior to the meeting and shall be strictly adhered to.

2. When other faculty meetings are scheduled (excluding Saturdays) (i.e. those convened by the administration):

    a. Dates and times and the tentative agenda shall be announced at least five (5) days in advance.

    b. Agenda items submitted to the Dean's office no later than three (3) days prior to the faculty meeting shall appear on the final written agenda which will be distributed by the Dean two (2) days prior to the meeting date.

3. Open discussion shall be a standing agenda item.

4. Employee-management relations shall be a standing agenda item for faculty meetings at which all faculty members may be present. The College and the Union shall jointly plan presentations of agenda items.

5. Prior notice requirement shall not interfere with the scheduled Convocation for faculty at the beginning of each academic year.

Initials:
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F. OTHER NON-PROFESSIONAL DUTIES

1. No faculty member shall be required to perform custodial functions except the performance of minor housekeeping functions. The College shall ensure that rooms used by faculty are kept clean and sanitary.

2. Faculty shall hold students accountable for their conduct on College premises or at College functions.

G. GENERAL PROVISIONS

1. The College shall establish and the faculty shall maintain an inventory control system for the responsible distribution, use, and collection of College property entrusted to them. No faculty member will be held financially responsible for loss of College property unless negligence is proven. A faculty member will not be held financially responsible for loss of College property checked out to students if they have made reasonable effort to collect them. Faculty members will promptly report lost or stolen College property to their Dean.

2. Individual faculty members shall make themselves available upon request for student, department or administrative meetings during their duty day.

3. School Health Professionals
   a. The College shall strive to ensure the availability of the School Health Counselor during the academic year.

4. Travel Between Work Locations, Split Work Days, and Mileage Reimbursement
   a. If a faculty member is assigned duties as part of the faculty member's regular workload at different work locations during any work day, and such assignment requires the faculty member to use a privately-owned vehicle for transportation between such work locations, the College shall reimburse the faculty member for the round trip mileage thus incurred in driving between work locations during such work day according to prevailing Guam Community
   b. College Travel Policy and Procedures at the standard prevailing Government of Guam rate for such reimbursement.

   c. The College does not pay mileage costs from a faculty member's residence to and from the campus except in cases where, at the request of the College, the faculty member's work schedule includes a break of more than three (3) consecutive hours. For such exceptions, reimbursement for mileage equal to one (1) round trip distance between the faculty member's work site(s) and residence will be according to the Guam Community College Travel Policy and Procedures.

   d. If a faculty member is required to travel between two (2) or more work sites during any work day, adequate travel time will be scheduled as part of the duty time.

5. School Closure
   a. Management shall determine whether conditions warrant the cancellation of classes. If a total shutdown occurs due to emergency conditions, said day shall be considered a duty day. If duty days are reduced due to natural disasters or inclement weather make-up duty days may be scheduled.

   Make-up duty day may be scheduled as follows:

   (1) No school holiday may be used as a make-up day without five (5) days prior notification to the faculty and the Union.
   (2) The parameters for make-up days will be determined by joint agreement between the Union President and the College President or their designees.

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b. If the Governor announces Condition of Readiness II and does not specify action(s) to be taken, and if the College President elects to close the campus:

    (1)   Faculty shall:

        i.   Notify their Dean that they have completed their securing responsibilities, or

        ii.   Report to their work site and shall be dismissed upon completion of their securing duties, or

c. When College management shall cancel classes due to lack of water, adequate sewage function, electricity, etc., for two (2) consecutive hours, management may require faculty members to attend scheduled activities on-campus provided that faculty are so notified within thirty (30) minutes after such cancellation(s).

6. Payment
The faculty shall be paid on a twenty-one (21) pay period preference or a twenty-six (26) pay period preference. Notification of preference must be made by the end of Spring semester to be effective for the following academic year. Preference may not be changed for one (1) year.

7. Payroll
The College shall maintain an electronic payroll deposit program.

Payroll errors shall be corrected by the College without undue delay. Payment shall be made within two (2) duty days following determination of the error.

8. Return of Materials
The faculty shall not be required, except for library inventory purposes, to turn in teaching supplies or materials prior to the last duty day of the semester.

9. Off-Island Travel
When a faculty member(s) travels off-island sponsored by the College, the traveler shall be entitled to compensation or reimbursement of the costs according to the Guam Community College Travel Policy and Procedures.

10. Outside Employment
Faculty employed outside of the College shall be in accordance with the GCC Personnel Rules and Regulations must be updated at the beginning of the academic year or as changes occur.

SECTION E - MISCELLANEOUS

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July 28, 2010

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ARTICLE XXII - SOLE AGREEMENT

The provisions of this Agreement constitute the full, complete and sole Agreement between The Guam Community College Faculty Union and The Board of Trustees of Guam Community College for the faculty.

This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary and mutual consent of the parties in a written and signed amendment to this Agreement. If either party to this Agreement desires to modify or amend any Article thereof, written notice will be given at least sixty (60) calendar days in advance, unless both parties agree to less notification.

This Agreement shall modify or replace, for members of the Bargaining Unit, the effect of any policies, rules, regulations, or procedures of the Board which shall be contrary to or inconsistent with any provisions of this Agreement, and shall supplement any policies, rules, regulations or procedures consistent therewith.

During the life of this Agreement if any laws or executive orders, rules and regulations or policies of the Board, or directives of the College President are enacted/promulgated that are related to any provision of this Agreement and that are beneficial to the faculty, such regulations, policies, or directives shall prevail.

The parties agree that neither the Board, nor any employee of the College, nor the Executive Council of the Local, nor any faculty member of the Union shall intentionally violate any provision of this Agreement.

The parties agree jointly to support any legislation or administrative action necessary to implement this Agreement.

Initials:
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ARTICLE XXIII - SAVINGS CLAUSE

The provisions of this Agreement are severable, and if any provision of this Agreement is determined by a court or arbitrator of competent jurisdiction or agreed by the parties to be invalid, void or unenforceable, this shall not affect the validity or enforceability of the remainder of this Agreement. The parties agree to negotiate in good faith as soon as possible for a proper amendment to this Agreement in the event any provision hereof is declared illegal, invalid, or unenforceable.

Initials:
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July 28, 2010

ARTICLE XXIV - MAINTENANCE OF OPERATIONS

It is recognized that the need for continued and uninterrupted operations of the College is of paramount importance and that there should be no interference with such operations.

Both parties recognize the duty and obligation to comply with the provisions of this Agreement.

The Union agrees that neither the Union, or any person acting in behalf of the Union, will cause, authorize, engage in, sanction, nor will any of its members take part in, at the request of the Union, a strike against the College, or the concerted failure to report for duty, or willful absence from his/her duties of employment. Nothing contained in this Agreement shall be construed to restrict or limit the Board or the Union in its right to seek and obtain such judicial relief as it may be entitled to have under law for any violation of this or any other Article, and to take such action as it deems necessary to discipline and/or discharge any employee for violation of this Article.

The Board agrees that with regard to a declared emergency and decision made therein, the Board will consult with the Union with regard to the effects upon this Agreement.

An emergency is considered an Act of God, a natural disaster, or other dire interruption of the College program (a dire interruption does not include strike by other employee organizations or students).

It may happen that a portion of this Agreement, in whole or in part, cannot be implemented or upheld as the result of the direct, immediate, and exclusive operation of the forces of nature, uncontrolled or uninfluenced by the power of humans, and without human intervention, which is of such a character that it could not have been prevented, or avoided by foresight or prudence. Such forces of nature include, but are not limited to, wars, civil insurrection, earthquakes, typhoons, and the sudden illness or death of a person. In these cases, the Agreement still applies, but timelines may be altered by the circumstances.

Initials:
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ARTICLE XXV - DURATION

The intent of Interest-Based Bargaining is to create a permanent collaborative relationship between the College's Faculty and the Administration. Therefore, the Board and the Local/Union recognize that the spirit of this Agreement calls for a serious collaborative effort to work out issues that will arise in the implementation of this Agreement.

The life of this Agreement is defined as the beginning of Fall semester 2010, or upon approval by both parties, until the beginning of Fall semester 2016. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary and mutual consent of the parties in a written and signed amendment to this Agreement. If either party to this Agreement desires to modify or amend any Article thereof, written notice will be given at least sixty (60) calendar days in advance, unless both parties agree to less notification.

This Agreement may be extended by mutual agreement. In the event that negotiations are not completed before the beginning of Fall semester 2016, this Agreement will remain in effect until a new Agreement is reached.

This Agreement may be modified or amended, as needed in accordance with Article XXII, Sole Agreement. If either party gives such notice to the other, the parties shall meet to set up rules for negotiations to modify or amend the Agreement. Signed and entered into this 3rd day of November 2010.

FOR THE BOARD

_____

R. Ray D. Somera, Ph.D.
Chief Negotiator

FOR THE UNION

_____

Barry L. Mead, CFBE, CHE
Chief Negotiator

RATIFIED FOR THE BOARD

_____

Gina Y. Ramos
Chairperson, Board of Trustees

RATIFIED FOR LOCAL 6476

_____
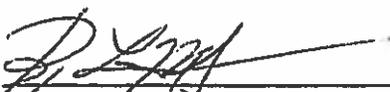
Barry L. Mead, CFBE, CHE
President, Guam Community College
Faculty Union

ACKNOWLEDGEMENTS

The parties wish to acknowledge the participation and contributions of the following people to this Agreement.

FOR MANAGEMENT:

Rene Ray D. Somera, Ph.D., Chief Negotiator
Carmen Kwek-Santos
Michelle S. Santos, Ed.D.
Reilly Ridgell
Joann Muna
Deborah Belanger (BOT)

FOR THE UNION

Barry L. Mead, CFBE, CHE, Chief Negotiator
Karen Sablan
Donna Cruz
Anthony San Nicolas
Juanita Tenorio
Carol Cruz

FACILITATOR

Carol Catanzariti

APPENDICES

Initials: RDS BLM
October 29, 2010

APPENDIX A

FACULTY JOB SPECIFICATIONS

DEFINITION OF TERMS FOR ALL FACULTY

The following definitions apply to the terms listed below as they appear in the Minimum Experience and Training Requirements for Faculty Ranks:

Agreement	Agreement Between The Guam Community College Faculty Union Local 6476 AFT/ AFL-CIO & The Board of Trustees, Guam Community College for Faculty.
High School Diploma	A traditional or adult high school diploma received from an accredited or recognized U.S. high school or equivalent recognized by the local department of education or ministry of education including but not limited to home school or foreign high school with equivalent programs of instruction and comparable standards, or a diploma received from an equivalent high school diploma testing service (e.g. General Education Development testing program or "GED", etc.).
Industry Certification/License	The College continues to recognize the importance and value of industry certification/license and is currently developing and updating processes for recognition of industry-specific certification credentials/licenses.
Journey Worker Certificate	A Certificate of Completion issued or recognized by the U.S. Department of Labor.
Associate's Degree	An Associate Degree issued by a U.S.-accredited or recognized postsecondary institution or a foreign school recognized by the country's education department or ministry with equivalent programs of instruction and comparable standards. *
Bachelor's Degree	A Bachelor's Degree issued by a U.S.-accredited or recognized postsecondary institution or a foreign school recognized by the country's education department or ministry with equivalent programs of instruction and comparable standards. *
Master's Degree	A Master's Degree issued by a U.S.-accredited or recognized postsecondary institution or a foreign school recognized by the country's education department or ministry with equivalent programs of instruction and comparable standards.*

Doctorate Degree	A Ph.D., Ed.D., J.D. or equivalent terminal degree issued by a U.S.-accredited or recognized postsecondary institution or a foreign school recognized by the country's education department or ministry with equivalent programs of instruction and comparable standards . *
Credit Hour	One unit of credit in lecture, seminar, and discussion work shall approximate one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week through a one 15-week semester.
Continuing Education Units (CEUs)	Four (4) CEUs equals one (1) semester credit. CEUs must be in the field or related area and must be recognized by the International Association for Continuing Education & Training (ref. Section 2: The Continuing Education Unit)
Employment	Refer to the Agreement's article on Faculty Classification Procedures.
Teaching Experience	Refer to the Agreement's article on Faculty Classification Procedures.
Field of Study or Related Area	Refer to the Agreement's article on Faculty Classification Procedures
Career and Technical Education (CTE) Programs	Organized educational programs which are directly related to the preparation of individuals for paid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.
CTE Methods Courses	Career and Technical Education (CTE)/Vocational Instructional Methods Courses which prepare instructors to teach skills for careers in the workplace.

*For additional information, please refer to the GCC HR SOP Determining Acceptance of Educational Diplomas, Degrees, or Certificates.

NATURE OF WORK FOR INSTRUCTIONAL FACULTY:

Faculty work is comprised of work assignments scheduled by the College and individual faculty members. Faculty work assignments will include those duties and responsibilities described in the job specifications for each instructional faculty rank. Faculty are responsible for implementing the College curriculum within the limits of the resources provided. Faculty may engage in the governance of the College through the provisions set forth in the Participatory Governance section of the Agreement.

ILLUSTRATIVE EXAMPLES OF WORK

The College makes an effort to integrate skills across the curriculum through effective instructional methods. The following examples are representative of the quality standards the College seeks to achieve, in keeping with ACCJC eligibility requirements and standards:

Student Affairs

Participates in academic advising as stipulated in the Academic Advisor Handbook.
Advises and supervises student organizations and activities.
Maintains professional relationships with students.
Participates in student registration and orientation.
Refers students to support services as necessary.
Encourages student leadership skills.
Assists students in attaining their academic, career, and personal goals.
Assists students with job placement and/or transfer to a postsecondary institution.
Participates in commencement to recognize student success and completion.

Leadership

Initiates, develops, and organizes projects which significantly contribute to the interest of the College.
Supervises work-study students.
Collaborates with administrators and staff.
Mentors other faculty.
Serves on committees.
Chairs committees.
Assists colleagues in identifying and resolving campus concerns.
Serves as department chairperson.
Develops new programs and services.
Writes program agreements and reports.

Assessment, Curriculum and Other Activities

Participates in the College's assessment process.

Uses assessment results to improve teaching and learning.

Participates in the accreditation process.

Develops and updates program and course guides.

Reviews and provides input for the catalog and other College publications.

Participates in the development or updating of the department's strategic programmatic plan.

Assists with program management (budget, inventory, work orders, supplies, special funds, and others).

Participates in College-related research.

Participates in the promotions of College programs and recruitment of students.

Coordinates with external agencies, advisory committees, apprenticeship, and Work Experience Programs.

Professional Development

Participates in faculty development days.

Attends conferences, workshops, and seminars.

Presents at conferences, workshops, and seminars.

Develops and teaches courses through continuing education.

Completes instructional methods courses or CTE methods courses.

Completes courses or acquires certificates, certifications, and degrees.

Maintains currency in the field, ie. application of research and work experience to instructional activities.

Community Service

Voluntarily be involved in community service in the faculty's area of expertise or as it relates to the institution.

Conducts workshops, seminars, outreach programs, and other events designed to meet the needs of special segments of the community.

Advises and assists agencies.

Participates in non-profit organizations, community groups, and others.

Serves on boards and commissions in the faculty's area of expertise or as it relates to the institution.

Teaching Responsibilities

Uses many different tools to assess how their students learn, as well as what the students know, and use this information to help all students advance from where they are to where they need to be.

Engages students in active learning – debating; discussing; researching; writing; evaluating; experimenting; and constructing models, papers, and products, in addition to listening to and reading information, watching demonstrations, and practicing skills.

Makes their expectations for high-quality work very clear and provides models of student work that meets those standards.

Provides constant feedback that helps students improve as they continuously revise their work toward these standards.

Designs and manages a well-functioning, respectful classroom that allows students to work productively.

Collaborates with other teachers and administrators to create a seamless curriculum and a supportive environment throughout the school.

Provides instruction utilizing various teaching methods, support media and other materials to supplement presentations.

Organizes and conducts instruction in line with the College's mission based on programmatic requirements, course guides, performance objectives, student needs, and assessment outcomes.

Participates in the assessment of instructional effectiveness.

Develops, reviews, modifies, and uses instructional materials and methods for students with learning difficulties.

Utilizes student evaluation results for instructional improvement.

Integrates course content with other disciplines.

Utilizes effective teaching/learning processes and outcomes in courses and programs.

Demonstrates currency in content knowledge in the field as reflected in course syllabi and instruction.

DUTIES AND RESPONSIBILITIES FOR INSTRUCTIONAL FACULTY RANKS

EMERGENCY INSTRUCTOR

Appointment to this position is on a limited-term basis and is valid for not more than one (1) academic year at a time to meet the emergency need of the College.

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Emergency Instructor rank are as follows:

Under close supervision by the Dean and regular consultation with the Department Chair:

1.   Conducts courses of instruction:
      Follows syllabus and lesson plans.
      Provides effective instruction.
      Ensures that classroom is neat and maintenance department is notified of problems.

2.   Supports department activities:
      Participates in department meetings.
      Maintains inventory of assigned books and equipment.
      Prepares requests for books and equipment.

3.   Is accessible for student consultation:
      Maintains office hours for postsecondary classes.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR EMERGENCY INSTRUCTOR

1.   An Associate's Degree in the field of study or related area; OR

2.   A high school diploma, plus professional certification or license (i.e. Journeyworker Certificate) from a recognized organization in the field, with a minimum of six (6) years of employment, four (4) of which must be in the field of study or related area.

3.   A high school diploma, with a minimum of ten (10) years of employment in the field of study or related area.

ASSISTANT INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
   Prepares syllabus and lesson plans.
   Follows course guide.
   Provides effective instruction.
   Teaches current information in the field.
   Ensures that classroom is neat and maintenance department is notified of problems.

2. Supports department activities:
   Participates in department meetings.
   Prepares schedules.
   Maintains inventory of assigned books and equipment.
   Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
   Prepares requests for books and equipment.
   Participates in department assessment.
   Reviews and revises curriculum.
   Participates in the promotions of College programs and recruitment of students.

3. *Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4. Assists in student advisement:
   Advises assigned students.
   Is accessible for student consultation.
   Maintains office hours for postsecondary classes.

5. Identifies and implements a professional development plan:
   Completes courses necessary for advancement.
   Participates in relevant workshops.
   Participates in relevant professional development activities.
   Participates in faculty development days.
   *Participates in the College's mentoring program.

> *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR ASSISTANT INSTRUCTOR

1. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR

2. An Associate's Degree in the field of study or related area, plus professional certification or license from a recognized organization in the field, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus four (4) years of employment in the field of study or related area.

3. A high school diploma, with six (6) credit hours in CTE methods, plus professional certification or license (i.e. Journeyworker Certificate) from a recognized organization in the field, with a minimum of six (6) years of employment in the field of study or related area; as a condition of employment, a degree must be completed within three years upon hiring; the timeline for completion of degree will be approved by the supervising Dean and the Academic Vice President. Any timeline beyond three years must be approved by the Academic Vice President.

INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1.　　Conducts courses of instruction:
　　　Prepares syllabus and lesson plans.
　　　Follows course guide.
　　　Provides effective instruction.
　　　Teaches current information in the field.
　　　Ensures that classroom is neat and maintenance department is notified of problems.
　　　Make their expectations for high-quality work very clear and provide models of student work that meets those standards.

2.　　Supports department activities:
　　　Participates in department meetings.
　　　Prepares schedules.
　　　Maintains inventory of assigned books and equipment.
　　　Prepares requests for books and equipment.
　　　Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
　　　Reviews and revises curriculum.
　　　Participates in the promotions of College programs and recruitment of students.

3.　　*Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4.　　Assists in student advisement:
　　　Advises assigned students.
　　　Is accessible for student consultation.
　　　Maintains office hours for postsecondary classes.
　　　*Advises student activities or clubs or organizations.

5.　　Identifies and implements a professional development plan:
　　　Completes courses necessary for advancement.
　　　Participates in relevant workshops.
　　　Participates in relevant professional development activities.
　　　Participates in faculty development days.
　　　*Participates in the College's mentoring program.

> *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR INSTRUCTOR

1. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods (a Master's Degree is the minimum requirement for all faculty teaching English, Mathematics, Social Science, and Science, with the exception of Adult Education courses.) OR

2. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus

    a. Eighteen (18) credit hours beyond the Bachelor's degree in the field of study or related area, professional education or any combination thereof; OR

    b. Six (6) credit hours beyond the Bachelor's degree in a related area or professional education, and three (3) years of employment in the field of study or related area; OR

    c. Six (6) years of employment in the field of study.

3   An Associate's Degree in the field of study or related area, plus a current professional certification or license from a recognized organization in the field, and twenty four (24) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area.

ASSISTANT PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
   Prepares syllabus and lesson plans.
   Follows course guide.
   Provides effective instruction.
   Teaches current information in the field.
   Ensures that classroom is neat and maintenance department is notified of problems.
   Maintains a high standard of teaching.

2. Supports department activities:
   Participates in department meetings.
   Prepares schedules.
   Maintains inventory of assigned books and equipment.
   Prepares requests for books and equipment.
   Reviews, writes or revises curriculum documents.
   Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
   Participates in the promotions of College programs and recruitment of students.
   *Serves as department chairperson.

3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4. Assists in student advisement:
   Advises assigned students.
   Is accessible for student consultation.
   Maintains office hours for postsecondary classes.
   Advises student activities or clubs or organizations.

> *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

5. Identifies and implements a professional development plan.
   Completes courses necessary for advancement.
   Participates in relevant workshops.
   Participates in relevant professional development activities
   Participates in faculty development days.
   *Serves as a mentor in the College's mentoring program.

6. *Performs community service in his/her area of expertise or as it relates to the institution.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR ASSISTANT PROFESSOR

1. A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR

2. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and four (4) years of employment in the field of study or related area, at least two (2) years of which must have been teaching at the College's Instructor level or equivalent; and must show evidence of work consistent with the Advancement in Rank Promotions Criteria in the Agreement within sixty (60) calendar days from the initial date of employment; OR

3   Must serve a full term on a committee as recognized in the Participatory Governance section of the Agreement, AND

    A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, and two (2) years teaching at the College's Instructor level or equivalent; Plus (a) or (b) below:

    a. Twenty-four (24) credit hours, with a minimum of twelve (12) credit hours at the upper division or graduate level in the field of study or related area or professional education, or any combination thereof.

    b. Twelve (12) credit hours in the field of study or related area or professional education, and six (6) years of employment in the field of study or related area.

ASSOCIATE PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Associate Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
    Prepares syllabus and lesson plans.
    Follows course guide.
    Provides effective instruction.
    Teaches current information in the field.
    Ensures that classroom is neat and maintenance department is notified of problems.
    Maintains a superior standard of teaching.

2. Supports department activities:
    Participates in department meetings.
    Prepares schedules.
    Maintains inventory of assigned books and equipment.
    Prepares requests for books and equipment.
    Reviews, writes or revises curriculum documents.
    Assumes leadership role to ensure that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
    Participates in the promotions of College programs and recruitment of students.
    *Serves as department chairperson.

3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4. Assists in student advisement:
    Advises assigned students.
    Is accessible for student consultation.
    Maintains office hours for postsecondary classes.
    Advises student activities or clubs or organizations.

    > *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

5. Identifies and implements a professional development plan:
    Completes courses necessary for advancement.
    Participates in relevant workshops.
    Participates in relevant professional development activities.
    Participates in faculty development days.
    *Serves as a mentor in the College's mentoring program.

6. *Performs community service in his/her area of expertise or as it relates to the institution.

**MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR ASSOCIATE PROFESSOR**

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1. A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus three (3) years teaching experience at the College's Assistant Professor level or equivalent; OR

2. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus fifteen (15) credit hours of upper division to include nine (9) credit hours at the graduate level earned after the granting of the Master's Degree, and six (6) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Assistant Professor level or equivalent; OR

3. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, plus thirty-six (36) credit hours of course work at the upper division or graduate level in professional education, field of study or related area, of which eighteen (18) credit hours must be at the graduate level, and twelve (12) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Assistant Professor level or equivalent; additionally, a Master's Degree must be completed within three years upon attainment of rank; the timeline for completion of degree will be approved by the supervising Dean and the Academic Vice President. Any timeline beyond three years must be approved by the Academic Vice President.

PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Professor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

The following are the minimum duties and responsibilities required of Professor. Some activities may overlap in more than one area.

1. Conducts courses of instruction:
    Prepares syllabus and lesson plans.
    Follows course guide.
    Provides effective instruction.
    Teaches current information in the field.
    Ensures that classroom is neat and maintenance department is notified of problems.
    Maintains a superior standard of teaching.
    Provides leadership and assistance to colleagues in becoming more effective teachers.

2. Supports department activities:
    Participates in department meetings.
    Prepares schedules.
    Maintains inventory of assigned books and equipment.
    Prepares requests for books and equipment.
    Reviews, writes or revises curriculum documents.
    Participates in the promotions of College programs and recruitment of students.
    Assumes leadership role to ensure that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
    *Serves as department chairperson.

3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4. Assists in student advisement:
    Advises assigned students.
    Is accessible for student consultation.
    Maintains office hours for postsecondary classes.
    Advises student activities or clubs or organizations.

5. Identifies and implements a professional development plan:
    Completes courses necessary for advancement.
    Participates in relevant workshops.
    Participates in relevant professional development activities.
    Participates in faculty development days.
    Provides leadership in professional development projects.
    *Publishes books or articles relevant to their field.
    *Serves as a mentor in the College's mentoring program.

> *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

6.   *Performs community service in his/her area of expertise or as it relates to the institution.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR PROFESSOR

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1.   A Doctorate Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Associate Professor level or equivalent, OR

2.   A Master's Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and thirty (30) credit hours of related college credits after the granting of the Master's Degree, to include fifteen (15) credit hours at the graduate level, plus eight (8) years of employment in the field of study or related area, of which five (5) years must have been teaching at the Associate Professor level.

NATURE OF WORK FOR NON-INSTRUCTIONAL FACULTY:

Non-instructional faculty work is comprised of work assignments scheduled by the College and individual faculty members. Faculty work assignments will include those duties and responsibilities described in the job specifications for each non-instructional faculty rank. Faculty are responsible for implementing the College curriculum within the limits of the resources provided. Faculty may engage in the governance of the College through the provisions set forth in the Participatory Governance section of the Agreement.

ILLUSTRATIVE EXAMPLES OF WORK

The College makes an effort to integrate skills across the curriculum through effective non-instructional methods. The following examples are representative of the quality standards the College seeks to achieve, in keeping with ACCJC eligibility requirements and standards:

Student Affairs

Participates in academic advising as stipulated in the Academic Advisor Handbook.
Advises and supervises student organizations and activities.
Maintains professional relationships with students.
Participates in student registration and orientation.
Refers students to support services as necessary.
Encourages student leadership skills.
Assists students in attaining their academic, career, and personal goals.
Assists students with job placement and/or transfer to a postsecondary institution.
Participates in commencement to recognize student success and completion.

Leadership

Initiates, develops, and organizes projects which significantly contribute to the interest of the College.
Supervises work-study students.
Collaborates with administrators and staff.
Mentors other faculty.
Serves on committees.
Chairs committees.
Assists colleagues in identifying and resolving campus concerns.
Serves as department chairperson.
Develops new programs and services.
Writes program agreements and reports.

Assessment, Curriculum and Other Activities

Participates in the College's assessment process.

Uses assessment results to improve teaching and learning.

Participates in the accreditation process.

Develops and updates program and course guides.

Reviews and provides input for the catalog and other College publications.

Participates in the development or updating of the department's strategic programmatic plan.

Assists with program management (budget, inventory, work orders, supplies, special funds, and others).

Participates in College-related research.

Participates in the promotions of College programs and recruitment of students.

Coordinates with external agencies, advisory committees, apprenticeship, and Work Experience Programs.

Professional Development

Participates in faculty development days.

Attends conferences, workshops, and seminars.

Presents at conferences, workshops, and seminars.

Develops and teaches courses through continuing education.

Completes instructional methods courses or CTE methods courses.

Completes courses or acquires certificates, certifications, and degrees.

Maintains currency in the field, ie. application of research and work experience to non-instructional activities.

Community Service

Voluntarily be involved in community service in the faculty's area of expertise or as it relates to the institution.

Conducts workshops, seminars, outreach programs, and other events designed to meet the needs of special segments of the community.

Advises and assists agencies.

Participates in non-profit organizations, community groups, and others.

Serves on boards and commissions in the faculty's area of expertise or as it relates to the institution.

WORK RESPONSIBILITIES FOR SPECIFIC NON-INSTRUCTIONAL FACULTY:

Academic Advisor

Advisement for Apprentices ONLY

Assists apprentices with admission and registration/provide guidance in course selection in keeping with the apprentice's specific trade.

Assists apprentices with completion of forms and communicates pertinent procedures and requirements.

Monitors apprentices' academic progress, and develop or maintain apprentices' educational plan.

Works with instructional faculty and other appropriate personnel to identify options for apprentices to satisfy curriculum requirements.

Provides apprentices with degree or certificate information related to their trade.

Assists apprentices transition into a certificate or degree program.

Recruitment

Coordinates resources for recruitment activities for incoming freshmen.

Prepares recruitment or informational packets for distribution to high schools.

Works with other college departments to acquire resources for high school recruitment activities.

Work Experience Coordinator

Provides opportunities for high school students to participate in a monitored, planned and evaluated Work Experience Program related to their program of study.

Recruits students to participate in the Work Experience Program.

Meets with employers to inform and discuss the Work Experience Program and students' needs and progress.

Reviews and processes applications for students interested in the Work Experience Program.

Develops and coordinates learning/training sites for Work Experience students with employer and instructor input.

Monitors, counsels, and advises Work Experience students at the training site.

Organizes and conducts instruction in line with the College's mission based on programmatic requirements, course guides, performance objectives, student needs, and assessment outcomes.

Provides feedback on assignments, projects and evaluations concerning the Work Experience program.

Assigns grades to Work Experience students as defined in the Agreement and submits or provides same to appropriate GDOE personnel for input to the student's records.

Meets with industry/government, and community organizations such as: Guam Hotel & Restaurant Association, Guam Contractors Association, Department of Labor, Agency for Human Resource Development and others to establish training and capacity building initiatives, and to coordinate activities for student Work Experience.

Develops Training Agreements, Training Plans, and Memoranda of Agreements to facilitate training opportunities.

School Health Counselor

Provides first aid and nursing interventions for health emergencies, illnesses and injuries that occur on-campus.

Educates and assists in the control of communicable diseases through preventive Tuberculosis and immunization programs, early detection, surveillance and reporting of contagious diseases.

Plans and implements protocol for clients visiting the Health Services Center for management of health problems including the administration of medication.

Maintains, evaluates, and interprets health data to accommodate individual needs of clients.

Develops and revises Health Services Center's policies, procedures, and standing orders.

Maintains communication with the medical advisor as necessary on the health operations of the Center.

Coordinates utilization of existing health resources to provide appropriate care of clients, and makes necessary referrals to parents (for minor clients), school personnel and community health resources for intervention, remediation, and follow through.

Coordinates health screening programs of students in accordance with public law and school policy, and provides follow-up services when indicated. This includes conducting health clearances for school enrollment.

Serves as a resource to employees and students on health issues. This includes serving as a health liaison among school, home, and the community.

Coordinates health audit, prepares and submits statistical reports to the Tuberculosis and Immunization Programs of the Department of Public Health and Social Services as required.

Librarian

Provides reference services to students, employees, and community users.

Provides GCC Learning Resource Center-LRC (library) orientation and bibliographic instruction to individuals and classes.

Serves as faculty liaison for collection development in assigned areas.

Collaborates with other librarians in collection development.

Develops information literacy curriculum units for subject areas, general education requirements, and career and technical programs.

Coordinates library displays and publicizes library programs.

Collaborates in maintaining and developing the library website.

Serves as database manager for the automated library system including the administration, cataloging, circulation, OPAC and library portal modules.

Catalogs and classifies print and non-print materials using the automated library system.

Manages the circulation services of the GCC LRC.

Career Counselor

Postsecondary

Provides counselor intervention services to students.

Provides pre-enrollment counseling to students.

Provides individual and group career counseling to current and prospective students.

Provides educational planning strategies to students.

Provides limited preventive and developmental personal counseling.

Participates in department planning sessions to review, evaluate, and develop department services and activities.

Coordinates student college testing programs (i.e., COMPASS).

Coordinates a multiple intervention process to ensure the educational, personal, and social developmental needs and concerns of the students are addressed.

Coordinates student referrals to appropriate professionals, programs, and/or services in the community.

Coordinates college career development and guidance events (i.e., needs assessment based workshops and presentations, career fairs).

Participates in outreach programs related to career development, guidance, and recruitment.

Secondary

Assists with appropriate placement and retention of students in Career and Technical Education (CTE) programs in the secondary environment.

Provides counselor intervention services to students.

Utilizes the secondary student information system for the purpose of student scheduling and reporting.

Assists with data gathering, and reporting of key findings as appropriate in the secondary environment.

Conducts recruitment presentations to prospective secondary CTE students.

Coordinates elective fairs/promotional events for prospective secondary CTE students.

Provides career counseling and advisement services to CTE students.

Provides secondary CTE students with limited preventive and personal counseling, making referrals to GDOE, GCC, and community resources as appropriate.

Coordinates with other GCC secondary faculty on topics including enrollment, student concerns, data collection, activity, and event planning.

Collaborates with GDOE counselors to recruit, place and retain students, using the secondary student information system as appropriate.

Coordinates with secondary site personnel (e.g. Career Resource Teachers, administrators, aides) to address GCC secondary program student needs.

Provides assistance to GCC and community resources in their efforts to serve secondary CTE students.

DUTIES AND RESPONSIBILITIES FOR NON- INSTRUCTIONAL FACULTY RANKS

NON-INSTRUCTIONAL ASSISTANT INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1. Refer to "Illustrative Examples of Work" for appropriate non-instructional job title

2. Supports department activities:
   Participates in department meetings.
   Prepares schedules.
   Maintains inventory of resources and equipment.
   Requests for resources and equipment.
   Participates in department assessment.
   *Reviews and revises curriculum.
   Participates in the promotions of College programs and recruitment of students.

3. Participates in Faculty Governance through the Faculty Senate.
   *Serves as a member of at least one committee.

4. Assists in student advisement:
   Advises assigned students.
   Is accessible for student consultation.
   Maintains office hours.

5. Identifies and implements a professional development plan:
   Completes courses necessary for advancement.
   Participates in relevant workshops.
   Participates in relevant professional development activities.
   Participates in faculty development days.
   *Participates in the College's mentoring program.

> *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

**MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR NON-INSTRUCTIONAL ASSISTANT INSTRUCTOR**

1. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR

2. An Associate's Degree in the field of study or related area, plus professional certification or license from a recognized organization in the field, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus four (4) years of employment in the field of study or related area.

NON-INSTRUCTIONAL INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1. Refer to "Illustrative Examples of Work" for appropriate non-instructional job title.

2. Supports department activities:
    Participates in department meetings.
    Prepares schedules.
    Maintains inventory of resources and equipment.
    Requests for resources and equipment.
    Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
    *Reviews and revises curriculum.
    Participates in the promotions of College programs and recruitment of students.

3. *Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4. Assists in student advisement:
    Advises assigned students.
    Is accessible for student consultation.
    Maintains office hours.
    *Advises student activities or clubs or organizations.

5. Identifies and implements a professional development plan:
    Completes courses necessary for advancement.
    Participates in relevant workshops.
    Participates in relevant professional development activities.
    Participates in faculty development days.
    *Participates in the College's mentoring program.

> *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR NON-INSTRUCTIONAL INSTRUCTOR

1. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education, or six (6) credit hours in CTE methods (A Master's Degree is the minimum requirement for librarians and career counselors); OR

2. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus

    a. Eighteen (18) credit hours beyond the Bachelor's degree in the field of study or related area, professional education or any combination thereof; OR

    b. Six (6) credit hours beyond the Bachelor's degree in a related area or professional education, and three (3) years of employment in the field of study or related area; OR

    c. Six (6) years of employment in the field of study.

3. An Associate's Degree in the field of study or related area, plus a current professional certification or license from a recognized organization in the field, and twenty four (24) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area.

NON-INSTRUCTIONAL ASSISTANT PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1.   Refer to "Illustrative Examples of Work" for appropriate non-instructional job title.
     Maintains a high standard of work performance.

2.   Supports department activities:
     Participates in department meetings.
     Prepares schedules.
     Maintains inventory of resources and equipment.
     Requests for resources and equipment.
     Facilitates, guides, and ensures that continuous efforts have been made to meet the
     assessment requirements and college wide deadlines.
     Assumes leadership role in department assessment and program evaluation.
     Participates in the promotions of College programs and recruitment of students.
     *Reviews, writes or revises curriculum documents.
     *Serves as department chairperson.

3.   Shares in the Participatory Governance structure of the College serving on Faculty
     Senate and/or institutional committee(s).

4.   Assists in student advisement:
     Advises assigned students.
     Is accessible for student consultation.
     Maintains office hours.
     *Advises student activities or clubs or organizations.

     _____
     | *For these activities, extra effort
5.   Identifies and implements a professional development plan: | in one area may compensate for
     Completes courses necessary for advancement. | minimal or no effort in another.
     Participates in relevant workshops. | Faculty member and supervisor
     Participates in relevant professional development activities. | will agree on appropriate
     *Serves as a mentor in the College's mentoring program. | combination of activities.
     _____

6.   *Performs community service in his/her area of expertise or as it relates to the institution.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR NON-INSTRUCTIONAL ASSISTANT PROFESSOR

1.   A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR

2.   A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and four (4) years of employment in the field of study or related area, at least two (2) years of which must have been at the College's Instructor level or equivalent; and, must show evidence of work consistent with the Advancement in Rank Promotions Criteria in the Agreement within sixty (60) calendar days from the initial date of employment; OR

3.   Must serve a full term on a committee as recognized in the Participatory Governance section of the Agreement, AND

     A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, and two (2) years at the College's Instructor level or equivalent, Plus (a) or (b) below:

     a.   Twenty-four (24) credit hours, with a minimum of twelve (12) credit hours at the upper division or graduate level in the field of study or related area or professional education, or any combination thereof.

     b.   Twelve (12) credit hours in the field of study or related area or professional education, and six (6) years of employment in the field of study or related area.

NON-INSTRUCTIONAL ASSOCIATE PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Associate Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1. Refer to "Illustrative Examples of Work" for appropriate non-instructional job title. Maintains a superior standard of work performance.

2. Supports department activities:
   Participates in department meetings.
   Prepares schedules.
   Maintains inventory of resources and equipment.
   Requests for resources and equipment.
   Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
   Assumes leadership role in department assessment and program evaluation.
   Participates in the promotions of College programs and recruitment of students.
   Reviews, writes or revises curriculum documents.
   *Serves as department chairperson.

3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4. Assists in student advisement:
   Advises assigned students.
   Is accessible for student consultation.
   Maintains office hours.
   Advises student activities or clubs or organizations.

> *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

5. Identifies and implements a professional development plan:
   Completes courses necessary for advancement.
   Participates in relevant workshops.
   Participates in relevant professional development activities.
   Participates in faculty development days.
   *Serves as a mentor in the College's mentoring program.

6. *Performs community service in his/her area of expertise or as it relates to the institution.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR NON-INSTRUCTIONAL ASSOCIATE PROFESSOR

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1. A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus three (3) years experience at the College's Assistant Professor level or equivalent; OR

2. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus fifteen (15) credit hours of upper division to include nine (9) credit hours at the graduate level earned after the granting of the Master's Degree, and six (6) years of employment in the field of study or related area, four (4) years of which must have been at the College's Assistant Professor level or equivalent; OR

3. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, plus thirty-six (36) credit hours of course work at the upper division or graduate level in professional education, field of study or related area, of which eighteen (18) credit hours must be at the graduate level, and twelve (12) years of employment in the field of study or related area, four (4) years of which must have been at the College's Assistant Professor level or equivalent; additionally, a Master's Degree must be completed within three years upon attainment of rank; the timeline for completion of degree will be approved by the supervising Dean and the Academic Vice President. Any timeline beyond three years must be approved by the Academic Vice President.

NON-INSTRUCTIONAL PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Professor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

The following are the minimum duties and responsibilities required of Professor. Some activities may overlap in more than one area.

1. Refer to "Illustrative Examples of Work" for appropriate non-instructional job title.
    Maintains a superior standard of work performance.
    Provides leadership and assistance to colleagues in becoming more effective.

2. Supports department activities:
    Participates in department meetings.
    Prepares schedules.
    Maintains inventory of resources and equipment.
    Requests for resources and equipment.
    Participates in the promotions of College programs and recruitment of students.
    Assumes leadership role to ensure that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
    Reviews, writes or revises curriculum documents.
    *Serves as department chairperson.

3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).

4. Assists in student advisement:
    Advises assigned students.
    Is accessible for student consultation.
    Maintains office hours.
    Advises student activities or clubs or organizations.

5. Identifies and implements a professional development plan:
    Participates in relevant workshops.
    Participates in relevant professional development activities.
    Provides leadership in professional development projects.
    *Publishes books or articles relevant to their field.
    *Serves as a mentor in the College's mentoring program.

    > *For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

6. *Performs community service in his/her area of expertise or as it relates to the institution.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR NON-INSTRUCTIONAL PROFESSOR

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1. A Doctorate Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area, four (4) years of which must have been at the College's Associate Professor level or equivalent, OR

2. A Master's Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and thirty (30) credit hours of related college credits after the granting of the Master's Degree, to include fifteen (15) credit hours at the graduate level, plus eight (8) years of employment in the field of study or related area, of which five (5) years must have been at the Associate Professor level.

This document replaces the job specifications of the Academic Advisor per joint memo dated 20 March 2014 by Dr. R. Ray D. Somera and Frederick Q. Tupaz (Amendment to 2014 Job Specs document)

WORK RESPONSIBILITIES FOR STUDENT SUCCESS COORDINATOR (NON-INSTRUCTIONAL FACULTY):

Recruitment

- Coordinate resources for on-campus recruitment activities for incoming freshman.
- Work with other College departments to acquire resources for high school recruitment activities.

Retention

- Work with departments in supporting retention/completion programs.
- As part of an early alert system, provide student stop-out data to department chairs every fall/spring semester.

Transition

- Work with AIER and departments to identify and provide completion and employment data.

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

March 20, 2014

TO: All Faculty

FROM: Dr. R. Ray D. Somera
             Vice President for Academic Affairs

             Fred Tupaz
             Assistant Professor & President, GCC Faculty Union

SUBJECT: Amendment to 2014 Job Specs document

The attached document details the duties and responsibilities of the Student Success Coordinator position (formerly called Academic Adviser). The individual occupying the position will be responsible for the recruitment, retention, and transition of students, in consultation with departments, units, and other stakeholders across the campus, in both secondary and postsecondary environments.

This Job Specs amendment memo will be included as Appendix A-1 of the 2010-2016 Faculty Union Agreement.

rds
fdt

INSTRUCTIONAL FACULTY

SECTION 1: Teaching and Instruction (__%) Not less than 45% and not more than 65%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Content Expertise (30%) 1.1 Keeping information current 1.2 Maintaining licensure 1.3 Developing new courses and course materials	In addition to meeting the criteria for *Satisfactory*, the Faculty does three of the following: 1. Participates actively in advisory committee meetings OR for non-CTE faculty only Implements general education recommendations from an advisory committee OR Provides an advisory committee / department with general education related data / expertise to enhance students' career readiness 2. Receives license or certification related to the field not required for a satisfactory	In addition to meeting the criteria for *Satisfactory*, the Faculty does two of the following: 1. Participates actively in advisory committee meetings OR for non-CTE faculty only Implements general education recommendations from an advisory committee OR Provides an advisory committee / department with general education related data / expertise to enhance students' career readiness 2. Receives license or certification related to the field but not required for a satisfactory rating	In addition to meeting the criteria for *Satisfactory*, the Faculty does one of the following: 1. Participates actively in advisory committee meetings, OR for non-CTE faculty only Implements general education recommendations from an advisory committee OR Provides an advisory committee / department with general education related data / expertise to enhance students' career readiness 2. Receives license or certification related to the field but not required for a satisfactory rating	Faculty member must meet the following criteria: 1. Follows course guides including prescribed resources 2. Maintains current information in the field 3. Maintains certification or licensure as a requirement of the position	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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rating including teacher certification. (ie. National Teacher Exam or Guam Certification) OR Maintains licensure or certification 3. Submits substantive revisions of at least two courses in line with department strategic plan. 4. In line with the department strategic plan, develop and have approved two new courses using the approved procedures for textbook selection.	including teacher certification. (ie. National Teacher Exam or Guam Certification) OR Maintains licensure or certification 3. Submits a substantive revision of a course in line with department strategic plan. 4. In line with the department strategic plan, develops and has approved a new course using the approved procedures for textbook selection.	including teacher certification such as National Teacher Exam or Guam Certification. OR Maintains licensure or certification 3. Submits a substantive revision of a course in line with department strategic plan. 4. In line with the department strategic plan, develops and has approved a new course using the approved procedures for textbook selection.

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Instructional Delivery (40%) For this element see the evaluation form for the percentage options related to Delivery & Student Survey (IDEA). This survey applies only to Post Secondary faculty. 2.1 Using class time effectively 2.2 Developing and using effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology) 2.3 Stimulating student interest and achievement 2.4 Leading students in developing constructive peer and student/teacher relationships; creating an atmosphere where learning	In addition to meeting the criteria for *Satisfactory*, the Faculty does three of the following Delivery Options: (eg. Record of classroom observation and syllabi) 1. Demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students. 2. Presents in a professional, clear, and eloquent way. In addition, delivery is stimulating and dynamic. 3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized. 4. Appears to have built a strong classroom environment of collegiality and respect.	In addition to meeting the criteria for *Satisfactory*, the Faculty does two of the following Delivery Options: (eg. Record of classroom observation and syllabi) 1. Demonstrates superior knowledge of current teaching methodology and applies it in ways that stimulate independent learning in the students. 2. Presents in a professional, clear, and eloquent way. In addition, delivery is stimulating and dynamic. 3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized. 4. Appears to have built a strong classroom environment of collegiality and respect.	In addition to meeting the criteria for *Satisfactory*, the Faculty does one of the following Delivery Options:(eg. Record of classroom observation and syllabi) 1. Demonstrates superior knowledge of current teaching methodology and applies it in ways that stimulate independent learning in the students. 2. Presents in a professional, clear, and eloquent way. In addition, delivery is stimulating and dynamic. 3. Builds the lesson utilizing previous lessons to heighten students' learning of the material, and is very well organized. 4. Appears to have built a strong classroom environment of collegiality and respect.	In observation of classroom activities (and, if relevant online interaction), faculty provides evidence of the following: (eg. Record of classroom observation and syllabi except #8) 1. Communicates purpose and objectives of lesson clearly and effectively 2. Shows respect for students 3. Includes a range of activities appropriate to the course. 4. Effectively paces activities; 5. Encourages student involvement through questions, class activities, discussions, and/or group work; 6. Uses techniques that reflect awareness of individual differences and learning styles 7. Maintains adequate control of the classroom environment and keeps students on task. 8. Submits course syllabi to the Department Chair prior to the first day of class in the institution's approved format 9. Ensures syllabus and/or course documents reflect the use of the textbook as	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
experiences can take place and where students can feel comfortable to express and share ideas and opinions. 2.5 Evaluating student learning; Selecting textbooks 2.6 Postsecondary Faculty may choose to include Student IDEA Survey results as part of this element. If faculty choose to include this survey, it shall count for no more than 50% of this element.				identified in the course guide (for Postsecondary, and if applicable, to secondary programs). 10. Uses updated multiple assessment strategies / tools 11. Places attention in syllabus to professional standards, student learning outcomes, goals	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:
Course Management (10%) 3.1 Managing activities for instructional purposes (e.g. service learning, field trips) 3.2 Directing tutorial sessions 3.3 Grading and returning papers in	In addition to meeting the criteria for *Satisfactory*, the faculty does three of the following: 1. Provides opportunities for students to apply curriculum in an external environment	In addition to meeting the criteria for *Satisfactory*, the faculty does two of the following: 1. Provides opportunities for students to apply curriculum in an external environment	In addition to meeting the criteria for *Satisfactory*, the faculty does one of the following: 1. Provides opportunities for students to apply curriculum in an external environment	Faculty member must meet the following criteria: 1. Provides the students with a complete, written, course syllabus reflecting the institution's approved format during the first meeting (postsecondary) 2. Provides the students with a complete, written, course syllabus reflecting the	

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a timely manner 3.4 Directing laboratory and field experiences 3.5 Directing/coaching competitive teams for secondary programs as applicable 3.6 Maintaining appropriate supplies, equipment, materials, and tools for instructional purposes	2. Directs and/or provides tutorial sessions outside office hours and classroom time 3. Directs/coaches competitive teams and performance ensembles 4. Creates online modules for courses (consistent with institutional and FERPA guidelines) 5. Develops an online course consistent with institutional and FERPA guidelines	2. Directs and/or provides tutorial sessions outside office hours and classroom time 3. Directs/coaches competitive teams and performance ensembles 4. Develops online modules for courses (consistent with institutional and FERPA guidelines) 5. Develops an online course consistent with institutional and FERPA guidelines

2. Directs and/or provides tutorial sessions outside office hours and classroom time
3. Directs/coaches competitive teams and performance ensembles
4. Incorporates online modules for courses (consistent with institutional and FERPA guidelines)
5. Develops an online course consistent with institutional and FERPA guidelines

institution's approved format by the end of the first full week (secondary)
3. Maintains approved class meeting times, duration, and location
4. Makes every effort to return all graded assignments and tests within one week
5. Provide an intra-term progress report for an individual student, when requested or required (postsecondary)
6. Submits grades in accordance with the Academic Calendar (postsecondary)
7. Secondary faculty shall provide progress reports, quarter grades, and semester grades, for each secondary class, as well as emergency lesson plans as needed
8. Maintains accurate records to document student performance. Secondary faculty shall submit grade books to the site school
9. Maintains accurate records to document student attendance. (Secondary and adult high school programs)
10. Maintains inventory of equipment as applicable

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Element	Superb 5	Satisfactory 2	Improvement Needed (0)
Institutional Assessment (20%) 4.1 Engaging in institutional assessment 4.2 Participating in program review as part of student learning assessment	1. Complete assigned tasks for each semester for program and/or course assessment, adhering to deadlines as specified in the institutional assessment cycle schedule.	1. Complete assigned tasks for each semester for program and/or course assessment, as specified in the assessment compliance matrix for the academic year (released in the spring).	Did not complete the Fall and Spring semester tasks.

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NON-INSTRUCTIONAL FACULTY

SECTION 1: Non-Instructional Responsibilities (_____%) Not less than 45% and not more than 65%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Area Presentation Content Expertise (not less than 20% in this area in 5% increments) 1.1 Keeping information current 1.2 Maintaining licensure or certification	In addition to meeting the criteria for Satisfactory, the non-instructional faculty does three of the following: 1. Participates actively in advisory committee meetings OR Implements recommendations from an advisory committee OR Provides an advisory committee / department with data / expertise to enhance students' career readiness. (Two of these items may be counted, provided they are identifiably different)	In addition to meeting the criteria for Satisfactory, the non-instructional faculty does two of the following: 1. Participates actively in advisory committee meetings, OR Implements recommendations from an advisory committee OR Provides an advisory committee / department with data / expertise to enhance students' career readiness.	In addition to meeting the criteria for Satisfactory, the non-instructional faculty does one of the following: 1. Participates actively in advisory committee meetings, OR Implements recommendations from an advisory committee OR Provides an advisory committee / department with data / expertise to enhance students' career readiness.	Non-instructional faculty must meet the following criteria: 1. Maintains currency in the field. 2. Maintains certification or licensure as a requirement of the position or as identified in the program document and/or course guide.	Non-instructional faculty did not reasonably meet the specified criteria for Satisfactory in the following areas:

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2. Receives state or national license or certification related to the field not required for a satisfactory rating including teacher certification (ie. National Teacher Exam or Guam Certification). OR Maintains state or national licensure or certification. 3. Receives certification related to the field not required for a satisfactory rating including teacher certification such as MBTI / Strong Interest Inventory in line with the department strategic plan and as approved by the Dean (Request for use of this element must receive prior approval by the Faculty Job Specifications / Evaluation Committee, as submitted to their respective Dean by the first duty day of October.) OR	2. Receives state or national license or certification related to the field not required for a satisfactory rating including teacher certification (ie. National Teacher Exam or Guam Certification). OR Maintains state or national licensure or certification. 3. Receives certification related to the field not required for a satisfactory rating including teacher certification such as MBTI / Strong Interest Inventory in line with the department strategic plan or as approved by the Dean (Request for use of this element must receive prior approval by the Faculty Job Specifications / Evaluation Committee, as submitted to their respective Dean by the first duty day of October.) OR	2. Receives state or national license or certification related to the field not required for a satisfactory rating including teacher certification (ie. National Teacher Exam or Guam Certification). OR Maintains state or national licensure or certification. 3. Receives certification related to the field not required for a satisfactory rating including teacher certification such as MBTI / Strong Interest Inventory in line with the department strategic plan or as approved by the Dean (Request for use of this element must receive prior approval by the Faculty Job Specifications / Evaluation Committee, as submitted to their respective Dean by the first duty day of October.) OR

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
	Maintains certification related to field. 4. Publishes one article in discipline (internal publication in line with the department's strategic plan or as approved by the Dean). (Two of these items may be counted, provided they are identifiably different)	Maintains certification related to field. 4. Publishes one article in discipline (internal publication in line with the department's strategic plan or as approved by the Dean).	Maintains certification related to field. 4. Publishes one article in discipline (internal publication in line with the department's strategic plan or as approved by the Dean).		Non-instructional faculty did not reasonably meet the specified criteria for Satisfactory in the following areas:
Direct Services (not less than 20% in this area in 5% increments) 2.1 Providing direct service to enhance student success 2.2 Grading, returning, and submitting papers in a timely manner (work experience	In addition to meeting the criteria for Satisfactory, the non-instructional faculty does three of the following: 1. Facilitates research to determine community needs to effectuate program services. 2. Identifies gaps in services and coordinates to develop an improvement plan. 3. Develops and implement a plan to expand the range of services designed to enhance success.	In addition to meeting the criteria for Satisfactory, the non-instructional faculty does two of the following: 1. Facilitates research to determine community needs to effectuate program services. 2. Identifies gaps in services and coordinates to develop an improvement plan. 3. Develops and implements a plan to expand the range of services designed to enhance success.	In addition to meeting the criteria for Satisfactory, the non- instructional faculty does one of the following: 1. Facilitates research to determine community needs to effectuate program services. 2. Identifies gaps in services and coordinates to develop an improvement plan. 3. Develops and implement a plan to expand the range of services designed to enhance success.	Non-instructional faculty must meet the following criteria: 1. + Provides direct services to stakeholders as identified in the work responsibilities (as stated in Agreement. 2. Demonstrates outreach efforts to support student development.	

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
coordinators) 2.3 Maintaining appropriate supplies, equipment, materials, and tools for program purposes	4. Develops innovative tools/materials and/or resources to enhance program services or activities.	4. Develops innovative tools/materials and/or resources to enhance program services or activities.	4. Develops innovative tools/materials and/or resources to enhance program services or activities.	3. Identifies referral sources and makes suitable referrals as needed. 4. Submits grades in accordance with the Academic Calendar (Work Experience Coordinators). 5. Administers resources and various tools for program services and activities.	
Program Design/Delivery and Management (not less than 20% in this area in 5% increments)	In addition to meeting the criteria for Satisfactory, the non-instructional faculty does three of the following: 1. Assists in creating and developing a new program or service that reflects current practices and use of appropriate resources.	In addition to meeting the criteria for Satisfactory, the non-instructional faculty does two of the following: 1. Assists in creating and developing a new program or service that reflects current practices and use of appropriate resources.	In addition to meeting the criteria for Satisfactory, the non- instructional faculty does one of the following: 1. Assists in creating and developing a new program or service that reflect current practices and use of appropriate resources.	Program materials show that the non-instructional faculty does all of the following as needed: 1. + Manages and maintains existing	Non-instructional faculty did not reasonably meet the specified criteria for Satisfactory in the following areas

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Design/Delivery		program
Design/Delivery 3.1 Developing new program services and activities 3.2 Designing effective program tools 3.3 Evaluating program outcomes 3.4 Selecting resources 3.5 Involvement in institutional assessment **Management** 3.6 Managing activities for program purposes	2. Creates an alternative service delivery method via the internet. 3. Develops and/or creates promotional materials or other educational materials. 4. Contributes to the design of the GCC state-level planning documents and/or activities. 5. Coordinates, schedules, and conducts two informational sessions and/or presentations for classroom, conferences/work-shops or community forums, etc., in keeping with the needs of the College. (Multiples of this item may be counted, provided they are identifiably different in content and activities. In this area each session/presentation will equal one of the combination of two requirements and four sessions/presentations may be used to satisfy the criteria for this performance level.) 6. Researches, develops, and submits application for funding from additional sources.	2. Creates an alternative service delivery method via the internet. 3. Develops and/or creation of promotional materials or other educational materials. 4. Contributes to the design of the GCC state level planning documents and/or activities. 5. Coordinates, schedules, and conduct two informational sessions and/or presentations for classroom, conference/workshops or community forums, etc., in keeping with the needs of the College. 6. Researches, develops, and submits application for funding from additional sources. 7. Creates and maintains a department/program institutional webpage on MyGCC.(Must receive approval from Dean and Office of Communications and Promotions prior to implementation or changing) 8. Demonstrates exceptional volunteer

program services and activities to ensure they reflect current practices and use of appropriate resources.

2. + Collaborates with internal and external stakeholders to address program development.
3. Maintains accurate records to document stakeholder services.
4. Provides evidence of use of multiple student assessment strategies.

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7. Creates and maintains a department/program institutional webpage on MyGCC. (Must receive approval from Dean and Office of Communications and Promotions prior to implementation or changing) 8. Demonstrates exceptional volunteer efforts for departmental/program need during the academic year (Use of this item requires prior approval from the Dean.)	7. Creates and maintains a department/ program institutional webpage on MyGCC. (Must receive approval from Dean and Office of Communications and Promotions prior to implementation or changing) 8. Demonstrates exceptional volunteer efforts for departmental/program needs during the academic year (Use of this item requires prior approval from the Dean.)	efforts for departmental /program need during the academic year (Use of this item requires prior approval from the Dean.)

#As relative to the position in a non-DC role. +Individual Annual Plan is required to address goals for content expertise, service delivery, direct services and program design and management. Reference Appendix A – 1 for the "Nature of Work for Non-Instructional Faculty"

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Element	Superb 5	Satisfactory 2	Improvement Needed (0)
Institutional Assessment (not less than 20% in this area in 5% increments) 4.1 Engaging in institutional assessment 4.2 Participating in program review as part of student learning assessment	1. Complete assigned tasks for each semester for program and/or course assessment, adhering to deadlines as specified in the institutional assessment cycle schedule	1. Complete assigned tasks for each semester for program and/or course assessment, as specified in the assessment compliance matrix for the academic year (released in the spring)	Did not complete the Fall and Spring semester tasks.

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DEPARTMENT CHAIR

SECTION 1: Department Chair Responsibilities (___ %) Percentage is based on Workload

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Leadership (40%) 1.1 Departmental Operations	In addition to meeting the criteria for *Satisfactory*, D.C. does the following: 1. Conducts a departmental convocation for students. And, one of the following: OR If #1 above is not chosen then the D.C. does three of the following: 1. Implements a 3-year or more strategic programmatic plan, course offering and schedules plan with department members. (In this area each plan will equal one of the combination of three requirements and no more than two plans may be used to satisfy the criteria for this performance level.) 2. Takes a leadership role in the Council of Department Chairs. 3. Develop an ongoing mentorship program for the department. 4. Demonstrate exceptional	In addition to meeting the criteria for *Satisfactory*, D.C. does two of the following: 1. Adopts a 3-year or more strategic programmatic plan, course offering and schedule plan with department members. (In this area each plan will equal one of the combination of two requirements and two articles may be used to satisfy the criteria for this performance level.) 2. Takes a leadership role in the Council of Department Chairs. 3. Develops an ongoing mentorship program for the department. 4. Demonstrates exceptional volunteer efforts for departmental improvement during the calendar year.	In addition to meeting the criteria for *Satisfactory*, D.C. does one of the following: 1. Completes a 3-year or more strategic programmatic plan and schedule plan with department members. 2. Takes a leadership role in the Council of Department Chairs. 3. Develops an ongoing mentorship program for the department. 4. Demonstrates exceptional volunteer efforts for departmental improvement during the calendar year.	D.C. must meet all of the following: 1. Represents the department at College related activities where appropriate. 2. Collegially and effectively schedules classes / department functions. 3. Facilitates department meetings and follows-up on matters of concern. 4. Collaborates with department members regarding department decisions. 5. Assists with the training and mentoring of new department members. 6. Provides support for students with resolving problems, when required. 7. Periodically visits and observes all department faculty and provides mentors necessary. 8. Moves issues forward to the Dean if they cannot be resolved at the department level. 9. Provides evidence of the development of a programmatic 3-year strategic plan that includes	D.C. did not reasonably meet the specified criteria for *Satisfactory* in the following area(s):

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	volunteer efforts for departmental improvement during the calendar year.			course offerings/schedules, budgets, and overall needs of the Department. 10. Be available on campus for consultation and assistance as per the individual's semester schedule.	
Administrative Duties (25%) 2.1 Budget and Inventory 2.2 Adjunct Faculty	In addition to meeting the criteria for *Stellar*, D.C. does one of the following: 1. Implements, maintains, and updates a 3-year or more strategic budget plan with department members. 2. Researches, develops, and manages additional department funding sources. 3. Observe all adjunct faculty at least once per semester and provide written feedback to the Adjunct Associate Dean.	In addition to meeting the criteria for *Satisfactory* and *Strong* D.C. does one of the following: 1. Implements, maintains, and updates a 3-year or more strategic budget plan with department members. 2. Researches, develops, and submits application for funding from additional sources. 3. Develops and implements an adjunct mentoring program for their department.	In addition to meeting the criteria for *Satisfactory*, D.C. does the following: 1. Develops a 3-year or more strategic budget plan with department members.	D.C. must meet all of the following: 1. Submits budget to the Dean in a timely manner. 2. Communicates with administration and disseminates appropriate information to department members. 3. Submits required reports on time. 4. Advocates for an adequate department budget and monitors this budget annually. 5. Attends and participates in division and department chair meetings. 6. Coordinates the daily operation of the department including submittal of department requisitions for supplies,	D.C. did not reasonably meet the specified criteria for *Satisfactory* in the following area(s):

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
				equipment, textbooks and maintenance. 7. Maintains a current inventory of departmental equipment and produces this inventory upon request. 8. Recruit, recommend for hire, orient, mentor, and observe adjunct instructors and provide feedback to the Adjunct Associate Dean.	D.C. did not reasonably meet the specified criteria for *Satisfactory* in the following area(s):
Curriculum & Assessment (35%) 3.1 Content Expertise 3.2 Curriculum 3.3 Institutional Assessment	In addition to meeting the criteria for *Satisfactory*, D.C. does three of the following: 1. Integrates consistency in course syllabi, tools, instructional technology and / or resources in order to meet identified student learning outcomes. 2. Receives license or certification related to the field not required for a satisfactory rating including teacher certification such as National Teacher Exam or Guam Certification. OR Maintains licensure or certification.	In addition to meeting the criteria for *Satisfactory*, D.C. does two of the following: 1. Integrates consistency in course syllabi, tools, instructional technology and / or resources in order to meet identified student learning outcomes. 2. Receives license or certification related to the field not required for a satisfactory rating including teacher certification such as National Teacher Exam or Guam Certification. OR Maintains licensure or certification.	In addition to meeting the criteria for *Satisfactory*, D.C. does one of the following: 1. Integrates consistency in course syllabi, tools, instructional technology and / or resources in order to meet identified student learning outcomes. 2. Receives license or certification related to the field not required for a satisfactory rating including teacher certification such as National Teacher Exam or Guam Certification. OR Maintains licensure or certification.	D.C. must meet all of the following: 1. Provides leadership in organizing and proposing curriculum development and programs as appropriate, for the department, and in coordinating presentation of revisions and/or new programs to the Learning Outcomes Committee.(as appropriate for non-instructional DC) 2. Maintains currency in the area of assignment. 3. Facilitates and serves as a member of the appropriate departmental Advisory Committee. (For CTE department chairs only) 4. Collects syllabi from faculty teaching courses	

APPENDIX A-2c
RUBRIC – DEPARTMENT CHAIR

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3. (For non-CTE Department Chairs) Participates actively in advisory committee meetings, OR Implements general education recommendations from an advisory committee OR Provides an advisory committee / department with general education related data / expertise to enhance students' career readiness 4. Provides leadership with department members to create alternative course/service delivery methods. 5. Develops new courses through continuing education. 6. Demonstrates use of department assessment results to effectuate improvement or change identified in a department strategic plan.	3. (For non-CTE Department Chairs) Participates actively in advisory committee meetings, OR Implements general education recommendations from an advisory committee OR Provides an advisory committee / department with general education related data / expertise to enhance students' career readiness 4. Provides leadership with department members to create alternative course/service delivery methods. 5. Develops new courses through continuing education. 6. Demonstrates use of department assessment results to effectuate improvement or change identified in a department strategic plan.	3. (For non-CTE Department Chairs) Participates actively in advisory committee meetings, OR Implements general education recommendations from an advisory committee OR Provides an advisory committee / department with general education related data / expertise to enhance students' career readiness 4. Provides leadership with department members to create alternative course/service delivery methods. 5. Develops new courses through continuing education. 6. Demonstrates use of department assessment results to effectuate improvement or change identified in a department strategic plan.

for the department. Reviews and approves such syllabi and submits electronically to the Dean with the appropriate checklist completed and within five duty days of the day the faculty syllabi are due to the DCs.

5. Coordinates department programs, curriculum, and catalog statements.
6. Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college-wide deadlines.

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ALL FACULTY: SECTIONS 2 - 7

Section 2: Enrollment Management Postsecondary (____%) Not less than 5% and not more than 15%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Recruiting 1.1 Recruiting students through various activities. **Academic Advisement and Retention** 2.1 Advises students 2.2 Participates in student registration and orientation 2.3 Makes student referrals to support services 2.4 Facilitates student progress toward program completion **Transition** 3.1 Assists students' placement in jobs 3.2 Assists students' transfer to a four-year institution	In addition to meeting the criteria for *Satisfactory*, the instructor does three of the following: 1. Participates in one or more promotions of the GCC programs and recruitment of students 2. Co-develops students' individual educational plan for transfer toward program completion or declaration 3. Takes an active (initial and follow up) role in job placement by linking the student to employer 4. Creates a local employment directory of occupations for program majors 5. Co-develops students' individual educational plan for transfer and secures enrollment to a four-year institution 6. Participates in an institution recognized student mentoring program such as Project AIM.	In addition to meeting the criteria for *Satisfactory*, the instructor does two of the following: 1. Participates in one or more promotions of GCC programs and recruitment of students 2. Co-develop students' individual educational plan toward program completion or declaration 3. Takes an active (initial and follow up) role in job placement by linking the student to employer 4. Creates a local employment directory of occupations for program majors 5. Co-develops students' individual educational plan for transfer to a four-year institution 6. Participates in an institution recognized student mentoring program such as Project AIM.	In addition to meeting the criteria for *Satisfactory*, the instructor does one of the following: 1. Participates in one or more additional promotions of the GCC programs and recruitment of students 2. Co-develop students' individual educational plan toward program completion or declaration 3. Takes an active (initial and follow up) role in job placement by linking the student to employer 4. Creates a local employment directory of occupations for program majors 5. Co-develops students' individual educational plan for transfer to a four-year institution 6. Participates in an institution recognized student mentoring program such as Project AIM.	Faculty member must meet the following criteria: 1. Participates in two promotions of the GCC programs and recruitment of students 2. Upon initial advisement, develops student's educational plan in accordance with the departmental strategic plan for curriculum (except school health counselors and librarians) 3. Participates in formal student academic advisement (except school health counselors and librarians) 4. Maintains office hours	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

Note: This section does not apply to the Academic Advisor, Health Counselors, and Librarians. The percentage range from this section shall be applied to section 5.

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Section 2: Enrollment Management Secondary (____%)Not less than 5% and not more than 15%
(____%) For Assistant Instructor shall be not less than 5% and not more than 10%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Recruiting 1.1 Recruiting students through various activities.	In addition to meeting the criteria for *Satisfactory*, the instructor does three of the following:	In addition to meeting the criteria for *Satisfactory*, the instructor does two of the following:	In addition to meeting the criteria for *Satisfactory*, the instructor does one of the following:	Faculty member must meet the following criteria:	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:
Academic Advisement and Retention 2.1 Advising students 2.2 Participating in student registration and orientation 2.3 Making student referrals to support services	1. Participates in one additional recruitment/promotion of GCC programs such as express registration and open campus day 2. Participates in one GCC postsecondary recruitment outreach activity 3. Co-develops students' individual educational plan for transfer and secure enrollment to a postsecondary institution 4. Coordinates and actively participates in a significant recruitment event at the GCC campus 5. Participates in a site school recognized student mentoring program.	1. Participates in one additional recruitment/promotion of GCC programs such as express registration and open campus day 3 Participates in one GCC postsecondary recruitment outreach activity 4 Co-develops students' individual educational plan for transfer to a postsecondary institution 5 Coordinates and actively participates in a significant recruitment event at the GCC campus 6 Participates in a site school recognized student mentoring program.	1. Participates in one additional recruitment/promotion of GCC programs such as express registration and open campus day 2. Co-develop students' individual educational plan for transfer to a postsecondary institution 3. Coordinates and actively participates in a significant recruitment event at the GCC campus 4. Participates in a site school recognized student mentoring program.	1. Participates in two promotions of the GCC programs and recruitment of students such as express registration and open campus day 2. Participates in student academic advisement	
Transition 3.1 Assisting students' transfer to a postsecondary institution					

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RUBRIC – ALL FACULTY

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Section 3: Professional Development (___%)Not less than 5% and not more than 15%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Continuing Education 1.1 Progressing toward advanced degree 1.2 Attending professional development activities (e.g. seminars, conferences, workshops) excluding personal reading and research + Completing course work as specified in each area satisfies all the requirements for that area. **Professional Organizations** 2.1 Maintaining membership in professional organizations excluding membership in the Faculty Union 2.2 Attending professional meetings excluding attendance at Faculty Union meetings	In addition to meeting the criteria for *Satisfactory*, the instructor does the following: 1. Completes degree in educational area Or 2. Completes three credited courses in addition to the course necessary for advancement in rank (for non-degreed faculty) For Degreed Faculty: Completes a combination of three of the following: 3. + Completes a credited course necessary for growth in the field of study or related area, or growth in professional education, or growth in instructional technology. (In this area, each course will equal one of the combination and three courses may be used to satisfy the requirement for the three.) 4. Participates in one	In addition to meeting the criteria for *Satisfactory*: 1. Completes two credited courses required in addition to the course necessary for advancement in rank (for non-degreed faculty) For Degreed Faculty: Completes two of the following: 2. + Completes a credited course necessary for growth in the field of study or related area, or growth in professional education, or growth in instructional technology (In this area each course will equal one of the combination and two courses may be used to satisfy the requirement for the two.) 3. Participates in one	In addition to meeting the criteria for *Satisfactory*. 1. Completes one credited course in addition to the course required for satisfactory necessary for advancement in rank (for non-degreed faculty) For degreed Faculty: Completes one of the following: 2. + Completes a credited course necessary for growth in the field of study or related area, or growth in professional education, or growth in instructional technology 3. Participates in one additional discipline, technology or education area professional development activity 4. Participates in peer evaluation (formal/informal) of professional effectiveness (as a mentor) 5. Maintains membership in one professional organization and attends at least one professional meeting	Faculty member must meet the following criteria: 1. Completes a three credit course necessary for promotion or advancement (for non-degree faculty) 2. Participates in one discipline or education area professional development activity or credited course (for degreed faculty) 3. Participates in the institution's mentoring program (as a mentee for the first 2 years as a permanent faculty)	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
2.3 Holding office in professional organizations, except for an office that is compensated as defined in the BOT/GFT Agreement. **Peer Mentoring** 3.1 Serving as a peer mentor/mentee.	additional discipline, technology, or education area professional development activity (minimum of two full days) (In this area each activity will equal one of the combination and three activities may be used to satisfy the requirement for the three.) 5. Participates in peer evaluation (formal/informal) of professional effectiveness (as a mentor) 6. Holds an office/position in a professional organization	additional discipline, technology, or education area professional development activity (minimum of two full days). 4. Participates in peer evaluation (formal/informal) of professional effectiveness (as a mentor) 5. Holds an office/position in a professional organization			

CEU's are recognized as defined in the faculty job specifications

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Section 4: Scholarly Activity/Creative Endeavors as applicable to your rank and job. (__%)Not more than 10% May choose to not participate in this area

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Institutional Contributions or efforts 1.1 Collecting, analyzing and reviewing information for institutional data reports and documents (e.g. ISMP, college related research, promotions) 1.2 Writing reports 1.3 Developing new programs and services **Presentations/Publications** 2.1 Publishing articles, books, and reviews 2.2 Making presentations at local, regional, and national conferences 2.3 Developing web sites **Grant Activities/Research** 3.1 Conducting research projects 3.2 Writing and obtaining grants	Faculty member must meet the following criteria: 1. Publishes book in his or her discipline or educational field or: 2. Completes terminal degree in discipline or Education or: 3. Publishes two articles for refereed publication (external source) OR: 4. Publishes one article for refereed publication (external source) 5. Presents at a	Faculty member must meet 3 of the following criteria: 1. Publishes an article for a refereed publication (external source) OR: Completes 3 of the following: 2. Presents at a regional, national or international conference (Multiple conferences may be used to satisfy the requirements for the three, provided they are identifiably different) 3. Creates and maintains a discipline specific, scholarly website + 4. Completes	Faculty member must meet 2 of the following criteria: 1. Publishes non-refereed article (Multiple articles may be used to satisfy the requirements for the two, provided they are identifiably different) (external source) 2. Submits an article for refereed publication 3. Presents at a local, regional, national or international conference (two conferences may be used to satisfy the requirements for the two, provided they are identifiably different) 4. Creates and maintains a discipline specific, scholarly website + 5. Completes formal	Faculty member must meet 1 of the following criteria: 1. Publishes non-refereed article (external source) 2. Gives a public presentation in his/her discipline beyond those required by job or PDRC (public lecture, community forum, etc.) 3. Creates and maintains a discipline specific, scholarly website + 4. Completes formal research project 5. Receives national, international, regional, state, or local award 6. Develops a new professional development course through continuing education	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Professional Recognition 4.1 Receiving awards and honors 4.2 Completing an advanced degree	regional, national or international conference (Multiple conferences may be used to satisfy the requirements for the four, provided they are identifiably different) 6. Creates and maintains a discipline specific, scholarly website + 7. Completes formal research project resulting in publication 8. Receives national, regional, state, or local award 9. Receives and manages grants or program agreements 10. Develops 4 new professional development courses through continuing education	formal research project 5. Receives national, regional, state, or local award 6. Receives and manages awarded grants or program agreements 7. Develops 3 new professional development courses through continuing education	research project 6. Receives national, international, regional, state, or local award 7. Applies for grants or program agreements 8. Develops 2 new professional development courses through continuing education		

+ Waiver liability for scholarly website must be obtained from the Academic Vice President (in line with academic freedom)

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Section 5: Institutional Involvement (___%)Not less than 5% and not more than 15%

Faculty that choose committee work as part of their workload shall not have less than 10% for this section and reduce Section 1 by 5%

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Committee Participation 1.1. Serving on institutional committees 1.2. Serving on Faculty Senate or College Governing Council **Special Activities** 2.1 Sponsoring campus events 2.2 Bringing speakers to campus 2.3 Updating and maintaining institution's online information 2.4 Recruiting students through various activities (Enrollment Coordinator, Librarians and School Health Counselors) **Department Activity** 3.1 Participating in department meetings	In addition to meeting the criteria for *Satisfactory*, the faculty attends commencement in regalia and does three or more of the following: 1. Serves on any one of the following: Faculty Senate President, Chair of CCA, LOC, CTC, Promotions, PDRC, Standards 1, 2, 3, or 4. 2. Serves on a second institutional committee or serves on Faculty Senate (for all faculty that a committee is not part of their full time workload.) 3. Serves on a second institutional committee (for all	In addition to meeting the criteria for *Satisfactory*, the faculty attends commencement in regalia and does two or more of the following: 1. Serves on any one of the following: Faculty Senate President, Chair of CCA, LOC, CTC, Promotions, PDRC, Standards 1, 2, 3, or 4. 2. Serves on a second institutional committee or Faculty Senate (for all faculty that a committee is not part of their full time workload.) 3. Serves on a second institutional committee (for all instructional postsecondary faculty who choose to have committee	In addition to meeting the criteria for *Satisfactory*, the faculty does one or more of the following: 1. Serves on 1 institutional committee (Article VII, Participatory Governance or serves on Faculty Senate) (for all faculty that a committee is not part of their full time workload) 2. Serves on a second institutional committee (for all instructional postsecondary faculty who choose to have committee work as part of their workload per Article XVIII, B4, a2) 3. Assists with special	Faculty member must meet the following criteria: 1. Serves on 1 institutional committee (Article VII, Participatory Governance or serves on Faculty Senate) (for all instructional postsecondary faculty who choose to have committee work as part of their workload per Article XVIII, B4, a2) 2. Participates in department meetings 3. Serves as an advisor to a student organization (for professorial ranks)* 4. Attends Convocation 5. Attends faculty meetings	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Student Involvement 4.1 Serving as an advisor to a student organization 4.2 Serving as a sponsor for student activities **Grant Activities/Research** 4.3 Conducting research projects 4.4 Writing and obtaining grants Note – Items in this section may be applied to the GCC campus and/or the assigned worksite.	instructional postsecondary faculty who choose to have committee work as part of their workload per Article XVIII, B4, a2) 4. Chairs special program, project, contest, task force, or similar activities 5. Chairs or co-chairs a significant campus event 6. Holds responsibility for maintaining special facilities 7. Serves as an advisor for a student activity 8. Serves as an advisor to a student organization (for non-professorial ranks) 9. + Creates and maintains a department/progra m institutional webpage on MyGCC (for instructional	work as part of their workload per Article XVIII, B4, a2) 4. As a member assists with a special program, project, contest, task force, or similar activities 5. Chair or co-chairs a significant campus event 6. Holds responsibility for maintaining special facilities 7. Serves as an advisor for a student activity 8. Serves as an advisor to a student organization (for non-professorial ranks) 9. + Creates and maintains a department/program institutional webpage on MyGCC (for instructional faculty only) 10. Demonstrates exceptional volunteer efforts for departmental or institutional improvement during the academic year. 11. Receives and	program, project, contest, task force, or similar activities 4. Participates and assists in a significant campus event 5. Holds responsibility for maintaining special facilities 6. Serves as an advisor for a student activity 7. Participates in commencement ceremony in regalia 8. Serves as an advisor to a student organization (for non-professorial ranks) 9. + Creates and maintains a department/pro-gram institutional webpage on MyGCC (for instructional faculty only) 10. Demonstrates exceptional volunteer efforts for departmental or institutional improvement during the	scheduled by the College President, Academic Vice President, or Faculty Senate President (as applicable), not to include 6. Secondary Faculty shall attend site school faculty meetings, and participate in site school functions, scheduled by the site school, not in conflict with GCC Faculty Union/BOT Agreement. 7. Participates in two promotions of the GCC programs and recruitment of students (Academic Advisor, Librarians and School Health Counselors)	

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
	faculty only) 10. Demonstrates exceptional volunteer efforts for departmental or institutional improvement during the academic year. 11. Receives and manages grant or program agreement	manages grant or program agreement	academic year. 11. Applies for a grant or program agreement		

* Refer to the Job Specifications found in Appendix A-1 (box definition) of the Agreement.

For secondary faculty members: Committee membership and participation at a secondary site will be credited in ways parallel to participation on GCC institutional committees, as outlined in the Agreement. Examples include committees addressing secondary accreditation, safety, and school leadership.

+ Must receive approval from Dean and Office of Communications and Promotions prior to implementation or changing

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RUBRIC – ALL FACULTY

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Section 6: Community Service (____%)Not more than 10% May choose to not participate in this area with the exception of professorial ranks*

Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
Voluntarily be involved in community service in his/her area of expertise or as it relates to the institution.	The faculty member must perform four more of the following:	The faculty member must perform three more of the following:	The faculty member must perform two or more of the following:	Faculty member must perform one of the following:	Faculty member did not meet the specified criteria for *Satisfactory* in the following areas:
Community Service in Area of Expertise 1.1 Collaborating with teachers in schools 1.2 Collaborating with professionals 1.3 Serving as a consultant to external entities 1.4 Judging contests in area of expertise **Community Civic Service** 2.1 Getting involved in community civic service 2.2 Maintaining active membership in a civic club 2.3 Serving as a volunteer for community programs	1. Collaborates with teachers in schools 2. Consults with external entities and/or professionals 3. Serves as chief judge and coordinates judges for contest in area of expertise or as it relates to the institution 4. Serves as an officer in a civic organization 5. Organizes a community program 6. Creates and/or conducts a community-based research project 7. Conducts workshops, seminars, outreach programs	1. Collaborates with teachers in schools 2. Consults with external entities and/or professionals 3. Serves as chief judge and coordinates judges for a contest in area of expertise or as it relates to the institution 4. Serves as an officer in a civic organization 5. Organizes a community program 6. Creates and/or conducts community-based research project 7. Conducts workshops, seminars, outreach programs	1. Collaborates with teachers in schools 2. Consults with external entities and/or professionals 3. Judges contest in area of expertise or as it relates to the institution 4. Maintains membership in a civic organization 5. Volunteers for community program 6. Participates in community-based research project 7. Conducts workshops, seminars, outreach programs and other events designed to meet the needs of special segments	1. Collaborates with teachers in schools 2. Consults with external entities and/or professionals 3. Judges contest in area of expertise or as it relates to the institution 4. Maintains membership in a civic organization 5. Volunteers for community program 6. Participates in community-based research project 7. Conducts workshops, seminars, outreach programs and	

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Element	Superb 5	Stellar 4	Strong 3	Satisfactory 2	Improvement Needed (1)
	and other events designed to meet the needs of special segments of the community (multiples of this item may be counted, provided they are identifiably different in content and activities). 8. Serves on boards or commissions	and other events designed to meet the needs of special segments of the community (multiples of this item may be counted, provided they are identifiably different in content and activities). 8. Serves on boards or commissions	of the community (multiples of this item may be counted, provided they are identifiably different in content and activities). 8. Serves on boards or commissions	other events designed to meet the needs of special segments of the community. 8. Serves on boards or commissions	

* Refer to the Job Specifications found in Appendix A-1 (box definition) of the Agreement.

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Section 7: Professional Standards (10%)

Element	Superb (5)	Satisfactory (3)	Improvement Needed (0)
			Faculty member does not meet the skills to be satisfactory in the following areas:
1.0 Compliance with Work Rules and Regulations as applicable to one's specific duties and responsibilities. (40%)	1. Is absent and tardy only in case of verified emergency. 2. Shows exceptional observance of safety rules. 3. Does exceptional job of housekeeping. 4. Reports areas of improvement for established and approved procedures. 5. Does an exceptional job in communicating in a timely manner with Administration and Department Chairs.	1. Is occasionally absent and tardy though excused. 2. Consistently observes safety and security rules. 3. Maintains a professional environment in office and classroom areas. 4. Follows established and approved procedures. 5. Responds in a timely manner to communications from Administration and Department Chairs.	
2.0 Adaptability (10%)	1. Makes excellent judgments on everyday issues. 2. Identifies and analyzes problems and is proactive towards finding a solution. 3. Able to maintain high performance standards in the face of changing situations (For Example: Natural disasters, classroom changes, school moves, etc.)	1. Makes appropriate judgments / decisions on everyday things. 2. Generally recognizes a problem exists and is helpful towards finding a solution for it. 3. Able to deal with changing situations (For Example: Natural disasters, classroom changes, school moves, etc.)	

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3.0 Communicative Skills (20%)	1. Demonstrates excellent verbal and written communication skills. 2. Consistently and clearly expresses thoughts and feelings and conveys them in a focused and concrete manner.	1. Demonstrates adequate verbal and written communication skills. 2. Is generally concise and clear in expressing thoughts and feelings and conveys them in a focused and concrete manner.
4.0 Interpersonal Relations (30%)	1. Recognizes conflicts that arise and acts to bring resolution to them. 2. Respects other people and speaks about them in constructive and positive terms, and openly acknowledges their contributions. 3. Maintains a professional, respectful and courteous relationship with other employees, supervisors and other administrators and officials of the College, which is helpful, friendly, cooperative, and free from resentment, hostility, and conflict.	1. Is helpful in preventing and resolving conflicts. 2. Demonstrates willingness to receive constructive criticism and modify performance accordingly. 3. Interacts with the public, clients of services, and students of the college in a friendly and cooperative manner.

GUAM COMMUNITY COLLEGE
Faculty Accountability Report for Committee Work
AY 20___ to 20___

COMMITTEE NAME

COMMITTEE CHARGE

COMMITTEE GOALS

	Name of Committee Member	Attendance*	Goal 1**	Goal 2**	Goal 3**	Goal 4**	Goal 5**	Attendance %	Participation %
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
20									

*   Number of meetings attended out of ___ meetings.
**   Full Participation in Specific Committee Goals.

Additional Information:

Chairperson: Please detail the core substance of each of the above-mentioned goals. Indicate (Y or N) whether or not the faculty member fully participated in efforts to accomplish the goal. Please submit this document to the Faculty Senate President by _____.

This report is due no later than the last duty day _____ (date) of the Fall semester (mid-year) and due no later than the second Monday of April _____ (date) (end of the year).

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Section 1
Non-Instructional Individual Plan (N.I.I.P)

Faculty Name:

Non-Instructional Program/ Department:Academic Advisement Enrollment Coordinator

Rank:Instructor

The items listed under the elements should reflect core responsibilities unique to both the faculty member's specific job and to the department plan. Job responsibilities for non-instructional positions are outlined in Appendix A, Job Specifications, of the Agreement.

Non-Instructional Responsibilities:

> **Element:**
> **A. Content Expertise: No plan necessary**

> **Element:**
> **B. Direct Services**
> (not less than 10% in this area in 5% increments)
> **2.1** Providing direct service to enhance
>   student success
> **2.2** Grading, returning, and submitting
>   papers in a timely manner (work experience coordinators)
> **2.3** Maintaining appropriate supplies,
>   equipment, materials, and tools for program purposes

> + Provide direct services to stakeholders as identified in the work responsibilities (as stated in Agreement)
> **Plan:**

> **Element:**
> **C. Program Design/Delivery and Management:**
> (not less than 30% in this area in 5% increments)
> **Design/Delivery**
> **3.1** Developing new program services and activities
> **3.2** Designing effective program tools
> **3.3** Evaluating program outcomes
> **3.4** Selecting resources
> **3.5** Involvement in institutional assessment
> **Management**
> **3.6** Managing   activities for program purposes

> + Manage and maintain existing program services and activities to ensure they reflect current practices and use of appropriate resources
> + Collaborates with internal and external stakeholders to address program development.
> **Plan:**

INSTRUCTIONAL FACULTY
ASSISTANT INSTRUCTOR
EVALUATION FORM

Faculty Member Name _____   Department _____

Rank _____   Division _____

Evaluator _____   Date Evaluation Completed _____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

        1 – Improvement Needed
        2 – Satisfactory
        3 – Strong
        4 – Stellar
        5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed
                2.00 – 2.99 - Satisfactory
                3.00 – 3.99 - Strong
                4.00 – 4.49 - Stellar
                4.50   - Superb

1. Teaching and Instruction: 60% - 65%
    Desired Percentage _____ X Evaluator's Rating Total _____ = _____

    A.   Content Expertise (30%) X Evaluator's Rating _____ = _____

    B.   Instructional Delivery (40%) X Evaluator's Rating _____ = _____

Postsecondary faculty must choose only one option from options a, b or c.
Secondary faculty must choose option d.

Option (a)	
Delivery	80%
IDEA	20%

Option (c)	
Delivery	50%
IDEA	50%

Option (b)	
Delivery	65%
IDEA	35%

Option (d)	
Delivery	100%
IDEA	0%

    C.   Course Management (10%) X Evaluator's Rating _____ = _____

    D.   Institutional Assessment (20%) X Evaluator's Rating _____ = _____

2. Enrollment Management: 5% - 10%
    Desired Percentage _____ X Evaluator's Rating _____ = _____

3. Professional Development: 15%
    Desired Percentage _____ X Evaluator's Rating _____ = _____

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INSTRUCTIONAL
ASSISTANT INSTRUCTOR

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4. Scholarly Activity: 0%
    Assistant Instructors may not participate in this section.

5. Institutional Involvement: 5%
    Desired Percentage _____ X Evaluator's Rating _____ = _____

6. Community Service: 0%
    Assistant Instructors may not participate in this section.

7. Professional Standards: 10%
    Faculty percentage of overall evaluation is 10% in this area and may not be altered.

    Required Percentage 10% X Evaluator's Rating Total _____ = _____
    A. Compliance with work rules and regulations (40%) X Evaluator's Rating _____ = _____

    B. Adaptability (10%) X Evaluator's Rating _____ = _____

    C. Communicative Skills (20%) X Evaluator's Rating _____ = _____

    D. Interpersonal Relations (30%) X Evaluator's Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 ____
Section 2 ____
Section 3 ____
Section 4 N/A
Section 5 ____
Section 6 N/A
Section 7 ____
Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

Faculty Member Comments (optional):

Faculty Member Signature   Date

Evaluator Signature   Date

Dean's Signature   Date

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INSTRUCTIONAL FACULTY
INSTRUCTOR
EVALUATION FORM

Faculty Member Name   Department

Rank   Division

Evaluator   Date Evaluation Completed

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

       1 – Improvement Needed
       2 – Satisfactory
       3 – Strong
       4 – Stellar
       5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed
          2.00 – 2.99 - Satisfactory
          3.00 – 3.99 - Strong
          4.00 – 4.49 - Stellar
          4.50   - Superb

1. Teaching and Instruction: 55% - 65%
   Desired Percentage _____ X Evaluator's Rating Total _____ = _____

   A.   Content Expertise (30%) X Evaluator's Rating _____ = _____

   B.   Instructional Delivery (40%) X Evaluator's Rating _____ = _____

Postsecondary faculty must choose only one option from options a, b or c.
Secondary faculty must choose option d.

Option (a)	
Delivery	80%
IDEA	20%

Option (c)	
Delivery	50%
IDEA	50%

Option (b)	
Delivery	65%
IDEA	35%

Option (d)	
Delivery	100%
IDEA	0%

   C.   Course Management (10%) X Evaluator's Rating _____ = _____

   D.   Institutional Assessment (20%) X Evaluator's Rating _____ = _____

2. Enrollment Management: 10% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

3. Professional Development: 10 – 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

APPENDIX A-4b
INSTRUCTIONAL
INSTRUCTOR

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4. Scholarly Activity: 0% - 5%
   a. Faculty may choose to not participate in this section. If so they may allocate the 5% to another section.
   b. The faculty will have to choose between #4 scholarly activity and #6 Community Service, but not both.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

5. Institutional Involvement: 5%
   Faculty that choose committee work as part of their workload shall not have less than 10% for this section and reduce Section 1 by 5%.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

6. Community service: 0% - 5%
   a. Faculty may choose to not participate in this section. If so, they may allocate the 5% to another section.
   b. The faculty will have to choose between #4 Scholarly Activity and #6 Community Service, but not both.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

7. Professional Standards: 10%
   Faculty percentage of overall evaluation is 10% in this area and may not be altered.

   Required Percentage 10% X Evaluator's Rating Total _____ = _____
   A. Compliance with work rules and regulations (40%) X Evaluator's Rating _____ = _____

   B. Adaptability (10%) X Evaluator's Rating _____ = _____

   C. Communicative Skills (20%) X Evaluator's Rating _____ = _____

   D. Interpersonal Relations (30%) X Evaluator's Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 _____
Section 2 _____
Section 3 _____
Section 4 _____
Section 5 _____
Section 6 _____
Section 7 _____
Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

_____

Faculty Member Comments (optional):

_____   _____
Faculty Member Signature   Date

_____   _____
Evaluator Signature   Date

_____   _____
Dean's Signature   Date

APPENDIX A-4b
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INSTRUCTIONAL FACULTY
PROFESSORIAL
EVALUATION FORM

Faculty Member Name _____   Department _____

Rank _____   Division _____

Evaluator _____   Date Evaluation Completed _____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

- 1 – Improvement Needed
- 2 – Satisfactory
- 3 – Strong
- 4 – Stellar
- 5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed

- 2.00 – 2.99 - Satisfactory
- 3.00 – 3.99 - Strong
- 4.00 – 4.49 - Stellar
- 4.50   - Superb

1. Teaching and Instruction: Assistant Professor 45% - 65%
   Teaching and Instruction: Associate Professor 45% - 60%
   Teaching and Instruction: Professor 45% - 55%

   Desired Percentage _____ X Evaluator's Rating Total _____ = _____

   A.   Content Expertise (30%) X Evaluator's Rating _____ = _____

   B.   Instructional Delivery (40%) X Evaluator's Rating _____ = _____

   **Postsecondary faculty must choose only one option from options a, b or c.
   Secondary faculty must choose option d.**

Option (a)	
Delivery	80%
IDEA	20%

Option (c)	
Delivery	50%
IDEA	50%

Option (b)	
Delivery	65%
IDEA	35%

Option (d)	
Delivery	100%
IDEA	0%

   C.   Course Management (10%) X Evaluator's Rating _____ = _____

   D.   Institutional Assessment (20%) X Evaluator's Rating _____ = _____

2. Enrollment Management: 10% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

APPENDIX A-4c
INSTRUCTIONAL
PROFESSORIAL

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August 16, 2013
Typos & formatting corrections

3. Professional Development: 5% – 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

4. Scholarly Activity: 0% - 10%
   Faculty may choose to not participate in this section. If so, they may allocate no more
   than 5% to no less than two other sections except Section #1.

5. Institutional Involvement: 10% - 15%
   Faculty that choose committee work as part of their workload shall not have less than 10% for this
   section and reduce Section 1 by 5%.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

6. Community service: 0% - 10%
   Faculty may choose to not participate in this section. If so, they may allocate no more than 5% to
   no less than two other sections except Section #1.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

7. Professional Standards: 10%
   Faculty percentage of overall evaluation is 10% in this area and may not be altered.
   Required Percentage 10% X Evaluator's Rating Total _____ = _____
   A. Compliance with work rules and regulations (40%) X Evaluator's Rating _____ = _____

   B. Adaptability (10%) X Evaluator's Rating _____ = _____

   C. Communicative Skills (20%) X Evaluator's Rating _____ = _____

   D. Interpersonal Relations (30%) X Evaluator's Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 _____
Section 2 _____
Section 3 _____
Section 4 _____
Section 5 _____
Section 6 _____
Section 7 _____
Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

_____

Faculty Member Comments (optional):

_____   _____   _____   _____
Faculty Member Signature   Date   Evaluator Signature   Date

_____   _____
Dean's Signature   Date

DEPARTMENT CHAIR
ASSISTANT INSTRUCTOR
EVALUATION FORM

Faculty Member Name _____   Department _____

Rank _____   Division _____

Evaluator _____   Date Evaluation Completed _____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

    1 – Improvement Needed
    2 – Satisfactory
    3 – Strong
    4 – Stellar
    5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed
    2.00 – 2.99 - Satisfactory
    3.00 – 3.99 - Strong
    4.00 – 4.49 - Stellar
    4.50   - Superb

1. Department Chair Responsibilities: 60% - 65%
Desired Percentage _____ X Evaluators Rating Total _____ = _____

    A.   Leadership (40%) X Evaluators Rating _____ = _____

    B.   Administrative Duties (25%) X Evaluators Rating _____ = _____

    C.   Curriculum & Assessment (35%) X Evaluators Rating _____ = _____

2. Enrollment Management: 5% - 10%
Desired Percentage _____ X Evaluators Rating _____ = _____

3. Professional Development: 15%
Desired Percentage _____ X Evaluators Rating _____ = _____

4. Scholarly Activity: 0%
Assistant Instructors may not participate in this section.

5. Institutional Involvement: 5%
Desired Percentage _____ X Evaluators Rating _____ = _____

6. Community Service: 0%
Assistant Instructors may not participate in this section.

7. Professional Standards: 10%
    Faculty percentage of overall evaluation is 10% in this area and may not be altered.
Required Percentage 10% X Evaluators Rating Total _____ = _____
    A. Compliance with work rules and regulations (40%) X Evaluators Rating _____ = _____

APPENDIX A-4d
DEPARTMENT CHAIR
ASSISTANT INSTRUCTOR

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Initials ___ RDS RGH
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Typos & formatting corrections

B. Adaptability (10%) X Evaluators Rating _____ = _____

C. Communicative Skills (20%) X Evaluators Rating _____ = _____

D. Interpersonal Relations (30%) X Evaluators Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 ____
Section 2 ____
Section 3 ____
Section 4 N/A
Section 5 ____
Section 6 N/A
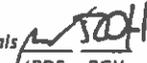Section 7 ____
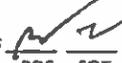Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

_____

Faculty Member Comments (optional):

_____   _____
Faculty Member Signature   Date   Evaluator Signature   Date

_____
Dean's Signature   Date

DEPARTMENT CHAIR
INSTRUCTOR
EVALUATION FORM

Faculty Member Name _____   Department _____

Rank _____   Division _____

Evaluator _____   Date Evaluation Completed _____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

        1 – Improvement Needed
        2 – Satisfactory
        3 – Strong
        4 – Stellar
        5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed
            2.00 – 2.99 - Satisfactory
            3.00 – 3.99 - Strong
            4.00 – 4.49 - Stellar
            4.50   - Superb

1. Department Chair Responsibilities: 55% - 65%
   Desired Percentage _____ X Evaluators Rating Total _____ = _____

   A.   Leadership (40%) X Evaluators Rating _____ = _____

   B.   Administrative Duties (25%) X Evaluators Rating _____ = _____

   C.   Curriculum & Assessment (35%) X Evaluators Rating _____ = _____

2. Enrollment Management: 10% - 15%
   Desired Percentage _____ X Evaluators Rating _____ = _____

3. Professional Development: 10% - 15%
   Desired Percentage _____ X Evaluators Rating _____ = _____

4. Scholarly Activity: 0% - 5%
      a. Faculty may choose to not participate in this section. If so, they may allocate no more than 5% to no less than two other sections except Section #1.
      b. The faculty will have to choose between #4 Scholarly Activity and #6 Community Service, but not both.
   Desired Percentage _____ X Evaluators Rating _____ = _____

5. Institutional Involvement: 5%
   Desired Percentage _____ X Evaluators Rating _____ = _____

6. Community Service: 0% - 5%
      a. Faculty may choose to not participate in this section. If so, they may allocate no more than 5% to no less than two other sections except Section #1.
      b. The faculty will have to choose between #4 Scholarly Activity and #6 Community Service, but not both.
   Desired Percentage _____ X Evaluators Rating _____ = _____

APPENDIX A-4e   Page 1 of 2   Initials _____   Initials _____
DEPARTMENT CHAIR   *RDS   RGH*   *RDS   FQT*
INSTRUCTOR   January 31, 2013   August 16, 2013

                                                Typos & formatting corrections

7. Professional Standards: 10%
       Faculty percentage of overall evaluation is 10% in this area and may not be altered.

   Required Percentage 10% X Evaluators Rating Total _____ = _____
   A. Compliance with work rules and regulations (40%) X Evaluators Rating _____ = _____

   B. Adaptability (10%) X Evaluators Rating _____ = _____

   C. Communicative Skills (20%) X Evaluators Rating _____ = _____

   D. Interpersonal Relations (30%) X Evaluators Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 ____
Section 2 ____
Section 3 ____
Section 4 ____
Section 5 ____
Section 6 ____
Section 7 ____

Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

_____

Faculty Member Comments (optional):

Faculty Member Signature   Date   Evaluator Signature   Date

Dean's Signature   Date

Initials RDS RGH
January 31, 2013

Initials RDS FQT
August 16, 2013
Typos & formatting corrections

DEPARTMENT CHAIR
PROFESSORIAL
EVALUATION FORM

Faculty Member Name
_____

Department
_____

Rank
_____

Division
_____

Evaluator
_____

Date Evaluation Completed
_____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

1 – Improvement Needed
2 – Satisfactory
3 – Strong
4 – Stellar
5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed

2.00 – 2.99 - Satisfactory
3.00 – 3.99 - Strong
4.00 – 4.49 - Stellar
4.50   - Superb

1. Department Chair Responsibilities: Assistant Professor 45% - 65%
   Department Chair Responsibilities: Associate Professor 45% - 60%
   Department Chair Responsibilities: Professor 45% - 55%

   Desired Percentage _____ X Evaluators Rating Total _____ = _____

   A.   Leadership (40%) X Evaluators Rating _____ = _____

   B.   Administrative Duties (25%) X Evaluators Rating _____ = _____

   C.   Curriculum & Assessment (35%) X Evaluators Rating _____ = _____

2. Enrollment Management: 10% - 15%
   Desired Percentage _____ X Evaluators Rating _____ = _____

3. Professional Development: 5% - 15%
   Desired Percentage _____ X Evaluators Rating _____ = _____

4. Scholarly Activity: 0% - 10%
   Faculty may choose to not participate in this section. If so, they may allocate no more than 5% to no less than two other sections except Section #1.
   Desired Percentage _____ X Evaluators Rating _____ = _____

5. Institutional Involvement: 10% - 15%
   Desired Percentage _____ X Evaluators Rating _____ = _____

6. Community Service: 0% - 10%
   Faculty may choose to not participate in this section. If so, they may allocate no more than 5% to no less than two other sections except Section #1.
   Desired Percentage _____ X Evaluators Rating _____ = _____

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DEPARTMENT CHAIR
PROFESSORIAL

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Initials _____ RDS RGH
January 31, 2013

Initials _____ RDS FQT
August 16, 2013
Typos & formatting corrections

7. Professional Standards: 10%
   Faculty percentage of overall evaluation is 10% in this area and may not be altered.

   Required Percentage 10% X Evaluators Rating Total _____ = _____
   A. Compliance with work rules and regulations (40%) X Evaluators Rating _____ = _____

   B. Adaptability (10%) X Evaluators Rating _____ = _____

   C. Communicative Skills (20%) X Evaluators Rating _____ = _____

   D. Interpersonal Relations (30%) X Evaluators Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 ____
Section 2 ____
Section 3 ____
Section 4 ____
Section 5 ____
Section 6 ____
Section 7 ____

Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

Faculty Member Comments (optional):

Faculty Member Signature   Date   Evaluator Signature   Date

Dean's Signature   Date

DEPARTMENT CHAIR
PROFESSORIAL
NON-INSTRUCTIONAL
EVALUATION FORM

Faculty Member Name _____   Department _____

Rank _____   Division _____

Evaluator _____   Date Evaluation Completed _____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.
- 1 – Improvement Needed
- 2 – Satisfactory
- 3 – Strong
- 4 – Stellar
- 5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.
A total score of: 0.00 – 1.99 – Improvement Needed

        2.00 – 2.99 - Satisfactory
        3.00 – 3.99 - Strong
        4.00 – 4.49 - Stellar
        4.50   - Superb

1. Department Chair Responsibilities: Assistant Professor 45% - 65%
   Department Chair Responsibilities: Associate Professor 45% - 60%
   Department Chair Responsibilities: Professor 45% - 55%

   Department Chair Responsibilities/Non-Instructional (combined):

   Combined Section 1 Desired Percentage _____ X Evaluator's Rating Total _____ = _____

   1a. Department Chair Responsibilities: Part (a) and (b) must balance (e.g. 40/60, 45/55, 50/50, etc.

       Desired Percentage _____ X Evaluator's Rating Total _____ = _____

       A. Leadership (40%) X Evaluator's Rating _____ = _____

       B. Administrative Duties (25%) X Evaluator's Rating _____ = _____

       C. Curriculum & Assessment (35%) X Evaluator's Rating _____ = _____

   1b. Non-Instructional Responsibilities

       Desired Percentage _____ X Evaluator's Rating Total _____ = _____
       Percentages in the following area shall be determined through collaboration between the evaluator and the faculty member. No area may contain less than 10% of the total 100% of the desired percentage.

       A. Content Expertise, not less than 20% (%) X Evaluator's Rating _____ = _____

       B. Direct Services, not less than 20% (%) X Evaluator's Rating _____ = _____

       C. Program Design and Management, not less than 20% (%) X Evaluator's Rating
          _____ = _____

APPENDIX A-4g   Page 1 of 2   Initials _____ RDS RGH   Initials _____ RDS FQT
DEPARTMENT CHAIR
PROFESSORIAL   January 31, 2013   August 16, 2013
NON-INSTRUCTIONAL   Typos & formatting corrections

2. Enrollment Management: 10% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

3. Professional Development: 5% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ − _____

4. Scholarly Activity: 0% - 10%
     Faculty may choose to not participate in this section. If so they may allocate the 5% to another section.

5. Institutional Involvement: 10% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

6. Community Service: 0% - 10%
     Faculty may choose to not participate in this section. If so they may allocate the 5% to another section.

7. Professional Standards: 10%
     a. Faculty percentage of overall evaluation is 10% in this area and may not be altered.

   Required Percentage 10% X Evaluator's Rating Total _____ = _____
   A. Compliance with work rules and regulations (40%) X Evaluator's Rating _____ = _____

   B. Adaptability (10%) X Evaluator's Rating _____ = _____

   C. Communicative Skills (20%) X Evaluator's Rating _____ = _____

   D. Interpersonal Relations (30%) X Evaluator's Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 _____
Section 2 _____
Section 3 _____
Section 4 _____
Section 5 _____
Section 6 _____
Section 7 _____

Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

_____

Faculty Member Comments (optional):

_____   _____
Faculty Member Signature   Date   Evaluator Signature   Date

_____
Dean's Signature   Date

APPENDIX A-4g
DEPARTMENT CHAIR
PROFESSORIAL
NON-INSTRUCTIONAL

Page 2 of 2

Initials _____ [ADH].
RDS   RGH
January 31, 2013

Initials _____
RDS   FQT
August 16, 2013
Typos & formatting corrections

NON-INSTRUCTIONAL FACULTY
INSTRUCTOR
EVALUATION FORM

Faculty Member Name _____   Department _____

Rank _____   Division _____

Evaluator _____   Date Evaluation Completed _____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

    1 – Improvement Needed
    2 – Satisfactory
    3 – Strong
    4 – Stellar
    5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed
                  2.00 – 2.99 - Satisfactory
                  3.00 – 3.99 - Strong
                  4.00 – 4.49 - Stellar
                  4.50   - Superb

1. Non-Instructional Responsibilities: 55% - 65%
   Desired Percentage _____ X Evaluator's Rating Total _____ = _____
   Percentages in the following area shall be determined through collaboration between the evaluator and the faculty member. No area may contain less than 10% of the total 100% of the desired percentage.

   A.   Content Expertise, not less than 20% (%) X Evaluator's Rating _____ = _____

   B.   Direct Services, not less than 20% (%) X Evaluator's Rating _____ = _____

   C.   Program Design and Management, not less than 20% (%) X Evaluator's Rating _____
       = _____

   D.   Institutional Assessment, not less than 20% (%) X Evaluator's Rating _____ = _____

2. Enrollment Management: 10% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

3. Professional Development: 10% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

4. Scholarly Activity: 0% - 5%
   a. Faculty may choose to not participate in this section. If so they may allocate the 5% to another section.
   b. The faculty will have to choose between #4 scholarly activity and #6 Community Service, but not both.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

APPENDIX A-4h
NON-INSTRUCTIONAL
INSTRUCTOR

Page 1 of 2

Initials _____ RDS   RGH
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Initials _____ RDS   FQT
August 16, 2013
Typos & formatting corrections

5. Institutional Involvement: 5% - 10%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

6. Community service: 0% - 5%
   a. Faculty may choose to not participate in this section. If so they may allocate the 5% to another section.
   b. The faculty will have to choose between #4 scholarly activity and #6 Community Service, but not both.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

7. Professional Standards: 10%
   Faculty percentage of overall evaluation is 10% in this area and may not be altered.

   Required Percentage 10% X Evaluator's Rating Total _____ = _____
   A. Compliance with work rules and regulations (40%) X Evaluator's Rating _____ = _____

   B. Adaptability (10%) X Evaluator's Rating _____ = _____

   C. Communicative Skills (20%) X Evaluator's Rating _____ = _____

   D. Interpersonal Relations (30%) X Evaluator's Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 _____

Section 2 _____

Section 3 _____

Section 4 _____

Section 5 _____

Section 6 _____

Section 7 _____

Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

Faculty Member Comments (optional):

_____   _____
Faculty Member Signature   Date   Evaluator Signature   Date

_____
Dean's Signature   Date

Initials ___ ꞮꝅOꞮꞁ   Initials ___ ꞁ
          RDS   RGH   RDS   FQT

January 31, 2013   August 16, 2013
                          Typos & formatting corrections

NON-INSTRUCTIONAL FACULTY PROFESSORIAL EVALUATION FORM

Faculty Member Name _____   Department _____

Rank _____   Division _____

Evaluator _____   Date Evaluation Completed _____

Faculty will be rated in each section and each sub-section on a scale of 1 – 5.

     1 – Improvement Needed
     2 – Satisfactory
     3 – Strong
     4 – Stellar
     5 – Superb

The Faculty Overall Evaluation score will be determined by applying the score for each section to its respective percentage chosen by the Faculty, totaled and entered.

A total score of: 0.00 – 1.99 – Improvement Needed
          2.00 – 2.99 - Satisfactory
          3.00 – 3.99 - Strong
          4.00 – 4.49 - Stellar
          4.50   - Superb

1. Non-Instructional Responsibilities: Assistant Professor 45% - 65%
   Non-Instructional Responsibilities: Associate Professor 45% - 60%
   Non-Instructional Responsibilities: Professor 45% - 55%

   Desired Percentage _____ X Evaluator's Rating Total _____ = _____
   Percentages in the following area shall be determined through collaboration between the evaluator and the faculty member. No area may contain less than 10% of the total 100% of the desired percentage.

   A.   Content Expertise, not less than 20% (%) X Evaluator's Rating _____ = _____

   B.   Direct Services, not less than 20% (%) X Evaluator's Rating _____ = _____

   C.   Program Design and Management, not less than 20% (%) X Evaluator's Rating _____
      = _____

   D.   Institutional Assessment, not less than 20% (%) X Evaluator's Rating _____ = _____

2. Enrollment Management: 10% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

3. Professional Development: 5% - 15%
   Desired Percentage _____ X Evaluator's Rating _____ = _____

4. Scholarly Activity: 0% - 10%
   Faculty may choose to not participate in this section. If so they may allocate no more than 5% to no less than two other sections except Section #1.
   Desired Percentage _____ X Evaluator's Rating _____ = _____

APPENDIX A-4I
NON-INSTRUCTIONAL
PROFESSORIAL

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Initials _____ RDS RGH

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August 16, 2013

Typos & formatting corrections

5. Institutional Involvement: 10% - 15%
    Desired Percentage _____ X Evaluator's Rating _____ = _____

6. Community service: 0% - 10%
    Faculty may choose to not participate in this section. If so, they may allocate no more than 5% to no less than two other sections except Section #1.
    Desired Percentage _____ X Evaluator's Rating _____ = _____

7. Professional Standards: 10%
    Faculty percentage of overall evaluation is 10% in this area and may not be altered.

    Required Percentage 10% X Evaluator's Rating Total _____ = _____
    A. Compliance with work rules and regulations (40%) X Evaluator's Rating _____ = _____

    B. Adaptability (10%) X Evaluator's Rating _____ = _____

    C. Communicative Skills (20%) X Evaluator's Rating _____ = _____

    D. Interpersonal Relations (30%) X Evaluator's Rating _____ = _____

Faculty Evaluation Tabulation of Scores.
Section 1 _____

Section 2 _____

Section 3 _____

Section 4 _____

Section 5 _____

Section 6 _____

Section 7 _____

Total Evaluation Score: _____ Faculty Rating: _____

Evaluator Comments (optional):

_____

Faculty Member Comments (optional):

_____   _____
Faculty Member Signature   Date   Evaluator Signature   Date

_____
Dean's Signature   Date

GUAM COMMUNITY COLLEGE
RECORD OF CLASSROOM OBSERVATION

FACULTY MEMBER: _____

COURSE: _____

EVALUATOR: _____

NUMBER OF STUDENTS: _____

TIME OF OBSERVATION: FROM: _____ TO: _____

DATE: _____

OVERVIEW OF OBSERVATION: (Purpose, Preparation, Classroom, Climate, Organization, Planning, Concerns, Recommendations, etc.)

_____   _____
Signature of Faculty / Date   Signature of Evaluator / Date

APPENDIX A-5
Classroom Observation

CLASSROOM OBSERVATION GUIDELINES

Observation guidelines include but are not limited to the following illustrative examples.

I. INSTRUCTION

Presentation

- ☐ Learning (purpose and objectives) for this lesson is clearly stated (lesson overview).

- ☐ Is there a connection of the current lesson to previous learning?

- ☐ How clearly does the faculty member express his/her ideas?

- ☐ Does the faculty member effectively communicate the subject matter to students?

- ☐ The faculty member speaks in a clear and well-modulated voice.

Techniques and Strategies

- ☐ What method(s) of instruction did the teacher use?

- ☐ Was the selection and use of each method appropriate and effective? Why? Why not?

- ☐ What were the various means (lecture, group discussion, student input, inquiry/questions, role playing, information processing activities, other) used by the faculty member to provide information for students to acquire learning?

- ☐ What principles of learning did the faculty member employ?

- ☐ Are the desired skills clearly demonstrated by the faculty member?

- ☐ How did the faculty member encourage students to think and hypothesize?

Instructional Materials

- ☐ Uses various techniques and equipment to make the presentation of the lesson as interesting as possible.

- ☐ Supplements textbook materials with other-references such as journals, hand-outs, etc.

- ☐ The use of audiovisual aids were effective in helping student learning.

Student-Faculty Interaction

- ☐ Does the faculty member show respect for students?

- ☐ Do the students feel free to ask the faculty member questions?

- ☐ Are students allowed enough time to answer questions?

- ☐ Is the faculty member receptive to students' expression of their viewpoint?

- ☐ Does it seem like the faculty member carefully listens to students' comments?

- ☐ Does the faculty member show sensitivity to students' needs?

II. MANAGEMENT

Planning and Preparation

- ☐ Was the faculty member following the course syllabus?

- ☐ Is it evident that the faculty member was well prepared for class?

- ☐ Were the activities varied and well organized?

- ☐ Do the lesson techniques and strategies have a clear sequence and/or organization design?

Classroom Environment

- ☐ What is the learning environment like?

- ☐ How is the learning environment conducive to leaning (safe, pleasant, and orderly)?

- ☐ Is the area setup with the appropriate resources and/or equipment?

- ☐ Does the faculty member's facilitation/intervention skills build a positive classroom environment?

Use of Class Time

- ☐ How consistent is the faculty member in maintaining his/her class schedule?

- ☐ Does the faculty member employ appropriate strategies to use allocated time effectively?

- ☐ How is the faculty member's time divided among the students?

- ☐ Does the faculty member check to determine if students are progressing on task?

- ☐ The faculty member uses minimum class time for non-instruction routines, thus maximizing time on task.

Student Motivation

- ☐ How does the faculty member arouse student interest in the lesson and/or topic?

- ☐ What forms of motivation were used during the class session?

Classroom Behavior

- ☐ Faculty member is able to manage student behavior in a constructive manner.

- ☐ The faculty member remains alert to student behavior that is consistent or inconsistent with his/her established classroom rules and procedures.

- ☐ When necessary, constructive verbal feedback is provided to students and/or appropriate action is taken to maintain behavior that is conducive to learning.

Feedback and Evaluation

- ☐ How does the faculty member regularly check student understanding?

- ☐ How did the faculty member give feedback to students?

- ☐ How did the faculty member monitor and assess student performance to ensure students were proceeding towards the outcome?

- ☐ How does the faculty member determine whether or not students have mastered the objectives?

III. CONTENT EXPERTISE

Knowledge

- ☐ Does the faculty member demonstrate knowledge of the subject matter?

- ☐ Is the subject matter explained effectively?

- ☐ Is faculty member able to answer most question effectively?

- ☐ Is faculty member able to explain the subject matter without relying solely on the prescribed readings?

- ☐ Contributions (in lecture, discussion, groups, laboratory, etc.)

- ☐ Does the faculty member make the subject matter relative?

- ☐ Does faculty member present problems and issues relevant to topic(s) of discussion?

- ☐ Does the faculty member relate current discussion to concepts previously learned by students (show how the present topic is related to those topics that have been taught or that will be taught)?

- ☐ Is faculty member able to relate topics discussed in the lesson to practical situations and/or existing student experiences in a meaningful manner?

IMPROVEMENT NEEDED PLAN (IMP)

WHEN THE EVALUATION SUMMARY INDICATES UNSATISFACTORY/NEEDS TO IMPROVE

The faculty member and the evaluator will jointly develop a written plan that specifies the actions and responsibilities for each party. The objective of the plan is to achieve satisfactory performance.

OUTCOME OF PERFORMANCE IMPROVEMENT PLAN

____ This faculty member has successfully completed the improvement activities and is hereby given an overall evaluation rating of _____.

Date _____.

____ This faculty member has failed to accomplish identified improvements in performance within specified time periods, therefore, the final evaluation rating of Unsatisfactory is given.

Date_____.

EVALUATOR'S COMMENTS: (may include positive or negative examples of information)

FACULTY MEMBER'S COMMENTS: (may include rebuttal or include information relevant to the evaluation)

Signed by: _____   _____
               Dean/Associate Dean   Date

Signed by: _____   _____
               Faculty   Date

APPENDIX B

GCC ACADEMIC AFFAIRS DIVISION

FACULTY LOAD SCHEDULE (Instructional)

Faculty: _____   Rank: _____   Academic Year: _____   Semester: _____

Full-time Regular Load

I. SECONDARY CLASSES for full-time faculty regular load

COURSE NO.	SECTION	COURSE TITLE	STUDENT CONTACT HRS	HS UNITS	PERIODS	START	END	DAYS	LOCATION	BLDG/ ROOM	REMARKS
			xxxxxxxxx								
			xxxxxxxxx								
			xxxxxxxxx								
			xxxxxxxxx								
			xxxxxxxxx								

II. POSTSECONDARY CLASSES for full-time faculty regular load

COURSE NO.	SECTION	COURSE TITLE	STUDENT CONTACT HRS	HS UNITS	PERIODS	START	END	DAYS	LOCATION	BLDG/ ROOM	REMARKS
				xxxxxx	xxxxxxxxxxx						
				xxxxxx	xxxxxxxxxxx						
				xxxxxx	xxxxxxxxxxx						
				xxxxxx	xxxxxxxxxxx						
				xxxxxx	xxxxxxxxxxx						

III. CONTINUING EDUCATION/SPECIAL PROJECT ASSIGNMENT AS PART OF FULL TIME FACULTY REGULAR LOAD

IV. OTHER FULL-TIME FACULTY ASSIGNMENTS

Department Activities	Contact Hrs		Committee Assignments	Contact Hrs		Other Assignments	Contact Hrs

V. OVERLOAD CLASSES/CONTACT HOURS (NOTICE: Overload classes are subject to possible reassignment to full-time faculty due to enrollment fluctuations.)

VI. OTHER FULL-TIME FACULTY ASSIGNMENTS

Assignments	Contact Hrs

VII. Adjunct: Complete space below. I am willing to teach at a reduced rate if enrollment is less than (13) students. Select a YES or NO in each blank.

10-12	7-9	6 OR LESS
¾	½	$500

VIII. OFFICE HOURS (5 hours)
(Minimum 1 hour blocks, Over 3 days)

DAYS	TIME	ROOM
MON		
TUE		
WED		
THUR		
FRI		

IX. Page 2 attached. ☐ Yes ☐ No

NOTE: *Please use a blank page to continue your responses to any numbered sections or items. Please specify numbered section and item.*

Agreed to by Faculty: _____   Date: _____

Concurred by Department Chairperson: _____   Date: _____

Approved by Evaluator: _____
Signature

Approved by Dean of School: _____   Date: _____
Signature

_____   Date: _____
Signature

APPENDIX B-1
Faculty Load Schedule

Faculty Load Schedule (Non-Instructional)

Faculty: Click here to enter text.   Rank: Click here to enter text.

Department: Click here to enter text. Academic Year: Click here to enter text. Semester: Click here to enter text.

FULL TIME FACULTY ASSIGNMENTS

Duties and Responsibilities

Committee Work

Committee	Contact Hrs

Other Assignments

Other Assignments	Contact Hrs

NON-INSTRUCTIONAL FACULTY OVERLOAD
Classes

Course No.	Section	Course Title	Student Contact Hrs	Start	End	Days

Activity	Contact Hrs

(Complete space to the right for Overload)
I am willing to teach at reduced rate if
enrollment is less than (13) students.
State YES or NO in each blank

10-12	7-9	6 or less
¾	½	$500

Agreed by Faculty:

_____   Click here to enter a date.
Signature   Date

Approved by Evaluator:

_____   Click here to enter a date.
Signature   Date

Concurred by Department Chairperson:

_____   Click here to enter a date.
Signature   Date

Approved by Dean of School:

_____   Click here to enter a date.
Signature   Date

Appendix B-2
Faculty Load Schedule (Non-Instructional)

AGREEMENT TO ALTERNATE ASSIGNMENT

The parties to this Agreement have together reviewed the provisions of Article VII and find the following alternate assignment to be within the parameters established there.

NAME _____

REGULAR ASSIGNMENT_____

REGULAR SCHEDULED WORK _____

_____

ALTERNATE ASSIGNMENT _____

_____

_____

_____

_____

_____

ESTIMATION OF TIME TO BE SPENT IN ALTERNATE ASSIGNMENT

_____

_____

REDUCTION OF REGULAR ASSIGNMENT

_____

_____

I am aware of my rights as described in Article VII of the Board-Union Agreement and know that if I so choose, I may discuss any alternative assignment with a Union representative. I have chosen this alternative assignment freely.

_____   _____
FACULTY MEMBER   DATE

_____   _____
DEAN   DATE

APPENDIX C

The Chief Negotiators will prepare a memo to the Faculty Senate President regarding the review of Post Secondary Labs 1 & 2 Categories. This Committee, as agreed upon in the Fall 2010 Negotiations, shall meet in the Spring of 2011 or sooner, to revise this Appendix.

Appendix C
Post Secondary Labs

Course #	Lab Category (1 or 2)	Total Hours	# of Credits
AC232	1	45	3
ASL100	2	75	4
ASL110	2	75	4
ASL120	2	75	4
ASL130	2	75	4
CJ102	2	48	3
CJ103	2	150	7
CJ109	2	48	3
CJ112	2	35	2
CJ126L	1	45	1
CJ132	2	45	3
CJ140	2	45	3
CJ145	2	45	3
CJ148	2	48	3
CJ160	2	48	3
CJ165	2	45	3
CJ170	2	48	3
CJ175	2	24	1.5
CM115	1	6	6
CM116	1	6	6
CM215	1	6	6
HL140	1	60	2
HL162	1	32	1
HS245	1	60	4
HS250	1	90	4
ME150A	1	60	3

Course #	Lab Category (1 or 2)	Total Hours	# of Credits
ME150B	1	60	3
ME161A	1	60	3
ME161B	1	60	3
ME165	1	60	3
ME166	1	60	3
ME167	1	90	3
ME171A	1	60	3
ME171B	1	60	3
ME175	1	60	3
ME176	1	60	3
ME177	1	60	3
ME177B	1	60	3
ME178B	1	60	3
MS121	1	90	2
MS125	1	45	1
MS141	1	90	2
MS145	1	45	1
MS192	1	225	5
MS220	1	60	2
MS221	1	45	1
MS225	1	45	1
MS292	1	225	1
NU101	1	225	7
OA101	1	45	3
OA206	1	45	3
OA220	1	45	3
OA230	1	45	3
OA240	1	45	3
SI103	1	90	4
SI110	1	90	4

Course #	Lab Category (1 or 2)	Total Hours	# of Credits
SI130	1	60	4
WE105	1	60	3
WE107	2	60	3
WE110	1	60	3
WE111	1	60	3
WE218	1	60	3
WE220	1	30	2
WE222	2	60	2
WT110	2	75	3

APPENDIX D

MEMORANDUM

Date: September 27, 2011

To: Guam Community College Board of Trustees Negotiating Team Members
               Guam Community College Faculty Union Negotiating Team Members

From: Dr. R. Ray D. Somera
               Vice-President for Academic Affairs
               Chief Negotiator, Guam Community College Board of Trustees

               Karen M.S. Sablan
               Professor
               President and Chief Negotiator, Guam Community College Faculty Union

Subject: Amendment to Appendix D: Guam Community College Faculty Union Membership
               Application form

Hafa Adai Negotiating Team Members,

A recent member benefit that allows the Guam Community College Faculty Union members the
option to participate in an alternate health/dental insurance coverage is being offered. We mutually
agree and concur that the current Guam Community College Faculty Union Membership Application
form needs revision to include a sentence allowing for the deduction of the premiums for this
optional member benefit to be combined with the amount of the member's dues deduction and the
prevailing AFT per capita amount.

Specifically, changes to the form include: a) amending the third line of the paragraph GCCEF to
GCC Faculty Union, b) amending the footer notation from Appendix D to Appendix D-1, c) adding
"Revised 09/26/2011" in the footer, d) adding a subject line after the mailing address to identify if
the Guam Community College Faculty Union Membership Application form is a new application or
a revised application, and e) adding "unless otherwise approved by the Local" to the last sentence of
the paragraph.

Furthermore, we have noted and mutually agree and concur that the included Appendix D: Guam
Community College Faculty Union Membership Application form was not specifically referenced in
Article III.B.7a. We, therefore recommend "(Article D-1)" be added at the end of the first sentence
of Article III.B.7a. As documentation to these amendments, we also mutually agree and concur that
this memorandum will be added to Appendix D as "Appendix D-2."

Respectfully,
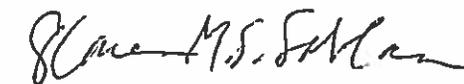
_____   _____
Dr. R. Ray D. Somera   Dr. Karen M.S. Sablan

Appendix D-2
Amendment Memorandum

Guam Community College Faculty Union
AFT Local 6476
Membership Application

Name: _____   Date: _____

Faculty Rank: _____

Mailing Address: _____

_____

Subject: _____New application   _____Revised application

I hereby authorize the Guam Community College to deduct membership dues at the rate of ¾ of 1% of my annual salary, as per Article IX, Section 1, of the GCC Faculty Union Constitution plus the prevailing per capita amounts for the AFT. I also authorize deduction of an additional premium amount of $_____. I understand that these deductions must continue for one year, unless otherwise approved by the Local, from the date of the first deduction after which I may withdraw my membership.

_____
Signature

Received by for the GCC Faculty Union:

_____   _____
Officers Name/Signature/Title   Date

Received by for the Guam Community College:

_____   _____
Name/Signature/Title   Date

Effective Date of membership: _____

APPENDIX E

EARLY DEPARTURE FUND RETURN OBLIGATION
"PAYBACK"

This amendment to the Agreement is for the purpose of the Guam Community College and it's faculty to recover money, all or in part, it has expended for the training of faculty members who depart from the college before the recuperation of its investment has been completed.

Part 1:

When a faculty member receives financial assistance from the Professional Development Fund and leaves the employment of the Guam Community College before working the equivalent of a one (1) school year period after receiving the funds, the following table will be used to determine the amount of money to be paid back to the college by the recipient.

Time Worked After Funding (Months) Truncated:	Amount of Return For Faculty	Subtraction
0	100.0%	
1	100.0%	-$200.00
2	100.0%	-$400.00
3	85.7%	Of Net Balance
4	71.4%	Of Net Balance
5	57.1%	Of Net Balance
6	42.8%	Of Net Balance
7	28.5%	Of Net Balance
8	14.2%	Of Net Balance
9	0.0%	Of Net Balance

"Net Balance" is defined to be the Gross amount funded minus the number of dollars in the "subtraction" column to the right

Example: A faculty member who receives $2000.00 for a workshop and leaves GCC after completing 5 full months, the amount to be returned would be 57.1% of (2000-600) => .571*$1400 or $799.40

PART II: CERTIFICATION:

An employee who leaves GCC for employment elsewhere in his/her field and has gained certificates/endorsements through GCC funding within the 2 year period previous to his/her last day of employment at GCC will have a payback obligation to the college as follows:

1. If the certificates/endorsements were obtained within one (1) year previous to departure the payback will be 100% of the funding provided by GCC.

2. Otherwise the payback will be 50% of the funding provided by GCC.

Time will be measured from the last day of the training/class for which the Certificate/endorsement was awarded.

This agreement must be attached to the application for professional development funds and signed by the applicant as a condition of funding.

Following are conditions protecting the employee and governing all returned funds.

A. If member wishes to challenge the payback, the member has ten (10) working days after notification to turn in a written appeal. Within five (5) working days, the president will convene a four (4) member committee to review the appeal. The committee shall be composed of 2 faculty members selected by the Unit Chairperson, 2 administrators and a fifth member chosen by the committee. This committee will give its findings and decision, in writing, to the president within ten (10) working days . The decision of the committee will be final.

B. All returned funds shall go into the faculty Professional Development Fund as moneys above the BOT appropriation and used, if possible, for training similar to that for which the initial appropriation was made. Returned funds will be available over a two year period in which to accomplish said training. If similar training requests are not initiated within 18 months of the "payback", the funds may be used for other training purposes following the PDRC guidelines for distribution.

C. In each case the time count is completed in full month increments and starts from the first working day after the training has been completed. I.e. if the training ends on July 15 and school starts on August 15, the time count starts August 15.

APPENDIX F

GUAM COMMUNITY COLLEGE   **RECEIVED BY:** Click here to enter text.

REQUEST FOR CERTIFICATE OF ELIGIBILITY

DATE: Click here to enter a date.

TO: Human Resources Administrator

FROM: Click here to enter text.

I hereby request a Certificate of Eligibility for the following:

☐   1.   Advancement In Rank; specify rank:

            Click here to enter text.

☐   2.   Sabbatical Leave

☐   3.   Other, please specify purpose.

Click here to enter text.   Click here to enter a date.
Faculty Member's Signature   Date (Month\Day\Year)

APPENDIX G

APPENDIX G
RANGE OF PENALTIES FOR STATED OFFENSES
(Reprimands – Suspensions – Dismissals)

* In as much as a reprimand is not an adverse action under these rules, a management official need not apply the Adverse Action Procedures. The penalty of reprimand is included in the schedule to institute progressive disciplinary action against an employee or group of employees. Reprimands shall not remain in an employee's personnel file for more than one year.

NATURE OF OFFENSE	1ST Offense		2nd Offense		3rd Offense	
	Min	Max	Min	Max	Min	Max
A. Unauthorized absence.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
B. Falsifying attendance record for oneself or another employee.	Reprimand	Suspension	Suspension	Suspension	Suspension	Dismissal
C. Leaving job to which assigned at any time during working hours without proper permission.	Reprimand	Suspension	Suspension	Suspension	Suspension	Dismissal
D. Unexcused or unauthorized absence on one or more scheduled days of work or assigned overtime.	Reprimand	Suspension	Suspension	Suspension	Suspension	Dismissal
E. Unexcused tardiness.	Reprimand	Suspension	Reprimand	Suspension	Suspension	Dismissal
F. Actual or attempted theft of Government property or the property of others.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
CONDUCT						
A. Criminal, dishonest, infamous or notoriously disgraceful conduct adversely affecting the employee/employer relationship (on duty or off duty)	Reprimand	Suspension	Suspension	Suspension	Suspension	Dismissal
B. Disobedience to constituted authorities, or deliberate refusal to carry out any proper order from an supervisor having responsibility for the work of the employee; insubordination.	Reprimand	Suspension	Suspension	Suspension	Suspension	Dismissal

NATURE OF OFFENSE	1ST Offense		2nd Offense		3rd Offense	
	Min	Max	Min	Max	Min	Max
C. Disorderly conduct; fighting threatening or attempting to inflict bodily injury to another; engaging in dangerous horseplay, or resisting competent authority.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
D. Disrespectful conduct; use of insulting, abusive, or obscene language to or about other personnel.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
E. Falsification, misstatement, or concealment or material fact in connection with any official proceedings.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
F. False testimony or refusal to testify in an inquiry, investigation or other official proceedings.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
G. Knowingly making false or malicious statements with the intent to harm or destroy the reputation of authority, or official standing of individuals or organizations.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
H. Gambling or unlawful betting during working hours.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
I. Promotion of gambling on Government premises.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
J. Willful damage to Government property or the property of others.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
K. Engaging in prohibited acts covered in Section 9102 of 4 Guam Code Annotated.	Suspension	Dismissal		Dismissal		

(Penalty shall be imposed pursuant to Section 9103 4 GCA)

DISCRIMINATION

	Min	Max	Min	Max	Min	Max
A. Discriminating against an employee or applicant because of race, color, religion, sex, national origin, age, handicapped, creed, political affiliation or martial status or other prohibited discriminatory practices.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal

APPENDIX G
RANGE OF PENALTIES

NATURE OF OFFENSE

INTOXICANTS

Nature of Offense	1ST Offense		2nd Offense		3rd Offense	
	Min	Max	Min	Max	Min	Max
A. Reporting for duty or being on duty under the influence of intoxicants, unauthorized possession of or attempting to bring intoxicants on Government premises.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
B. Reporting for duty while under the influence of a narcotic or dangerous drug, or use of same on Government property or on duty.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
C. Unauthorized sale or transfer of narcotic or dangerous drug on Government property or during duty hours.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal

PERFORMANCE

Nature of Offense	1ST Offense		2nd Offense		3rd Offense	
	Min	Max	Min	Max	Min	Max
A. Careless workmanship resulting in spoilage or waste of materials or delay in production.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
B. Covering up or attempting to conceal defective work; removing or destroying same without permission	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
C. Failure or delay in carrying out orders, work assignments; or instructions or superiors.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
D. Loafing, wasting time, or inattention to duty.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
E. Sleeping on duty where life or property is endangered.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal
F. Unauthorized use or possession of, loss of or damage to Government property or the property of others.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal

APPENDIX G
RANGE OF PENALTIES

NATURE OF OFFENSE	1ST Offense		2nd Offense		3rd Offense	
	Min	Max	Min	Max	Min	Max
SAFETY						
A. Failure to observe precautions for personal safety posted rules, signs, written or oral safety instructions, or to use protective clothing or equipment.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
B. Violation of safety regulations which endangers life or property.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
C. Endangering the safety of or causing injury to personnel through carelessness.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
D. Failure to observe no smoking regulations or carrying matches in restricted areas.	Reprimand	Suspension	Suspension	Dismissal	Suspension	Dismissal
E. Violating traffic regulations, reckless driving on Government premises, or improper operation of government motor vehicles.	Reprimand	Dismissal	Suspension	Dismissal	Suspension	Dismissal

APPENDIX H

MEMORANDUM

May 24, 2010

TO:	Gina Y. Ramos
	Chair, Board of Trustees

VIA:	Dr. Mary A. Y. Okada
	President

FROM:	Dr. R. Ray D. Somera
	Vice President for Academic Affairs
	Chief Negotiator, Management Team

SUBJECT:	Perusal and review of negotiated agreement

Per Barry Mead's memo attached to this document, the dues-paying members of the Guam Community College Faculty Union voted overwhelmingly to ratify the new agreement on May 19, 2010. Ninety percent (90%) of the faculty voted in favor of it.

I am respectfully transmitting this draft copy of the <u>BOT/GFT Union Agreement, 2010-2016</u>[1] to each member of the Board for perusal and review. The Board's legal counsel will also receive a copy to ensure that the document is in good legal standing. Since Trustee Deborah Belanger was a member of the management's negotiating team, she will be an excellent resource to identify the areas of concern raised during the negotiations.

Since the implementation date of the new agreement is at the beginning of Fall 2010 semester, I look forward to your final approval of the agreement soonest. Please include it in the Board agenda for next month's meeting.

Thank you for your prompt action.

---

[1] The appendices are not yet included in this copy.

Guam Community College Faculty
Union
Guam Federation of Teachers

MEMORANDUM

Date: May 20, 2010

To: Dr. Rene Ray D. Somera
Vice President of Academic Affairs
BOT Chief Negotiator

From: Barry L. Mead, CFBE, CHE
Assistant Professor
Chair
Guam Community College Faculty Union

CC: Matt Rector
President
Guam Federation of Teachers

Subject: Ratification of Agreement

A meeting of the Dues Paying Members of the Guam Community College
Faculty Union was held on May 19, 2010. At which a vote was taken to Ratify
the recently negotiated agreement between the Board of Trustees and the
Guam Federation of Teachers.

I am pleased to announce that the results of that vote were over whelming in
favor of the new agreement, with 90% of the faculty voting in favor of the
"new" agreement.

RECEIVED MAY 2 4 2010

GUAM COMMUNITY COLLEGE
Board of Trustees

RELATIVE TO ACKNOWLEDGING
THE NEW FACULTY UNION LOCAL 6476

WHEREAS, on August 2, 2010 the Board of Trustees of the Guam Community College and the Guam Federation of Teachers (GFT) Local 1581 of the American Federation of teachers (AFT), AFL-CIO, entered into a negotiated agreement governing the bargaining unit composed of non-supervisory, full time employees know as Faculty; and

WHEREAS, on August 24, 2010 the GFT Executive Council passed resolution 1-2010 absolving their right to representation rights of the GFT/GCC faculty Union; and

WHEREAS, the American Federation of Teachers awarded Local #6476 to the GCC Faculty Union.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby acknowledges the new GCC Faculty Union, Local 6476 to be the successor to the representation rights of the GFT/GCC Faculty Union, GFT Local 1581; and

BE IT FURTHER RESOLVED, that the Negotiated Agreement of August 2, 2010 by and between the Board of Trustees of GCC and the GFT/GCC Faculty Union, GFT Local 1581 be amended through signature Sheet to include the newly formed GCC Faculty Union, Local 6476, with the appropriate signatories; and

BE IT FURTHER RESOLVED, that all references to the "GFT local 1581" in the Negotiated Agreement shall be superseded by the newly formed "Faculty Union Local 6476."

Adopted: November 3, 2010
Resolution 3-2011

GOVERNMENT OF GUAM

Department of Revenue and Taxation

File No.: D — 16628

Incorporation Certificate

This is to certify that the Articles of Incorporation of

GUAM COMMUNITY COLLEGE FACULTY UNION, INC.
LOCAL 6476 AMERICAN FEDERATION OF TEACHERS

have been duly filed and entered in accordance with the law under §28170Z(1), Title 18 GCA in the Records of Articles of Incorporation in the Department of Revenue and Taxation Government of Guam.

Approved and authorized to incorporate effective 10:00 am   Guam Pacific Time October, 04, 2010   the persons signing said Articles of Incorporation and their associates and successors shall constitute in body politic and corporate under the name: Guam Community College Faculty Union, Inc. Local 6476 American Federation of Teachers   for the term in said Articles of Incorporation to be 50   Years, unless sooner legally dissolved.

In Witness Whereof, I have hereunto subscribed my hand officially and have hereon impressed my seal of office at the City of Dgatña, Guam this 2 on this 4th   day of October   2010.

Octavio B. Ilagan
ARTEMIO B. ILAGAN
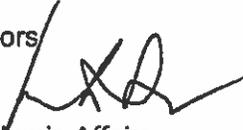
Director of Revenue and Taxation

APPENDIX I

MEMORANDUM

Date: October 20, 2011

To: All Faculty and Evaluators

From: Dr. R. Ray D. Somera
           Vice President for Academic Affairs
           Chief Negotiator, Management Team

           Dr. Karen M.S. Sablan
           President for GCC Faculty Union
           Chief Negotiator for the Faculty Bargaining Unit

Subject: Clarification of Appendix A-2a, Section 5: Institutional Involvement and
           Appendix A-2c, Section: Non-instructional Responsibilities

The following recommendations for clarification of the aforementioned appendices, located in the Agreement between The Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & The Board of Trustees Guam Community College for Faculty 2010-2016, from the Faculty Evaluation/Job Specifications Committee are acknowledged and accepted to be effective for this AY2011-2012 evaluation. Additionally, this memorandum serves as the official agreement to clarify the following:

1. Appendix A-2a, Section 5: Institutional Involvement

   For all rubric elements under Satisfactory, Strong, Stellar, and Superb related to serving on one (1) or more institutional committees; the word "serves" will be evaluated based on the following evidence: a) the committee's goals for the academic year submitted to the Faculty Senate, b) any relevant evidence that identifies the faculty member's involvement and contributions to meeting the committee goals that must be provided by each faculty committee member in the evaluation binder, and c) a copy of the committee's attendance roster/sheet.

2. Appendix A-2c, Section : Non-instructional Responsibilities

   The following is deleted from the aforementioned Non-Instructional Faculty Rubric under the Satisfactory column: "+Attention to program professional standards, participant learning outcomes, goals."

APPENDIX J

MEMORANDUM

To: Gina Y. Ramos
                     Chair, Board of Trustees

Via: Dr. Mary A.Y. Okada
                     President

From: Dr. R. Ray D.Somera
                     Vice President for Academic Affairs
                     Chief Negotiator for Management

                     Dr. Karen M.S. Sablan
                     President, GCC Faculty Union
                     Chief Negotiator for the faculty

Subject: Revision to Article VI – Departments
                     New - Appendix J, Nursing and Allied Health Administrator

Date: June 7, 2012

Statement of Facts:

The Agreement between GCC Faculty Union and the BOT, Article VI – Departments D. Organization states the following:

> *The parties agree that it may be necessary to hire faculty or administrators to be twelve (12) month Department Chairpersons. To facilitate this possibility, the Board of Trustees and Union agree to begin the dialogue that will provide the information necessary to determine its feasibility, transition processes, and possible implementation.*

The Guam Board of Nurse Examiners has stipulated that in order to grant full approval for the Practical Nursing Program, GCC must provide a position description for the director of nursing to include the supervision (i.e. evaluation) of faculty and management of the program (Reference Public Law 29-71, Administrative Rules and Regulations for the Guam Board of Nurse Examiners).

In consideration of the above statement of facts, the Chief Negotiators agree to the following:

1. The Department Chairperson for the Allied Health Department shall be an Academic Administrator position (ref: Agreement, Article VI, C and D).

2. The new Academic Administrator position shall be titled **"Nursing and Allied Health Administrator"**. The job description shall be added as Appendix J to Agreement.

3. Agreement, Article X, Performance Evaluation – the definition for evaluator shall be amended to read:
    Evaluator: For the purpose of this article, evaluator is defined as Dean or Associate Dean. For the Nursing and Allied Health Programs, the evaluator is defined as the Nursing and Allied Health Administrator.

4. The Chief Negotiators agree to review this memorandum after one (1) year to determine the viability, feasibility, and sustainability of the Nursing and Allied Health programs.

Thank you for your valuable support of this request.

R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs
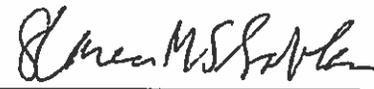
Karen M.S. Sablan, Ed.D.
President, GCC Faculty Union

Nursing and Allied Health Administrator

NATURE OF WORK:

The position of Nursing and Allied Health Administrator is a full-time academic administrator. The Nursing and Allied Health Administrator shall serve as the Director of Nursing and Department Chairperson for the Nursing and Allied Health programs.
Primary responsibilities include planning, organizing, implementing, and evaluating the nursing and allied health programs. The Nursing and Allied Health Administrator shall work closely with the respective dean in curriculum, budgetary and personnel matters. Work is performed in accordance with established Board policies, laws, rules and regulations.

ILLUSTRATIVE EXAMPLES OF WORK: *(These examples may not include all the duties which may be assigned; and any one position may not include all the duties listed.)*

Serves as the Director of Nursing:
- Ensures compliance with the Administrative Rules and Regulations for the Guam Board of Nurse Examiners as it pertains to the College's Nursing program.

Serves as the Department Chairperson for the Nursing and Allied Health programs:
- Shall carry out the duties and responsibilities of Department Chairperson as defined in the Agreement between GCC Faculty Union and the BOT, Article VI.

Personnel
- In concert with divisional dean, evaluate faculty and staff in the Nursing and Allied Health programs.

Performs other related duties as required.

MINIMUM KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of the principles and practices of nursing and allied health professions.

Knowledge of the institutional missions, goals and objectives of the College and their relationship to the nursing and allied health programs.

Ability to work effectively with a wide variety of people, both individually and in groups.

Ability to speak and write clearly, concisely, and effectively.

Ability to comprehend and analyze detailed written matter.

Ability to assess, organize and plan effectively.

Ability to prioritize work, establishes realistic timelines, and meets deadlines.

Ability to exercise independent judgment based on a thorough comprehension of pertinent rules and regulations.

Ability to supervise work and training of nursing and allied health personnel.

Ability to work effectively under pressure.

MINIMUM EXPERIENCE AND TRAINING:

A. A current, active and unencumbered registered nurse license on Guam; and
B. Must possess both a Bachelors' degree in nursing and a Master's degree in nursing; and
C. Educational preparation and at least two (2) years of experience in teaching and learning principles for adult education, including curriculum development and administration, and at least four (4) years of clinical experience; and
D. Current knowledge of nursing practice; plus
E. The minimum requirement identified in the GCC's Faculty Job Specifications.

TERMS AND CONDITIONS

A faculty member appointed to this position shall move from the faculty classification to an academic administrator classification for the period of appointment. Upon completion of appointment, the faculty member shall return to the faculty classification and shall retain all rights and privileges afford to faculty.

Ratified: _____JUN 1 3 2012_____
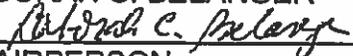
DEBORAH C. BELANGER
CHAIRPERSON
BOARD OF TRUSTEES

APPENDIX K

MEMORANDUM

To: Deborah C. Belanger
               Chair, Board of Trustees

Via: Dr. Mary A.Y. Okada
               President

From: Dr. R. Ray D.Somera
               Vice President for Academic Affairs
               Chief Negotiator for Management

               R. Gary Hartz
               President, GCC Faculty Union

Subject: Clarifying memorandum on request to restructure participatory
               governance committee memberships (Article VII)

Date: February 25, 2013

CC: College Governing Council, Chair and co-chair
               Resources, Planning & Facilities Committee, Chair & co-chair

This memorandum is for information purposes only, hence, no action is required.

On November 14 and 21 respectively, separate requests were received from the Resources
Planning and Facilities (RPF) Committee and the College Governing Council (CGC) to restructure
committee memberships to reflect the changes in participatory governance processes at the
college. **The creation of a new Staff Senate was the impetus for this request.**

As a result of our meeting to discuss such requests, we decided to take the following steps:

1.   Issue a clarification regarding the intent of Article VII – Participatory Governance, as
       stated in the Agreement. Specifically, Article VII. D.1.d.(1).iii, pages 24-26 (as it relates
       to RPF) and Article VII.C, page 24 (as it relates to CGC). Both negotiators agree that
       the purpose of "broad participation" (the exact verbiage used in the Article) is to provide
       wide-ranging opportunities for all key players on campus (i.e., faculty, staff,
       administrators, and students) to contribute to the process of institutional decision-making.
       This must be consistent however with the Accrediting Commission for Community and
       Junior Colleges (ACCJC) standard on Leadership and Governance (Standard IV) which
       states that these key players "exercise a substantial voice in institutional policies,
       planning, and budget *that relate to their areas of responsibility and expertise*
       (Standard IV A.2.a; our emphasis). The committee memberships specified in the current
       Agreement is **a recognition of this broad participation** (again, our emphasis), and
       hence, should not require changes in the contract. The negotiators therefore suggest
       that such restructuring of committee composition should be written and documented as
       part of the committee by-laws. Implementation of these changes should be in effect once
       the by-laws are ratified by members of the respective committees.

2. Address the committee requests through this memorandum of clarification. This memorandum will be added to the Board-Faculty Union Agreement, 2010-2016 as Appendix K.

3. Inform the Board (through this memo) of upcoming changes in the participatory governance structure of the college, as it applies to the Staff Senate.

4. Advise any committee or committees requesting for similar changes in the future for Staff Senate participation to be guided by this memorandum of clarification.

R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs

Date 2/26/2013

R. Gary Hartz
President, GCC Faculty Union

Date 2.26.13

MEMORANDUM

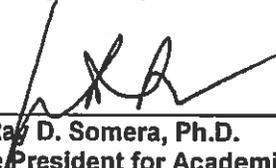|	
To:	Deborah C. Belanger Chair, Board of Trustees
Via:	Dr. Mary A.Y. Okada President
From:	Dr. R. Ray D.Somera Vice President for Academic Affairs Chief Negotiator for Management Dr. Karen M.S. Sablan President, GCC Faculty Union Chief Negotiator for the Faculty
Subject:	Clarifying memorandum on request to restructure participatory governance committee memberships (Article VII)
Date:	November 26, 2012
CC:	College Governing Council, Chair and co-chair Resources, Planning & Facilities Committee, Chair & co-chair

This memorandum is for information purposes only, hence, no action is required.

On November 14 and 21 respectively, both Chief Negotiators for the Board-Faculty Union Agreement, 2010-2016 received separate requests from the Resources Planning and Facilities (RPF) Committee and the College Governing Council (CGC) to restructure committee memberships to reflect the changes in participatory governance processes at the college. The creation of a new Staff Senate was the impetus for this request.

As a result of our meeting to discuss such requests, we decided to take the following steps:

1. Issue a clarification regarding the intent of Article VII – Participatory Governance, as stated in the Agreement, specifically, Article VII. D.1.d.(1).iii, pages 24-26 (as it relates to RPF) and Article VII.C, page 24 (as it relates to CGC). Both negotiators agree that the purpose of "broad participation" (the exact verbiage used in the Article) is to provide wide-ranging opportunities for all key players on campus (i.e., faculty, staff, administrators, and students) to contribute to the process of institutional decision-making. This must be consistent however with the Accrediting Commission for Community and Junior Colleges (ACCJC) standard on Leadership and Governance (Standard IV) which states that these key players "exercise a substantial voice in institutional policies, planning, and budget *that relate to their areas of responsibility and expertise* (Standard IV A.2.a; our emphasis). The committee memberships specified in the current Agreement is a **recognition of this broad participation** (again, our emphasis), and hence, should not require changes in the contract. The negotiators therefore suggest that such restructuring of committee composition should be written and documented as part of the committee by-laws. Implementation of these changes should be in effect once the by-laws are ratified by members of the respective committees.

2. Address the committee requests through this memorandum of clarification. This memorandum will be added to the Board-Faculty Union Agreement, 2010-2016 as Appendix K.

3. Inform the Board (through this memo) of upcoming changes in the participatory governance structure of the college as a result of the revision of committee by-laws.

4. Advise any committee or committees requesting for similar changes in the future to be guided by this memorandum of clarification.

R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs
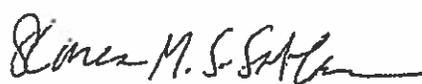
Date: 11-26-2012

Karen M.S. Sablan, Ed.D.
President, GCC Faculty Union

Date: 11-26-2012

APPENDIX L

APPENDIX L
Limited term appointments

MEMORANDUM

To:	Deborah C. Belanger Chair, Board of Trustees
Via:	Dr. Mary A.Y. Okada President
From:	Dr. R. Ray D.Somera Vice President for Academic Affairs Chief Negotiator for Management
	Dr. Karen M.S. Sablan President, GCC Faculty Union Chief Negotiator for the Faculty
Subject:	Permanent full-time faculty members serving in a GCC BOT approved administrator limited term appointments
Date:	November 26, 2012
CC:	Faculty Promotions Committee, Chair

This memorandum is for information purposes only; no action is required.

The Faculty Promotions Committee seeks clarification if a faculty member who is serving in a limited term appointment as an academic administrator can apply and may qualify for advancement-in-rank. This memorandum serves as the official answer to the question being asked.

Articles of the Agreement between the GCC Faculty Union and the GCC Board of Trustees that apply to this question include the following:

Article I – Recognition states in part...
> ... for all academic personnel in the service of the Guam Community College including Assistant Instruct, Instructor, Assistant Professor, Associate Professor, Professor, and all other positions not mentioned in the following exclusions: supervisor, managers, Human Resources office employees in other than clerical capacity, part-time, limited term or temporary employees.

Article XXII – Sole Agreement states in part ...
> ...during the life of this Agreement if any laws or executive orders, rules and regulations or policies of the Board, or directives of the College President are enacted/promulgated that are related to any provision of this Agreement and that are beneficial to the faculty, such regulations, policies, or directive shall prevail.

Statement of facts:

Two (2) Academic Administrator positions have been created to allow permanent full-time faculty members the opportunity to serve on a limited term appointment in order to fulfill the College's need.

Adjunct Associate Dean job description was approved by the Board of Trustees on January 8, 1992. Permanent full-time faculty who serve in this position serve on a limited term appointment. Copy of job description attached.

Allied Health & Nursing Administrator job description was approved by the Board of Trustee on June 13, 2012. Permanent full-time faculty who serve in this position serve on a limited term appointment. Copy of job description attached.

The intent with both job descriptions is to allow **permanent full-time faculty** members the opportunity to serve in a **limited term appointment** as an administrator in order to fulfill the College's need. Furthermore, the intent is for a faculty member not to be penalized for accepting a limited term appointment. The job descriptions state that the faculty member shall retain all rights and privileges afforded to faculty.

In consideration of the above provisions and statement of facts, the Chief Negotiators agree to the intent of providing permanent full-time faculty members all rights and privileges as it pertains to faculty for advancement-in-rank (reference Article VIII – Advancement-In-Rank) while serving on a limited term appointment (i.e. Adjunct Associate Dean and Allied Health & Nursing Administrator).

This memorandum will be added to the Board-Faculty Union Agreement, 2010-2016, as Appendix L.
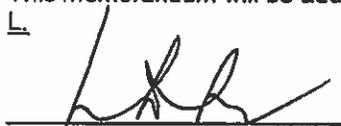
R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs
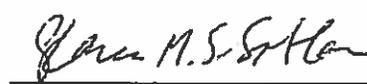
Date: 11-26-2012

Karen M.S. Sablan, Ed.D.
President, GCC Faculty Union

Date: 11-26-2012

APPENDIX M

REQUEST TO CREATE A COMMITTEE

Per Article VII.D.1b of the Agreement between the Guam Community College Faculty Union / Guam Community College Board of Trustees the creation of a committee to be included in Article VII may be created through mutual agreement at any time during the life of the agreement. The following is submitted for consideration:

Name of new committee: _____

Purpose of new committee: _____

Is there any other committee who's charge is similar or includes what the charge of this committee shall be: [ ] Yes   [ ] No

Charge of new committee:

_____

_____

_____

_____

Recommended make-up of the committee (with reason for the recommendation)
Faculty _____
Staff _____
Administrators _____

Date recommended to convene the committee: _____

Submitted by: _____   Date: _____

For approval, this request must be accompanied by a cover memo from the relevant governance bodies: Faculty Senate, if the request is for a Faculty Senate Committee; College Governing Council, if the request is for a Committee with a recommended make-up of faculty, staff, and/or administrators.

Approval:

For the Guam Community College Board of Trustees:

[ ] Approved [ ] Disapproved

_____   Date: _____
Dr. R. Ray Somera, Vice President, Academic Affairs

For the Guam Community College Faculty Union:

[ ] Approved [ ] Disapproved

_____   Date: _____
R. Gary Hartz, GCC Faculty Union President
Appendix# M

Request to Create a Committee

Initials: _____
RDS RGH
Date: 4/25/2013

Memorandum

To: Vice-President, Academic Affairs Division
           President, Faculty Union

From: President, Faculty Senate

Subject: Establishment of General Education Committee

Date: October 23, 2013

Pursuant to the provisions of Article VII.D.1b of the Agreement between the Guam Community College Faculty Union and the Board of Trustees Guam Community College, the chairperson of the Learning Outcomes Committee (LOC) requested to establish a subsidiary General Education (GenEd) Committee. The Faculty Senate voted to support this request as negotiated.

Thank you for your attention to this memorandum.

Robin Roberson

11/21/13
10/29/13

REQUEST TO CREATE A COMMITTEE

Per Article VII.D.1b of the Agreement between the Guam Community College Faculty Union / Guam Community College Board of Trustees the creation of a committee to be included in Article VII may be created through mutual agreement at any time during the life of the agreement. The following is submitted for consideration:

Name of new committee: General Education Committee

Purpose of new committee: To ensure the integrity of General Education courses at Guam Community College are in support of the College's mission and the relevant charges of the Learning Outcomes Committee addressing General Education issues.

Is there any other committee who's charge is similar or includes what the charge of this committee shall be: [ ] Yes [X] No

Charge of new committee:

As a subsidiary to the existing Learning Outcomes Committee (LOC) charge as follows:

This Committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College and that is academically sound, comprehensive, and responsible 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 will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the institutional and student learning outcomes.

The General Education Committee, as a newly formed committee will address the above charges by:

- Establishing guidelines for general education in all degree and certificate programs
- Assessing current General Education courses for effectiveness and to ensure they meet ILOs and
- Reviewing and approving new course guide submissions for proposed General Education courses

Recommended make-up of the committee (with reason for the recommendation)

Faculty: Not more than 5 members; additional members may be assigned by the Faculty Senate President if requested by the committee's chairperson after all other committees are filled.; faculty to represent each academic department (English, Math, Science, and Social Science).

Staff: O
Administrators: O

Appendix# M

Request to Create a Committee

Initials: RDS RGH
Date: 4/25/2012

Initials: RDS FQT
Date: 6/29/31

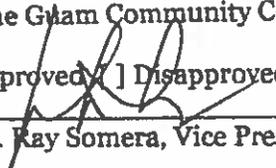Date recommended to convene the committee: Fall 2013

Submitted by: General Education Working Group   Date: 9/6/13

For approval, this request must be accompanied by a cover memo from the relevant governance
bodies: Faculty Senate, if the request is for a Faculty Senate Committee; College Governing
Council, if the request is for a Committee with a recommended make-up of faculty, staff, and/or
administrators.

Approval:

For the Guam Community College Board of Trustees:

[✓ Approved [ ] Disapproved

_____   Date: 10/29/13
Dr. R. Ray Somera, Vice President, Academic Affairs

For the Guam Community College Faculty Union:

[✓ Approved [ ] Disapproved

_____   Date: 10/24/13
Frederick Q. Tupaz, GCC Faculty Union President

Appendix# M

Request to Create a Committee

Initials: RDS RGH
Date: 4/25/2012

Initials: RDS FQT
Date: 10/29/13

COMMITTEE MEMBERS (Full-Time Faculty) 2013-2014

Calendar	College Technology Committee	Council of Department Chairs	Committee on College Assessment	Faculty Job Specifications/Evaluation Committee	*Faculty Senate	*Learning Outcomes Committee
Robin Roberson Jose Munoz Norma Guerrero	John Limtiaco Terry Kuper Michael Setzer II Paul Healy	Robin Roberson (Chair) Ricky Tyquiengco Christopher Dennis Sarah Leon Guerrero Jose Munoz Dr. Lisa Baza-Cruz Steve Lam Norman Aguilar Anthony Roberto Gil Yanger Dorothy Lou Manglona	Zhaopei Teng (Chair) J. Peter Roberto Yvonne Tam Inez Bukikosa Katsyoshi Uchima Karen Dumchus Gil Yanger	Gary Hartz (Chair) Frederick Tupaz Phyllis Yurko Sarah Leon Guerrero Robin Roberson	Robin Roberson (President) Jose Munoz (Past President) Anthony Roberto (President- Elect) Norman Aguilar (At Large Member) Troy Lizama (At Large Member)	Patty Terlaje (Chair) Norma Guerrero (Chair-Elect) Tressa Dela Cruz Catherine Leon Guerrero Yvonne Flores Sandy Balbin Rose Marie Nanpei Dr. Anthony J. Sunga Brian Muna Desiree Ventura Frank Evangelista Theresa Datuin Benjamin Sison Simone Bollinger

GenEd

John Armstrong
Dr. Lisa Baza-Cruz
Polli Huseby
John Michael Jocson
Steve Lam

PDRC	Promotions	Resources, Planning & Facilities Committee	Std I Institutional Mission & Effectiveness	Std II Student Learning Programs & Services	Standard III Resources	Std IV Leadership & Governance
Dr. Clare Camacho (Chair) Anthony San Nicolas Doreen Blas Donna Cruz Dr. Marsha Postrozny Sally Sablan	Eric Chong (Chair) Rebecca Toves Wilson Tam Juanita Tenorio Hermalin Analista John Michael Jocson	Robin Roberson (President) Anthony Roberto (President-Elect) Jose Munoz (Past President) Frederick Tupaz (Faculty Union President)	Troy Lizama (Chair) Ricky Tyquiengco	Tonirose Realica (Chair) Dr. Clare Camacho Carl Torres II Angela Bordallo	Vera De Oro (Chair) Sterlyn Sotomil Bertha Leon Guerrero	Pilar Pangelinan (Chair) Jennifer Artero Rosemary Loveridge Loressa Melegrito

Verified by: _____
Faculty Senate President
Date: 10/29/13

Attested by: _____
Academic Vice President
Date: 10/29/13

_____
Faculty Union President
Date: 10/29/13

Form Revision 04/01/2013
Information Updated 10/29/2013

APPENDIX N

MEMORANDUM

TO: Deborah C. Belanger
  Chair, Board of Trustees

Via: Dr. Mary A.Y. Okada
  President

FROM: Dr. R. Ray D. Somera
  Vice President for Academic Affairs

  Fredrick Q. Tupaz
  President, GCC Faculty Union

SUBJECT: Adjustment to Faculty Committee Standards 1, 2, 3 & 4 term of service (Article VII)
DATE: October 22, 2013

CC: Robin Roberson, Faculty Senate President
  R. Ronald Hartz, Chair, Job Specs Committee

This memo is informative only, hence it requires no action.

The term of service for faculty sitting on Standards 1, 2, 3 & 4 were brought to the fore during the Job Specs negotiations on October 7-11, 2013. After some discussion, it was determined that an adjustment in the standards' term of service was needed in an effort to provide better continuity and uniformity among all four standards.

Hence, Standards 1, 2, 3 & 4 will now reflect the following changes: Term – No less than three (3) years with staggered terms. This is consistent with the GCC Faculty Union Representative's memorandum dated October 17, 2013 (refer to attachment).

This memorandum will be added to the Board-Faculty Union Agreement, 2010-2016, as Appendix N.
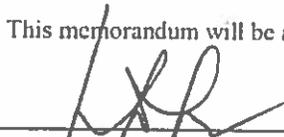
Dr. R. Ray D. Somera
Vice President for Academic Affairs
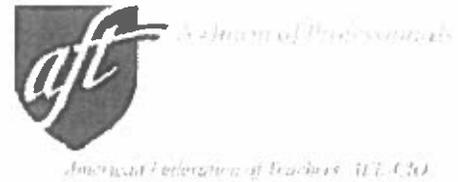Guam Community College

10/25/14
Date

Fredrick Q. Tupaz
President, GCC Faculty Union

10/24/13
Date

Appendix N
Clarifying Term of Service Memorandum (Article VII)

MEMORANDUM

TO: Frederick Tupaz
            President GCC Faculty Union

FROM: Barry L. Mead, Faculty Representative
            GCC Faculty Union – Local 6476 AFT/AFL-CIO

DATE: October 17, 2013

SUBJECT: GCC Faculty Union / BOT Agreement Article VII Participatory Governance, Section D

Pursuant to the Agreement and specifically to the issue of faculty serving on the Committees for Standards 1, 2, 3, & 4, I am providing clarification related to the terms of service.

Standard 1 has the term being three years while standards 2, 3, & 4 have the term being two years. Those terms are in error and should all be three (3) years.

During the negotiation, discussion was held with respect to the terms being 2 years, and that the Accreditation period was for six years with the mid-term visit being 3 years. It was felt that by having faculty serve for three years there would be better continuity in the self-study and preparation. In recognition for the length of service being requested and due to the work involved in the preparation for the mid-term and actual accreditation faculty were to be given additional release time, for the three semesters leading up to the accreditation visit faculty have a reduction to 135 hours per semester. For a person serving a two-year term this would have encompassed almost the entire two-year period.
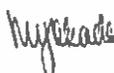
Hence to answer the question the terms of service for all four standards committees should read three (3) years

APPENDIX O

GCC

GUAM COMMUNITY COLLEGE

Kulohon Kumunidåt Gudhan
Accredited by the
Western Association of
Schools and Colleges

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

MEMORANDUM

TO: Deborah C. Belanger
           Chair, Board of Trustees

VIA: Dr. Mary A.Y. Okada
           President

FROM: Dr. R. Ray D. Somera
           Vice President for Academic Affairs

SUBJECT: Ratification of Job Specs

DATE: January 27, 2014

Per Fred Tupaz's memo attached to this document, the dues-paying members of the Guam Community College Faculty Union voted overwhelmingly to ratify the new Job Specs agreement on January 24, 2014. Ninety-two percent (92%) of the faculty voted in favor of it.

The implementation date of the new agreement is at the beginning of fall 2014 semester. Please include it in the Board agenda for next month's meeting.

Thank you for your prompt action.

President
Fred
Tupaz

Vice-
President
(Interim)
Norman
Aguilar

Secretary
Joni Kerr

Treasurer
Pilar
Pangelinan

Stewards
Kathy
Chargulaf
Eric Chong
Carol Cruz
Chris Dennis
Steve Lam
Sarah Leon
Guerrero
Jose Munoz
Dave Santos
Juanita
Tenorio
Patty Terlaje
Ricky
Tyquiengco
Kat Uchima
Gil Yanger

Local 6476 AFT AFL-CIO

A Union of Professionals

American Federation of Teachers, AFL-CIO

MEMORANDUM

DATE: January 27, 2014

TO: Dr. Rene Ray D. Somera
               Vice-president of Academic Affairs
               BOT Chief Negotiator

FROM: Fred Q. Tupaz
               President, GCC Faculty Union Local 6476 AFT-AFL/CIO

SUBJECT: **Ratification of Job Specifications**

A meeting of the dues-paying members of the GCC Faculty Union Local 6476 AFT-AFL/CIO was held on January 24, 2014, at which a vote was taken to ratify the Job Specifications that was recently negotiated and subsequently finalized on December 12, 2013.

We are pleased to advise you that 92% (23/25) of the dues-paying members present voted to ratify the revised Job Specifications as negotiated and finalized on December 12, 2013.
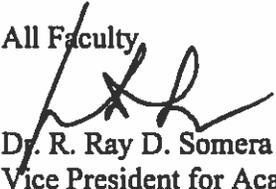
We would like to thank you and the rest of the management negotiating team for your collaborative efforts, collegiality, and professionalism throughout this arduous process. We look forward to continued collaboration in our future endeavors.

Cc: Job Specs Committee
       Executive Council
       File

"ONE FACULTY – ONE VOICE!"

APPENDIX P

April 30, 2014

TO: All Faculty

FROM: Dr. R. Ray D. Somera
            Vice President for Academic Affairs

            Fred Q. Tupaz
            President, GCC Faculty Union

SUBJECT: Amendment to Job Specs

As mutually agreed upon by both faculty and management teams in the recently-
negotiated Job Specs document, this memo indicates the original and amended sections
of the agreement, as follows:

Original verbiage:

A Master's Degree with at least eighteen (18) credit hours in the field of study or related
area, and eighteen (18) credit hours in professional education, or six (6) credit hours in
CTE methods (a Master's Degree is the minimum requirement for all faculty teaching
English, Mathematics, Social Science, Science, and other courses that articulate to four-
year institutions as General Education requirements); see Articulation Matrix in the
Appendix section of the Agreement.

Amended to:

A Master's Degree with at least eighteen (18) credit hours in the field of study or related
area, and eighteen (18) credit hours in professional education or six (6) credit hours in
CTE methods (a Master's Degree is the minimum requirement for all faculty teaching
English, Mathematics, Social Science, and Science, with the exception of Adult
Education courses.)

This change will also be uploaded to the online version of the Agreement available on the
GCC website.

69

AIER

OFFICE OF ASSESSMENT, INSTITUTIONAL
EFFECTIVENESS & RESEARCH (AIER)
GUAM COMMUNITY COLLEGE
http://www.guamcc.edu/Runtime/aier.aspx

Memorandum

TO:
Dr. Mary A.Y. Okada, President
Carmen K. Santos, Vice President Finance & Administration
Dr. Juan Flores, Dean for School of Trades & Professional Services
Dr. Gina Tudela, Dean for School of Technology & Student Services
Joanne Ige, Associate Dean for School of Technology & Student Services
Dr. Michael Chan, Associate Dean for School of Technology & Student Services
R. Gary Hartz, Associate Dean for the School of Trades & Professional Services
Dr. Elizabeth Diego, Associate Dean for School of Trades & Professional Services

VIA:
Dr. R. Ray D. Somera, Vice President for Academic Affairs

FROM:
Marlena Montague, Assistant Director, AIER

SUBJECT:
Assessment Compliance for Academic Year 2013-2014

DATE:
May 23, 2014

I am pleased to present the following comprehensive assessment compliance matrix which provides assessment statistics for the entire academic year.

AY 2013-2014 Assessment Compliance Matrix
(N/A=NOT APPLICABLE; N=NON-COMPLIANT; Y=COMPLIANT; LOC=CURRICULUM UPDATE IN PROGRESS)

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
AC100	Fund Bkking & Acctng	Course	Non-tech	Business	Y	Y
AC110	Payroll Accounting	Course	AS	Business	Y	Y
AC150	Federal Income Tax I	Course	AS	Business	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
AC210	Intro to Financial Management	Course	AS	Business	Y	Y
AC211	Accounting Principles I	Course	AS/Cert	Business	Y	Y
AC212	Accounting Principles II	Course	AS	Business	Y	Y
AC225	Hospitality Acctng	Course	Non-tech	Business	Y	Y
AC232	Acctng on Computer	Course	AS	Business	Y	Y
AC233	Actg Using QuickBooks	Course	AS	Business	Y	Y
AC240	Certified Bookkeeper Review	Course	Non-tech	Business	Y	Y
AC250	Federal Income Tax II	Course	Non-tech	Business	Y	Y
AC298	Co-op Accounting	Course	Non-tech	Business	Y	Y
AE103	Basic Blueprint Reading	Course	AS/Cert	Construction Trades	Y	Y
AE121	Technical Engineering Draw I	Course	AS/Cert	Construction Trades	Y	Y
AE122	Technical Engineering Draw II	Course	AS/Cert	Construction Trades	Y	Y
AE138	Bldg Codes, Specs & Const Mgt	Course	AS/Cert	Construction Trades	Y	Y
AE150	Comp Aided Design & Drafting I	Course	AS/Cert	Construction Trades	Y	Y
AE160	CADD II	Course	AS/Cert	Construction Trades	Y	Y
AE216	Descriptive Geometry	Course	AS	Construction Trades	Y	Y
ASL100	American Sign Language I	Course	AA/Cert	Education	N	Y
ASL110	American Sign Language II	Course	AA	Education	N/A	N
ASL120	American Sign Language III	Course	Non-tech	Education	N/A	N
ASL130	American Sign Language IV	Course	Non-tech	Education	N/A	N
AST100	Intro to Auto Svc Technology	Course	AS/Cert	Automotive Services Technology	Y	Y
AST110	Engine Repair	Course	AS/Cert	Automotive Services Technology	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
AST120	Auto Transmission & Transaxle	Course	AS/Cert	Automotive Services Technology	Y	Y
AST130	Manual Drive Train & Axles	Course	AS/Cert	Automotive Services Technology	Y	Y
AST140	Suspension & Steering	Course	AS/Cert	Automotive Services Technology	Y	Y
AST150	Brakes	Course	AS/Cert	Automotive Services Technology	Y	Y
AST160	Electrical/Electronic Systems	Course	AS/Cert	Automotive Services Technology	Y	Y
AST170	Heating & Air Conditioning	Course	AS/Cert	Automotive Services Technology	Y	Y
AST180A	Engine Performance I	Course	AS/Cert	Automotive Services Technology	Y	Y
AST180B	Engine Performance II	Course	AS/Cert	Automotive Services Technology	Y	Y
AST210	Theory/Practicum:Engine Repair	Course	AS/Cert	Automotive Services Technology	Y	Y
AST220	Thry/Prac-Auto Tran & Trnsaxle	Course	AS/Cert	Automotive Services Technology	Y	Y
AST230	Thry/Prac-Manual Drive & Axles	Course	AS/Cert	Automotive Services Technology	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
AST240	Thry/Prac-Suspension & Steerng	Course	AS/Cert	Automotive Services Technology	Y	Y
AST250	Theory/Practicum-Brakes	Course	AS/Cert	Automotive Services Technology	Y	Y
AST260	Thry/Prac-Electrical Systems	Course	AS/Cert	Automotive Services Technology	Y	Y
AST270	Thry/Prac-Heating & Air Con	Course	AS/Cert	Automotive Services Technology	Y	Y
AST280	Thry/Prac-Engine Performance	Course	AS/Cert	Automotive Services Technology	Y	Y
CD110	Early Childhood Ed Orientation	Course	AS/Cert	Education	Y	Y
CD140	Environmnts for Young Children	Course	AS/Cert	Education	Y	Y
CD180	Language Arts in EC	Course	AS/Cert	Education	Y	Y
CD221	Child Growth & Development	Course	AA/AS/Cert	Education	Y	Y
CD240	Cognitive & Creative Dev	Course	AS/Cert	Education	Y	Y
CD260	Social & Emotional Dev	Course	AS/Cert	Education	Y	Y
CD280	Program Development	Course	Non-tech	Education	N/A	N
CD285	Childcare Management	Course	Non-tech	Education	N/A	N
CD292	ECE Practicum	Course	AS/Cert	Education	Y	Y
CE121	Properties of Materials	Course	Non-tech	Construction Trades	Y	Y
CE210	Statics	Course	Non-tech	Construction Trades	Y	Y
CE211	Plane Surveying I	Course	AS/Cert	Construction Trades	Y	Y
CE213	Hydraulics	Course	AS	Construction Trades	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
CE214	Structural Design	Course	AS	Construction Trades	Y	Y
CE215	Construction Procedures	Course	Non-tech	Construction Trades	Y	Y
CE221	Strength of Materials	Course	AS	Construction Trades	Y	Y
CE222	Plane Surveying II	Course	AS/Cert	Construction Trades	Y	Y
CE224	Highways	Course	AS	Construction Trades	Y	Y
CE225	Const Planning & Estimating	Course	Non-tech	Construction Trades	Y	Y
CH110	Chamorro I	Course	Non-tech	Tourism and Hospitality	N/A	N
CH111	Chamorro II	Course	Non-tech	Tourism and Hospitality	N/A	N
CHLS102	Intelligence Analysis and Security Management	Course	Non-tech	Social Science/Criminal Justice	Y	Y
CI110	Beginning Mandarin Chinese I	Course	Non-tech	Tourism and Hospitality	N/A	N
CJ100	Intro to CJ	Course	AS/Cert	Social Science/Criminal Justice	Y	Y
CJ101	Juvenile Justice Process	Course	AS	Social Science/Criminal Justice	Y	Y
CJ102	First Responder	Course	Cert	Social Science/Criminal Justice	Y	Y
CJ104	Dynamics of Substance Abuse	Course	Non-tech	Social Science/Criminal Justice	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
CJ107	Introduction to Corrections	Course	AS	Social Science/Criminal Justice	Y	Y
CJ126	Officer Survival	Course	Cert	Social Science/Criminal Justice	Y	Y
CJ126L	Officer Survival Laboratory	Course	Cert	Social Science/Criminal Justice	Y	Y
CJ132	Emergency Vehicle Operator	Course	Cert	Social Science/Criminal Justice	Y	Y
CJ135	Firearms Use/Safety/Care	Course	Cert	Social Science/Criminal Justice	Y	Y
CJ140	Defensive Tactics	Course	Non-tech	Social Science/Criminal Justice	Y	Y
CJ145	Physical Development	Course	Non-tech	Social Science/Criminal Justice	Y	Y
CJ148	Traffic Law Enforcement	Course	Non-tech	Social Science/Criminal Justice	Y	Y
CJ150	Crim Pro	Course	AS/Cert	Social Science/Criminal Justice	Y	Y
CJ155	Self Defense	Course	Non-tech	Social Science/Criminal Justice	Y	Y
CJ160	Motorcycle Training	Course	Non-tech	Social Science/Criminal Justice	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
CJ200	Criminal Law	Course	AS/Cert	Social Science/Criminal Justice	Y	Y
CJ204	Introduction to Criminology	Course	AS	Social Science/Criminal Justice	Y	Y
CJ205	Police Report Writing	Course	AS/Cert	Social Science/Criminal Justice	Y	Y
CJ206	Social Values & CJ Process	Course	AS	Social Science/Criminal Justice	Y	Y
CJ209	Concept of Police Operations	Course	AS	Social Science/Criminal Justice	Y	Y
CJ225	Criminal Investigation	Course	AS/Cert	Social Science/Criminal Justice	Y	Y
CJ250	Police Organizational Theory	Course	AS	Social Science/Criminal Justice	Y	Y
CJ260	Forensic Computer Examiner	Course	AS	Social Science/Criminal Justice	Y	Y
CJ290	Criminal Justice Internship	Course	AS	Social Science/Criminal Justice	Y	Y
CJ292	Criminal Justice Practicum	Course	AS	Social Science/Criminal Justice	Y	Y
CM101	Cosmetology I	Course	Non-tech	Education	N/A	N/A
CM102	Cosmetology II	Course	Non-tech	Education	N/A	N/A
CM104	Cosmetology III	Course	Non-tech	Education	N/A	Y
CM292	Cosmetology Practicum	Course	Non-tech	Education	N/A	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
CS101	Intro Comp Sys/Info	Course	AS/Cert	Technology	Y	Y
CS102	Computer Operations	Course	AS/Cert	Technology	Y	Y
CS103	RPG	Course	AS	Technology	Y	Y
CS104	Visual Basic Programming	Course	AS	Technology	Y	Y
CS110	Introduction to the Internet	Course	AS/Cert	Technology	Y	Y
CS112	Introduction to Linux	Course	AS	Technology	Y	Y
CS151	Windows Applications	Course	Cert	Technology	Y	Y
CS152	Macintosh Applications	Course	Non-tech	Technology	Y	N
CS202	COBOL	Course	Non-tech	Technology	Y	N
CS203	Systems Analysis & Design	Course	AS	Technology	Y	Y
CS204	C Programming	Course	AS	Technology	Y	Y
CS205	Network Communications	Course	AS	Technology	Y	Y
CS206	Java I	Course	AS	Technology	Y	Y
CS210A	Configuring Windows Systems	Course	Non-tech	Technology	N/A	N
CS240	Microsoft Office Access 2010	Course	AS	Technology	Y	Y
CS241	Microsoft Office Excel 2010	Course	AS	Technology	Y	Y
CS242	Microsoft Office Outlook 2010	Course	AS	Technology	Y	Y
CS243	MS PowerPoint 2010	Course	AS	Technology	Y	Y
CS244	Microsoft Office Word 2010	Course	AS	Technology	Y	Y
CS252	Advanced RPG II	Course	AS	Technology	Y	Y
CS290	Computer Science Spec Project	Course	AS/Cert	Technology	Y	Y
CS298	Co-Op/Work-Learn	Course	AS/Cert	Technology	Y	Y
CT100	Intro to Construction Trades	Course	Non-tech	Construction Trades	Y	Y
CT140	Industrial Safety	Course	Non-tech	Construction Trades	Y	Y
CT152	Fundamentals of Plumbing	Course	Cert	Construction Trades	Y	N
CT152A	Plumbing Level I	Course	Cert	Construction Trades	Y	N

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
CT153	Introduction to Carpentry	Course	Cert	Construction Trades	Y	N
CT154A	Masonry Level I	Course	Cert	Construction Trades	Y	N
CT154B	Masonry Level II	Course	Cert	Construction Trades	Y	N
CT158	Heavy Equipment Operation	Course	Non-tech	Construction Trades	Y	Y
CT165A	Electricity Level I	Course	Cert	Construction Trades	Y	N
CT165B	Electricity Level II	Course	Cert	Construction Trades	Y	N
CT165C	Electricity Level III	Course	Cert	Construction Trades	Y	N
CT165D	Electricity Level IV	Course	Cert	Construction Trades	Y	N
CT172	Plumbing Installation & Design	Course	Non-tech	Construction Trades	Y	Y
CT173	Rough Framing & Extr Finishing	Course	Cert	Construction Trades	Y	N
CT182	Uniform Plumbing Code	Course	Cert	Construction Trades	Y	N
CT183	Finishing	Course	Cert	Construction Trades	Y	N
CT185A	Air Con/Refrig I	Course	Cert	Construction Trades	Y	N
CT185B	Air Con/Refrig. II	Course	Cert	Construction Trades	Y	N
CT185C	Air Con/Refrig. III	Course	Cert	Construction Trades	Y	N
CT196A	Fund Oxy Welding	Course	Cert	Construction Trades	Y	N
CT196B	Fund Oxy Welding II	Course	Cert	Construction Trades	Y	N

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
CT197	Non-Ferrous Welding Level I	Course	Non-tech	Construction Trades	Y	Y
CT197A	Shielded Metal Arc Welding I	Course	Cert	Construction Trades	Y	N
CT197B	Shielded Metal Arc Welding II	Course	Cert	Construction Trades	Y	N
EC110	Principles of Economics	Course	AS/Cert	Social Science/Criminal Justice	Y	Y
ED150	Introduction to Teaching	Course	AA/Cert	Education	N	Y
ED180	Educational Methods	Course	AA/Cert	Education	N	Y
ED200	Instructional Technology	Course	Non-tech	Education	N/A	N
ED201	Online Using Moodle	Course	Non-tech	Education	N/A	N
ED202	Online Communities	Course	Non-tech	Education	N/A	N
ED220	Human Growth & Development	Course	AA/AS/Cert	Education	Y	Y
ED231	Intro to Exceptional Children	Course	AA/AS/Cert	Education	Y	Y
ED240	Reggio-Inspired Approach	Course	Non-tech	Education	N/A	N
ED241	Reading Strategies	Course	Non-tech	Education	N/A	N
ED251	CTE Philosophy	Course	Non-tech	Education	N/A	N
ED252	CTE Assessment	Course	Non-tech	Education	N/A	N
ED253	Voc-Tech Lab	Course	Non-tech	Education	N/A	N
ED254	CTE Curriculum	Course	Non-tech	Education	N/A	N
ED270	Behavior Management	Course	AA/Cert	Education	N	Y
ED281	Bilingual/Bicultural Education	Course	AA/AS/Cert	Education	N/A	N
ED282	Culture & Linguistic Diversity in the Career & Technical Education Classroom	Course	Non-tech	Education	N/A	N
ED283	Reaching Diverse Learners	Course	Non-tech	Education	N/A	N
ED292	Education Practicum	Course	AA/Cert	Education	N	Y
EE103	Electricity I - DC Circuits	Course	AS	Technology	Y	Y
EE104	Electricity II - AC Circuits	Course	AS	Technology	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
EE107	Instrumentation I	Course	Non-tech	Technology	N/A	Y
EE112	Electrical Devices	Course	AS	Technology	Y	Y
EE116	Digital Technology	Course	AS	Technology	Y	Y
EE211	IT Essentials I	Course	AS	Technology	Y	Y
EE215	IT Essentials II	Course	AS	Technology	N/A	Y
EE242	Prin Voice Data Cabl	Course	AS	Technology	Y	Y
EE243	Fiber Optics Installation	Course	AS	Technology	Y	Y
EE265	Computer Networking I	Course	AS	Technology	Y	Y
EE266	Computer Networking II	Course	AS	Technology	Y	Y
EE267	Computer Networking III	Course	AS	Technology	N/A	Y
EE268	Computer Networking IV	Course	AS	Technology	Y	Y
EE271	Advanced Ntwk Professional I	Course	Non-tech	Technology	N/A	Y
EE275	Advanced Ntwk Professional III	Course	Non-tech	Technology	N/A	Y
EE280	Net Sec I	Course	Non-tech	Technology	N/A	Y
EE283	Network Security +	Course	Non-tech	Technology	N/A	Y
EM112	National Electrical Code	Course	Non-tech	Construction Trades	Y	Y
EMS103	EMT Basic	Course	Non-tech	Nursing and Allied Health	N/A	N
EMS109	EMT Refresher	Course	Non-tech	Nursing and Allied Health	N/A	N
EMS170	EMT Intermediate I	Course	Non-tech	Nursing and Allied Health	N/A	N
EMS175	EMT Intermediate II	Course	Non-tech	Nursing and Allied Health	N/A	N
EMS176	EMT Intermediate Review	Course	Non-tech	Nursing and Allied Health	N/A	N
EN066	Reading Workshop	Course	Non-tech	English	Y	Y
EN067	Writing Workshop	Course	Non-tech	English	Y	Y
EN081	Literature Survey	Course	Non-tech	English	Y	Y
EN091	Fundamentals of Communication	Course	Non-tech	English	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
EN100B	Fundamentals of English-Basic	Course	Non-tech	English	Y	Y
EN100R	Fund of English - Reading	Course	Non-tech	English	Y	Y
EN100W	Fund of English/Writing	Course	Non-tech	English	Y	Y
EN110	Freshman Composition	Course	Non-tech	English	Y	Y
EN111	Writing for Research	Course	AA	English	Y	Y
EN125	Introduction to Speech	Course	AA	English	Y	Y
EN194	Technical Report Writing	Course	Non-tech	English	Y	Y
EN210	Introduction to Literature	Course	AA	English	Y	Y
FA110	Introduction to Community Services	Course	Cert	Education	N/A	N/A
FA192	Family Services Practicum	Course	Cert	Education	N/A	N/A
FA201	Social Welfare: A World View	Course	Cert	Education	N/A	N/A
FS100	Intro to Fire Protection	Course	Cert	Social Science/Criminal Justice	N/A	N/A
FS101	Intro to Fire Suppression	Course	Cert	Social Science/Criminal Justice	N/A	N/A
FS102	Fire Service on Guam	Course	Non-tech	Social Science/Criminal Justice	Y	N/A
FS103	Firefighter I	Course	Cert	Social Science/Criminal Justice	N/A	N/A
FS104	Firefighter II	Course	Cert	Social Science/Criminal Justice	N/A	N/A
FS105	Fire Prevention	Course	Cert	Social Science/Criminal Justice	N/A	N/A

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
FS107	Report Writing for Fire Serv	Course	Cert	Social Science/Criminal Justice	N/A	N/A
HI121	World Civilizations I	Course	AA	Social Science/Criminal Justice	Y	Y
HI122	World Civilization II	Course	AA	Social Science/Criminal Justice	Y	Y
HI176	Guam History	Course	Non-tech	Social Science/Criminal Justice	Y	Y
HL120	Medical Terminology	Course	AS	Nursing and Allied Health	Y-Out of Sync	Y
HL130	First Aid and Safety	Course	Non-tech	Nursing and Allied Health	N/A	Y
HL131	BLS for Healthcare Providers	Course	Non-tech	Nursing and Allied Health	N/A	Y
HL140	Intro to Clinical Lab	Course	Non-tech	Nursing and Allied Health	N/A	Y
HL150	Study of Diseases	Course	Non-tech	Nursing and Allied Health	N/A	Y
HL160	Intro to Pharmacology	Course	Non-tech	Nursing and Allied Health	N/A	Y
HL161	Pharmacological Treat/Diseases	Course	Non-tech	Nursing and Allied Health	N/A	Y
HL162	Administration of Medication	Course	Non-tech	Nursing and Allied Health	N/A	Y
HL202	Nutrition	Course	AA	Nursing and Allied Health	Y-Out of Sync	Y
HL252	Pathophysiology	Course	Non-tech	Nursing and Allied Health	N/A	Y
HS140	Menu Planning	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
HS145	Culinary Math	Course	Non-tech	Tourism and Hospitality	N/A	N
HS150	Welcome to Hospitality	Course	Non-tech	Tourism and Hospitality	N/A	N
HS152	Customer Service	Course	Non-tech	Tourism and Hospitality	N/A	N
HS153	Destination Geography	Course	AS	Tourism and Hospitality	Y	N
HS155	Basic Hotel and Rest Accting	Course	Non-tech	Tourism and Hospitality	N/A	N
HS158	Introduction to MICE	Course	AS	Tourism and Hospitality	Y	N
HS160	Hospitality Supervision	Course	Non-tech	Tourism and Hospitality	N/A	N
HS203	Foodservice Safety and Sanitation	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
HS203A	ServSafe	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
HS203B	HACCP	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
HS206	Mixology and Beverage Mgt	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
HS208	Managing Food and Beverage Service	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
HS211	Front Office Management	Course	AS	Tourism and Hospitality	Y	N
HS215	Housekeeping Management	Course	AS	Tourism and Hospitality	Y	N
HS217	Hotel Security Management	Course	AS	Tourism and Hospitality	Y	N
HS219	Training & Development in the Hospitality Industry	Course	AS	Tourism and Hospitality	Y	N
HS222	Planning and Control for Food & Beverage Operations	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
HS230	Planning and Control for Food & Beverage Operations	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
HS237	Principles of European Cuisine	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HS238	Garde Manger/Cold Food Pantry	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HS244	Fundamentals of Breads and Baking	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HS245	Food Production Principles	Course	AA/AS	Tourism and Hospitality	Y-Out of Sync	Y-OUT OF SYNC
HS246	Buffet Service/Catering	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HS247	International Cuisine	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HS248	Fundamentals of Patisserie	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HS249	Advanced Food Preparation	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HS251A	Ticketing & Travel Docs	Course	AS	Tourism and Hospitality	Y	N
HS251B	Internet Travel	Course	AS	Tourism and Hospitality	Y	N
HS254	Hospitality & Travel Marketing	Course	AS	Tourism and Hospitality	Y-Out of Sync	N
HS257	Principles of Tour Guiding	Course	AS	Tourism and Hospitality	Y	N
HS260	The Travel Professional	Course	AS	Tourism and Hospitality	Y	N
HS265	Eco Tourism	Course	AS	Tourism and Hospitality	Y	N
HS292	Hospitality Industry Management Practicum	Course	AS	Tourism and Hospitality	Y	N
HS292A	Hotel OPS and Mgmt Practicum	Course	AS	Tourism and Hospitality	Y	Y-OUT OF SYNC

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
HS292B	Food and Bev Mgmt Practicum	Course	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
HS293	Culinary Practicum	Course	AA	Tourism and Hospitality	Y-Out of Sync	N
HU120	Pacific Cultures	Course	AA	Social Science/Criminal Justice	Y	Y
HU220	Guam Cultures & Legends	Course	Non-tech	Social Science/Criminal Justice	Y	Y
IN170	Introduction to Interpreting	Course	Non-tech	Education	N/A	N
IN180	Ecology of Deafness	Course	Non-tech	Education	N/A	N
JA108	Speak Japanese	Course	Non-tech	Tourism and Hospitality	Y	N
JA110	Beginning Japanese I	Course	AA	Tourism and Hospitality	Y	Y
JA111	Beginning Japanese II	Course	AA	Tourism and Hospitality	Y	Y
JA210	Intermediate Japanese I	Course	Non-tech	Tourism and Hospitality	Y	N
JA211	Intermediate Japanese II	Course	Non-tech	Tourism and Hospitality	Y	N
KE110	Beginning Korean I	Course	Non-tech	Tourism and Hospitality	N/A	N
MA052	General Mathematics	Course	Non-tech	Math/Science	Y	Y
MA057	Applied Mathematics	Course	Non-tech	Math/Science	N/A	Y
MA065	Adult High School Mathematics	Course	Non-tech	Math/Science	Y	Y
MA070	Algebra 1	Course	Non-tech	Math/Science	N/A	Y
MA085	Fundamentals of Mathematics	Course	Non-tech	Math/Science	Y	Y
MA095	Pre-College Mathematics	Course	Non-tech	Math/Science	Y	Y
MA107	Mathematics for the Trades	Course	Non-tech	Math/Science	N/A	Y
MA108	College Algebra	Course	Non-tech	Math/Science	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
MA110A	Finite Mathematics	Course	Non-tech	Math/Science	Y	Y
MA161A	College Algebra/Tech Math I	Course	AS	Math/Science	Y	Y
MA161B	College Algebra & Trig II	Course	AS	Math/Science	Y	Y
ME161A	Intro to Autobody Repair	Course	Non-tech	Automotive Services Technology	Y	Y
ME161B	Intro to Autobody Painting	Course	Non-tech	Automotive Services Technology	Y	Y
ME171A	Autobody Collision Repair	Course	Non-tech	Automotive Services Technology	Y	Y
ME171B	Autobody Refinishing	Course	Non-tech	Automotive Services Technology	Y	Y
MHT100A	MHT Intro to Diesel Tech & Pre	Course	Cert	Automotive Services Technology	Y	Y
MHT100B	MHT Intro to Diesel Tech & Pre	Course	Cert	Automotive Services Technology	Y	Y
MHT110	Diesel Engines I	Course	Cert	Automotive Services Technology	Y	Y
MHT120	MHT Drive Trains I	Course	Cert	Automotive Services Technology	Y	Y
MHT130	MHT Brake Sys I	Course	Cert	Automotive Services Technology	Y	Y
MHT140	MHT Susp & Strng I	Course	Cert	Automotive Services Technology	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
MHT150	MHT HVAC	Course	Cert	Automotive Services Technology	Y	Y
MHT160	MHT Hydra	Course	Cert	Automotive Services Technology	Y	Y
MHT170	MHT Electronic Sys I	Course	Cert	Automotive Services Technology	Y	Y
MHT210	MHT Diesel Eng Ii	Course	Cert	Automotive Services Technology	Y	Y
MHT230	MHT Brake Sys II	Course	Cert	Automotive Services Technology	Y	Y
MHT270	MHT Elect II	Course	Cert	Automotive Services Technology	Y	Y
MK123	Principles of Marketing	Course	AS	Business	Y	Y
MK124	Selling	Course	AS	Business	Y	Y
MK205	Entrepreneurship	Course	AS	Business	Y	Y
MK206	Retailing	Course	AS	Business	Y	Y
MK207	E-Marketing	Course	AS	Business	Y	Y
MK208	International Marketing	Course	AS	Business	Y	Y
MK224	Advertising	Course	AS	Business	Y	Y
MK298	Co-Op/Work-Learn	Course	Non-tech	Business	N/A	N
MS101	Intro to Medical Assisting	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS120	Clinical Medical Assisting I	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS121	Clinical Medical Assisting II	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS125	Clinical Office Experience	Course	AS/Cert	Nursing and Allied Health	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
MS140	Administrative Med Assisting	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS141	Administratve Med Asst Lab	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS145	Admin Med Asst Clin	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS201	Medical Law & Ethics	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS210	Medical Assisting Critique	Course	AS/Cert	Nursing and Allied Health	Y	Y
MS220	Med Asst Specialties	Course	AS	Nursing and Allied Health	Y	Y
MS221	Med Asst Spec Lab	Course	AS	Nursing and Allied Health	Y	Y
MS225	Med Asst Spec Clinic	Course	AS	Nursing and Allied Health	Y	Y
MS292	Medical Assisting Practicum	Course	AS/Cert	Nursing and Allied Health	Y	Y
NU101	Nursing Assistant	Course	Non-tech	Nursing and Allied Health	Y-Out of Sync	Y
NU110	Nursing Foundations	Course	Cert	Nursing and Allied Health	Y	Y
NU140	Mental Health Nursing	Course	Cert	Nursing and Allied Health	Y	Y
NU160	Pharmacology	Course	Cert	Nursing and Allied Health	Y	Y
NU220	Adult Medical-Surgical Nursing	Course	Cert	Nursing and Allied Health	Y	Y
NU230	Maternal/Newborn Concepts	Course	Cert	Nursing and Allied Health	Y	Y
NU240	Pediatric Nursing Concepts	Course	Cert	Nursing and Allied Health	Y	Y
NU280	Nursing Trends	Course	Cert	Nursing and Allied Health	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
NU281	Nursing Trends	Course	Cert	Nursing and Allied Health	Y	Y
NU292	PN Clinical	Course	Cert	Nursing and Allied Health	Y	Y
OA101	Keyboarding Applications	Course	AS/Cert	Technology	Y	Y
OA103	Filing Systems	Course	AS/Cert	Technology	Y	Y
OA109	Business Math Using Excel	Course	AS	Technology	Y	Y
OA130	Information Processing	Course	AS/Cert	Technology	Y	Y
OA210	Database Management Systems	Course	AS/Cert	Technology	Y	Y
OA211	Business Communications	Course	AS	Technology	Y	Y
OA220	Spreadsheet Systems	Course	AS/Cert	Technology	Y	Y
OA230	Advanced Info Processing	Course	AS/Cert	Technology	Y	Y
OA240	Machine Transcription	Course	AS	Technology	Y	Y
OA250	Office Procedures	Course	AS/Cert	Technology	Y	Y
OA292	OT Practicum	Course	Non-tech	Technology	N/A	N
OA298	OT Practicum	Course	Non-tech	Technology	N/A	N
OR101	Intro Engineer Tech	Course	Non-tech	Construction Trades	Y	Y
PI101	Introduction to Philosophy	Course	AA	Social Science/Criminal Justice	Y	Y
PS140	American Government	Course	Non-tech	Social Science/Criminal Justice	Y	Y
PV101	Photovoltaics I	Course	Non-tech	Technology	N/A	N
PV102	Photovoltaics II	Course	Non-tech	Technology	N/A	N
PY100	Personal Adjustment	Course	AA	Social Science/Criminal Justice	Y	Y
PY120	General Psychology	Course	Non-tech	Social Science/Criminal Justice	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
PY125	Interpersonal Relations	Course	Cert	Social Science/Criminal Justice	Y	Y
RE100	Intro to Renewable Energy	Course	Non-tech	Technology	N/A	N
SI051	Earth Science	Course	Non-tech	Math/Science	N/A	Y
SI061	Biology	Course	Non-tech	Math/Science	N/A	Y
SI101	Intro to Chemistry	Course	Non-tech	Math/Science	N/A	Y
SI101L	Intro to Chemistry Lab	Course	Non-tech	Math/Science	N/A	Y
SI102	Gen Chem with Lab	Course	AS	Math/Science	N/A	Y
SI103	Introduction to Marine Biology	Course	AA	Math/Science	Y	Y
SI103L	Intro to Marine Biology Lab	Course	AA	Math/Science	Y	Y
SI105	Intro to Physical Geology	Course	AA	Math/Science	N/A	Y
SI105L	Intro to Physical Geology Lab	Course	AA	Math/Science	N/A	Y
SI110	Environmental Biology	Course	AA	Math/Science	Y	Y
SI110L	Environmental Bio Lab	Course	AA	Math/Science	Y	Y
SI120	Introduction to Island Ecology and Resource Management	Course	Non-tech	Math/Science	N/A	Y
SI122/CJ122	Intro to For Sci	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SI130A	Human Anatomy & Physiology I with A&P I Laboratory	Course	Non-tech	Math/Science	N/A	Y
SI130B	Human Anatomy & Physiology II with A&P II Laboratory	Course	Non-tech	Math/Science	N/A	Y
SI141	Applied Physics I	Course	AS	Math/Science	Y	Y
SI142	Applied Physics II	Course	Non-tech	Math/Science	Y	Y
SI150	Introduction to Microbiology	Course	AS	Math/Science	Y	Y
SM108	Introduction to Business	Course	AS/Cert	Business	Y	Y
SM205	Purchasing	Course	Non-tech	Business	N/A	N
SM208	Personnel Supervision	Course	AS/Cert	Business	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
SM211	E-Commerce Management	Course	AS/Cert	Business	Y	Y
SM215	International Management	Course	AS	Business	Y	Y
SM220	Management Skill Development	Course	AS/Cert	Business	Y	Y
SM225	Leadership	Course	AS/Cert	Business	Y	Y
SM230	Business Law Applications	Course	AS/Cert	Business	Y	Y
SM240	Employment & Labor Law	Course	AS	Business	Y	Y
SM245	Ethics & Stakeholder Mgt	Course	AS/Cert	Business	Y	Y
SM298	CoOp Management	Course	Non-tech	Business	N/A	N
SO099	Student Success Workshop	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SO110	Introduction to College Life	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SO130	Introduction to Sociology	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SS063	American Government	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SS078	World Geography	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SS081	US History I	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SS082	US History II	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SS083	World History I	Course	Non-tech	Social Science/Criminal Justice	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
SS084	World History II	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SS091	Multicultural Workplaces	Course	Non-tech	Social Science/Criminal Justice	Y	Y
SU100	Surveying Drafting	Course	AS/Cert	Construction Trades	Y	Y
SU101	Surveying Problems I	Course	AS/Cert	Construction Trades	Y	Y
SU230	Advanced Surveying	Course	AS/Cert	Construction Trades	Y	Y
SU240	Boundary Law I	Course	AS	Construction Trades	Y	Y
SU241	Boundary Law II	Course	AS	Construction Trades	Y	Y
SU250	Introduction to GIS	Course	AS/Cert	Construction Trades	Y	Y
SU251	Advanced GIS	Course	AS	Construction Trades	Y	Y
SU280	Special Topics GIS	Course	AS	Construction Trades	Y	Y
SU292	Surveying Practicum	Course	AS/Cert	Construction Trades	Y	Y
TH101	Introduction to the Theater	Course	AA	English	Y	Y
VC101	Intro to Visual Communications	Course	AS	Business	Y	Y AHEAD
VC102	Design Principles and Elements	Course	AS	Business	Y	Y AHEAD
VC125	Digital Graphics: Photoshop	Course	AS	Business	Y	Y AHEAD
VC126	Digital Graphics: Illustrator	Course	AS	Business	Y	Y AHEAD
VC131	Desktop Publishing	Course	AS	Business	Y	Y AHEAD
VC135	InDesign	Course	Non-tech	Business	N/A	N
VC141	Web Design	Course	AS	Business	Y	Y AHEAD

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
VC145	Macromedia Suite	Course	Non-tech	Business	N/A	N
VC161	Video I	Course	AS	Business	Y	Y AHEAD
VC165	Digital Editing: Final Cut Pro	Course	Non-tech	Business	N/A	N
VC172	Imaging Concepts & Elements	Course	AS	Business	Y	Y AHEAD
VC201	Project Management	Course	AS	Business	Y	Y AHEAD
VC298	Co-Op/Work-Learn	Course	AS	Business	Y	Y AHEAD
WA210	Treat Pros & Proc	Course	Non-tech	Construction Trades	Y	Y
WA215	Water Distribution Systems	Course	Non-tech	Construction Trades	Y	Y
WE115	Metal Fabrication	Course	Non-tech	Construction Trades	Y	Y
WE220	Equipment Maintenance	Course	Non-tech	Construction Trades	Y	Y
WE228	Basic Metallurgy	Course	Non-tech	Construction Trades	Y	Y
WT100	Intro to Waterworks Technology	Course	Non-tech	Construction Trades	Y	Y
WT110	Intro to Waterworks Science	Course	Non-tech	Construction Trades	Y	Y
WT140	Mgmt of W & WW Sys	Course	Non-tech	Construction Trades	Y	Y
WW200	Primary Treatment	Course	Non-tech	Construction Trades	Y	Y
VECT053	Intro to Basic Carpentry	Course	Cert of Completion/Cert of Mastery	Construction Trades	Y	Y
VECT073	Carpentry Level IIA/IIB	Course	Cert of Completion/Cert of Mastery	Construction Trades	Y	Y
VECT080	Intro to AutoCAD	Course	Cert of Completion/Cert of Mastery	Construction Trades	Y	Y
VECT081	Advanced AutoCAD	Course	Cert of Completion/Cert of Mastery	Construction Trades	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
VEEC050	Early Childhood Education Orientation 1	Course	Cert of Completion/Cert of Mastery	Education	Y	Y
VEEC051	Early Childhood Education Orientation 2	Course	Cert of Completion/Cert of Mastery	Education	Y	Y
VEEC060	Language Arts in Early Childhood 1	Course	Cert of Completion/Cert of Mastery	Education	Y	Y
VEEC061	Language Arts in Early Childhood 2	Course	Cert of Completion/Cert of Mastery	Education	Y	Y
VEEC089	Early Childhood Education Co-op	Course	Cert of Completion/Cert of Mastery	Education	Y	Y
VEEE051A	Fundamentals of Electricity 1	Course	Cert of Completion/Cert of Mastery	Technology	Y	Y
VEEE051B	Fundamentals of Electricity 2	Course	Cert of Completion/Cert of Mastery	Technology	Y	Y
VEEE065	Computer Networking I	Course	Cert of Completion/Cert of Mastery	Technology	Y	Y
VEEE066	Computer Networking II	Course	Cert of Completion/Cert of Mastery	Technology	Y	Y
VEEE080	IT Essentials I	Course	Cert of Completion/Cert of Mastery	Technology	Y	Y
VEEE081	IT Essentials II	Course	Cert of Completion/Cert of Mastery	Technology	Y	Y
VEHO050A/B	Intro to Health Occupations	Course	Cert of Completion/Cert of Mastery	Nursing and Allied Health	Y	Y
VEME050A	Automotive Service Basics I	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME050B	Automotive Service Basics II	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME061A	Intro to Autobody Repair	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
VEME061B	Intro to Autobody Painting	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME065	Automobile Brake Systems	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME066	Steering & Suspension Systems	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME071A	Autobody Collision Repair	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME071B	Autobody Repair Refinishing	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME075	Automotive Electrical Systems	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEME077	Engine Performance	Course	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
VEMK050	Marketing I	Course	Cert of Completion/Cert of Mastery	Business	Y	Y
VEMK060	Marketing II	Course	Cert of Completion/Cert of Mastery	Business	Y	Y
VEMK062	Mkt Sales and Serv. Lab A	Course	Cert of Completion/Cert of Mastery	Business	Y	Y
VEMK072	Mktg. Sales and Serv. Lab B	Course	Cert of Completion/Cert of Mastery	Business	Y	Y
VENU062	Allied Health Occupations	Course	Cert of Completion/Cert of Mastery	Nursing and Allied Health	Y	Y
VESI050	Applied Anatomy & Physiology	Course	Cert of Completion/Cert of Mastery	Nursing and Allied Health	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
VETT054	Lodging Management Program I	Course	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	Y
VETT055	ProStart I	Course	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	N
VETT064	Lodging Management Program III	Course	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	Y
VETT065	Prostart II	Course	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	N
VETT074	Lodging Management Program III	Course	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	Y
VETT075	Prostart III	Course	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	N
VEVC051	Visual Communications I	Course	Cert of Completion/Cert of Mastery	Business	Y	N
VEVC052	Visual Communications II	Course	Cert of Completion/Cert of Mastery	Business	Y	N
VEVC053	Visual Communications III	Course	Cert of Completion/Cert of Mastery	Business	Y	N
VEVC054	Visual Communications IV	Course	Cert of Completion/Cert of Mastery	Business	Y	N
AA	Culinary Arts	Program	AA	Tourism and Hospitality	Y-Out of Sync	N
AA	Education	Program	AA	Education	Y	Y
AA	Interdisciplinary Arts and Sciences (Liberal Arts/Liberal Studies)	Program	AA	English	Y	Y
AS	Accounting	Program	AS	Business	Y	Y
AS	Automotive Service Technology	Program	AS	Automotive Services Technology	Y	Y
AS	Civil Engineering Technology	Program	AS	Construction Trades	Y	Y
AS	Computer Networking	Program	AS	Technology	Y	Y
AS	Computer Science	Program	AS	Technology	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
AS	Criminal Justice	Program	AS	Social Science/Criminal Justice	Y	Y AHEAD
AS	Early Childhood Education	Program	AS	Education	Y	Y
AS	Food & Beverage Management	Program	AS	Tourism and Hospitality	N	Y-OUT OF SYNC
AS	Hotel Operations & Management	Program	AS	Tourism and Hospitality	Y	N
AS	Marketing	Program	AS	Business	Y	Y AHEAD
AS	Medical Assisting	Program	AS	Nursing and Allied Health	Y	Y
AS	Office Technology	Program	AS	Technology	Y	Y
AS	Pre-Architectural Drafting	Program	AS	Construction Trades	Y	Y
AS	Supervision & Management	Program	AS	Business	Y	Y
AS	Surveying Technology	Program	AS	Construction Trades	Y	Y
AS	Tourism & Travel Management	Program	AS	Tourism and Hospitality	Y	N
AS	Visual Communications	Program	AS	Business	Y	Y AHEAD
Cert	Computer Aided Design & Drafting	Program	Cert	Construction Trades	Y	Y
Cert	Construction Technology	Program	Cert	Construction Trades	Y-Out of Sync	N
Cert	Family Services	Program	Cert	Education	N/A	N/A
Cert	Fire Science Technology	Program	Cert	Social Science/Criminal Justice	Y	N/A
Cert	Medium/Heavy Truck Diesel Technology	Program	Cert	Automotive Services Technology	Y	Y
Cert	Practical Nursing	Program	Cert	Nursing and Allied Health	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
Cert	Pre-Nursing	Program	Cert	Nursing and Allied Health	Y	Y
Secondary	Allied Health (Introduction to Health Occupations/Health Careers and Science)	Program	Cert of Completion/Cert of Mastery	Nursing and Allied Health	Y	Y
Secondary	Automotive (Automotive Service Technology)	Program	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
Secondary	Automotive (Collision Repair & Refinishing Technology)	Program	Cert of Completion/Cert of Mastery	Automotive Services Technology	Y	Y
Secondary	Construction Trades-Carpentry & AutoCAD	Program	Cert of Completion/Cert of Mastery	Construction Trades	Y	Y
Secondary	Early Childhood Education	Program	Cert of Completion/Cert of Mastery	Education	Y	Y
Secondary	Electronics & Computer Networking	Program	Cert of Completion/Cert of Mastery	Technology	Y	Y
Secondary	Marketing Education Program	Program	Cert of Completion/Cert of Mastery	Business	Y	Y
Secondary	Tourism (Lodging Management)	Program	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	Y
Secondary	Tourism (ProStart)	Program	Cert of Completion/Cert of Mastery	Tourism and Hospitality	Y	N
Secondary	Visual Communications	Program	Cert of Completion/Cert of Mastery	Business	Y	N
Secondary	Work Experience	Program	Cert of Completion/Cert of Mastery	Title V	Y	Y
Admin/StudentServices	Academic Technologies	AUO/SSUO	Admin/StudentServices	Finance and Administration Division	Y	Y
Admin/StudentServices	Accommodative Services	AUO/SSUO	Admin/StudentServices	Office of Accomodative Services	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
Admin/StudentServices	Admissions & Registration Office	AUO/SSUO	Admin/StudentServices	Admissions & Registration	N	N
Admin/StudentServices	Apprenticeship Training Program	AUO/SSUO	Admin/StudentServices	CEWD	Y	Y
Admin/StudentServices	Assessment & Counseling	AUO/SSUO	Admin/StudentServices	Assessment & Counseling	Y	Y
Admin/StudentServices	Board of Trustees +	AUO/SSUO	Admin/StudentServices	Board Secretary	Y	Y
Admin/StudentServices	Business Office*	AUO/SSUO	Admin/StudentServices	FAD VP	Y	Y
Admin/StudentServices	Center for Civic Engagement	AUO/SSUO	Admin/StudentServices	Center for Civic Engagement	Y	Y
Admin/StudentServices	Center for Student Involvement	AUO/SSUO	Admin/StudentServices	Center for Student Involvement	Y	Y
Admin/StudentServices	College Access Challenge Grant Program	AUO/SSUO	Admin/StudentServices	CACGP	Y	Y
Admin/StudentServices	Communications & Promotions Office	AUO/SSUO	Admin/StudentServices	Office of Communications and Promotions	Y	Y
Admin/StudentServices	Continuing Education & Workforce Development	AUO/SSUO	Admin/StudentServices	CEWD	Y	Y
Admin/StudentServices	Development & Alumni Relations	AUO/SSUO	Admin/StudentServices	Development & Alumni Relations Office	Y	Y
Admin/StudentServices	Environmental Health & Safety*	AUO/SSUO	Admin/StudentServices	Environmental Health and Safety	Y	Y
Admin/StudentServices	Facilities	AUO/SSUO	Admin/StudentServices	Facilities	Y	Y
Admin/StudentServices	Foundation Board +	AUO/SSUO	Admin/StudentServices	Board Secretary	N/A	N/A
Admin/StudentServices	Health Services Center	AUO/SSUO	Admin/StudentServices	Health Services Center	Y	Y
Admin/StudentServices	Human Resources Office*	AUO/SSUO	Admin/StudentServices	Human Resources Office	Y	Y
Admin/StudentServices	Learning Resources Center	AUO/SSUO	Admin/StudentServices	Learning Resources Center	Y	Y

ITEM	TITLE	TYPE	TYPE_DESC	DEPARTMENT	Fall 2013 Assessment Requirement Complete?	SPRING 2014 Assessment Requirement Complete?
Admin/StudentServices	Management Information Systems Office*	AUO/SSUO	Admin/StudentServices	Management Information Systems	Y	Y
Admin/StudentServices	Materials Management*	AUO/SSUO	Admin/StudentServices	Materials Management Office	Y	Y
Admin/StudentServices	Office of the President +	AUO/SSUO	Admin/StudentServices	President's Office	Y	Y
Admin/StudentServices	Planning & Development Office	AUO/SSUO	Admin/StudentServices	Planning & Development	Y	Y
Admin/StudentServices	Project AIM/TRiO	AUO/SSUO	Admin/StudentServices	Project Aim	Y	Y
Admin/StudentServices	Student Financial Aid*	AUO/SSUO	Admin/StudentServices	Financial Aid Office	Y	Y
Admin/StudentServices	Student Support Services	AUO/SSUO	Admin/StudentServices	Student Support Services	Y	Y
Admin/StudentServices	WorkKeys	AUO/SSUO	Admin/StudentServices			Y
Diploma	Adult High School Diploma Program (AHS)	Program	Diploma	Adult Basic Education	Y	LOC
Diploma	Adult Basic Education (ABE)	Program	Diploma	Adult Basic Education	Y	LOC
Diploma	General Education Development Test Program (GED)	Program	Diploma	Adult Basic Education	Y	Y
Diploma	English as a Second Language (ESL)	Program	Diploma	Adult Basic Education	Y	LOC
Diploma	English as a Second Language (ESL)	Course	Diploma	Adult Basic Education	Y	LOC

Thank you for your support and contributions to the campus wide assessment process.

Copy: Dr. Ray Somera, Academic Affairs Vice President
          Joann Muna, Human Resources Administrator

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GCC
GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan
Accredited by the
Western Association of
Schools and Colleges

Memorandum

TO: Elizabeth Duenas
            President, Staff Senate

FROM: Dr. R. Ray D. Somera
            Vice President for Academic Affairs & Accreditation Liaison Officer

SUBJECT: Staff Senate Year-End Reports and Evidence

DATE: November 15, 2013

In order to improve the effectiveness of participatory governance, the team recommends that the College evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the College should create and implement a corresponding formal structure for staff input and participation. The College should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3, IV.A.5)

As part of our regular and ongoing self-evaluation processes, the College relies on the data and evidence available to support efforts to improve institutional effectiveness and document our progress in meeting the standards set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College's participatory governance structure provides the means for the broad participation by faculty, staff, administrators, and students in the decision-making processes that support student learning programs and services and improve institutional effectiveness. The valuable conversations, recommendations, and work of the committee members within each of the committees in our participatory governance structure demonstrate our commitment to excellence, teamwork, and student success.

To preserve the integrity and spirit of participatory governance, the documentation, recording and reporting of the Staff Senate's work is important. In addition to uploading Staff Senate meeting agendas, minutes, membership, and bylaws onto the MyGCC Staff Senate group page, please ensure that the Staff Senate has a narrative evaluation report at the end of each academic year discussing the progress made on Staff Senate goals, meeting attendance summaries, recommendations for the following academic year, and an analysis of the effectiveness of the Staff Senate in meeting its charge to the Academic Vice-President, in his role as the college's Accreditation Liaison Officer (ALO).

The Office of Assessment, Institutional Effectiveness & Research has a library of assessment reports that have been completed and are available on the MyGCC Accreditation 2018 Group.

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Please feel free to consult with Marlena Montague, AIER Asst. Director, regarding assistance you may need in terms of methods or tools for data collection to carry out this task.

I hope to receive your Staff Senate year-end narrative report for AY 2013-2014, with attached evidentiary support, on or before May 31, 2014.

Thank you for your commitment to our college's accreditation goals.

CC: Dr. Mary A.Y. Okada
      President

      Marlena Montague
      Asst. Director, AIER

11/15/13

GCC
GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan
Accredited by the
Western Association of
Schools and Colleges

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

Memorandum

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              President, Staff Senate

FROM: Dr. R. Ray D. Somera
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CC: Dr. Mary A.Y. Okada
       President

       \Marlena Montague
       Asst. Director, AIER

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STAFF SENATE COUNCIL

Elizabeth J. Duenas
President

MEMORANDUM

DATE: May 30, 2014

TO: R. Ray Somera, Ph.D.
            Vice President, Academic Affairs Division

FROM: Elizabeth J. Duenas
            President, GCC Staff Senate

SUBJECT: 2013-2014 Staff Senate Year-End Report

Please find the attached 2013-2014 Staff Senate Year-End Report.

The report includes: (1) Goal Reporting Matrix, which includes Staff Senate activities or plan and the recommended goals for next year and (2) attendance meeting sheet.

Staff Senate Executive Council thanks the college for giving us the opportunity to provide communication and feedback that allows us to serve and be transparent to GCC shareholders.
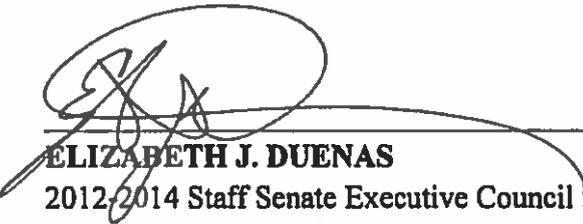
ELIZABETH J. DUENAS
2012-2014 Staff Senate Executive Council President

Attachments

c: Marlena Montague
   Assistant Director, AIER

Staff Senate Mission Statement
The Staff Senate is committed to student success and shall serve as the official voice of the Members of the College Staff
in the process of Participatory Governance and in support of the vision and mission of Guam Community College.

2013-2014 Staff Senate Goal Reporting Matrix

Staff Senate Goals	Related ISMP 2014-20120 College Goals	Staff Senate Activities or Plan to address the goal	Current Status	Recommendations for goals next year
Participate in the college governance process with the college stakeholders in all efforts to attain the stated goals of the college.	Goal 1 - Retention and Completion Goal 2 - Conducive Learning Environment	1) Provide feedback for upcoming policies that the board will review and 2) Create Staff Senate Mission Statement 3) Online Accreditation Course	1) Completed 3/2014 (Ex: ISMP and Social Media) 2) Completed 3/2014 3) Over 70% of the staff completed the course; deadline 12/2014	1) Review & revise Staff Senate Constitution & By-Laws 2) Review & revise Staff Senate Mission Statement if necessary 3) Stronger & wider input from staff regarding ISMP
Appoint staff representatives to the college governance structure, college-wide standing committees and other ad hoc committees as appropriate.	Goal 3 - Improvement and Accountability	1) Identify representative Staff Senate members for CGC 2) Identify representative Staff Senate members for RPF 3) Identify representative Staff Senate members for other institutional committees	1) Completed 8/2013 2) Completed 8/2013 3) Completed 12/2013	1) To continue & strengthen the equal representation of staff members to the institutional committees as Participatory Governance 2) Review other institutional committees
Provide a two-way medium for the exchange of information between the staff and the college stakeholders.	Goal 2 - Conducive Learning Environment Goal 3 - Improvement and Accountability Goal 4 - Visibility and Engagement	1) Ensure all staff join Staff Senate Groups Page in MyGCC 2) Participate during Staff/Administrator Development Day 3) Conduct and attend General Membership meetings 4) Mail Box is available to all staff	1) Completed 100% 2/2014 2) Completed 3/2014 (last Development for Year-End Report) 3) Completed 3/2014 (last meeting for Year-End Report) 4) Completed 12/2013	1) To have 5% of staff (not to include those that need to work during event or those that volunteer) attend the GCC Graduation ceremony 2) Staff Mentorship form for career advancement 3) Upward mobility

GOALS

At Guam Community College, the following four goals will direct our critical steps in achieving overall excellence in career and technical workforce development for the years 2014 through 2020:

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.

Staff Senate Executive Council
2013-2014 Annual Report Attendance Sheet

Meeting Dates

NAMES	27-Jun	25-Jul	29-Aug	26-Sep	31-Oct	21-Nov	12-Dec	30-Jan	27-Feb	27-Mar	24-Apr	21-May	29-May Special Mtg
Officers:													
Duenas, Elizabeth *President*	X		X		X	X	X	X	X	X	X	X	X
Camacho, Johanna *Vice President*	X	N	X	X	X	X	X	X	X	X	Leave Status	X	—
Garcia, Ava *Secretary/Treasurer*	—		*No longer a member effective July 2013 (Promoted from staff to administrator)*										
Leon Guerrero, Latisha *Secretary/Treasurer (Voted to the position effective 7/2013)*			X	X	X	X	X	X	X	X	X	X	X
Representative At Large:		O											
Anderson, Catherine	Sick		X	X	—	Leave Status	X	Leave Statud	Leave Status	—	X	—	X
Atoigue, Ana Mari	X		X	X	Training	X	X	X	X	X	X	X	X
Bautista, Kenneth (Replaced L. Leon Guerrero effective 9/2013)	*Not a member*	M		Training	Sick	Leave Status	Leave Status	X	X	X	X	—	—
Guerrero, Vivian	X	E	X	X	X	Excused	X	Excused	X	X	X	X	X
Hiura, Tamara Therese	X	E	X	X	X	Leave Status	Leave Status	—	X	X	—	X	—
Leon Guerrero, Latisha (Voted to Secretary/Treasurer effective 7/2013)	X	T		*Secretary/Treasurer*									
Lizama, Donnie	X	I	X	Off Island	X	X	X	X	X	X	X	X	X
Non-Voting Members:		N											
San Nicolas, Apolline *Human Resources Advisory Member*	—	G	X	X	X	X	Excused	Excused	X	X	X	Excused	X
Blas, Barbara *Recording Secretary*	X		X	X	X	X	X	X	X	X	X	X	X

(25-Jul column reads "NO MEETING")

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MEMORANDUM

DATE: May 23, 2014

TO: R. Ray Somera, Ph.D.
Vice President, Academic Affairs Division

FROM: Jennifer Esteves Collins
President, Council On Postsecondary Student Affairs (COPSA)

CC: Marlena Montague, Assistant Director, AIER
Theresa Datuin, Chair, ACCJC Standard I
Tonirose Realica, Chair, ACCJC Standard II
Pilar Pangelinan, Chair, ACCJC Standard IV

RE: 2013-2014 COPSA Annual Report

This Council on Postsecondary Student Affairs (COPSA) Annual Report is respectfully submitted on May 30, 2014, by the 2013-2014 COPSA Officers, Advisors and the Center of Student Involvement (CSI) staff:

1. Jennifer Esteves Collins – President
2. Elmarie Anderson – Vice President
3. Maria Massey – Secretary
4. Rosanna Martinez – Treasurer
5. Vicenta Lungred – Historian
6. Sally Sablan – Advisor
7. Elizabeth Duenas – Advisor
8. Troy Lizama – Advisor
9. Carl Torres – Advisor
10. Donnie Lizama – CSI Program Coordinator
11. Bobbie Leon Guerrero – CSI Program Specialist

The report includes: (1) progress of COPSA goals, (2) meeting attendance summaries, (3) recommendations for the following academic year.

Progress of COPSA goals:
A great amount of work went into meeting all of the COPSA goals. Attached is a matrix of the COPSA goals, in relation to the Guam Community College goals and the activities that were held to meet all the goals. Also attached are the calendars of events for both the fall and spring semesters.

During all the COPSA Executive meetings, students are given the opportunity discuss any concerns they may have related to the College. Thereafter, the COPSA President formally submits the concerns, via email, to the Program Specialist of the Center for Student Involvement, who then forwards the concerns to the respective offices that can address each concern. During the subsequent COPSA Executive meetings, the resolutions and/or updates to the concerns are reported and discussed.

Meeting Attendance Summaries:

COPSA regularly holds Commission meetings, which includes all Commission members: COPSA Officers and Advisors, Student Member on the Board of Trustees, the GCC Youth Congress Representatives, and the Center for Student Involvement. COPSA also regularly holds Executive meetings, which includes the Commission members, as well as, representatives from all officially recognized GCC student organizations. Attached are the meeting attendance summaries.

Several COPSA Officers also serve as committee members of the following:

Resources, Planning and Facilities Committee – Jennifer Esteves Collins and Rosanna Martinez
College Governing Council – Jennifer Esteves Collins and Elmarie Anderson
Board of Trustees – Steven Alvarez
Occupational Safety & Health / American Disability Act (ADA) Task Force - Maria Massey
Committee on College Assessment – Steven Alvarez
College Technology Committee – Shina Marmar and Elmarie Anderson

At all COPSA Executive meetings, the student representative(s) on the committees mentioned above are given the opportunity to report any updates that may be of interest or concern to the students. COPSA Executive meeting minutes reflect these reports and are disseminated to all attendees. Electronic copies of the meeting minutes are also available via Groups studio on the MyGCC Portal under the COPSA Groups page.

Recommendations for the following academic year:

Some recommendations from COPSA for AY2014-2015:

Review and revise, if necessary, the By-laws and Constitution of COPSA.

Review and revise the COPSA Plan of Action.

COPSA is grateful for the opportunity given to us to serve the GCC students and the community.
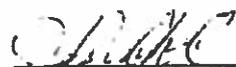
JENNIFER ESTEVES COLLINS
2013-2014 COPSA President
jennifer.esteves@guamcc.edu

Attachments: COPSA Goal Reporting Matrix
CSI 2013-2014 Calendar of Events
COPSA Executive Meetings Attendance Roster
COPSA Commission Meeting Attendance Roster

2013-2014 Council on Postsecondary Student Affairs (COPSA) Goal Reporting Matrix

COPSA Goals	Related College Goals	COPSA Activities or Plan to address the goal	Current Status	Recommendations for goals next year
Take the lead in fostering educational growth, cultural and social assimilation, ethnic appreciation and equal access to all college programs.	**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.	1) FALL and SPRING New Student Orientation 2) FALL and SPRING Festival 3) Recreational Student Activities	1) Completed 08.07.13 and 01.14.14 2) Fall Festival was cancelled due to inclement weather. Spring Festival Completed 04.09.14 3) Completed 04.02.14	Take the lead in fostering educational growth, cultural and social assimilation, ethnic appreciation and equal access to all college programs.
Support the overall educational mission of Guam Community College, as it relates to student interests.	**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.	1) Distribute funding to the recognized student organizations 2) "Building A Stronger Workforce" Conference 3) "Students Leading Students" Leadership Conference 4) Contractual purchases, supplies and equipment	1) Completed 9.30.13 2) Completed 10.11.13 3) Completed 03.07.14 4) Completed 05.30.14	Support the overall educational mission of Guam Community College, as it relates to student interests.
Promote the continued creation and development of organizations, programs, and activities that address the needs and interests of GCC students.	**Goal 4 - Visibility and engagement** Promote the Guam Community College brand to achieve regional, national, and international recognition.	1) FALL and SPRING Student Organization Officer & Advisor Induction Ceremony/Officer & Advisor Training/Health Certificate Workshop 2) New student recruitment 3) Promotions, Conferences and Training Workshops 4) COPSA Officers / Board of Trustees Student Member Elections 5) COPSA Officer Induction Ceremony 6) Graduation Activities	1) Completed 09.06.13 and 02.07.14 2) Completed 03.18.14 3) Completed 05.30.14 4) Completed 04.09.14 5) Completed 05.30.14 6) Completed 05.16.14	Promote the continued creation and development of organizations, programs, and activities that address the needs and interests of GCC students.

Center for Student Involvement

Student Center Building 5000, Room 5101   Tel: 735-5518/5519   Email: csi@guamcc.edu

2013-2014 Academic Year: IMPORTANT DATES & ACTIVITIES for Students
(Locations, dates and times are subject to change, please watch for updates throughout the year)

FALL 2013

AUGUST	Time	Activity	Location
Wed., Aug. 7th	9am 1pm	New Student Orientation *for students whose last name BEGINS with A-L* *for students whose last name BEGINS with M-Z*	MPA, Building 400
Wed., Aug. 14th		1st day of MW classes	
Thur., Aug. 15th		1st day of TTH classes	
Fri., Aug. 16th		1st day of FRI classes	
Sat., Aug. 17th		1st day of SAT classes	

SEPTEMBER	Time	Activity	Location
Mon., Sept. 2nd		HOLIDAY – Labor Day	
Fri., Sept. 6th	8:30am	Student Organization Officer & Advisor Induction Ceremony	MPA, Building 400
Fri., Sept. 6th	9:30am – 3pm	Student Organization Officer & Advisor Training AND COPSA General Membership Meeting	MPA, Building 400
Fri., Sept. 6th	3pm	Student Organization Health Certificate Workshop	MPA, Building 400
Wed., Sept 18th	3pm	DEADLINE for student orgs to submit their 2013-2014 Plan of Action	CSI Office Bldg. 5000, Room 5101
Thur., Sept 19th	4pm – 8pm	Fall Festival AND "Tour of the Pacific"	Student Center Courtyard
Fri., Sept. 20th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Thur. – Sat. Sept. 26-28	7pm	UOG Theater Production: "God of Carnage" FREE for GCC students	UOG Fine Arts Theatre

OCTOBER	Time	Activity	Location
Thur. – Sat. Oct. 3-5	7pm	UOG Theater Production: "God of Carnage" FREE for GCC students	UOG Fine Arts Theatre
Fri., Oct. 4th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Wed., Oct. 9th	6pm	"Meet the GCC President" meetings	MPA, Building 400
Thur., Oct. 10th	6pm	"Meet the GCC President" meetings	MPA, Building 400
Fri., Oct. 11th	8:30am – 4:30pm	"Building A Stronger Workforce" conference	Guam Marriott Resort
Wed., Oct. 16th	2pm	Deadline to submit candidate application for 2013-2014 GCC Youth Congress Representative	CSI Office Bldg. 5000. Room 5101
Fri., Oct. 18th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Mon., Oct. 21st	9am-4pm	Youth Congress elections *(GCC students ONLY: must be age 25 or younger)*	CSI Office Bldg. 5000. Room 5101

NOVEMBER	Time	Activity	Location
Fri., Nov. 1st		HOLIDAY – All Soul's Day	
Fri., Nov. 8th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Fri., Nov. 8th	12noon	Last day to withdraw from classes *(without a refund)*	Admissions Dept., Bldg. 2000
Mon., Nov. 11th		HOLIDAY – Veteran's Day	
Thur. – Sat Nov. 14-16	7pm	UOG Theater Production: One Act Festival FREE for GCC students	UOG Fine Arts Theatre
Fri., Nov. 15th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Thur. – Sat Nov. 21-23	7pm	UOG Theater Production: One Act Festival FREE for GCC students	UOG Fine Arts Theatre
Tue., Nov. 26th		Last day of TTH classes	
Thur., Nov. 28th		HOLIDAY – Thanksgiving Day	
Fri., Nov. 29th		Thanksgiving Break	

DECEMBER	Time	Activity	Location
Mon., Dec. 2nd		Last day of MW classes	
Fri., Dec. 6th		Last day of FRI classes	
Sat., Dec. 7th		Last day of SAT classes	
Thur., Dec. 12th		Semester ends --- Grades due	

Center for Student Involvement

Student Center Building 5000, Room 5101   Tel: 735-5518/5519   Email: csi@guamcc.edu

2013-2014 Academic Year: IMPORTANT DATES & ACTIVITIES for Students
(Locations, dates and times are subject to change, please watch for updates throughout the year)

SPRING 2014

JANUARY	Time	Activity	Location
Tues., Jan. 14th	9am 1pm	New Student Orientation *for students whose last name BEGINS with A-L* *for students whose last name BEGINS with M-Z*	MPA, Building 400
Wed., Jan. 15th		1st day of MW classes	
Thur., Jan. 16th		1st day of T-TH classes	
Fri., Jan. 17th		1st day of FRI classes	
Sat., Jan. 18th		1st day of SAT classes	
Mon., Jan. 20th		HOLIDAY – Martin Luther King Day	

FEBRUARY	Time	Activity	Location
Fri., Feb. 7th	8:30am	Student Organization--Officer & Advisor Training	Student Center-Training Room #5108
Fri., Feb. 7th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Fri., Feb. 7th	3pm	Student Organization Health Certificate Workshop	Student Center-Training Room #5108
Wed., Feb. 12th	5:30pm	COPSA "Movie Night"—Iron Man 3	Student Center Courtyard
Thur., Feb. 20th	5:30pm	COPSA "Entertainment Night"	Student Center Courtyard
Fri., Feb. 21st	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Thur. – Sat. Feb. 27th – Mar. 1st	7pm	UOG Theater Production: "The Goat or Who is Sylvia?" FREE for GCC students	UOG Fine Arts Theatre

MARCH	Time	Activity	Location
Thur. – Sat. Mar. 6th - 8th	7pm	UOG Theater Production: "The Goat or Who is Sylvia?" FREE for GCC students	UOG Fine Arts Theatre
Fri., Mar. 7th	8:30am – 4:30pm	"Students Leading Students" conference	Guam Marriott Resort
Thur., Mar. 13th	5:30pm	COPSA "Entertainment Night"	Student Center Courtyard
Fri., Mar. 14th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Mon., Mar. 17th	6pm	"Meet the GCC President" meeting	MPA, Building 400
Tue., Mar. 18th	6pm	"Meet the GCC President" meeting	MPA, Building 400
Wed., Mar. 19th	3pm	Deadline to submit candidate application for 2014-15 COPSA Officer & BOT Student Member	CSI Office Bldg. 5000, Room 5101
Fri., Mar. 28th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108

APRIL	Time	Activity	Location
Wed., Apr. 2nd	5:30pm	COPSA "Entertainment Night"	Student Center Courtyard
Mon. - Tues. Apr. 7th – 8th	5:30pm	Campaign Forums	Student Center Courtyard
Wed. Apr. 9th	4pm – 8pm	Spring Festival & "Tour of the Pacific"	Student Center Courtyard
Wed. Apr. 9th	4pm – 8pm	Student Elections	Student Center Courtyard
Fri., Apr. 11th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108
Fri., Apr. 11th	12noon	Deadline to apply for Graduation	Admissions Dept., Bldg. 2000
Fri., Apr. 11th	12noon	Last day to withdraw from classes *(without a refund)*	Admissions Dept., Bldg. 2000
Apr. 14th – 18th		SPRING BREAK	
Thur. – Sat. Apr. 24th - 26th	7pm	UOG Theater Production: "Pagat" FREE for GCC students	UOG Fine Arts Theatre
Fri., Apr. 25th	12noon	COPSA General Membership Meeting	Student Center-Training Room #5108

MAY	Time	Activity	Location
Thur. – Sat. May 1st - 3rd	7pm	UOG Theater Production: "Pagat" FREE for GCC students	UOG Fine Arts Theatre
Fri., May 2nd		Last day of FRI classes	
Sat., May 3rd		Last day of SAT classes	
Tue., May 6th		Last day of T-TH classes	
Wed., May 7th		Last day of MW classes	
Mon., May 12th		Semester ends --- Grades due	
Thur., May 15th	12noon	Graduate Luncheon sponsored by COPSA	UOG Fieldhouse
Thur., May 15th	1pm	Graduation Rehearsal	UOG Fieldhouse
Fri., May 16th	6pm	Graduation Ceremony	UOG Fieldhouse

2013-2014 COPSA Executive Meetings ATTENDANCE ROSTER

COMM Members	6-Sep-13	20-Sep-13	4-Oct-13	18-Oct-13	8-Nov-13	15-Nov-13	7-Feb-14	21-Feb-14	14-Mar-14	28-Mar-14	11-Apr-14	25-Apr-14
Pres - Jennifer	X	X	X		X			X		X	X	X
VP - Suann	X	X	X		X	X		X	No longer a GCC student			
VP - Elmarie							X	X	X	X	X	X
Sec - Maria									Appointed Vice President			
Sec - Elmarie	X	X	X	off-island	X	X	X		No longer a GCC student			X
Treas - Lawrence	X	X	X									X
Treas - Rosanna	X				X	X	X	X	X	X	X	X
Hist - Vicenta	X	X	X		X	X	X	X	Appointed Secretary	off-island	X	X
Parti - Rosanna	X	sick	X		X	X	X	X	Appointed Treasurer	X	X	X
PRO - Maria	X		off-island		X	X	X	X	BOT mtg	X	BOT mtg	X
BOT - Steven	X	X	X		X	X	X	on-leave	on-leave	X	X	X
Advisor - Liz	X				X	X	in training	X	X			X
Advisor - Troy	X		X		X	X	in training	X	X	X	X	X
Advisor - Sally	X					X	X	X			X	X
Advisor - Carl			X		X	X	X	X	No longer a GCC student			
YC-Lawrence												
YC-Shina					X	X	X		X	Resigned	X	
YC-Janelle	X	X	X		X	X	X	X	X	off-island		
CSI - Bobbie	X	X	X		X	X	X	X	off-island	off-island	X	X
CSI - Donnie	X	X	X		X	X	X	X	X	X	X	X
TOTAL Attendance	70	33	35	0	37	44	50	42	33	29	28	38

YC (Youth Congress representatives elected on October 21, 2013)

(typhoon)

Student Organizations	6-Sep-13	20-Sep-13	4-Oct-13	18-Oct-13	8-Nov-13	15-Nov-13	7-Feb-14	21-Feb-14	14-Mar-14	28-Mar-14	11-Apr-14	25-Apr-14
ADULT HIGH	X	X	X		X	X	X	X	X	X	X*	X
AAUW	X	X	X		X	X	X	X	X	X	X	X
AJA	Officially recognized on Feb. 26, 2014								X	X		X
COLLEGIATE DECA												
DAS	X	X	X*		X	X	X	X	X	X	X	X
ECOWARRIORS	X	X	X		X	X	X	X	X	X	X	X
ESO	X	X	X		X*		X	X	X			X
HOSTS	X	X*	X		X	X	X	X	X	X	X	X
JCLUB	X	X	X		X	X	X	X*	X*	X	X	X
MATH CLUB	X	X	X		X	X*	X	X	X	X	X	
MASO	X	X	X		X	X	X	X	X	X	X	X
MSA	X*	X	X		X	X	X	X	X	X	X	
PTK	X	X	X		X	X	X	X	X	X*	X	X
PNSA		X	X		X	X	X	X	X			X
SCIENCE CLUB	X	X	X		X	X	X	X	X	X	X	
SJS	X	X	X		X*	X	X	X	X	X	X	X
SMILE	X	X	X		X	X*	X*	X	X	X	X	X*
SPARC	X	X	X		X	X	X	X	X	X	X	X
TALENT CLUB	X											
TOTAL Attendance	70	33	35	0	37	44	50	42	33	29	28	38

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(typhoon)

2013-2014 COPSA Commission Meeting ATTENDANCE ROSTER

Summer & Fall 2013 Semester

Position	20-May-13	28-May-13	7-Jun-13	9-Jul-13	7-Aug-13	13-Sep-13	29-Oct-13	15-Nov-13	16-Dec-13
Pres - Jennifer	X	X	X	X	X	X	X	X	X
VP - Suann	X	X	X	X	X	X	X	X	X
Sec - Elmarie		X		X	X	X	X	X	X
Treas - Lawrence		X	X	X	X	X	X	X	X
Parli - Rosanna	X	X	X	X	X	X	X	X	
PRO - Maria		X	X	X	X	X	X	X	X
BOT - Steven	X	X	X	X	X	sick	work	X	X
Advisor - Liz		X	class	X	on-call	X	X		on-call
Advisor - Troy			on-call		on-call	X	X		on-call
Advisor - Sally		X	class	X	X	X	class	X	
Advisor - Carl	X	X		X	X	X		X	X
YC-Lawrence	YC (Youth Congress representatives elected on October 21, 2013)							X	X
YC-Shina								RESIGNED	
YC-Janelle								X	X
CSI - Bobbie	X	X	off-island	X	X	X	X	X	X
CSI - Donnie	X	X	X	X	X	X	off-island	X	sick

Spring 2014 Semester

Position	1/24 gathering	31-Jan-14	21-Feb-14	14-Mar-14	11-Apr-14	8-May-14
Pres - Jennifer	X	X	X	X	X	X
VP - Elmarie	X	X	X	X	X	X
Sec - Maria	X	X	X	X	X	X
Treas - Lawrence		No longer a GCC student				
Treas - Rosanna				X	X	X
Historian - Vicenta		X	X	X	off-island	off-island
Parli - Rosanna				appointed Treasurer		
BOT - Steven	X		X	X	X	X
Advisor - Liz	X	on-leave	on-leave	on-leave	X	X
Advisor - Troy	X	X	X	X	on-call	X
Advisor - Sally	X	X	X	X	X	X
Advisor - Carl	X		X	X		
YC-Lawrence		No longer a GCC student				
YC-Shina			X	X	X	X
CSI - Bobbie	X	X	X	X	X	X
CSI - Donnie	X	on-leave	X	off-island	X	X

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Guam Community College
Institutional Effectiveness Survey Report

August 2010

GCC
GUAM COMMUNITY COLLEGE

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Appendices

Appendix A   Sample Copy of Institutional Effectiveness Survey Instrument

I. Introduction

In preparation for GCC's upcoming 2012 accreditation reaffirmation, AIE administered an *Institutional Effectiveness Survey* to members of the Board of Trustees (BOT) and Foundation Board, administrators, full-time faculty (postsecondary and secondary) and staff. The survey is designed to gauge respondent's level of knowledge about the institution and their awareness of the College's effort to achieve institutional effectiveness as required by ACCJC Standard I.B. (Improving Institutional Effectiveness).

The survey instrument is broken down into four parts (A, B, C, and D). Part A captures demographic information while Part B captures information about the respondent's level of knowledge about the institution prior to answering the questions in Part C. Part C captures information about the respondent's level of knowledge on the 19 elements of institutional effectiveness statements. Lastly, part D captures the respondent's level of knowledge about the institution "after" he or she has completed part C.

II. Methodology

A list of employees was requested from the Human Resources Office in order to determine full-time faculty and staff employed in Spring 2010. Survey packets were then prepared by the Assessment and Institutional Effectiveness (AIE) Office staff and distributed to department chairpersons and department heads with instructions to give every full-time faculty and staff in their department a copy of the survey to complete and to submit directly to the AIE Office or to place in drop boxes located in the Student Support Services Office and Student Services and Administration Building. Faculty could also place completed surveys in a drop box

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located in the Faculty Lounge. For the BOT and Foundation Board, the Board Secretary was provided with an electronic copy of the survey to forward to Board members. Completed surveys were sent to AIE by the Board Secretary. The *Institutional Effectiveness Survey* was administered from March 21, 2010 to May 16, 2010.

III. Findings

Out of a total of 244 surveys distributed on campus (17 BOT and Foundation Board members, 35 administrators, 112 full-time faculty, and 80 staff), 146 were returned, which represents a 60% response rate. Of the total respondents, 40% were faculty, 39% were support staff, 16% were administrators, and 5% were members of the Board of Trustees. Employees working ten or more years represented 37% of the total respondents, followed by seven to nine years (22%), less than a year (18%), four to six years (13%), and one to three years (10%).

Part A of the survey captures demographic information. Of the 146 respondents, 60.0% are female and 40.0% are male. As for respondent type, 40% are faculty, 39% are staff, 15% are administrators, and 5% are BOT/Foundation Board members. In terms of length of service at GCC, 37% of respondents reported that they worked at GCC for over ten years, followed by 7-9 years (22%), less than a year (18%), 4-6 years (13%), and 1-3 years (10%). Over half of the respondents have worked at the College for seven plus years. It is assumed that with this length of service, institutional knowledge should be relatively high. In regards to employment status, 95.2% of the respondents are full-time employees and 1.4% are part-time/adjunct. The remaining 3.4% of respondents reported that employment status is *not applicable*, which suggests that these respondents are Board members.

Part B of the survey is designed to gather respondents' degree of knowledge about the institution prior to taking the actual survey, similar to a pre-survey. Part D is designed to gather the same information from respondents after they have completed the entire survey (post-survey). The question that is asked in Part B and Part D is *"How well do you believe you know your institution?"* Responses to this question are based on a six-point likert-scale where 6= Extremely Well, 5=Very Well, 4=Well Enough, 3=Not Very Well, 2=Not at All, and 1=Lack Information to Comment. The intent of asking this question before and after taking the survey is to determine if there are any differences in respondents' reported knowledge of the institution.

Pre-survey results reveal that over half of respondents (56.8%) feel that they know the institution *well enough*, followed by *very well* (22.0%), *extremely well* (11.6%), and *not very well* (9.6%). No respondent reported *not knowing the institution at all* or *lacked information to comment*. The mean score of the pre-survey question of *"How well do you believe you know your institution?"* is 4.36 with a standard deviation of .81, revealing that respondents believe that they know the institution *well enough*.

Post-survey results show that nearly half of respondents feel that they know the institution *well enough* (47.0%) followed by *not very well* (28.0%), *very well* (16.0%), and *extremely well* (7.0%). Two percent of respondents feel that they *lack information* to comment and no respondent reported that they *did not know the institution at all*. The mean score of the post-survey question is 3.95 with a standard deviation of .95, revealing that respondents' knowledge of the institution is between *not very well* to *well enough*. Overall, pre and post survey results show that respondents feel that they are not as knowledgeable about the institution as they thought.

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A second question in Part B is designed to gather data on the means in which respondents' knowledge about the institution is enhanced. Results show that 36% of respondents' knowledge of the institution is enhanced by logging on to MyGCC followed by attending college functions (26%), reading Chachalani every month (10%), and radio/TV talk shows (5%). Sixteen percent reported that their knowledge of GCC is enhanced by all four of these mediums and 15% indicated that their knowledge of the institution is enhanced by other means such as communication with other employees, reading newspapers, participation in on-campus meetings, and involvement in committees.

The data finds that logging on to MyGCC and attending college functions are effective means for disseminating information, increasing awareness, and reaching out to the campus community. The rest of the channels of communications that the College utilizes to reach out to the campus community needs to be enhanced perhaps by increasing more exposure of their availability or developing creative ways to enhance their effectiveness.

Part C includes 19 statements related to institutional effectiveness based on a six point likert scale where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree. Table 1 provides the mode, mean, and standard deviation of the responses to each statement.

Table 1.

Respondents' MODAL RESPONSES, MEAN and STANDARD DEVIATION for multiple choice questions.

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value.
1. The College organizes key processes (e.g., institutional assessment) to support student learning.	5	4.98	0.96
2. The College allocates resources (e.g., performance budgeting) to support student learning.	5	4.61	1.15
3. The College does not use ongoing and systematic evaluation (e.g., assessment program review) and planning to refine its key processes.*	3	3.04	1.09
4. College employees (i.e., administrators, faculty and staff) use ongoing and systematic evaluation and planning to improve student learning.	5	4.68	1.27
5. GCC employees understand institutional goal (as reflected in the Mission Statement) and work collaboratively toward their achievement.	5	4.64	1.12
6. There is no consistency between institutional mission, goals, planning, and action.*	3	3.09	1.07

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value.
7. With the new College leadership, the College (or segments of the College) engages in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies, monthly through the participatory governance process.	5	4.41	1.41
8. With the new College administration, changes to institutional process and policies are not guided by dialogue.	4	3.18	1.10
9. GCC planning processes do not offer opportunities for input by appropriate constituencies.*	3	3.19	1.17
10. The processes for implementation and revision of the curriculum are not clearly understood by faculty.*	3	3.10	1.32
11. Faculty (through their department chairs), are provided with adequate opportunity to participate in the budget process.	5	3.64	1.66
12. Classified staff (through their respective supervisors), are provided with adequate opportunity to get involved in the budget process.	5	3.42	1.63
13. At the College, clear links exist between planning, resources allocation, and institutional evaluation.	5	3.77	1.61

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value.
14. The College tracks and monitors progress being made on plans (e.g., Facilities Master Plan, ISMP) and evaluates its performance regularly.	5	3.96	1.59
15. The College utilizes documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies.	5	4.34	1.47
16. The College in its participatory governance process, systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts.	5	4.09	1.58
17. The results of outcomes assessment are not used in budget and planning at the course level.*	1	2.73	1.34
18. The results of outcomes assessment are utilized in budget and planning at the program/discipline level.	5	3.66	1.72
19. The results of outcomes assessment are not used in budget and planning at the general education (GE) program level.*	1	2.68	1.42

*Items were negatively worded to minimize a response set

As the table above shows, some items were stated negatively in order to encourage more mindful responses, i.e., respondents were more thoughtful of their answers to a combination of positively and negatively worded statements, as opposed to a set of statements worded in the same direction.

Responses to the two items about results of outcomes assessment at the course level (#17) and at the general education (GE) program level (#19) indicate a strong belief in the use of outcomes assessment in budget and planning. The items are negatively worded, as reflected in the mean scores (mean 2.73, s.d. 1.34 and mean 2.68, s.d. 1.42, respectively), which indicate that most of the responses were between strong agreement to agreement to the use of outcomes assessment in budget and planning. The moderately high standard deviations suggest some divergence in opinions among the respondents, however, which should be taken into account when interpreting these results.

Similarly, survey respondents indicate belief that the College uses ongoing and systematic evaluation (e.g., assessment program review) and planning to refine its key processes (#3). They also agree that there is a consistency between institutional mission, goals, planning, and action (#6), and that the processes for implementation and revision of the curriculum are clearly understood by faculty (#10). Furthermore, there is agreement that, with the new College administration, changes to institutional process and policies are guided by dialogue (#7) and that GCC planning processes offer opportunities for input by appropriate constituencies (#9).

Mean responses to the items referring to the adequacy of opportunities given to faculty (#11, mean 3.64, s.d. 1.66) and to classified staff (#12, mean 3.42, s.d. 1.63), through their respective supervisors, to get involved in the budget process indicated faculty and staff do not

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think that they are given enough opportunity to provide input. Along the same vein, their response to the statement that the results of outcomes assessment are utilized in budget and planning at the program/discipline level (#18, mean 3.77, s.d. 1.61) indicated that they did not believe that this was the case. The response to item #18 is particularly interesting, given the responses to the statements about the use of outcomes assessment results at the course level (#17) and general education level (#19) discussed earlier. These perceptions might be reflective of the differential roles that faculty and staff play in the process of budget planning and development across campus.

Ambivalent perceptions were also apparent in the mean responses to the following statements: (a) classified staff, through their respective supervisors, are provided with adequate opportunity to get involved in the budget process (mean 3.42, s.d. 1.63); (b) faculty, through their department chairs, are provided with adequate opportunity to participate in the budget process (mean 3.64, s.d. 1.66); (c) the results of outcomes assessment are utilized in budget and planning at the program/discipline level (mean 3.66, s.d. 1.72); and (d) at the College, clear links exist between planning, resources allocation, and institutional evaluation (mean 3.77, s.d. 1.61). Among the respondents in the survey, there was no firm certainty that the "College tracks and monitors progress being made on plans" (e.g., Facilities Master Plan, ISMP) and evaluates its performance regularly (mean 3.96, 1.59). These are areas of knowledge and training that the College employees need further engagement and involvement.

Mean responses to the statements below ranged between disagreement and neutrality: (a) the College in its participatory governance process, systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research

efforts (mean 4.09, s.d. 1.58); (b) the College utilizes documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies (mean 4.34, s.d. 1.47); (c) with the new College leadership, the College (or segments of the College) engage in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies, monthly through the participatory governance process (mean 4.41, s.d. 1.41); (d) the College allocates resources (e.g., performance budgeting) to support student learning (mean 4.61, s.d. 1.15); (e) GCC employees understand institutional goals (as reflected in the Mission Statement) and work collaboratively toward their advancement (mean 4.64, s.d. 1.12); and (f) College employees (e.g., administrators, faculty, and staff) use ongoing and systematic evaluation and planning to improve student learning (mean 4.68, s.d. 1.27). Since respondents are neutral about these statements, perhaps more emphasis should be placed in promoting awareness on how each stakeholder of the College plays an important role in carrying out GCC's mission and its institutional goals through workshops or departmental level meetings. Educating key stakeholders on campus seems to be also in order when it comes to the statement that the College organizes key processes (e.g., institutional assessment) to support student learning (mean 4.98, s.d., 0.96). Of all nineteen statements, this statement has the lowest standard deviation; thus revealing a greater consensus among respondents.

IV. Conclusion

Overall, pre- and post-survey results show that respondents feel that they are not as knowledgeable about the institution as they thought. Of the nineteen statements included in part C, respondents indicated that they had ambivalent perceptions with seven of the statements. Additionally, some statements apply only to a certain group of respondents (i.e., faculty and

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administrators). Consequently, if a statement does not apply to a particular respondent, their response is most likely going to be neutral.

The relationship between the statements of institutional effectiveness in part C and the composition breakdown of respondents appear to skew the overall results of the survey in determining the respondent's level of knowledge about the institution. The fact that 39% of respondents are support staff may have impacted the results of statements which pertain to faculty, curriculum, budgeting, and decision making processes. Respondents have different job functions and the work they perform may have a minimal or remote relationship to the processes that would enhance their knowledge about the institution.

In view of the findings, GCC must find ways to enhance awareness and promote more involvement among the campus community with the different processes aimed at solidifying the institution's effectiveness in carrying out its mission. Everyone at GCC should posses at least an "above average" knowledge of the institution.

V. Recommendation

In order to promote more involvement and enhance awareness of the decision making processes of evaluation, planning, and budgeting, the engagement of all college stakeholders in the work of promoting institutional effectiveness cannot be overemphasized. It is hoped that the recommendations below will foster awareness, training, and education among all stakeholders regarding college processes that are critical to an effective educational institution:

1. Ensure that all departments/units have a budget awareness session in preparing the department's/unit's budget for the fiscal year and solicit input and participation from the rank and file of faculty, administrators, and staff.

2. Ensure that all departments/units have an awareness session in the development of the department's/unit's institutional assessment process followed by a TracDat familiarization session to be conducted by the AIE Office.

3. Make certain that key representatives (faculty, administrators, and staff) involved in the College's participatory governance and budgeting and decision-making processes are armed with adequate knowledge about these processes through regular consultations among themselves. Emphasize the need for representatives to give periodic presentations to their respective departments on the status and outcome of the planning and budgeting process, as appropriate.

The results suggest that respondents need to be actively engaged in their own education about their own institution. The ambivalent responses appear to be a matter of an awareness and involvement issue. Although the College has continuously encouraged participation and has conducted systematic efforts in communicating and disseminating information to the college community via print, electronic, and other various media channels, the survey reveals that more needs to be done to ensure a well-informed and participative college community.

Appendix A

Sample Copy of Institutional Effectiveness Survey
Instrument

Guam Community College Institutional Effectiveness Survey

In conjunction with other measures, the following survey instrument is designed to gather data on the institutional effectiveness of our college as required by ACCJC's Standard I B (Improving Institutional Effectiveness).

INSTRUCTIONS:

The survey instrument consists of four parts (A, B, C, and D). Part A captures respondent's demographic information. Part B captures self-reported institutional knowledge. Part C contains statements regarding institutional effectiveness and your perceptions about them. Part D, captures your overall knowledge about the institution. Your thoughtful responses will be much appreciated.

Part A: Demographic Information

For part A, place a checkmark in the box that best describes you.

1. Are you a male or female?

    ☐   Male   ☐   Female

2. What type of respondent are you?

    ☐   Administrator   ☐   Faculty   ☐   Support Staff

    ☐   BOT/Foundation Board

3. What is your length of service at GCC?

    ☐   Less than a year   ☐   1-3 Years ☐   4-6 Years ☐   7-9 Years ☐   10+ Years

4. What is your current employment status?

    ☐   Full-time employee   ☐   Part-time/Adjunct   ☐   Not applicable

Guam Community College Institutional Effectiveness Survey

Part B: Institutional Knowledge

For part B. place a checkmark on the degree of knowledge you believe you have about the institution.

1. How well do you believe you know your institution?

Extremely Well (6)	Very Well (5)	Well Enough (4)	Not Very Well (3)	Not at All (2)	Lack Information to Comment (1)

2. My knowledge of the institution is enhanced by:

   ☐   6 - Logging on to *MyGCC*

   ☐   5 - Reading Chachalani every month

   ☐   4 - Attending college functions

   ☐   3 - Listening to radio and TV talk shows regarding GCC

   ☐   2 - All of the above

   ☐   1 - Other, please specify

Guam Community College Institutional Effectiveness Survey

Part C: Institutional Effectiveness

For each statement under part C, please check the box that you feel is most appropriate based on the extent of your institutional knowledge.

	Strongly Agree (6)	Agree (5)	Neither Disagree nor Agree (4)	Disagree (3)	Strongly Disagree (2)	Lacks information to comment/Does not apply (1)
1. The college organizes key processes (e.g. institutional assessment) to support student learning.						
2. The college allocates resources (e.g. performance budgeting) to support student learning.						
3. The college does **not** use ongoing and systematic evaluation (e.g. assessment program review) and planning to refine its key processes.						
4. College employees (i.e. administrators, faculty and staff) use ongoing and systematic evaluation and planning to improve student learning.						
5. GCC employees understand institutional goals (as reflected in the Mission Statement) and work collaboratively toward their achievement.						
6. There is **no** consistency between institutional mission, goals, planning, and action.						
7. With the new college leadership, the college (or segments of the college) engages in inclusive, informed, and intentional dialogue about the						

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Guam Community College Institutional Effectiveness Survey

	Strongly Agree (6)	Agree (5)	Neither Disagree nor Agree (4)	Disagree (3)	Strongly Disagree (2)	Lacks information to comment/Does not apply (1)
effectiveness of our processes and policies, monthly through the participatory governance process.						
8. With the new college administration, changes to institutional processes and policies are **not** guided by dialogue.						
9. GCC planning processes do **not** offer opportunities for input by appropriate constituencies.						
10. The processes for implementation and revision of the curriculum are **not** clearly understood by faculty.						
11. Faculty, (through their department chairs), are provided with adequate opportunity to participate in the budget process.						
12. Classified staff, (through their respective supervisors), are provided with adequate opportunity to get involved in the budget process.						
13. At the college, clear links exist between planning, resources allocation, and institutional evaluation.						
14. The college tracks and monitors progress being made on plans (e.g. Facilities Master Plan, ISMP) and evaluates its performance regularly.						

Guam Community College Institutional Effectiveness Survey

	Strongly Agree (6)	Agree (5)	Neither Disagree nor Agree (4)	Disagree (3)	Strongly Disagree (2)	Lacks information to comment/Does not apply (1)
15. The college utilizes documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies.						
16. The college in its participating governance process, systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts.						
17. The results of outcomes assessment are not used in budget and planning at the course level.						
18. The results of outcomes assessment are utilized in budget and planning at the program/discipline level.						
19. The results of outcomes assessment are not used in budget and planning at the general education (GE) program level.						

Guam Community College Institutional Effectiveness Survey

Part D: Overall Institutional Knowledge

For part D, please check the box that best describes your overall institutional knowledge.

1. Now that you have completed part C of the survey, how well do you believe you know your institution?

Extremely Well (6)	Very Well (5)	Well Enough (4)	Not Very Well (3)	Not at All (2)	Lack Information to Comment (1)

We appreciate your opinion. Thank you for your critical input.

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Guam Community College

Fifth Board of Trustees' Assessment Report

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guáhan

Fall 2013

Mission
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.

Sinangan Misión (Chamorro translation)
I misión i Kulehon Kumunidä't Guåhan, guiya i gé'hilo' i fina'che'cho' siha yan i kinahulo' i mamfáfa'che'cho' ya u na'guáguåha nu i manákhilo' yan manmaolek na tiningo' yan fina'nä'guen cho'cho' siha gi iya Maikronisiha.

Fifth Board of Trustees' Assessment Report
Guam Community College
August 2013

EXECUTIVE SUMMARY

The Assessment, Institutional Effectiveness, and Research (AIER) Office has been conducting assessments of all the stakeholder groups on campus, including the Board of Trustees (BOT), as part of the College's comprehensive assessment process. This is the fifth Board assessment study conducted by AIER. The first was conducted in spring 2003, the second in fall 2005, the third in spring 2008, the fourth in fall 2010 and the fifth in fall 2013. The Board assessment reports serve as evidence for the public and the College community that the Board is serious about assessing its performance and that trustees are committed to being an effective governing board.

The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that present areas of opportunity for improvement based on a set of criteria reflecting commonly-accepted standards of board effectiveness organized into the five themes within the assessment instrument: Board-CEO Relations, Board Meetings (Interaction and Dynamics), Board Responsibilities, Personal Conduct, and Evaluation. Since the spring of 2003 and up through the fall of 2013, assessment study findings reveal the extent of improvements made in Board effectiveness on the five themes. The thoughtful consideration of assessment findings and the implementation of recommended improvements based on the findings are some of the key indicators of high performing Boards that add value and substance to an institution's commitment to excellence and student success. The demonstrated excellence

in leadership of the Board provides the College with the foundation for the institutional improvements that have occurred within the same timeframe. The findings, recommendations, and implementation results reveal the continued benefits of self assessments for continuous quality improvement. As pointed out by the Community College League of California, "successful colleges are the result of effective leadership and governance. Effective leadership and governance are the result of ensuring that highly qualified people serve in leadership positions and that they embrace their responsibilities and continually improve their performance. Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness." (Community College League of California, Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation, 2009)

Overall, the results of the Fifth Board of Trustees' Assessment Report reveal that the functions of the Board are satisfactorily effective although the results from the two surveys, Governing Board Assessment Questionnaire (GBAQ) and Board Self-Evaluation Questionnaire (BSEQ) are ambivalent as to the degree of effectiveness of the Board's performance. Results from the GBAQ survey (which represent the outside voices or non-Board members' voices) seem to be more critical in responding to the items on the different themes of the survey. As reflected in table 3 of this report, respondents reported that they *moderately agree* or *slightly agree* on all the items of each theme. The findings suggest that based on the perspective of the outside voices, improvements need to be made on all the themes to enhance and strengthen the overall Board's performance.

The results of the BSEQ survey (which represent the inside voices of respondents) reveal a more positive outlook in regards to the Board's overall performance. As reflected in table 4 of

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the report, respondents reported that a majority of the items on the different themes of the survey either *always* or *very fre*quently occur. Several themes showed strong results, such as Personal Conduct and Board/CEO relations. One hundred percent of respondents reported that the statements included in these themes *always* occurred. A continued commitment by the Board to move from *very frequently* occurring to *always* occurring is possible in the areas of Board Meetings (Interaction and Dynamics), Board/CEO Relations, Evaluation, and Board Responsibilities to enhance the performance and effectiveness of the Board.

Fifth Board of Trustees' Assessment Report

Guam Community College

August 2013

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Fifth Board of Trustees' Assessment Report

Guam Community College

I.   Introduction

This study is intended to gauge the effectiveness of Board functioning from the
perspective of Board members and Board meeting participants including College administrators
(i.e., Deans, Assistant Directors, and general administrators). Moreover, the assessment is
designed to identify Board strengths and areas in need of improvement.

II.   Objectives and Methodology

There are two objectives for this study. The first is that Board members will be able to
identify areas of strengths and weaknesses in Board functioning. The second is that Board
members will gain a better understanding of expectations from themselves and others about what
it takes to be an effective and efficient Board.

Instrumentation:

Data for this study includes responses to two survey instruments. One of the survey
instruments used is the Board Self-Evaluation Questionnaire (BSEQ) which is a self-assessment
survey completed by Board members (Appendix A). The second survey is the Governing Board
Assessment Questionnaire (GBAQ) which was completed by Board meeting participants (non-
Board members) who regularly attend Board meetings/activities (Appendix B). This group
represents the *OUTSIDE VOICES* needed to provide insight into the Board's effectiveness as the
College's governing body. These surveys are similar to the instruments used in the previous

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Board assessment study. The two surveys were created using *Survey Monkey*[1], a free survey tool that enables users to create their own web-based surveys. The surveys were administered from June 1, 2013 to July 3, 2013. The GBAQ consists of thirty-four multiple-choice questions and three open-ended questions designed to gather insight on Board functioning and effectiveness among individuals who regularly attend Board meetings. Eleven Board meeting participants were provided a link to complete the GBAQ via *Survey Monkey* and all eleven participants (100%) completed the survey online.[2]

The *INSIDE VOICES* for this study came from Board member responses to the BSEQ. The questionnaire consists of 41 multiple-choice and eight open-ended questions. Of the seven Board members who were provided with an electronic link to complete the survey via *Survey Monkey*, seven completed the survey, resulting in a 100% return rate.

Survey data was downloaded from *Survey Monkey* and was analyzed using Excel spreadsheets. Open-ended responses to the two survey instruments were content-analyzed to validate quantitative data gathered from the surveys.

For a better understanding of the next section, discussion of results is divided into two sections: *OUTSIDE VOICES* and *INSIDE VOICES*.

III.   Results and Discussion

Seven Board members completed the BSEQ and eleven non-Board members completed the GBAQ. The following table provides an overview of the socio-demographic profile of BSEQ respondents:

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[1] AIER purchased an annual subscription to use Survey Monkey's professional plan on an annual basis. *Survey Monkey* can be found online at http://www.surveymonkey.com/.

[2] The Board is comprised of five (5) official voting members and two non-voting advisory members.

Table 1: Socio-Demographic Characteristics of BSEQ Respondents (N=7)

Gender	Response Percent	Response Count
Female	28.6%	2
Male	71.4%	5
Respondent Type		
Voting member	71.4%	5
Non-voting member	28.6%	2
Years of Service with Current Board		
Less than one year	28.6%	2
1-3 years	14.3%	1
4-6 years	42.9%	3
7-9 years	14.3%	1
10 or more years	0.0%	0
Number of Terms Served		
Less than one term	42.9%	3
One term	14.3%	1
Two terms	28.6%	2
Three or more terms	14.3%	1

Responses from the seven Board members reveal that 71.4% are male and an equal percentage of Board members are voting members. One Board member served on the Board between *7-9 years* and three Board members served on the Board between *4-6 years*. One Board member served on the Board between *1-3 years* and two Board members served on the Board for *less than one year*. As for the number of terms served, one Board member served on the Board for *three or more terms*; two Board members served on the Board for *two terms*; one Board member served on the Board for *one term*; and three Board members served on the Board for *less than one term*. Unlike what was reported in the *Third and Fourth Board of Trustees' Assessment Reports*, this study shows that a small percentage (29%) of Board respondents were relatively new to their positions. The information contained in the above table reveals that most

Board members (71%) continued to serve on the Board since the last assessment study was

conducted.[3]

The following table provides an overview of the socio-demographic profile of GBAQ

respondents:

Table 2: Socio-Demographic Characteristics of GBAQ Respondents (N=11)

Gender	Response Percent	Response Count
Female	72.7%	8
Male	27.3%	3
Respondent Type		
Board of Trustees Member (including voting/non-voting)	0.0%	0
Administrator	81.8%	9
Guest or attendee	18.2%	2
Length of Participation in Board Meetings/Activities Years of Service with Current Board		
Less than one year	0.0%	0
1-3 years	45.5%	5
4-6 years	9.1%	1
7-9 years	0.0%	0
10 or more years	45.5%	5

Responses from the eleven Board meeting participants show that nearly three-fourths

(73%) are female and more than three-fourths (82%) are GCC administrators. Five respondents

participated in Board meetings for *1 to 3 years*; one respondent had participated in Board

meetings for *4-6* years; and, five respondents had participated for *10 or more years*.

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[3] Trustees shall be appointed by the Governor of Guam with the advice and consent of the Guam Legislature. Three (3) trustees shall be appointed to terms of three (3) years, three (3) trustees shall be appointed to terms of five (5) years and the seventh (7th) shall be an elected student member who shall serve a term of one (1) year. Their successors shall be appointed each for a term of five (5) years, with the exception of the student member. The student member shall be elected by a plurality vote of students of the school. The student member must be a student at the college and may be re-elected to no more than one (1) successive one-year term. The student member position shall not require the appointment of the I Maga'lahen Guahan and the advice and consent of I Liheslaturan Guahan. (Public Law 14-77 as amended)

OUTSIDE VOICES

The perspective of non-Board members who regularly participate in Board meetings/activities is important because these individuals develop insights into Board functioning, including strengths and weaknesses. The following table characterizes the *OUTSIDE VOICES* of non-Board members within the context of five distinct themes: Board-CEO Relations, Board Meetings (Interaction and Dynamics), Board Responsibilities, Personal Conduct, and Evaluation.

Table 3. Governing Board Assessment Questionnaire (GBAQ) Respondent's MODAL RESPONSES, MEAN and STANDARD DEVIATION (N=11)

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value.
Board-CEO Relations			
The Board delegates the authority the Chief Executive needs to administer the institution successfully.	6.00	5.27	0.63
The Board is clear and consistent in its expectations of the performance of the CEO.	6.00	5.27	0.42
The Board expresses approval, publicly and privately, for the successes of the CEO and the institution.	6.00	5.09	0.70
The Chief Executive keeps the Board informed regarding issues that confront the College.	6.00	5.45	0.00

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value.
There is a climate of mutual trust and support between the Board and the President.	6.00	5.45	0.00
Board Meetings: Interaction and Dynamics			
The Board has an adequate process for the study of issues that will receive Board action.	5.00	4.73	0.42
The leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues.	5.00	4.82	0.67
The number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues.	6.00	5.00	0.97
Board meetings are conducted in a fair, efficient, and business-like manner.	6.00	5.45	0.00
Orientation programs for new Board members specifically include a segment about the organization's history and traditions.	5.00	3.82	1.50
In discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand.	5.00	4.64	0.74
I have been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem.	5.00	4.18	1.17
Board Responsibilities			
The Board rotates leadership in key Board offices.	6.00	4.73	1.03

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value.
The Board has an established procedure to orient new members to the institution and to their duties and responsibilities.	6.00	4.36	1.81
The members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions.	5.00	4.64	0.99
The Board has an agreed upon philosophy as to the distinction between policy and administration.	6.00	5.18	0.48
This Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development).	5.00	5.00	0.53
The Board is well informed about educational and manpower training needs of the community.	6.00	4.91	0.97
The Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans.	6.00	5.09	0.70
The Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College.	6.00	4.82	0.82
The GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs.	6.00	4.91	1.07

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value.
Personal Conduct			
The members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests.	6.00	4.36	1.32
Board members honor divergent opinions without being intimidated by them.	6.00	5.09	1.26
There is a climate of mutual trust and support between Board members.	6.00	5.18	0.67
Board members are prepared to participate responsibly in Board meetings.	6.00	5.09	0.97
Evaluation			
The Board sets clear organizational priorities for the year ahead.	6.00	4.91	0.70
This Board engages in strategic planning and strategic issues management discussions.	6.00	5.18	0.48
The Board's key decisions are consistent with the mission of this organization.	6.00	5.27	0.42
This Board reviews the College's mission annually (i.e., every January of each year).	5.00	5.00	0.53
The Board participates in a self-evaluation process on a regular basis.	6.00	5.00	0.97

Responses to the survey questions related to **Board-CEO Relations** continue to reveal a good working relationship between the Board and the President. Respondents *moderately agreed* with the following: the Board delegates the authority the Chief Executive needs to administer the

institution successfully (mean 5.27, s.d. 0.63), the Chief Executive keeps the Board informed

regarding issues that confront the College (mean 5.45, s.d.0.00), and there is a climate of mutual

trust and support between the Board and the President (mean 5.18, s.d.0.67). Respondents also

moderately agree that the Board is clear and consistent in its expectations of the performance of

the CEO (mean 5.27, s.d. 0.42) and that the Board expresses approval, publicly and privately, for

the successes of the CEO and the institution (mean 5.09, s.d. 0.70). Like the results of the current

study, the third and fourth Board assessment study suggests a good working relationship between

the Board and the CEO. Respondents continue to either *moderately agree* or *strongly agree* with

all five items under this theme.

In terms of **Board Meetings (Interaction and Dynamics)**, all Board meeting

participants *moderately agree* that the number and frequency of Board meetings allow enough

time for responsible discussion and resolution of key issues (mean 5.00, s.d. 0.97), Board

meetings are conducted in a fair, efficient, and business-like manner (mean 5.45, s.d. 0.00). They

slightly agree that the Board has an adequate process for the study of issues that will receive

Board action (mean 4.73, s.d. 0.42), the leadership of this Board typically goes out of its way to

make sure that all members have the same information on important issues (mean 4.82, s.d.

0.67), in discussing key issues, it is not unusual for someone on the Board to talk about what this

organization stands for and how that is related to the matter at hand (mean 4.64, s.d.0.74), and

meeting participants reported having been present in Board meetings where discussions of the

history and mission of the College were key factors in reaching a conclusion on a problem (mean

4.18, s.d. 1.17). Participants *slightly disagree* that orientation programs for new Board members

specifically include a segment about the organization's history and traditions (mean 3.82, s.d.

1.50). The high standard deviation (1.50) for this variable reveals a difference in opinion among

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respondents. The mean score of this particular survey question dropped from 4.86 in the fourth Board assessment report to 3.82 in the current report.

As for **Board Responsibilities**, respondents *moderately agree* with three of the nine statements pertaining to this theme. Specifically, respondents *moderately agree* that the Board has an agreed upon philosophy as to the distinction between policy and administration (mean 5.18, s.d.0.48); the Board allocates organizational funds for the purpose of Board member education and development (i.e. professional development) (mean 5.00, s.d. 0.53); and, the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives, and plans (mean5.09, s.d.0.70). Respondents *slightly agree* on six of the nine items on the theme. Specifically, respondents *slightly agree* that the Board rotates leadership in key Board offices (mean 4.73, s.d. 1.03); the Board has an established procedure to orient new members to the institution and to their duties and responsibilities (mean 4.36, s.d. 1.81); the members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions (mean 4.64, s.d. 0.99); the Board is well informed about educational and manpower training needs of the community (mean4.91, s.d.0.97); the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College (mean 4.82, s.d. 0.82); and, the GCC Foundation Board is an effective vehicle for contribution of funds to support the College's activities, goals, plans, projects, and programs (mean 4.91, s.d. 1.07).

In the area of **Personal Conduct**, respondents *moderately agree* with three of the four statements related to this theme. In particular, respondents *moderately agree* that Board members honor divergent opinions without being intimidated by them (mean 5.09, s.d. 1.26); there is a climate of mutual trust and support between Board members (mean 5.18, s.d. 0.67); and Board

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members are prepared to participate responsibly in Board meetings (mean 5.09, s.d. 0.97). Respondents *slightly agree* that members of the Board are sensitive to the need to avoid even the appearance of conflicts of interest (mean 4.36, s.d. 1.32).

As for **Evaluation**, respondents *moderately agree* on four of the five statements pertaining to this theme. Respondents *moderately agree* that the Board engages in strategic planning and strategic issues management discussions (mean 5.18, s.d. 0.48); the Board's key decisions are consistent with the mission of this organization (mean 5.27, s.d. 0.42); this Board reviews the College's mission annually (i.e., every January of each year) (mean 5.00, s.d. 0.53); and, the Board participates in a self-evaluation process on a regular basis (mean 5.00, s.d. 0.97). Respondents *slightly agree* that the Board sets clear organizational priorities for the year ahead (mean 4.91, s.d. 0.70).

The open-ended survey questions provide respondents' perceptions of Board efficiency and effectiveness. Board successes reported by individual Board meeting participants include the following: "Increased positive image/perception of College, new building constructions;" "very good rapport with the CEO and its ability to sustain healthy relationships with each other support for the expansion of GCC's academic and construction needs;" "graduation and the opening of the Foundation Building;" GCC's continued success of audits. BOT continues to support the college by allowing the Administrators to do their jobs without any interferences from the BOT and by holding the President accountable for the administration and management of the college;" "BOT does a great job in their role as policy makers for the College;" and "GCC accreditation and continue growth of the college."

In response to the question, "What particular shortcomings do you see in the Board's organization or performance that need attention," the following responses were reported by meeting participants: "Become more knowledgeable about the programs that GCC offers;" "More interaction with faculty constituents via yearly meeting scheduled before a faculty audience for example. More participation in student-led activities so the Board is more visible in the eyes of students;" "Improve community partnerships to increase funding opportunities;" "More connectedness to institutional life through regular participation of most members (not just Chair) in institutional activities (e.g. convocation, graduation, etc.);" "More participation at college events, especially public ones;" and, "hold board meetings in a larger room. Very limited seating in current conference room; does not provide the appearance that the meetings are open to the public."

The following section provides the perspective of Board members in relation to Board effectiveness. How do perceptions of non-Board members (*OUTSIDE VOICES*) measure up to perceptions of Board members (*INSIDE VOICES*)?

The following table represents the INSIDE VOICES of Board members within the

context of five distinct themes:

Table 4. Board Self-Evaluation Questionnaire (BSEQ) Respondent's MODAL RESPONSES, MEAN and STANDARD DEVIATION (N=7)

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Personal Conduct			
Board members treat each other with courtesy.	6.00	6.00	0.00
Board members respect the power of the Chair to speak for the Board as a whole.	6.00	6.00	0.00
Members of the Board are always conscious that their demeanor is part of the College's public image.	6.00	6.00	0.00
Board Meetings			
Board meetings begin on time.	5.00	4.29	0.63
Board meeting agendas and conduct effectively meet the purposes of Board meetings.	6.00	5.86	0.38
All Board members attend Board meetings.	5.00	5.29	0.49
The collective demeanor of the Board is poised and professional.	6.00	6.00	0.00
Board members are able to disagree without being disagreeable.	6.00	6.00	0.00
Board members ask questions relevant to the item(s) under discussion.	5.00	5.42	0.53
Board meetings are conducted in an orderly and efficient manner.	6.00	6.00	0.00
The Board welcomes participation by members of the community at appropriate times designated on the agenda.	6.00	5.86	0.38

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value
The Board maintains confidentiality of privileged information.	6.00	6.00	0.00
Board/CEO Relations			
There is a high level of trust and respect between the Board and the President.	6.00	6.00	0.00
The President keeps the members of the Board well informed.	6.00	5.71	0.49
The President follows the rule of "no surprises" by informing the Board members as soon as possible about important matters concerning the College, its students and its employees.	6.00	5.86	0.38
The Board delegates administrative matters to the President and refrains from micromanaging the College.	6.00	6.00	0.00
The Board maintains a positive working relationship with the CEO.	6.00	6.00	0.00
Evaluation			
The Board develops annual goals for the College and uses them as the basis for presidential evaluation.	6.00	5.71	0.49
The Board specifies its expectations for presidential performance in writing.	6.00	5.71	0.76
The Board formally evaluates the President's performance on a regular basis.	6.00	5.71	0.49
The Board evaluates its own performance on a regular basis (at least once every other year).	6.00	5.57	0.79
The Board evaluation process helps the Board enhance its performance.	5.00	5.14	0.69

|	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value
Board Responsibilities			
The Board conducts periodic reviews of its own policies.	5.00	5.29	0.76
The Board formally orients new members as soon as possible after they have been sworn in as trustees.	6.00	5.71	0.49
New members receive orientation to Board roles and the institution.	6.00	5.57	0.53
The Board consistently follows its own Board ethics policy.	6.00	6.00	0.00
The Board regularly reviews its ethics policy.	6.00	5.57	0.53
The Board focuses on ends in making policy and leaves the implementation to the President.	6.00	6.00	0.00
The Board is actively involved in the long-term planning process of the College.	6.00	6.00	0.00
Board members participate in Trustee development activities (i.e., professional development).	6.00	5.57	0.79
The Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College.	6.00	5.57	0.53
The Board clearly understands its policy role and differentiates its role from that of the CEO and College employees.	6.00	6.00	0.00
Board members avoid conflicts of interest and the perception of such conflicts.	6.00	5.86	0.38
The Board understands and fulfills its roles and responsibilities.	6.00	5.86	0.38

Analysis is limited to those variables with responses from all seven board members. Although seven Board members responded to the BSEQ, not all Board members answered each question.

According to Table 4, in terms of **Board-CEO Relations**, all seven Board members who responded to the BSEQ reported that there is *always* a high level of trust and respect between the Board and the President (mean 6.00, s.d. 0.00); the Board *always* delegates administrative matters to the president and refrains from micromanaging the College (mean 6.00, s.d. 0.00); and the Board *always* maintains a positive working relationship with the CEO (mean 6.00, s.d. 0.00. Respondents also reported that the president *very frequently* keeps the members of the Board well informed (mean 5.71, s.d. 0.49) and the president *very frequently* follows the rule of "no surprises" by informing the Board members as soon as possible about important matters concerning the College, its students, and its employees (mean 5.86, s.d. 0.38).

Qualitative comments from Board member responses to the survey question, "How would you describe the Board's relationship with the CEO?" continuously support the existence of a positive relationship between the Board and the President as reflected on the two BSEQ Survey Reports. Three Board members described their relationship as "Excellent." One Board member described it as "very effective and communicative. Appropriate". Another member described the relationship as "very professional and effective" and one member described the relationship as "very well. Out of the seven Board members, six responded to the question and one skipped the question.

In response to the survey question "As a Trustee, what are you most pleased about?" one respondent mentioned "The college's consistent exemplary performance." Another respondent

commented "Being able to serve GCC in such a meaningful way." One respondent mentioned

ongoing construction and improvement and one mentioned "Student success." Of the seven

Board members that were surveyed, five responded to this question.

As for **Board Meetings (Interaction and Dynamics)**, there is one hundred percent

agreement among respondents that the collective demeanor of the Board is *always* poised and

professional (mean 6.00, s.d. 0.00); Board members are *always* able to disagree without being

disagreeable (mean 6.00, s.d. 0.00); Board meetings are *always* conducted in an orderly and

efficient manner (mean 6.00, s.d. 0.00); and, the Board *always* maintains confidentiality of

privileged information (mean 6.00, s.d. 0.00). Respondents reported that the following *very*

frequently occurred: Board meeting agendas and conduct effectively meet the purposes of Board

meetings (mean 5.86, s.d. 0.38); all Board members attend Board meetings (mean 5.29, s.d.

0.49); Board members ask questions relevant to the item (s) under discussion (mean 5.43, s.d.

0.53); and, the Board welcomes participation by members of the community at appropriate times

designated on the agenda (mean 5.86, s.d. 0.38). Respondents reported that Board meetings

begin on time *occasionally* (mean 4.29, s.d. 0.63).

The following comments were made by Board members when asked about the Board's

greatest strengths: (a) "Knowing its role"; (b) "Professionalism, Structure, Assessment"; (c)

"BOT as a cohesive unit: (d) "Leadership, community feel, involvement in goal setting for

college; (e) "Unity and cohesiveness"; and (f) "communication". When asked "Is the Board

functioning as a team as well as it should? Why or why not?" the five members who answered

the question reported that the Board is functioning as a team. One respondent recommended,

"Increase focus on building relationships would improve function, but overall the Board

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functions well as a team." Overall, these statements support the finding that Board members have a good working relationship with one another.

In terms of **Board Responsibilities,** Board members indicated that the Board *always* consistently follows its own Board ethics policy (mean 6.00, s.d. 0.00), the Board *always* focuses on ends in making policy and leaves the implementation to the president (mean 6.00, s.d. 0.00), the Board *always* clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 6.00, s.d. 0.00); and, the Board is *always* actively involved in the long-term planning process of the College (mean 6.00, s.d. 0.00). The Board *very frequently* understands and fulfills its roles and responsibilities (mean 5.86, s.d. 0.38); Board members *very frequently* avoid conflicts of interest and the perception of such conflicts (mean 5.86, s.d. 0.38); the Board *very frequently* participate in Trustee development activities (i.e., professional development) (mean 5.57, s.d. 0.79); the Board *very frequently* formally orients new members as soon as possible after they have been sworn in as Trustees (mean 5.71, s.d. 0.49); the Board *very frequently* plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College (mean 5.57, s.d. 0.53); the Board *very frequently* conducts periodic reviews of its own policies (mean 5.29, s.d. 0.76); the Board *very frequently* regularly reviews its ethics policy (mean 5.57, s.d. 0.53); and, new members receive orientation to Board roles and the institution *very frequently* by the Board (mean 5.57, s.d. 0.53).

As for **Personal Conduct,** all seven respondents reported that Board members *always* treat each other with courtesy (mean 6.00, s.d. 0.00); Board members are *always* conscious that their demeanor is part of the College's public image (mean 6.00, s.d. 0.00); and Board members *always* respect the power of the Chair to speak for the Board as a whole (mean 6.00, s.d. 0.00).

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In the fourth Board assessment study, respondents reported that Board members *very frequently* respect the power of the Chair to speak for the Board as a whole. In the current study respondents reported that all of the three statements pertaining to personal conduct *always* occurs.

With respect to **Evaluation**, all seven Board members indicated that the Board *very frequently* specifies its expectations for presidential performance in writing (mean 5.71, s.d. 0.76); the Board *very frequently* formally evaluates the President's performance on a regular basis (mean 5.71, s.d. 0.49); the Board *very frequently* evaluates its own performance on a regular basis (at least once every other year) (mean 5.57, s.d. 0.79); the Board evaluation process *very frequently* helps the Board enhance its performance (mean 5.14, s.d.0.69); and the Board *very frequently* develops annual goals for the College and uses them as the basis for presidential evaluation (mean 5.71, s.d. 0.49).

Figure 1 identifies perceived areas of strengths in Board functioning among BOT member-respondents.

Figure 1.

Perceived **areas of strengths** in Board functioning among BOT member-respondents, as indicated by raw frequencies of 28 BSEQ variables with the **highest** mean score (n=7)
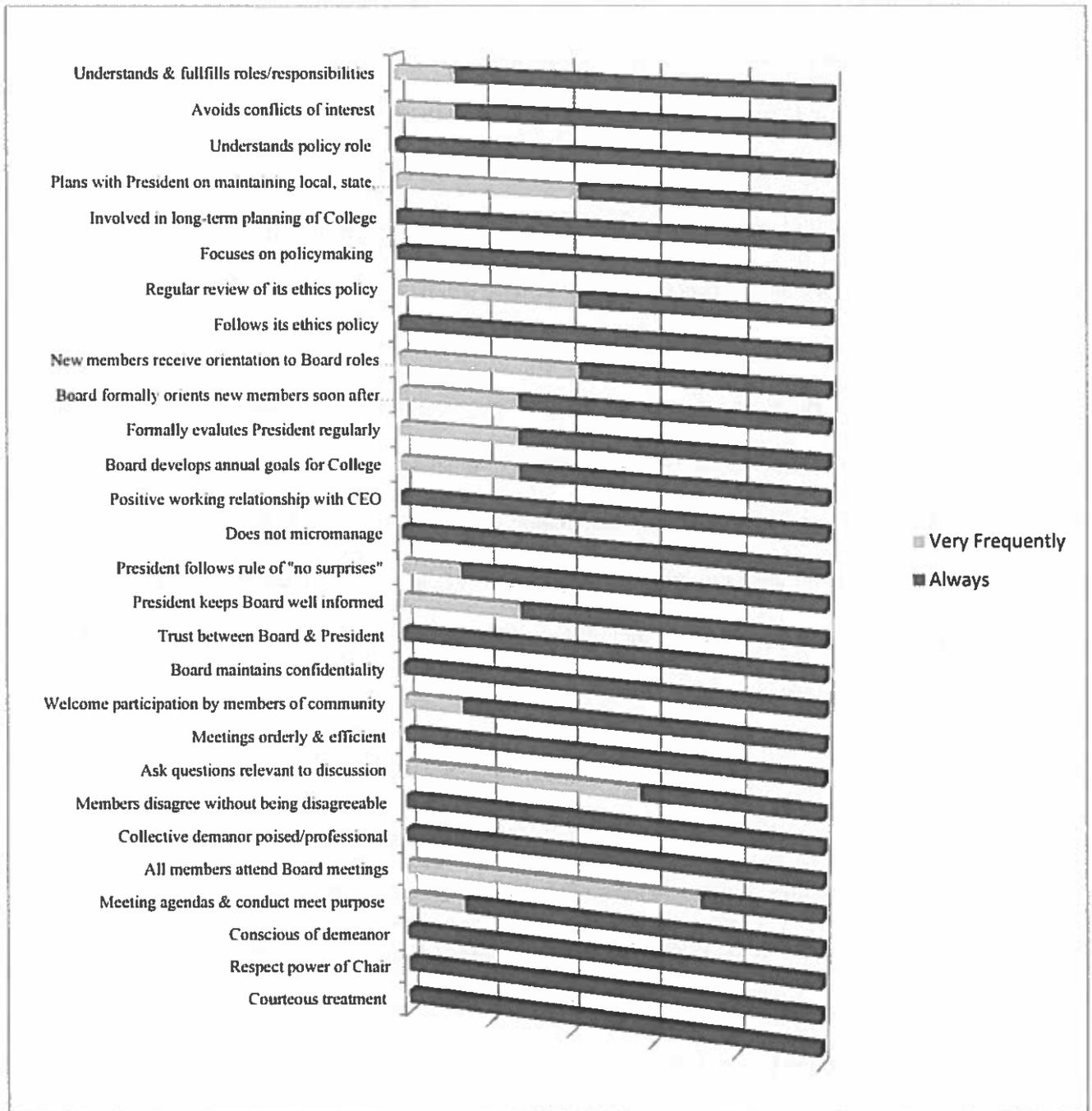
The above twenty-eight variables are identified as **strengths** because of the high mean scores for these items. These are variables that occur *very frequently* and *always* as reported by Board member respondents. The fourteen variables that are reported to *always* occur are: Board members treat each other with courtesy (mean 6.00); Board members respect the power of the Chair to speak for the Board as a whole (mean 6.00); members of the Board are conscious that their demeanor is part of the College's public image (mean 6.00); the collective demeanor of the Board is poised and professional (mean 6.00); Board members are able to disagree without being disagreeable (mean 6.00); Board meetings are conducted in an orderly and efficient manner (mean 6.00); the Board maintains confidentiality of privileged information (mean 6.00); there is a high level of trust and respect between the Board and the President (mean 6.00); the Board delegates administrative matters to the President and refrains from micromanaging the College (mean 6.00); the Board maintains a positive working relationship with the CEO (mean 6.00); the Board consistently follows its own Board ethics policy (mean 6.00); the Board focuses on ends in making policy and leaves the implementation to the President (mean 6.00); the Board is actively involved in the long-term planning process of the College (mean 6.00); and the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 6.00).

The variables bordering between *always* and *very frequently* are: Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean 5.86); all Board members attend Board meetings (mean 5.29); Board members ask questions relevant to the item(s) under discussion (mean 5.43); the Board welcomes participation by members of the community at appropriate times designated on the agenda (mean 5.86); the President keeps members of the Board well informed (mean 5.71); the President follows the rule of "no surprises" by informing

the Board members as soon as possible about important matters concerning the College, its

students and its employees (mean 5.86); the Board develops annual goals for the College and

uses them as the basis for presidential evaluation (mean 5.71); the Board formally evaluates the

President's performance on a regular basis (mean 5.71); the Board formally orients new

members as soon as possible after they have been sworn in as trustees (mean 5.71); new

members receive orientation to Board roles and the institution (mean 5.57); the Board regularly

reviews its ethics policy (mean 5.57); the Board plans with the President how to best develop and

maintain relationships with local, state, and federal legislators for the benefit of the College

(mean 5.57); Board members avoid conflicts of interest and the perception of such conflicts

(mean 5.86); and the Board understands and fulfills its roles and responsibilities (mean 5.86).

Figure 2 below identifies perceived areas of growth and needed improvement in Board

functioning.

Figure 2.

Perceived areas of growth and needed improvement in Board functioning as indicated by raw
frequencies of 6 BSEQ variables with the **lowest** mean scores (n=7)

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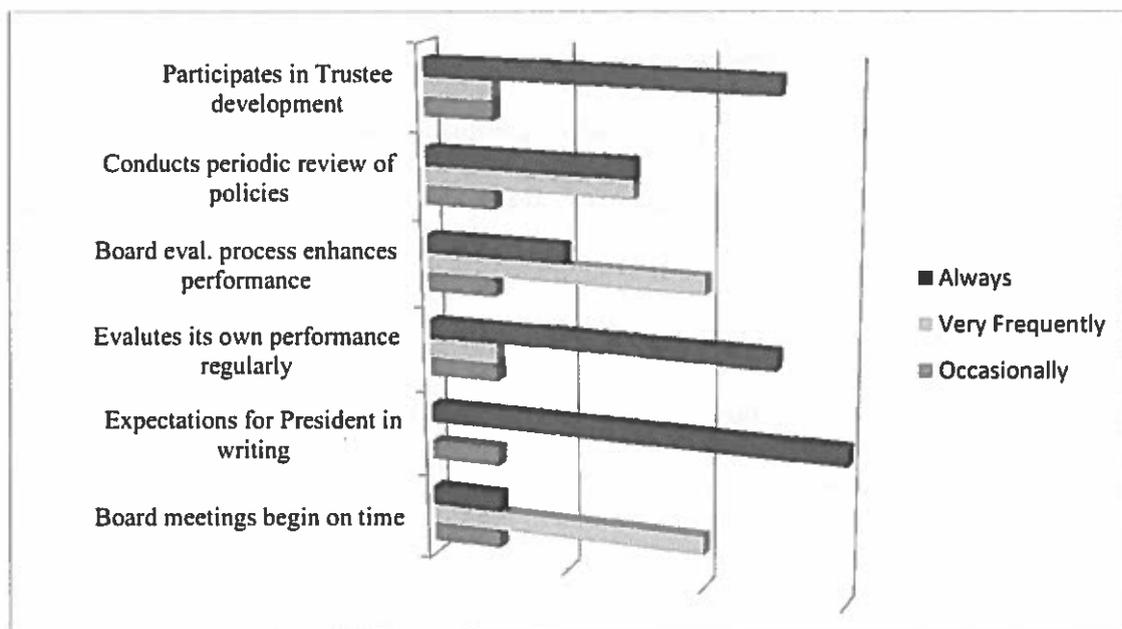
The above figure identifies the following six areas of growth and needed improvement in Board functioning based on responses to the BSEQ: Board meetings begin on time (mean 4.29, s.d. 0.63); the Board specifies its expectations for presidential performance in writing (mean 5.71, s.d. 0.76); the Board evaluates its own performance on a regular basis (at least once every other year) (mean 5.57, s.d. 0.79); the Board evaluation process helps the Board enhance its performance (mean 5.14, s.d. 0.69); the Board conducts periodic reviews of its own policies (mean 5.29, s.d. 0.76); and, Board members participate in Trustee development activities (i.e., professional development) (mean 5.57, s.d. 0.79). The relatively high standard deviations reveal some differences in opinions among Board members in these areas.

IV.   Conclusion

This assessment study aims to improve Board functioning and to promote accountability through the identification of areas of strengths and areas in need of improvement. The following is a review of the strengths and weaknesses identified by this study organized by theme.

Board-CEO Relations

Responses to both the GBAQ and BSEQ reveal a relatively good working relationship between the President and the Board. Respondents reported on the GBAQ survey that they moderately agree with all of the five statements on the theme regarding Board-CEO Relations. On the other hand, respondents on the BSEQ survey reported a more positive result regarding Board/CEO Relations. Survey results reveal that respondents reported *always* on three of the five statements and *moderately agree* on two of the statements with high mean scores leaning towards *always*. As reported on previous GBAQ/BSEQ survey reports, Board/CEO Relations

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have been consistently good and positive. However, respondents on the GBAQ survey appear to be more critical about assessing BOARD/CEO Relations.

"Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that position. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness." (Community College League of California, Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation, 2009)

Board Meetings (Interaction and Dynamics)

Respondents on the GBAQ survey reported that they *slightly agree* on four of the seven statements on the Board Meeting (Interaction and Dynamics) theme representing areas for growth and development. These areas are: the Board has an adequate process for the study of issues that will receive Board action (mean, 4.73); the leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues (mean, 4.82); in discussing issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the manner at hand (mean,4.64); and I have been in Board meetings where discussion of the history and mission of the College were key factors in reaching a conclusion on a problem (mean, 4.18).

More critically, respondents *slightly disagree* that orientation programs for new Board members specifically include a segment about the organization's history and traditions (mean, 3.82). In a more positive light, respondents reported that they *moderately agree* on two of the

seven statements regarding Board meetings. Respondents *moderately agree* that the number and frequency of the Board meetings allow enough time for responsible discussion and resolution of key issues (mean, 5.00) and Board meetings are conducted in a fair, efficient, and business-like manner (mean, 5.45). Since the survey indicated that respondents *moderately agree* and *slightly agree* on all seven items of the Board Meeting theme, Board members should work on strengthening those items to improve Board effectiveness in conducting meetings.

Respondents reported a more positive result on the BSEQ survey in regards to the Board Meetings (Interaction and Dynamics) theme. In general, Board members are pleased with how Board meetings are conducted. Of the nine items under this theme in the BSEQ, Board members reported that four of the nine items on the Board Meeting theme *always* occur. The strengths for the Board members to maintain are: the collective demeanor of the Board is poised and professional, Board members are able to disagree without being disagreeable, Board meetings are conducted in an orderly and efficient manner, and the Board maintains confidentiality of privileged information. Board members *moderately agree* on four of the nine items which present areas of growth and improvement. They are: Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean, 5.86); all Board members attend Board meetings (mean, 5.29); Board members ask questions relevant to the item(s) under discussion (mean, 5.42); and the Board welcomes participation by members of the community at appropriate times designated on the agenda (5.86). Lastly, Board members reported that *occasionally*, Board meetings begin on time (mean, 4.29).

Board Responsibilities

Results of the GBAQ survey revealed that respondents *slightly agree* on six of the nine items on this theme. Characteristics of Board effectiveness which need improvement are: The

Board rotates leadership in key Board offices (mean, 4.73); the Board has an established procedure to orient new members to the institution and to their duties and responsibilities (mean, 4.36); the members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions (mean, 4.64); the Board is well informed about educational and manpower training needs of the community (mean, 4.91); the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College (mean, 4.82); and the GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs (mean 4.91).

Respondents *moderately agree* on the following: The Board has an agreed upon philosophy as to the distinction between policy and administration (mean, 5.18); the Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development) (mean, 5.00); and the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives, and plans (mean, 5.09).

The BESQ survey report reveal more encouraging results regarding Board Responsibilities. Respondents reported that four of the twelve items on the theme *always* occur. They are as follows: the Board consistently follows its own Board ethics policy (mean, 6.00); the Board focuses on ends in making policy and leaves the implementation to the president (mean, 6.00); the Board is actively involved in the long-term planning process of the College (mean, 6.00); and the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean, 6.00).

The GBAQ survey results indicated that the personal conduct of Board members needs to be strengthened in order to improve Board effectiveness. According to the survey, respondents reported that they *moderately agree* on three of the four items of the theme. Specifically, respondents *moderately agree* on the following: Board members honor divergent opinions without being intimidated by them (mean, 5.09); there is a climate of mutual trust and support between Board members (mean, 5.18); and Board members are prepared to participate responsibly in Board meetings (mean, 5.09).

On the other hand, results from the BSEQ survey reveal a more positive perspective compared to the GBAQ survey. Based on the BSEQ survey, the responses reveal that Board members take their responsibility seriously and professionally. One hundred percent of the respondents reported that the four items on the theme *always* occur with all having a mean score of (6.00).

Evaluation

Results of the GBAQ survey reveal that the Evaluation theme gauging Board effectiveness needs to be strengthened. Respondents reported that they *moderately agree* on four of the five items on the theme. The four items are as follows: the Board engages in strategic planning and strategic issues management discussions (mean, 5.18); the Board's key decisions are consistent with the mission of this organization (mean, 5.27); this Board reviews the College's mission annually (i.e., every January of each year (mean, 5.00); and the Board participates in a self-evaluation process on a regular basis (mean, 5.00). Respondents reported

27

that they *slightly agree* that the Board sets clear organizational priorities for the year ahead (mean, 4.91).

As with the other themes cited on this report, the BSEQ survey results reveal a more promising result regarding the theme. Respondents reported that all five items of the theme occur *very frequently*. These results reveal the cohesive and positive working relationship amongst Board members.

V.   Recommendations

Based on the above conclusions, the following suggestions are made to improve overall Board functioning:

- Board visibility and engagement perceptions may be improved through Board member attendance and participation at College-wide events and other key events of the College where members may be acknowledged and invited to provide a message of support and recognition.

- The assessment study may be expanded to other stakeholders' voices in the GBAQ instrument, or an additional instrument may be employed, so that a more representative perspective of Board effectiveness can be generated.

- An orientation to Board roles and functions may be provided to stakeholders through a special section dedicated for the Board, similar to the President's Message and Vice President's Message, in the monthly newsletter Chachalani.

APPENDIX A

2013 Guam Community College Board Self-Evaluation Questionnaire

Survey Overview

June 2013

Dear Board of Trustees member:

The following is a Board Self-Evaluation Questionnaire (BSEQ), which is being used to provide a "basic board health snap shot". Your honest and thoughtful response to this survey is greatly appreciated. All responses are confidential.

Your voice is of critical importance to the College's assessment initiative. Please complete the survey on or before June 30, 2013.

An important component of the BSEQ this year is the ACCJC requirement that members of the College community, including Board members, complete an online workshop called "Accreditation Basics." Please see Item 41 on page 15 of this survey instrument for more information.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

Demographic Information

Attached is the Board Self-Evaluation Questionnaire (BSEQ), which is being used to provide a "basic board health snap shot". Your honest and thoughtful response to this survey is greatly appreciated.

1. Gender:

◯ Female

◯ Male

2. Respondent Type:

◯ Voting member

◯ Non-voting member

3. Years of service with current Board of Trustees:

◯ Less than one year

◯ 1-3 years

◯ 4-6 years

◯ 7-9 years

◯ 10 or more years

4. Number of terms served in the Board of Trustees:

◯ Less than one term

◯ One term

◯ Two terms

◯ Three or more terms

Board Members

Please respond to the following questions by checking the option most applicable to your board's experience.

5. All currently serving members of the College's Board of Trustees have been legally appointed/elected to their positions on the Board.

◯ True

◯ False

6. Board members represent diverse backgrounds, experience, interests, gender, ethnicity, and areas of the district.

◯ True

◯ False

Personal Conduct

7. Board members treat each other with courtesy.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

8. Board members respect the power of the Chair to speak for the Board as a whole.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

9. Members of the Board are always conscious that their demeanor is part of the College's public image.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

Board Meetings

10. Board meetings begin on time.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

11. Board meeting agendas and conduct effectively meet the purposes of Board meetings.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

12. All Board members attend Board meetings.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

13. The collective demeanor of the Board is poised and professional.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

14. Board members are able to disagree without being disagreeable.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

15. Board members ask questions relevant to the item(s) under discussion.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

16. Board meetings are conducted in an orderly and efficient manner.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

17. The Board welcomes participation by members of the community at appropriate times designated on the agenda.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

18. The Board maintains confidentiality of privileged information.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

Board/CEO Relations

19. There is a high level of trust and respect between the Board and the President.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

20. The President keeps the members of the Board well informed.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

21. The President follows the rule of "no surprises" by informing Board members as soon as possible about important matters concerning the College, its students and its employees.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

22. The Board delegates administrative matters to the President and refrains from micromanaging the College.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

23. The Board maintains a positive working relationship with the CEO.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

Evaluation

24. The Board develops annual goals for the College and uses them as the basis for presidential evaluation.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

25. The Board specifies its expectations for presidential performance in writing.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

26. The Board formally evaluates the President's performance on a regular basis.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

27. The Board evaluates its own performance on a regular basis (at least once every other year).

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

28. The Board evaluation process helps the Board enhance its performance.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

Board Responsibilities

29. The Board conducts periodic reviews of its own policies.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

30. The Board formally orients new members as soon as possible after they have been sworn in as trustees.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

31. New members receive orientation to Board roles and the institution.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

32. The Board consistently follows its own Board ethics policy.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

33. The Board regularly reviews its ethics policy.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

34. The Board focuses on ends in making policy and leaves the implementation to the President.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

35. The Board is actively involved in the long-term planning process of the College.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

36. Board members participate in Trustee development activities (i.e., professional development).

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

37. The Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

38. The Board clearly understands its policy role and differentiates its role from that of the CEO and College employees.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

39. Board members avoid conflicts of interest and the perception of such conflicts.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

40. The Board understands and fulfills its roles and responsibilities.

◯ Never

◯ Very Rarely

◯ Rarely

◯ Occasionally

◯ Very Frequently

◯ Always

Accreditation

41. Accreditation Basics is an online workshop that offers a comprehensive overview of higher education accreditation in the United States, including regional accreditation, and the Western Association of Schools and Colleges as well as an in-depth look at the ACCJC Accreditation Standards. Participation in the workshop is a requirement for Board members in order to have a good understanding of the principles of accreditation and learning more about the four (4) Accreditation Standards.

The workshop will offer a flexible, self-paced learning opportunity. Participants can register and complete the workshop at any time that suits their schedule. The workshop, if taken in full, requires an hour or more to complete; however, you may stop at any point and return to the workshop when your schedule permits. You may access the online course here: http://www.trainingway.com/accjc

Please turn in your printed or scanned ACCJC Certificate of Completion for the Accreditation Basics workshop to Bertha Guerrero for our accreditation files, a copy of which will be provided to AIER.

Have you completed the Accreditation Basics online workshop?

◯ Yes

◯ No

Open-Ended Questions

42. What are the Board's greatest strengths?

43. What are the major accomplishments of the Board in the past year?

44. What are areas in which the Board could improve?

45. As a Trustee, what concerns do you have?

46. As a Trustee, what are you most pleased about?

47. What changes would you like to see in how the Board operates?

48. Is the Board functioning as a team as well as it should? Why or why not?

49. How would you describe the Board's relationship with the CEO?

Thank you for completing the survey!

APPENDIX B

2013 Guam Community College Governing Board Assessment

Survey Overview

June 2013

Dear Board of Trustees' meeting participant:

The following is a Governing Board Assessment Questionnaire (GBAQ), which is being used to gather perceptions of Board functioning and effectiveness. As an attendee of Board meetings, your honest and thoughtful response to this survey is greatly appreciated. All responses are confidential.

Your voice is of critical importance to the College's assessment initiative. Please complete the survey on or before June 30, 2013.

An important component of the GBAQ this year is the ACCJC requirement that members of the College community, including Board members, complete an online workshop called "Accreditation Basics." Please see Item 34 on page 14 of this survey instrument for more information.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

2013 Guam Community College Governing Board Assessment

Demographic Information

1. Gender:

○ Female

○ Male

2. Respondent Type:

○ Board of Trustees Member (including voting/non-voting)

○ Administrator

○ Guest or attendee

3. Length of Participation in Board Meetings/Activities:

○ Less than one year

○ 1-3 years

○ 4-6 years

○ 7-9 years

○ 10 or more years

BOARD-CEO RELATIONS

4. The Board delegates the authority the Chief Executive needs to administer the institution successfully.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

5. The Board is clear and consistent in its expectations of the performance of the CEO.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

6. The Board expresses approval, publicly and privately, for the successes of the CEO and the institution.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

7. The Chief Executive keeps the Board informed regarding issues that confront the College.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

8. There is a climate of mutual trust and support between the Board and the President.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

Board Meetings: Interaction and Dynamics

9. The Board has an adequate process for the study of issues that will receive board action.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

10. The leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

11. The number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

12. Board meetings are conducted in a fair, efficient, and business-like manner.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

13. Orientation programs for new Board members specifically include a segment about the organization's history and traditions.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

14. In discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

15. I have been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

Board Responsibilities

16. The Board rotates leadership in key board offices.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

17. The Board has an established procedure to orient new members to the institution and to their duties and responsibilities.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

18. The members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

19. The Board has an agreed upon philosophy as to the distinction between policy and administration.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

20. This Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development).

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

21. The Board is well informed about educational and manpower training needs of the community.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

22. The Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

23. The Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

24. The GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

Personal Conduct

25. The members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

26. Board members honor divergent opinions without being intimidated by them.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

Evaluation

27. The Board sets clear organizational priorities for the year ahead.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

28. This Board engages in strategic planning and strategic issues management discussions.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

29. The Board's key decisions are consistent with the mission of this organization.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

30. This Board reviews the College's mission annually (i.e., every January of each year).

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

31. The Board participates in a self-evaluation process on a regular basis.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

Personal Conduct

32. There is a climate of mutual trust and support between Board members.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

33. Board members are prepared to participate responsibly in Board meetings.

◯ Strongly Disagree

◯ Moderately Disagree

◯ Slightly Disagree

◯ Slightly Agree

◯ Moderately Agree

◯ Strongly Agree

Accreditation

34. Accreditation Basics is an online workshop that offers a comprehensive overview of higher education accreditation in the United States, including regional accreditation, and the Western Association of Schools and Colleges as well as an in-depth look at the ACCJC Accreditation Standards. Participation in the workshop is a requirement for the College community in order to have a good understanding of the principles of accreditation and learning more about the four (4) Accreditation Standards.

The workshop will offer a flexible, self-paced learning opportunity. Participants can register and complete the workshop at any time that suits their schedule. The workshop, if taken in full, requires an hour or more to complete; however, you may stop at any point and return to the workshop when your schedule permits. You may access the online course here: http://www.trainingway.com/accjc

Please turn in your printed or scanned ACCJC Certificate of Completion for the Accreditation Basics workshop to Bertha Guerrero for our accreditation files, a copy of which will be provided to AIER.

Have you completed the Accreditation Basics online workshop?

◯ Yes

◯ No

Open-Ended Questions

35. What were one or two successes during the past year for which the Board takes some satisfaction?

36. What particular shortcomings do you see in the Board's organization or performance that need attention?

37. What areas of improvement would you suggest?

Thank you for completing the survey!

APPENDIX C

Accepting the College Completion Challenge

A Call to Action

In recognition of the central role that Guam Community College has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated U.S. citizenry and a competitive workforce, we pledge to do our part to increase in the number of Americans with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the "completion agenda" as a national imperative, Guam Community College has an obligation to meet the challenge while holding firmly to traditional values of access, opportunity, and quality.

- We believe the student success and completion agenda is the future of Guam Community College.
- We believe that completion matters and that every student counts.
- We believe in every student's potential and responsibility to succeed—and that an engaged student is more likely to persist in college.
- We believe the "open door" must not be a "revolving door," and that Guam Community College must take responsibility for student success.
- We believe that community colleges are the gateways to the middle class and beyond for millions of Americans.
- We believe that community colleges are an invaluable economic engine driving the nation toward renewed and sustained economic prosperity.
- We believe that talented and committed people working "heart and soul" at Guam Community College are ready to take on leadership roles to increase student success and college completion.

- We believe to change in institutional culture, from emphasis on access only to emphasis on access and success.
- We commit to courageous conversations about diversity, equity, and evidence reflecting student success and institutional performance.
- We commit, while increasing success rates for all students, to eliminating the attainment gaps that separate student groups on the basis of race, ethnicity and family income.
- We commit to acting on facts to make positive changes in the interest of student success and college completion.
- We commit to promoting faculty and staff development focused on evidence based educational practice.
- We commit to providing development opportunities, for college administrators, trustees, faculty, staff, and students to build and sustain leadership for student success.

- We ask every trustee, administrator, faculty member, counselor, advisor financial aid officer, staff member, and student organization to examine current practices, to identify ways to help students understand the added value of degrees and certifications, and to help them progress toward their goals.
- We ask every student to help one other student succeed.
- We ask community members to support and work with us to help more students succeed.
- We ask elected officials to create the policy conditions that enable, support, and reward our work to strengthen student success.
- We ask other community colleges to join us by signing and sharing this commitment and call to action.

This signed Call to Action commits Guam Community College to promote the development and implementation of policies, practices, and institutional cultures that will produce 50% more students with high quality degrees and certificates by 2020. We call upon every sector and constituency of our college and community to join us in this work. Our democracy needs every one of us.

Deborah C. Belanger, Chairperson, BOT
Chair, Board of Trustees

Mary A.Y. Okada, Ed.D., President, GCC
College President/Chancellor

December 20, 2012
Date

APPENDIX D

Assessment Plan

Guam Community College

Board of Trustees

Board of Trustees

Mission Statement: The Board of Trustees upholds the mission of Guam Community College through policy formulation and governance processes that shape, promote and strengthen the college as a premier vocational institution in the Pacific region.

Vision Statement: The BOT envisions a highly-respected, reputable, and community-supported two-year institution that addresses the changing needs of the workforce in Guam and the region through quality educational opportunities that lead to career success and lifelong learning.

Administrative Unit Outcome (AUO): AUO#1-Policy Review

AUO #1 FA2012-SP2014: Evaluate and amend periodically Board Policies and the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

Start Date: 11/28/2012
End Date: 11/28/2014
AUO Status: Currently being assessed

Program SLO/AUO/SSUO ACCJC Standards
Plan reflects/incorporates:
Notes from the pull/drop The role of leadership and the institution's governance and decision-making structures and processes are
down list above: regularly evaluatated to asure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	**Criterion (Written in %)**	**Activity Schedule**	**Active**
Revised BOT policies that separate the procedural portion of the policies into a companion document of administrative procedures in order to consolidate and facilitate administrative changes without unduly taxing the Board to act upon changes that do not affect the integrity of the policy itself.	100% of all BOT policies will reflect a last review date of 3 years or less.	Regular Board meeting or dedicated Board retreat within the academic year. Working sessions.	Yes
Type of Artifact/Instrument/Rubric/Method/Tool: Board of Trustees Policy			
Related Documents: Board Policy listing on Governance Tab.pdf POLICY REVIEW TOOL-Criteria for AY2012-12(for BOT approval).pdf BOT Calendar _October 2012-September 2013_for Trac.pdf			

Related Activities

- Assessment Report

- Board Assessment Activities

- Board Retreat

- BOT Monthly Meetings

- Review Assessment Plan

- Special Meetings

- Survey Instrument Completion

Related Tasks

* Task Name: BOT Calendar
        Task Description: Create BOT Calendar of events, i.e., meetings, retreats, public events, campus events, reporting requirements.

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL#4
Dedicated Planning:
This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.

* Institutional Learning Outcome (ILO) - ILO#5 (Institutional Learning Outcome)
  Students will demonstrate civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

Academic Affairs Division (AAD)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #3
  Review recommendations in the ISER and the ACCJC Evaluation Report to ensure that all actionable improvement plans and recommendations are addressed in a timely manner.

ACCJC/WASC

* STANDARD IV. Leadership and Governance - The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Board of Trustees (BOT)

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #1
  Policy review. Evaluation and amend periodically Board policies and the code of ethics policy for all GCC constituents (including the Board) to align procedures, as necessary and appropriate.
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
  Assessment. Set an example by engaging all stakeholders in the college's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 #3
  Governance evaluation. Assess the effectiveness of the participatory governance structure as a whole through an integrated campuses survey that builds on previous assessment work.

Board of Trustees

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1
  Update board's professional development plan to provide for continuous education for board members.
* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2
  Establish and implement systematic assessment processes.
* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#3
  Update board policies through a systematic review process that reflect changing institutional and community needs and demands.
* Program Review Goal (Budget Related Goals & Objectives) - FY2013
  PRG#1:
  To update Board's Professional Development Plan to provide for continuous education for Board members.
* Program Review Goal (Budget Related Goals & Objectives) - FY2013
  PRG#2:
  To establish and implement systematic assessment processes.
* Program Review Goal (Budget Related Goals & Objectives) - FY2013
  PRG#3:
  To update Board Policies through a systematic review process that reflect changing institutional and community needs and demands.
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#1
  Policy Review. Evaluate and amend periodically Board Policies and the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#2
  Assessment. Set an example by engaging all stakeholders in the College's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#3.
  Governance Evaluation. Assess the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

Administrative Unit Outcome (AUO): AUO#2-Board Assessment

AUO #2 FA2012-SP2014: Set an example by engaging all stakeholders in the College's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.

> **Start Date:** 11/28/2012
> **End Date:** 11/28/2014
> **AUO Status:** Currently being assessed

Program SLO/AUO/SSUO Other
Plan reflects/incorporates:
Notes from the pull/drop See 4A5 Institutional Self Evaluation Report.
        down list above:

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active

Means of Assessment

Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
2a. Implement a regular schedule for board assessment training to increase and deepen members' knowledge of assessment and accreditation for accountability and improvement **Type of Artifact/Instrument/Rubric/Method/Tool:** Training Plan **Related Documents:** BOT Calendar _October 2012-September 2013_for Trac.pdf	100% of all Board members will attend the regular assessment training-in compliance with assessment process.	Semi-Annually: December 2012; August 2013	Yes
2b. Include the input and participation of the Faculty Senate in the Governing Board Assessment Questionnaire (GBAQ) **Type of Artifact/Instrument/Rubric/Method/Tool:** Other (indicate the specific tool in the Method field/box)	100% Board participation in survey	Board participates in GBAQ survey to be administered Spring 2013 with final report due July 2013.	Yes

Related Activities

- Assessment Report

- Board Assessment Activities

- Board Retreat

- Review Assessment Plan

- Survey Instrument Completion

Related Tasks

* Task Name: Schedule training

        Task Description: Assessment Plan training

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL#4
  Dedicated Planning:
  This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.
* Institutional Learning Outcome (ILO) - ILO#5 (Institutional Learning Outcome)
  Students will demonstrate civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

ACCJC/WASC

* STANDARD IV. Leadership and Governance - The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Board of Trustees

* Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#2
  Assessment. Set an example by engaging all stakeholders in the College's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.

Administrative Unit Outcome (AUO): AUO#3-Governance Evaluation

AUO #3 FA2012-SP2014: Assess the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

        Start Date: 11/28/2012
        End Date: 11/28/2014
        AUO Status: Currently being assessed

Program SLO/AUO/SSUO Other
Plan reflects/incorporates:
    Notes from the pull/drop See 4A2a in the Institutional Self Evaluation Report
        down list above:

Means of Assessment

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
Participate actively in campus-wide governance survey **Type of Artifact/Instrument/Rubric/Method/Tool:** Other (indicate the specific tool in the Method field/box) **Related Documents:** Evaluation Report 04232012.pdf	75% Participation from students, 100% from Board members, Faculty and Staff	Timeline: Spring 2013	Yes

Related Activities

- Survey Instrument Completion

Related Tasks

* Task Name: Participate actively in campus-wide governance survey
    Task Description: Administer survey, collect results with AIER, provide report.

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL#4
  Dedicated Planning:
  This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.
* Institutional Learning Outcome (ILO) - ILO#4 (Institutional Learning Outcome)
  Students will demonstrate collaborative skills that develop professionalism, integrity, respect, and fairness.

ACCJC/WASC

* STANDARD IV. Leadership and Governance - The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Board of Trustees

* Program Review Goal (Budget Related Goals & Objectives) - FY2013
  PRG#2:
  To establish and implement systematic assessment processes.
* Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#3.
  Governance Evaluation. Assess the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

APPENDIX E

ACCJC NEWS

Accreditation and Governing Board Roles and Responsibilities

> *"THE GOVERNING BOARD IS RESPONSIBLE FOR THE (EDUCATIONAL) QUALITY, INTEGRITY, AND FINANCIAL STABILITY OF THE INSTITUTION AND FOR ENSURING THAT THE INSTITUTION'S MISSION IS BEING CARRIED OUT."*
>
> SOURCE: ACCJC ELIGIBILITY REQUIREMENT 3

Institutional effectiveness and educational quality start with the administrators, staff and especially faculty, but depends upon the quality of the governing board. Excellent institutional performance requires well-defined roles and high performance from an institution's governing board. In recent years, many external events have created challenge for colleges; funding reductions, changing public policy, turnover due to retirements, changing student populations and needs, and the accountability movement are among them. These are challenging times, and it is the job of a governing board to assure that an institution finds the way to adjust to the external and internal pressures without compromising educational quality and financial integrity. Strong and effective governing boards are critically important to institutional success and survival.

However, the ACCJC's analyses show that governing board dysfunctions are increasing among member institutions, and that governing board difficulties provide opportunities for other organizational deficiencies to emerge or to go unaddressed, negatively impacting an institution's adherence to good practices and likelihood of maintaining educational quality or even fiscal viability.

The Commission regularly examines trends in institutional performance with regard to the Accreditation Standards. Each summer, the ACCJC publishes "Top Deficiencies Causing Sanctions,"[1] which

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[1] See the data chart on page 11

describes trends at the institutions the ACCJC has sanctioned over the last few years. This year's report shows that between 2009 and 2012, the percentage of institutions on sanction that had deficiencies in governing board performance rose from 46% to 71%. The data also show that institutions with governing board difficulties always have additional challenges, most often in financial management and stability, and in institutional assessment, planning and effectiveness. In fact, no institution that has been sanctioned for board issues identified by an accreditation team has only governing board problems!

The ACCJC presents below some things that governing boards can do to help prevent or remediate governing board deficiencies (and related institutional deficiencies) most commonly seen by the ACCJC evaluation teams:

GET EARLY TRAINING, AND REGULAR RE-TRAINING, FOR EVERY BOARD MEMBER. The initial training should have sufficient breadth to provide a solid foundation in the fundamental roles and responsibilities of governing board members. Standard IV.B.1 states, "The governing board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution."

All new board members should receive an early training to help them understand policy governance and the

Commissioners

Commission Staff

elements of good policy, the meaning and content of financial reports and budgets, and the metrics used to assess institutional effectiveness. All board members should receive at least annual training that will allow the board members to fully understand budgets, audit reports, associated financial terminology, and reports that indicate educational effectiveness on topics such as student achievement data, student learning outcomes data, and other forms of ongoing institutional assessment. Training at venues where other institutions' governing board members are present allows a board member to gain access to expert advice, as well as perspective on alternative ways of understanding important topics or alternative governing board solutions to policy issues. Board members should be required to participate in a regular program for development, and individual board members should escape this important responsibility to build their own capacity to be good board members. (*Standard IV.B.1.f.*)

GET CLEAR ON THE POLICY ROLE OF GOVERNING BOARD MEMBERS. The board exercises its control over the institution's quality and integrity by adopting policies to guide the actions of institutional members. These policies should be regularly evaluated and updated to remain useful. But governing board members are not practicing education experts; they are largely lay members of the public. If governing boards stick to their policy role and avoid becoming involved in college operations, they will be able to exercise the appropriate oversight of those operations by expecting, and reviewing, key reports and data analyses on institutional performance. Board members should not apply their own knowledge or skill to addressing operational issues. If there is a weakness or vacuum in the performances of key administrative staff, governing board members should assure that the vacuum is addressed with improved or new staff. Remember, the Board hires and evaluates the CEO, and delegates all operations and responsibility for implementing policy and institutional operations to that CEO. (*Standard IV.B.1.j.*)

PAY SERIOUS ATTENTION TO EXTERNAL FINANCIAL AND ACCREDITATION REPORTS. Boards should be vigilant in expecting that external audit reports be completed on time every year, that the institutional staff respond fully and quickly to any audit findings and explain what they have done to the Board, and that the institution changes auditing firms every few years. Boards should be especially concerned if external audit findings go unaddressed for multiple years - this could be a neon alert to difficulties with the financial management system of the institution or worse. Boards should also read carefully and understand Accreditation Standards, ACCJC action letters and evaluation team reports. These documents frame the basic requirements for quality institutional practices. Boards should expect the institutional CEO to ensure that there is a full report to the board on any Commission action on the institution, and that the institution is

timely in its resolution of any deficiencies identified by the ACCJC. Boards should be aware that the ACCJC, responding to federal regulations, announced in 2007 that there is a two-year time limit for institutions to resolve deficiencies or face possible loss of accreditation. Since the governing board's role is to assure educational quality and fiscal integrity, governing boards are among those held accountable when institutions fail to address financial and accreditation concerns. (*Standard I.B.1.C.*)

ADOPT AND ENFORCE STRONG POLICIES ON ETHICS AND CONFLICT OF INTEREST. "The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violated that code." (*Standard IV.B.1.h.*) The policy should have clear statements about conflict or potential conflict of interest that recuse board members from decisions where they have a conflict of interest. Most importantly, an ethics code is not useful if it is only voluntary. The board policy should define how governing board members who violate the code will be addressed. A suggested sequence is: new trustee training and mentoring, prompt feedback when violations occur, individual coaching, board warning, board censorship, legal action. Ethics violations by board members can threaten the integrity of an institution's financial or educational processes and quality, and often also disrupt productive board functioning, leading to the inability of a governing board to perform its important and appropriate functions.

REMEMBER AN INSTITUTIONAL GOVERNING BOARD IS NOT A CITY COUNCIL. Many of the ACCJC-accredited institutions have elected governing board members. The political process provides a good deal of information to a board candidate on what the electorate desires and hopes for. However, once placed on a governing board, the board member must operate with the following bottom line: "The governing board is an independent policy-making body that reflects the public interest in board activities and interests. Once the board reaches a decision, it acts as a whole." (*Standard IV.B.1.a.*)

Independence means the board member operates in the best interest of the overall institution, not in response to constituencies or special pleaders if those interests are not aligned with the basic mission, direction and resources of the institution, with the full board's direction, and with the institution's priorities that come from assessment and planning activities. City Councils often act to dole out "rewards" to their electorate; a college governing board member's job is to focus on achieving educational effectiveness within the bounds of the institution's mission and available resources. Finally, remember, no single board member has authority; the board as a body has authority. No trustee should be roaming a campus, giving direction to or attempting to influence college employees or governance committees. Trustees should not use their role on a college governing board to advance their own political careers and pet projects. A college board member

should be a careful steward of higher education quality and integrity, and champion of student achievement and student learning.

ACTIVELY REVIEW AND ADAPT THE INSTITUTIONAL MISSION STATEMENT, and then require the institution to focus its efforts and resources on achieving that mission. "The institution's educational mission is clearly defined, adopted and published by its governing board, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning." (*Eligibility Requirement 2*) The mission statement should be reviewed on a regular basis. (*Standard I.A.3.*) That review should ensure that the institution examines the effectiveness of the educational learning programs and services the mission statement promises to provide, and wisely use, its resources in achieving that mission. Board policies should require that the institution has a defined process with valid metrics for ongoing assessments of educational effectiveness - an internal quality assurance process that requires data driven program review, analyses, priority setting, planning and implementation. Governing boards should receive annual reports on the institution's educational effectiveness, goals, and priorities for improvement set through the institution's planning processes. Governing boards should participate in setting targets and goals for improving educational performance. Finally, governing boards should beware of the tendency for college constituencies to hope their college can be "all things to all people." It cannot, and in the current fiscal environment, every governing board should be identifying the core educational mission for their institution and avoiding commitments to other activities. Resources stretched too thin result in poor educational quality. The governing board is responsible for ensuring that the financial resources of the institution are used to provide sound educational programs, and these require adequate funding.

THINK SHORT RANGE AND LONG RANGE IN ADOPTING THE INSTITUTION'S FISCAL PLANS. Each year, the governing board adopts an institutional annual budget that reflects the ongoing commitments, priorities, and planned new expenditures for the institution. It is important that the board examine the budget proposed by the CEO with careful attention to short-term (current year) and longer-term (multiple out-years) consequences of expenditure plans and projected accelerating costs (e.g., planned salary or benefits costs, collective bargaining agreement costs, loan costs, possible revenue declines). In the area of contract negotiations alone, too often difficult discussions lead to a willingness to delay dealing with potential cost challenges until later, in "future years." That 'just kicks the can down the road.' Certain kinds of borrowing vehicles have been enticing to boards of colleges that wish to spend now and pay later. Governing boards have a responsibility to assure the fiscal integrity, short- and long-term, for the colleges they govern. The region

and the country have experienced a significant financial downturn since 2008, and current federal projects suggest "recovery" will not really happen for another 5 or 6 years.

In the view of many, higher education is undergoing a significant restructuring that will last. Wise boards ensure resources match programming.

The ACCJC provides regular training on accreditation matters for governing board members every year at the California Community College Trustees annual conference, the Pacific Postsecondary Education Council's events, and at individual or regional governing board workshops to which it is invited. The ACCJC is developing a new guide for governing board members, and a draft of it is available on the ACCJC's website at www.accjc.org. ✦

Update on the Review of Accreditation Standards and Practices

The current review of Accreditation Standards and practices was launched with a letter to the field on November 9, 2011. The Commission invited input from the field by:

✓ Posting the suggestion form online at: www.accjc.org;

✓ Sending letters to the field encouraging input;

✓ Holding public hearings: March 14, Huntington Beach, for southern California colleges and members of the public including business leaders; June 6, Burlingame, for northern California colleges and members of the public including business leaders; and

✓ Seeking targeted input from the Financial Task Force, Distance Education Task Force, and the Accreditation Liaison Officer workshop.

More than 100 members of the field have attended the scheduled activities, and 20 have provided written or oral testimony.

Active input-gathering will continue through the end of September, 2012. A public hearing will take place September 24 in Hawaiʻi for Pacific island colleges and members of the public including business leaders. Targeted input will be sought from the Student Learning Outcomes Task Force and at an upcoming Accreditation Liaison Officer workshop. Additional written comments from interested individuals across the region are invited.

INCREMENTAL ACCREDITATION PRACTICE CHANGES FROM REVIEW

DISAGGREGATED DATA. The need for increased availability and use of data and research has been highlighted during the Review of Accreditation Standards and Practices. As the culture of assessment and continuous improvement becomes established, colleges in the region look for ways to ensure data-based decision-making. Indicators of student success need to be sufficiently disaggregated to pinpoint areas where improvement is needed. When used for internal quality assurance processes, data and data analysis need to focus on improvement efforts for institutional effectiveness.

Beginning fall 2012, colleges undergoing comprehensive self evaluation will report statistical data related to student success in a disaggregated form. Data for success measures will be disaggregated by age, gender, race/ethnicity, socioeconomic status, and by other relevant subpopulations identified by the institution. In addition, data will be disaggregated by instructional delivery site (including centers and other off-campus locations) and delivery mode (specifically including distance education and correspondence education).

ADDITIONAL FINANCIAL MONITORING. Regulations and changes in the higher education environment have highlighted the need for increased monitoring and attention to institutional fiscal conditions. More than ever, institutional quality and sustainability are dependent upon effective financial planning and practices. Effective monitoring includes the correlation of the annual financial data collected from member institutions with known indicators of fiscal health. The 2012-2013 Annual Fiscal Report will ask for additional financial information that will enhance the monitoring of fiscal health required by federal regulations.

At its June 2012 meeting, the Commission approved an enhanced monitoring process for fiscal data. Data received from colleges in the annual fiscal report and in the audited financial statements are given a risk assessment. Colleges identified at higher levels of risk are referred to a Financial Review Group for a closer examination of the data submitted. At the next Commission meeting, a report will be made by the Financial Review Group to the Commission. If warranted for a particular college, the Commission may request a special report, with or without a visit, on the financial condition of the institution. ◆

Federal Updates

The U.S. Department of Education (USDE) recently lost two court battles dealing with regulations affecting higher education institutions. The decisions were based primarily on the process used to adopt the regulations in question. The decisions affirmed the need for the USDE to ensure its negotiated rulemaking processes are followed to provide adequate opportunity for comment from the field and also to provide a basis for establishing regulatory parameters. It is likely the USDE will revisit regulations in the areas addressed by the court.

STATE AUTHORIZATION

USDE regulations require, as one element of qualification for participation in Title IV programs (including federal financial aid), that higher education institutions be authorized to operate in the state[1] where they are located. In 2010, federal regulations were amended to include language pertaining to state authorization for colleges offering distance education:

> If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request. 34 C.F.R. § 600.9(c).

The implications for colleges which might have students across many states in their online courses and correspondence courses raised consternation and concerns. In addition, many state agencies found they were not adequately staffed to handle authorization applications from multiple institutions across the country, and may not have addressed circumstances where an institution may have one or two students from the state in an institution's online or correspondence program.

The deadline for institutions to fully comply with this regulation was extended to July 1, 2014 in an April 20, 2011 Dear Colleague letter.[2] In July 2011, the United States District Court for the District of Columbia struck down this new language because of inadequate opportunity for the field to comment on the proposed regulation. On June 5, 2012, the United States Court of Appeals released its decision upholding the lower court ruling. The USDE is still assessing its next steps on the issue.

Despite the uncertainty about USDE regulations in this regard, institutions are still charged with addressing state authorization requirements in states where they may have students participating in online or correspondence education. The involvement of the State Higher Education Officers Association (SHEOA) in preparing for implementation of the federal requirement created awareness at the state level of the need to deal with out-of-state providers of distance and correspondence education. That organization has created a listing of higher education authorizing agencies, which can be accessed at:
http://www.sheeo.org/stateauth/stateauth-agency.htm.

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[1] "State" as defined in higher education regulations includes: any state in the United States, American Samoa, the Commonwealth of Puerto Rico, the District of Columbia, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. The latter three are also known as the Freely Associated States. 34 C.F.R. § 600.2.

[2] This Dear Colleague letter and other materials dealing with state authorization for distance education and correspondence education can be found on our website at: www.accjc.org, on the President's Desk page under "State Authorization and Credit Hour." Institutions may also want to monitor the USDE website for financial aid professionals, http://www.ifap.ed.gov/ifap/, for information about next steps at the federal level related to state authorization.
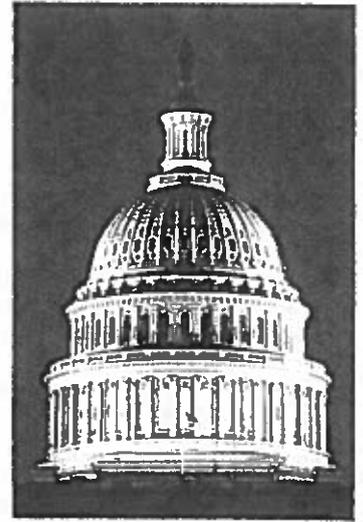
GAINFUL EMPLOYMENT

In June 2010, federal regulations were amended to include requirements for higher education institutions offering programs related to career-technical preparation.[3] These took effect on July 1, 2011. To qualify for federal aid, the law required that certificate programs at public and non-profit institutions, and most programs at for-profit institutions, must prepare students for gainful employment in a recognized occupation. Under the regulations, a program would be considered to lead to gainful employment if first, the program prepared students for a recognized occupation, and second, met at least one of the following three metrics related to federal student loans: at least 35% of former students are repaying their loans; the estimated annual loan payment of a typical graduate does not exceed 30 percent of his or her discretionary income; or the estimated annual loan payment of a typical graduate does not exceed 12% of his or her total earnings.

The regulations also required institutions to report to the USDE and make available to the public certain data about gainful employment programs, including information about the number of students in the program, the median debt load incurred by students completing the program, the number of students who transferred into a higher program, on-time graduation rates, and placement rates. 34 C.F.R. § 668.6(a).

On June 30, 2012, the United States District Court for the District of Columbia struck down that portion of the regulation defining the metrics for determining gainful employment. Specifically, the court found the metric "at least 35% of former students are repaying their loans" to be arbitrary and capricious, and not having any supporting factual basis. Because the three student loan metrics were intertwined, this finding resulted in all three metrics being vacated.

Without having in place the second element of determining whether a program leads to gainful employment, the status of the gainful employment regulations is in question. In a response to the court ruling, the USDE noted "the Court's decision vacated the gainful employment reporting requirements in 34 CFR 668.6(a). Therefore, institutions are not required to submit gainful employment reports for the just ended 2011-2012 award year."[4] Further guidance from the USDE is expected soon; it will be posted online at: http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html. ✦

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[3] The USDE Dear Colleague letter discussing the regulations, and other resource materials on gainful employment can be accessed on our website at: www.accjc.org, on the President's Desk page under "Gainful Employment."

[4] Gainful Employment Electronic Announcement #39 - Status of Gainful Employment Regulations, posted at: http://www.ifap.ed.gov/ifap/ under "Gainful Employment Information."

National and International Discussions on Quality Assurance

AMERICAN COUNCIL ON EDUCATION (ACE)

The ACE Board of Directors recently approved a resolution endorsing the Guidelines for Assessment and Accountability in Higher Education presented by the New Leadership Alliance for Student Learning and Accountability. The guidelines include four principles that ACE supports: the importance of 1) articulating specific goals for student learning and prominently announcing them to various stakeholders and the public, 2) developing processes to gather evidence of student learning, 3) using that evidence to improve quality in student learning, and 4) reporting to internal and external constituents the evidence and results of student learning. ✦

INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION (INQAAHE)

This spring, INQAAHE held a Member's Forum on "The Future of External Quality Assurance" in Melbourne, Australia. Quality assurance agencies vary across the world and few are truly peer developed and peer based. The discussions at the conference were centered on the topics of government control, external vs. internal quality assurance, and the research on the impact of quality assurance agencies. There is a shared phenomenon that governments increasingly see higher education as critical to economic development/growth/sustainability, and so are increasingly interested in the quality of student learning outcomes. ✦

NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL QUALITY AND INTEGRITY (NACIQI)

In March, NACIQI issued its final Report on Accreditation and recommendations for future legislation to the Secretary of Education. The report discussed the "triad of actors in educational quality assurance"—federal, state and accreditor. It recommended further clarity and understanding about the responsibility of each member of the triad, increased coordination and communication, and encouragement of states' engagement. The report had more than 20 recommendations, and after careful consideration, it argued that the link between accreditation and federal student aid should be retained. ✦

Revised Accreditation Standards Available

The Commission adopted revisions to Standard III at the public session of its June 2012 meeting. The adoption followed a first reading in January 2012 and a two-month comment period for the field to offer suggestions and input on the proposed revisions. The adopted revision contained language suggested during the comment period.

The opening paragraph of Standard III, Resources was changed to clarify that when an accredited college is in a multi-college system or district, and responsibility for resources and allocation of resources rests with the system or district, then the system or district is responsible for meeting the Standards on behalf of the accredited colleges.

Standard III.D., Financial Resources, was reorganized for clarity, and language was added to reinforce the importance of healthy fiscal practices and allocation of financial resources that reflected the college mission and supported student success. Accuracy of documents and processes, timeliness in providing financial information throughout the institution, and inclusion of funds from all sources—including short and long term debt instruments, and post-employment health benefits -- into financial planning and management were highlighted in the new language, as was the importance of planning and evaluation of internal financial processes.[1]

Following the June meeting, adopted changes were integrated into the Accreditation Standards and published on the ACCJC website. The Accreditation Standards Annotated for CQI and SLOs has also been updated and posted online.[2] ✦

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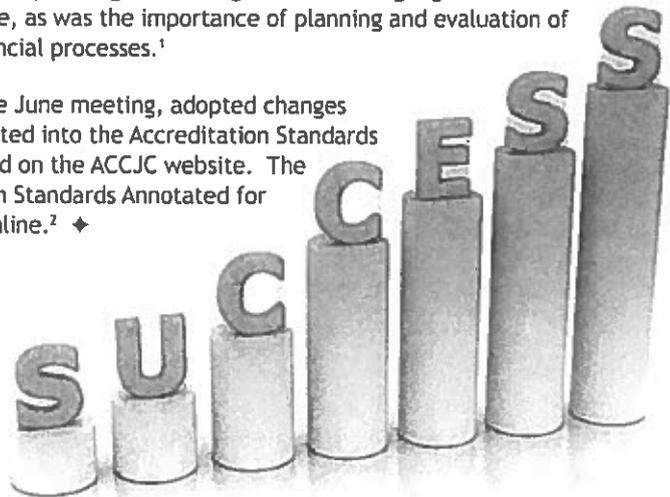
[1] The revised Standard III is posted on the ACCJC website at: www.accjc.org, on the "Recent Commission Actions, Actions on Policy" page.

[2] The updated Accreditation Standards is posted on the ACCJC website at: www.accjc.org, on the "Eligibility Requirements & Standards" page. The updated Annotated Standards can also be found at the ACCJC website on the "Publications & Policies" page.

FOCUS ON QUALITY

SPECIAL PRESENTATIONS

ACCJC staff made a number of presentations on several topics important to the field. In April 2012, a workshop on the Basics of Program Review for Integrated Planning was presented to approximately 25 faculty and staff at Napa Valley College. In San Francisco, staff also presented a session for 18 representatives of the Ministry of Education from Kabul, Afghanistan who were interested in learning more about regional accreditation and ACCJC processes. In April, staff opened the "Improving Student Success through Planning" workshop to 150 Cerritos College faculty, staff, and administrators.

On March 30 2012, ACCJC staff offered the second Regional Accreditation Liaison Officer (ALO) Workshop at Diablo Valley College for 54 participants. Staff presented and facilitated the interactive scenarios and exercises for each of the sessions, particularly noting new federal regulations, substantive change and distance education requirements. ALOs were also given the opportunity to provide input for the Accreditation Standards Review.

The ACCJC again offered workshops for governing board members in partnership with the California Community Colleges Trustees association (CCCT) in May. Dr. Barbara Beno participated in an interesting and very diverse panel discussion on leadership during times of sustained crisis with representatives from the Academic Senate for California Community Colleges, the Chancellor's Office of the California Community Colleges, the Education Management and Assistance Corporation (EDMAC), the Fiscal Crisis and Management Assistance Team (FCMAT), and the Community College League of California. Several important themes arose - building institutional leadership cadres that have the wisdom and courage to restructure institutions, and use reduced resources in a way that is innovative and achieves better focus on student outcomes. Later, ACCJC staff conducted a workshop on board governance with new training materials and the first draft of a manual for governing boards. Staff will continue to refine the manual for governing boards, and publish a final version by November 2012, and distribute it to the field. The materials from this workshop, including the draft manual, can be accessed at: www.accjc.org. ✦

ACCJC REGIONAL WORKSHOPS 2012

ACCJC has also continued with its successful Regional Workshop on Capacity Building for Educational Excellence through Program Review and Integrated Institutional Planning at San Diego Mesa College in March and again at Carrington College California in April. A total of 108 individuals from 34 institutions attended these two workshops. Barstow College, Rancho Santiago Community College District (Santa Ana College and Santiago Canyon College), MTI College and Los Rios Community College District (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College) made presentations of models that have worked at their institutions.

To date ACCJC has developed and implemented seven Regional Workshops serving 114 colleges and 483 participants. Two final workshops on this topic are planned for fall 2012. ✦

DISTANCE EDUCATION TASK FORCE AND WEBINAR

The Distance Education Task Force held a second meeting in Oakland in May. The group discussed what evidence peer evaluation teams should look for to determine the quality and effectiveness of distance education offered in our regional institutions. They also reviewed the current and pending federal regulations that impact distance education, and gave input for the review of Accreditation Standards and Commission practices.

On May 9, ACCJC sponsored and staff presented at the first-ever webinar event, "Distance Education on the Front Burner - New Regulations, New Challenges, and Accreditation." The webinar reached over 220 participants from member institutions including almost 30 participants from outside California. The presentation and list of questions submitted from participants is available on the ACCJC website at: www.accjc.org, on the "Other Resources" page. ✦

Trends in Deficiencies Leading to Sanction

S ince 2009, ACCJC has collected data regarding the deficiencies that lead to colleges being placed on a sanction. The deficiencies are reported every year in the Commission's spring newsletter. The information is also available on the ACCJC website: www.accjc.org on the President's Desk page.

The main deficiencies for sanction are related to Program Review, Planning, Internal Governance, Board, and Financial Stability or Management. Over the four years from January 2009 to January 2012, the number of colleges on sanction has not diminished, but the reasons for placing colleges on sanction differ. The colleges placed on a sanction also differ from year to year as some colleges have made improvements and are removed from sanction.

Colleges on Sanction January 2009 - January 2012

Top Deficiencies Causing Sanctions

COLLEGES ON SANCTION	PROGRAM REVIEW	PLANNING	INTERNAL GOVERNANCE	BOARD	FINANCIAL STABILITY OR MANAGEMENT
2009 SANCTIONS (N=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 SANCTIONS (N=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 SANCTIONS (N=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)
2012 SANCTIONS (N=28)	21% (6)	71% (20)	18% (5)	71% (20)	50% (14)

➤ The proportion of institutions with deficiencies in program review work has decreased considerably from 71% of those on sanction in 2009 to 19% of those on sanction in 2012.

➤ The proportion of institutions with deficiencies in planning practices has decreased somewhat from 92% of those on sanction in 2009 to 71% of those on sanction in 2012.

➤ Internal governance deficiencies have decreased from 46% of those institutions on sanction in 2009 to 18 % of those on sanction in 2011.

➤ Of most concern, the proportion of institutions with deficiencies in governing board practices has increased sharply from 46% of those in sanction in 2009 to 71% of those on sanction in 2012.

➤ The proportion of institutions on sanction with deficiencies in financial stability or management has remained at or slightly above 50% since 2009.

June 2012 Commission Actions on Institutions

CORRECTED AUGUST 13, 2012

At its meeting, June 6-8, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on institutional accreditation:

REAFFIRMED ACCREDITATION
Defense Language Institute- FLC
Feather River College
Guam Community College
College of the Siskiyous
Cypress College
Fullerton College
San Joaquin Delta College
MiraCosta College

ISSUED WARNING
Barstow College
Hawai'i Tokai International College
West Los Angeles College

IMPOSED PROBATION
Los Angeles Harbor College
Los Angeles Southwest College

CONTINUED ON WARNING
Berkeley City College
College of Alameda
Laney College
Merritt College
Merced College

CONTINUED ON PROBATION
College of Micronesia-FSM
Moorpark College
Oxnard College
Palo Verde College
Ventura College
Victor Valley College

ORDERED SHOW CAUSE
City College of San Francisco

June 2012 Commission Actions on Policies

At its meeting, June 6-8, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions:

REVISIONS TO ACCREDITATION STANDARDS AND ADOPTED POLICIES

- ❖ Accreditation Standard III, III.D
- ❖ Policy on Award of Credit
- ❖ Policy on Institutional Compliance with Title IV
- ❖ Policy and Procedures on the Joint Accreditation Process between ACCJC and ACSCU of WASC
- ❖ Policy on Public Disclosure and Confidentiality in the Accrediting Process
- ❖ Policy on the Rights and Responsibilities of the Commission and Member Institutions
- ❖ Policy on the Role of Accreditation Liaison Officers

POLICIES APPROVED FOR FIRST READING

- ❖ Policy on Review of Accreditation Standards. This policy was initially adopted in June 1996, and was last edited in 2007. The revision provides language required in federal regulations concerning timelines for making needed changes to Accreditation Standards. Language is also added to detail the process for a review, for changes to Accreditation Standards, and for development and approval of new Accreditation Standards.

- ❖ Policy on Student and Public Complaints Against Institutions. This policy was initially adopted in 1972, and was last edited in 2007. It has been reorganized to clarify for complainants and member institutions the steps, sequence, and timing of the complaint process.

All first reading policies have been sent to the field for comment and can be accessed on the ACCJC website at: www.accjc.org.

Upcoming Events

ACCJC REGIONAL WORKSHOPS 2012

ACCJC is offering two Regional Workshops on "Capacity Building for Educational Excellence through Program Review and Integrated Planning" in fall 2012. Santa Rosa Junior College will host a workshop on September 21, and Ventura Community College will host another workshop on October 19. Attendance at the workshops is by invitation. The regional workshops offer opportunities for participants to share best practices through presentations by member institutions representing both single- and multi-college districts and to engage in group discussions. Each participating institution is asked to send eight staff and bring copies of the institution's program review and integrated planning documents to share. Copies of presentation materials can be found on the ACCJC website on the Other Resources page at: http://www.accjc.org/other-resources.

With these two workshops, the Commission will have invited every member institution to a regional workshop on program review and integrated planning. The Commission will begin offering regional workshops on using assessment of student outcomes to plan and improve institutional quality in spring 2013. ✦

REVIEW OF COMMISSION STANDARDS AND PRACTICES

The Commission launched a review of its Accreditation Standards and practices in November 2011. The 2011-2013 Review will help the Commission determine if changes to the Standards and practices are needed to maintain alignment with the new higher education environment (federal regulation and public expectations of quality, accountability, and transparency). A final public hearing to gather input from the field will be held for the Pacific island colleges on September 24, 2012, as part of the Pacific Postsecondary Education Council Conference. The Commission has received input from the Distance Education Task Force, the Financial Review Task Force, and Accreditation Liaison Officers. The Commission has scheduled a time for input from the Student Learning Outcomes Task Force on August 23, 2012. To date, more than 100 individuals have participated in this review process. For more details, please refer to the ACCJC website (www.accjc.org) and the article "Update on the Review of Accreditation Standards and Practices" on page 5 in this newsletter. ✦

ANNUAL TRUSTEES CONFERENCE, COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

November 15-17, 2012, at the Millennium Biltmore in Los Angeles. The theme of this conference is "Singing in the Rain: A Positive Perspective in a Difficult Climate." ACCJC President Dr. Barbara Beno and ACCJC Associate Vice President Dr. John Nixon will introduce the new Guide to Accreditation for Governing Boards, developed as a guide for understanding the roles and responsibilities of trustees. In addition, the session will explore the board's responsibility for assuring institutional effectiveness, to have and uphold practices that assure board excellence, and avoid problems with accreditation. (Also see the article New Guide to Accreditation for Governing Boards on page 17 in this newsletter.) More information about the CCLC conference can be found on the Events page of the Community College League of California's website at: www.ccleague.org. ✦

STRENGTHENING STUDENT SUCCESS CONFERENCE

October 3-5, 2012, at the Hilton Costa Mesa Hotel. The theme of the conference is "Embracing and Leading Change." The conference will provide a unique opportunity for a cross-section of California community college professionals—including faculty, deans, program directors, student services staff, professional development and SLO leadership, researchers, and planners—to engage each other in discussions about strategies for building institutional effectiveness and student learning.

ACCJC WILL PRESENT THREE SESSIONS:

1) **Federal Regulations and National Conversations Impacting Accreditation Practices and Policies** (October 3)—ACCJC President Dr. Barbara Beno will provide current information from the U.S. Department of Education's regulations on incentive compensation, misrepresentation, gainful employment, the credit hour, state authorization, distance education, and the two-year rule. Pressures from national dialog on changes in accreditation will also be discussed including the need for greater transparency, public disclosure, focus on student outcomes, and other emerging topics.

2) **Saying it all in 250 Words or Less: Tackling the Narrative Responses in the ACCJC's College Status Report on SLO Implementation** (October 4)—ACCJC Vice President Dr. Susan Clifford, Anu Khanna (De Anza College), Sarah McLemore (Glendale Community College), and Donna Matsumoto (Leeward Community College) will report on the types of questions SLO coordinators, ALOs, and other interested parties have been asking about the College Status Report on SLO Implementation. The presenters and participants will engage in an interactive discussion of what these questions mean in terms of prioritizing the content of the narrative responses and balancing the quantitative and qualitative evidence to be included. Participants will have the opportunity to examine hypothetical campus situations and develop criteria for what to include in the narrative analyses and table of evidence. This session will close with a discussion on what other colleges are identifying as areas for improvement to meet the Accreditation Standards on student learning outcomes.

3) **Developing Institutional Student Learning Outcomes** (October 4). This session will offer three case studies of how California community colleges are articulating and assessing institutional learning outcomes (ILOs), as well as how they are engaging faculty in discussions about the outcomes and assessment results. Attendees will leave with ideas for how colleges can use ILOs to inform institutional improvement efforts.

4) **SLO Proficiency into Practice** (October 5)—ACCJC staff will detail the Commission's expectations and instructions for reporting Proficiency on the ACCJC Rubric for Evaluating Institutional Effectiveness for Program Review, Integrated Planning, and Student Learning Outcomes. Marcy Alancraig (Cabrillo College) and Karen Wong (Skyline College) will serve as "coaches" to participants as they work together to develop successful practices and strategies. This session has been designed to promote interaction among participants, build connections among peers from across the state, and provide opportunities to hear perspectives from other disciplines. The conference is sponsored by the Research and Planning Group in collaboration with ACCJC, the California Community Colleges Success Network, the Career Ladders Project, and Learning Works with in-kind support provided by Mt. San Antonio College. ✦

REMINDER ABOUT COLLEGE SLO STATUS REPORT

Colleges are reminded that a College Status Report on SLO Implementation is due from each institution during 2012-2013. The forms, resource documents, and lists of colleges reporting by October 15, 2012, and by March 15, 2013, were distributed to chief executive officers and ALOs this spring in hard copy (April 5) and electronic format (April 9).

Colleges must submit the completed report form by e-mail to the ACCJC, and also must submit the full report with attached evidence on CD/DVD to the ACCJC. Although evidence cited may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

Future Comprehensive Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding the institutional qualifications for accreditation. The institutions noted below are scheduled to undergo comprehensive visits in the fall of 2012, the spring of 2013, and the fall of 2013 and review by the Commission at its January 2013, June 2013, and January 2014 meetings. Third-party comment on these institutions should be made to the ACCJC President, Dr. Barbara A. Beno, at 10 Commercial Blvd. Suite 204, Novato, CA 94949. For consideration, such comment must be made in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting.

FALL 2012
(for January 2013 Commission Review)

Bakersfield College
Cerro Coso Community College
College of the Sequoias
Hawai'i Community College
Honolulu Community College
Kapi'olani Community College
Kaua'i Community College
Leeward Community College
Northern Marianas College
Porterville College
Windward Community College
Woodland Community College
Yuba Community College

SPRING 2013
(for June 2013 Commission Review)

Coastline College
Copper Mountain College
Gavilan College
Golden West College
Hartnell College
Imperial Valley College
Los Angeles County College of Nursing
and Allied Health
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Valley College
Orange Coast College
San Joaquin Valley College
Carrington College of California

FALL 2013
(for January 2014 Commission Review)

Cabrillo College
Canada College
College of San Mateo
Cuyamaca College
Grossmont College
MTI College
Salvation Army Crestmont College
Sierra College
Skyline College

New Guide to Accreditation
for Governing Boards

The Accrediting Commission for Community and Junior Colleges (ACCJC) is publishing a *Guide to Accreditation for Governing Boards*, designed for use by college governing board members as an introduction to regional accreditation and the ACCJC. The *Guide* has been developed in response to increased interest by governing boards in accreditation, and specifically their roles in the processes. Noting that evaluation team recommendations related to board governance have increased in recent years, the ACCJC intends the *Guide* to assist governing boards on their roles and responsibilities in accreditation, focusing on expectations for effective governance as defined through the ACCJC's Accreditation Standards, Eligibility Requirements, and Commission policies.

The *Guide* describes the governing boards' leadership responsibilities related to the college mission, institutional quality and improvement, integrity, and, ultimately, student success. The *Guide* offers guidance on defining the policy role of governing boards and distinguishing that role from the delegated role of institutional operations in accordance with Accreditation Standards. A section of the *Guide* provides questions and answers (Q&A) on effective practices for governing boards.

Publication and distribution of the *Guide* is scheduled for November 2012. A draft of the *Guide* is currently available on the ACCJC website on the President's Desk page at: www.accjc.org/presidents-desk (under Other Messages from the President). The Commission welcomes input from the field on the draft. Comments and suggestions should be sent to accjc@accjc.org.

The *Guide* will be introduced at the Annual Trustees Conference at the Community College League of California in November (see the article Upcoming Events on page 14 in this newsletter). ✦
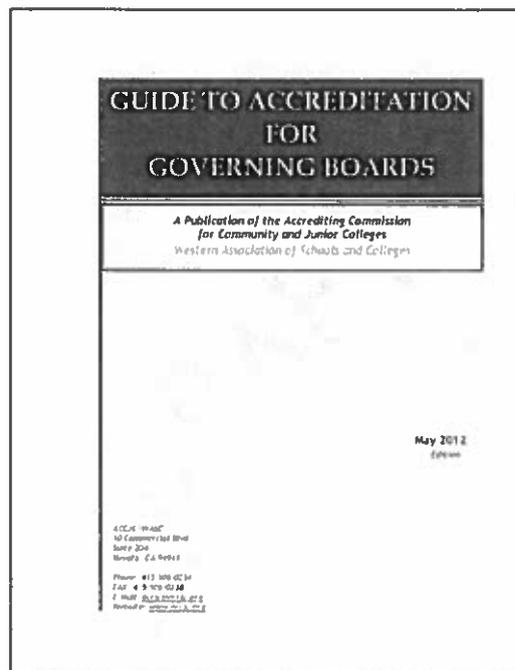
REMINDER ABOUT ACCJC PUBLICATIONS

The ACCJC retains materials from model college practices and program review and planning on its website's "Other Resources" page via the "ACCJC Conference Presentations and Other Materials" link.

650 People Already Know; Do You?

Six hundred fifty individuals from across the Western region have completed the free **Accreditation Basics Course**, available online, and received their certificates. The course is useful for people new to accreditation as well as for people who may already know something about accreditation and want a refresher. Some institutions have reported requiring the course for all members of the college faculty and college/district staff, for those who are serving on committees to prepare various reports to the Commission, and for members of boards of trustees. The 90-minute course can be started and stopped at any time and is repeatable. When completed, users should be able to:

- Describe the role of the federal government and the U.S. Department of Education with regard to accrediting colleges;
- Explain the organization of accrediting commissions in the United States;
- Explain the organization and purposes of the ACCJC;
- Identify resource documents published by the ACCJC;
- Describe the Accreditation Standards;
- Explain the importance of evidence in the accreditation process;
- Describe the steps in the accreditation process; and
- Describe the responsibilities of external evaluation team members.

Accreditation Basics is available on the ACCJC website at: www.accjc.org under "New on the Website." ✦

Webinar on Distance Education Draws Wide Audience

The ACCJC offered a webinar on May 9, 2012, entitled: ACCJC Special Event: DE on the Front Burner - New Regulations, New Challenges and Accreditation. Barbara Beno and Patricia James co-hosted the program. The seven presenters participated live from five locations across three time zones, bringing their expertise and current information into a format that was accessible and cost effective for the participants from member colleges. Technical support and e-event management were provided by @One, using the CCC Confer training site.

A record 224 individuals participated in this ACCJC training, representing a wide geographic area. There were participants from Palau, Guam, the Marshall Islands, and Micronesia. Four Hawai'i community colleges were represented, along with many of the California community colleges and the State Chancellor's office. State universities from Colorado to California had participants, as did private 2-year and 4-year colleges.

The webinar addressed current issues in distance education and the accreditation response. Among the subjects presented were: state authorization; student authentication; last day of attendance; categorizing online courses as distance education or correspondence; and other challenges and concerns on the horizon. Barbara Beno and the ACCJC Vice Presidents answered questions and offered the accrediting agency's perspective to the discussion.

The complete webinar, answers to participant questions, and presentation slides have been archived and are available at: http://www.onefortraining.org/accjcwebinar. As of June, there have been 1,967 visits to that site, and 348 have viewed the webinar. The webinar presentation can also be seen in a portable format on YouTube at: http://youtu.be/ohb-ViFlJte8. ✦

Changes in Commissioners

HOW ARE NEW COMMISSIONERS ELECTED?

- The 19 Commissioners are elected by member institutions for staggered, three-year terms. Each sitting Commissioner may be elected to a second three-year term.

- At its meeting each January, the Commission announces the identities of departing Commissioners, the names of Commissioners seeking a second term, and the types of Commissioner positions that are becoming vacant and to which individuals may be elected or sitting Commissioners may be elected to a second term.

- In February, the Commission sends a letter to the field and posts a notice on its website announcing the Commissioner positions becoming vacant and inviting applications and nominations.

- A Nominating Committee of four Commissioners and four persons representing member institutions reviews applications and creates a slate of candidates for the vacant Commissioner positions.

- The Presidents/Chancellors of each institution accredited by the ACCJC review the slate and may nominate alternative candidates.

- Each May, a ballot containing the slate and the appropriately nominated alternative candidates is voted upon by the CEO of each member institution.

- Each June, the results of the election are announced at the Commission's meeting, on the Commission's website and in its summer ACCJC News.

- New Commissioner terms begin on July 1 of each year.

NEW COMMISSIONERS (Term Beginning July 1, 2012)

DR. RICHARD MAHON — Dr. Mahon was elected to serve as a faculty member of the Commission. Dr. Mahon has been a Professor of Humanities at Riverside City College since 1997. He has also served as a visiting professor at Deep Springs College, Lecturer at UC Santa Cruz, an Associate Faculty member at West Valley College, an Adjunct Faculty member at Cabrillo College, and an Instructor at Diablo Valley College. He has a Ph.D. in History of Consciousness (History and Politics) from University of California, Santa Cruz, a BA in History and Religious Studies from Cowell College (University of Santa Cruz), and an AA from West Valley College.

COMMISSIONERS RE-ELECTED (Beginning July 1, 2012)

DR. FRANK GORNICK — Dr. Gornick, representing Administration, was elected to serve a second term on the Commission.

MS. VIRGINIA MAY — Ms. May, representing Faculty, was elected to serve a second term on the Commission.

Changes in Commission Staff

Ms. Cheri Sixbey joined the Commission staff on July 19, 2012 as the Executive Assistant and Business Officer. She will serve as lead assistant to the President as well as providing financial administrative services and administrative support to ACCJC. She holds a Bachelor's degree in Psychology and Sociology from Eastern Michigan University, a Master's in Educational Psychology from the University of Michigan, and a Master's in Counseling Psychology from John F. Kennedy University in California. Cheri also holds a Certified Meeting Planner credential from the Convention and Industry Council.
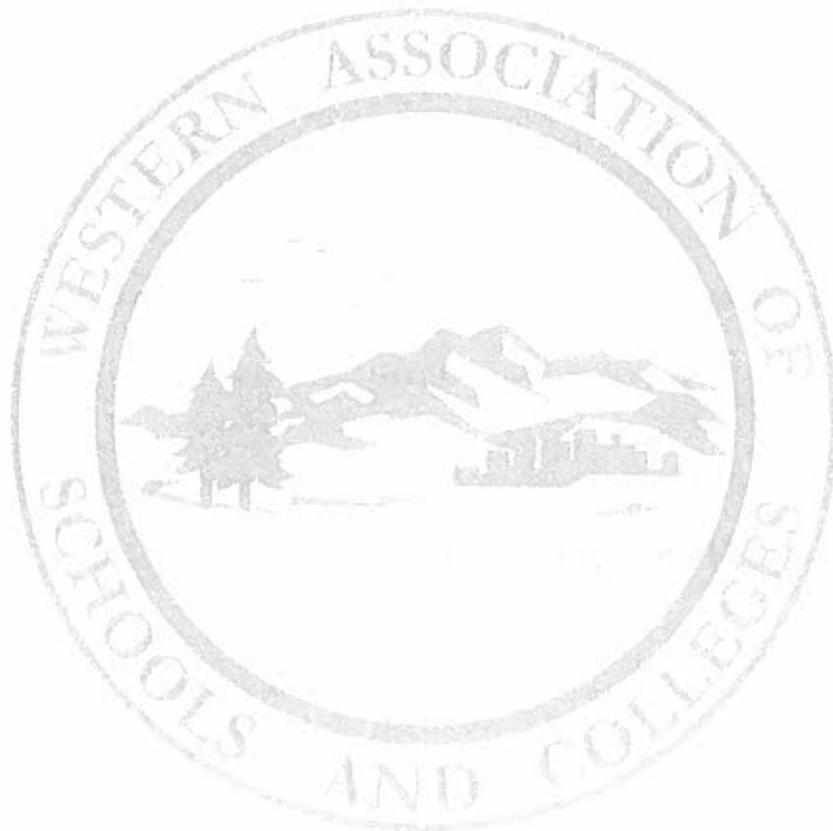
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GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Friday, October 10, 2014, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I.   <u>CALL TO ORDER</u>

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

II.   <u>APPROVAL OF MINUTES</u>

     1.   Monthly Meeting of September 4, 2014

III.   <u>COMMUNICATIONS</u>

IV.   <u>PUBLIC DISCUSSION</u>

V.   <u>REPORTS</u>

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

VI.   <u>UNFINISHED BUSINESS</u>

     1.   Construction Projects Updates
         •   Building 200 (Renovation), Building 100 and Forensic Lab
     2.   Western Interstate Commission for Higher Education (WICHE)

VII.   NEW BUSINESS

1. FY2015 Capital Improvement Projects
2. BOT Annual Calendar (Oct. 2014-Sept. 2015)
3. President's Travel Request (Nov.-Dec. 2014)

VIII.   EXECUTIVE SESSION

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

IX.   ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of September 4, 2014

Minutes

I.   CALL TO ORDER

The monthly meeting of the GCC Board of Trustees on September 4, 2014, was called to order at 12:12 p.m., by Chairwoman Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1.   Swearing In and Administration of Oath of Office. Board Chairwoman Deborah Belanger swore in Ms. Maria S. Connelley, a newly appointed Board of Trustees member.

2.   Roll Call. Trustees Present: Ms. Deborah C. Belanger; Mr. Frank P. Arriola; Ms. Gina Ramos; Ms. Elmarie Anderson, Student Trustee; Ms. Maria S. Connelley; Mr. Kenneth Bautista, Support Staff Advisory Member; Mr. Norman Aguilar, representing Mr. Frederick Tupaz, Faculty Advisory Member. Not in attendance: Mr. John Benito (schedule conflict); Mr. Richard P. Sablan (schedule conflict).

Others in attendance: Dr. Mary A.Y. Okada, President; Ms. Carmen Santos, Vice President, Finance and Administration; Attorney Matthew Kane, Legal Counsel; Ms. Doris Perez, Assistant Director, Planning & Development; Ms. Jayne Flores, Assistant Director, Communications & Promotions; Dr. Michael Chan, Associate Dean, TSS; Dr. Juan Flores, Dean, TPS.

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

II.   APPROVAL OF MINUTES – August 22, 2014.

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD APPROVE THE MEETING MINUTES OF AUGUST 22, 2014, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

COMMUNICATIONS - There was none, however, President Okada shared a letter she received from the Asian and Pacific Islander American Scholarship Fund (APIASF) inviting her as an honoree for the Higher Education Award at the ninth annual Today's Minds, Tomorrow's Future Scholarship Benefit in New York City in November 2014.

III.   PUBLIC DISCUSSION - There was none.

IV.   REPORTS

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

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

FY2014: Since the last financial report during the August 22, 2014 BOT meeting, the College has not received additional funds from the Department of Administration but the college continues to work for the continued release of those funds.

As last reported, funding received remains status quote, as follows: approximately $10,200,000 from the General Fund; $600,000 from the LPN/Vocational Guidance Fund; $916,000 received from MDF; $24,000 received from TAF and approximately $396,000 from the TAF supplemental; $90,000 for the Capital Improvement Fund; $129,000 for the Competitive Wage Act funding for a total of $12.4 Million. Based on the total appropriations for the fiscal year, this constitutes approximately 77% of all funds received to date.

The BOT Chair asked if there was a contingency funding for payroll and operations. The President informed the Board that there is one and that the College will still be able to issue payroll.

Capital Improvement Projects and other activities: President Okada reported the following:
CIP Project:

-There are several 2014 CIP Projects, one that has a pre-bid conference today, September 4, 2014 for the campus wide mass notification system to include the fire alarm.
-Campus wide directory kiosk scope of work is being finalized for each building.
-Speed bump signs are still pending.
-Issue with non-certification for the campus elevators due to OTIS and DPW not having guidelines, however, the College continues to maintain its elevators until issue is resolved including obtaining another vendor to assist OTIS to ensure compliance.
-President has met with Congresswoman Bordallo yesterday regarding student interns and to increase applicants. Other discussions involved military buildup funding for more training opportunities and for GCC to continue with its apprenticeship programs and to increase courses in support of tourism.
-The FY2015 budget request was for $19,990,000 and the Legislature has approved GCC's budget for $19,400,000. Adjustments will be made. Provision is still in place to exempt the College from BBMR's allotment process.
-The College is in the process of developing a Comprehensive and Unified Professional

Development plan for faculty and administrators. We anticipate including staff at some time. The President also reported that there is an opportunity for the College to enter into a partnership with a landowner for approximately 7-8 acres of property adjacent to the campus. This would require Board's approval for several options: purchase, a lease-leaseback agreement, or lease to purchase. Owner proposed if leasing, will build facility for lease. GEDA will assist to identify legislation requirements for the different lease options, otherwise if to purchase, will present this to the Foundation. In the meantime, the College is just exploring this opportunity and will report to the Board.

2. Monthly Activities Report

Student Trustee: Student Trustee Elmarie Anderson reported as follows:

-September 5, 2014: Student Organization Officer & Advisor Induction Ceremony; Student Health Certificate Workshop; and first COPSA General Membership meeting.

-UOG Theatre department are seeking donations to give GCC students opportunity to attend UOG productions at no costs.

-September 18, 2014: Reminder-Fall Festival, 4-8pm at the Student Center Courtyard. Members were encouraged to attend.

- September 19, 2014: COPSA second General Membership meeting.

Faculty Advisory Member: Mr. Norman Aguilar informed the Board that Trustee Frederick Tupaz was unable to attend the meeting today due to an emergency and will provide an update upon his return at the next Board meeting.

Support Staff Advisory Member: Trustee Kenneth Bautista reported as follows:

-Things are going well so far with the new academic year.

-Staff is looking forward to receiving the other half of their pay increase due to the Competitive Wage Act.

3. Board of Trustees Community Outreach Report.

August 31, 2014, Labor Day: Attended by Trustees Belanger and Ramos.

Trustee Ramos also reported she will complete the ACCJC Basics online course soon.

At this time, the President provided a brief explanation of the ACCJC online course to Trustee Connelley. Email reminders will be issued to all members to complete this course, including a link to the website. Chairwoman Belanger requested to add an item on the agenda under the Community Outreach Report as a reminder until all members have completed this.

VI. UNFINISHED BUSINESS

1.   Construction Projects Updates.
-Building 200 (Renovation). The President reported that to date this construction is 90.23% complete. A change order is currently being vetted through the architect and facilities department. Some issues are still being worked out.

-Building 100 and Forensic Lab Extension Loan. The President met a USDA representative on September 3, 2014. She was informed that the GCC $5 Million loan application is currently being reviewed in Washington D.C. and final review should be completed on or before September 30, 2014. A&E documents will also be processed soon.

2.   Western Interstate Commission for Higher Education (WICHE). This relates to Guam Legislature Resolution No. 234-32 (COR) and as last reported this has been tabled for the November 2014 BOT meeting.

VII.   NEW BUSINESS.

1.   BOT Policy 110 – Board Policy Development & Review. The Board was presented with a draft of this policy during a previous meeting for further review by legal counsel regarding omitting the verbiage "and regulations." After further discussions and legal counsel's advice, the verbiage "and regulations" will remain in BOT policy 110 and other revisions as proposed was adopted as presented. The following motion was then made:

MOTION

IT WAS MOVED BY TRUSTEE ELMARIE ANDERSON, SECONDED BY TRUSTEE FRANK ARRIOLA THAT THE BOARD ADOPT THE PROPOSED DRAFT OF THE BOARD OF TRUSTEES POLICY 110 WITH VERBIAGE "AND REGULATIONS" TO REMAIN IN THE PARAGRAPHS AND WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

2.   High School Equivalency Diploma – Updated. The Board was presented with this resolution for consideration. The President explained that the College has the authority through mandates to issue high school equivalency diplomas. In the past, GED was the equivalency to a high school diploma; however, since GED is a private company other organizations are offering this program. This resolution will allow the College to adopt not just a GED, but also other high school equivalency diplomas, thus, not limiting individuals to just a GED. This resolution is in line with the current legislation and current census that 18,000 individuals age 18 years and over do not have a high school diploma or its recognized equivalency. The following motion was then made:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE ELMARIE ANDERSON THAT THE BOARD ADOPT RESOLUTION 43-2014, "HIGH SCHOOL EQUIVALENCY DIPLOMA – UPDATED," WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At approximately 12:45 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

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

At 1:30 p.m., the meeting reconvened to open session.

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

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE ELMARIE ANDERSON THAT THE BOARD APPROVE THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At this time, Chairwoman Belanger mentioned the following:
1.   Welcomed Ms. Maria Connelley and congratulated her on her appointment as a new member of the Board.
2.   Congratulations to President Okada for being given an honoree award for higher education by the APIASF.

IX.   ADJOURNMENT

At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE GINA RAMOS THAT THE MEETING OF SEPTEMBER 4, 2014, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

There being no further discussions, the meeting of September 4, 2014, adjourned at approximately 1:32 p.m.

SUBMITTED BY:
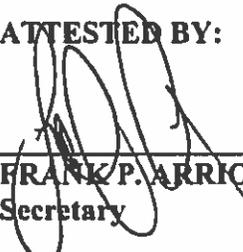
OCT 1 0 2014

BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:

OCT 1 0 2014

FRANK P. ARRIOLA
Secretary

APPROVED BY:

OCT 1 0 2014

DEBORAH C. BELANGER
Chairperson

CIP15 PROJECTS

as approved by the College Governing Council, September 2014

CIP #	Category	Bldg./Room	Description	Estimated Infrastructure Cost
15.01	Safety & Security	Building R [RENOVATION]	To improve Student Support Services (Bldg. R) public accessibility and use of infrastructure (e.g., services, accessibility, and traffic flow, etc.).	$ 221,000.00
15.02	Safety & Security	SSA - Bldg. 2000 [FIRE SPRINKLER]	To replace corroded plumbing located at Bldg. 2000's west-wing fire sprinkler system. Replacement of 45' of 4" galvanized piping, 15' of 1.5" galvanized piping, 10' of 3/4" galvanized piping, 4" gate valve, and its associated components for complete operability.	$ 5,000.00
15.03	Environmental Health/Safety	500, 600, 800 & 1000 [DRINKING FOUNTAINS]	To replace defective or install drinking fountains (stainless-steel, standard+ADA) throughout the campus. However, because of GCC's "go-green" initiative and recent hire of Sustainability Project Coordinator, an assessment on usability of replacing defective drinking fountains with "refillable stations" to be strategically located will be conducted.	$ 12,000.00

Approved Guam Community College Board of Trustees October 10, 2014

CIP#	Category	Bldg. / Room	DESCRIPTION	Government Estimated Cost
15.04	Safety & Security	Campus-wide [DOOR SIGNAGE HOLDERS]	To acquire and install transparent sign holders on all classroom doors	$ 4,000.00
15.05	Safety & Security	LRC - Bldg. 4000 [ANTI-SKID STRIPES]	To apply anti-skid, acoustic-absorbing strip on stairs and at entry ways to prevent slippery surfaces and injuries by installation of Envirotile, 10 in. x 24 in., Flat Profile Gray/Black Stair Tread, Model # MT50000751.	$ 2,000.00
15.06	Safety & Security	SSA - Bldg. 2000 [HAND RAILING BARS]	To install hand rail bars (2-each, 2"D, 2-tiered, 15'L x 3'H, galvanized railings) at eastern & western exit ways.	$ 1,000.00

Approved Guam Community College Board of Trustees October 10, 2014

CIP #	Category	Bldg. / Room	DESCRIPTION	Government Estimated Cost
15.07	Safety & Security	Student Center – Bldg. 5000 [HAND RAILING BARS]	To install hand rail bars (2'D, 2-tiered, 30'L x 3'H, galvanized railings) along southern ramp ways by utilizing the existing 2'D sleeves, and conforming to the existing, prefabricated railings.	$ 1,000.00
15.08	Environmental/ Health/Safety	Technology Center – Bldg. 1000 [RESTROOMS]	To renovate men's and women's restrooms to include water closets, sinks, stalls, tiling, vents, tissue holders, seat covers, holders, ADA accessibilities, wall & ceiling paintings, doors & locksets, etc.	$ 83,000.00
15.09	Safety & Security	C23 [ELECTRICAL PROVISIONS]	To install electrical provisions for 20+ laptops & an over-the-board projection system for program's computerized curriculum & instruction, and toward bettering the limited resources within the existing classroom.	$ 19,000.00

Approved Guam Community College Board of Trustees October 10, 2014

CIP #	Category	Bldg./Room	Description	Government Estimated Cost
15.10	Safety & Security	Student Center - Bldg. 5000 [SHOWER PARTITIONS]	To install shower partition (3"W x 7"H, solid-phenolic-core, with locking-latch mechanism, color match to existing, etc.) at the second floor men's & women's showers for privacy and to alleviate potentially-compromising incidences.	$ 7,000.00
15.11	Safety & Security	C and D [DOORS]	To continue replacement of classroom doors with vision panels. (36"W x 80"H, metal-framed, bronze-anodized doors with 6"W x 24"H glass-observation window).	$ 101,000.00
15.12	Environmental/ Health/Safety	A, C or D [UPDATE CLASSROOM]	To identify and update dilapidated classroom to the latest, state-of-the-art, professional & aesthetically-pleasing level (i.e., painting of surfaces, new equipment, furniture, infrastructure-upgrades, etc.).	$ 18,000.00

Approved Guam Community College Board of Trustees October 10, 2014

CIP #	Category	Bldg. / Room	DESCRIPTION	Equipment Estimated Cost
15.13	Environmental/ Health/Safety	Campus-Wide/A27, A28, C1, C3, C5 [ACs]	To replace / repair AC units (with SEER 13 or better) as prioritized due to wear & tear and to address unanticipated failing systems that may adversely affect the students' learning environment. Because of GCC's "go-green" initiative and recent hire of Sustainability Project Coordinator, an assessment on usability of solar units to replace ACs will be conducted.	$ 63,000.00
15.14	Environmental/ Health/Safety	Campus-wide [COLLATERAL EQUIPMENT]	To replace collateral equipment (e.g., white boards with digital screens, finite hardwired data ports with Wi-Fi technology, fixed stand-alone desks-chairs with portable group seating, current window fixtures with light-controlling aesthetically-pleasing blinds & shades) for improved instruction within the classrooms.	$ 20,000.00
15.15	Safety & Security	Campus-wide [UTILITY CART]	To provision for a utility cart (i.e., battery-powered, utility trunk compartment 2-passenger, refurbished, etc.) to facilitate inter-campus repairs, response & transport of equipment and to replace dilapidated vehicles.	$ 7,000.00
			Approved Guam Community College Board of Trustees October 10, 2014	
			TOTAL GOVERNMENT EQUILANE FURICIES	$ 53,040.00
			Board Approved Amounts	$ 7?,?00.09
			Less CIP16 Projects	$54,000.00
			Contingency:	170,070.00

CIP15 CONTINGENCY PROJECTS:

CIP #	Category	Bldg. / Room	Description	Government Estimated Cost
1		400, 1000 & 2000 [WATER TANKS]		
2		Room 5108 [RETROFIT Light Switch		
3		Campus-wide [CANISTERS]		
4		Campus-wide [EXTERNAL AMENITIES]		
5		1000 [INTERIOR WALLS]		
6		2000 [INTEROR WALLS]		
7		Campus-wide Kiosk Directory	To be considered in Fiscal Master Plan, 2016	
8		LRC - Bldg. 4000 - Pathway	To be considered in Fiscal Master Plan, 2016	
9		Student Center - Bldg. 5000 - Awning	To be considered in Fiscal Master Plan, 2016	
10		3000, 4000, 5000 & 6000 [PATHWAY]	To be considered in GCC-GPA Solar PV Program - Renewable Energy Project	
11		Campus-wide [FENCE]	To be considered in Fiscal Master Plan, 2016	
12		300 & 400 [SALVAGE YARD]	To be considered in Fiscal Master Plan, 2016	
13		Campus-wide [DISPOSAL AREAS]	To be considered in Fiscal Master Plan, 2016	

Approved Guam Community College Board of Trustees October 10, 2014

GUAM COMMUNITY COLLEGE
Board of Trustees
Annual Fiscal Year Calendar, October 2014 thru September 2015
Approved by GCC Board of Trustees: October 10, 2014

OCTOBER 2014

10- Fri., BOT monthly meeting (12pm) campus
17- Fri., BOT POLICY REVIEW (11am-12pm, GCC Campus)
22- Wed., Foundation Board of Governors mtg, 12pm, GCC campus
22-25 ACCT Annual Leadership Congress
TBA Sat, BOT Retreat (tentative)

Reports Due:

BOT CHAIR
 Quarterly BOT Attendance
Report to Governor (Per 5GCA §43107)
 BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233

PRESIDENT:
 Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter.

 Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §7102.2)

NOVEMBER 2014

6- Thurs., BOT monthly meeting (12pm)
15- Sat., BOT Retreat (tentative)
19- Wed., BOT POLICY REVIEW (11am-12pm, GCC Campus)
21- Fri., College Assembly, 8:30-3pm (MPA)
 -BOT/FBOG Boardmanship training (on-island) w/College Assembly

TBA Board's Annual Meeting (Time & Venue to be determined) (Per Board Bylaws, Article III, Section 1)

Reports Due:

BOT CHAIR
 BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233

DECEMBER 2014

5- Fri., BOT monthly meeting (12pm)
 (BOT Elections)
TBA Wed., Foundation Board of Governors mtg, 12pm, GCC campus
TBA Sat, BOT Retreat (tentative)
TBA POLICY REVIEW

Reports Due:

BOT CHAIR
 BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233

PRESIDENT:
31- GCC's Annual Report to the Governor
 (**update BOT training)
**Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(d): Continuing Education for Board and Commission Members. Each year, the members of each board and commission *shall*, as a form of continuing education, complete the applicable educational program for the board or commission on which they serve.

JANUARY 2015

9- Fri, BOT monthly meeting (12pm)
17- Sat, BOT Retreat(tentative)
TBA Mtg. of the Joint Educational Board (P.L. #19-40, 17 GCA, Chapter 16A)

NOTE: (**update BOT training)
BOARDS & COMMISSION EDUCATIONAL REQUIREMENT

Reports Due:

BOT CHAIR
 Quarterly BOT Attendance Report to Governor (Per 5GCA §43107)
 BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233

PRESIDENT:
 Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter.

 Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §7102.2)

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*Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(c) "...complete the applicable educational program within thirty (30) days of his election and qualification, or his confirmation by *I Liheslatura* to the board or commission."

GUAM COMMUNITY COLLEGE
Board of Trustees
Annual Fiscal Year Calendar, October 2014 thru September 2015
Approved by GCC Board of Trustees: October 10, 2014

FEBRUARY 2015	MARCH 2015	APRIL 2015	MAY 2015
TBA Fri, BOT monthly meeting (12pm)	**6-** Fri, BOT monthly meeting (12pm)	**2-** Thurs, BOT monthly meeting (12pm)	**1-** Fri, BOT monthly meeting (12pm)
9-12 ACCT National Legislative Summit, Washington, DC	**14-** Sat, BOT Retreat (Tentative)	**11-** Sat, BOT Retreat(Tentative)	**9-** Sat, BOT Retreat (Tentative)
21- Sat, BOT Retreat (Tentative)	**Reports Due:**	**22-** Wed., Foundation Board of Governors mtg, 12pm, GCC campus	**15-** Fri, GCC Commencement, 6:00pm.
25- Wed, Foundation Board of Governors mtg, 12pm, GCC campus	**BOT CHAIR** BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233	**Reports Due:**	**Reports Due:**
TBA- GCC Joint Boards Retreat (Date, Time, Venue to be determined)		**BOT CHAIR** Quarterly BOT Attendance Report to Governor (Per 5GCA §43107) BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233	**BOT CHAIR** BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233
Reports Due:		**PRESIDENT:** For FY2014 - Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter. Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §71o2.2)	
BOT CHAIR BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233			
BOARD: No later than the 15th of February, submittal of GCC's annual operating budget and capital improvement budgets as it finds necessary directly to the Legislature			

*Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(c) "...complete the applicable educational program within thirty (30) days of his election and qualification, or his confirmation by *I Liheslatura* to the board or commission."

GUAM COMMUNITY COLLEGE
Board of Trustees
Annual Fiscal Year Calendar, October 2014 thru September 2015
Approved by GCC Board of Trustees: OCT 10 2014

JUNE 2015	JULY 2015	AUGUST 2015	SEPTEMBER 2015
5- Fri, BOT monthly meeting (12pm)	2- Thurs., BOT monthly meeting (12pm)	7- Fri., BOT monthly meeting (6pm)	4- Fri., BOT monthly meeting (12pm)
13- Sat, BOT Retreat(Tentative)	11- Sat, BOT Retreat(Tentative)	15- Sat, BOT Retreat Assessment work session (Tentative)	12- Sat, BOT Retreat (Tentative)
17- Wed, Foundation Board of Governors mtg, 12pm, GCC campus		19- Wed, Foundation Board of Governors mtg, 12pm, GCC campus	TBA- Meeting of the Joint Education Boards (P.L. 19-40, Chapter 16A)
Reports Due:	Reports Due:	TBA Convocation	
BOT CHAIR BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233	Quarterly BOT Attendance BOT CHAIR Report to Governor (Per 5GCA §43107)	Reports Due:	Reports Due:
	BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233	BOT CHAIR BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233	BOT CHAIR BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233
	PRESIDENT: Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter. Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §7102.2)	BOT Annual Educational Requirements, Public Law #32-031	SPECIAL NOTE: February 2015-ACCT National Legislative Summit, Washington, DC TBA- POLICY REVIEWS

Adopted by the GCC Board of Trustees: Date:

[signature] Richard C. Belanger   10/10/14

Deborah C. Belanger, Chairperson

*Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(c) "…complete the applicable educational program within thirty (30) days of his election and qualification, or his confirmation by *I Liheslatura* to the board or commission."

PRESIDENT'S TRAVEL SCHEDULE
November - December 2014

Conference Title	Date	Location	Sponsor:
APIASF Scholarship Benefit	November 12, 2014	New York City	Asian & Pacific Islander American Scholarship Fund (APIASF)
President's Advisory Commission on Asian American & Pacific Islanders	December 2-7, 2014	Seattle, WA	White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI)
PREL Board Meeting	December 8, 2014	Honolulu, HI	Pacific Resources for Education and Learning (PREL)

Funding Source:
100% APIASF, WHIAAPI, and PREL

Unit Assessment Report - Four Column

Guam Community College

Office of the President

Mission Statement: The Office of the President upholds the college's mission statement through its comprehensive and meaningful oversight of the institution's academic, financial, infrastructure and accreditation requirements.

Vision Statement: The President envisions Guam Community College to be a premier institution committed to providing quality education and vocational training that leads to student success in career and lifelong learning.

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Office of the President - FA09-SP11 AUO#1: Integrating Workforce Development Initiatives (The Pioneer) - AUO#1: Identifying the community's career and technical as well as basic educational skill requirements and increase capacity for better integration of the opportunites and services offered by GCC with the need of island businesses. **Start Date:** 10/12/2009 **End Date:** 03/14/2011 **AUO Status:** Completed the Assessment Cycle	**Artifact/Instrument/Rubric/Method/Tool Description:** Analysis of documents that incorporate the activities and project objectives towards meeting GCC's vision for the college's Pioneering strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative Pioneering, especially in the leveraging of public and private resources. **Budget-Related Proposed Outcomes:** Programs/courses offered reflect needs of the community. **Task Name:** VP for Business & Finance **Task Description:** The college will remain a visible and important partner in community developments as it attempts to improve the skill levels & ecomonic requirements of its own workforce.		
Office of the President - FA09-SP11 AUO#2: Pursuing Accreditation Quality Programs (Educational Excellence) - AUO#2: Improvements in program effectiveness	**Artifact/Instrument/Rubric/Method/Tool Description:** Documented progress towards meeting the GCC's vision for the college's Educational Excellence strategic goals.		

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
and the determination of the institution's overall effectiveness will be derived from GCC's success in meeting student learning outcomes. **Start Date:** 10/12/2009 **End Date:** 03/14/2011 **AUO Status:** Completed the Assessment Cycle	**Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's reputation and performance. **Budget-Related Proposed Outcomes:** Programs/courses offered reflect needs of the community. **Artifact/Instrument/Rubric/Method/Tool Description:** Documented progress towards meeting the GCC's vision for the college's Educational Excellence strategic goals. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's reputation and performance. **Task Name:** VP for Academic Affairs **Task Description:** The college systemically strives to improve SLO outcomes and makes results available to appropriate constituents.		
Office of the President - FA09-SP11 AUO#3: Branding GCC in the Community (Community Interaction) - AUO#3: To improve awareness of the College and increase public support for its vision & activities. **Start Date:**	**Artifact/Instrument/Rubric/Method/Tool Description:** Analysis of documents towards meeting GCC's vision for the college's Community Interaction strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:**		

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
10/12/2009 **End Date:** 03/14/2011 **AUO Status:** Completed the Assessment Cycle	**Document Review** **Criterion (Written in %):** 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Community Interaction. The President will strengthen the college's visibility in the community, by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region. **Budget-Related Proposed Outcomes:** Budget is well managed, college open door policy is maintained, and advisory committees have input on curriculum. **Task Name:** President/CEO **Task Description:** The College engages the community through business presentations, village outreach meetings, and presentations to other government entities.		
Office of the President - FA09-SP11 AUO#4: Continue efforts for Colloboration (Dedicated Planning) - AUO#4: Develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review. **Start Date:** 10/12/2009 **End Date:** 03/14/2011 **AUO Status:** Completed the Assessment Cycle	**Artifact/Instrument/Rubric/Method/Tool** **Description:** Analysis of documents that incorporate the activities and project objectives in meeting the College's Dedicated Planning strategic goals. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** 80% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Dedicated Planning. The President will facilitate better integration of various stakeholders' voices for advancing the mission & vision of the college through assessment &		

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	reaccreditation. **Budget-Related Proposed Outcomes:** Budget is well managed, college open door policy is maintained, and advisory committee have input on curriculum. **Task Name:** President/CEO **Task Description:** Physical resources are used to support student learning programs & services and to improve institutional effectiveness.		
Office of the President - FA11-SP13 AUO#1: Integrating Workforce Development Initiatives (The Pioneer) - AUO#1: To identify the community's career and technical as well as basic educational skill requirements and increase capacity for better integration of the opportunities and services offered by GCC with the need of island businesses. **Administrative Unit Outcomes:** AUO **Start Date:** 10/10/2011 **End Date:** 03/13/2013 **AUO Status:** Completed the Assessment Cycle **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** ISMPs are inclusive of the President's goals approved by the Board of Trustees.	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: The review of the President's public remarks, text of speeches, and presentations about GCC, that speak directly to curriculum matters, in particular, and institutional effectiveness, in general which incorporates further GCC's vision for the college's Pioneering strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative Pioneering, especially in the leveraging of public and private resources. **Budget-Related Proposed Outcomes:** Programs/courses offered reflect needs of the community.	10/08/2012 - N=12 The Pioneering initiative, as stated in the President's November 2012 Institutional Strategic Master Plan (ISMP) educational campaign, is defined as a goal that "seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employers' needs assessment in order to improve the skill levels and productivity of the island's workforce". The Pioneering initiative corresponds to the survey item in the President's Performance Appraisal Survey (PPAS) that states, "The President seeks opportunities to interact with a wide range of community members". The document review, as well as the survey findings reported earlier, indicate that the President is advancing this initiative. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Budget Related Performance Indicators:** President ensures fiscal responsibility, open flow of information, curriculum is relevant to Guam's workforce needs.	10/08/2012 - (-) GCC partnered with seven (7) new island companies as well as received its 100th employer partnership through our Apprenticeship program. The program, run in conjunction with the U.S. Department of Labor, combines the job training and academic, trade theory training for a total of 144 hours of classroom instruction per year. (-) As of December 2011, 1837 individuals were served this program year in Adult Education, 213 individuals or 11.6% participated off campus at a neighborhood village program. The majority (113 or 53.1%) are from the central district comprised of four (4) villages - Asan, Chalan Pago, and Mangilao. (-) As of December 31, 2011, GCC's Employer survey has been disseminated to some employers and groups and the information posted on MyGCC website. The

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Related Documents: 2011 GCC Employers Survey Report.pdf GCC_ Employer _ Survey.pdf 2011 CTE Consolidated Annual Report Advisory Committee Matrix Fall 2011 - Spring 2012 term updated 21-Dec-2011.pdf AGA speech.pdf EdSummitspeech10.21.11.pdf SHRM speech 3.13.12.pdf VA Women's Conference.pdf Alcast Painting Co..docx ISMP Dec 2011 - 1 Pioneering March 2012 - FINAL.pdf Western Partitions, Inc..pdf 2012 Evaluation Report	survey consisted of 9 questions and of the 86 surveys distributed to employer, 34 employers completed resulting in a response rate close to 40%. It is used as a resource to provide information on what employers are seeking and recommendations for GCC furture courses. (-) As of December 31, 2011, Department Advisory Council meetings were 52%, or 24 out of 46 of the departments had conducted a meeting for Fall 2011 semester. The committee functions include making recommendations and advising the College authorities on matters such as occupational needs survey and curriculum review. **Implementation Status:** 03/07/2012 - The President provides educational leadership & direction for the college. The President continues to colloborate with the US Federal Government, the Government of Guam, Department of Interior, and private sector businesses in Guam in identifying issues and developing solutions that relate to Guam's military buildup and the impact it will have on the territory and the neighboring islands of Micronesia.

Task Name:
VP for Business & Administration
Task Description:

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	The college will remain a visible and important partner in community developments as it attempts to improve the skill levels & economic requirements of its own workforce.		
Office of the President - FA11-SP13 AUO#2: Pursuing Accreditation Quality Programs (Educational Excellence) - AUO#2: To improve program effectiveness and the determination of the institution's overall effectiveness in meeting student learning effectiveness in meeting student learning **Administrative Unit Outcomes:** AUO **Start Date:** 10/10/2011 **End Date:** 03/13/2013 **AUO Status:** Completed the Assessment Cycle **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** ISMPs are inclusive of the President's goals approved by the Board of Trustees.	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC which also incorporates further the activities and project objectives towards meeting GCC's vision for the college's Educational Excellence strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's reputation and performance. **Budget-Related Proposed Outcomes:** Programs/courses offered reflect needs of the community.	10/08/2012 - N=09 There has also been substantial progress in the Educational Excellence initiative. An important task related to this initiative is to maintain accreditation and enhance student enrichment programs. The most notable highlight of academic year 2011-2012 is the successful preparation, evaluation, and completion of the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior College's Comprehensive Accreditation Evaluation for the reaffirmation of the College's accreditation status. GCC submitted its Institutional Self Evaluation Report (ISER) to the Commission on December 19, 2011. The report focused on how the college addressed the four (4) Standards of Accreditation and how GCC has implemented and followed up on plans for improvement. GCC's accreditation status has been reaffirmed through 2018 for the maximum allowable period of six years from the ACCJC. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Budget Related Performance Indicators:** President's decisions support the college's mission. **Related Documents:** AS Civil Engineering Approval.pdf	10/08/2012 - (-) In October 2011, GCC received ACCJC approval for curriculum expansion to include AS Civil Engineering. Additionally, the college has requested ACCJC approval for reinstitution of two (2) Certificate programs - Family Services, and Sign Language Interpreting. (-) The college held a successful ribbon cutting on December 9, 2011. The College Student Center, whose construction cost is 100% funded through ARRA SFSF grant, completed construction also in October 2011 with a total construction & A&E cost of $4.4 million. (-) GCC submitted its Institutional Self Evaluation Report (ISER) to the Commission on December 19, 2011. The report focused on how the college is addressing the four (4) Standards and how GCC has implemented and followed up on plans for improvement. (-) 100% of the 2012 budget goals, performance indicators and proposed outcomeshave been inputted into TracDat for the AY2011-2012 assessment cycle

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Student Center Remarks Dec 9.pdf Self Evaluation Report ACCJC Reaffirm Ltr_July 2012.pdf ISMP Dec 2011 - March 2012 - FINAL.pdf ACCJC testimony.pdf GCC Convocation 2012[1].pdf Meet the Pres points Oct 2012.pdf Budget 2013 presentation 2012 Evaluation Report	data. (-) 100% of the Accreditation Website (www.guamcc.edu/acc12) was completed and available for all accreditation-related communications. 100% of the College's dedicated assessment AIER Website (www.guamcc.edu/aier) was updated and available. (-) GCC's accreditation status has been reaffirmed for the maximum allowable period of six years from the Accrediting Commission for Community and Junior Colleges. An 11-member team visited the college on March 19 to 22, 2012. Implementation Status: 03/07/2012 - The President continues to partner with federal and local government entities as well as private sector businesses to ensure that Guam's workforce is able to take advantage of opporunities that are available through GCC's expansive information technology, allied health, construction & trades courses - which will include GCC's Contruction Trades Boot Camp, Allied Health, Education, and other academic programs - offered at the College.

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Task Name: VP for Academic Affairs **Task Description:** The college systemically strives to improve SLO outcomes and makes results available to appropriate constituents.		
Office of the President - FA11-SP13 AUO#3: Branding GCC in the Community (Community Interaction) - AUO#3: To improve awareness of the College and increase public support for its vision & activities. **Administrative Unit Outcomes:** AUO **Start Date:** 10/10/2011 **End Date:** 03/13/2012 **AUO Status:** Completed the Assessment Cycle **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** ISMPs are inclusive of the President's goals approved by the Board of Trustees.	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC, which also incorporates further GCC's vision for the college's Community Interaction strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Community Interaction. The President will strengthen the college's visibility in the community, by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region. **Budget-Related Proposed Outcomes:** Budget is well managed, college open door policy is maintained, and advisory committees have input on curriculum.	10/08/2012 - N=7 The Community Interaction initiative relates to the survey items in the President's Performance Appraisal Survey (PPAS) that states, "The President demonstrates knowledge of and commitment to Guam Community College's mission" and "the President unites students, faculty, administrators, and staff to accomplish the mission of the College". The documents review and survey results reveal that the President is committed to promoting this initiative. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:** Open **Budget Implications:** Over $5,000 **Budget Related Performance Indicators:** President ensures fiscal responsibility, open flow of information, and curriculum is relevant to Guam's workforce needs. **Related Documents:** Marketing Plan Meet the President FA11.pdf Meet the President SP12.pdf Public Law 31-99 Meet the Pres points Oct 2012.pdf Bill 206 testimony.pdf Mary Gala Speech.pdf 2012 Evaluation Report	03/07/2012 - (-) In September 2011, the Legislature passed Public Law 31-99, which updates, amends and repeals the College's enacting legislation, Public Law 14-77. Most notable is the change in reference to previously Vocational Education is now changed to Career and Technical Education. Additionally, GCC was granted its own procurement authority. (-) Progress continues on the development of the new website for the college. The new GCC web site will be unveiled to the public on June 1, 2012. (-) Meet the President forum provided an opportunity for students to discuss issues and receive feedback from the President. (-) The College's Marketing Plan has been completed. This campaign will consolidate positive perceptions of GCC in order to convey its services & activities to the public. The campaign will target the general public, the business community & the college's stakeholders.

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			Implementation Status: 03/07/2012 - The President continues to prepare for the on-going training needs for the immediate economic impact resulting from the island's increased military activity. Consequently, the valueable skills and higher incomes this military buildup brings to Guam provides opporunities for GCC to expand its programs and services, not only to its civilian community, but the direct and indirect associations that result.
	Task Name: President/CEO **Task Description:** The College engages the community through business presentations, village outreach meetings, and presentations to other government entities.		
Office of the President - FA11-SP13 AUO#4: Continue efforts for Collaboration (Dedicated Planning) - AUO#4: To develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review. **Administrative Unit Outcomes:** AUO **Start Date:** 10/10/2011 **End Date:** 03/13/2013 **AUO Status:** Completed the Assessment Cycle Program SLO/AUO/SSUO Plan	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: Based on analysis of the President's public remarks, text of speeches, presentations, and Annual Report that speak directly to curriculum/ assessment matters, in particular, and institutional effectiveness, in general which further incorporates the activities and project objectives in meeting the College's Dedicated Planning strategic goals. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written In %):**	10/08/2012 - N=6 As for the Dedicated Planning initiative, as stated in the President's November 2012 Institutional Strategic Master Plan (ISMP) educational campaign, "provides a means to measure progress towards attaining the vision of the College each year through systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels. The documents review, as well as the survey findings reported earlier, indicate that the President is committed to progressing this initiative. **Summary of Result Type:** Criterion Met **Data Collection Status/Summary of Result Status:**	03/07/2012 - (-) On November 17, 2011, Public Law 31-134 was passed which transferred the 314 acres of land located in Mangilao, on the back road to Anderson, to the Guam Ancestral Lands Commission. The land was originally transferred from the United States through the US Department of Education to GCC. (-) On November 30, 2011, the Governor signed an MOU between GCC and the Guam Energy Office for a $500,000 sub-grant. The sub-grant will be used to retrofit the

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written In %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
reflects/incorporates: Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** ISMPs are inclusive of the President's goals approved by the Board of Trustees.	Based on the GCC 2009-2014 ISMP, 80% of reviewed documents will point to the President's involvement in furthering the strategic initative - Dedicated Planning. The President will facilitate better integration of various stakeholders' voices for advancing the mission & vision of the college through assessment & reaccreditation. **Budget-Related Proposed Outcomes:** Budget is well managed, college open door policy is maintained, and advisory committee have input on curriculum.	Open **Budget Implications:** Over $5,000 **Budget Related Performance Indicators:** President ensures fiscal responsibility, open flow of information, & curriculum is relevant to Guam's workforce needs. **Related Documents:** TRMA MasterPlan PRESENTATION.pdf Public Law 31-134 Bill 206 testimony.pdf 2011 Annual Report OPA Audit 2012 Evaluation Report	Student Center and the Foundation Building with photovoltaic solar panels. The funding is from ARRA Energy Efficiency and Conservation Block Grant. (-) During FY2012, the College will complete its Campus Master Plan. Included in this plan is the Institutional Strategic Master Plan, Facility Master Plan, the Enterprises Architecture, the Information Technology Strategic Plan, and the 5 year Resource Plan. (-) Other small capital improvement projects are planned for FY2012, such as A/C replacement, lighting retrofits, building elastomeric roof coating, restroom renovations, demolition of old Student Health Center building, safety issues and ADA compliance issues. These projects address the repair and maintenance requirements needed. (-) GCC has received high marks for the 11th consecutive year from independent auditors and from the Office of the Public Auditor for being fiscally responsible with the local and federal taxpayer dollars given to the institution. The OPA audit of GCC for FY 2011 is available at www.guamopa.org **Implementation Status:** 03/07/2012 - The President provides leadership & direction

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			Implementation Status: to the campus community and will take steps to educate the campus community on the institutional iniatives, the accrediatation process, and the effect all planning documents have on the alignment of our resources to our strategic plan.
	Task Name: President/CEO **Task Description:** Physical resources are used to support student learning programs & services and to improve institutional effectiveness.		
Office of the President - FA13-SP14 Retention and Completion - AUO#1: 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. **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **AUO Status:** Currently being assessed **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** The IAUOs in tiIhe IPresident IIAssessment Plan are ilinked to the four I(4) initiatives found I iin itIhe I IISMP.	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on retention and completion, educational value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC which also incorporates further the activities and project objectives towards meeting GCC's vision for the college's Retention and Completion strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** Based on GCC's 2014-2020 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic iniative - Retention & Completion. **Budget-Related Proposed Outcomes:** GCC promotes lifelong learning, civic, and social responsibility, leadership and career		

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	growth.		
	Related Documents: 20132014convocationscriptscombin ed.pdf		
	Task Name: Collect President's public remarks, speeches, presentations **Task Description:** Esther be sure to save all the President's evidence for assessment.		
Office of the President - FA13-SP14 Conducive Learning Environment - AUO#2 Transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success. **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **AUO Status:** Currently being assessed **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** The IAUOs in tuhe IPresident IIAssessment Plan are IIinked to IIthe four I(4) initiatives found I iin the IISMP.	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: The review of the President's public remarks, text of speeches, and presentations about GCC, that speak to heighten learning, and institutional effectiveness which incorporates further GCC's vision for the college's Conducive Learning Environment strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** Based on GCC's 2014-2020 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative Conducive Learning Environment. **Budget-Related Proposed Outcomes:** GCC is committed to education, inquiry and service in order to meet our students' ever growing and changing needs. **Related Documents:** ISMP		
	Task Name: Collect President's public remarks, speeches, presentations		

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Task Description: Esther be sure to save all the President's evidence for assessment.		
Office of the President - FA13-SP14 Improvement and Accountability - AUO#3 Enhance the existing integrated planning, review, and evaluation process that provides the allocation of resources based on assessment results and college-wide priorities that boost improvement and accountability. **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **AUO Status:** Currently being assessed **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** The ıAUOs in tıhe ıPresident ıasAssessment Plan are ılinked to ıthe four ı(4) initiatives found ı ıin the ı ıISMP.	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: Based on analysis of the President's public remarks, text of speeches, presentations, and Annual Report that incorporate the activities and project objectives in meeting the college's Improvement and Accountability strategic goals. **Type of** **Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** Based on GCC's 2014-2020 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative – Improvement and Accountability. The President will facilitate better integration of various stakeholders' voices for advancing the mission and vision of the college through assessment and reaccreditation. **Budget-Related Proposed Outcomes:** GCC fosters intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community. **Related Documents:** 13TH AIAR		
	Task Name: Esther be sure to save all the President's evidence for assessment. **Task Description:** Collect President's public remarks,		

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	speeches, presentations		

Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Office of the President - FA13-SP14 Visibility and Engagement - AUO#4 Promote the Guam Community College brand to achieve regional, national, and international recognition. **Start Date:** 10/14/2013 **End Date:** 03/09/2015 **AUO Status:** Currently being assessed **Program SLO/AUO/SSUO Plan reflects/incorporates:** Institutional Strategic Master Plan (ISMP) **Notes from the pull/drop down list** The rAUOs in tuhe rPresident iiAssessment Plan are rlinked to rthe four r(4) initiatives found I iin rthe r iISMP.	**Artifact/Instrument/Rubric/Method/Tool Description:** DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on resilience, education value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC, which also incorporates further GCC's vision for the college's Visibility and Engagement strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review **Criterion (Written in %):** Based on GCC's 2014-2020 ISMP, 85% of reviwed documents will point to the President's involvement in furthering the strategic initiative - Visibility and Engagement. The President will strengthen the college's visibility in the community, by communicating its strengths, successes, and accomplishments to solidify its mission. **Budget-Related Proposed Outcomes:** To be judged successful because of the educational services it provides students, the service it provides employers, and the assistance it provide the community internationally and globally. **Related Documents:** GCC Recruitment Video **Task Name:** Collect President's public remarks, speeches, presentations **Task Description:** Esther be sure to save all the President's		

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Administrative Unit Outcomes (AUOs)	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	evidence for assessment.		

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GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – January 10, 2014, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I.   CALL TO ORDER

1. Roll Call
2. Recital of Mission Statement

II.   APPROVAL OF MINUTES

1.   Monthly Meeting of December 6, 2013

III.   COMMUNICATIONS

IV.   PUBLIC DISCUSSION

V.   REPORTS

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

VI.   UNFINISHED BUSINESS

1.   Construction Projects Updates
   - Building 200 (Renovation), Building 100 and Forensic Lab

VII.   NEW BUSINESS

    1.   Policy updates
        a. Mission Statement Board Policy #100
        b. A Guide to the Selection & Appointment of Guam Community College Trustees – Policy #195
        c. Financial Board Policies (Series 200)
    2.   AIER – Status update on BOT Assessment
    3.   Prior Learning Assessment Policy (1st reading)
    4.   Institutional Strategic Master Plan – Resolution
    5.   President's Travel Request (February 2014)

VIII.   EXECUTIVE SESSION

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

IX.   ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of December 6, 2013

Minutes

I.   CALL TO ORDER
1.   The monthly meeting of the GCC Board of Trustees on December 6, 2013, was called to order at 10:10 a.m., by Chairwoman Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

2.   **Roll Call.** Trustees Present: Ms. Deborah C. Belanger; Mr. Frank P. Arriola; Mr. Richard P. Sablan; Mr. John Benito; Mr. Steven Alvarez, Student Trustee; Mr. Frederick Tupaz, Faculty Advisory Member.

Not in attendance: Ms. Gina Ramos *(schedule conflict)*; Mr. Kenneth Bautista, Support Staff Advisory Member *(on medical leave)*.

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President, Academic Affairs Division; Ms. Carmen Santos, Vice President, Finance and Administration; Attorney Matthew Kane, Legal Counsel; Ms. Jayne Flores, Assistant Director, Communications & Promotions.

Recital of Mission Statement. Board members recited the Mission Statement: *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.*

II.   APPROVAL OF MINUTES – October 25, 2013.

MOTION
IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, AND SECONDED BY TRUSTEE STEVEN ALVAREZ, THAT THE BOARD APPROVE THE MEETING MINUTES OF OCTOBER 25, 2013, SUBJECT TO CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

III.   COMMUNICATIONS- There was none.

IV.   PUBLIC DISCUSSION – There were no requests made.

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

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

-FY2014: As of Dec. 6, 2013, the College received approximately $1.2 Million from the General Fund, $124,000 received from the LPN/Vocational Guidance fund; none received from MDF; $24,000 received from TAF account and $43,000 from TAF supplemental.

-Total received is approximately $1.3 Million, which equates to about 8% of the allotment schedule.

-Received the remaining $1Million from the TAF for last fiscal year.

-The President submitted a request to Department of Administration regarding the overpayment of approximately $300,000 from the MDF. Requesting BBMR to release the 6% reserve from the General Fund for the last fiscal year by offsetting it with the MDF overage. Will be meeting with the Governor but has been off-island, however, will continue to follow up on the 6% reserve for release.

Capital Improvement Projects and other activities: President Okada reported the following:

-CIP: College has initiated the purchase order for the A&E design for the Maintenance & Wellness Center facility.

-Met with EPA for clean up of the firing range and possible funding for mitigation.

-A protest was received for campus internet connectivity. Documents will be forwarded to legal counsel.

-Will continue to work on FY2014 CIP projects, Facilities Administrator will be submitting all of the scope of work to procurement by December 18, 2013 for bid processing.

-Energy audit recommendations such as air-conditioning and light replacements are a work in progress.

-FY2015 Budget is currently being worked on and will be presented to the Board sometime in February 2014.

-Compact Impact Report for GCC has decreased about 13% and has been submitted to the Governor's office.

-A College Assembly was held November 22, 2013 reporting on the Institutional Strategic Master Plan/Mission Statement due for updates. College community was informed to provide comments/input, which are due today, December 6, 2013. A copy of the presentation will be provided to the Board.

-Dr. Ray Somera completed the PPEC report for ACCJC.

-The President attended the Asia Pacific Association for Fiduciary Studies (APAFS) in Manila, P.I. November 2013. There will be training for Fiduciary Essential Certification for GCC business office employees, including both FBOG and BOT members for sometime in January 2014.

-While the President was in Hawaii, she met with Gail Fujita, Economic and Development Representative.

-To date, 54 College constituents have completed the ACCJC Accreditation Basics. The campus wide deadline to complete is December 2014. Chair Deborah Belanger completed and received a certificate but all Board members are encouraged to complete this online before the deadline.

-Naming Opportunity pledges received November 2013: $100,000 remaining balance from Bank of Guam as their final installment; $20,000 remaining balance from Lou Leon Guerrero; $10,000 from Bello Enterprises; and other naming opportunity donations. $100,000 donation received from Take Care.

2.   Monthly Activities Report

Student Trustee: Student Trustee Steven Alvarez reported as follows:

-Trustee Alvarez is now a certified student leader, along with the COPSA President, after attending the NCSL conference in Louisiana in November 2013. Chair Belanger requested that he submit documents from the conference to include in his trip report. Trustee Alvarez further explained he learned about some of the different colleges and was able to network with other students.

-Preparing for spring semester orientation.

Faculty Advisory Member: Mr. Fred Tupaz reported as follows:

-Job specifications committee is working collaboratively with faculty and administration in aligning job description with BOT/Faculty agreement.

-Closing out the semester and looking forward to Spring.

-Thanked Board members and all who supported the John K. Lee 5K. Approximately $14,000 was raised. This will be an annual event with support from First Hawaiian Bank as the main sponsor, including support from the GCC Foundation.

-Donations were made to the ALEE shelter and now requesting for specific donation items for next time around.

Support Staff Advisory Member: The President reported that Trustee Kenneth Bautista is off-island recovering due to medical reasons. She also reported that Mr. Richard Duque, a GCC MIS employee, recently passed away.

3.   Board of Trustees Community Outreach Report. The following Trustees attended:

-National Association of Women in Construction (NAWIC), December 2013; and Guam Society of Professional Engineers-attended by Trustee Frank Arriola.

-John K. Lee 5K, November 8, 2013, and GCC College Assembly, Nov. 22, 2013-attended by Chair Belanger.

VI.   UNFINISHED BUSINESS

1.   Construction Projects Updates.

-Building 200 (Renovation)-The President reported the FEMA award grant notification was received.

-Still waiting on MOA between Homeland Security on the administrative services support funding provided by the College.

-Building 100 and Forensic Lab Extension Loan-The USDA loan has been reduced to $5 Million due to rise in interest rate.

VII.   NEW BUSINESS.

1.   BOT Election – new officers. The Guam Community College Board of Trustees for the next term January 2014 through December 2015 nominated and elected new officers and made a motion, as follow:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE JOHN BENITO THAT TRUSTEE DEBORAH BELANGER BE NOMINATED AS THE CHAIRPERSON; TRUSTEE DEBORAH BELANGER MOVED AND SECONDED BY TRUSTEEE FRANK ARRIOLA TO NOMINATE TRUSTEE JOHN BENITO AS THE VICE CHAIRPERSON; TRUSTEE FRANK ARRIOLA MOVED AND SECONDED BY JOHN BENITO TO NOMINATE TRUSTEE RICHARD SABLAN AS TREASURER; TRUSTEE DEBORAH BELANGER MOVED TO NOMINATE FRANK ARRIOLA AS SECRETARY.

THERE BEING NO FURTHER NOMINATIONS THE FOLLOWING WERE VOTED AS THE GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES FOR THE TERM JANUARY 2014 THROUGH DECEMBER 2015:

DEBORAH BELANGER, CHAIRPERSON
JOHN BENITO, VICE CHAIRPERSON
FRANK ARRIOLA, SECRETARY
RICHARD SABLAN, TREASURER.

NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

2.   Travel Request (December 2013 – March 2014). For the record, part of the President's travel request was the trip to Honolulu, Hawaii in November 2013, which was previously approved by the Board via electronic vote and included as part of the following motion:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST FOR DECEMBER 2013-MARCH 2014, INCLUDING THE NOVEMBER 2013 TRIP TO HAWAII. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At approximately 10:42 a.m., the meeting went into Executive Session.

VIII.   EXECUTIVE SESSION
    1.   Personnel Matters
    2.   Labor Management Relations
    3.   Legal Matters

At 11:00 a.m., the meeting reconvened to open session.

MOTION
IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At this time, Chairwoman Belanger, on behalf of the Board mentioned the following:
-Extended condolences to the family of the late Richard Duque, a former GCC employee.
-Extended get-well wishes to Mr. Kenneth Bautista.

IX.   ADJOURNMENT

MOTION
IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE JOHN BENITO THAT THE MEETING OF DECEMBER 6, 2013, BE ADJOURNED.   NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

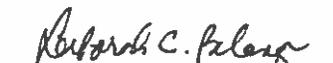There being no further discussions, the meeting of December 6, 2013, adjourned at approximately 11:01 a.m.

SUBMITTED BY:

BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:

FRANK P. ARRIOLA
Secretary

APPROVED BY:

DEBORAH C. BELANGER
Chairperson

Guam Community College
Board of Trustees

Mission Statement

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

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

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

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

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

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

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

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

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

Guam Community College Mission Statement

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

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidăt Guăhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikăt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananăgui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

The mission is achieved by accomplishing the following goals:

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 conducive facility 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 process that provides 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.

Amended & Adopted: January 10, 2014; Resolution 3-2014
Amended & Adopted: May 5, 2011 (Chamorro translation)
Re-examined & Adopted: February 9, 2011; Resolution 5-2011
Adopted: March 11, 2009; Resolution 17-2009
Amended & Adopted: September 5, 2008; Resolution: 12-2008
Re-examined & Adopted: January 25, 2007; Resolution 1-2007
Adopted: February 9, 2005; Resolution 3-2005

GUIDELINES FOR STUDENT TRUSTEE ELIGIBILITY AND ELECTION

I. SELECTION COMMITTEE
The Dean responsible for Student Services will appoint a Selection Committee to oversee the elections for the Student Trustee. The Committee will consist of an Associate Dean representing Student Services, the GCC Registrar, the Program Coordinator for the Center for Student Involvement (CSI), and the Program Specialist for the Center for Student Involvement who will serve as the Chairperson.

II. ELIGIBILITY REQUIREMENTS FOR STUDENT TRUSTEE
1. Shall be a declared GCC postsecondary student currently enrolled in at least two (2) GCC postsecondary courses. (Minimum of six [6] credits).
2. Shall submit proof of current enrollment (class schedule, tuition payment receipt).
3. Shall commit to enrolling in at least two (2) GCC postsecondary courses (minimum of six [6] credits per semester) for each regular semester of service and provide proof of enrollment (class schedule, tuition payment receipt) to the CSI office. (A regular semester is defined as the Fall and Spring semesters.)
4. Shall have attended GCC as a postsecondary student for a minimum of one regular semester immediately prior to running for this position and completed the regular semester term with a Grade Point Average (GPA) of 2.0 or better.
5. Shall have a minimum, cumulative GPA of 2.0 or better when declaring candidacy, and must maintain a minimum 2.0 GPA throughout every regular semester of service as the Student Trustee.
6. Shall not be on academic probation (failing to achieve a 2.0 for a regular semester term).
7. Shall have the Center for Student Involvement take your photo to be used on posters and the ballots.
8. Shall deliver a campaign speech at all the scheduled Campaign Forums.
9. Shall not be convicted of a felony.
10. Shall submit a resume, an Application for Candidacy form, and a signed Declaration of Candidacy form.
11. Shall not be a full-time Guam Community College or Government of Guam employee.
12. Shall attend and fully and actively participate in all the Leadership Training Workshops conducted by the Center for Student Involvement, along with the elected COPSA Officers, from May through April.
13. Shall be advised that the above eligibility must be reviewed, guided by FERPA regulations, and certified by the Selection Committee.

III. VOTER ELIGIBILITY
Officially registered, full-time or part-time, declared or undeclared, GCC postsecondary or Adult High School student as defined in the GCC Catalog.

IV. VOTING PROCESS

1. The Dean responsible for Student Services via the Selection Committee:
   a. Announces the election to be held within the month of April. (Exceptions to conducting the elections in April can be made by an approved motion of the GCC Board of Trustees.)
   b. Ensures that ballots are developed.
   c. Ensures campaign activities are conducted in accordance with all rules.
   d. Ensures elections are conducted in accordance with all rules.
   e. Ensures the tabulation is conducted in accordance with all rules.
   f. Certifies the results.
2. The Program Specialist for the Center for Student Involvement submits the election results to the President of GCC, via the Dean responsible for Student Services and the Academic Affairs Division Vice President. The GCC President forwards the report to the GCC Board of Trustees.
3. The Board of Trustees issues a Certificate of Election to the candidate with the highest number of votes. The Certificate of Election will serve as a contract of commitment.

V. TERM OF OFFICE, REQUIREMENTS AND DISMISSAL

1. Term of office:
   a. Officially sworn in during the first Board of Trustees regular meeting in May; and
   b. Term will end after the last Board of Trustees regular meeting April.
2. Requirements:
   a. Abide by the GCC Board of Trustees Policy No. 115 (Code of Ethics and Conduct);
   b. Maintain all eligibility requirements throughout their term of office;
   c. Attend all Guam Community College Board of Trustees meetings and retreats;
   d. Attend all COPSA Commission and General Membership meetings and report any information that was discussed and/or approved by the Board of Trustees regarding student activities, concerns and needs;
   e. Report to the Board of Trustees all activities that COPSA will be sponsoring or attending and any student concerns; and
   f. Serve as the student representative on the Committee on College Assessment.
3. Dismissal:
   a. Dismissed from the position if he or she does not maintain a minimum, cumulative GPA of 2.0 or better or does not maintain a 2.0 GPA at the end of each regular semester of service;
   b. Dismissed from the position if he or she has more than two unexcused absences for regularly scheduled Board of Trustees meetings;
   c. Dismissed from the position if he or she has more than two unexcused absences for regularly scheduled COPSA Commission and General Membership meetings.

VI. REPLACEMENT OF STUDENT TRUSTEE

If the Student Trustee is unable to complete the term, the Dean responsible for Student Services will offer the position to the Student Trustee candidate who received the second highest number of votes in the most recent election only if that candidate received at least 20% of the total votes cast. Should the candidate who received the second highest number of votes be a write-in candidate who received at least 20% of the total votes cast, he/she can only be certified as the new Student Trustee pending submission of the required documents necessary to certify his/her eligibility. If either of those candidates cannot complete the term of the original Student Trustee, the Dean responsible for Student Services will convene the Selection Committee within two weeks of a declared vacancy within a regular semester, to conduct another election to fill the remainder of the term unless the vacancy occurs within two months of a regularly scheduled election. If the vacancy occurs in the summer, a special election will occur within the first four (4) weeks of the Fall semester.

RULES FOR CONDUCTING STUDENT TRUSTEE ELECTIONS

I. CAMPAIGNING

1. Open Student Assemblies are permitted, but must be coordinated with the Center for Student Involvement.
2. Campaigning in the hallways is allowed provided that the noise level does not interrupt any classes.
3. Posters can be placed in designated areas once approved by the Office of Communications and Promotions, the Center for Student Involvement and the Student Support Services office.
4. No campaigning can occur in classrooms during scheduled instructional time.
5. On Election Day, no one can campaign closer than 25 feet from the polling area.

II. VOTING

1. Students must present their current GCC student I.D. card, or another form of photo identification showing their full name, in order to vote.
2. Once identification is verified, student voters must sign a voter registry which confirms they are an officially registered GCC student. (The Registrar will provide the registry.)
3. A ballot will be issued for the student to vote.
4. The voter will be afforded privacy for completing the ballot.
5. The completed ballot is to be placed in a locked ballot box by the voter.
6. A GCC staff member must be present at the voting site throughout the entire election. A student or students may assist, but must first be approved by the Center for Student Involvement. The Center for Student Involvement designee is responsible for organizing the work assignments.
7. Candidates are allowed to have one representative to observe the process. However, the observers are not allowed to intervene or campaign during the process. They may report any discrepancy to their candidate or to members of the Selection Committee.
8. All elections must be conducted on campus.

III. ELECTION CHALLENGES

The following process will be followed when filing challenges to the election:

A. The Candidate filing the challenge must do so in writing and address the challenge to the Selection Committee within two (2) working days from the election date.
B. The Selection Committee will render a decision on the challenge within two (2) working days from the date of the candidate's filed challenge.
C. Should the candidate filing the challenge deem the decision of the Selection Committee unacceptable, an appeal can then be filed within two (2) working days of the decision with the Dean responsible for Student Services. The Dean responsible for Student Services will render a decision, in writing, within two (2) working days from receipt of the appeal.
D. If the decision rendered by the Dean responsible for Student Services is deemed unacceptable by the candidate, an appeal can then be filed within two (2) working days of the decision with the Academic Affairs Division Vice President whose finding will be final. This final decision will be forwarded to the challenger within two (2) working days.

IV.   TABULATION OF VOTES

A.   The ballots will be counted immediately after the polls close. If warranted by circumstances beyond our control, the box will be secured in the Center for Student Involvement until the next time that tabulation can resume.

B.   The Tabulation Team will be chosen by the Program Specialist for the Center for Student Involvement and will be composed of two Student Organization Advisors, one staff, a postsecondary student identified by the Center for Student Involvement, and the Program Specialist for the Center for Student Involvement.

C.   The results of the tabulation and all ballots must be presented to the Selection Committee for their approval. A summary sheet of the tabulation will be prepared to include total number of votes that were received, results by each candidate, number of votes that were disqualified and specific reasons for disqualification. Candidates are allowed to have one representative present to observe the process.

D.   The Tabulation Team is prohibited from announcing any results or providing any information to the candidates, supporters or others not specifically authorized to receive such information. The results will only be presented to the Selection Committee.

E.   If there is no declared candidate, should a write-in candidate receive at least 20% of the total votes cast, the Selection Committee can certify the write-in candidate as the winner, pending submission of the required documents necessary to certify his/her eligibility.

V.   ANNOUNCEMENT OF ELECTION RESULTS

The Center for Student Involvement Program Specialist will introduce the elected candidate to the Dean responsible for Student Services, who in turn will introduce the candidate to the Academic Affairs Division Vice President. The Academic Affairs Division Vice President will then introduce the candidate to the President of the College, who will then introduce the candidate to the Board of Trustees. The President of the College, on behalf of the Board of Trustees, will announce the selected candidate to the college community.

VI.   APPLICABILITY OF RULES

The above rules are applicable to the Student Trustee elections at Guam Community College and must be followed without deviation.

Center for Student Involvement   Tel: 735-5518.9

2014 Student Trustee Election: Cover Letter. Guidelines, Rules, Declaration. Application. and Code of Conduct   Page 5 of 9

DECLARATION OF CANDIDACY FOR STUDENT TRUSTEE POSITION

I hereby declare that the following is true and correct:

A.   I am a declared GCC postsecondary student currently enrolled in at least two (2) GCC postsecondary courses. (Minimum of six [6] credits)

B.   I have submitted proof of current enrollment (class schedule, tuition payment receipt).

C.   I will commit to enrolling in at least two (2) GCC postsecondary courses (minimum of six [6] credits per semester) for each regular semester of service and provide proof of enrollment (class schedule, tuition payment receipt) to the CSI Office. (A regular semester is defined as the Fall and Spring semesters.)

D.   I have attended a minimum of one regular semester at GCC as a postsecondary student immediately prior to running for this position and completed this regular semester term with a GPA of 2.0 or better.

E.   I have a minimum, cumulative GPA of 2.0 or better when declaring candidacy and will maintain this minimum 2.0 GPA throughout every regular semester of service.

F.   I am not on academic probation.

G.   I will have the Center for Student Involvement take my photo to be used on posters and the ballots.

H.   I will deliver a campaign speech at all the scheduled Campaign Forums.

I.   I have not been convicted of a felony.

J.   I have submitted a current resume, an Application for Candidate form, and this signed Declaration of Candidacy form.

K.   I am not a full-time Guam Community College Government of Guam employee.

L.   I will attend and fully and actively participate in all the Leadership Training Workshops conducted by the Center for Student Involvement, along with the elected COPSA Officers, from May through April.

M.   I understand that my eligibility is subject to verification, guided by FERPA regulations, and that my candidacy requires the certification of the Selection Committee.

N.   I have been briefed on the minimum requirements of the position for which I am running, and the election procedures.

O.   I further understand that if I have submitted false information, I may be disqualified from this election or removed from office if I am elected.

_____

Print Full Name

_____   _____

Signature   Date

APPLICATION for Candidate

for the GCC Board of Trustees Student Trustee

As required by the Guidelines for Student Trustee Elections, please submit a <u>current resume</u>.

Name: (Last) _____ (First) _____ (Middle) _____

How would you like your name to be printed on the ballot? _____

Address:
(Home) _____

(Mailing) _____

(E-mail) _____

Contact Numbers:

(Home) _____ (Work) _____ (Cell) _____ (Pager) _____

GCC Student Identification Number: _____ Date of Birth: _____

....

Guam Community College Enrollment Status: ❑ Full-Time   ❑ Part-Time

Number of Credits attempted this semester: _____

Major (Program of Study): _____

Other College / University attending: _____

Names of Student Organizations / Membership – Positions Held: _____

_____

_____

_____

_____

Describe your Leadership Experiences: _____

_____

_____

_____

_____

List any Leadership Courses / Workshops / Seminars Taken: _____

_____

_____

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_____

Describe any Volunteer Services Rendered / Community Services provided: _____

_____

_____

_____

_____

List past experiences which qualify you for this position: _____

_____

_____

_____

_____

Why do you seek this position? _____

_____

_____

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_____

_____

GUAM COMMUNITY COLLEGE
Board of Trustees

CODE OF TRUSTEE ETHICS AND CONDUCT

WHEREAS, the Trustees recognize that the education of students is the reason for the College's existence; all other functions must support this purpose; and

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

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

1. Recognize that the primary responsibility of the Board is to govern the College in the best interests of the educational needs of the Territory.
2. Promote and encourage open, mutually supportive and accountable participation of students, faculty and staff in the governance process.
3. Communicate and promote the needs of the community to the College and the needs of the College to the community.
4. Encourage and support open access to the Board while maintaining appropriate and well-defined College communication and decision-making channels.
5. Recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the Board is as a unit; that the majority decisions of the Board shall be supported even when personally opposed; and that a single Board member has no authority to act on behalf of the Board unless so authorized.
6. Develop and maintain good relations with fellow Board members by considering and respecting their opinions and working with each other in a spirit of harmony and cooperation.
7. Maintain consistent and vigilant oversight of the College with emphasis on instructional quality, operational efficiency and fiscal stability.
8. Promote a healthy working relationship with the President through supportive, open and honest communication and regular evaluation.
9. Delegate authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.
10. Act honestly and openly at all times following the letter and intent of all applicable Local and Federal Laws and keeping the confidentiality of privileged information.
11. Avoid all conflicts of interest and the appearance of conflicts of interest and not using the position as Trustee for personal gain.
12. Devote time to educational and informational activities which will enhance one's personal ability to function effectively as a member of the Board of Trustees.
13. Maintain confidentiality of all board discussions held in closed sessions and recognize that deliberations of the board in closed sessions are not to be released or discussed in public without the prior approval of the board by majority vote.

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

Adopted: March 16, 1994
Resolution 12-94

GUAM COMMUNITY COLLEGE
Board of Trustees

SELECTION AND APPOINTMENT
OF GUAM COMMUNITY COLLEGE TRUSTEES

WHEREAS, the Board of Trustees of Guam Community College is committed to maintaining the highest standards of quality, effective governance in fulfilling its responsibilities to the students, staff, faculty, and administrators of the College and to the general Guam community; and

WHEREAS, the Board of Trustees feels that part of this effort is to assure the appointment of new qualified members to the Board of Trustees by communicating its standards to the appointing and confirming authorities, namely the Governor of Guam and the Guam Legislature; and

WHEREAS, the Board of Trustees is directed by Public Law 25-39 to develop procedures for election of the student members.....; and

WHEREAS, the Association of Community College Trustees (ACCT) has produced guidelines regarding the election and appointment of community college trustees; and

WHEREAS, the Board of Trustees has developed guidelines for student trustee election, in keeping with the ACCT recommendations;

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees hereby adopts the standards and principles of the ACCT guide to assist it in recommending qualified persons to the Governor of Guam;

BE IT FURTHER RESOLVED, that the Board of Trustees adopts the guidelines for student trustee election to the Board of Trustees;

BE IT FURTHER RESOLVED, that except for the Student Trustee, when a vacancy in the Board of Trustees is expected within three months, the Board of Trustees shall forward to the Governor of Guam the name or names of candidates who meet the criteria of the guide and who are representative of the specific category of the potential vacancy as specified in Guam Community College's enabling legislation, Public Law 14-77;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the Chairperson shall cause to communicate said policy and guidelines to the Governor of Guam and the Chairperson of the Education Committee of the Guam Legislature with a letter explaining the intent and purpose of the policy;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the President shall communicate said policy and guidelines for student trustee election to the Board of Trustees to the Guam Community College faculty, staff, and students.

Amended & Adopted: January 10, 2014
Resolution 5-2014
Amended & Adopted: August 17, 2011
Resolution 9-2011

Amended & Adopted: September 5, 2008
Resolution 35-2008
Adopted: February 7, 1996
Resolution 2-96
Amended: July 14, 1999

GUAM COMMUNITY COLLEGE
Board of Trustees

ACTING PRESIDENT

WHEREAS, the President serves in a dual capacity as President of the College and as Executive Officer of the Board of Trustees; and

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

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

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

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

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

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

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

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

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

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

Guam Community College
Board of Trustees
Resolution ___ -2014

PRIOR LEARNING ASSESSMENT

WHEREAS, GCC recognizes the value of non-traditional college-level learning such as Prior Learning Assessment (PLA); and

WHEREAS, Prior Learning Assessment is defined as a structured process for colleges to assess and validate a learner's prior learning and competencies; and

WHEREAS, the College recognizes that students may have had prior learning experiences, which might translate to academic credit; and

WHEREAS, the College adheres to the following standards for assessing experience for awarding college credit:
- Credit should be awarded only for learning, and not for experience.
- College credit should be awarded only for college-level learning.
- Credit should be awarded only for learning that has a balance, is appropriate to the subject, and lies between the theory and practical application of the subject.
- The determination of competence levels, and of credit awards must be made by appropriate subject matter and academic experts.
- Credit should be appropriate to the academic context in which it is accepted; and

WHEREAS, since 1977, GCC has officially recognized "Non-Traditional and Sponsored Learning" as a legitimate way of earning college level credit; and

WHEREAS, since 1977, GCC has awarded credit to students for "Non-Traditional and Sponsored Learning" such as credit by examination, external examination, transfer credit, military education, prior learning, and work experience; and

WHEREAS, GCC's institutional philosophy includes, but is not limited, to providing each and every individual seeking an education at the College the opportunity to develop his or her greatest potential by offering courses and programs that are characterized by:
- Responsiveness to the educational and cultural needs of the community;
- Affirmative action for nontraditional students; and
- Currency and relevance through Continuing Education and Lifelong Learning; and

WHEREAS, GCC is committed to student success that lead to increased graduation rates; and

WHEREAS, GCC believes, through established research studies, that students who receive credit via PLA have a higher chance of completing their program of study towards an industry certificate, a certificate or degree; and

WHEREAS, GCC needs to consolidate its PLA practices into one central policy to conform to accreditation standards and best practices.

NOW, THEREFORE, BE IT RESOLVED, that Guam Community College hereby adopts a consolidated policy governing recommended standards of practice in Prior Learning Assessment (PLA).

ADOPTED the ___ day of _____, 2014.

_____
DEBORAH C. BELANGER
Chairperson

ATTESTED BY:

_____
FRANK P. ARRIOLA
Secretary

GUAM COMMUNITY COLLEGE
Board of Trustees

INSTITUTIONAL STRATEGIC MASTER PLAN

WHEREAS, Guam Community College has developed an Institutional Strategic Master Plan (ISMP) as the central planning document for the College directing critical steps in achieving overall excellence in career and technical workforce development for the years 2014 through 2020; and

WHEREAS, the ISMP incorporates the feedback and recommendations from the entire College community as part of the College's participatory governance process providing the opportunity for informed faculty, staff, and student participation and collaboration in college affairs; and

WHEREAS, the ISMP and its companion documents address the growth and continuing support of academic and career and technical education programs at Guam Community College for Guam and the region; and

WHEREAS, the ISMP supports the College's Mission Statement as approved and adopted by the Board of Trustees on January 10, 2014.

NOW, THEREFORE, BE IT RESOLVED, that the Institutional Strategic Master Plan, and its companion documents, is recognized as the central planning document for the College.

BE IT FURTHER RESOLVED, that the ISMP is designed to be a living document, subject to a simultaneous review of the College's Mission Statement every six years.

Re-examined & Adopted: January 10, 2014
Resolution 1-2014

Adopted: June 6, 2006
Resolution No: 10-2006

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

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

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfåfache'cho' ya u na' guåguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

Core Values: GCC's strength and success are driven by the following values:

1. **Diversity:** We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

2. **Accountability:** We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

3. **Service:** We support and recognize service at all levels of the College. We strive to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

4. **Integrity:** We hold high standards of character and integrity as the foundations upon which the College is created.

5. **Learning-Centered:** We foster intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.

6. **Student-Focused:** We are committed to education, inquiry and service in order to meet our students' ever growing and changing needs. We promote lifelong learning, civic and social responsibility, leadership, and career growth.

Goals: At Guam Community College, the following four goals will direct our critical steps in achieving overall excellence in career and technical workforce development for the years 2014 through 2020:

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 conducive facility 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 process that provides 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.

Goal 1: 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: There has been increasing emphasis in recent years on moving away from traditional teaching toward student-centered learning. The student-centered model of teaching requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, different abilities and talents. Learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior experience and knowledge. Learning relies upon how well teachers and students interact personally. A teacher's recognition of student identities and a student's recognition of a teacher's leadership in learning are both needed for effective learning. Building upon the reciprocal recognition of students and teachers as partners in a shared venture, students come to learn how teaching can be done effectively in various ways, and teachers come to understand how learning variously occurs. To achieve the goal of providing a student-centered educational experience that fosters retention and success, two specific initiatives are included in the ISMP:

Initiative 1: <u>Incorporate the student-centered learning model into the curriculum and the classroom:</u> The student-centered learning curriculum must be designed to focus on the students' needs, abilities, interests, and learning styles placing the teacher as a facilitator of learning. Student-centered learning allows students to actively participate in discovery learning processes from an autonomous point of view and engage in hands-on problem solving where they can draw their own conclusion, or develop their own learning based on self-direction. Creating a student-centered classroom environment is not considered an easy task. Studies reveal that one of the most complex factors in a student-centered classroom is that of maintaining balance. Student-centered teaching methods shift the focus of activity from the teacher to the learner. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, debate, or brainstorm during class, cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability, and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. The success in teaching depends on the student's desire to learn. Faculty need to present subject matter content in meaningful contexts that can integrate critical thinking, problem-solving, discovery, definition of tasks and accomplishment of those tasks.

Initiative 2: <u>Strengthen the professional development support for faculty to effectively implement the student-centered teaching method:</u> Scholars and researchers continuously perform research on how to enhance and improve student success. Educational delivery methods and models (including distance learning) are constantly being studied for effectiveness and efficiency. As instructional delivery methods and models are proven to be effective, they are disseminated to the teachers for implementation in the classroom. Effective implementation of

these methods and models cannot be achieved unless intensive training is provided and made available to the teachers. Faculty must be provided the opportunity to attend workshops and conferences on student-centered learning and teaching. Equally important to training is support. Support is vital in the areas of technology and logistics. The enhancement of academic programs, quality, and outcomes is dependent upon state-of-the-art technology and environmentally safe and comfortable classrooms.

Faculty must possess a deep understanding of the developmental characteristics of their students as well as how students learn to be effective partners in the learning process. A student-centered teacher is trained to design learning experiences that explicitly link essential concepts and skills to students' current understanding and natural curiosity about the topics being presented. The student-centered teacher helps students discover the power of their own minds to work in their own ways to achieve success.

Goal 2: Transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success: Transforming our campus into a conducive facility for learning and teaching and fostering a sense of family oriented employees committed to student access and success is dependent upon a well-developed facilities master plan. The master plan should contain building construction and renovation plans, as well as facilities improvements anticipated to meet the long-term needs of the College. The plan should be focused 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.

Equally important to a well-developed facilities master plan for student access and success is a well-developed technology master plan. The technology master plan should be developed to promote and support the efficient and effective application of computer technology to enhance the administrative operations and delivery of educational programs at the College. The master plan should include support for computing equipment, software, information, and training and support for the technical expertise to carry forward the mission of the College.

To achieve the goal of transforming our campus into a conducive facility for learning and teaching, two specific initiatives are included in the ISMP:

Initiative 1: Enhance and monitor the College's facilities master plan to keep pace with institutional growth and educational projections and priorities: The College needs to envision the facilities needs of the future to accommodate the College's educational projections and priorities. The College must ensure that facilities are in adequate condition and capacity to accommodate current programs and distribution of class offerings. The maintenance of sufficient classrooms to meet scheduling needs and evening programs plays a critical part in providing our students with a conducive and comfortable learning environment.

Initiative 2: <u>Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance:</u> The College's participatory governance process serves as an important element in carrying out the goals and initiatives of the College's mission. The process emphasizes the broad participation of employees at all levels (i.e., administrators, faculty and staff) and students to make meaningful contributions to the planning and decision-making processes and seeks to broaden the range of people who have access to such opportunities. The participatory governance process serves as a catalyst that generates the enthusiasm for employees to be committed to providing students with access and success in accomplishing their educational goals. The employees of the College must understand their role in participatory governance in order to achieve the spirit of cooperation, collaboration, and collegiality to promote the vision, mission, and values of the College. The collaborative and effective processes of planning, implementation, and evaluation through the participatory governance process will exemplify the College's commitment to student learning and achievement, continuous improvement and institutional excellence.

Goal 3: Enhance the existing integrated planning, review, and evaluation process that provide for the allocation of resources based on assessment results and college-wide priorities in order to boost improvement and accountability: The College needs to enhance and strengthen its existing integrated planning, review, and evaluation process in order to evaluate resource allocation and determine appropriate adjustments. One approach of integrating planning, review, and evaluation of resource allocation is through the development of a financial/resource allocation master plan or review of an existing master plan. The master plan should advance the fundamental objectives of the institution's strategic master plan. The master plan should also be aligned with institutional priorities and be able to reallocate resources to those programs and activities that most closely match the priorities of promoting excellence and efficiency at all levels and placing focus on the quality of the educational programs and services the College provides. To integrate planning, review, and evaluation of the College's reallocation processes, two specific initiatives are included in the ISMP, namely:

Initiative 1: <u>Update the College's existing institutional financial/resource allocation master plan to align with the College's new Institutional Strategic Master Plan's vision, mission, and goals:</u> The realization of the College's new vision, mission, and goals is dependent upon a carefully crafted and executed plan to maximize the use of available resources and increase administrative efficiency of all of the College's operations. Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. In updating the financial/resource master plan, state-of-the-art information technology must be utilized to ensure that institutional data are accurate and available for effective planning and decision-making processes.

Initiative 2: <u>Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process:</u> To evaluate the effectiveness of the College's resource allocation process, it must review and evaluate the degree to which resources

are being allocated in a transparent and cost-effective manner. Evaluation and review must relate to each department's/unit's progress in meeting the institution's mission and goals. The program review process has been proven to be an effective tool to evaluate the effectiveness of programs and services and to insure that the College keeps quality improvement at the forefront of college activities. Program review and unit assessment must be utilized as the key tools in evaluating the effectiveness of the College's resource allocation process. The program review and institutional assessment process serves as the foundation upon which departments/units develop a platform to advocate for their needs in achieving educational excellence. Program review and assessment provide the product for data-driven information for college-wide decision-making and resource allocation.

Goal 4: Promote the Guam Community College brand to achieve regional, national, and international recognition: Within the next six years GCC needs to expand its horizon to be internationally and globally recognized as a premier higher education institution that provides quality and proven educational and workforce development programs. The College needs to invest in improving and expanding its mode of educational delivery and provide access not only on the local and regional level but also, in the immediate future, on the international level as well. In order to achieve this monumental goal, two specific initiatives are included in the ISMP:

Initiative 1: Market and highlight the GCC brand: Re-launch a strengthened branding campaign to provide awareness of the educational and workforce development programs offered at the College. Develop a marketing video showcasing the College's facilities, real time classroom action, student testimonials, technology-equipped classrooms and state-of-the-art student center and learning resources center. GCC's low-cost tuition and fees as part of a two-plus-two formula for those wanting to continue their post-secondary education should also be highlighted.

Initiative 2: Promote internationalizing our campus: The quest of internationalizing our campus begins right at home here at GCC. GCC is a diverse campus community with faculty, administrators, staff, and students coming from different ethnic backgrounds of the neighboring islands of Micronesia, and the countries of the Philippines, Korea, China, Japan, and the Chamorro people of Guam and the Northern Marianas. Internationalizing our campus begins with implementing the following tenets and perspectives:

1. When we internationalize our campus, we learn, support, and build on the existing languages, cultures, and histories of Guam's diverse peoples;

2. When we internationalize our campus, we develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;

3. When we internationalize our campus, we construct viable and robust educational and economic regional and international partnerships; and

4. When we internationalize our campus, we fortify the college's role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.

Because of our diverse campus community, the College should set aside a day to honor and celebrate diversity. The College should research and write the history of GCC from its humble beginning and its origin as the Guam Trade School in the 1950s and its transformation to the community college that it is at present.

These initiatives are intended to improve awareness of GCC on both the national and international level. They also serve as a strategy to increase enrollment and revenue generating opportunities and reduce financial dependence on the Government of Guam. GCC needs to pursue a variety of ways to improve and strengthen its revenue generating opportunities, including aggressive grant-writing and pursuing endowment programs for the College. For all these initiatives, specific performance metrics are to be established to measure success in improving local, regional and international awareness of the "GCC Brand."

PRESIDENT'S TRAVEL SCHEDULE
February 2014

Conference Title	Date	Location	Sponsor:
Achieving the Dream Conference	February 24-27, 2014	Orlando, FL	Krege Foundation

Funding Source:
*100% Krege Foundation

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

INSTITUTIONAL STRATEGIC MASTER PLAN (ISMP) 2009-2014
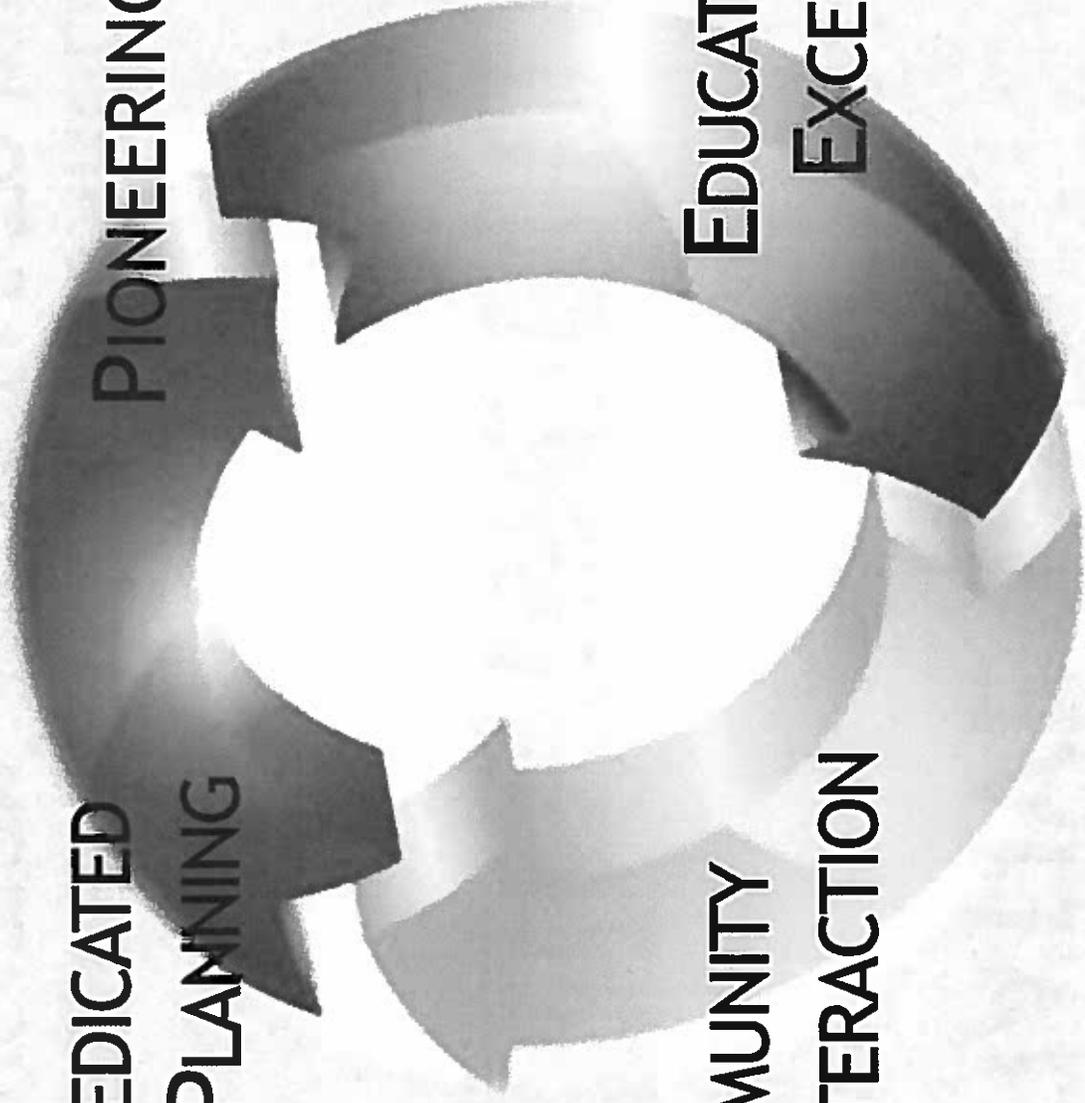
Friday, November 22, 2013
Multi-Purpose Auditorium

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

CLOSING THE LOOP

ISMP 2009~2014

DEDICATED PLANNING

PIONEERING

EDUCATIONAL EXCELLENCE

COMMUNITY INTERACTION

Initiative I ~

Pioneering

IDENTIFY CAREER, TECHNOLOGY, EDUCATION, AND SKILLS TO IMPROVE GUAM'S WORKFORCE

Pioneering

Identify employer needs assessment	Develop program to partner with workforce training providers

➢ Develop needs assessment

➢ Create program to partner

Pioneering ~ Closing the Loop

⮞ Develop needs assessment

⮞ Create program to partner

Annual survey [continuous]

Networking activities [ongoing]

INITIATIVE II ~

Educational Excellence

SUSTAINED ACCREDITATION THROUGH ASSESSMENT AND PROGRAM REVIEW

Educational Excellence

STRATEGIES

➢ Sustained accreditation

➢ Link program review, assessment, institutional planning & resource allocation to SLOs

Reaffirmation of accreditation status

SLO driven courses & programs

Assessment for programmatic change

Educational Excellence ~ Closing the Loop

- CEWD course assessment

- Participatory Governance Self Assessment Report

- Direct resource allocation linked with assessment

➤ Sustained accreditation

Educational Excellence ~ Closing the Loop

➢ Link program review, assessment, institutional planning & resource allocation to SLOs

Curriculum Manual

Technology Plan | DE Plan [ongoing]

Resource allocation based on program review [ongoing]

Curriculum integrity [ongoing]

Implement electronic storage [ongoing]

INITIATIVE III ~

Community
Interaction

IMPROVE AWARENESS & INCREASE PUBLIC AND FISCAL SUPPORT

Community Interaction

➢ Enhance GCC's brand identity

➢ Increase & improve student retention

Community awareness & affinity for GCC

Support of GCC's vision

Diverse resources

Community Interaction

	STRATEGIES
Grant funding	➢ Grow Programs / Go Green / Give Now
Support "green" events	
Workplace Giving Program	➢ Outreach program
Increase Outreach Programs	➢ Enrollment Campaign

Community Interaction ~ Closing the Loop

Marketing survey [continuous]

➢ Enhance GCC's brand identity

Branding campaign [continuous]

➢ Increase & improve student retention

Awareness of college activities [continuous]

Community Interaction ~ **Closing the Loop**

Grant submittals
- Grow Programs / Go Green / Give Now

Renewable energy grants
- Outreach program

Workplace Giving participation
- Enrollment Campaign

Community interaction

INITIATIVE IV ~

Dedicated Planning

MEASURE PROGRESS THROUGH A SYSTEMATIC REVIEW & EVALUATION PROCESS

Dedicated Planning

STRATEGIES

- Develop measurement orientation program

- Utilize assessment planning cycle

Improve institutional effectiveness

Qualitative assessments

Dedicated Planning ~ Closing the Loop

➢ Develop measurement orientation program

> Tool & process (TracDat) [ongoing]

➢ Utilize assessment planning cycle

> Process/timeline/template to measure institutional effectiveness [ongoing]

GCC
2014–2020
Institutional
Strategic
Master
Plan

2014-2020 ISMP

GOAL 1
Retention and Completion

Student-Centered Learning

Professional Development

2014-2020 ISMP

GOAL 2

Conducive Learning Environment

Physical Master Plan

Participatory Governance

2014-2020 ISMP

GOAL 3

Improvement
and
Accountability

Financial/Resource Allocation Master Plan

Resource Allocation

2014-2020 ISMP

GOAL 4

Visibility and Engagement

The GCC Brand

Internationalizing GCC

The GCC Wellness Center