2017-2021

Strategic Resource Plan

GUAM**COMMUNITY**COLLEGE

GUAM COMMUNITY COLLEGE
STRATEGIC RESOURCE PLAN
2017-2021

Vision

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 education institution and finest secondary and postsecondary basic educational institution serving the island's adult community. Its excellence will be recognized for its service to employers, employees and the community at large.

Mission

GCC 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 Kumunidå't Guåhan, i mas takhilo' mamanguen fina'che'cho' yan i teknikat na kinahulo' i mamfáfa'che'cho' ya u na'guáguåha nu i manákhilo' yan manmaolek na tiningo' ni I manmafananagui yan i fina'nå'guen cho'cho' para Maikronisiha.

EXECUTIVE SUMMARY

This document represents a Five-Year Strategic Resource Plan (FYSRP) that sets forth a framework for the Board of Trustees and the College administration to examine future implications of major financial decisions. GCC's annual planning cycle integrates priorities and key initiatives articulated in the college's Institutional Strategic Master Plan (ISMP), Program, Course, Student Services, and Administrative Unit Assessment Plans and Program Review, and other institutional plans with the resources necessary to meet strategic planning objectives. This document is updated every five years and is divided into three sections.

1) **Summary.** Integrates the assumptions and summarizes conclusions reached in this five-year resource plan.
2) **Projections and Assumptions.** The five-year projections included are for all local and federal funds of the College except those that are self-supporting such as the Auxiliary and Restricted Funds.
3) **Historical Data.** Summarizes the financial history to determine trends and used as a basis for many of the assumptions within the plan.

Major Operating Funds

The major operating funds of the College are the Appropriated and Non-Appropriated Funds. The major sources of revenue for these funds consist of local Government of Guam appropriations and tuition and fees (non-appropriated) funding. The increase in revenue assumptions used for appropriated and non-appropriated funding are summarized in *Chart 1: Percent change in revenue from prior fiscal year* on the next page.

Local Government of Guam Appropriations

Based on the Governor of Guam, *I Maga'lahen Guåhan,* budget for fiscal year 2017, a predicted moderate to increased growth pace is forecasted for Guam in 2017 and the next few years[1]. Therefore, the College conservatively forecasts no growth in its local appropriation budget beyond a conservative rate of inflation of 3%.

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[1] Three areas that will affect the economic outlook of the island: (1) Department of Defense construction: Contracts have averaged around $240 million annually, and indicators of new construction will see continued construction growths; (2) Tourism: Increase in visitors from Korea and China due to direct flights and new carriers entering the market. This coupled with the completion of the Dusit Thani in 2015,

Chart 1. Percent change in revenue from prior fiscal year
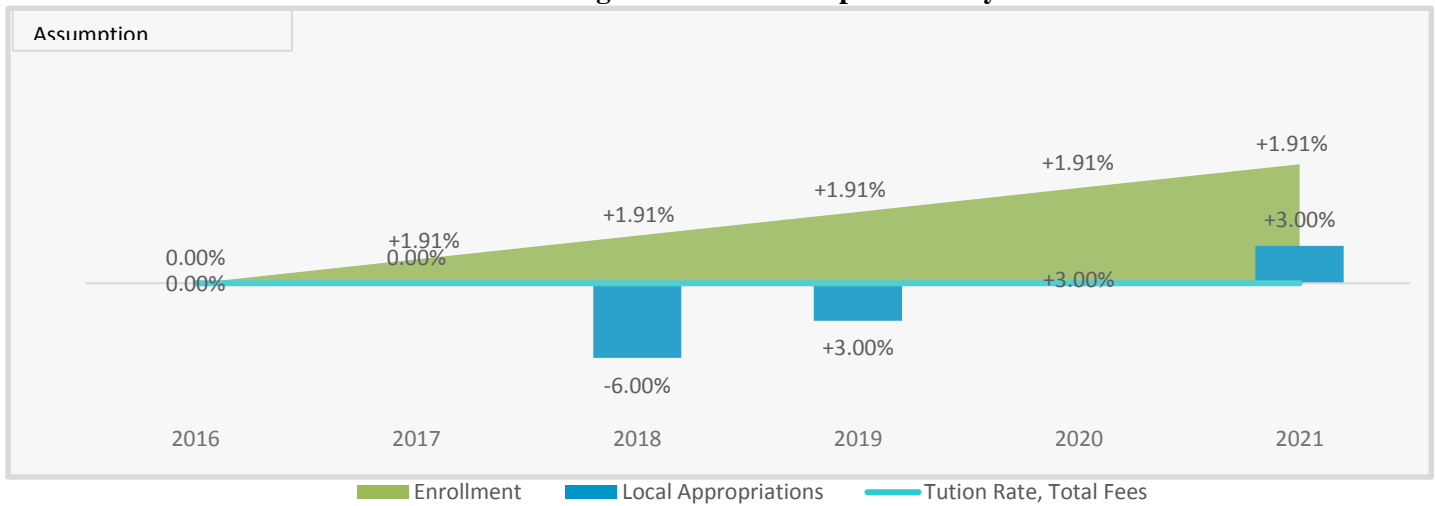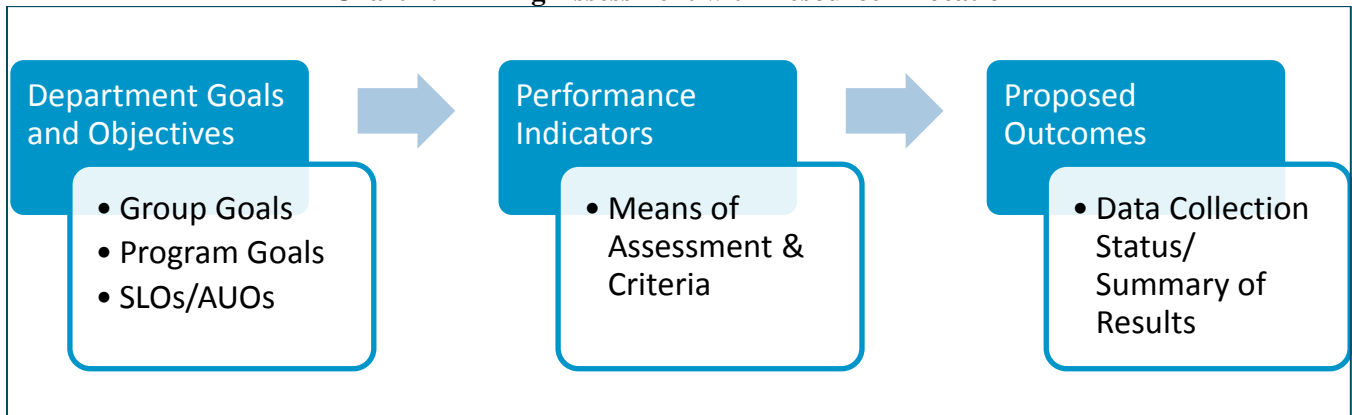

*Baseline is fiscal year 2016.
*There is no expected increase to tuition rates and student fees. Course lab fees are subject to change.

Sources of revenue for GCC operating funds:

Of the entire Government of Guam budget, education encompasses 38%, of which the College accounts for 2%. The allocation of the general fund to the College for its operations and the licensed practical nursing and vocational guidance programs is computed by the Government of Guam Bureau of Budget and Management (BBMR) and the Legislative Office of Finance and Budget (OFB). The College's local appropriation funds primarily support personnel, utilities, and major contractual services.

The College submits an annual budget request to BBMR and OFB on February 15 of each year for the following fiscal year. The annual budget is partially based on each department's need, which is justified through using a data-driven dedicated planning process (3DP). The planning process links strategic planning, budgeting, and planning for institutional growth needs with program review, assessment and the self-study process. In addition, departments may submit a growth budget request for related programmatic growth initiatives. The College's Business Office reviews and incorporates requests into the College's annual budget request. The Board of Trustees reviews and approves the final budget.
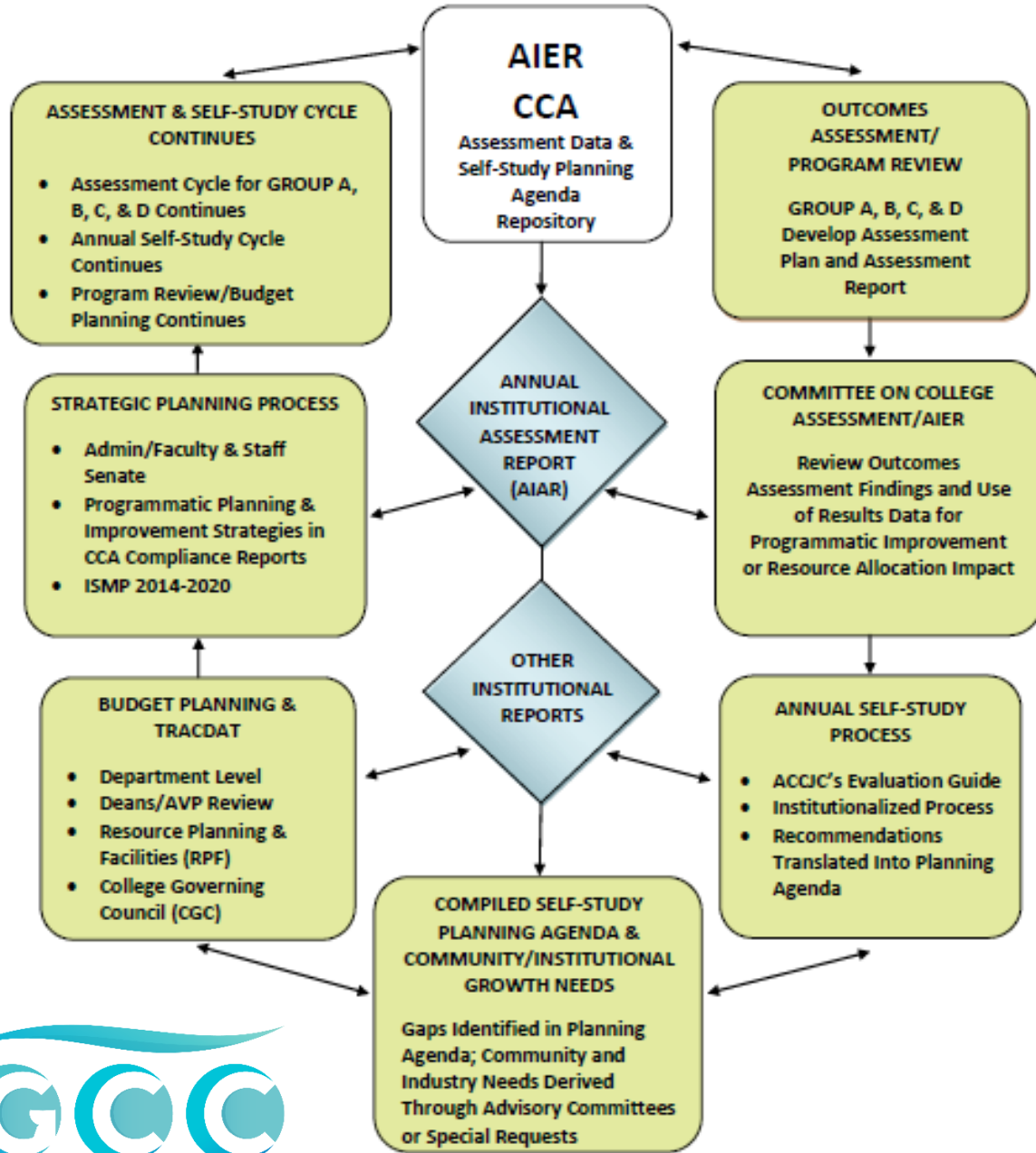
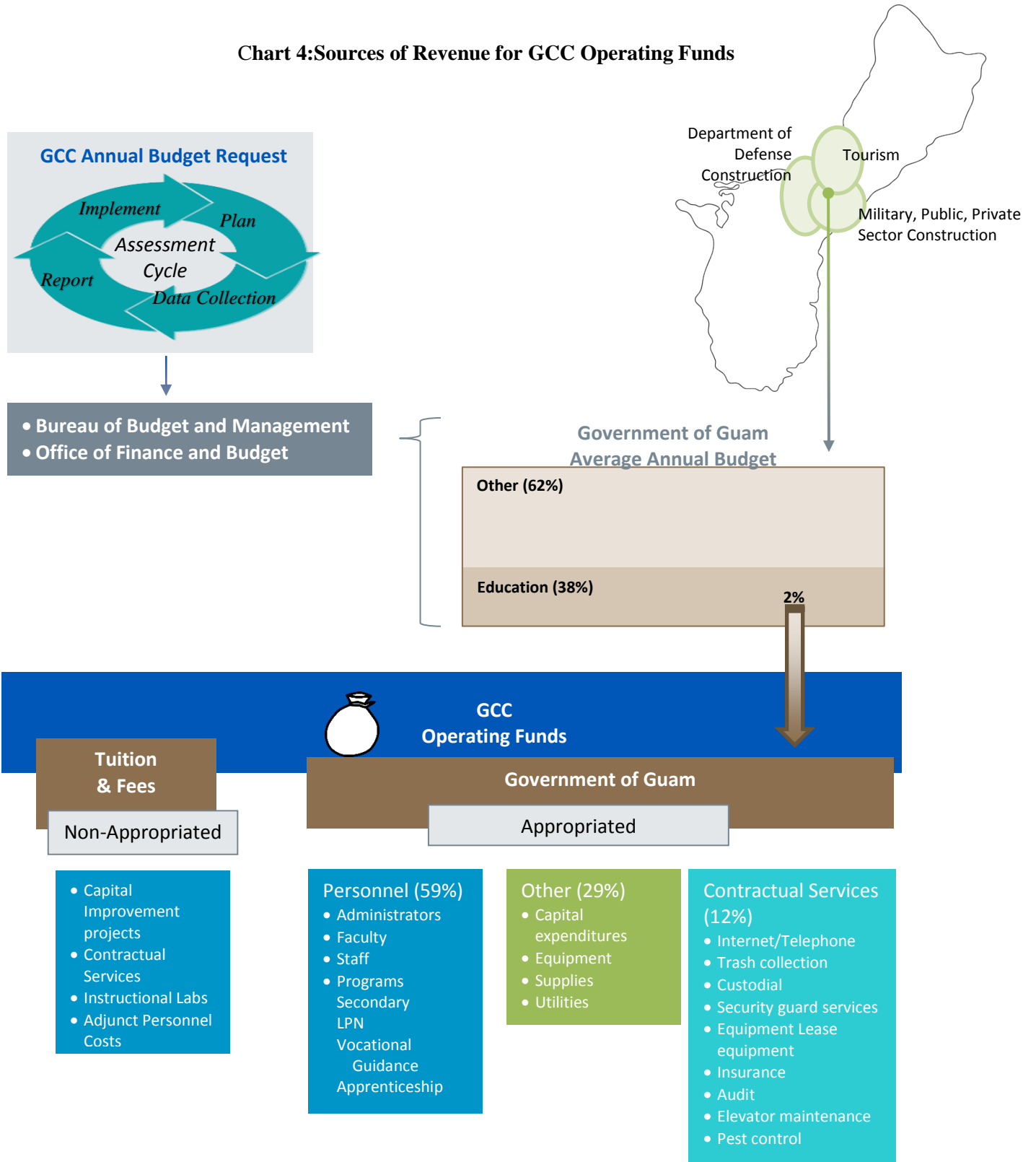**Chart 2: Linking Assessment with Resource Allocation**

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providing more hotel rooms for the tourism industry; and (3) Construction for military, public, and private sectors: Published military projects from 2016 and continuing into 2017 totaled $277 million.
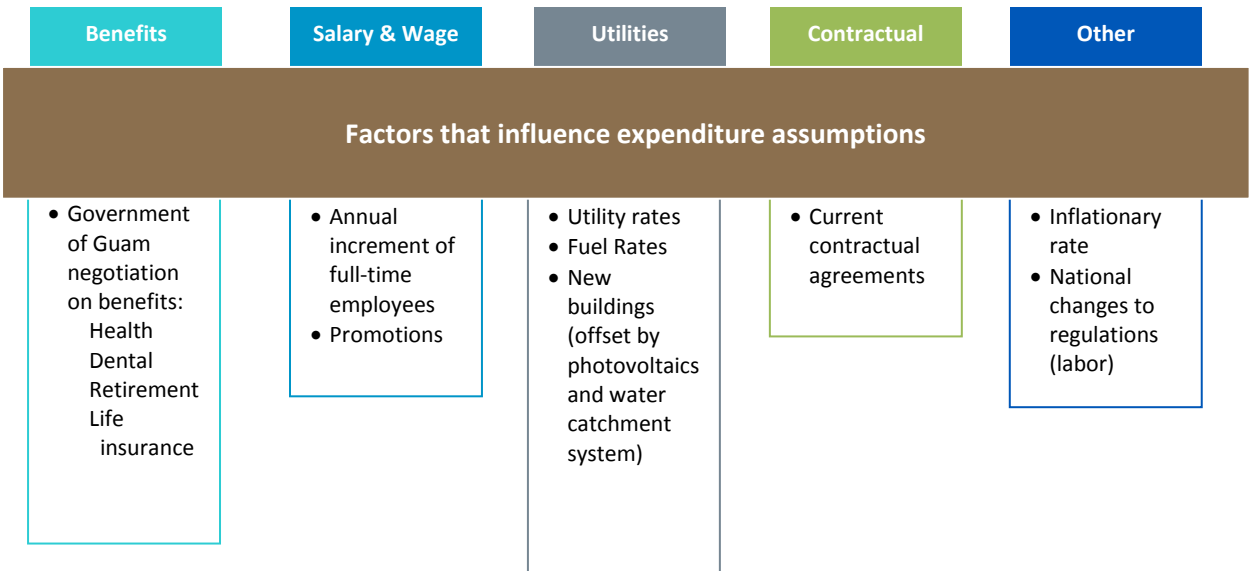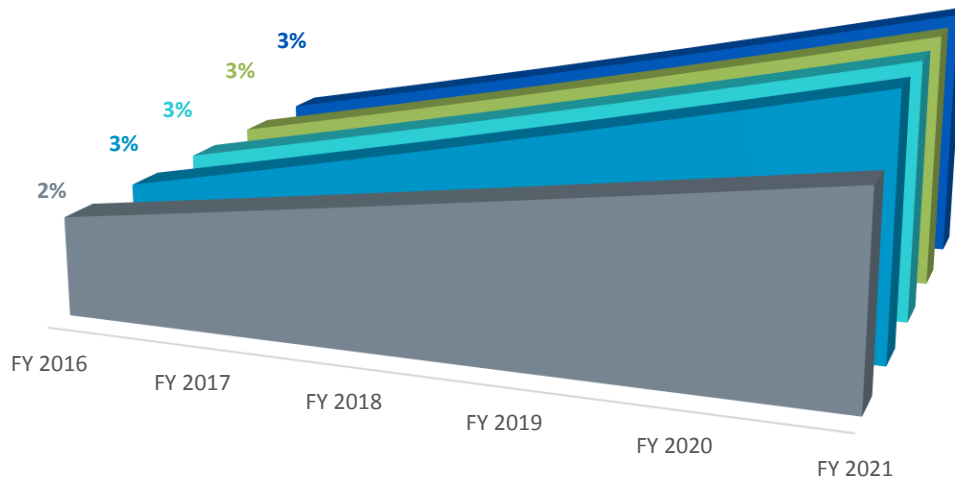
Chart 3: GCC's 3DP Process:

DATA-DRIVEN DEDICATED PLANNING (3DP) PROCESS

AIER

CCA

Assessment Data & Self-Study Planning Agenda Repository

ASSESSMENT & SELF-STUDY CYCLE CONTINUES

- Assessment Cycle for GROUP A, B, C, & D Continues
- Annual Self-Study Cycle Continues
- Program Review/Budget Planning Continues

OUTCOMES ASSESSMENT/ PROGRAM REVIEW

GROUP A, B, C, & D Develop Assessment Plan and Assessment Report

STRATEGIC PLANNING PROCESS

- Admin/Faculty & Staff Senate
- Programmatic Planning & Improvement Strategies in CCA Compliance Reports
- ISMP 2014-2020

ANNUAL INSTITUTIONAL ASSESSMENT REPORT (AIAR)

COMMITTEE ON COLLEGE ASSESSMENT/AIER

Review Outcomes Assessment Findings and Use of Results Data for Programmatic Improvement or Resource Allocation Impact

BUDGET PLANNING & TRACDAT

- Department Level
- Deans/AVP Review
- Resource Planning & Facilities (RPF)
- College Governing Council (CGC)

OTHER INSTITUTIONAL REPORTS

ANNUAL SELF-STUDY PROCESS

- ACCJC's Evaluation Guide
- Institutionalized Process
- Recommendations Translated Into Planning Agenda

COMPILED SELF-STUDY PLANNING AGENDA & COMMUNITY/INSTITUTIONAL GROWTH NEEDS

Gaps Identified in Planning Agenda; Community and Industry Needs Derived Through Advisory Committees or Special Requests

GCC

GUAM**COMMUNITY**COLLEGE

Chart 4:Sources of Revenue for GCC Operating Funds

GCC Annual Budget Request

Implement — Plan
Assessment Cycle
Report — Data Collection

Department of Defense Construction

Tourism

Military, Public, Private Sector Construction

- **Bureau of Budget and Management**
- **Office of Finance and Budget**

Government of Guam Average Annual Budget

Other (62%)
Education (38%)

2%

GCC Operating Funds

Government of Guam

Tuition & Fees

Non-Appropriated

Appropriated

- Capital Improvement projects
- Contractual Services
- Instructional Labs
- Adjunct Personnel Costs

Personnel (59%)
- Administrators
- Faculty
- Staff
- Programs
  Secondary
  LPN
  Vocational
    Guidance
  Apprenticeship

Other (29%)
- Capital expenditures
- Equipment
- Supplies
- Utilities

Contractual Services (12%)
- Internet/Telephone
- Trash collection
- Custodial
- Security guard services
- Equipment Lease equipment
- Insurance
- Audit
- Elevator maintenance
- Pest control

Chart 5: Annual percent change in Expenditures

Benefits	Salary & Wage	Utilities	Contractual	Other
Factors that influence expenditure assumptions				
• Government of Guam negotiation on benefits: Health Dental Retirement Life insurance	• Annual increment of full-time employees • Promotions	• Utility rates • Fuel Rates • New buildings (offset by photovoltaics and water catchment system)	• Current contractual agreements	• Inflationary rate • National changes to regulations (labor)

Projections and Assumptions

GCA Chapter 7, Title 22, §7120 allocates 70% of the Manpower Development Fund (MDF) to GCC, however the amount appropriated is based on estimates and adjusted by the Government of Guam Department of Administration based on actual cash collections. MDF revenues are generated from annual registration fee collected for non-immigrant temporary workers or H-2B Workers. The approval rates of H2-B workers by the US Citizenship and Immigration Services has declined from 95% approval in 2015 to currently less than 5% approval. Thus, the funding from MDF revenues is predicted to decline significantly in 2018 and future years.

Table 1: Actual Appropriations (2012 thru 2016)

| Appropriations	2012	2013	2014	2015	2016
General Fund					
Authorized	$13,296,517	$ 13,301,611	$14,261,859	$ 16,376,571	$ 18,003,072
Actual	12,501,508	12,503,514	14,683,574	16,376,571	14,746,723
LPN/Vocational Guidance					
Authorized	705,058	705,058	782,570	782,570	835,600
Actual	655,704	662,754	743,442	782,570	693,276
Manpower Development Fund					
Authorized	1,688,448	1,688,448	1,770,203	988,586	879,906
Actual	787,712	894,981	708,692	988,586	879,906
GF Apprenticeship Supplemental					
Authorized	-	-	-	1,132,850	374,951
Actual	-	-	-	1,132,850	374,951
TAF					
Authorized	24,154	24,154	24,154	24,154	24,154
Actual	24,154	24,154	24,154	24,154	24,154
TAF Supplemental					
Authorized	-	1,500,000	522,241	-	-
Actual	-	1,500,000	496,129	-	-
Authorized	$15,714,177	$17,219,271	$17,361,027	$19,304,731	$20,117,683
Actual	$13,969,078	$15,585,403	$15,427,016	$19,304,731	$16,719,010

NOTE: Differences between actual and authorized amounts is due to GovGuam reserves.

Tuition and Fees. In Fall 2016 and Fall 2012, credit hours increased by 3% and 12%, respectively. From Fall 2013 to Fall 2015, credit hours decreased on average 3.33%, annually. Currently, the Spring 2017 semester postsecondary enrollment number has decreased by approximately 14% with a decrease of approximately 16% in credit hours when compared to the Fall 2016 semester. Based on this information enrollment has stabilized. As detailed in The Projections of Fall Enrollment to 2022 report developed by AIER, enrollment is expected to be approximately 1.9% per academic year.

Chart 6: Unduplicated Fall and Spring Enrollment
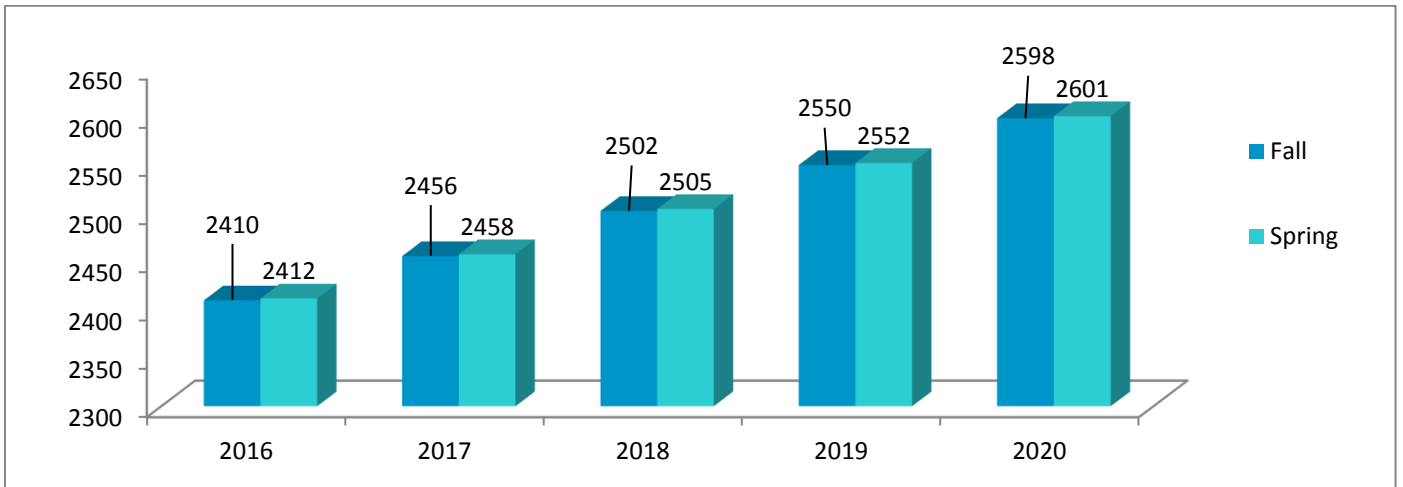
Chart 7: Percent change in fall enrollment from prior year
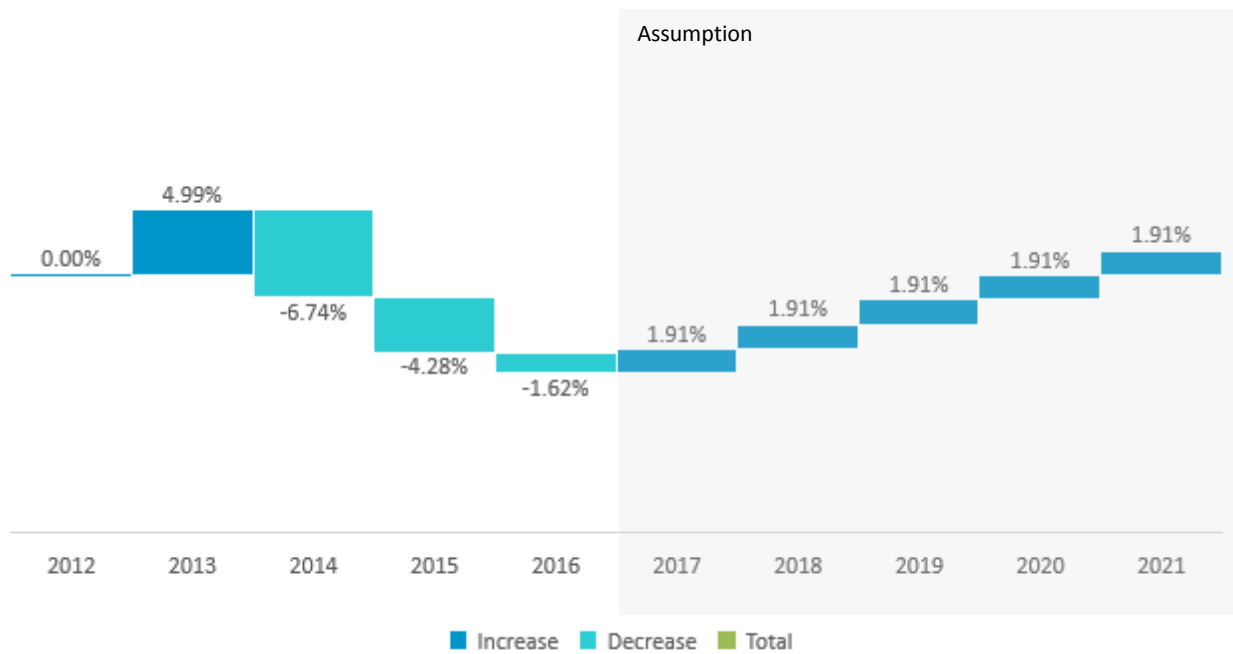
Source: GCC Fact Book, Volume 11

Fall 2011 was the last time the College increased its tuition and fees based on a 5 year plan adopted by the Board of Trustees in March 9, 2006 (Resolution 5-2006). At that time, the College increased Tuition and Fees from $110 to $130 per credit hour – an 18.2% increase. The College does not anticipate any additional increases in tuition and fees in the near future. However, as budgets are developed annually, the need for tuition and fee increases will be reviewed as part of the budget process. Based on *Table 2: Comparison of Fall 2011 and 2017 Regional*

College/University Tuition Rates below, GCC's $130 per credit tuition and fees is competitive as compared with other Colleges within the Pacific region area which range from $105 - $210 per credit hour.

Table 2: Comparison of Fall 2011 & 2017 Regional College/University Tuition Rates

College/University	2011 Cost per Credit Hour	2017 Cost Per Credit Hour
Guam Community College	$130/credit	$130/credit
University of Guam	$190/credit	$210/credit
Northern Marianas College	$95/credit	$128.25/credit
Hawaii Community College	$97/credit	$126/credit
Honolulu Community College	$97/credit	$126/credit
Kapiolani Community College	$97/credit	$126/credit
College of the Marshall Islands	$97/credit	$130/credit
Palau Community College	$110/credit	$110/credit
College of Micronesia – FSM	$105/credit	$105/credit

Maximum Pell awards have increased steadily over the past 6 years annually by 1% to 2%, with $5,815 for academic year 2016-2017. Federal cuts by the Trump administration include decreased funding for SEOG and Federal Work Study grant awards. Further federal cuts could include cuts to Pell awards affecting 55% to 65% of students who rely on Pell as their funding source for tuition, fees, and books. The US DOE changes to the financial aid grant programs will continue to be monitored closely.

Expenditure Assumptions
In 2016, College operated with 246 full-time personnel positions consisting of 112 faculty, 35 administrators, and 97 staff. There has been no major growth in the total number of employees over the past few years. This does not include the 91 adjunct faculty members hired to teach additional postsecondary courses. The College's local appropriation funds are used to provide personnel and other resources to the five secondary high schools and the post-secondary programs. The College continues to receive funding for the Licensed Practical Nursing (LPN) and Vocational Guidance programs. The LPN program addresses the islands' continued need to develop and train students for the Allied Health fields. The additional funding also places Vocational Counselors in each of the six public high schools to provide information to students about the career and technical opportunities available from the College. The College continues to receive funds from the Manpower Development Fund to support the apprenticeship programs which served 560, 528, and 459 apprentices in 74, 84, and 81 employers for Fall 2016, 2015, and 2014, respectively.

Table 3: GCC Employee Counts- 2012 thru 2016

Fulltime Employees					
Employee Classification	**2012**	**2013**	**2014**	**2015**	**2016**
Staff	89	95	104	97	95
Administrators	34	35	35	32	35
Faculty	115	114	115	114	112
Fulltime employee totals	238	244	254	243	242
Faculty	**2012**	**2013**	**2014**	**2015**	**2016**
Full-time	115	114	115	114	112
Adjunct	94	84	79	57	91
Faculty Total	209	198	194	171	203

Source: GCC Fact Book, Volume 11

For the operating funds of the College, the largest expenditure is personnel costs. Currently, personnel costs represent 51% of the total operating expenses of the College and consist of salaries and mandated Government of

Guam benefits of retirement, medical, dental, and life insurance. Following personnel costs (salaries, wages, and benefits) is contractual expenditures which accounts for approximately 7.2% of budgeted expenditures. Contractual expenditures cover trash collection, custodial, security guard services, lease of photocopying equipment, insurance, audit, grass cutting, and pest control. Capital expenditures, equipment, supplies, utilities and other make up the balance of the expenditures. The following summarizes the expenditure assumptions for operational expenditures used in the five-year resource plan.

Table 4: Percentage Change in Expenditures- FY2016 thru FY2020

	CHANGE					
EXPENDITURES	**FY2016**	**FY2017**	**FY2018**	**FY2019**	**FY2020**	**FY2021**
Salaries and Wages	3%	3%	3%	3%	3%	3%
Benefits	3%	3%	3%	3%	3%	3%
Contractual Expenditures	3%	3%	3%	3%	3%	3%
Utilities	2%	2%	2%	2%	2%	2%
Other Expenditures	3%	3%	3%	3%	3%	3%

(Note: Instructional expenditures are expected. Change will reflect enrollment changes of 1.9%)

The Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Guam Community College Board of Trustees 2017-2023 covers faculty, both instructional and non-instructional in the secondary and postsecondary environments. Full-time permanent classified staff is covered under the Government of Guam Civil Service Commission. Administrators' salaries and wages are governed by the GCC Board of Trustees. Annual increments for fulltime employees range from between 3%-4%, not inclusive of promotion costs. Annual salaries and benefits increases from FY2011-2016 averaged 5%. The increases in salaries, wages, and benefits are based on the average historical increase over the past 5 years. The increases from current contractual agreements have been used in the projections. The College relies on the government of Guam to negotiate its health, dental, retirement, and life insurance benefits. Other expenditures are budgeted with minimal increase for FY2017 and at an estimated inflationary rate of 3% per each year after.

FY17 Utilities is budgeted for a minimal 2% increase considering increases in utility rates, fuel rates, and those associated to the new buildings that will be placed into service, which will be offset with savings from sustainability measures such as photovoltaics and water catchment systems. The amount allocated for capital improvement projects will expand and contract in line with the budgets allocated through the non-appropriated funds.

Grants. The office of Development and Alumni is tasked to develop grant proposals on behalf of the College. Grants will include support for the implementation of key projects such as GCC's Banner system, recruitment, sustainability projects, and furniture and other CIP projects.

GCC is the State Agency for WIOA (in partnership with Guam Department of Labor, 2016 WIOA State Plan for the Territory of Guam), Title II, Adult Education and Family Literacy Act and Carl D. Perkins IV. As such, eligible providers may submit an application requesting for these Federal funds to support and implement new innovative activities related to adult or career and technical education programs. The Planning and Development Office administers these grants and announces the availability of funds annually. GCC will continue to monitor these two grants, awarded by the US Department of Education (USDOE), as the federal government requirements are changing. GCC annually receives approximately $1 million to support programmatic endeavors to support Adult and Career and Technical Education in the secondary and post-secondary environments. It is projected that because of GCC's designation as both the State and Local Educational Agency awards to GCC from USDOE will continue to support resource planning.

Capital Expenditures

Short Term. Funding for repair and upkeep of the College's aging buildings has been through local appropriated and non-appropriated unrestricted funds. Through the Planning and Development Office, an annual announcement for capital improvement projects (CIP) is posted online and made at the department chairperson meetings to give faculty and non-faculty the opportunity to submit projects aside from through the regular budgetary process. CIPs are compiled and presented to the Resource, Planning, and Facilities Committee (RPF) whose members include a student, staff, faculty (Faculty Senate Chair, Senate Chair Elect, and Faculty Union Chair), dean, assistant director of planning and development, and the Vice President for Finance and Administration. RPF gives priority to critical projects to provide a conducive learning environment and work environment to the students, faculty and staff at GCC. The priority list is forwarded to the College Governing Council (CGC) for consideration. Approved projects are presented to the BOT for funding consideration. Equipment and small purchase needs are requested through the annual budget cycle requests. The College's technology and network infrastructure, including computerized classrooms, are guided by the College's Information Technology Strategic Plan priorities and the Enterprise Architecture. Technology funding is allocated under the non-appropriated funds on an annual basis from recalculation of the College Technology Fees collected. Additional funding at the departmental level for technology is requested through the annual budget process and informed by assessment results. CIP budget limits follow parameters set forth in board resolutions and calculated annually during the budget request period. The GCC Technical Opportunities Assessment Plan (a.k.a. Energy Audit) completed in February 23, 2011 has allowed GCC to include into the CIP requests, energy saving projects such as change out of light fixtures and HVAC replacements. Other projects include classroom furniture and equipment replacement, campus-wide fire alarm and mass notification system, Building 1000 restroom renovations, ADA walkway, Barrel Vault covered walkway, classroom furniture and fixture upgrades and other projects.

Long Term. Long term planning process for capital projects evolves informally and formally. The informal process (Stage I) starts with an all-inclusive discussion amongst the Vice President for Finance and Administration, Vice President for Academic Affairs, deans, assistant directors (communications and promotions, planning and development, alumni, and continuing education), and Human Resources as to the need, opportunities, possible obstacles, and sustainability of capital projects. Later, a consultant further develops a draft plan (Stage II) based on findings from these sessions and presents it to stakeholders through committees whose members include faculty, staff, and students - making certain departmental and programmatic needs are thoroughly addressed (e.g., enrollment growth, and technological and curriculum needs, etc.). The consultant then incorporates feedback and comments from faculty and non-faculty into a final draft (Stage III) prior to presenting the plan to management. Finally, sessions to roll out the plan takes place with stakeholders (Stage IV). Projects include construction of Wellness Center and Maintenance Building and renovation of Building 300.

Capital Assets and Long Term Debt. GCC's capital assets is $35,010,234 as of September 30, 2016, include property, plant, and equipment. Costs incurred for the A&E and construction of buildings not completed at the end of a fiscal year are included in CIP. The ARRA funded Student Center construction was substantially completed in October 2011 and the Foundation Building completed in later October 2012. Building 200 (Building E) renovation/construction project was completed in December 2014. The College was able to pay off the USDA Water Tank Loan in FY2013. In FY16, the College was awarded a $5,000,000 Community Facilities Direct loan from USDA for the renovation and construction of Building 100 and the Gregorio D. Perez Crime Lab extension. Building 100 renovation project was awarded in September 2016 and anticipated completion expected by January 2018. Building 100 will be connected to Building E and renamed upon completion. The Forensic DNA Building is expected to go out to bid in May 2017. The College remained current in the repayment of Learning Resource and Foundation Building construction loans from USDA and requests are reserved for long term capital projects to include construction of new buildings or major renovations of existing facilities.

Fund Balances. The College has a policy of a balanced operating budget with which it has complied. Any excess in the operating funds increases the fund balance. Through board resolution each year, funds can be used for

future instructional and academic equipment purchases or major capital projects. In addition, the college maintains reserve fund for capital improvement projects and maintains a cash balance of at least 5% unrestricted expenditures based on accreditation requirements. As of September 30, 2016, these reserves are reported in the audited financial statements.

Strategic Planning. Strategic Planning is an on-going process that ultimately culminates in the fulfillment of the GCC mission and vision long-term goals. As a living document, this strategic plan will be evaluated annually and modified as economic and environmental changes occur over the next five years. Strategic planning involves taking a holistic overview of the entire organization and responding to changes in the organization so as to more accurately respond to financial, physical, technological, and human resource needs. The goal of the strategic planning process is to provide GCC with tools and plans to anticipate and respond to change – both internal and external – to its environment. These changes are systematically evaluated and integrated into the planning processes developed by the College. The Strategic Planning process at GCC links with the ISMP, budget planning process, program review, Facility Master Plan, and Information Technology Strategic Plan, to the expected enrollment growth projected in this Strategic Resource Plan. These are evident in the assessment process which requires academic and non-academic programs and units to link departmental goals with institutional goals, through TracDat.

Linking College Goals and Priorities

Institutional Strategic Master Plan (2014-2020):
1. Retention and Completion
    a. Incorporate the student-centered learning model into the curriculum and the classroom.
    b. Strengthen the professional development support for faculty to effectively implement the student-centered teaching method.
2. Conducive Learning Environment
    a. Enhance and monitor the college's facilities master plan to keep pace with institutional growth and educational projections and priorities.
    b. Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance.
3. Improvement and Accountability
    a. Update the college's existing institutional financial/resource allocation master plan to align with the college's new institutional strategic master plan, vision, mission, and goals.
    b. Utilize the institution's assessment system and program review to evaluate the effectiveness of the college's resources allocation process.
4. Visibility and Engagement
    a. Develop a 5-year marketing plan to promote the GCC brand and to provide awareness of the educational and workforce development programs that the College has to offer.
    b. Promote internationalizing our campus.

The ISMP covers the period through 2020, and serves as a guide and plan to enable the College to realize its long term goals and initiatives. The ISMP may be found in Appendix B of this report.

The 2015-2020 Physical Master Plan found in Appendix C of this report was completed in July 2016 and presented to the Board of Trustees at the September 30, 2016 meeting. Campus discussions were held and input sought to review the document before finalizing. The Physical Master Plan serves to address the expected growth of campus facilities, classrooms, and parking due to enrollment estimates and environmental factors. Three new planning factors included the GCC Annex, Building 300 and the new ponding basin.

The Institutional Strategic Master Plan found in Appendix D of this report guides and supports the institution's mission and technology needs by identifying goals and objectives, strategies, and standards for the on-campus and distance learning environments that promote student learning outcomes and success.

The 5-Year Distance Education Strategic Plan (DESP) 2015-2020 guides the College in its distance education efforts. The impact of rapid change in educational technologies, and increased need for technological support from the College require continual assessment. The DESP 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. The DESP allows the College to carefully determine resources needed to provide access to students.

The Comprehensive Professional Development Plan (CPDP) effective in the Spring of 2016 covers the professional development needs of all the important sectors of the college, from faculty to staff to administrators. A section is also devoted to the professional development of adjunct faculty. The CPDP provides a distinct focus in which professional development is implemented with the central goals of improving instructional practices and increasing the delivery of services to our students.

The 2015-2020 organizational and academic priorities were approved on May 8, 2015 at the Joint Leadership meeting. Any changes to the institutional priorities will be modified based on community and institutional needs and reviewed annually through the participatory governance process. Institutional priorities for professional development consist of organizational and academic priorities as defined in Appendix G-Institutional Priorities.

The 2017-2020 GCC Marketing Plan found in Appendix H of this report incorporated the College's ISMP marketing goals in order to elevate GCC to new levels of engagement with regard to career and technical education and workforce development, on local, regional, national and international levels. The various components of the Marketing Plan are designed to highlight and promote GCC programs, technology, facilities, and most importantly, student/graduate successes.

Future Plan

The purpose of this 5-Year Strategic Resource Plan is to identify baseline data, evaluate, and set forth financial and other resource priorities that the Board of Trustees and the College administration should plan for and address. These issues include the following
- Continued decreases in local government appropriations and federal grant funds.
- Defense Buildup Plans and decreases in H2B visa approvals, requiring an increased Guam skilled workforce.
- Projected enrollment growth and increased human, physical, and financial needs recognized through the assessment and budget process.
- Addressing long-term and short-term capital improvement projects.
- Updating the strategic resource plan and ensuring institutional priorities are implemented.

Long-term capital, classroom, and infrastructure projects as identified in the Physical Master Plan (Appendix C) will not be met through current resources. New sources of funding through federal, local, or other sources will be necessary to address the growth needs of the College.

Current revenue sources are available through appropriated and non-appropriated funds. However, with the slight growth of the local Guam economy and uncertainties that exist regarding the new Trump administration coupled with the H2B visa issues and the proposed defense buildup plans, expected growth in the near future may potentially be unrealized for local appropriations. Therefore, for this analysis expected growth is conservatively set at 3%.

Tuition and fees are expected to increase due to increased enrollment with maintained rate per credit hour. Based on the tuition increase and enrollment projection increases of 1.9% annually over the next five years, non-appropriated funds from tuition and fees would be a significant source of funding. Additionally, combined with

the fact that 55%-65% of the post-secondary students receive financial aid through Pell grants, tuition and fees revenue will need to be monitored closely.

SUMMARY

GCC continues to be a good steward of its local and federal funds, as can be seen with its maintenance of 16 years as a low risk auditee. The College continues to update its policies and procedures in regards to resource allocation and management, to ensure the inclusion of college leadership in the planning process, through participatory governance. The projections of this 5-Year Strategic Resource Plan are presented as a basis for discussions on strategic planning as the College addresses the future needs of its stakeholders and the institution.

In order for the College to implement the ISMP strategic goal initiatives, accommodate future growth, and maintain current education resources, an annual review of the strategic plan is necessary. Additional resources identified to meet the needs of the Guam Community College will allow it move forward into the future. Information and discussions in this plan will be used as building block for the annual budget development process. Through this process, 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. As Guam's premier career and technical institution, it is the finest secondary and postsecondary 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.

References

Government of Guam Budget, Fiscal Year2017.

GCC Fact Book, Volume 11

First Hawaiian Bank Economic Forecast, Guam-CNMI Edition 2015-2016.

First Hawaiian Bank Economic Forecast, 2013-14 Guam-CNMI Edicition.

Guam Community College Physical Master Plan, 2015-2020.

APPENDICES

APPENDIX A
Historical Data

Guam Community College
Actual Expenditure by Object

Year	Salaries and Wages	Benefits	Employee Count	Capital Expenditures	Contract Services	Minor Equip	Supplies	Travel	Utilities	Interest, Transfer, & Misc.	Total
2016	$ 14,219,166	$ 4,757,819	248	$ 174,955	$ 2,675,368	$ 1,235,765	$ 498,230	$ 359,300	$ 1,010,667	$ 11,972,796	$ 36,904,066
2015	11,928,920	3,680,176	244	99,684	2,698,160	1,195,028	621,380	308,816	1,228,463	13,966,624	35,727,251
2014	13,858,621	4,558,535	249	30,492	2,467,083	1,182,605	855,003	339,605	1,372,884	11,395,827	36,060,655
2013	13,209,866	4,375,003	246	117,455	2,319,025	1,058,046	545,650	454,231	1,286,590	9,720,481	$ 33,086,347
2012	13,044,001	4,085,410	239	42,003	3,594,658	1,404,326	653,015	523,935	1,356,828	9,441,688	$ 34,145,864
2011	12,865,064	3,806,330	241	256,206	2,828,918	1,046,305	535,864	512,650	1,236,162	6,829,716	29,917,215
2010	11,967,618	3,447,035	227	6,936	3,174,484	1,509,877	622,299	406,796	1,013,168	5,676,611	27,824,824
2009	11,864,601	3,136,084	219	159,498	2,527,512	1,352,578	548,536	303,609	1,099,647	4,071,972	25,064,037
2008	10,881,574	2,993,461	219	32,109	2,465,410	1,101,241	483,358	325,878	1,078,444	3,414,549	22,776,024
2007	10,654,296	2,896,905	212	118,025	4,414,527	1,257,406	422,236	126,775	967,573	3,582,928	24,440,671
2006	10,221,702	2,741,623	209	892,201	2,003,443	895,283	428,613	270,791	817,545	3,698,657	21,969,858
2005	9,646,484	2,753,531	193	275,143	2,058,945	689,814	473,874	232,224		3,411,735	19,541,750
2004	8,984,245	2,343,070	193	41,162	2,861,818	880,624	538,991	262,468		3,776,629	19,689,007
2003	8,788,970	2,474,086	180	861,280	2,796,941	535,463	384,727	135,910		2,924,517	18,901,894

Guam Community College
Forecast vs Actual Statement of Changes in Fund Balance
Appropriated Funds

	Actual 2014	Actual 2015	Actual 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues:								
Tuition and Fees	$ -	$ -		$ -	$ -	$ -	$ -	$ -
Federal Grants and Contracts	-	-		-	-	-	-	-
Government of Guam appropriations:	17,422,722	20,270,179	18,098,437	18,442,094	18,080,853	18,578,737	19,091,558	19,619,764
Government of Guam Grants and Contracts/Agency				-	-	-	-	-
Sales and Services of Auxiliary Enterprises				-	-	-	-	-
Sales and Services of Educational Departments				-	-	-	-	-
Special Projects Revenue				-	-	-	-	-
Other Sources								
Total Revenues	17,422,722	20,270,179	18,098,437	18,442,094	18,080,853	18,578,737	19,091,558	19,619,764
Expenditures and Mandatory Transfers:								
Education and General								
Instruction	7,776,020	8,460,556	7,662,994	7,808,591	7,956,954	8,108,136	8,262,191	8,419,172
Special Projects/Planning	445,355	695,504	527,956	543,795	560,109	576,912	594,219	612,046
Academic Support	895,786	1,198,022	947,441	975,864	1,005,140	1,035,294	1,066,353	1,098,344
Student Services	2,404,228	2,486,061	2,337,340	2,407,460	2,479,684	2,554,075	2,630,697	2,709,618
Institutional Support	3,050,351	4,127,385	4,163,701	3,780,479	3,780,479	3,780,479	3,780,479	3,780,479
Operation and Maintenance of Plant	1,665,075	1,692,804	1,756,301	1,704,727	1,704,727	1,704,727	1,704,727	1,704,727
Scholarship and Fellowship	172,301	180,485	188,235	193,882	199,699	205,689	211,860	218,216
Interest								
Bad Debt/Loss on Disposal		1,225,748	-					
Depreciation Expense				-	-	-	-	-
Retiree healthcare costs	586,951	865,448	917,775	790,058	813,760	838,173	863,318	889,217
Total Operating Expenditures	16,996,067	20,932,013	18,501,743	18,204,856	18,500,551	18,803,485	19,113,843	19,431,818
Operating Surplus (Loss)	426,655	(661,834)	(403,306)	237,238	(419,698)	(224,747)	(22,285)	187,945
Nonoperatiing expenditures:								
Auxiliary enterprises	45,119	95,227	53,168	64,505	66,440	68,433	70,486	72,601
Net nonoperating expenditures	45,119	95,227	53,168	64,505	66,440	68,433	70,486	72,601
Net Increase (Decrease in Fund Balance)	381,536	(757,061)	(456,474)	172,733	(486,138)	(293,180)	(92,771)	115,345
Beginning Fund Balance	(1,350,890)	1,748,153	968,674	580,659	753,392	267,255	(25,926)	(118,697)
Transfers Among Funds In (Out)								
Transfers From Agency Funds	2,717,507	(22,418)	68,459					
Adjustments to Fund Balance								
Ending Fund Balance	1,748,153	968,674	580,659	753,392	267,255	(25,926)	(118,697)	(3,352)

Assumption

1. Per AIER Projections of Fall Enrollment, a 1.9% projected enrollment increase and corresponding tution increase.
2. No anticipated increase in tuition and fees, couse fees subject to change.
2. 3% increase in GovGuam Apropriations from the General Fund, MDF is not expected to increas
3. Estimated 3% increase in Federal Grants and Restricted funds, expenditure increase will be in line with revenue increase.
4. Building 100 will finish construction in January 2018.

Guam Community College
Forecast vs Actual Statement of Changes in Fund Balance
Non-Appropriated Funds

	Actual 2016	Forecast 2017	Forecast 2018	Forecast 2019	Forecast 2020	Forecast 2021
Revenues:						
Tuition and Fees	$ 7,283,247	$ 7,421,629	$ 7,562,640	$ 7,706,330	$ 7,852,750	$ 8,001,952
Federal Grants and Contracts	-	100,000	100,000	100,000	100,000	100,000
Government of Guam appropriations:						
Government of Guam Grants and Contracts/Agency	-	-	-	-	-	-
Sales and Services of Auxiliary Enterprises	1,626,445	1,657,347	1,688,837	1,720,925	1,753,623	1,786,941
Sales and Services of Educational Departments						
Special Projects Revenue	-	-	-	-	-	-
Other Sources	838,281	904,127	931,251	959,188	987,964	1,017,603
Total Revenues	9,747,973	10,083,103	10,282,728	10,486,443	10,694,337	10,906,497
Expenditures and Mandatory Transfers:						
Education and General						
Instruction	3,138,221	3,295,132	3,459,889	3,632,883	3,814,527	4,005,254
Special Projects/Planning	159,509	167,484	175,859	184,652	193,884	203,578
Academic Support	318,277	334,191	350,900	368,445	386,868	406,211
Student Services	217,541	228,418	239,839	251,831	264,422	277,644
Institutional Support	799,493	839,468	881,441	925,513	971,789	1,020,378
Operation and Maintenance of Plant	37,185	39,974	42,972	46,195	49,659	53,384
Scholarship and Fellowship	7,360	7,581	7,808	8,042	8,284	8,532
Interest	190,640	188,760	184,123	179,305	174,299	169,098
Bad Debt/Loss on Disposal	153,407	100,000	100,000	100,000	100,000	100,000
Depreciation Expense						
Retiree healthcare costs						
Total Operating Expenditures	5,021,633	5,201,008	5,442,831	5,696,866	5,963,732	6,244,079
Operating Surplus (Loss)	4,726,340	4,882,096	4,839,897	4,789,577	4,730,604	4,662,418
Nonoperatiing expenditures:						
Auxiliary enterprises	1,053,675	1,106,359	1,161,677	1,219,761	1,280,749	1,344,786
Net nonoperating expenditures	1,053,675	1,106,359	1,161,677	1,219,761	1,280,749	1,344,786
Net Increase (Decrease in Fund Balance)	3,672,665	3,775,737	3,678,220	3,569,816	3,449,856	3,317,632
Beginning Fund Balance	(11,378,127)	(7,891,814)	(4,116,077)	(437,857)	3,131,959	6,581,815
Transfers Among Funds In (Out)	(186,352)					
Transfers From Agency Funds						
Adjustments to Fund Balance						
Ending Fund Balance	(7,891,814)	(4,116,077)	(437,857)	3,131,959	6,581,815	9,899,447

Assumption
1. Per AIER Projections of Fall Enrollment, a 1.9% pro
2. No anticipated increase in tuition and fees, couse fe
2. 3% increase in GovGuam Apropriations from the Ge
3. Estimated 3% increase in Federal Grants and Restr
4. Building 100 will finish construction in January 2018

APPENDIX B
Institutional Strategic Master Plan (ISMP)

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

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.
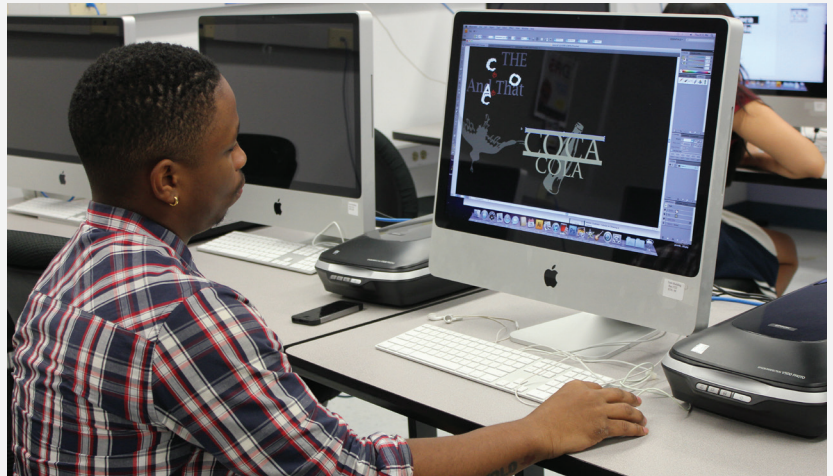
Sinangan Misión (Chamorro translation):
Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

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.

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

APPENDIX C
Physical Master Plan (PMP)

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

GUAM COMMUNITY COLLEGE PHYSICAL MASTER PLAN   2015 - 2020

TRMA
Taniguchi Ruth Makio Architects

Building E Lobby

ACKNOWLEDGMENTS & TABLE OF CONTENTS

Buildings 100 & 200 circa 2011.

Building E (Bldg. 200) completed 2015

LRC & Student Center circa 2015

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2015 GCC CAMPUS

NORTH

Forensic DNA Lab

Building 300

Steady progress has been made in the development of the GCC Campus. Since 2010, the Campus has seen the construction of Buildings 5000 (Student Center) and 6000 (Foundation Building) as well as the completion of Building E Phase 1 (Building 200 Renovation). Capital Improvement Projects have been executed including Fire Alarm upgrades, building A/C replacement, Campus Painting, and the procurement of a campus wide access control system.

Sustainability remains a high priority for the GCC campus. Sustainable programs have been implemented throughout the campus, and this is furthered by the design of campus buildings to achieve LEED certification. The Learning Resource Center and Building E are LEED Gold Certified. The Foundation Building achieved LEED Silver. Designs for the Building 100 Renovation, the Forensic DNA Lab, and the Wellness Center are targeting LEED Silver under LEED Version 3. The deisgn for the Building 300 Renovation is targeting LEED Silver under LEED version 4. LEED O&M Certification is also being considered for existing campus buildings.

This update includes relevant data from the 2010-2015 Master Plan in Appendix B.

The 6.9-acre property north of the GCC campus is intended to be used for the GCC Annex development.

NEW PLANNING FACTORS

Three new planning factors are part of the 2015-2020 Master Plan, including the:

1. GCC Annex
2. Building 300
3. New Ponding Basin

The Annex is intended to be developed on the property just north of the campus. The initial intent of the Annex is to provide new instructional space for the Automotive and HVAC programs with a component for Photovoltaic System Technology and Electronics. The Annex is also intended to increase the student services available at the Building 5000 Student Center. Relocation of the Automotive and HVAC programs would then allow Buildings 500 and 600 to house the Federal Grant Programs currently located in Building 5000. Financial Aid and the Cashier would be moved to Building 5000.

The Building 300 Renovation scope is modified to meet the campus need for additional multipurpose space. Rather than a 2-story renovation similar to Building E Phase 1 (Building 200), Building 300 will instead be designed as a 1-story structure flexible meeting space that can be subdivided into smaller instructional spaces, similar to the current MPA.

A new ponding basin will be constructed in the property to the west of the existing Forensic Laboratory Building. This site was previously intended for a parking structure, but a more optimal site is being pursued at the existing firing range.

CAMPUS PLANNING FACTORS

Postsecondary: Enrollment

Unduplicated Fall Enrollment: Nine Year Trend

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
1770	1810	1835	2220	2542	2556	2576	2727	2563

Unduplicated Spring Enrollment: Nine Year Trend

Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
1743	1649	1805	2154	2359	2480	2410	2452	2490

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

Overall Enrollment (2005 to 2014)

Quarterly Period (based on Fiscal Year)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1st Quarter (October – December)	1766	1932	2074	2400	2668	2416	2776	3347	3023
2nd Quarter (January – March)	1814	1632	3549	3309	2797	3221	4291	2549	2615
3rd Quarter (April – June)	2554	2033	2080	2527	2954	2735	4147	2912	3503
4th Quarter (July – September)	2894	2230	2711	2441	2631	2551	2620	2962	3246
GRAND TOTAL	9028	7827	10414	10677	11050	10923	13834	11770	12387

Enrollment in Continuing Education (CE) Activities (2005 to 2014)

CONTINUING EDUCATION	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Postsecondary credit offerings	1896	505	2074	1242	1816	1361	1144	838	1162
Non-Credit offerings (CEUs)	6500	6835	3549	9066	8396	9192	12367	10495	10913
Graduate Credit offerings[55]	632	244	2080	217	130	16	7	12	0
Prometric, HOST & Pan Testing (Online)	0	243	2711	152	708	354	316	425	312
GRAND TOTAL	9028	7827	10414	10677	11050	10923	13834	11770	12387

SOURCE: Board Of Trustees Quarterly Reports, Continuing Education and Workforce Development Office, and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

ENROLLMENT

GCC's postsecondary enrollment has remained steady at roughly 2,500 students from Fall 2011 through Spring 2015. The postsecondary enrollment did notice a nearly 6% spike from Fall 2012 to Fall 2013. The trend of lower spring enrollment was constant from 2011 to 2015. Adult Education Continuing Education enrollment has remained steady. Projecting the campus growth in the range of 3-7% each year is reasonable considering the enrollment pattern and commencement of the island's military buildup.

Fact Book data & tables coutesry of GCC.

CAMPUS PLANNING FACTORS

POSTSECONDARY ENROLLMENT

Postsecondary enrollment has increased for nearly all of the College's programs. Growth has increased at a particularly faster rate for Automotive Service Technology and Computer Networking, whose 2014 enrollment is more than six times greater than the 2006 enrollment. The programs with highest enrollment remain Medical Assisting, Criminal Justice, and Early Childhood Education.

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	Fall 2014
AA in Culinary Arts	16	36	57	77	92	97	118	103	107
AA in Education	47	87	92	116	127	143	155	198	222
AA in Interdisciplinary Arts and Sciences[3]	42	76	107	137	148	182	194	206	198
Associate of Arts Grand Total[*]	105	199	256	330	367	422	467	507	527

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
AS in Accounting	54	79	66	86	99	114	106	127	113
AS in Automotive Service Technology	11	21	31	56	72	86	80	93	75
AS in Automotive Tech[4]	26	16	11	3	1	-	-	-	-
AS in Civil Engineering Technology[5]	-	-	-	-	-	-	0	0	6
AS in Computer Networking	8	15	21	33	40	55	56	61	60
AS in Computer Science	78	71	80	92	96	110	92	92	77
AS in Criminal Justice	55	68	86	143	169	237	223	225	230
AS in Early Childhood Education	57	79	99	112	119	127	110	116	125
AS in Electronics Networking[6]	4	4	1	-	-	-	-	-	-
AS in Emergency Management[7]	-	0	0	2	5	9	9	7	4
AS in Food & Beverage Management[8]	-	-	-	-	14	13	12	10	5
AS in Hospitality Industry Mgmt[9]	51	53	59	60	-	-	-	-	-
AS in Hotel Operations & Management[10]	-	-	-	-	14	16	26	36	27
AS in Human Services[11]	-	-	-	-	-	-	-	-	0
AS in Marketing	22	25	24	25	28	32	59	50	60
AS in Medical Assisting	94	113	113	102	97	101	98	236	232
AS in Office Technology	23	31	23	30	33	29	19	30	25
AS in Pre-Architectural Drafting[12]	-	-	-	-	7	15	23	31	26
AS in Sign Language Interpreting[13]	1	0	-	-	-	-	-	-	-
AS in Supervision & Management	27	43	43	59	76	84	81	75	82
AS in Surveying Technology[14]	-	-	-	-	3	4	3	2	6
AS in Tourism & Travel Mgmt[15]	-	-	-	-	58	62	60	73	66
AS in Visual Communications	19	26	43	48	48	61	68	93	96
Associate of Science Grand Total[*]	530	644	700	851	979	1155	1125	1357	1315

*Includes duplicated student enrollment across the nine-year timeframe.

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
CERT in Accounting[16]	9	4	2	2	1	-	-	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20	6	9
CERT in Automotive Tech[17]	21	13	5	2	1	1	-	-	-
CERT in Computer Aided Design & Drafting[18]	-	-	-	-	2	2	1	2	0
CERT in Computer Science	11	6	5	9	4	8	2	3	3
CERT in Construction Technology	0	1	0	5	18	25	26	28	37
CERT in Cosmetology[19]	20	19	17	33	40	35	15	3	2
CERT in Criminal Justice	3	21	46	15	17	24	17	17	15
CERT in Early Childhood Education	5	4	4	9	21	9	9	4	4
CERT in Education	4	5	8	3	5	2	7	2	5
CERT in Emergency Management[20]	-	0	0	0	2	1	1	0	2
CERT in Family Services[21]	-	-	-	-	-	-	-	5	10
CERT in Fire Science	1	0	0	1	27	4	0	4	5
CERT in Medical Assisting	17	21	24	34	30	21	18	31	28
CERT in Medium/Heavy Truck Diesel Tech[22]	-	-	-	0	0	0	0	0	1
CERT in Office Technology	5	4	4	3	2	0	4	2	5
CERT in Practical Nursing	27	24	36	42	37	23	21	22	24
CERT in Pre-Nursing[23]	0	0	1	84	148	183	196	44	13
CERT in Sign Language Interpreting[24]	0	1	3	1	1	-	-	-	-
CERT in Supervision & Management	1	3	7	7	2	2	4	6	5
CERT in Surveying Technology[25]	-	-	-	0	0	1	0	0	0
CERT in Systems Technology[26]	2	10	6	3	-	-	-	-	-
Certificate Grand Total[*]	128	147	179	268	378	365	341	179	168

View of the Student Center
Plaza from the north edge of
the Main Quad.

CAMPUS PLANNING FACTORS

The high school students educated on the GCC campus are primarily from George Washington High School (GWHS). At 730 enrollees, GWHS students are the largest population of the College's secondary education programs. Allied Health, Early Childhood Education, and Electronics Technology are the programs with the highest secondary student enrollment. As the College grows, consideration for relocating the secondary classes back to GWHS may be necessary in order to accommodate the growth of the postsecondary, adult education, and continuing education programs.

Adult Education: Enrollment and Completion by Program Year and Program

Adult Basic Education (ABE): Nine-Year Trend

ABE	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	PY 2014	Total
ENROLLED*	604	593	724	382	267	450	325	588	392	4325
COMPLETERS	235	271	204	128	79	197	80	216	126	1536

Adult Secondary Education (ASE): Nine-Year Trend

ASE	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	PY 2014	Total
ENROLLED*	327	365	306	166	22	36	34	51	73	1380
COMPLETERS	111	145	110	5	12	20	16	20	56	495

English as a Second Language (ESL): Nine-Year Trend

ESL	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	PY 2014	Total
ENROLLED*	182	121	124	85	41	100	78	91	59	881
COMPLETERS	92	64	73	21	20	68	40	46	39	463

Adult Education Completers[57]

Secondary: SY 2014-2015 Total Population in GCC Programs
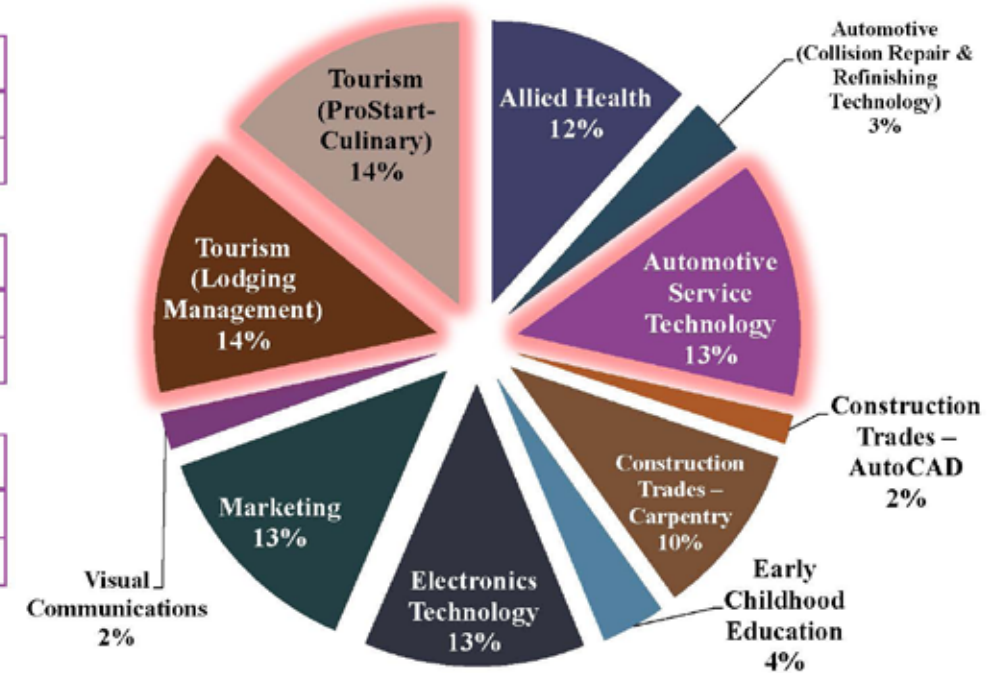
Program	GWHS	JFKHS	OHS	SHS	SSHS	THS[53]	Grand Total
Allied Health	98	55	-	57	87	-	297
Automotive Service Technology	59	51	55	87	50	41	343
Automotive (Collision Repair & Refinishing Technology)	60	-	-	23	-	-	83
Construction Trades – AutoCAD	42	-	-	-	-	-	42
Construction Trades – Carpentry	44	51	57	41**	60	-	253
Early Childhood Education[54]	93	-	-	-	-	-	93
Electronics Technology	79	45	81	47	69	-	321
Marketing	61	60	79	47	84	-	331
Tourism (Lodging Management)	66	68	66	33**	76	52	361
Tourism (ProStart-Culinary)	75	76	64*	87	57	-	359
Visual Communications	53	-	-	-	-	-	53
Grand Total***	730	406	402	422	483	93	2536

* New program for AY14-15

A rendering of a proposed classroom space at Building E Phase 2 (Building 100 Renovation).

CAMPUS PLANNING FACTORS

CLASSROOM DEMAND

The year 2018 is projected as a critical year for the GCC physical campus if enrollment growth is steady. Based on the Spring 2015 schedule, 93-percent of the classes occur Monday through Thursday. This distribution is a shift from the previous scheduling where 76% of classes occurred during those days. Maintaining a class distribution so that 80% of classes occur Monday through Thursday can alleviate the need for additional classroom space during school years 2016-2017. The year 2018 is the milestone at which additional classroom space becomes necessary, which coincides with the anticipated completion dates of Building E Phase 2 (Building 100 Renovation) and the Forensic DNA Lab. These two facilities will provide GCC with 13 additional classrooms that will suffice for the projected classroom need through 2019. It must be acknowledged that the need for additional specialized classrooms, such as shops/labs, may affect the classroom need by 2018.

By the year 2020, there will be at least 100 classrooms developed not including the GCC Annex. The development through 2020 will provide a net increase of 22 classrooms to the current 78 classrooms. A total of 39 new classrooms are planned, but these include the replacement of 17 existing classrooms. The Annex increases the number of classrooms to 121 total.

ENROLLMENT	2014 - 2015					
Post Secondary Enrollment	2563					
Adult Education	168					
Continuing Ed (3rd Quarter)	3500					
Faculty (Full Time)	115					
Faculty (Adjunct)	79					
Admin & Staff (Full Time)	139					
Classroom Calculation - 2015		M-W	T-TH	FRI	SAT	NOTE: Class scheduling shift.
		40%	40%	15%	5% PROPOSED	
		38%	38%	16%	8% 2011-2014	
		47%	46%	4%	3% 2015	
Post Secondary Enrollment (Full Time)	1025	410	410	154	51	
Post Secondary Enrollment (Half-Time)	1538	615	615	231	77	
Adult Education	168	67	67	25	8	
		25%	25%	25%	25%	
Continuing Education & Workforce Development	3500	875	875	875	875	
		1967	1967	1285	1012	
Minimum Classroom Count	66					
Current Classroom Count Type A & B	72					
Current Classroom Count Type C	6					
Classroom Utilization (Type A & B)	91%					
Classroom Need	3%	5%	7%			
2016	68	69	70			
2017	70	72	75			
2018	72	76	80			
2019	74	80	86			
2020	76	84	92			

Classroom Development		MIN. AREA (sf)			NOTES	
		900	600	300		
Existing	total	Type A	Type B	Type C	Replacement	
Bldg A	10	10				
Bldg C	10	10				
Bldg D	10	5	5			
Bldg 300	2		2		2	
MPA (Bldg 400)	1	1			1	
Bldg 500	4	1	1	2	3	
Bldg 600	4	1	1	2	3	
Technology Center (1000)	8	2	4	2	8	
Allied Health (3000)	14	6	8			
Foundation Building (6000)	5		5			
Bldg E (200)	10		10			
	78	36	36	6	17	
Planned						
Bldg E (100)	11	4	7			
Forensic DNA Lab	2		2			
Bldg 300	6		6			Flexible classroom / multipurpose space
MPA (Bldg 400)	3	1	2			
Building F - Bldg 500	9	1	8			4-6 classrooms taken up by Grant Programs
Building F - Bldg 600	8	1	7			
Building G - Bldg 900						
	39	7	32			
	100	TOTAL CLASSROOMS BY 2020				
ANNEX						
HVAC, ELECTRONICS, & PV	5	1	4			
AUTOMOTIVE	5	1	4			
Building 3	6	0	6			
Building 4	5	1	4			
	21	3	18			
	121	POTENTIALLY WITH ANNEX DEVELOPMENT				

Buildings 500 and 600 house programs that are intended for relocation to new facilities constructed with the GCC Annex Development

CAMPUS PLANNING FACTORS

GCC ANNEX

6000
4000
900
PS3
PS2
5000
3000
600 500
A
B
C
1000
E
D   100   300 400
2000
PS1

Sesame St

Corten-Torres

FORENSIC
LAB

NORTH
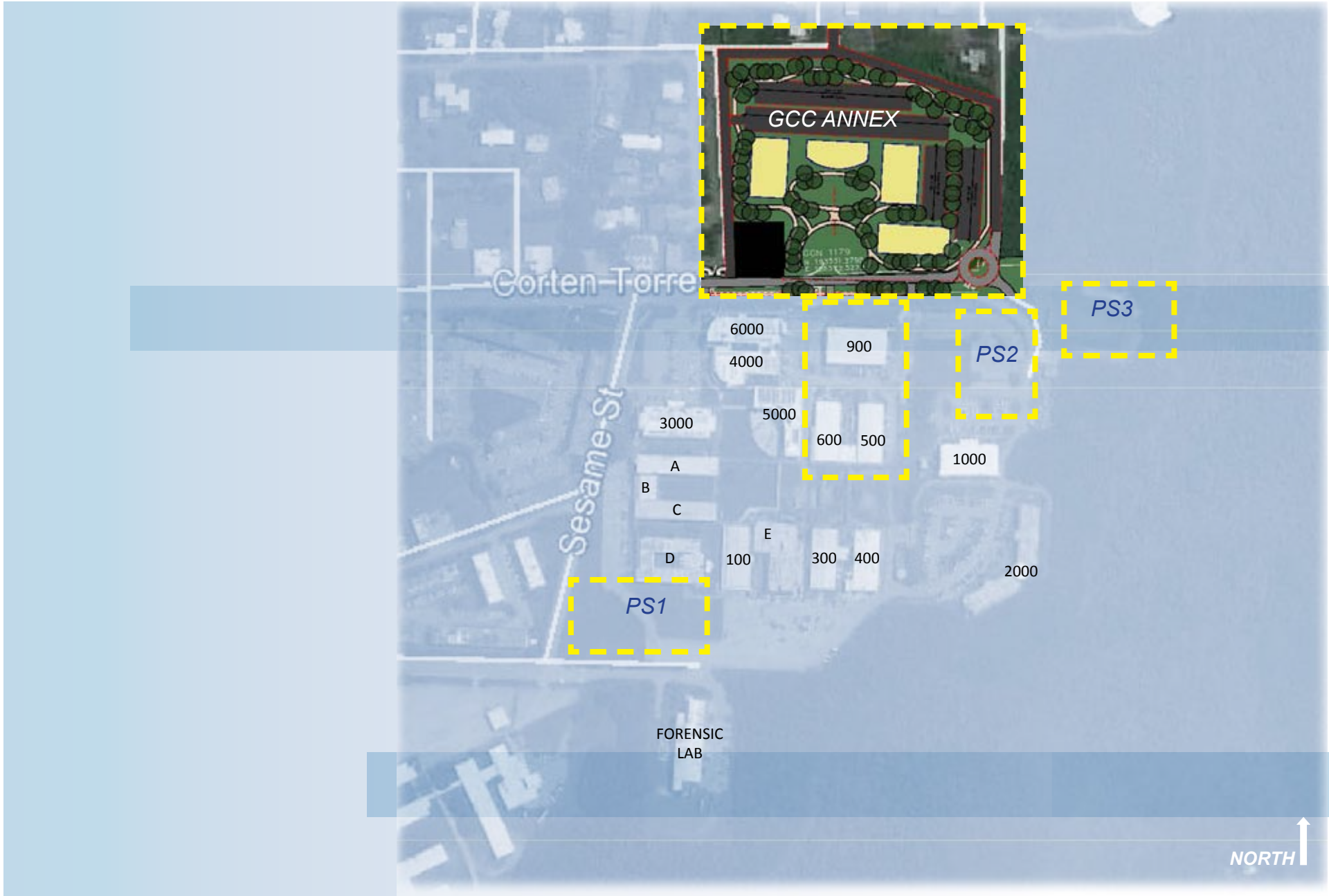
GCC ANNEX

The GCC Annex plays a significant role for the College's physical campus development. The Annex is intended to house the Automotive and HVAC Programs currently situated in Buildings 500 & 600. GCC's photovoltaic and electronics programs are also intended to be housed at the Annex. Initial plans for the Annex include the development of two buildings for these programs and additional campus parking. Two other buildings can potentially be developed on the site. A walking path is also intended with the Annex development.

The Annex work establishes the scope that is necessary for the development of Phases 2-4. The Annex occurs in Phase 2A as these facilities should be in place prior to the construction work for Buildings F & G (Buildings 500, 600, and 900) and in close proximity to the planning work for Parking Structures 1 and 2. Adjustment of the parking structure program is needed if the Annex is not executed. They would need to be designed to accommodate the programs housed in Buildings 500, 600, and 900. The results of this are parking structures that exceed the desired 3-stories. The Annex development is important to limiting the height of the parking structures so that they do not physically overwhelm the campus and to mitigate the potentially high cost of underground parking.

A view of the northwest edge of the Main Quad. Proposed open space improvements include the development of Founder's Square and replacement of the existing campus covered walkways.

FOUNDER'S SQUARE

The development of Founder's Square has multiple intentions. The Square is intended to be a focal point of the Main Quad because of its location at the juncture of the Quad and the circulation paths from the main entrances of the campus. This location is also ideal for potential donor recognition opportunities. Founder Square is also intended to address the art requirement for public facilities, which establishes that 1% of the cost of new construction be designated for the incorporation of artwork into the facility. Founder's Square and the Main Quad are intended as an outdoor gallery for the majority of artwork required for the College's new construction projects starting with Building E. Based on the initial construction cost for Building E Phase 1 (Bldg 200 Renovation) is $47,700 is the required cost of incorporating artwork.
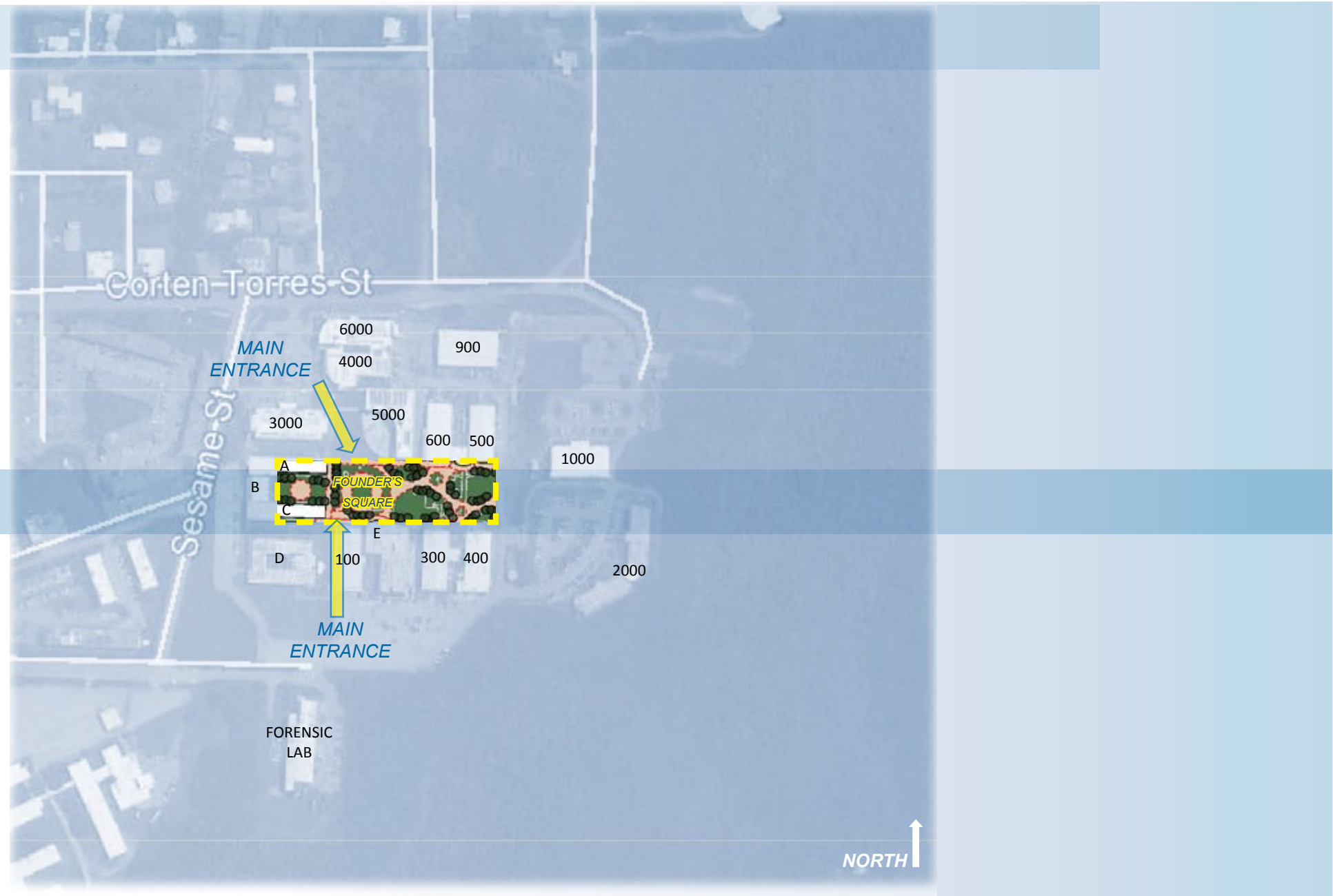
CAMPUS PLANNING FACTORS
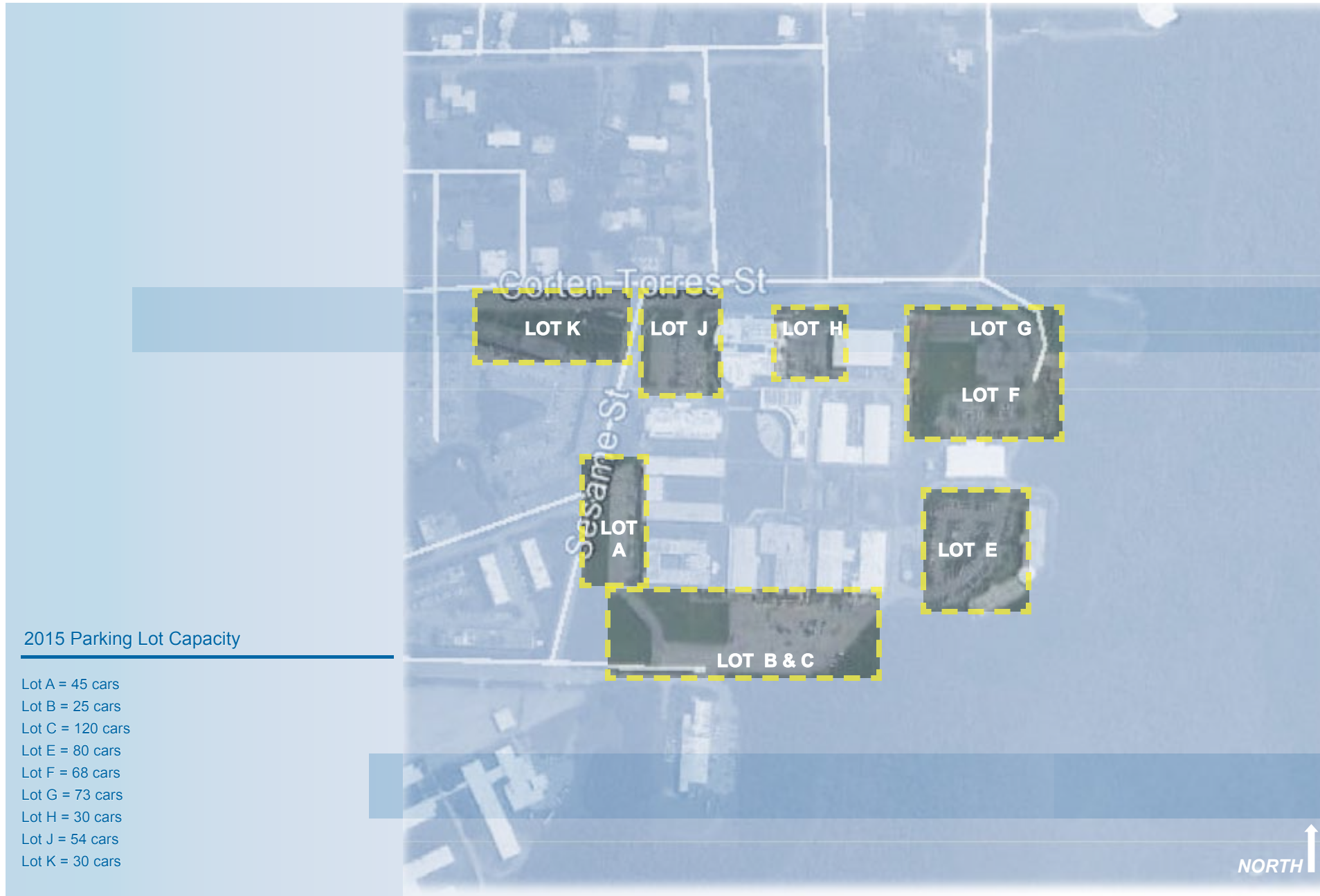
PARKING DEMAND

The need for additional parking is critical based on the current class scheduling trend. The campus is at the threshold for the local zoning code's minimum parking requirements. Approximately 689 parking spaces are required based on the Fall 2014-2015 enrollment and the weekly class distribution. The current campus can meet this parking demand, but it requires the utilization of overflow parking in unpaved parking areas along Corten Torres Street and other areas around the campus. Additional parking will be needed by 2017 maintaining a maximum of 80% of classes scheduled Monday-Thursday. The additional parking will be needed sooner if the current class scheduling trend continues. The parking requirements for Continuing Education and Workforce Development assume 90% of classes are held on campus and scheduled equally throughout the week. The parking demand does not include an absentee factor.

It is also important to consider that GCC's sustainability goals will factor into the amount of campus parking. Sustainable practices are focused on the increased use of alternative energy vehicles and low-emitting vehicles along with increased use of public transportation and shared vehicle. For example, LEED certification typically rewards projects that designate 5% of the required parking as carpool and vanpool parking. Increased sustainability essentially decreases the amount of parking available for privately-owned vehicles that are not environmentally-conscious.

Corten Torres St

Sesame St

LOT K   LOT J   LOT H   LOT G

LOT F

LOT A

LOT E

LOT B & C

NORTH

2015 Parking Lot Capacity

Lot A = 45 cars
Lot B = 25 cars
Lot C = 120 cars
Lot E = 80 cars
Lot F = 68 cars
Lot G = 73 cars
Lot H = 30 cars
Lot J = 54 cars
Lot K = 30 cars

Parking Lot A, located west of Building B, will be modified with the reintegration of Sesame Street into the GCC Campus.

PARKING DEVELOPMENT

Anticipating a high growth rate, the GCC campus would require over 900 parking spaces. The 2020 campus is planned to meet parking requirements with modifications to existing surface lots and the construction of parking structures. Three multi-story parking structures are planned, and the desired height is a maximum of 3-stories. Where the parking structures exceed 3-stories, underground parking levels will be used. Surface Parking Lot capacities will typically be reduced to provide more green space.

PARKING STRUCTURES

The development of parking structures presents several opportunities for the GCC campus. In addition to providing needed parking, the structures should include additional flexible space that can be used for offices and classrooms. These spaces can be interim or permanent assignments during the course of the campus development. The general open plan of parking structures can accommodate uses such as shop spaces and even the Criminal Justice program's firing range and boat storage. The parking structures essentially provide an alternate plan for development should the Annex work cease or stall.

Three important considerations for the parking structures are:
1. Criminal Justice Components (Firing Range; Boat Storage; Building E Phase 2 [Bldg 100]; Forensic Laboratories)
2. Buildings 500,600, & 900 Renovations
3. Building 2000 Renovation

2020 Parking Lot Capacity

Lot A = 65 cars (SESAME STREET)
Lot C = 40 cars
Lot E = 64 cars
Lot F = 22 cars (WELLNESS CENTER)
Lot G = 270 cars (ANNEX)
Lot H = 16 cars
Lot J = 30 cars
Lot K = 22 cars
PS1 = 180 cars
PS2 = 180 cars (ALT. = 300 cars)
PS3 = 180 cars (ALT. = 300 cars)

NORTH

CAMPUS PLANNING FACTORS

The GCC Annex provides the opportunity for at least 270 parking spaces, and is a key element in the expansion of the GCC Campus.

ANNEX PARKING WILL LIMIT THE PARKING LEVELS REQUIRED AT PARKING STRUCTURES 2 & 3.

Corten-Torres St

PS3

900

PS2

Sesame St

600 500

BLDG.E

100

2000

PS1 W/ FIRING RANGE

FORENSIC DNA LABORATORY

FORENSIC LABORATORY

NORTH

Parking Structure 1 is intended to provide a basement level firing range in addition to 180 parking spaces. Parking Structure 2 is intended to provide interim classroom / office space for Buildings 500, 600, and 900 in addition to 300 parking spaces. Parking Structure 3 is intended to provide 300 parking spaces. The flexible programmable area intended with all three parking structures is intended to be used as interim locations for the Building 2000 Renovation.
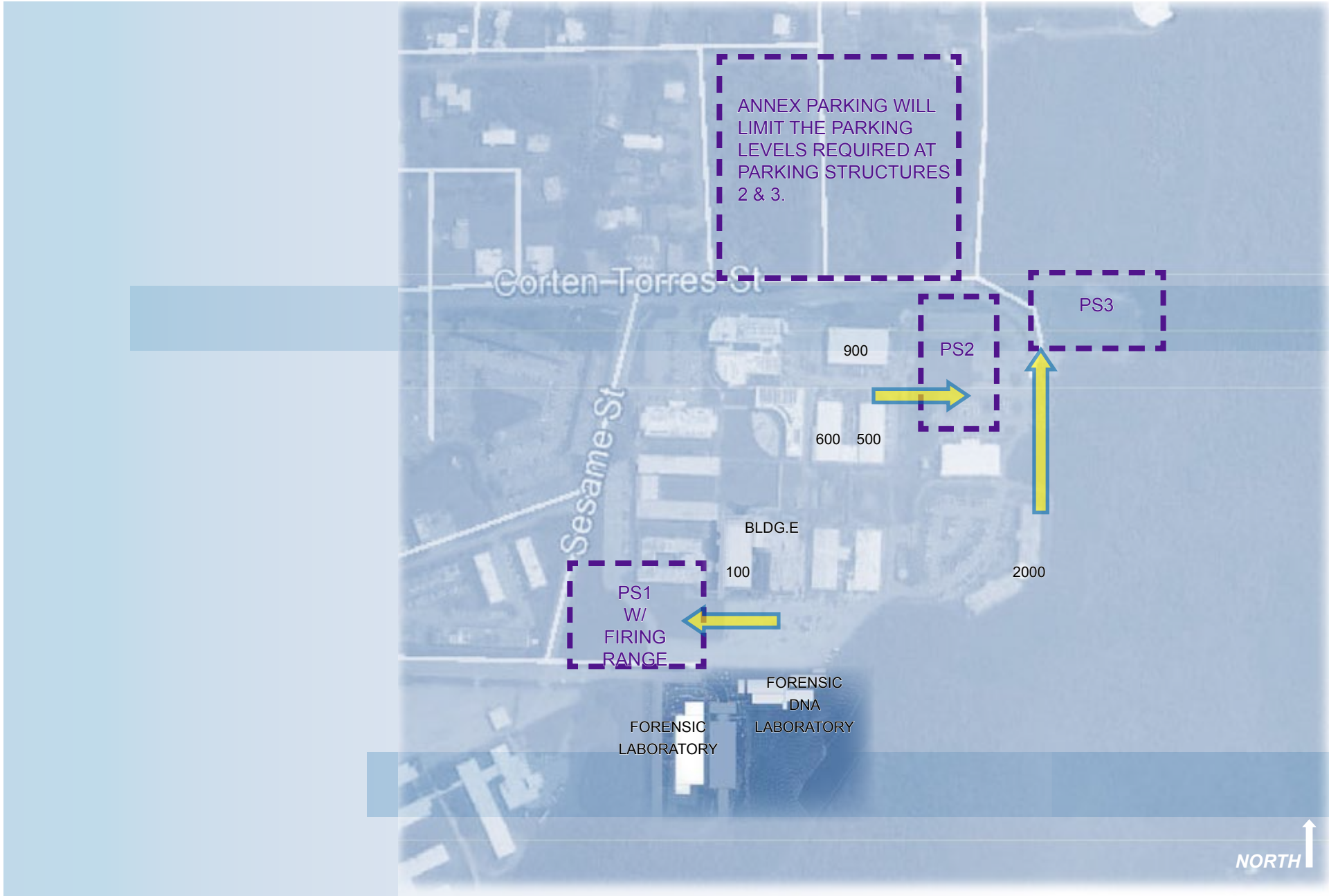
Parking Structure 1 (PS1)

- 3-story structure
- 180 parking spaces
- Basement Level Firing Range
- 9,000 SF of Programmable Area

Parking Structure 2 (PS2)

- 3 to 5-story structure
- 180 - 300 parking spaces
- Shop Spaces (same level as Buildings 500,600,900)
- 6,000 SF of Programmable Area

Parking Structure 3 (PS3)

- 3 to 5-story structure
- 180 – 300 parking spaces
- 6,000 SF of Programmable Area

Corten-Torres Street has the potential for a pedestrian connection that ties the proposed GCC Annex together with the main GCC Campus.

CAMPUS INFRASTRUCTURE

INFRASTRUCTURE IMPROVEMENTS

The 2015 - 2020 Master Plan outlines infrastructure improvements that will support the campus growth. Site Utilities serving the campus have not changed significantly since 2010. Recent building projects have essentially tied into the existing campus systems. Additional transformers were provided for new buildings, and underground network provisions were provided with Building E Phase 1 (Building 200 Renovation).

Other elements of the Master Plan's development are opportunities for campus infrastructure improvements, specifically the:

1. GCC Annex
2. Sesame Street Reintegration & Building B Renovation
3. Forensic DNA Lab
4. Wellness Center & Maintenance Building
5. Founders' Square / Main Quad Improvements

These projects are intended to include site utility improvements such as converting overhead power lines underground for campus beautification; the creation of a loop system to better water service; and expansion of the campus network system.

CAMPUS WATER

- - - EXISTING WATER MAINS
- - - EXISTING 8" CAMPUS WATER LINE
- - - FUTURE WATER LINE

1. GCC ANNEX
2. SESAME STREET
3. FORENSIC DNA LAB
4. WELLNESS CENTER
5. FOUNDER'S SQUARE

NORTH

12

CAMPUS INFRASTUCTURE

CAMPUS NETWORK

FUTURE
UNDERGROUND
NETWORK LINE

EXISTING
UNDERGROUND
NETWORK LINE

1   2   3

1

4

PS3

6000
4000

G

PS2

3000   5000

F

4

A
2   B
C

5

1000

E
300   400

D

2000

PS1

3   AUDITORIUM

FORENSIC
LABORATORY

NORTH

1   GCC ANNEX

2   SESAME STREET

3   FORENSIC DNA LAB

4   WELLNESS CENTER

5   FOUNDER'S SQUARE

INFRASTRUCTURE IMPROVEMENTS – NETWORK

A major component of the Master Plan is the network improvement planned for the campus. The campus network has expanded since 2010 with the installation of additional infrastructure. Further improvement of the campus network includes placing overhead conduits underground, extending the network to new projects, and converting the Technology Center (Building 1000) into a Campus Data Center. Network improvements will take place in the Main Quad from the Technology Center to Building D. The network will also extend northward to the Annex; southward to the Forensic DNA Lab / New Multi Purpose Auditorium; and eastward to the Wellness Center.

Overhead conduit at existing covered walkways will be converted to underground lines with the construction of new buildings and open space improvements.

CAMPUS INFRASTRUCTURE

NETWORK IMPROVEMENTS

Underground lines running east from the Student Center (5000) to the Allied Health Center (3000) and running south from the Tech Center (1000) to the Administration Building (2000) were in place in 2010. Network infrastructure has been upgraded since 2010 with new overhead conduit network lines provided at the covered walkways, extending from the Tech Center (1000) to Building D. Underground network lines and connections have been started with the construction of Building E. As the campus develops in phases, the overhead network lines function well for the interim service as projects commence and finish.

CAMPUS NETWORK

- - - - FUTURE UNDERGROUND NETWORK LINE

——— EXISTING OVERHEAD NETWORK LINE

━━━ EXISTING UNDERGROUND NETWORK LINE

1   GCC ANNEX

2   SESAME STREET

3   FORENSIC DNA LAB

4   WELLNESS CENTER

5   FOUNDER'S SQUARE

NORTH
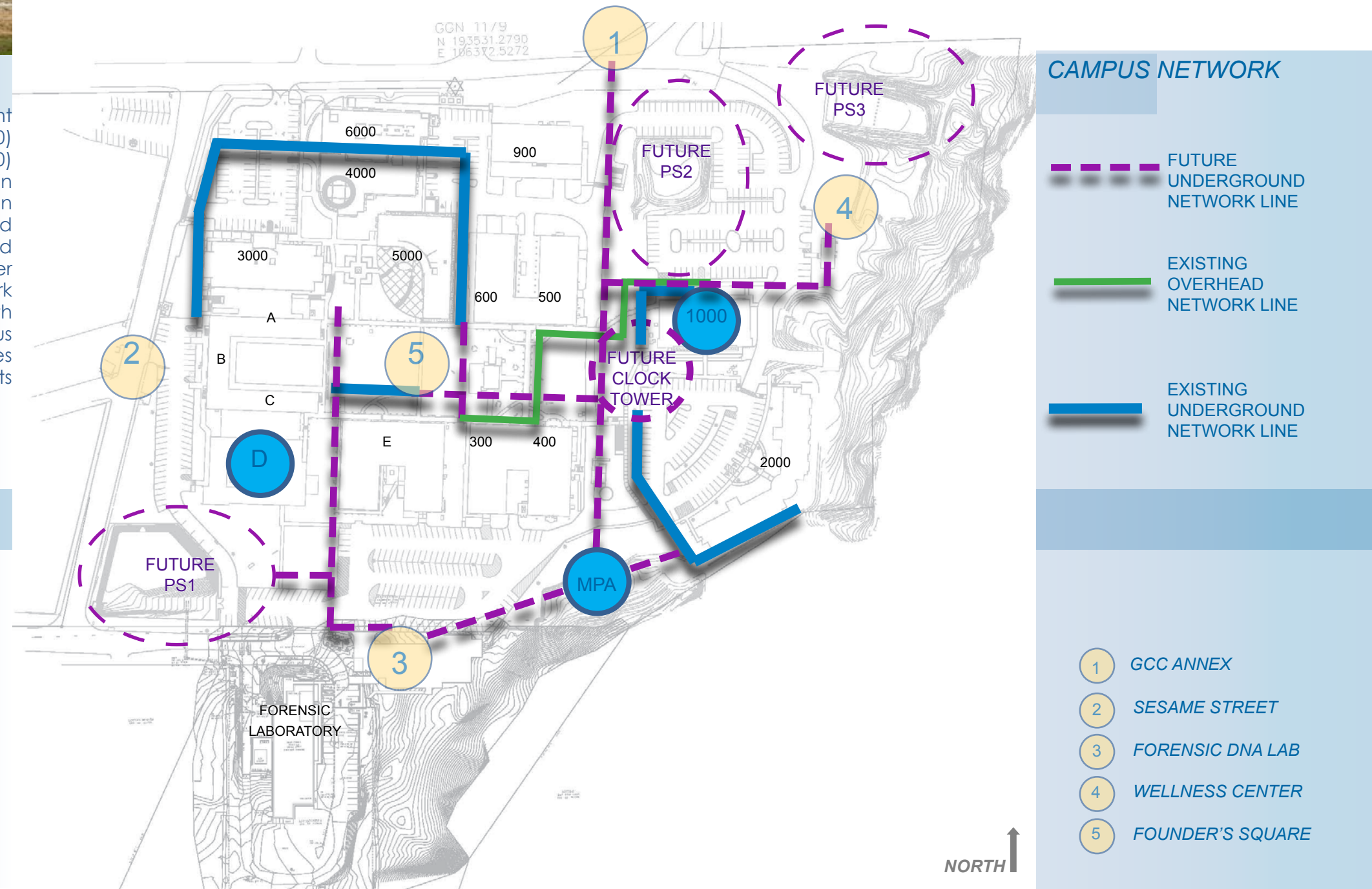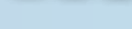
The reintegration of Sesame Street requires the establishment of an easement for new underground utilities with additional connections to public water mains to improve the water service to campus facilities.
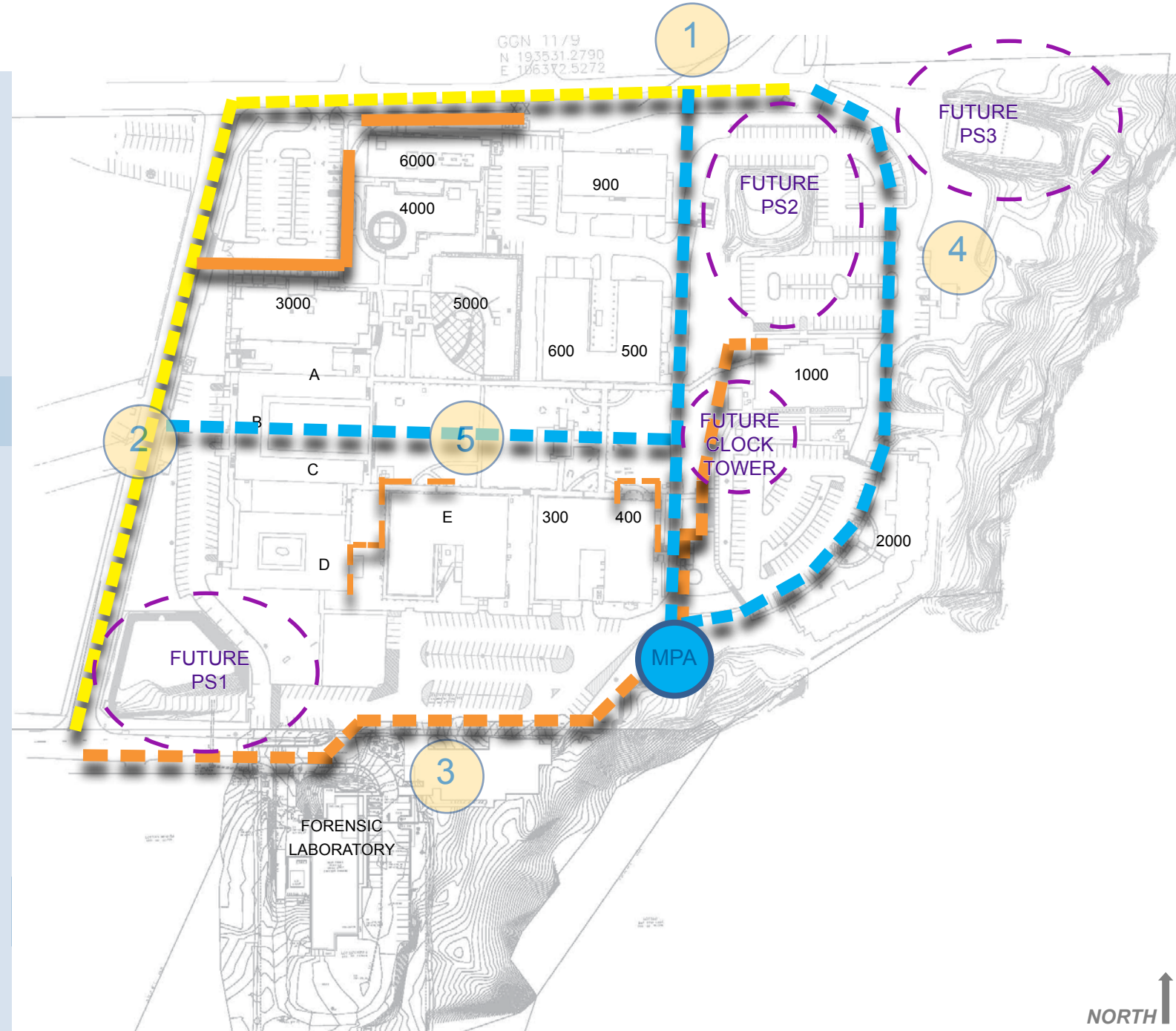
CAMPUS WATER

EXISTING WATER MAINS

EXISTING 8" CAMPUS WATER LINE

EXISTING 6" CAMPUS WATER LINE

EXISTING 2" CAMPUS WATER LINE

FUTURE WATER LINE

1. GCC ANNEX
2. SESAME STREET
3. FORENSIC DNA LAB
4. WELLNESS CENTER
5. FOUNDER'S SQUARE

CAMPUS WATER SYSTEM

Development of a "loop system" for the campus water supply is intended with the Master Plan. The current system primarily utilizes 2-inch branch lines that extend to the individual buildings from the mains along Sesame and Corten Torres Streets. The branch lines connect each building to existing 6-inch and 8-inch water lines that extend into the campus. Proposed water lines are intended to create a loop system, one that allows for water to be supplied from multiple directions and increases efficiency of water service. This would supplement improvements planned with each new building, including domestic water tank systems and rainwater catchment.

GGN 11/9
N 193531.2790
E 186312.5272

FUTURE PS3

FUTURE PS2

FUTURE CLOCK TOWER

FUTURE PS1

MPA

FORENSIC LABORATORY

6000
900
4000
3000
5000
600
500
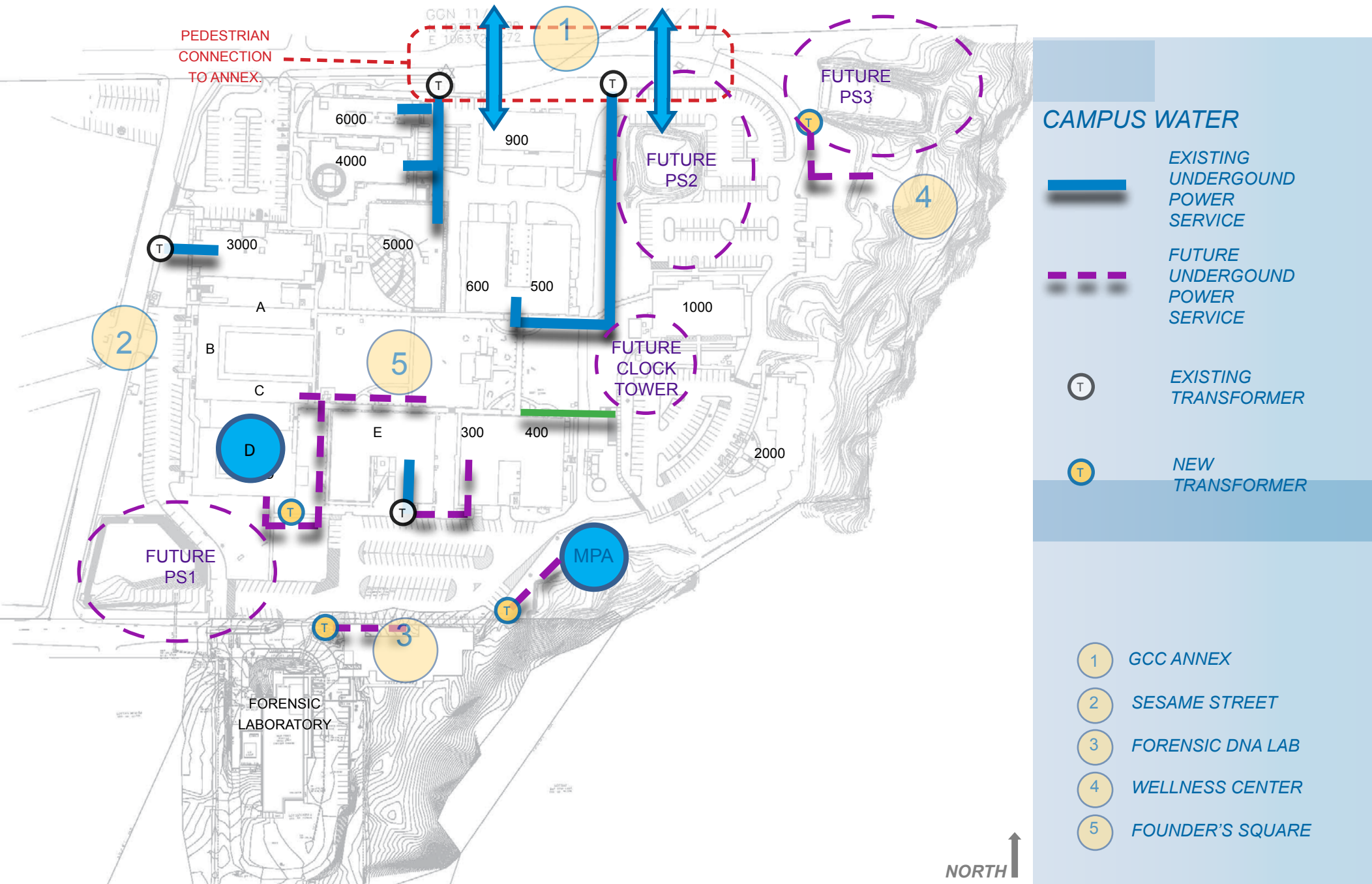1000
A
B
C
E
300
400
2000
D

NORTH

Backup generators, housed in structures similar to those at Buildings D (shown at left) and E, is a component of new construction projects together with power conditioners for A/C equipment and ew underground power service.

INFRASTRUCTURE IMPROVEMENTS

Power service to campus facilities is another critical component of the Master Plan. Transformers are required for new buildings and existing transformers are scheduled to be relocated to more fitting locations. Power fluctuations common to the area have affected building systems, most notably the air conditioning systems. This has lead to power conditioners for the A/C equipment to be typical components for the campus construction and renovation work. Similar to other infrastructure improvements, power service upgrades are intended to be executed in conjunction with phased work.

Additionally, the placement of underground power lines along Sesame and Corten Torres Street has multiple intentions. Campus beautification is the primary consideration for the proposed underground power service, but it also provides added storm protection. The overhead utilities detract from the campus aesthetics and are visually dominating, and placing them underground would enhance the campus overall. The underground work would be done in conjunction with Sesame Street's reintegration within the utilities easement that is planned. It also can potentially be done with the Annex development, which provides opportunities for integrating a portion of Corten Torres Street as a pedestrian connection that ties the Annex and Main Campus together.

PEDESTRIAN CONNECTION TO ANNEX.

FUTURE PS3

FUTURE PS2

FUTURE CLOCK TOWER

FUTURE PS1

FORENSIC LABORATORY

MPA

6000
4000
900
3000
5000
600 500
1000
A
B
C
E 300 400
2000
D

CAMPUS WATER

EXISTING UNDERGOUND POWER SERVICE

FUTURE UNDERGOUND POWER SERVICE

(T) **EXISTING TRANSFORMER**

(T) **NEW TRANSFORMER**

1 **GCC ANNEX**

2 **SESAME STREET**

3 **FORENSIC DNA LAB**

4 **WELLNESS CENTER**

5 **FOUNDER'S SQUARE**

NORTH

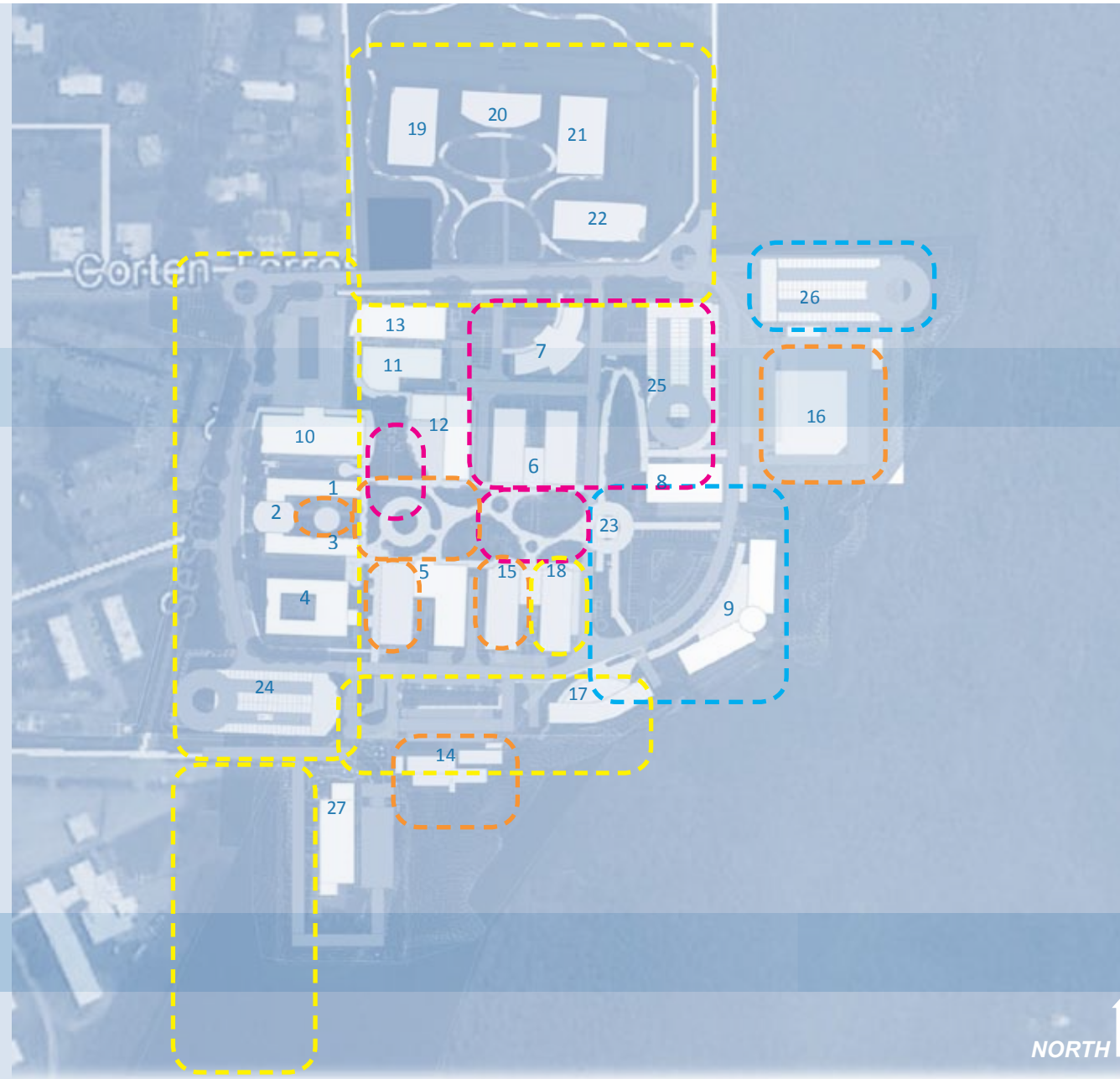A concept rendering of a proposed building entrance canopy.

2020 GCC CAMPUS

PHASE 1
PHASE 2
PHASE 3
PHASE 4

NORTH

BUILDING LEGEND

1. BUILDING A
2. BUILDING B
3. BUILDING C
4. BUILDING D
5. BUILDING E
6. BUILDING F
7. BUILDING G
8. BUILDING 1000
9. BUILDING 2000
10. BUILDING 3000
11. BUILDING 4000
12. BUILDING 5000
13. BUILDING 6000
14. FORENSIC DNA LABORATORY
15. BUILDING 300
16. WELLNESS CENTER & MAINTENANCE
    BUILDING
17. AUDITORIUM
18. BUILDING 400
19. ANNEX 1
20. ANNEX 2
21. ANNEX 3
22. ANNEX 4
23. CLOCK TOWER
24. PARKING STRUCTURE 1 (PS1)
25. PARKING STRUCTURE 2 (PS2)
26. PARKING STRUCTURE 3 (PS3)
27. EXISTING FORENSIC LAB
28. FOUNDER'S SQUARE

A rendering of Building E Phase 2 (Building 100 Renovation) as seen looking south from the Main Quad.

2020 GCC CAMPUS

PHASES OF WORK 2015 – 2020

The Master Plan continues the campus development with some phasing modification. From 2010 - 2014, Building 6000 (Foundation Building) and Building E Phase 1(Building 200 Renovation) have been completed. Moving forward to 2020, the planned development will be executed in 4 phases of work. Each phase will be further broken down into two sub-phases in order to scale development into manageable project costs. The new phasing of work is intended to address planning concerns, primarily the need for additional classrooms and parking forecasted by the year 2018.

The phasing also accounts for building projects whose design work is essentially complete. These include:

1. Building E Phase 2 (Building 100 Renovation)
2. Forensic DNA Laboratory
3. Wellness Center & Maintenance Building
4. Building 300 Renovation

These projects are anticipated to be complete by the end of 2017. The phasing of projects accounts for the logical development that would follow these projects in order to meet the projected physical campus needs by the year 2020. Building 300 is included as the design completion is targeted for August 2016
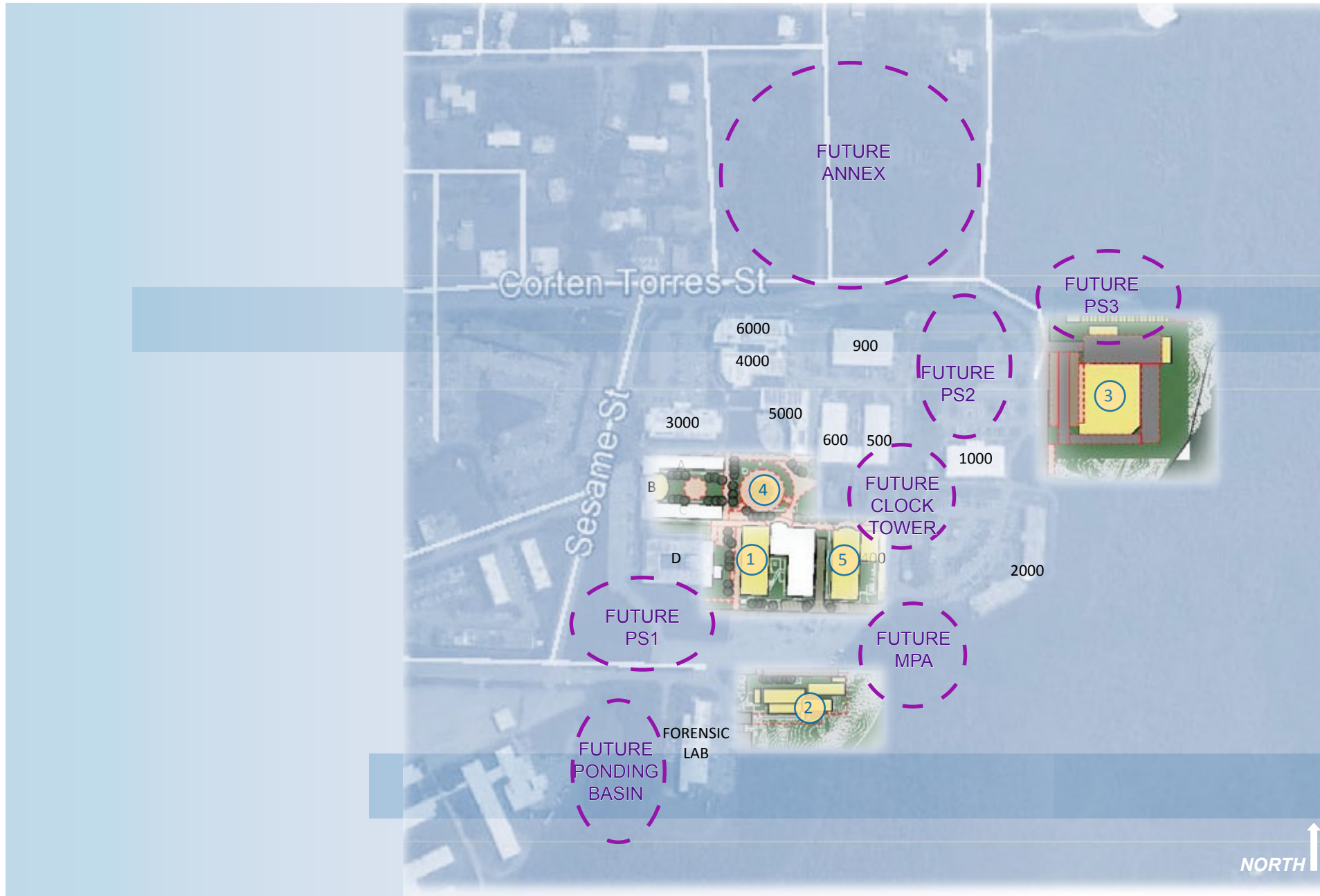
The following phasing descriptions are general project identification. Additional building program data is provided in Appendix A.

A rendering of the Wellness Center as seen looking southeast from Lot G, the site for the construction of Parking Structure 2.

PHASE 1: 2016 -2017

PHASE 1A

1. BUILDING E PHASE 2 (BLDG 100 RENOVATION)
   - Building Area 18,000 SF
   - Construction Cost $5,200,000

2. FORENSIC DNA LABORATORY FACILITY & GENERATOR #5
   - Building Area 12,000 SF
   - Construction Cost $3,000,000

PHASE 1B

3. WELLNESS CENTER & MAINTENANCE BUILDING & GENERATOR #8
   - Building Area 22,000 SF
   - Construction Cost $5,600,000

4. FOUNDER'S SQUARE
   - Open Space Improvements
   - Project Area 12,000 SF
   - Construction Cost $60,000

5. BUILDING 300 RENOVATION
   - Building Area 12,000 SF
   - Construction Cost $4,600,000

FUTURE ANNEX

Corten Torres St

FUTURE PS3

6000
4000
900

FUTURE PS2

3000
5000
3

600 500
1000

FUTURE CLOCK TOWER

A
B
4

D
1   5
500

FUTURE PS1

2000

FUTURE MPA

2

FORENSIC LAB

FUTURE PONDING BASIN

Sesame St

NORTH

Photovoltaic (PV) panels are components of new construction projects. The GCC Annex facilities are intended to have a combination of rooftop PV for buildings and parking lot canopies. Walkways canopies outfitted with PV panels are also intended for the campus.

2020 GCC CAMPUS

PHASE 2: 2017 -2018

PHASE 2A

1. ANNEX DEVELOPMENT & RECREATION TRAIL
   - Building Area 64,000 SF
   - Sitework Area 192,000 SF
   - Construction Cost $40,000,000

2. SESAME STREET REINTEGRATION
   - Sitework Area 70,000 SF
   - Construction Cost $1,300,000

3. PARKING STRUCTURE 1 & NEW PONDING BASIN
   - Building Area 108,000 SF
   - Sitework Area 30,000 SF
   - Construction Cost $6,200,000

PHASE 2B

4. MULTI-PURPOSE AUDITORIUM & GENERATOR #9
   - Building Area 12,000 SF
   - Sitework Area 5,000 SF
   - Construction Cost $4,500,000

5. BUILDING 400 RENOVATION
   - Building Area 4,000 SF
   - Construction Cost $2,100,000

6. BUILDING B RENOVATION
   - Building Area 6,000 SF
   - Construction Cost $1,400,000

Phase 3 open space improvements include a covered walkway connecting the Foundation Building (6000) to the Learning Resource Center (4000).

2020 GCC CAMPUS

PHASE 2

Map labels:
- ANNEX (1, 3, 2, 4)
- FUTURE PS3
- 6000
- 4000
- 5000
- 3000
- STUDENT SERVICES CENTER
- WELLNESS CENTER
- FOUNDER'S SQUARE
- FUTURE CLOCK TOWER
- A, B, C, D, E
- 300, 400, 1000, 2000
- PS1
- MPA
- FORENSIC DNA LAB
- FORENSIC LAB

NORTH

PHASE 3: 2018-2019

PHASE 3A

1. PARKING STRUCTURE 2
   - Building Area 90,000 SF
   - Construction Cost $7,500,000

2. GENERATOR #6 (FOUNDATION BLDG. & LRC)
   - Building Area 300 SF
   - Construction Cost $600,000

3. GENERATOR #7 (ALLIED HEALTH & BLDG. A)
   - Building Area 300 SF
   - Construction Cost $480,000

4. OPEN SPACE IMPROVEMENTS
   - Sitework Area 20,000 SF
   - Construction Cost $2,200,000

PHASE 3B

5. BUILDING F PHASE 1 (BLDG 500 RENOVATION) & GENERATOR #10
   - Building Area 22,000 SF
   - Construction Cost $5,800,000

6. BUILDING F PHASE 2 (BLDG 600 RENOVATION)
   - Building Area 18,000 SF
   - Construction Cost $5,200,000

7. BUILDING G (BLDG 900 RENOVATION)
   - Building Area 18,000 SF
   - Construction Cost $5,200,000

A 2-story 5,000 SF extension to the Administration Building (2000) is planned with the Phase 4 work.

2020 GCC CAMPUS

PHASE 4: 2019-2020

PHASE 4A

1. PARKING STRUCTURE 3
   - Building Area 90,000 SF
   - Construction Cost $7,500,000

2. BUILDING 1000 GREEN DATA CENTER CONVERSION
   - Building Area 12,000 SF
   - Construction Cost $5,200,000

PHASE 4B

3. CLOCK TOWER BUILDING
   - Building Area 2,000 SF
   - Construction Cost $800,000

4. ADMINISTRATION BUILDING RENOVATION
   - Building Area 5,000 SF
   - Construction Cost $1,600,000

5. OPEN SPACE IMPROVEMENTS
   - Building Area 18,000 SF
   - Construction Cost $2,000,000

A concept rendering of a proposed covered walkway canopy and planting along the Main Quad.

2020 GCC CAMPUS

2020 GUAM COMMUNITY COLLEGE CAMPUS

1. BUILDING A
2. BUILDING B
3. BUILDING C
4. BUILDING D
5. BUILDING E
6. BUILDING F
7. BUILDING G
8. BUILDING 1000
9. BUILDING 2000
10. BUILDING 3000
11. BUILDING 4000
12. BUILDING 5000
13. BUILDING 6000
14. FORENSIC DNA LABORATORY
15. BUILDING 300
16. WELLNESS CENTER & MAINTENANCE BUILDING
17. AUDITORIUM
18. BUILDING 400
19. ANNEX 1
20. ANNEX 2
21. ANNEX 3
22. ANNEX 4
23. CLOCK TOWER
24. PARKING STRUCTURE 1 (PS1)
25. PARKING STRUCTURE 2 (PS2)
26. PARKING STRUCTURE 3 (PS3)
27. EXISTING FORENSIC LAB
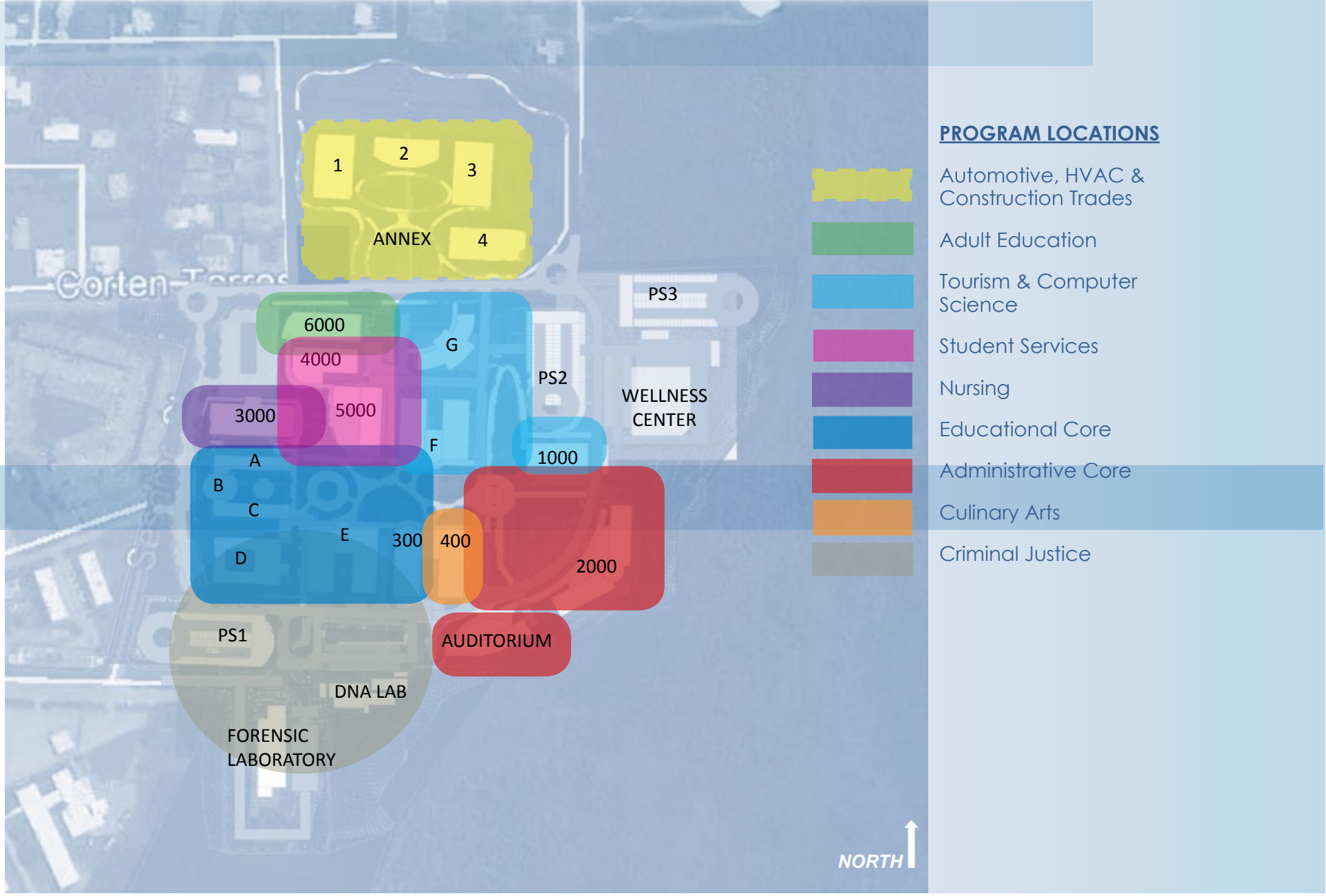28. FOUNDER'S SQUARE

NORTH

The Bookstore, Cafe, and Learning Resource Center create a "Student Services" core together with the Student Center at the Northwest corner of the campus.

PROGRAM LOCATIONS

Programs are intended to be located in the campus buildings as identified in the following pages. The locations are intended to allow GCC to capitalize on the adjacencies of related programs in order to foster collaborative learning activities. It must be noted that the proposed locations are a guide, and final program locations are dependent on enrollment.
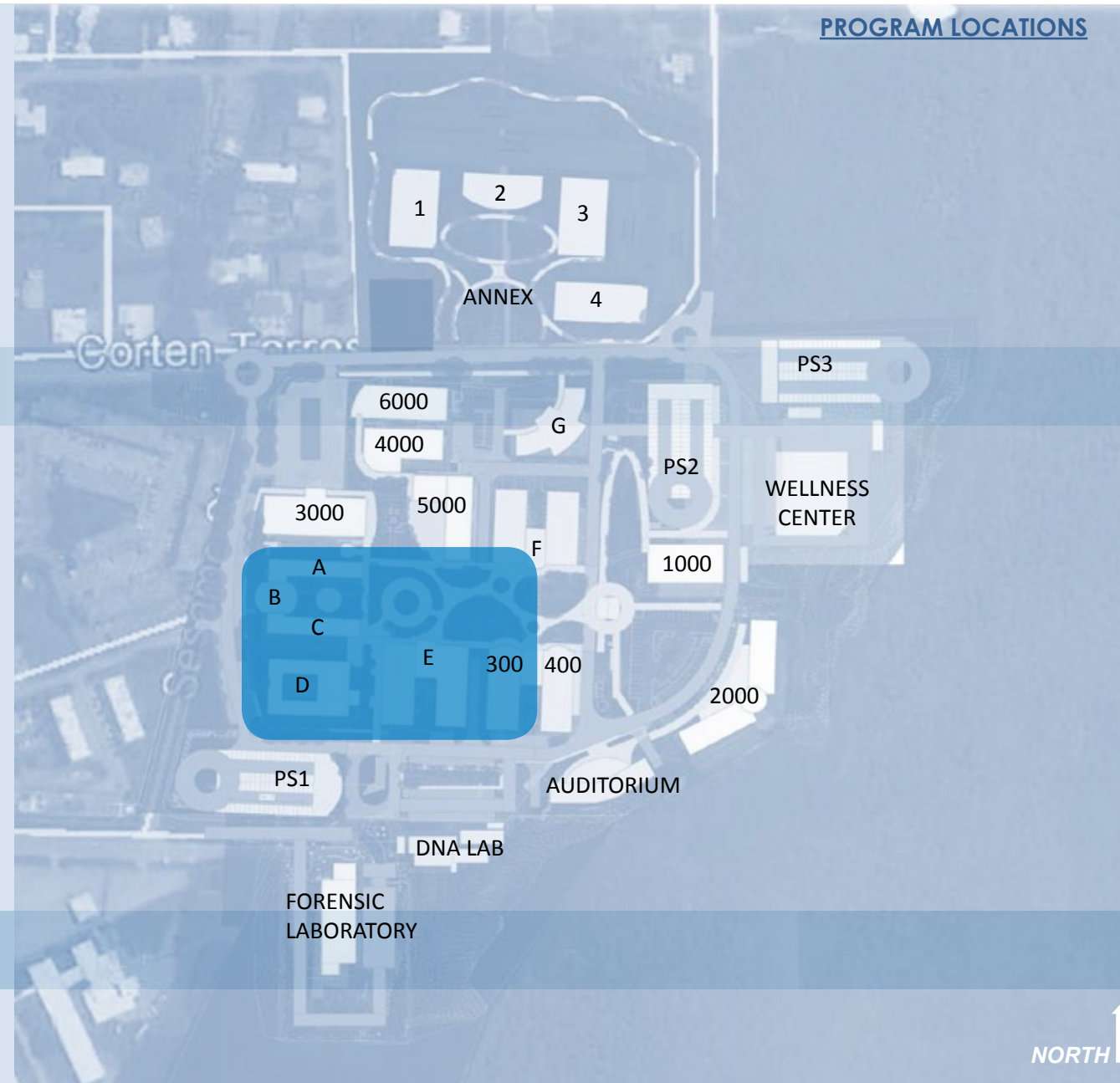
PROGRAM LOCATIONS

- Automotive, HVAC & Construction Trades
- Adult Education
- Tourism & Computer Science
- Student Services
- Nursing
- Educational Core
- Administrative Core
- Culinary Arts
- Criminal Justice

NORTH

2020 GCC CAMPUS

PROGRAM LOCATIONS

1
2
3
ANNEX
4
Corten-Torres
6000
4000
G
PS3
5000
3000
PS2
WELLNESS CENTER
F
1000
A
B
C
E
300
400
D
2000
PS1
AUDITORIUM
DNA LAB
FORENSIC LABORATORY

NORTH

BLDG. A
Liberal Arts
General Education
Cosmetology

BLDG. B
Student Success Center
Campus Control Center
Photo ID & Badge Center

BLDG. C
Accounting
General Education

BLDG. D
Accounting
Office Technology
Supervision & Management

BLDG. E (100 & 200)
Early Childhood Education
Education
Criminal Justice
Emergency Management
Fire Science
General Education

A rendering of the lobby interior at the Building 300 Conference Center.

2020 GCC CAMPUS

BLDG. F (500 & 600)
Hotel Operations & Management
Food & Beverage Management
Marketing
Tourism & Travel Management
Visual Communications
General Education

BLDG. G (900)
Grant Programs
Computer Science
Computer Networking
General Education

BLDG. 300
Multipurpose
General Education

BLDG. 400
Culinary Arts

BLDG. 1000 (Technology Center)
MIS
Data Center

BLDG. 2000
Administration

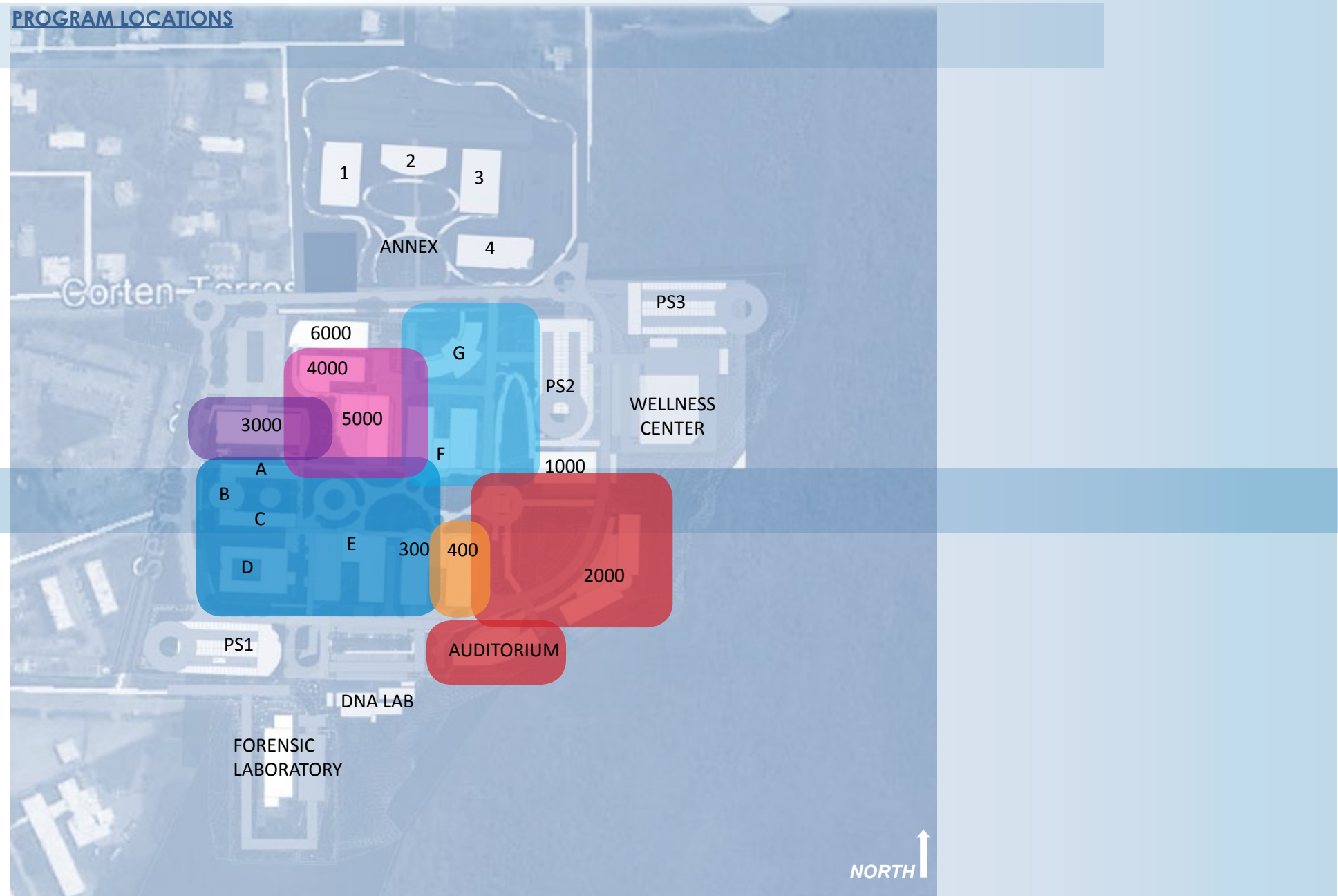**BLDG. 3000**
Medical Assisting
Practical Nursing
Pre-Nursing

BLDG. 4000
Learning Resource Center

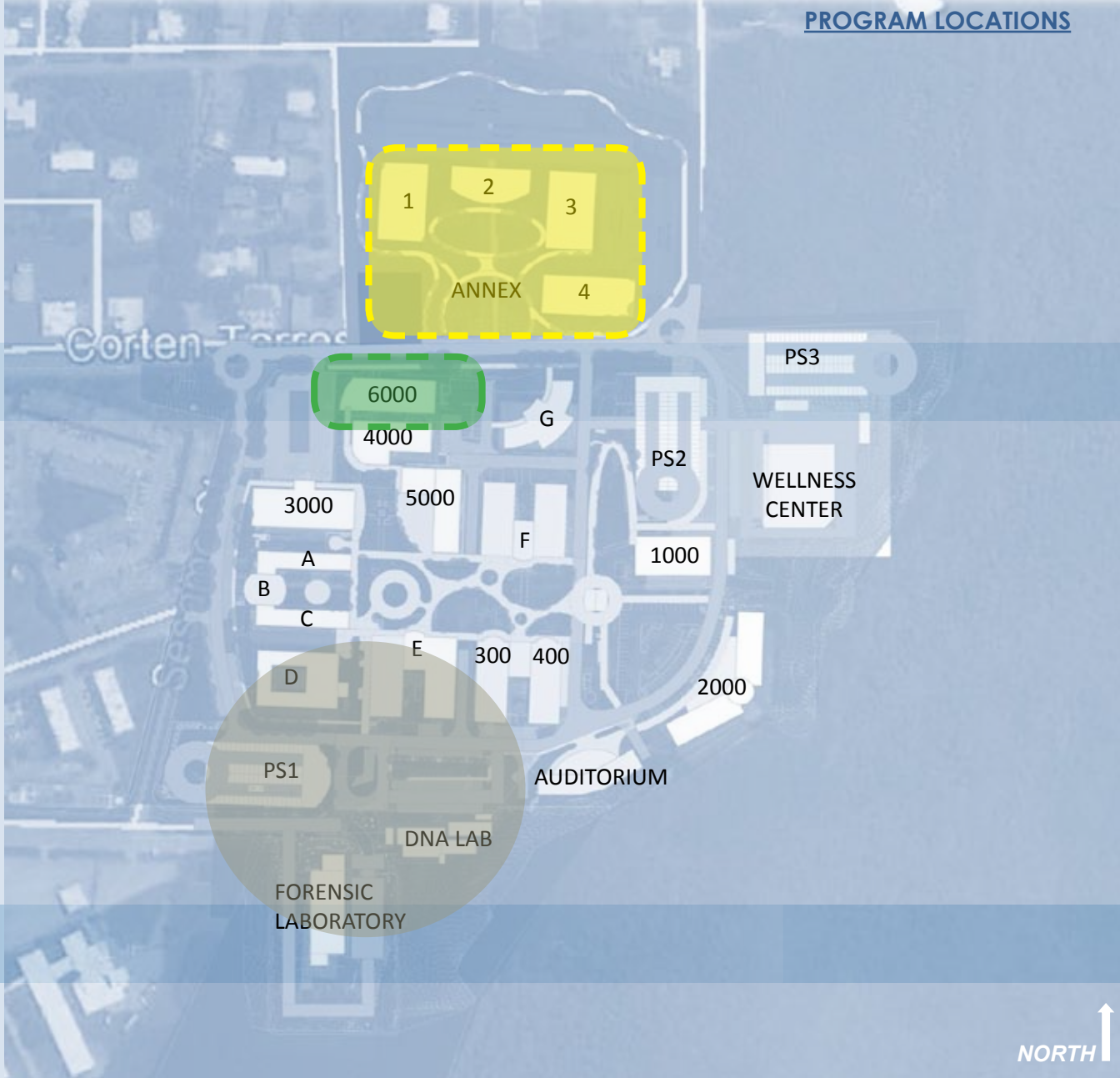**BLDG. 5000**
Student Services Center
Financial Aid
Cashier

PROGRAM LOCATIONS

1 2 3
ANNEX 4
PS3
6000
4000
G
PS2
WELLNESS CENTER
3000 5000
A
F
1000
B
C
E 300 400
D 2000
PS1
AUDITORIUM
DNA LAB
FORENSIC LABORATORY
NORTH

A rendering of the corridor interior at Building E Phase 2 (Building 100 Renovation).

2020 GCC CAMPUS

PROGRAM LOCATIONS

1
2
3
4
ANNEX

6000
4000
G
PS3
PS2
WELLNESS CENTER
3000
5000
A
B
C
F
1000
E
D
300
400
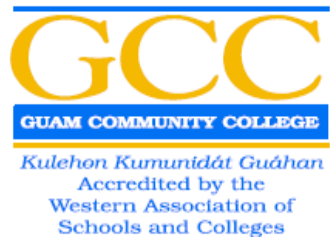2000
PS1
AUDITORIUM
DNA LAB
FORENSIC LABORATORY

NORTH

BLDG. 6000
Adult Education
ESL

ANNEX 1
Automotive Service Technology
Medium / Heavy Truck Diesel Technology

ANNEX 2
HVAC
Photovoltaic Technology

ANNEX 3
Electronics

ANNEX 4
Construction Technology
Computer Aided Design & Drafting
Pre-Architectural Drafting
Surveying Technology

DNA LAB
Criminal Justice

APPENDIX D

Information Technology Strategic Plan (ITSP)

GUAM COMMUNITY COLLEGE

INFORMATION TECHNOLOGY STRATEGIC PLAN (ITSP)

TABLE OF CONTENTS

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

Guam Community College
Information Technology Strategic Plan

Guam Community College is an institution of higher learning created to serve the technical, vocational, and occupational training and other educational needs of the citizens of Guam. The College was established by the enactment of Public Law 14-77, "The Community College Act of 1977." The administration and operation of the College are under the control of a nine-member Board of Trustees appointed by the Governor with the advice and consent of the Legislature. The College is a part of the Government of Guam. The Law states the purposes of the College are to:

- Establish technical, vocational and other related occupational training and education courses of instruction aimed at developing educated and skilled workers on Guam;
- Coordinate vocational-technical programs in all public schools on Guam;
- Establish and maintain short-term extension and apprenticeship training programs on Guam;
- Expand and maintain secondary and postsecondary educational programs in the vocational-technical fields;
- Award appropriate certificates, degrees, and diplomas to qualified students; and
- Serve as the Board of Control for vocational education for purposes of the United States Vocational Education Act of 1946 and 1963 and subsequent amendments thereto.

1. Background

Guam Community College (GCC), like most other organizations, has acquired a assortment of technology over the almost 30 years of its existence. The technology has been acquired at different times, for different purposes, for different users, and with different requirements. GCC has also not had an enterprise architecture or a technology

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

strategic plan to guide its acquisition and implementation of technology. As a consequence, the technology is not always compatible, various components become obsolete at different times, and the replacement strategy is often driven more by funding availability than business needs or architectural considerations.

The College is both a business enterprise and an educational institution. These two facets of the enterprise often have conflicting technological needs, expectations, and desires. The business side wants stable, robust systems that have proven themselves over time and place. The educational side frequently wants 'state-of-the-art' tools and techniques that allow it to be at the forefront of the technological world. Yet both parts of the College must work together to establish a technology infrastructure that meets both sets of needs and delivers the College an effective, efficient, and responsive system (s).

To make maximum use of its limited technology resources and funding, GCC decided to develop an information technology strategic plan and enterprise architecture to guide its technology investments. The enterprise-wide strategic plan defines how technology will be used to achieve the College's educational and business goals, while the enterprise-wide target architecture establishes information technology (IT) standards and design guidelines. The Information Technology Strategic Plan (ITSP) and Enterprise Architecture (EA) are companion documents that detail what the IT environment of the future will be (the Enterprise Architecture) and how GCC will achieve this future environment (the ITSP). The architecture and strategic plan cover all areas of information, communication, building, and academic systems technology that have any effect on the operations of the College.

What is an ITSP?
The ITSP is a top-down enterprise-wide strategic plan created to achieve GCC's strategic educational and business goals. The plan details how to (1) implement the Enterprise Architecture, (2) develop the staff skills needed to manage GCC's IT resources, (3) establish the processes and structures to manage information technology as an enterprise resource, and (4) transition from the current environment to the desired future state. This

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future environment requires technology that can communicate, interoperate, and share data and resources while reducing the costs associated with training, maintenance, and support through the implementation of the Enterprise Architecture.

The ITSP is not intended to limit or constrain creativity among GCC users, but to provide a stable, robust, modern infrastructure and environment in which to solve their business problems and allow departments to collaborate on significant cross-departmental efforts. The plan is built on an IT model of management which employs the best features of both centralized and decentralized IT management, support, and decision-making.

Why develop an ITSP?

The ITSP provides a focus for GCC and its departments to discuss and come to agreement on the application of information technology to the College's business needs. It serves as a framework for budgeting, planning, and managing GCC's IT resources. The plan provides direction, establishes IT management processes, and documents the desired future state of IT in GCC.

What do we do with the ITSP?

The ITSP is used to implement the Enterprise Architecture and achieve GCC's vision for its IT future. By following the plans contained in the ITSP, GCC can develop the technical environment it needs, the human resource skills necessary to manage the new environment, and the oversight and leadership mechanisms for fulfilling its strategic goals.

The ITSP and the Enterprise Architecture (EA)

The Enterprise Architecture and ITSP are complementary documents. The EA describes the current IT environment, the desired target architecture, and the actions needed to transition from the current to the target architecture. It focuses primarily on the technical issues involved in changing the IT environment. The ITSP takes a broader perspective on the transition process. It identifies the strategic goals that must be achieved for GCC to provide leadership and oversight of its IT resources. It addresses the management,

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budget, and governance challenges facing the transition and develops specific action plans to resolve the issues. Implementing the EA and ITSP together, GCC can provide both the technical and organizational leadership needed to fulfill its IT mission.

2. Approach to Developing the ITSP

The development of the ITSP was a collaborative effort involving GCC faculty administrative staff, and executives. The Graduate School, USDA, provided consultants to facilitate the development process. Participants in the development effort considered the needs, interests, and concerns of all departments and users throughout the process.

Scope
The EA and ITSP apply to all components of GCC, but only to GCC. The architectural principles and standards apply to all IT products, systems and projects. At this time the ITSP addresses governance and staffing issues relevant to GCC.

Methodology
Staff selected from GCC faculty and administration developed the ITSP with facilitation support from consultants from the Graduate School, USDA. The College's Technology Advisory Committee (TAC) provided oversight and direction to the development process. The TAC conducted a SWOC (Strengths, Weaknesses, Opportunities, and Constraints) analysis. It then discussed guiding principles for the IT environment of the future and technological trends that will affect that environment.

Using all of this information as background, the team discussed the issues and opportunities facing GCC.   The team described the current IT environment and envisioned the future IT environment it would like to create for the College (see Appendix I). The team then generated a list of goals which, if achieved, would fulfill its vision of the future. These goals were consolidated and prioritized to produce the final strategic goals.

For each strategic goal the ITSP team described the goal, the current situation, the desired future state, and how to reach the future state. They also developed performance measures to indicate whether the future state had been reached. Finally, the team prepared action plans to achieve each strategic goal.

3. Analysis of GCC's IT Needs

In assessing GCC's needs for information technology, the ITSP team developed certain core principles to form the foundation for guiding the development of the Enterprise Architecture and desired future state of IT in the College. The team also analyzed trends in technology to ensure its EA and desired IT future were consistent with and supportive of the direction of the industry and profession. Using this information as a start, the team described the current IT situation in GCC, the desired future state, and the migration path that leads the College from where it is to where it wants to be.

Guiding Principles

One can define many different futures for IT in an enterprise and one can construct many different architectures. With no guidelines or guiding principles, no architectural constructs or values, there is no assurance the end products will meet the needs of the organization. Therefore, the ITSP team articulated a set of overarching guiding principles that would drive both the architecture and the vision of the desired future state for IT. These guiding principles, though few in number and seemingly very simple, determine many of the characteristics of the EA and the IT future state. They affect decisions, or in some cases determine decisions, at every level of the architecture and throughout the definition of the future IT state. These principles are:

- GCC will stay true to its mission.
- GCC will keep the student first.
- Information technology, IT staffing and the IT budget are enterprise resources.
- Information exists to support the educational and business objectives of GCC.

- Technology and technology investments must be viewed from an enterprise perspective.

- The educational and business priorities and functional requirements of the College will determine investments in information technology.

- Information is an enterprise strategic resource.

- GCC must provide electronic access to information and services while maintaining security and privacy.

- The GCC's data must be accurate and collected only once in a timely and efficient manner according to life-cycle standards.

- GCC and its information technology must become an integrated enterprise.

Trends in Technology

Many trends in technology affect the decisions IT organizations make and determine the directions they take. It is difficult, if not impossible to fight the trends, but riding the trends, and planning to take advantage of them, makes the IT function vastly more effective while reducing costs. Some of the trends in technology that will affect GCC's IT future are:

- The rapid creation of new technologies will shorten the useful life of technology.

- The growth of Internet based commerce and customer service will result in an increasing focus on security and privacy.

- The Internet will drive the technical standards for applications and network computing.

- The rapidly expanding use of Internet technology will be used to redesign and redefine business processes.

- There will be a shortage of qualified IT staff.

- The performance of computer hardware will continue to grow exponentially, while costs continue to decline dramatically.

- The convergence of voice, data, and video has begun and will accelerate quickly.

- New ways to connect to the computing environment are appearing.

- Application delivery will be increasingly component based.

- Market forces will continue to dominate over superior technology.

- Data warehousing applications and uses will experience very high growth.

- The drive for interconnectivity and interoperability will blur traditional boundaries (especially organizational boundaries).

- Collaborative computing environments are enabling organizations to better marshal and focus their intellectual resources.

- Enterprises are using new technologies to reduce administrative costs and establish a unified system management approach for corporate computing.

Current State of Information Technology Resources in GCC

GCC has a fully staffed MIS department with 10 people. The GCC technology inventory includes more than 1000 personal (desktop and laptop) computers. These computers run everything from Windows 98 to Windows XP. There is a growing number of Mac computers used primarily for instruction of digital media courses. There are also a considerable number of spare computers, monitors, printers, and other equipment on campus.

The campus has numerous servers, one AS400 and the rest primarily Dell and IBM Blade servers. Most servers are under MIS control and housed in a centralized server room. Most servers are also dedicated to a single application. Incremental and full backups are performed on each server daily but there is no schedule for testing the restoring of a server. There is little if any redundant capability. If the Integrated Database Management System   goes down, there is no immediate way to continue operations in another backup electronic environment. There are spare servers but they are not in use. A few servers are in the faculty area, outside of MIS' control (by mutual arrangement). It appears that certain of these have mirrored backups and are, therefore, more available.

All computers are networked on the centralized LAN and can gain access to the internet via two 10 megabit per second lines   provided by a partnership and paid services with MCV, a local cable TV company and GTA a local analog phone and digital cable

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

company. There is a concern about the adequacy of the bandwidth available, particularly when new applications become a requirement for instruction or operations. . Monitoring of bandwidth usage is a constant activity in order to determine if sufficient bandwidth is available to support current operations.   There are also at least three DSL lines onto campus, but each is separate from the LAN and is used to provide localized wireless access points.

The current Integrated Database Management System allows for a more efficient operation in Human Resources, Business and Finance, Registrar's Office, and the rest of the college.

GCC is becoming a 24x7 operation. More students are taking classes where tests and other materials are online. These students often work jobs during GCC's normal business hours. They attempt to gain access to GCC servers late at night and often are refused access due to IT maintenance activities. MIS runs two shifts and has people available between 8am and 11pm weekdays.

All PC computers are open use computers; no individual user-id and password are required to use a computer. . There is no means of tracking user activities back to a specific user. This lack of user authentication seems odd since the rest of the controls on the network are so robust.

The current Integrated Database Management servers are protected from unauthorized access. This security is provided at the access point to the campus network and through use of firewalls, SSL, and through unique user name and passwords.

Desired Future State of Information Technology Resources in GCC

GCC will have a unified enterprise architecture and all IT resources will be compliant with, and components of, this architecture. Standards will be established using 'best practices' and adhered to for all IT resources. At a minimum these standards will address security, data and data sharing, communications, compatibility, contingency plans and disaster recovery, and back-up/recovery. Systems will interface easily, seamlessly,

effectively, and cost-efficiently. GCC-wide IT resources will be applied effectively and cost-efficiently. All IT resources will be current and life cycle management schedules will be developed and funded. GCC will have sufficient qualified IT staff and resources. IT budget and annual spending plans will be developed and managed to maximize the value to the College overall.

GCC will create and operate services on-line that are accessible 24 hours a day, seven days a week. It will deliver integrated enterprise information systems and infrastructure that improve public access to GCC functions and information, streamline business processes to simplify College-public interactions and reduce costs, and meet the legal and business needs of the College. The technology will enable departments to continually improve their efficiency and effectiveness, while also allowing applications to be developed more rapidly, easily, and inexpensively as business needs change. Education will no longer be time and place dependent. All students will have laptops and classrooms will be fully equipped (multi-media, computers, LAN access, etc.). GCC courses will teach the most up-to-date technology and offer certifications in the IT field. End users will be adequately computer literate and proficient. The educational community will communicate its needs to the technology community with sufficient lead time for them to provide the needed support/services. GCC will establish a model classroom with state-of-the-art technology

GCC technology will be 'invisible' to the user and always available when it is needed. The GCC campus will be completely wireless and secure, with no viruses, spam, or system breaches. All satellite sites will be connected. Users and their applications will not be impacted by limited bandwidth. Campus safety and security equipment (fire alarms, smoke alarms, security camera systems, etc.) will be fully integrated and the phone system will be significantly improved at a lower cost.

GCC will be a leader in the Pacific region in the application of technology. The College faculty and staff will anticipate the skills needs of the local business community and provide training and certification to deliver and develop skills needed in the work force.

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

GCC will establish a technology center where new technology of any type can be prototyped and tested. GCC will provide a 'computer store' where students repair and upgrade systems for both work experience and income. GCC will develop cost-effective means for providing 'niche' training and services, and for providing training and education not in the College curriculum.

The College will establish formal, fully accepted processes for IT budgeting, decision-making, resource allocation, project sponsorship, and priority setting. GCC will also have an effective process for integrating and reconciling users' needs with technology capabilities. GCC will have formally adopted a target enterprise architecture (EA) and standards that establishes a broad set of boundaries within which everyone agrees to stay, yet allows flexibility to safely experiment with new tools and technology (one size does not fit all). The target EA will support multiple operating systems.

Migration Path from Current State to Desired Future State

The transition from the current state to the future state will take years. Although major aspects of the transition can be planned, scheduled, and implemented according to planned milestones, many components of the transition occur as external events allow (or dictate) them. For instance, it does not make sense to impose the EA standards and design features on legacy systems, but as these legacy systems are replaced or upgraded, they should be required to conform to the EA. The staff development activities need to start now, but will take years to align staff skills with those required by the EA.

4. **Strategic Goals**

The TAC brainstormed an extensive list of the activities GCC would need to complete to fulfill its vision of its technology future. These accomplishments were then combined, simplified, clarified, and rephrased as goal statements to produce the list of the TAC's now CTC's strategic goals. These goals in priority order were:

Strategic Goal 1: GCC will develop and implement a target Enterprise Architecture.

This goal defines and implements the technical, business and educational environments GCC wants to have in five years. **Enterprise Architecture** is the practice of applying a comprehensive and rigorous method for describing a current or future structure for an organization's processes, information systems, personnel and organizational sub-units, so that they align with the organization's core goals and strategic direction. Although often associated strictly with information technology, it relates more broadly to the practice of business optimization in that it addresses business architecture, performance management and process architecture as well.

Where are we now?
GCC has made progress toward where we would like our technology to be. It has a topology (network) and an organizational chart and structure. It has an Integrated Database Management System (IDMS) which integrates HRO, Business, Student, and Financial Aid and also has other databases that do not talk to each other and have restrictive and specialized functionality (hard coded and difficult to update). .

 Some of the College's hardware, operating systems, and applications are obsolete. A minimal number of applications require old operating systems (e.g., Windows98). System security is not where we would like it to be although we are moving toward compliance with all federal and local requirements (e.g., ADA). An enterprise anti-virus system is in place. Too much spam enters the system while legitimate messages are blocked, either intentionally or inadvertently.

The college has approved new computer standards to promote more user flexibility. There are charters detailing the level of support to be expected and provided; however, service and support expectations vary, often leading to dissatisfied users. Technical support is inadequate. Users need to be more computer literate. The Center for Learning

and Instruction (CLI) provides training for faculty and occasionally administrative staff on technology and its use in the classroom.

Where do we want to be?

GCC will have successfully implemented its target Enterprise Architecture and the Information Technology Strategic Plan. The College will continue to improve on its integrated database and set of applications with the web portal, providing access to students, faculty, staff and the public at any time from anywhere. Users will have access to the information they need, when they need it, and where they need it. The College will have approved standards for information, databases, hardware, software, security, access, networks, business processes, and all other aspects of the technical and educational environment.

College systems will be secure and comply with all federal and local requirements. There will be adequate bandwidth so that no users or applications are adversely affected by lack of bandwidth. GCC will be less reliant on vendors for changes and enhancements to its systems.

GCC will have defined processes and procedures that are understood and complied with by all its users. Faculty and MIS will have improved communications and negotiate service and support agreements to meet the needs of both constituencies. Standards will be developed, approved and adhered to by all users. All users will sign users' agreements after an initial training and familiarization program. Within the approved standards, EA, and support agreements, faculty will be able to 'experiment' with innovative technology and applications. An MIS help desk will be fully operational.

Faculty, staff and students will be trained on the technology and be proficient at a level appropriate for their job duties or educational needs. For each College position GCC will articulate the required technical skills and levels of proficiency. The College will establish minimum annual training standards and plans for staff for each department.

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

How do we get there?

GCC will develop and implement an Enterprise Architecture, and establish, implement, and enforce policies supporting the EA. The College will continuously assess its progress in implementing the EA. It will also procure a fully integrated information system to meet community, administrative, and educational needs. GCC will obtain additional bandwidth and monitor the need for additional for growth. The College and its users will make more effective use of its bandwidth.

How do we know we did it?

- Percentage of bandwidth used (AP 1.4, 1.5, 1.6)
- Number of stand-alone systems (AP 1.3)
- Number of servers (AP 1.3)
- Number of packets dropped (AP 1.4, 1.5, 1.6)
- Customer satisfaction survey (AP 1.1 – 1.6)
- Number of Work Orders (AP 1.1 – 1.6)
- Number of signed service/support agreements (AP 1.1 – 1.6)
- Number of requests for additional training outside "core" curriculum (AP 1.2)
- Cycle time for closing Work Orders (AP 1.2)

Strategic Goal 2:   GCC will develop policies, procedures, and processes to analyze and acquire the components (hardware, software, applications) of the Enterprise Architecture.

GCC needs a formal, structured process for defining user requirements, assessing system capabilities against the requirements, and acquiring the technology that best meets the users' needs. The process would use systems analysis tools and techniques to define needs and/or problems, research options for meeting the needs or solving the problem, develop alternative solutions, test the possible solutions, and select the best solution within budgetary or other constraints. Decisions about technology will be based on reviews of what works and why, and what does not work and why. The technology community will be constantly learning and growing based on its experiences, research,

and testing. This approach to acquiring and using technology will ensure GCC makes the best use of its limited resources and technology.

Where are we now?

- New College Technology Committee
- Bylaws updated and charters drafted with more to be created
- Completed minimum computer standards to be reviewed every six months
- Integrated data base in place
- Campus community is becoming more aware that the technology issues and policies must be presented to CTC
- Adequately trained personnel not in place to support current and future EA
- Highly externally trained MIS
- College-wide technology literacy proficiency levels need improvement
- Few standards and policies in place for information technology products and tool use
- Need updated technology user agreement

Where do we want to be?

- CTC fully functional
- charters approved
- College community informed and aware of CTC's role and responsibility
- Standards and policies are in place to address technology products and tool use campus-wide
- Appropriate technology training relative to current and future EA
- Every department establish individual training plans based on institutional needs
- Sufficient FTE to support EA
- Annual technology user agreement signed

How do we get there?

- Approved charters

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

- Communicate to campus community via website of CTC's role, responsibilities and accomplishments
- Create standards and policies to address technology needs
- Assess technology training needs
- Assess technology staffing needs
- Update current technology user agreement and establish annual signing date (post/secondary, employees)

How do we know we did it?
- Effective policies and procedures published (AP 2.1 & 2.4)
- Departmental technology training plan in place (AP 2.4 & 2.5)
- Standards and policies are adhered to (AP 1.2 & 2.4)
- CTC website is updated weekly (AP 2.3)
- Campus-wide technology survey indicates committee awareness (AP 2.3)

Strategic Goal 3: **GCC will acquire the funding needed to implement the Enterprise Architecture.**

Implementation of the target EA is a long-term effort requiring a significant amount of funding. Once the target EA is defined and approved by the governance process, the governance entity needs to develop a multi-year budget that matches funding needs to the technology needs of the migration path from the existing architecture to the target architecture. To fund these budget needs, GCC will explore all possibilities—lobby the GCC Foundation and Legislature for additional funds, use GCC's 315 acres of land to generate revenue, apply for grants to fund technology enhancements and meet federal and local regulatory requirements (like the Americans with a Disability Act), and create 'pockets of entrepreneurship' in which specific components of the College provide products and/or services to the public, businesses, and government agencies on a fee basis.

Where are we now?

- We are in a budget crisis
- We have a person responsible for generating income to support college upgrades
- We are attempting to get more grants to support some of the things we feel we have to accomplish
- Funds generated out of CE, our largest pocket of entrepreneurship, go back to support departments needs or fall to the bottom line and help us keep up with financial obligations
- We have the technology fee
- We have MOU/MOA with our ISP (reduced fees)
- Incorporating site licenses as opposed to individual licenses
- Develop partnerships with vendors e.g., Cisco, 3M, etc.

Where do we want to be?

- Financially stable
- Able to be the technology leaders with a secure infrastructure as advertised
- We want to be able to upgrade as we need and not when it is an emergency
- We want to have a stable architecture
- We want to be able to trust the needs of the "experts"
- Appropriately trained and staffed technology team
- Financially self sufficient

How do we get there?

- Request more funding from the legislature (but there is no money)
- Continue to pursue grants (maybe with HUD, private foundations, etc.)
- We need to build internal relationships that are win-win so trust can be established
- We need to use internal people for assistance since we can't afford to go external and maybe make it "part of their load" to assist with the overall EA

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

- Develop cost centers for certain programs (e.g., Electronics for repairs and installation, Business (Accounting) for taxes, Automotive for oil changes, tire replacement, Internet Café, Electronic games)
- Establish Kinko like Center
- Have vendors pay college for intern students
- Lobby for taxes to support education

How do we know we did it?

- When people are able to download, install and access needs such as podcasts, movies and programs without interruption or even a blip on the monitoring devices used by MIS (AP 1.4, 1.5, 1.6)
- When people don't experience sluggish response with the internet or Banner (AP 1.4, 1.5, 1.6)
- When students, faculty and staff are able to access the system 22/7 as opposed to 24/7 to enable MIS to do backup and technical maintenance (AP 1.4, 1.5, 1.6)

- When upgrades can be made as we need them and they are not delayed until we are forced to replace them (AP 3.1, 3.5, 3.6)
- Reduce our dependancy on legislative appropriation (AP 3.2, 3.5, 3.6, 3.7)

Strategic Goal 4:   GCC will expand the use of technology in education by the College faculty.

Technology is used in many ways in GCC educational and business settings. The technology offers many more opportunities than are currently being used, however. GCC needs to challenge its faculty and staff to creatively design their work environments and practices to more fully take advantage of the power and flexibility of the technology. For this expansion of the use of technology to be successful, GCC employees need to be trained and fully proficient with the technology available to them and the educational and business practices that maximize the use of technological tools. GCC will also need to

recruit more students to the College and into the technical fields at the College by increasing its marketing efforts, providing more training and certification programs, and offering additional services to local businesses and government agencies.

Where are we now?

The faculty is at widely varying levels of using technology in the educational process, they are 'all over the map'. Some instructors are heavily into using technology in the classroom, while others have nothing to do with it (and are afraid of it). Instructors use a variety of products (much of it freeware) obtained on-line. There no standards for the products or tools used in the classroom.

The CLI is in place to help faculty use technology, but many users do not know what questions to ask for help, to find new tools, or to find out what the technology can do for them. No list of resources is available to instructors, staff or administrators. The technology staff assume too much, especially about the knowledge of many of its users.

A few courses are on-line, but limited bandwidth on the campus limits the on-line courses. GCC has launched a new web site (joomla) and a new course management system (Moodle). The technology used varies widely, from computers to multi-media.

Where do we want to be?

All faculty will be able to put courses on-line with minimal constraints. The faculty will have the knowledge and skills necessary to use technology in the educational process. Instructors will be required to receive proactive 'technology certification'. 'Early adopters' will continue to test new technology and new applications of technology in the classroom. Faculty will be so skilled in using technology in the classroom that they will be able to showcase their application of technology in education at professional conferences and meetings.

The College infrastructure will support the faculty in applying technology in course work. The CLI needs to be more effective at supporting the faculty and assisting in

technology applications in education. GCC will establish and adopt standards for applying technology in course work. MIS will be more supportive and no longer be perceived as a barrier to faculty innovation.

How do we get there?

Faculty will be encouraged to try technology in their courses in as many ways as possible. GCC needs to put professional training on technology into individual faculty plans and use it as a component of the performance appraisal process. The CLI and MIS staff can identify 'power users' in each department to start applying technology in education and help other faculty try using technology in the classroom. GCC needs to provide more training and more 'hands-on' support for faculty reluctant to try using technology in their instructional methodology. Each department can be requested to identify specific courses that can be put on-line (and then put them on-line). Similarly, each department can be asked to identify opportunities to use technology in its curriculum.

How do we know we did it?

- Number and percentage of courses using technology (AP 4.1, 4.2, 4.3)
- Number of syllabi integrating technology into course (AP 4.2 & 4.5)
- Number of students enrolling in classes using technology (AP 4.2 & 4.5)
- Number of students enrolled exceeds Number of students on campus (others are online)
- Number of instructors using technology in class (AP 4.5)
- Program assessments can be used to 'encourage' use of tech (AP 4.2 & 4.5)
- Provide adequate technology and bandwidth for instructors and classrooms (AP 4.5)

Strategic Goal 5: GCC will enhance the governance process to provide timely and efficient integration of users' needs into decisions on investments in technology.

Governance is the set of rules, processes, and structures by which IT resources are

managed. Studies have shown that an effective governance structure is the single most important factor in maximizing the value of IT investments. The governance process covers the creation and implementation of the target enterprise architecture, management of the Information Technology Strategic Plan (ITSP), and decision-making for IT budgets and investments. The governance structure also establishes processes for the entire life-cycle of integrated enterprise projects—project planning, project initiation, project management, configuration management, systems development, systems implementation, maintenance, ongoing enhancements, support, project monitoring and evaluation, project/system termination, and project accountability.

The governance process comprises the information sharing, data collection, stakeholder involvement, agency-wide communication, and decision making activities involved in creating and implementing the target enterprise architecture. The process includes configuration management of the current architecture as it evolves into the target architecture. It requires a continuous dialogue among technology users, GCC stakeholders, and the IT community regarding changes or upgrades in the technology environment. The governance process typically addresses budgeting to meet technology needs, assimilating users' needs, prioritizing needs within budget constraints, making decisions affecting the technology environment and the architecture, and providing oversight for project initiation and implementation.

Where are we now?
The College Technology Committee (CTC) is comprised of representatives from the faculty and the administration. The CTC is an advisory body responsible for making policy recommendations related to technology and technology issues. The CTC reports to the College Governing Council, which makes its recommendations to the College President.

The CTC makes policy recommendations, but the MIS function also has some influence in the decision making process. MIS can stop an acquisition by saying the selected technology does not meet the standards or support is not in place. . In addition to the

CTC there are also working groups established to address functional and operational issues related to the integrated database management system and website.

Where do we want to be?

The IT governance structure and processes are formalized, recognized, clearly defined, and actively used in the decision-making process for all IT issues. The governance structure manages and directs the Enterprise Architecture, the ITSP, and IT planning, budget, and funding processes. The governance structure also has established and oversees the processes for the entire life-cycle of integrated enterprise projects—project planning, project initiation, project management, configuration management, systems development, systems implementation, maintenance, ongoing enhancements, support, project monitoring and evaluation, project/system termination, and project accountability. The governance process will be simplified, responsive, proactive, effective, timely, results oriented, and involves all stakeholders (or representatives of all stakeholders).

How do we get there?

The current governance process has just been revisited. The various groups need to clarify roles and responsibilities, and how processes are going to work. As the process gets developed and matures, the College can adjust it as needed to evolve it into its desired future state.

How do we know we did it?

- Number of technical issues identified needing policies (AP 5.3)
- Percentage of these issues for which the CTC issues policies (AP 5.3)
- All department charters signed, approved (rules of engagement) (AP 5.2)
- CTC recommendations are perceived in high regard (AP 5.1)

Strategic Goal 6: GCC will build partnerships with external business and government organizations to expand business, educational, and funding opportunities.

Created and adopted on 04/12/2006. Subsequent revisions on 09/01/2006, 12/14/2007, 3/18/2009.

To expand its technology opportunities, GCC needs to build strong partnerships with business, government agencies, and the local community. As with all partnerships, these arrangements would provide benefits to both partners. GCC would benefit by obtaining additional technology, funding, students, teachers, and opportunities for its graduates. The business and government partners would receive well trained and/or certified graduates as potential employees, access to the skills of the GCC faculty and staff, and facilities to prototype and test their technology before acquisition or implementation.

Where are we now?

- Partnership with the FAA for student interns leading to FT employment
- Partnerships with online testing organizations such as PAN, HOST, PROMETRIC, and Pearson Vue.
- Good relationship with employers, DOL, AHRD, and GCA Trades Academy
- Partnership with MCV for internet bandwidth resource
- Training activities with NCTAMS and AAFB Base Comm.
- Active Advisory Committees
- Good direct relationship with construction companies who need highly technical training

Where do we want to be?

- Continue to improve current partnerships
- Number one training facility on Guam for Govt. of Guam, civilian and military sectors
- Expand partnerships on Guam and in the regions
- Establish partnerships that will provide for research, development, and testing of new technology.
- Increase more national certificate testing opportunities and certification courses

How do we get there?

- Utilize the Office of Development and Alumni Relations and Continuing Education to assist with outreach

- Encourage the Departments to become more entrepreneurial

- Encourage diverse memberships on advisory committees representative of local businesses and needs on Guam

- Increase publicity so the community is truly aware of what GCC is doing and is capable of doing.

How do we know we did it?

- Increased number of partners

- Greater number of testing options

- Use advisory committee comments to generate course and/or program changes

APPENDIX E
Distance Education Strategic Plan (DESP)

Five Year
Distance Education
Strategic Plan

2015—2020

Introduction

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

To further this mission, Guam Community College (GCC) has set a goal to be a provider of Distance Education (DE) to its students. Distance education is a vehicle through which the College can help students in Guam and Micronesia with the attainment of their academic goals, by providing high quality accredited programs in career and workforce development in an online format.

GCC has developed a five-year Distance Education Strategic Plan to guide the institution's distance education efforts. The impact of rapid change in educational technologies, and increased need for technological support from the College require continual assessment. 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.

The DE Strategic Plan will allow the College to carefully determine resources needed to provide access to students. Student, faculty, and staff readiness for DE will be assessed, with measures put in place to address any gaps. In this strategic plan, all mention of staff includes administrative, operational, and technical staff.

The college has begun incremental implementation of a broad range of DE courses in two distinct categories, as defined in DE Policy 340:

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

GCC realizes the opportunity DE affords students seeking flexible learning options. A non-scientific poll taken on the College website in 2013 showed 87% of respondents selecting online courses at GCC due to the convenience of taking courses on a flexible schedule. GCC students also need increased access to higher-level courses. Fully online or even hybrid courses will reduce the burden on current institutional physical infrastructure such as parking and computer labs, yet still avail GCC students with access to courses. Implementation of sustainable DE offerings has the benefit of curbing attrition, with a consequent increase in retention, persistence and completion. Furthermore, a thorough review of business processes and incorporation of additional automation will strengthen student records management, improve student experiences and enhance data acquisition. Additionally, 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 already present at the College. In order to establish a viable and sustainable Distance Education offering at the College, GCC will establish an academic technology working group that supports DE academic technology needs.

DE at Guam Community College will support the four key institutional goals presented below. Specific DE goals also align with institutional direction. To attain these goals, exceptional effort will be made to address current students' needs, and improve faculty and staff engagement and access to efficient and

effective tools. Excellence in online degree programs will attract new students, while excellence in support services will support high levels of student retention.

In order to comply with federal and local regulations governing the quality of Distance Education, GCC must take into account several factors during the planning process. The Distance Education Strategic Plan must

- consider library services to distance learners,
- provide a means for ensuring learner integrity,
- provide appropriate support services for distance learners,
- provide adequate technical resources, faculty and technical staff training, and support services, and
- evaluate its DE course offerings.

Beyond the Distance Education Strategic Plan, GCC must comply with federal and local regulations by investigating, selecting and supporting those tools necessary for the delivery of Distance Education. These include sustainable investment in a course management system and third party tools that support distance education. Going forward, GCC plans to separate online from hybrid and face-to-face (including 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 will be able to address the four key US Department of Education regulatory factors that directly impact DE, including:

1. Credit Hour – Ensure that GCC DE courses meet the contact hours as outlined by the Accrediting Commission for Community and Junior Colleges (ACCJC)
2. 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
3. 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
4. Gainful Employment – Select programs that offer at least one year of training leading to a certificate or degree and preparing students for gainful employment in a recognized occupation. The new metric also looks at the debt-to-income ratio and loan repayment rates.

Alignment of GCC Institutional Strategic Master plan with DE goals.

As the college develops and strengthens Distance Education, the alignment of DE goals with institutional priorities remains essential. As part of the strategic planning process, a DE taskforce has been formed consisting of faculty and administrators. In collaboration with Ellucian higher education technology consultants, the taskforce 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. The taskforce developed a five-year DE implementation and assessment plan as part of the strategic plan (Appendix 2). A substantive application to the ACCJC requesting authorization to offer full DE programs is included in the five-year planning process. This will ensure accreditation compliance for the DE program at GCC. A DE pilot project running from Fall 2015 to Spring 2016 was created to provide additional information.

Institutional Goal 1: Guam Community College will increase student 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 approval will serve as models for the development and continuous improvement of all Guam Community College online courses.

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

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

DE Goal 1.1: Provide a full range of student services online 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, internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

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

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

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

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

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

Institutional Goal 3: 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 College Technology Committee. This will include support for classroom technologies, online teaching and learning, in addition to administrative functions and services for all students, faculty, and staff supporting distance education. Faculty, staff, and students must be proficient in the technologies that support their learning. Training will be provided for a full range of administrative and productivity applications. The growth of online learning requires a full range of student support services available to students that may not have access to the campus. Excellence in student services will be provided 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 technological reliability and technical support.

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

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

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

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

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

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

Expansion of the GCC institutional brand within Guam, throughout Micronesia, and internationally will be coordinated by the Office of Communication and Promotion. The development of appropriate distance education marketing materials and active marketing strategies will be supported by the individual program departments. Furthermore, GCC already has a strong partnership with local industry leaders and this will continue to be an advantage when rolling out distance education marketing campaigns for programs that target working populations seeking to improve their job prospects. Of keen interest to the college is an ability to engage the adult education population, and a concerted marketing effort is needed to not only reach this demographic, but also to relay to them the value of a distance education program.

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

Comparing Resource Needs for GCC Courses Types

As the college 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 expands into the DE market, the types of programs that are developed will require various levels of support for the students, faculty members and administrative staff. The chart below provides a list of services that will enable efficient course delivery and student and faculty support services. The selected options give a general view of service needs for each type of DE program; 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	5.	✓	✓
Onsite computer lab utility	✓	✓	✓
Helpdesk support	Possible	✓	✓
Remote bookstore support		✓	✓
Virtual student authentication		✓	✓
Helpdesk		✓	✓
Fully online student support services (Admissions, Registration, FA, etc.)		6.	✓

Course Development and Faculty Training

All faculty would benefit greatly from the Learning Management System (LMS) training; however, faculty teaching fully online or hybrid courses will be considered first priority. Faculty should plan for training in advance as it can take between 8-12 months to train faculty in LMS use, online pedagogy and course development.

Web enhanced (aka blended learning) classes using GCC's LMS will also be used as a method to introduce faculty to DE tools while still working in a familiar class environment. Faculty will go through LMS training to employ the use of the LMS in their class. Faculty will have an opportunity to utilize web enhanced capabilities in their classes.

As part of the faculty training research process, GCC was able to determine the online readiness of faculty members by taking a Faculty Online Readiness Survey. As part of the strategic planning process, preliminary data obtained from the survey indicated that 16% of faculty members responded that they had taught at least one course online (11/67). 89.3% of the respondents (50/56) had not received any formal training for online instruction, and none indicated that they had participated in mandatory training. Only 1.8 % of the respondents indicated that they were trained using a quality standard for teaching online (1/56) and they have adopted that standard in the course. About 77% of the respondents stated that they have never used an LMS, whereas the other 23% have used LMS 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%).

In addition to determining faculty readiness, a student online readiness survey was administered by the college. 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.
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)*
1.1d	**Library Services**	Provide support and enhance library services as additional courses are offered.
1.1e	**Accommodative Services**	Provide support and ancillary services when possible to support online students

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 prior to their first DE course enrollment.
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 the 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	**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 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 (LMS)	As part of the global strategy to support effective online learning, a formal LMS review should be undertaken. The DE office will conduct a formal review of the current LMS to determine if the Moodle LMS will support GCC's commitment to faculty and student support in addition to future 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	The college should plan and develop a long-term web-conferencing strategy and solution, then make it available in a consistent manner across all web-enhanced, hybrid, and online courses.
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. Funding allocations will follow the institutional budgeting process.
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	Provide 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	Review process and procedures for identifying, evaluating, and making decisions on acquiring and replacing classroom technology.
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 a Learning Management System (LMS), a web-based software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs available to all classes (online or Face-to-Face).

Objective	Area of Focus	Description
2.2a	Learning Management System	The DE office will review the LMS cnrrently being used for the DE pilot. They will compare it with other systems available and determine whether to continue with the current LMS or engage another system.

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

Objective	Area of Focus	Description
2.3a	Review DE Policy	Review DE Policy to ensure compliance with accreditation requirements.
2.3b	Faculty Certification for Online Teaching	Develop a standard required professional development training program for online course delivery based on institutional guidelines.
2.3c	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.
2.3d	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 2.4: Apply institutional standards and best practices that will serve as online course development models.

Objective	Area of Focus	Description
2.4a	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 matter which delivery method is being used.
2.4b	Course Design Standards	The DE office will create and periodically review course development guidelines for all DE courses, to ensure effective delivery and assessment of student content mastery.
2.4c	Online Course Evaluations	Create and evaluate process for reviewing online course readiness prior to the course being initially delivered. Evaluations will be conducted similar to how it is conducted in face-to-face classes.

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

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

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

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

DE Goal 3.1: Provide high level of technological 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.	
3.1f	Periodic Equipment	Develop a standard	Online Classroom

	Checks	process for classroom technology equipment checks to ensure the highest level of reliability.	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	

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

Objective	Area of Focus	Description
3.2a	**Determine Structure of DE office**	Develop and maintain a framework for the DE office within GCC which coordinates/manages DE delivery in collaboration with institutional divisions, to enable sustainable and reliable resource allocation. This DE office will also support the creation and maintenance of a budget for all DE functions.
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 office will work with the College Technology Committee (CTC) to comply with GCC's technology plan. The DE office will provide regular reports to the CTC.

3.2e	DE office	The DE office will consist of a DE administrator, an instructional technologist, and a technical support person.

The responsibilities of the DE office will include
- Provide high level of technology reliability and technical support. (faculty, staff, and students)
- Ensure proper technological resources are available for DE faculty and DE classrooms prior to teaching the course.
- Technology design
- Infrastructure support
- Assisting the DE office with
  - o DE policies and procedures
  - o Five year strategic plan
  - o DE training and education
- Creation of course templates
- Review of initial DE courses to ensure compliance with accreditation and USDA guidelines.
- Provide guidelines/training to DE course compliance with accreditation and USDA guidelines.
- Research future possibilities and technologies for DE education.
- Work with industry leaders regarding strategies, new tools, products, and services available to increase productivity and improve online practice.
- Review and assess the Learning Management System (LMS), a web-based software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs available to all classes (on-line or Face-to-Face).

An internal advisory group will consist of the current faculty members in the DE taskforce. It will also include two more faculty members who have taught or have taken DE classes, an MIS administrator and the Academic Technologies administrator.

The responsibilities of the DE internal advisory group will include

- Review of current DE issues (GCC and Globally), DE instructional research (DE effective practices, skills, and emerging technologies) and new developments and trends in DE.
- Review and assess the Learning Management System (LMS), a web-based software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs available to all classes (online or Face-to-Face).

		• Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.
		• 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.
		• Develop a formal process of project approval for creative use of innovative technology in DE courses.
		• Apply institutional standards and best practices that will serve as online course development models to include the development of checklist for DE course readiness and compliance with accreditation and USDA guidelines.
		• Recommend DE policies and procedures.
		• Review and update five year DE strategic plan.
		• Research future possibilities and technologies for GCC DE education.
		• Assist and be a recommending body in the development of administrator course evaluation for DE courses.

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

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	The DE office will develop and maintain the guidelines for a DE professional development program.
3.4d	Course Evaluator Training	Develop administrator course evaluator training for DE courses that cover course navigation, course delivery, etc. The DE office will review the expectations and provide recommendations. A listing of evaluator expectations will be provided to all DE faculty prior to review.

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 based on current practices. For DE courses, assessment of KPI's will be related to current practices. This will be done on an annual basis. (See Appendix 5)
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.

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 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.
    o 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
7. 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.

8. 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.

9. 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.

10. 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 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 2015—2016	Year 2 2016—2017	Year 3 2017—2018	Year 4 2018—2019	Year 5 2019—2020
• 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	• Continue 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 • Assessment of current DE market strategy and development of revised market strategy following review of KPIs and market analysis. • Assessment of DE implementation process • Form DE office • Begin web enhanced courses • Hire instructional designer	• 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. • Provide an LMS shell for all classes (FA18)	• 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 • Approval of new DE programs • Application for substantive change to offer DE - ACCJC	• New DE programs and courses continue to be developed • Continued faculty and staff development • Budget allocation to financially support DE • 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;
  o Vendor support
  o 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:
  o Forums
  o Assignments
  o Lessons
  o Quizzes
  o Blogs
  o Wikis
- Integrated tools, such as:
  o ePortfolio
  o Web conferencing
  o Analytics
  o 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 is 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, Academic Technologies (AT), MIS (Management Information Services), 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 departments report to a Chief Information Officer. The MIS department at GCC currently reports to the Finance and Administration Division (FAD) VP, and supports the IT infrastructure for most of the academic and administrative automated processes. The AT department also reports to the FAD VP and supports classroom technology and related training and is currently responsible for DE management. The MIS and AT departments play key roles in DE support, and will work together to manage technology needs across the academic and administrative functions of DE, albeit they have varied functions. The MIS and AT departments will provide support to DE students and faculty when relevant helpdesk tickets are escalated to them.
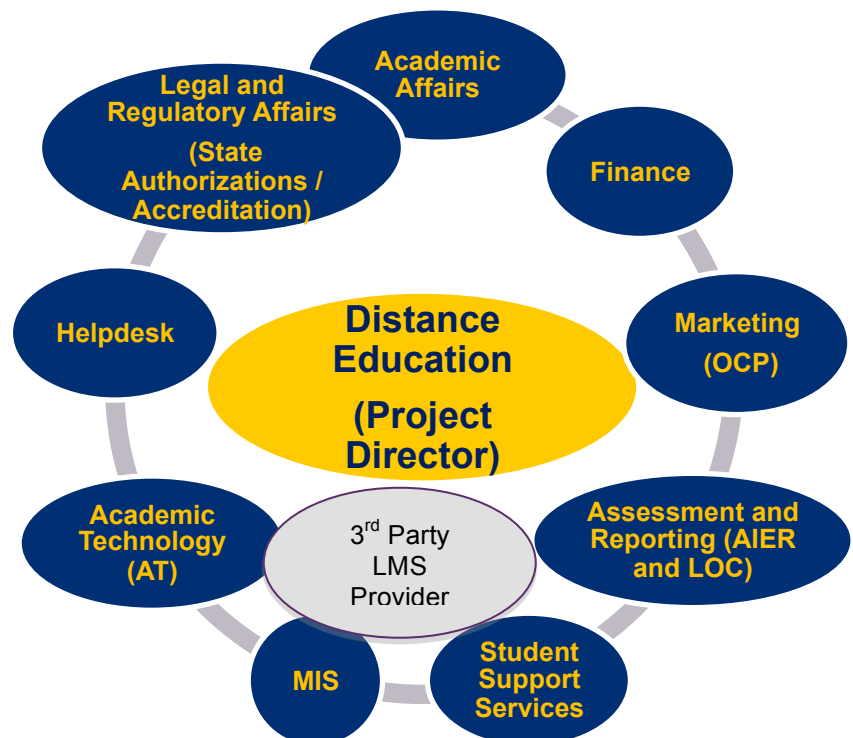
Appendix 5 – Key Performance Indicators

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
	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	

KPI	KPI Measure		Definition
	2-year FTIC Fall-to-Fall Persistence rate		
	2-year FTIC Fall-to-Fall Persistence rate		
	Productive grade rates		
	Single term certificate persistence rate		
	Dual term certificate persistence rate		
Distance Learning Grades	Percent of grades in each DE course	A and B Grades	
		Completers (A, B, C, D, F, P)	
		Completers Success(A, B, C, P)	
		Withdrawals	
DE Student Graduation	Percentage of students that completed degree or certificate and transferred within three years		
	Percentage of students that completed degree or certificate and transferred within three years		
	Student goal attainment	Completers	
		Non-Completers	
	Career program completers		
DE Student Satisfaction	IDEA survey		
Financial Access and Affordability	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. of access)	Orientation Advising Tutoring Proctoring Testing Library services Helpdesk Support	
Financial	Unrestricted Operating Funds		

Guam Community Collegel
Distance Education Strategic Plan – Draft Revised on 2/28/16 l

KPI	KPI Measure	Definition
	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 6- On-site meetings with DE taskforce, students, faculty and other institutional stakeholders.

Ellucian Higher Ed, sister company to Ellucian, the maker of the Banner system GCC uses, was hired to create four reports: 1) Market Assessment & Needs Analysis; 2) DE Capabilities Assessment of GCC; 3) DE Strategic Report and 4) DE Standard operating Procedures.

In partnership with key academic leaders, Ellucian completed the first two reports and provided draft copies of the latter two.

The assessments, coupled with ensuing recommendations from the DE Taskforce members (indicated by *) and institutional stakeholders formed the foundation for this Strategic Plan.

Administrators
 Francisco Camacho (Data Processing Systems Administrator, MIS)*
 Dr. Michael Chan (Associate Dean, TSS)*
 Patrick Clymer (Coordinator, Admissions & Registration)
 Jayne Flores (Asst. Director, Communications & Promotions)
 Wesley Gima (Program Specialist, Academic Technologies)*
 Joanne Ige (Associate Dean, Student Support Services)
 Marlena Montague (Assistant Director, AIER)*
 Esther Rios (Coordinator, Financial Aid)
 Carmen Santos (Vice President, Business)*
 Dr. Ray Somera (Vice President, Academic Affairs)*

Faculty
 Sandy Balbin (Associate Professor, Office Technology)*
 Simone Bollinger (Instructor, English)
 Clare Camacho (Professor, Early Childhood)
 Lisa Baza-Cruz (Professor, English)
 Jonah Concepcion (Instructor, Social Science)
 Tressa Dela Cruz (Instructor, English)*
 Vera DeOro (Assistant Professor, English)
 Bertha Leon Guerrero (Instructor, English
 Sara Leon Guerrero (Professor, Early Childhood Education)

Steve Lam (Associate Professor, Math)*
Troy Lizama (Associate Professor, Assessment & Counseling)
Christine Matson (Assistant Professor, Learning Resource Center)
Tonirose Concepcion (Assistant Professor, Office Technology)*
Zhaopei Teng (Associate Professor, Computer Science)
Katsuyoshi Uchima (Instructor, Allied Health)
Desiree Ventura (Instructor, English)

Student

Vicenta Lundgred

On campus forum attendance: 16 students and 26 faculty attended four sessions over a period of four 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
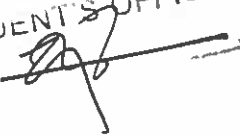
APPENDIX F
Comprehensive Professional Development Plan (CPDP)

ACADEMIC AFFAIRS DIVISION
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

TO: Dr. Mary A.Y. Okada
           President

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

SUBJECT: Comprehensive Professional Development Plan (CPDP)
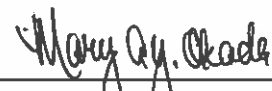
DATE: December 7, 2015

I am respectfully submitting the latest iteration of the Comprehensive Professional Development Plan (CPDP) for your final review and approval. I have thoroughly read the document, provided edits and comments throughout its development, and have ensured that the comments and feedback from various sectors of the campus community are integrated in the Plan itself.

Spearheaded by Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services (TPS), this initiative took fifteen (15) months to go through the participatory governance process on campus. As the attached transmittal memo from Dr. Diego reflects, the original document was drafted in September 2014 and the current document (10th draft) was given its go signal to move forward by the College Governing Council in November 2015.

This document is comprehensive and far-reaching in its coverage. It covers the professional development needs of all the important sectors of the college, from faculty to staff to administrators. A section is also devoted to the professional development of adjunct faculty.

Your approval of this living document at this time will formalize it. It will also signal the beginning of its gradual implementation on campus, in keeping with the suggested timeline included in the Plan itself. With your approval, the Plan's official implementation will start in Spring 2016.

√ Approved   _____
                                                   Dr. Mary A. Y. Okada
___ Disapproved   President

Cc: Marlene Montague, AIER

TO: R. Ray D. Somera, Ph.D.
          Academic Vice President

FROM: Elizabeth A. Paulino Diego, Ph.D.
          Associate Dean

SUBJECT: Comprehensive Professional Development Plan

DATE: December 4, 2015

The Comprehensive Professional Development Plan is being submitted to you in final form after having undergone numerous changes as a result of feedback, input, and suggestions made via the participatory governance process as enumerated in the timeline below.

Focused attention in the development of the Plan began in February of 2014 beginning with research conducted on professional development programs for adjunct faculty. In March 2014, a professional development needs survey was created to ascertain the needs of faculty. Input was solicited from the Deans, Department Chairs, and Academic Vice President which resulted in research to include both full-time and adjunct faculty. It was also decided at the last Department Chair meeting held in Spring, 2014 that the surveys will be distributed and collected by the Department Chairs and submitted to the Associate Dean.

In May 2014, the data derived from the surveys were aggregated and organized based on the greatest needs as indicated by faculty. Research and the writing of the Plan continued throughout this time with an emphasis placed on effective practices for professional development and classroom instruction.

Several meetings were called by the AVP to present the concept of the comprehensive Plan beginning in April, 2014. In July of 2014 a meeting took place with the PDRC Chair to discuss current professional development practices and the role of PDRC. A meeting with the AIER Assistant Director also took place to discuss IDEA student evaluation results, the interpretation of data, and data inclusion into the Plan. The month was spent identifying themes and looking for overlaps between student survey data and faculty survey data.

Several activities involving key organizational members took place in the month of September beginning with the submission of Draft 1 of the Plan to the AVP for review. This was followed by an official memorandum from the AVP distributed college-wide establishing professional development as an institutional responsibility in alignment with the College's Institutional Strategic Master Plan. Another meeting was called by the AVP with the Chairperson and Co-Chair of PDRC to present some of the concepts in the first draft and the coordination of its writing with the TPS Associate Dean.

Meetings continued throughout the month with PDRC members and the Faculty Senate President. Academic Year 2014-2015 was set by the AVP as the planning year for the initiative. PDRC provided a sample faculty development plan in October of 2014 which outlined several suggestions that were incorporated into the Plan.

Draft 2 of the Plan was sent to the AVP for review in November of 2014. The Plan was expanded to include Staff and Administrator Professional Development. The draft was also sent to PDRC, Faculty, Staff Senate, and staff members of the Staff/Administrator Development Review Committee for input.

Separate meetings took place in December 2014 with the Staff Senate Co-Chair and Chair to discuss the creation of a professional development needs survey for staff. The survey administration was coordinated with AIER and the results compiled by the office.

In January of 2015, Draft 3 of the Plan was sent out for comments from the AVP, PDRC, Faculty and Staff Senates. Draft 4 of the Plan incorporated the suggestions provided by these stakeholders. By the end of the month, Draft 5 was sent to all Faculty via the Faculty Senate and also, to the Deans and Associate Dean.

In March of 2015, Draft 6 of the Plan was sent to the AVP for review. At the end of the month, the Plan was posted College-wide for comment and feedback. Changes were made which resulted in Draft 7 of the Plan. A copy of the draft was forwarded to the HR and Finance Administrators.

By April of 2015, the Plan was presented to the College Governing Council. It was discussed and decided that more time had to be given for greater input by the College Community. Work with AIER on the Staff and Administrator surveys were completed and disseminated as well. The results were compiled with the assistance of AIER and incorporated into the sections for Staff and Administrators.

In May of 2015, Draft 8 of the Plan was sent out to CGC members for review. Changes were incorporated which resulted in Draft 9. It was then posted college-wide for feedback and review. Draft 9 was made available throughout the summer for comment. Meetings were held with PDRC and the Faculty Senate to respond to questions regarding some provisions of the Plan. Clarification was made addressing the concerns brought forth.

Changes were made to the Plan which produced Draft 10 incorporating suggestions by members of the CGC prior to the November 2015 meeting. CGC made its official decision to move the Plan forward at this meeting.

This draft is submitted to the AVP for his final review to be forwarded to the President for her final approval.

_____
R. Ray D. Somera, Ph.D
Academic Vice President
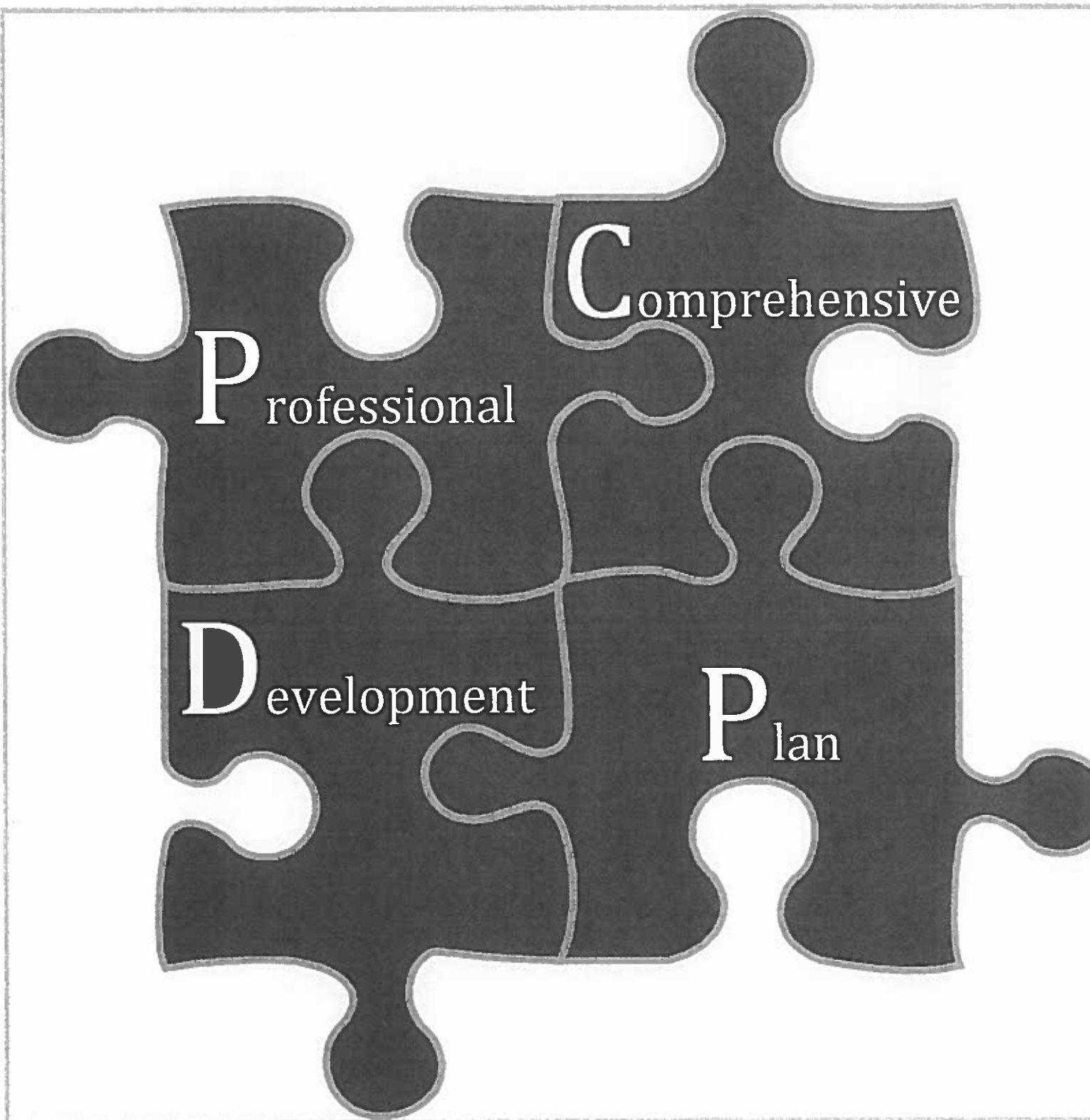
12/7/2015 / ✓ Recommend / / Not Recommend
Date

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guåhan

Comprehensive

Professional

Development

Plan

Table of Contents

GCC is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Vision

Guam Community College will be the premiere 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.

Sinagan 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.

This document is a concerted effort between organizational members, divisions, and committees within the College. It's fruition would not have been possible without the input of the Academic Vice-President, the Professional Development Review Committee (PDRC), Faculty, and Staff Senates, and faculty and staff overall. The Comprehensive Professional Development Plan simply referred to as the Plan in this document, underwent a number of iterations, critique, and discussions over a one year period. It was largely guided by the College's mission, and values, informed by those goals and initiatives in the Institutional Strategic Master Plan (ISMP) directly connected to professional development initiatives, and is based on current educational and organizational research, and the needs of the faculty, staff, and administrators as indicated on the surveys.

The Plan's main purpose is to serve as a guiding instrument establishing a comprehensive approach to the College's Professional Development. The Plan also provides a distinct focus in which professional development (whether it be at the individual, group, or institutional level), is implemented with the central goals of improving instructional practices and increasing the delivery of services to our students. Lastly, the Plan gives us all an opportunity to engage in thoughtful discussions and activities regarding our changing needs, collaborate further, and to respond accordingly.

Please direct any comments or suggestions for improvement to this document to Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services

Foundation for Professional Development

Introduction

Standard III of the Accrediting Commission for Community and Junior Colleges (ACCJC) provides the impetus for Guam Community College's Comprehensive Professional Development Plan. As stated in Section A.14:

> The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement (ACCJC Accreditation Handbook, 2014).

Similarly, a Board Policy on professional development also exists (Please refer to Appendix for the policy in its entirety). In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development, which states that "the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College and the Board of Trustees is committed to providing resources to support professional development activities".

Background

Efforts at the College to develop a comprehensive professional development plan commenced in Academic Year 2014 to more effectively address the accreditation standard. The purpose of the Comprehensive Professional Development Plan (CPDP) is to provide a framework for college-wide professional development consistent with the institutional mission. CPDP incorporates four major parts: faculty professional development, staff and administrators' professional development, organizational structure and support recommendations, and evaluation.

Over the course of several years, Guam Community College has implemented a number of initiatives providing the building blocks for this plan. As evident in the college's mission, the institution is committed to providing the highest quality student-centered education. Two of the College's core values place emphasis on a learning-centered and student-focused environment. Additionally, GCC established Institutional Learning Outcomes (ILOs) representing broad outcomes the institution endeavors students will achieve through their cumulative college experience.

The Institutional Strategic Master Plan (ISMP) was updated in 2014 setting direction for the College over the next several years. The specific ISMP provisions directly related to the Comprehensive Professional Development Plan (henceforth referred to as the Plan in this document) are outlined below:

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.

> Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom.

> Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered teaching model.

Extensive work went into the Plan beginning in Spring of 2014 with research on best instructional and organizational practices. A faculty survey was devised in late Spring with significant input from various members of the College. A staff and administrator survey followed in Spring of 2015. The data from these surveys were aggregated and the information utilized to inform respective parts of the Plan. Data results for both surveys can be found in the Appendix. Student evaluations from the 2013 IDEA survey results and classroom observation data were also included. Lastly, the current utilization of funds for professional development were included for faculty, staff, and administrators. The data may be found in the appendix section of this document.

Overarching Goals of GCC's Professional Development Plan

1. Institute student-centered teaching and service throughout the campus

2. Establish a culture of campus-wide and continuous professional development

3. Institute a climate conducive (trust, collaborative, supportive, respectful, and collegial) for the successful implementation of professional development initiatives

4. Utilize data to inform and drive instructional and institutional improvement

Guiding Principles for Professional Development at the College

This Plan is informed by current educational and organizational research about what makes for effective professional development. There is increasing awareness among colleges that simply having favorable conditions for good teaching to occur is not the same as truly supporting teaching in ways that are visible and intentional. (Mindich & Lieberman, 2012; Reder, 2007; Webster-Wright, 2009). New emphasis on effective teaching and organizational performance is being placed on high quality professional development , higher quality teaching linked to increased student achievement (Borko, 2004; Desimone, 2009; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007), centers for teaching and learning, and growing membership and participation in the Professional and Organizational Development (POD) Network, a professional organization of faculty and administrators managing faculty development programs (Mooney & Reder, 2008). At present, most professional development misses the mark. The most prevalent model in the delivery of professional development is the one-time workshops. Yet research points out its abysmal record for changing teacher practice and student achievement (Yoon, et al., 2007). The real challenge we are faced with therefore, is how to create opportunities for growth and development that will lead to students' growth and development particularly in their knowledge and ability to think critically (Gulamhussein, 2013). The conceptual basis, strategies, and activities incorporated in this plan take into consideration the following guiding principles as enumerated by the research:

- Good employees are grown, fostered, and supported (Bowman & Deal, 2003)
- Learning is stimulated through collaborative opportunities among peers pertaining to issues of teaching and learning (Louis, Dretzke, & Walstrom, 2010; Miller, Goddard, Goddard, & Larsen, 2010; Saunders, Goldenberg, & Gallimore, 2009) and the support services in support of teaching and learning
- Individuals gain and learn more through active construction of knowledge rather than through passive reception of information (DuFour, 2004; Wei, Darling-Hammond, & Adamson, 2010; Zepeda, 2014). Initial exposure to a concept should not be passive, but rather involve active engagement so that participants can make sense of a new practice (Wei, et al., 2009; French, 1997)
- Excellence in teaching and service increases student learning
- A collegial and collaborative culture whereby regular dialogue is encouraged and supported, innovative ideas are fostered, and teaching and learning initiatives are faculty driven, strengthens the organization's ability to achieve goals

- Reflection is built-in as a way to process and make connections to a particular learning experience (Desimone, Porter, Garet, Yoon, & Birman, 2002; Wei, Darling-Hammond & Adamson, 2010)
- People have an inherent desire to learn and contribute
- Learning is both fun and rewarding (Ferguson, 2006)
- Professional development occurs over a significant duration of time and is seen and implemented as an on-going process which allows for learning the new strategy to take root and to grapple with the implementation challenge (Desimone, et al., 2002;. Wei, Darling-Hammond, & Adamson, 2010).
- The best staff training outcomes result from a combination of methodologies (Reid & Parsons, 2002).
- There must be support during the implementation stage that addresses the specific challenges of changing classroom and/or organizational practice
- Organizations must shift the way they view employees and must consider the employee as an individual with unique learning needs (Wentworth & Lombardi, 2014).
- Purposefully designed to meet the needs of the adult learner and is implemented for the following reasons:
  1. Awareness/Exploration—those professional development activities that address those first stages of concern/interest/understanding regarding an innovation.
  2. Skill-building—those activities that are designed to help participants build and apply specific skills that are assumed to include follow-up coaching and support (Joyce & Showers, 2002).
  3. Program Improvement - includes activities requiring both individual and team development combined with systemic change. Improvement occurs when individuals or teams engage in continuous, collaborative, and problem-solving processes (Du Four, 2004; Zepeda, 2011).
  4. Strategic Planning/Systems Thinking- effective professional development and change initiatives must acknowledge that complex, interdependent relationships exist among the various aspects of an entire system. This comprehensive approach to change significantly increases the potential that all components of a system (e.g., curriculum, instruction, evaluation and services compliment each other and work toward a measurable set of outcomes related to improving student achievement (Ewing & Sorcinelli, 2002).

Job-embedded—All within the system must strive to incorporate professional development into the fabric of daily practice. Adequate time must be provided to engage in active, consistent, productive, and job-embedded learning experiences. Effective professional development must be designed to respect the leadership capacity of members while promoting continuous inquiry and improvement embedded in the everyday life of the institution (DeMonte,2013; DuFour,2004; Mindich & Lieberman, 2012; Zepeda, 2014)

- Integrated Planning— Change is complex and individuals require on-going high quality professional development even after the in-service training has occurred. They include time to practice new skills and receive structured feedback, peer support, leadership support and encouragement, establishment of clear goals, and technical assistance (DuFour, 2004). An integrative approach driven by a shared vision related to increasing knowledge, awareness, and skills are critical in order for meaningful and lasting change to take root (Joyce & Showers, 2002).

The Plan incorporates additional elements substantiated by research that identifies particular attributes more likely to have an impact on teacher knowledge and effectiveness as evidenced by student learning gains (Blank, 2013; Coggshall, 2012). In order for professional development to be effective, it must be grounded in the following:

- Sustained over time which more likely will deepen knowledge and skills to meet intended goals (Blank, 2013; Desimone, Porter, Garet, et al., 2002; Yoon, Duncan, Lee, Scarloss, & Shapely, 2007).

- Reflects a collaborative, supportive, respectful, and trusting climate which enables successful implementation of desired change (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009; National Institute for Excellence in Teaching, 2012; Kowalski, 2014; Wei, Darling-Hammond, & Adamson, 2010).

- Incorporates reflection, observations, modeling (Snow-Renner & Lauer, 2005; , coaching and feedback on the theories, strategies, and techniques that are research-based best practices for teaching and learning (Joyce and Showers, 2002; Jaquth, Mindich, Wei, & Darling-Hammond, 2010; Adamson, 2010)

- The focus is on teacher learning that is authentic and the conditions that must be in place in order to support teachers to critically and collaboratively examine and refine their practices (French, 1997; Corcoran, McVay, & Riordan, 2003; Roy, 2005; Webster-Wright, 2009).

The proposed activities and strategies included in the Plan have been purposefully selected based on the principles and elements derived from research. Effective professional development is an essential the organization and key in retaining the best people. The Plan is designed to incorporate activities

and indispensable process without which organizations cannot hope to achieve their desired goals for student achievement. The elements included in this plan are premised on the belief that the continued growth and ongoing development of faculty, staff and administrators are critical to the effectiveness of and strategies with the vision that an individual who has opportunities to learn, reflect, and apply skills, can best extend those opportunities to students (Desimone, 2009).

Professional Development Conceptual Framework

Effective professional development programs are characterized by diversity of ideas, people, and support practices. As such, they acknowledge and value the uniqueness of concerns and interests among departments, divisions, and staff. This Plan therefore, is an amalgamation of activities and approaches recognizing the diversity of needs.

Professional development at GCC will be approached from the following perspectives:

Growing Students: To serve in our roles so that students develop to their fullest potential, professional development leading to an increase in knowledge, skills, and abilities must be intentional, well-planned, well-connected, continuous, and systemic.

Growing Yourself: Viable organizations seek to create a dynamic work environment that encourages and is supportive of growth and development. Effective leaders act on the belief that members of the organization have present value and future potential and assume the responsibility for increasing the capacity of people (Wentworth & Lombardi, 2014). Professional development addressing this perspective considers two facets: self care and professional growth.

Growing Your Organization: To effectively navigate the college through systemic change, this Plan includes system-wide organizational development. It refers to an intentionally planned, on-going, and systematic process through institution-wide efforts to increase the organization's effectiveness thereby enabling the college to achieve its goals. This section is informed by current organizational research of what makes an institution sustainable. The values that underscore organizational development have a humanistic basis which seek ways of making interactions within the organization more effective and more humane. Effective organizational development includes the organization's ability to tap into the internal knowledge and expertise of its employees and shares these with the rest of the organization via training, development, and education opportunities (Batz, 2013).

Organizational development examines the institution as a whole by looking at its parts such as organizational structure, cliques, individuals, values, sub-components, environment, processes, systems, interactions within the institution and how these affect the functioning of people within the organization as well as the impact such interactions have on the organization itself.

The rationale supporting this approach is to engage in a process that provides the opportunity for the organization to improve its capacity to handle internal and external functioning and relationships. This includes improved interpersonal and group processes, more effective communication, organizational climate and culture, enhanced ability to cope with organizational problems, more effective decision-making processes, more appropriate leadership styles, improved skill in dealing with destructive   conflict, and developing improved levels of trust and cooperation among organizational members. Overall, organizational development involves continuous diagnosis, action planning, implementation, and evaluation with the end goal of equipping the organization and its members with the knowledge and skills and abilities to improve its capacity to solve problems and manage future change.

Faculty Professional Development

This section of the Plan is divided into two parts to better address the specific needs of groups within the organization. The first addresses the professional development of faculty. The second addresses the professional development needs of staff and administrators. There will be some overlap of professional development that will apply to all members of the organization regardless of position (i.e., Organizational Development training). The over-arching goal is to develop and implement a cohesive professional learning community that will foster an environment encouraging and supporting student-centered education.

Current research suggests that there are specific practices that lead to improved student learning. Specifically, overall quality of teaching correlates positively with student growth in areas such as motivation, openness to diversity and change, critical thinking and moral reasoning. The research also indicates that students are not getting enough of these learning conditions and teaching practices. For widespread and systemic change in student learning to take effect, specific pedagogical support for faculty plays an essential role. (Joyce and Showers, 2002)

It remains a foundational premise in most educational organizations that faculty are the driving force behind an institution. Therefore, the Plan outlines professional development leading to student-centered instruction but most importantly, provides the pedagogical support in assisting both full-time and adjunct instructors in becoming better prepared to meet the new demands and complexities of the new paradigm.

This part of the Plan is informed by research on effective instructional practices, the needs and interests as indicated in the Faculty survey conducted in the Spring of 2014, classroom observations, and students' evaluation of teacher effectiveness in the IDEA survey results from Fall 2013.

Professional development is organized around several core competencies as presented in the tables that follow. Each of the competencies is accompanied by the goals, rationale, and activity or concept in relation to it.

Core Competency	Goals	Rationale	Activity/ Concept
Pedagogy	To enhance and promote excellence in teaching and learning To supply the necessary tools for faculty to maximize student-centered learning To provide and support informal opportunities to share and exchange ideas and to reflect on current teaching practices To provide a forum for discussions on instructional challenges and get feedback from peers To provide continuous interactive training of short duration on best instructional practices To provide broader access to the latest educational research To encourage and promote innovative teaching To provide opportunities for faculty to present, conduct training, and/or demonstrate for others innovative teaching strategies To provide and support self-paced online training opportunities	Research suggests that when teachers talk about their teaching, learn from each other, and reflect about their teachings practices, they are more likely to make positive changes in their teaching (Ewing & Sorcinelli, 2009; French, 1997;Harwell, 2003; Roy, 2009) Faculty indicated they would like more opportunities to engage in pedagogical discussion and sharing of ideas. One hour, successive sessions allow for information to be "chunked" or broken into manageable portions that can be more easily digested and applied. Faculty indicated they have a preference for short sessions over a period of time Some faculty (including Adjuncts) have not had the formal training in educational delivery. Both new and experience faculty can benefit from training based on traditional and current educational theory and research These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in their field, and stay current in a specialty area. Online training provides increased and immediate access to professional development	Brown Bag Sessions Mini Training Sessions Local/ Off-island Conferences Online Training Webinars Readings Role-playing techniques Live modeling Open-ended discussions Classroom visits

Core Competency	Goals	Rationale	Activity/ Concept
(continued from previous page) Pedagogy	To provide opportunities to practice effective instructional techniques To provide opportunities to critically analyze and receive constructive feedback on instructional practices Provide opportunities to critically analyze and receive constructive feedback on instructional practices Provide opportunities to reflect on instructional practices Identify and utilize existing specialized expertise among faculty Build the teaching and training capacity among faculty for faculty Train a group of instructors to be certified as "experts" on best instructional practices	Implementation of new practices work best when teachers practice and engage in constructive and immediate feedback The craft and practice of teaching is best transmitted by teachers. Teachers know more about classroom culture and competencies than do those who have had no/limited classroom experience or who visit the classroom occasionally.	Demonstration Lab Training of Trainers
Leadership	To examine current effective models of leadership To identify and implement the most effective leadership strategies that support organizational well-being To implement leadership techniques and tools for roles in the classroom, committee work, and for other settings and situations that may benefit from or require effective leadership skills To establish a forum for thoughtful examination and reflection about leadership roles of faculty To identify leadership development needs based on a variety of assessment tools and feedback from colleagues	To effectively implement and sustain student–centered education, effective leadership is crucial at all levels within the organization. Leadership training will provide faculty with essential leadership skills that can be utilized both in the classroom and in participation in other campus initiatives. Closing the gap between how the concept is implemented and the kind of leadership required to sustain new initiatives is critical to the institution's success.	Leadership/ Organizational Development Seminars

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Core Competency	Goals	Rationale	Activity/Concept
Mentoring	To support departments in their mentoring activities To examine current mentoring program to improve effectiveness To implement formal procedures to strength feedback and communication between mentor and mentee To encourage greater participation among faculty to increase teacher support and success To identify those traits that make mentoring successful from both the mentor's and mentee's perspectives	Effective mentoring programs provide one of the most successful strategies that promote the transfer of knowledge and skills in a structured relationship. The mutually beneficial arrangement serves to foster collegiality and enhance departmental and teaching effectiveness New or beginning teachers have a greater chance to succeed in their instruction if they are supported by others who have gained the classroom experience and have developed effective instructional practices Teachers providing support for one another increases the likelihood that the new innovation will be implemented and established as an embedded instructional practice Follow up support is as important as initial training. Teachers who have experience with new, innovative practices are in a better position to support and encourage the efforts of colleagues.	Mentoring Peer Coaching
Technology	To enable faculty to use technology effectively in the classroom in support of student-centered instruction To offer workshops which support expanded use of current technology To offer workshops that train with cutting edge technology	In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations in educational technology is essential for faculty development	Workshops/ Training

Core Competency	Goals	Rationale	Activity/Concept
Interpersonal & Intrapersonal Development	To encourage and support faculty in developing and assessing effective personal and intrapersonal skills To encourage reflective practice To provide support to individuals who pursue advanced credentialing To encourage individuals to seek and complete credentialing	Professional development is multi-faceted. The opportunity to develop interpersonal and intrapersonal skills is an integral part of increasing the capacity of individuals within the organization. Professional development includes the formal process of credentialing to build the capacity of individual members of the organization and the organization as a whole	Series of training sessions Credentialing

Adjunct Faculty Professional Development

One of the greatest challenges community colleges are faced with is instituting strong campus connections for their part-time adjunct faculty (Gonzalez, 2009). Adjunct faculty comprise 68% of two-year public college faculty as noted in the Digest of Education Statistics (2008). Adjunct faculty play a significant role in higher education, yet are often considered peripheral to college life. A number of studies have focused attention on the lack of inclusion, pay, resources, and respect accorded to part-time faculty in community colleges (Gappa & Leslie, 1993; Roueche, Roueche, & Milliron, 1995; Alfred, 2003). The research points to the strong degree to which part-time faculty feel isolated, marginalized, invisible, second class, and rarely provided professional development opportunities accorded to full-time faculty (Bransford, Brown, & Cocking, 2000; Cox & Richlin, 2004; Gappa & Leslie, 1993; Gillespie & Robertson, 2010; Hurley, 2006). A significant body of literature underscores the crucial need for adjunct faculty development (King & Lawler, 2003; Leslie & Gappa, 2002; Nilson & Miller, 2009; Roueche, Roueche, & Milliron, 1995). Roueche, Roueche, & Milliron, (1995) and stress the "importance of integrating part-time faculty and recognizing them as important players in the teaching and learning process in the interest of providing quality instruction..." (p. 120). Current literature suggests college teachers can be supported in their success.

The College has a responsibility to provide a framework whereby adjunct faculty can pursue goals specifically associated to teaching excellence. If the College expects to achieve its principle mission of providing the highest quality student-centered education and job training, then it must provide the infrastructural and instructional support.

The following proposed activities is a composite of research from literature of successful practices of a number of colleges in the professional development of their adjunct faculty. The activities proposed are based on the part-time status of adjunct faculty (Please refer to the Appendix for a summary of results), their needs as indicated in the faculty survey, and current research.

Core Competency	Goals	Rationale	Activity/ Concept
Pedagogy	To provide training specifically geared for part-time faculty To provide training that is convenient for part-time faculty Provide basic pedagogical certification, Associate of Arts in Education with areas of concentration: Andragogy, Developmental Education, or, Career and Technical Education	GCC adjunct faculty comprise a substantial percentage of the teaching staff who are in a unique situation as a result of their part-time status. Pedagogical development will enhance the ability of part-time faculty in providing effective student-centered instruction	Hybrid Short sessions combined with online training (to be patterned after the 4 faculty.org format–pedagogical content will be organized into modules Adjunct Certification Training Program
Technology	To enable adjunct faculty to use technology effectively in the classroom in support of student-centered instruction To offer workshops which support expanded use of current technology To offer workshops that train with cutting edge technology	In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations and applications in educational technology is essential for faculty development	1 to 2 hour successive training sessions

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The Goal of the Adjunct Certification Training (ACT) Program is to provide tools and resources that assist adjunct faculty in becoming more effective educators in the classroom. To encourage and support the development of these instructors, this proposal includes training that begins with a more intensive orientation beyond the administrative responsibilities of teaching. Currently, adjunct orientation consists of presentations on college policies and procedures, safety, and student support services. While basic orientation about administrative aspects of teaching are important, greater attention and support must be provided in the area of pedagogy.

Staff and Administrator Professional Development

The Plan acknowledges that no single group is solely responsible for the success of the College in achieving it core mission. Each member has a role in advancing the institution and creating an environment of high quality teaching, strong support services, and high student expectations. The literature emphasizes two central concepts that are characteristic of effective professional development programs. This Plan has incorporated high quality professional development concurrent with organizational development; and, improvement of performance both through individual achievement and systemic change. Professional development encompasses activities and opportunities that help members of an organization grow in terms of their performance, satisfaction, and status within the workplace. It may include job enrichment, expanding one's current position via additional responsibilities or taking on new projects; lateral movement into a different area of the organization; and/or vertical movement to positions of higher status and greater responsibility.

Research has demonstrated that professional development of employees yield beneficial results for both members and the organization. There exists a symbiotic relationship between people and the organization. Organizations require the energy, effort, and talent of individuals and people need organizations for the intrinsic and extrinsic rewards and benefits. When there is a good fit, individuals find meaningful and satisfying work, and organizations reap the benefit of the talent, skills, and energy of the individuals comprising the organization (Bowman and Deal, 2003). The benefits to the College are:

Employee Retention— Staff members develop loyalty to an organization because they feel they are cared about as individuals. They benefit from personal and professional growth and do not feel their role has become static or their career has reached a stagnant point (Community Tool Box, 2015).

Staff Morale—An organizational culture that encourages learning and fosters education creates a positive, motivated, and committed workforce. Employees who feel they make a difference in the mission do better work (Hauser, Huberman, & Alford, 2008; Hord, 1994).

College Efficiency— Orientation and cross training are essential for a smoothly running organization. The stability and tenure that result from low staff turnover contributes to the efficiency of the organization.

Job Competency—Employees who have received job-specific training are more productive and confident. Professional ,administrative, support, and technical staff need ongoing education to stay current regarding the constantly changing aspects of college environments (Community Tool Box, 2015).

Customer Satisfaction— Employee professional development can positively affect college customers (who are the students, business, government, and the community), who benefit from their skills, positive attitude, and efficiency. Professional development across the college assures the success of students by supporting the growth and improvement of the skills and abilities of all employees.

This Plan also places emphasis and importance of professional development for support staff and administrators. They play a significant role in the teaching and learning process through improved student services, well-maintained facilities and infrastructure, increased opportunity for personal and professional growth, and a safe, secure, and healthy learning environment. These organizational members perform the essential work of keeping the college operating on a daily basis. They are the bread and butter of the organization (Hauser, Huberman,& Alford, 2008).

An effective professional development program applies to everyone in the organization and responds to members' needs (Community Tool Box, 2015; Hauser, Huberman, & Alford, 2008; Hord, 1994). Continuing professional development is an on-going process which ensures that all staff and administrators at all stages in their careers are able to continuously learn, progress, and maintain currency in order to have a positive impact on the organization and outcomes for learners.

Participation in relevant professional development activities is both an entitlement and a responsibility for all staff and administrators. An overarching goal of this Plan is to establish and inculcate a culture that is committed to professional development at the individual, group, and organizational levels. Professional development is an investment in the most valuable resource in the organization, its employees. This investment will yield significant dividends for the College and the community as a whole. The recommendation is that staff have an opportunity for training at least once a month and that it be scheduled regularly as part of the normal operation of the organization (Community Tool Box, 2015). In addition, an increased amount of time must be devoted to staff learning and planning if new initiatives are to be achieved (Laine & Otto, 2000; Sparks, 1994).

This part of the Plan was informed by research on best practices of effective organizations and the needs as indicated on the staff and administrator surveys conducted in Spring of 2015 (Please refer to Appendix for survey results).

The staff survey was created with the collaboration and recommendations of several staff leaders and augmented by current research on what makes for sustainable organizations.

Organizations are increasingly challenged by change. Competitive pressures are placing demands to make adaptations based on rapid technological changes and the globalizing economy. If an organization is to survive such unprecedented changes, significant attention must be paid to organizational development. Often referred to as the "soft side" of change, it focuses on how members of an organization react to change and most importantly, how their needs are considered for change efforts to be effective (Anderson & Anderson, 2010).

Organizational development draws attention to organizational culture, team-building, and leadership. The literature underscores how essential it is that attention must be paid to staff morale and building a positive culture. Growing individuals and the organization equates to building a culture that values continuous learning and values each staff member, creates a unified body, and a feeling of team among members of the organization. A sustainable organization invests in its employees, rewards initiatives and competence, praises and encourages its employees regularly, respects and appreciates each member, views mistakes as opportunities to learn, and provides transparency and flexibility (Hauser, Huberman, & Alford, 2008; Preskill & Torres, 1999). The organization must in addition, ensure that its members have the confidence and skills to excel. Today's organizations require all its members to develop a new set of skills that will be built on establishing networks of relationships that place great significance on listening, communicating, and group facilitation to complete the work (Anderson & Anderson, 2013; Preskill & Torres, 1999).

Changes current organizations experience are unprecedented and are resulting in less organizational stability and a redefinition of its identity and how the work is carried out. Consequently, the traditional structures of hierarchical, linear, compartmentalized job functions are becoming more archaic and less responsive. This shift has placed increased emphasis on the need for processes that have the flexibility to change as an organization and its members' needs change.

The innumerous changes organizations are experiencing places additional demands on its members. Regardless of whether the changes are miniscule or substantial, organizations need to pay attention and address key areas to ensure initiatives are successfully achieved. Anderson and Anderson (2013) identify relevance and meaning as a key area. Although employees are asked or pressured to change, they often don't know why and most importantly, in terms that are meaningful to them. While organizational leaders may see this as lack of commitment or simply resistance, in actuality, it is a lack

of understanding about why the changes need to be made in relation to the organization's success. It will be a great benefit for the organization for the initiatives to be communicated effectively and ensuring that all members have a larger understanding of why the change needs to occur.

Most organizations are caught up in the vortex of the speed of change. Consequently, leaders make critical mistakes to have needed changes take place immediately. What often happens is they overlook additional capacity necessary setting unrealistic, crisis-producing timelines in addition to the already excessive workloads of organizational members. Major initiatives require thoughtful planning to determine realistic timelines as it requires consideration for additional time, effort, and resources. Related to this is capacity, a prevalent challenge in organizational change. There is only so much time and attention that can be devoted to work that is done before quality, employee performance, and morale are deleteriously impacted.

As noted in research, 60 percent of major initiatives fail because leaders often ignore or do not adequately address the organization's culture as a major force directly linked to successful changes. Change in the organizational culture change goes hand in hand with major initiatives.

Core Competency	Goals	Rationale	Activity/Concept
Service	Acquire new ideas for innovative strategies and support services Provide opportunity for staff and administrators to present, conduct training, or demonstrate innovative strategies for others Conduct training for all staff and administrators in current service best practices	These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in the field, and stay current in a specialty area.	On-island/Off-island conferences/training
Technology	To offer training to enable administrators and staff to effectively operate/use current technology To offer training for use of future technology and its applications	To provide the highest quality student-centered education, all members of the college community should be proficient in the use of latest technology	Training

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Core Competency	Goals	Rationale	Activity/ Concept
Interpersonal / Intrapersonal Development	Provide and support self-paced online training opportunities	Online opportunities to address specific areas of need or topics provide immediate access to professional development	Online Training Webinars
	Provide expanded opportunities via computer technology for staff/ administrator professional development		
	Encourage on-going formal credentialing and certification among organizational members	The best programs enable organizational members to maximize their potential through self-directed training and development. Learning by doing encourages members to take responsibility for their own learning and apply the learned concepts at work. Effective organizations recognize that learning is built around application rather than theory (Thomas, 2012).	Credentialing
	Provide a venue for visual/ active demonstrations of best practices (i.e., verbal and written communication skills, customer service skills)		Skill Development Lab
	Provide opportunities to build on existing skills/ advance skills and knowledge	An educated and trained workforce leads to a stronger organization	Brown bag sessions
	Provide opportunities to share and exchange ideas to problem-solve challenges/ improve support services	Demonstrations bring to life the intent of specific training so that organizational members model the best practices	Mini training sessions
Modeling/ Coaching/ Mentoring	Establish and encourage positive peer support groups	On-going professional development of short duration enables staff and administrators to consider/infuse innovative ideas in smaller chunks and incorporate the ideas gradually into day-to-day practices	Peer Support System
	Provide enhanced communication and connectivity		
		Research indicates that when peer support groups are established to provide a non-threatening venue for constructive feedback, discussion, problem-solving, and reflections of implemented strategies and practices, efficacy increases which in turn, impacts organizational effectiveness.	
		Support after training is critical for initiatives to take root.	

Core Competency	Goals	Rationale	Activity/ Concept
Leadership/ Organizational Development	Provide organizational development training opportunities Improve individual and organizational functions and effectiveness Identify and develop leaders at all levels of the organization Examine and apply effective leadership styles and characteristics Provide opportunities for self-reflection and identification of areas in leadership for growth and development that leads to increased congruence between philosophy and practice	The development of the organization as a whole is imperative to its well-being and overall effectiveness. Organizational development is the other half of individual and group professional development. Members must be cognizant of the characteristics of healthy organizations and understand their role in promoting a healthy culture through their words, thoughts, and actions Research points to common characteristics organizations share that make them effective in leadership development. Leaders at all levels are identified and developed based on the strategic objectives and competencies that are clearly identified (Batz, 2013).	Leadership/ Organizational Development Seminars
Pedagogy	Provide training in pedagogical research for all staff and administrators in support of faculty	To ensure the integrity of processes (such as faculty evaluations) and maximize benefits derived from the such an exchange, all administrators will benefit from dialogue, common understanding, and consistency in applying best practices in areas such as conducting effective classroom observations and providing effective feedback.	

Organizational Structure

The Plan takes into consideration the organizational structure and resource support necessary in the implementation of student-centered instruction and service. Colleges and universities throughout the nation are recognizing the importance of positioning teaching and learning at the epicenter of the institution. Consequently, teaching and learning centers have earned the reputation of facilitating campus-wide improvement (Ewing & Sorcinelli, 2002). When successfully implemented, teaching centers engender the kind of campus culture that values, rewards, and promotes excellent teaching. Because of their distinct position within the organization, they focus on the needs and interests of the entire college community. They serve as the umbrella for campus activities that feature innovative instruction and are able to shift support into areas of priority. Centers assure confidentiality in order to create a supportive and nurturing environment so that teachers, staff, and administrators may maximize their potential. It is where institutional memory remains important in providing the continuity in support services for teachers despite changes among department chairs, deans, and presidents. Centers facilitate faculty and staff networking and serve as the nexus between disciplines with common interests by organizing events that bring teachers, staff, and administrators together to share their perspectives and strategies with one another. This a primary benefit most often cited by individuals who engage in the activities of the center. To provide the most effective teaching, learning, and professional development support under one roof, centers must provide a comprehensive program of services. These include but are not limited to, individual consultations, videotaping of instruction/service delivery, demonstration labs, resource center, seminars, workshops, orientation programs, publications and websites with both basic and the latest information about teaching, learning, and professional development.

The Plan proposes an adaptation of the teaching and learning concept to be all inclusive of the entire college community. The establishment of a Center for Professional Learning and Excellence will serve as the central venue in which current research on exemplary teaching, learning, leadership, and organizational development come to life.

The specific components of the Center for Professional Learning and Excellence are supported by research. Infrastructural support via the Center, conveys a strong message that the College prioritizes professional development and is committed to building a community of excellence. The Center is critical for building lasting collaborative partnerships among the faculty, (Jacobson, 2013) staff, and administration and places increased emphasis on the improvement of teaching, learning, leadership, and organizational development.

The diagram below outlines the conceptual structure of the Center for Professional Learning and Excellence, its sub components, and its position within the College:

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                    │ Center for Professional│
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Training Station

Training, conferences brown bag sessions, seminars

Demonstration Lab

Teaching/Skill demonstrations

One-stop Resource Center

Digital, web-based repository of extensive educational/ instructional resources/ computer/AV equipment

Leadership Institute

Foci: Tools and Training in the development of new skills, awareness, and competencies in improving leadership practice and organizational development

Building effective professional development: The necessary structural supports

A major finding in the research is that over 90 percent of teachers reported having participated in professional development but the majority also reported it was not useful. What is necessary to recognize is not that teachers do not participate, but rather, that the status quo is ineffective (Darling-Hammond et al, 2009). One comprehensive study took a look at 1,300 other studies of professional development research. What was found was that those professional development programs that had an impact on student achievement were lengthy and intensive.

Findings corroborate the research on teacher learning that indicates mastery of a skill is a time-consuming process. The study conducted by French (1997) pointed out that teachers may need as many as 50 hours of instruction, practice, and coaching before mastery of a new strategy is achieved. A more recent study found that teachers with 80 hours or more of professional development were significantly more likely to use the teaching practice they learned about than those who had less than 80 hours of training (Corcoran, McVay, & Riordan, 2003).

In contrast, the most often utilized workshop method not only failed to increase student learning, but also did not change teaching practices (Yoon et al., 2007). Programs that were less than 14 hours had no effect on student achievement. An earlier study found that training that merely described a skill to teachers as is usually the case in traditional workshops, yielded only 10 percent of the teachers who were able to translate the skill into practice. The majority of the teachers walked away from the training without changing their instructional practice (Bush, 1984).

The research moreover, notes that current approaches to professional development is based on a faulty assumption of teacher learning. The workshop method in particular assumes that the only challenge teachers are faced with is a lack of knowledge of effective teaching practices and when that gap is filled, teachers will change. Rather, research identified the greatest challenge for teachers is actual implementation of the new method into their classroom (Fuller, 2001). Referred to as the "implementation dip", it takes time and practice before the new skill is mastered. On average, it takes 20 instances of individual practice to master a new skill. The likelihood that the number increases depends on whether the skill is exceptionally complex (Joyce & Showers, 2002).

The implementation dip is also complicated by teachers' underlying beliefs about implementation and whether they see success with their students after doing so. The phenomenon that has been well documented is the tendency for teachers to abandon the practice when they do not experience success with it and revert to earlier practices (Guskey, 2002).

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Increasing time devoted to professional development is not sufficient. A significant portion must be committed to supporting teachers during the implementation phase. Two studies (Truesdale, 2003; Knight & Cornett, 2009) examined the difference between teachers attending just a workshop and those being coached in addition, through implementation. Both studies found that teachers who were supported by coaching transferred the newly learned teaching practices.

If an institution expects its teachers to change instruction, the implementation phase needs to be included and supported more explicitly in professional development as this is the most critical stage during which teachers begin to commit to a new instructional approach (Gulamhussein, 2013). Effective implementation requires considerable resource support, monitoring of implementation, communication, linkage to other organizational initiatives, identification of unsolved problems, and clear and concise problem-solving action. The Center for Professional Learning and Excellence (CPLE) will provide the mechanism in which these occur.

The goals of the Center for Professional Learning and Excellence (CPLE) are:

- To serve as the central venue for activities in support of teaching and learning initiatives and professional development
- To function as the implementation center for the College's Comprehensive Professional Development Plan
- To provide for a range of professional development activities which address overall initiatives and specific program needs
- To support and encourage the faculty mentoring program and peer support, and staff/ administrator peer coaching
- To provide a central venue for the application of research-based practices and practice of effective instruction
- To provide premiere educational, training, and technological resources and materials in support of exemplary teaching, learning, and professional growth.

Recommendations and Timeline for Plan Implementation

Based on research on best professional development practices, the following recommendations are made to effectively implement the Comprehensive Professional Development Plan and ensure its effective evaluation (Batz, 2013; Thomas, 2012).

Recommendation 1- That current college policies, practices, systems, structures, and strategies impacting professional development initiatives be assessed to determine alignment with the Professional Development Plan. That changes be made where necessary so effective implementation and support for the initiatives contained in the Plan.

Conduct work sessions to determine and finalize implementation of the schedule of professional development based on recommendations and/or alternatives suggested (PDRC, Office of the VP, Staff/Administrator Committee, Faculty and Staff Senate)

Recommendation 2— That a Professional Development Ad Hoc Committee be formed to determine specifics of the Plan such as recommendations for administrative staffing of the Center for Professional Learning and Excellence, planning the phases of professional development implementation, identification of resources necessary to support the activities of the Plan, and prioritizing activities to be implemented annually. That the Ad Hoc Committee be comprised of various college representatives from the faculty, staff, and administration to include members of PDRC, Faculty, and Staff Senates.

Recommendation 3– That critical discussions commence prior to the implementation of the Plan to consider utilizing existing college entities in the implementation, monitoring, and reporting of professional development activities.

Recommendation 4- That the Plan be incrementally implemented based on the following schedule and tasks:

1st Year

Based on the provisions of the Plan, expand training (online, interactive)

Determine and establish evaluation criteria based on best practices and Plan goals

Evaluate current professional development to determine effectiveness

2nd Year

Implementation of Center of Professional Learning and Excellence (CPLE)

Implementation of peer coaching (Center of Professional Learning and Excellence, PDRC, Staff Committee)

Monitor and Evaluate professional development

3rd Year

Teacher/Training Lab (Center of Professional Learning and Excellence, PDRC)

Implementation of teaching/training demonstrations (CPLE)

Instructional Resource Room (CPLE, Office of the VP)

Monitor and evaluate Professional Development (CPLE, AIER)

Recommendation 5: That AIER in close collaboration with the CPLE apply best practices in establishing various evaluation tools and techniques for professional development

Recommendation 6: That PDRC/Staff Professional Development Committee monitor and review professional evaluation data to determine changes to better address professional development needs

Recommendation 7: That a Professional Development Evaluation Team be established consisting of the AIER Assistant Director, Associate Dean of TPS, a member of the PDRC, LOC, CCA, and other appropriate members.

4th Year

Establishment of an Instructional Repository

(online resources, teaching resources, best practices strategies/current research, computer lab, other audio visual equipment)

Monitor and evaluate professional development

Recommendation 8: That the Plan be construed as a living document to be reviewed each year in conjunction with professional development evaluation results. Changes to the document will be made based on the extent to which professional goals are achieved.

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Evaluation of Professional Development

Professional Development is assessed primarily by its effectiveness in changing instructional and organizational practice and how such change impacts student achievement. Moreover, it is critical to the continuous growth of teachers (Altany, 2015), staff, and administrators. Research indicates that professional development is successful when it is adapted to the complex and dynamic characteristics of specific contexts. It must be adapted for relevancy and practical application. Simply put, professional development is tailored to the unique needs of the organization and its members (Batz, 2013). Given the complexity, the change process requires an extended period of time for long-term instructional and organizational behavior and practices and significant learner performance to occur. The purpose therefore of evaluation, is to provide information on the impact of professional development as well as to provide data for refining and adjusting professional development activities on an iterative basis.

An on-going and systematic process of evaluation is an essential component of professional development (Thomas, 2012). Therefore, regular evaluation will be implemented to collect evidence with the goal of ascertaining to what extent professional development activities are effective. These include but are not limited to data collection on brown bag sessions, classroom observations, professional development evaluations and feedback, IDEA survey results, student work and evaluations, evaluation of support programs such as peer mentoring and coaching, and staff support initiatives. The evaluation process will coincide with the schedule as indicated in the Logic Model.

This Plan will include three measures of evaluation:

1. Planning—The critical questions are: What are the needs? What will the professional development approaches be? What is the timeline? What resources are necessary?

2. Application/Implementation—The critical questions are: Did the training meet the participants' needs? Was it of high quality? Does professional development alter long-term behavior? Are the participants receiving job-embedded, reflective opportunities to assist in their application and utilization of new knowledge in an effort to improve educational practices/delivery of services? How will professional development activities be monitored?

3. Impact/Evaluation

Successful professional development programs have a clear and well-developed system for measuring effectiveness. Measurement includes employee participation, training quality, and impact (Batz, 2013) Critical questions to ascertain the extent to which professional development is effective are: How do we know that professional development activities improve learner performance? To what extent have goals been met? What mechanisms can be adopted to ensure change can be made to procedures, activities, goals, and timelines? What are the measurable results? What should be done with the results?

The Plan is further based on guiding assumptions about evaluating professional development as indicated in the research and derived from the National Staff Development Council. They are:

1. No single "best" approach to evaluation exists and the recommendations included apply to professional development in general.
2. Evaluation planning should be an integral part of professional development planning
3. Teachers and staff play a key role in evaluating professional development
4. Evaluations of professional development should be separate and distinct from teacher and staff performance appraisals.

Professional Development Logic Model

The overall design of a professional development program takes into consideration key elements that will be evaluated as well as the accompanying underlying assumptions. Several questions are underscored: what are the goals of the professional development program? Who are the anticipated participants? What kind of professional learning will take place? What is the timeline? What resources are necessary to ensure the professional development takes place as planned and results in intended outcomes? What contextual factors are likely to influence professional development, and how are these factors likely to influence the extent to which teachers apply new knowledge and skills in their classrooms and staff and administrators apply new knowledge and skills in their respective areas?

A framework utilized in the drafting of this Plan is the Logic Model (diagram on the following page). It is a useful tool in addressing the questions previously posed. Essentially, the model is an important instrument in the identification of key components of professional development including underlying assumptions, determining the time frame, and the expected outcomes (Teacher Professional Development Guide, 2010). This model was utilized in the drafting of this Plan in an effort to conceptualize the various aspects of long-term professional development that must be critically considered. Overall, the model serves as the road map for how professional development occurs, the systems in place to support it, and for its evaluation.

Timeline (in months/over an extended period)
Iterative Process

Inputs	Professional Learning Activities I	Interim Outcomes/ Indicators/ Benchmarks I	Professional Learning Activities II	Interim Outcomes/ Indicators/ Benchmarks II	Professional Learning Activities III	Outcomes/ Indicators III
Effective needs assessment & targeting of participants	Presentations Training Demonstrations Brown Bag Sessions Mentoring Coaching Follow-Up	Participant perceptions New knowledge and skills Change in school organization and culture Evaluation	Presentations Training Demonstrations Brown Bag Sessions Mentoring Coaching Follow-Up	Participant perceptions New knowledge and skills Change in practice Change in school organization and culture Changes in student learning Evaluation	Presentations Training Demonstrations Brown Bag Sessions Mentoring Coaching Follow-Up	New knowledge and skills Change in practice Change in school organization and culture
Adequate materials, equipment, facilities to ensure full participation						Change in student learning Change in student behavior and engagement
Adequate staff to ensure full participation						Evaluation
Adequate funds to ensure full participation						
Adequate time in schedule to ensure full participation						

Formative Evaluation   Summative Evaluation

Contextual Factors that may affect participation and outcomes (e.g., competing priorities, change in leadership, etc.)

Appendix A: Board of Trustees Policy 400

In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development. The most recent amendments and adoption was January 13, 2015. Policy 400 states:

Whereas, the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College; and

Whereas, the Board of Trustees is committed to providing resources to support professional development activities; and

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

Now, therefore, be it resolved, that the Guam Community College Board of Trustees establishes a Professional Development Account of the Non-Appropriated Fund for the professional development of faculty and support personnel. The President shall annually submit a budget for professional development for approval by the Board of Trustees.

Be it further resolved, that the Board of Trustees authorizes the following:

1. The selection of faculty will be through the Professional Development Review Committee (PDRC), in alignment with procedures established for the comprehensive professional development plan. The recommendation of selected faculty will then go to the Deans, Academic Vice President, and the President for final approval.

2. The selection of administrators and staff will be through the Administrators/Staff Professional Development Committee. The recommendation of selected staff and administrators will then go to the President for final approval.

Be it further resolved, that is the policy of the Board of Trustees that professional development activities will be undertaken outside of the employer's normal working hours. In the event that a workshop or course is only offered during working hours, the supervisor may make arrangements for the employee to make up hours, as necessary and appropriate.

Be it further resolved, that administrative leave may be granted for professional development activities under any of the following conditions:

1. The scheduling of the professional development activity will not compromise the critical operations of the department and the Guam Community College.

2. The professional development activity is conducted off-island

3. The professional development activity is an integral part of the employee's job classification

4. The professional development activity is offered only during normal working hours.

5. The professional development activity is required by the employee's supervisor as part of an employee improvement plan.

Appendix B: Academic Vice President's Memorandum

GCC

GUAM COMMUNITY COLLEGE

Kaleren Kumunidot Guahan
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Western Association of
Schools and Colleges

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

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.

P.O. Box 23069, Barrigada, Guam 96921 • Phone: (671) 735-5527 • Fax: 734-1003
Website: www.guamcc.edu

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Appendix C: Professional Development Review Committee (PDRC)

The following excerpt was extracted from Article IX, Professional Development Committee (PDRC) Overview of the Board of Trustees and Faculty Agreement.

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, etc.

Appendix D: Summary of Faculty Survey Results

Faculty responded to a series of instructional strategies/concepts indicating extent of familiarity and whether they are currently being utilized in the classroom. Faculty were asked to select the statement which best describes their current knowledge about the strategy/concept and comfort level in using it. In this summary, the strategy/concept is identified as a training need if faculty selected the following responses:

I am not familiar with this and would like to learn more about it

I am aware of this but have never made it a part of my courses

I have tried this but I am not comfortable using it regularly in my classes

I use this but I could use help in being more effective with it

The table below represents topics according to the item most requested for professional development and the percentage of faculty who indicated they would like to receive training

Topic	% of Faculty
Hybrid Instruction	83%
Integrated Teaching	82%
Online Learning	78%
Metacognition	77%
Differentiated Instruction	75%
Web-Enhanced Instruction	75%
Effective Elements of Instruction	64%
Higher Level Questioning	64%
Learning Styles	63%
Rigor and Relevance	63%
Student-Centered Instruction	63%
Transforming the traditional lecture into interactive lectures	59%
Cooperative Learning	59%
Active Teaching Strategies	58%
Active Student Involvement	50%

The table below represents topics written in by faculty in the survey, identified areas of potential need, and research best practices.

Topic
Multi-tasking and implications for teaching and learning
Designing Test Questions
Brain research and implications for teaching and learning
Developing Rubrics/Classroom Assessment Tools
Emotional Intelligence
Reflective Responses
Writing across the curriculum
Goals to Grades Connections
Climate Setting: Setting the stage for learning
Fostering learner responsibility
Encouraging/rewarding learner participation
Reflective responses
Student-centered teaching: Implications for curriculum and instruction
Curriculum Alignment: Matching student instruction, activities, and assessment
Andragogy: Teaching Implications
Maximizing technology in the classroom
Multiple Intelligences and implications for teaching and learning
Teacher-directed instruction vs. Student/Learner-centered instruction
Providing effective and timely feedback
Developing, implementing, and assessing new programs, services, and activities

How professional development is implemented is also cited in the literature as a critical point to consider when designing training. For professional development to be effective, it must be ongoing, accessible, highly interactive, reflective, supportive, and must have follow-up to determine its effectiveness and degree to which knowledge and skills are implemented or applied. The following table represents results from the faculty survey with respect to how they would like to see professional development implemented. The faculty were asked to rank according to order of preference. The responses are listed according to the most frequently selected.

Survey Item	Response	Percentage of faculty who selected	
		Full Time	Adjunct
I would like training sessions to be scheduled on	Friday only	60%	52%
	weekday	45%	33%
	Saturday	37%	53%
I would like training sessions to take place in the	Morning	63%	40%
	Evening	40%	70%
	Afternoon	33%	29%
I prefer training sessions that run for	1 hour	81%	71%
	2 hours	78%	63%
	Half day	62%	83%
	3 hours	42%	50%
I would be interested in online training	Interested	56%	52%
	Highly Interested	37%	43%
I would be interested in observing teaching demonstrations that will expand my instructional skills	Interested	50%	35%
	Strongly Interested	34%	57%
I would be interested in training if it led to an Associate's or Bachelor's Degree in Education	Interested	22%	26%
	Highly Interested	17%	26%
I would be interested in training if it led to a degree arranged in an accelerated or cohort format	Interested	45%	52%
	Highly Interested	20%	26%

Appendix E: Summary of IDEA Survey Results: What students said they would like to see more of from their instructors

The results are ranked (with the most frequently cited at the top) according to what students said they would like teachers to consider **increasing use of in their instructional practice.**

IDEA Survey Statement	Theme	% of-Teachers
Displayed a personal interest in students and their learning	Establishing and maintaining rapport/connection to students	61%
Stimulated students to intellectual effort beyond that required by most courses	Stimulating student interest/ Sufficient challenge	56%
Introduced stimulating ideas about the subject	Stimulating student interest/ engagement	55%
Demonstrated the importance and significance of the subject matter	Stimulating student interest/ engagement/Relevancy	47%
Related course material to real life situations	Stimulating student interest/ engagement/Relevancy	42%
Encouraged students to use multiple resources	Encouraging student involvement/ active participation	42%
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Fostering student collaboration/ encouraging diversity	38%
Made it clear how each topic fit into the course	Structuring classroom experiences	36%
Found ways to help students answer their own questions	Establishing rapport/ fostering responsibility for own learning	33%
Formed teams or groups to facilitate learning	Fostering student collaboration	31%
Explained course material clearly and concisely	Structuring classroom experiences	31%
Explained the reasons for criticisms of students' academic performance	Establishing rapport/providing prompt and effective feedback	28%
Gave projects, tests, or assignments that covered the most important points of the course	Structuring classroom experiences	26%
Gave projects, tests, or assignments that required creative thinking	Encouraging student involvement/ encouraging higher order thinking skills	25%

Appendix F: 2014 Group Summary Report

The information below was provided by AIER and is contained in the 2014 Institutional Summary Report.

Section VII: Faculty Self–report of the Institutional Context

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

Number Rating: 383	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	63%	31%
Discussion/Recitation	4%	25%
Seminar	0%	1%
Skill/Activity	31%	20%
Laboratory	6%	8%
Field Experience	1%	3%
Studio	0%	2%
Multi–Media	3%	6%
Practicum/C exp	1%	1%
Other/Not Indicated	1%	5%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	349	14%	50%	37%
Oral communication	370	7%	52%	41%
Computer application	354	29%	42%	29%
Group work	361	22%	51%	28%
Mathematics/quantitative work	353	54%	27%	20%
Critical thinking	365	4%	35%	61%
Creative/artistic design	350	49%	33%	18%
Reading	355	4%	35%	61%
Memorization	350	25%	47%	23%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	343	6%	18%	75%
Experience teaching course	309	0%	3%	97%
Changes in approach	290	3%	43%	54%
Desire to teach the course	344	0%	2%	97%
Control over course management decisions	329	1%	16%	83%
Student background	324	3%	32%	64%
Student enthusiasm	336	1%	18%	81%
Student effort to learn	335	2%	15%	84%
Technical/instructional support	299	6%	34%	60%

Appendix G: Summary of Staff Survey Results

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Staff Professional Development

Respondent Rate
55 out of 104 responded to the survey.
• 53% response rate

What Do Staff Want in Professional Development?

Response	Percent
How to maximize use of current technology (i.e.: smartboard)	50.90%
Microsoft Office (Word, Excel, Powerpoint)	49.10%
Leadership and learning styles	49.10%
Critical thinking skills (problem-solving, decision-making, etc.)	43.60%
Systems Thinking (how the different parts of GCC work/fit together)	41.80%
How to create electronic files/use latest program software	41.80%
How to cope with change/increase your resiliency	41.80%
How to create an efficient filing system	40.00%
Conflict management/resolution	40.00%
Sharing information across departments/campus	36.40%
Team building	36.40%
How to write reports	34.50%
Office management skills	34.50%
Organization skills	32.70%
Following proper protocol	30.90%
Understanding my performance evaluation	29.10%
Customer service/interpersonal skills (how to greet people, provide efficient and frie	27.30%
How to make presentations	25.50%
Taking minutes/transcribing minutes	18.20%
Other	10.90%
Total Respondents: 55	

Appendix H: Summary of Administrator Survey Results

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Administrative Professional Development
Fact Sheet

Respondent Rate
19 out of 33 responded to the survey.
○ 58% response rate

What Do Administrators Want in Professional Development?

Response	Percent
Effective collaborative, decision-making, problem-solving skills	57.90%
Maintaining a healthy organizational culture and climate	52.60%
Computer applications (i.e. Microsoft Suite)	52.60%
Brain research and the implications for the workplace	52.60%
Effective supervisory skills	52.60%
What next? How to implement innovative ideas after attending a conference	52.60%
How to use technology effectively (i.e. smartboards for presentations)	47.40%
Team building	47.40%
Leadership and learning styles	42.10%
Effective problem diagnosis	42.10%
In-depth understanding of performance evaluation	42.10%
Managing change	42.10%
The process of grant writing	36.80%
Systems thinking (how parts of the organization fit together)	36.80%
Effective communication skills	31.60%
Time/stress management/ways to de-stress	31.60%
HR Policies and Procedures	31.60%
Fully utilizing MyGCC	31.60%
Increasing resiliency	31.60%
In-depth understanding of Board Policies and Administrative Directives	26.30%
Following proper protocol	26.30%
Maintaining student-centeredness and practice	26.30%
Incorporating ISMPs/ILOs into writing a proposal/plan	26.30%
Alignment of goals, assessment and budget	26.30%
Strategic and budgetary planning	26.30%
Procurement/Materials Management Procedures	21.10%
Roles/responsibilities across the College	21.10%
Other	21.10%
Writing memos/correspondence	15.80%
Total Respondents: 19	

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Faculty Professional Development Fact Sheet

How Do We Increase Funding to a Greater Number of Faculty?

Institutional Mandate
ACCJC Accreditation Handbook
- "The institution plans for and provides *all personnel with appropriate opportunities for continued professional development,* consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."
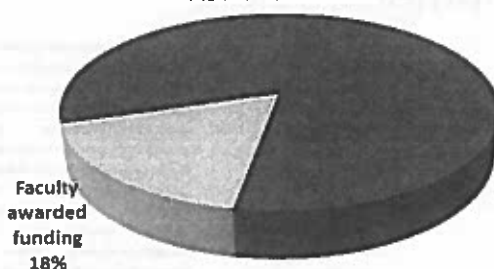
Conceptual Framework
- Growing Students
- Growing Yourself
- Growing Your Organization

Conceptual Structure Components
- Center for Professional Development and Excellence
  - Demonstration Lab
  - Training Station
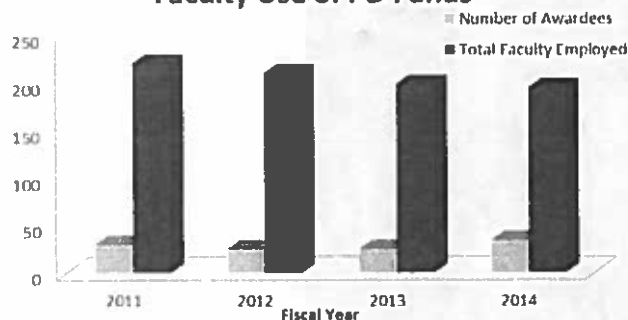 - Instructional Resource Room

Fiscal Year 2014

Faculty awarded funding 18%

A low percentage of faculty are awarded professional development funds.

- 57 total individuals or vendors have been awarded funds between fiscal years 2011-2014.
- $295,645.97 has been spent between fiscal years 2011-2014.
- An average of $5,186.77 has been spent per person/vendor between fiscal years 2011-2014.

Faculty Use of PD Funds

FY	Amount Spent	Number of Awardees	Total Faculty Employed	Adjunct Faculty Employed	Full Time Faculty Employed	% of Faculty Awarded PD Funding*	Average Awarded per Person/Vendor
2011	$73,200.25	30	220	107	113	14%	$2,440.01
2012	$76,111.51	25	209	94	115	12%	$3,044.46
2013	$68,583.12	25	198	84	114	13%	$2,743.32
2014	$77,751.09	34	194	79	115	18%	$2,286.80
Averages	$73,911.49	29	205	91	114	14%	$2,628.65

*This number includes vendors. While vendor awards tend to affect more than one faculty, vendors only account for 15% of the total awards from FY 2011-2014, and only 3% of the total funds over the same period.

Appendix J: Participation in Staff/Administrator Professional Development

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Institutional Mandate
ACCJC Accreditation Handbook
- "The institution plans for and provides *all personnel with appropriate opportunities for continued professional development*, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."
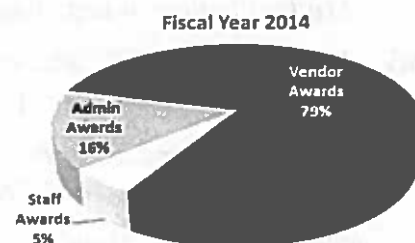
Conceptual Framework
- Growing Students
- Growing Yourself
- Growing Your Organization

Conceptual Structure
Components
- Center for Professional Development and Excellence
  - Demonstration Lab
  - Training Station
  - Instructional Resource Room

Administration and Staff Professional

Staff / Admin Use of PD Funds

A low percentage of professional development funds are awarded directly to Staff and Administrators.

- 16 total individuals have been awarded funds between fiscal years 2011-2014.
- $155,147.45 has been spent between fiscal years 2011-2014.
- An average of $5,718.85 has been spent per person/vendor between fiscal years 2011-2014.

FY	% of Staff Awarded PD Funding	% of Admin Awarded PD Funding
2011	2%	0%
2012	2%	9%
2013	2%	9%
2014	1%	9%
Averages	2%	6%

Fiscal Year 2014

Fiscal Year	Award Type	Number of Awards	% of Fiscal Year	% of Total Period	Amount of Awards	% of Fiscal Year	% of Total Period
2014		19	100%	41%	$ 39,700.50	100%	26%
	Admin	3	15%	7%	$ 10,087.67	25%	7%
	Staff	1	5%	2%	$ 3,970.24	10%	3%
	Vendor	15	79%	33%	$ 25,642.59	65%	17%
2013		11	100%	24%	$ 29,159.76	100%	19%
	Admin	3	27%	7%	$ 11,841.66	41%	8%
	Staff	2	18%	4%	$ 4,514.65	15%	3%
	Vendor	6	55%	13%	$ 12,803.45	44%	8%
2012		13	100%	28%	$ 41,446.77	100%	27%
	Admin	3	23%	7%	$ 12,287.76	30%	8%
	Staff	2	15%	4%	$ 14,444.16	35%	9%
	Vendor	8	62%	17%	$ 14,714.85	36%	9%
2011		3	100%	7%	$ 44,840.42	100%	29%
	Admin	0	0%	0%	$ —	0%	0%
	Staff	2	67%	4%	$ 21,680.42	43%	14%
	Vendor	1	33%	2%	$ 23,160.00	52%	15%
Grand Total		46	100%		$ 155,147.45		100%
	Admin	9	20%		$ 34,217.09		22%
	Staff	7	15%		$ 44,609.47		29%
	Vendor	30	65%		$ 76,320.89		49%

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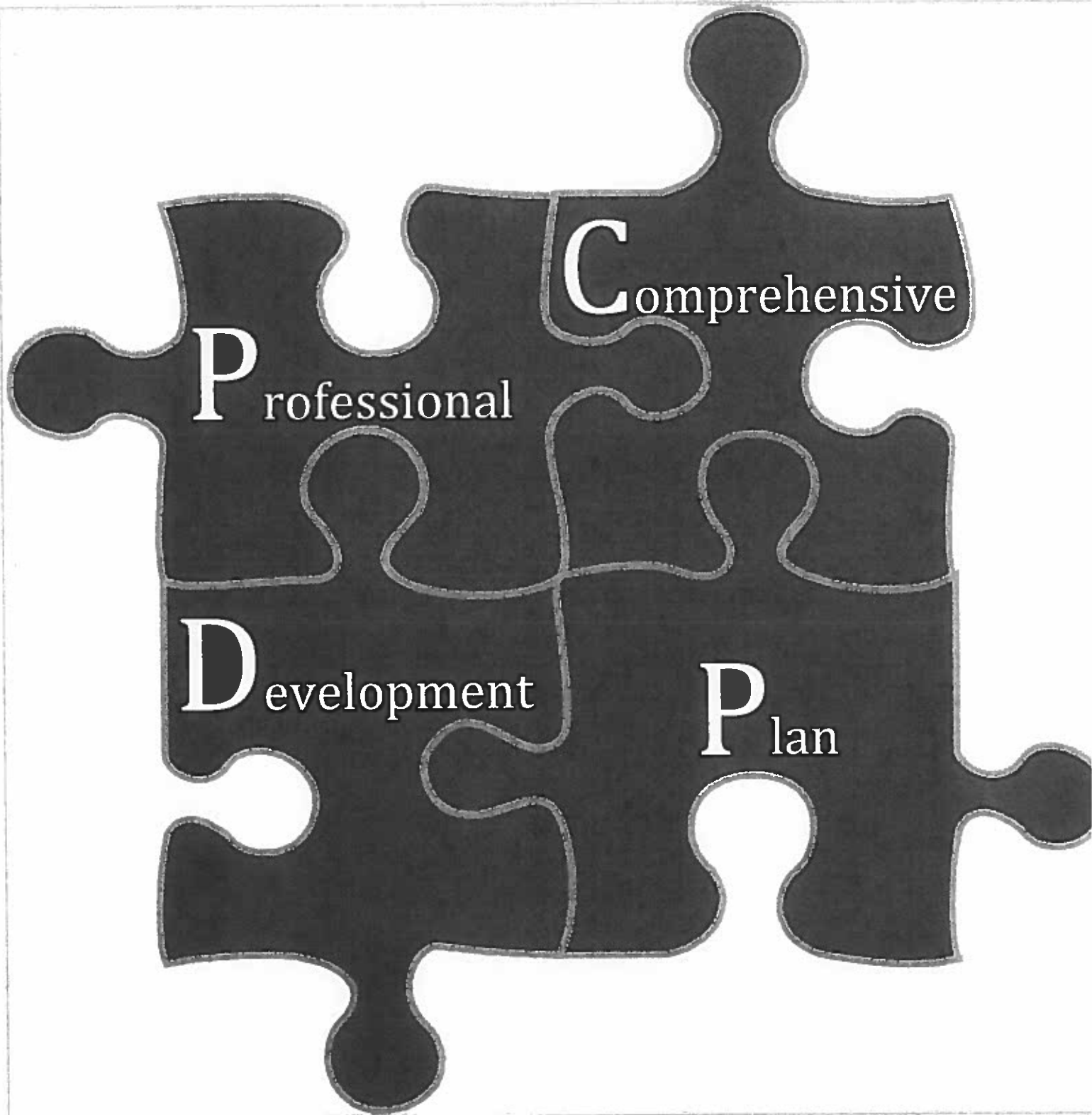Zepeda, S. J. (2011). Professional development: What works. Routledge.

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

Professional
Comprehensive
Development
Plan

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GCC is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Vision

Guam Community College will be the premiere 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.

Sinagan 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.

This document is a concerted effort between organizational members, divisions, and committees within the College. It's fruition would not have been possible without the input of the Academic Vice-President, the Professional Development Review Committee (PDRC), Faculty, and Staff Senates, and faculty and staff overall. The Comprehensive Professional Development Plan simply referred to as the Plan in this document, underwent a number of iterations, critique, and discussions over a one year period. It was largely guided by the College's mission, and values, informed by those goals and initiatives in the Institutional Strategic Master Plan (ISMP) directly connected to professional development initiatives, and is based on current educational and organizational research, and the needs of the faculty, staff, and administrators as indicated on the surveys.

The Plan's main purpose is to serve as a guiding instrument establishing a comprehensive approach to the College's Professional Development. The Plan also provides a distinct focus in which professional development (whether it be at the individual, group, or institutional level), is implemented with the central goals of improving instructional practices and increasing the delivery of services to our students. Lastly, the Plan gives us all an opportunity to engage in thoughtful discussions and activities regarding our changing needs, collaborate further, and to respond accordingly.

Please direct any comments or suggestions for improvement to this document to Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services

Foundation for Professional Development

Introduction

Standard III of the Accrediting Commission for Community and Junior Colleges (ACCJC) provides the impetus for Guam Community College's Comprehensive Professional Development Plan. As stated in Section A.14:

> The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement (ACCJC Accreditation Handbook, 2014).

Similarly, a Board Policy on professional development also exists (Please refer to Appendix for the policy in its entirety). In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development, which states that "the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College and the Board of Trustees is committed to providing resources to support professional development activities".

Background

Efforts at the College to develop a comprehensive professional development plan commenced in Academic Year 2014 to more effectively address the accreditation standard. The purpose of the Comprehensive Professional Development Plan (CPDP) is to provide a framework for college-wide professional development consistent with the institutional mission. CPDP incorporates four major parts: faculty professional development, staff and administrators' professional development, organizational structure and support recommendations, and evaluation.

Over the course of several years, Guam Community College has implemented a number of initiatives providing the building blocks for this plan. As evident in the college's mission, the institution is committed to providing the highest quality student-centered education. Two of the College's core values place emphasis on a learning-centered and student-focused environment. Additionally, GCC established Institutional Learning Outcomes (ILOs) representing broad outcomes the institution endeavors students will achieve through their cumulative college experience.

The Institutional Strategic Master Plan (ISMP) was updated in 2014 setting direction for the College over the next several years. The specific ISMP provisions directly related to the Comprehensive Professional Development Plan (henceforth referred to as the Plan in this document) are outlined below:

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.

> Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom.

> Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered teaching model.

Extensive work went into the Plan beginning in Spring of 2014 with research on best instructional and organizational practices. A faculty survey was devised in late Spring with significant input from various members of the College. A staff and administrator survey followed in Spring of 2015. The data from these surveys were aggregated and the information utilized to inform respective parts of the Plan. Data results for both surveys can be found in the Appendix. Student evaluations from the 2013 IDEA survey results and classroom observation data were also included. Lastly, the current utilization of funds for professional development were included for faculty, staff, and administrators. The data may be found in the appendix section of this document.

Overarching Goals of GCC's Professional Development Plan

1. Institute student-centered teaching and service throughout the campus

2. Establish a culture of campus-wide and continuous professional development

3. Institute a climate conducive (trust, collaborative, supportive, respectful, and collegial) for the successful implementation of professional development initiatives

4. Utilize data to inform and drive instructional and institutional improvement

Guiding Principles for Professional Development at the College

This Plan is informed by current educational and organizational research about what makes for effective professional development. There is increasing awareness among colleges that simply having favorable conditions for good teaching to occur is not the same as truly supporting teaching in ways that are visible and intentional. (Mindich & Lieberman, 2012; Reder, 2007; Webster-Wright, 2009). New emphasis on effective teaching and organizational performance is being placed on high quality professional development , higher quality teaching linked to increased student achievement (Borko, 2004; Desimone, 2009; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007), centers for teaching and learning, and growing membership and participation in the Professional and Organizational Development (POD) Network, a professional organization of faculty and administrators managing faculty development programs (Mooney & Reder, 2008). At present, most professional development misses the mark. The most prevalent model in the delivery of professional development is the one-time workshops. Yet research points out its abysmal record for changing teacher practice and student achievement (Yoon, et al., 2007). The real challenge we are faced with therefore, is how to create opportunities for growth and development that will lead to students' growth and development particularly in their knowledge and ability to think critically (Gulamhussein, 2013). The conceptual basis, strategies, and activities incorporated in this plan take into consideration the following guiding principles as enumerated by the research:

- Good employees are grown, fostered, and supported (Bowman & Deal, 2003)
- Learning is stimulated through collaborative opportunities among peers pertaining to issues of teaching and learning (Louis, Dretzke, & Walstrom, 2010; Miller, Goddard, Goddard, & Larsen, 2010; Saunders, Goldenberg, & Gallimore, 2009) and the support services in support of teaching and learning
- Individuals gain and learn more through active construction of knowledge rather than through passive reception of information (DuFour, 2004; Wei, Darling-Hammond, & Adamson, 2010; Zepeda, 2014). Initial exposure to a concept should not be passive, but rather involve active engagement so that participants can make sense of a new practice (Wei, et al., 2009; French, 1997)
- Excellence in teaching and service increases student learning
- A collegial and collaborative culture whereby regular dialogue is encouraged and supported, innovative ideas are fostered, and teaching and learning initiatives are faculty driven, strengthens the organization's ability to achieve goals

- Reflection is built-in as a way to process and make connections to a particular learning experience (Desimone, Porter, Garet, Yoon, & Birman, 2002; Wei, Darling-Hammond & Adamson, 2010)
- People have an inherent desire to learn and contribute
- Learning is both fun and rewarding (Ferguson, 2006)
- Professional development occurs over a significant duration of time and is seen and implemented as an on-going process which allows for learning the new strategy to take root and to grapple with the implementation challenge (Desimone, et al., 2002;. Wei, Darling-Hammond, & Adamson, 2010).
- The best staff training outcomes result from a combination of methodologies (Reid & Parsons, 2002).
- There must be support during the implementation stage that addresses the specific challenges of changing classroom and/or organizational practice
- Organizations must shift the way they view employees and must consider the employee as an individual with unique learning needs (Wentworth & Lombardi, 2014).
- Purposefully designed to meet the needs of the adult learner and is implemented for the following reasons:

  1. Awareness/Exploration—those professional development activities that address those first stages of concern/interest/understanding regarding an innovation.

  2. Skill-building—those activities that are designed to help participants build and apply specific skills that are assumed to include follow-up coaching and support (Joyce & Showers, 2002).

  3. Program Improvement - includes activities requiring both individual and team development combined with systemic change. Improvement occurs when individuals or teams engage in continuous, collaborative, and problem-solving processes (Du Four, 2004; Zepeda, 2011).

  4. Strategic Planning/Systems Thinking- effective professional development and change initiatives must acknowledge that complex, interdependent relationships exist among the various aspects of an entire system. This comprehensive approach to change significantly increases the potential that all components of a system (e.g., curriculum, instruction, evaluation and services compliment each other and work toward a measurable set of outcomes related to improving student achievement (Ewing & Sorcinelli, 2002).

Job-embedded—All within the system must strive to incorporate professional development into the fabric of daily practice. Adequate time must be provided to engage in active, consistent, productive, and job-embedded learning experiences. Effective professional development must be designed to respect the leadership capacity of members while promoting continuous inquiry and

improvement embedded in the everyday life of the institution (DeMonte,2013; DuFour,2004; Mindich & Lieberman, 2012; Zepeda, 2014)

- Integrated Planning— Change is complex and individuals require on-going high quality professional development even after the in-service training has occurred. They include time to practice new skills and receive structured feedback, peer support, leadership support and encouragement, establishment of clear goals, and technical assistance (DuFour, 2004). An integrative approach driven by a shared vision related to increasing knowledge, awareness, and skills are critical in order for meaningful and lasting change to take root (Joyce & Showers, 2002).

The Plan incorporates additional elements substantiated by research that identifies particular attributes more likely to have an impact on teacher knowledge and effectiveness as evidenced by student learning gains (Blank, 2013; Coggshall, 2012). In order for professional development to be effective, it must be grounded in the following:

- Sustained over time which more likely will deepen knowledge and skills to meet intended goals (Blank, 2013; Desimone, Porter, Garet, et al., 2002; Yoon, Duncan, Lee, Scarloss, & Shapely, 2007).

- Reflects a collaborative, supportive, respectful, and trusting climate which enables successful implementation of desired change (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009; National Institute for Excellence in Teaching, 2012; Kowalski, 2014; Wei, Darling-Hammond, & Adamson, 2010).

- Incorporates reflection, observations, modeling (Snow-Renner & Lauer, 2005; , coaching and feedback on the theories, strategies, and techniques that are research-based best practices for teaching and learning (Joyce and Showers, 2002; Jaquth, Mindich, Wei, & Darling-Hammond, 2010; Adamson, 2010)

- The focus is on teacher learning that is authentic and the conditions that must be in place in order to support teachers to critically and collaboratively examine and refine their practices (French, 1997; Corcoran, McVay, & Riordan, 2003; Roy, 2005; Webster-Wright, 2009).

The proposed activities and strategies included in the Plan have been purposefully selected based on the principles and elements derived from research. Effective professional development is an essential the organization and key in retaining the best people. The Plan is designed to incorporate activities

and indispensable process without which organizations cannot hope to achieve their desired goals for student achievement. The elements included in this plan are premised on the belief that the continued growth and ongoing development of faculty, staff and administrators are critical to the effectiveness of and strategies with the vision that an individual who has opportunities to learn, reflect, and apply skills, can best extend those opportunities to students (Desimone, 2009).

Professional Development Conceptual Framework

Effective professional development programs are characterized by diversity of ideas, people, and support practices. As such, they acknowledge and value the uniqueness of concerns and interests among departments, divisions, and staff. This Plan therefore, is an amalgamation of activities and approaches recognizing the diversity of needs.

Professional development at GCC will be approached from the following perspectives:

Growing Students: To serve in our roles so that students develop to their fullest potential, professional development leading to an increase in knowledge, skills, and abilities must be intentional, well-planned, well-connected, continuous, and systemic.

Growing Yourself: Viable organizations seek to create a dynamic work environment that encourages and is supportive of growth and development. Effective leaders act on the belief that members of the organization have present value and future potential and assume the responsibility for increasing the capacity of people (Wentworth & Lombardi, 2014). Professional development addressing this perspective considers two facets: self care and professional growth.

Growing Your Organization: To effectively navigate the college through systemic change, this Plan includes system-wide organizational development. It refers to an intentionally planned, on-going, and systematic process through institution-wide efforts to increase the organization's effectiveness thereby enabling the college to achieve its goals. This section is informed by current organizational research of what makes an institution sustainable. The values that underscore organizational development have a humanistic basis which seek ways of making interactions within the organization more effective and more humane. Effective organizational development includes the organization's ability to tap into the internal knowledge and expertise of its employees and shares these with the rest of the organization via training, development, and education opportunities (Batz, 2013).

Organizational development examines the institution as a whole by looking at its parts such as organizational structure, cliques, individuals, values, sub-components, environment, processes, systems, interactions within the institution and how these affect the functioning of people within the organization as well as the impact such interactions have on the organization itself.

The rationale supporting this approach is to engage in a process that provides the opportunity for the organization to improve its capacity to handle internal and external functioning and relationships. This includes improved interpersonal and group processes, more effective communication, organizational climate and culture, enhanced ability to cope with organizational problems, more effective decision-making processes, more appropriate leadership styles, improved skill in dealing with destructive   conflict, and developing improved levels of trust and cooperation among organizational members. Overall, organizational development involves continuous diagnosis, action planning, implementation, and evaluation with the end goal of equipping the organization and its members with the knowledge and skills and abilities to improve its capacity to solve problems and manage future change.

Faculty Professional Development

This section of the Plan is divided into two parts to better address the specific needs of groups within the organization. The first addresses the professional development of faculty. The second addresses the professional development needs of staff and administrators. There will be some overlap of professional development that will apply to all members of the organization regardless of position (i.e., Organizational Development training). The over-arching goal is to develop and implement a cohesive professional learning community that will foster an environment encouraging and supporting student-centered education.

Current research suggests that there are specific practices that lead to improved student learning. Specifically, overall quality of teaching correlates positively with student growth in areas such as motivation, openness to diversity and change, critical thinking and moral reasoning. The research also indicates that students are not getting enough of these learning conditions and teaching practices. For widespread and systemic change in student learning to take effect, specific pedagogical support for faculty plays an essential role. (Joyce and Showers, 2002)

It remains a foundational premise in most educational organizations that faculty are the driving force behind an institution. Therefore, the Plan outlines professional development leading to student-centered instruction but most importantly, provides the pedagogical support in assisting both full-time and adjunct instructors in becoming better prepared to meet the new demands and complexities of the new paradigm.

This part of the Plan is informed by research on effective instructional practices, the needs and interests as indicated in the Faculty survey conducted in the Spring of 2014, classroom observations, and students' evaluation of teacher effectiveness in the IDEA survey results from Fall 2013.

Professional development is organized around several core competencies as presented in the tables that follow. Each of the competencies is accompanied by the goals, rationale, and activity or concept in relation to it.

Core Competency	Goals	Rationale	Activity/ Concept
Pedagogy	To enhance and promote excellence in teaching and learning

To supply the necessary tools for faculty to maximize student-centered learning

To provide and support informal opportunities to share and exchange ideas and to reflect on current teaching practices

To provide a forum for discussions on instructional challenges and get feedback from peers

To provide continuous interactive training of short duration on best instructional practices

To provide broader access to the latest educational research

To encourage and promote innovative teaching

To provide opportunities for faculty to present, conduct training, and/or demonstrate for others innovative teaching strategies

To provide and support self-paced online training opportunities | Research suggests that when teachers talk about their teaching, learn from each other, and reflect about their teachings practices, they are more likely to make positive changes in their teaching (Ewing & Sorcinelli, 2009; French, 1997;Harwell, 2003; Roy, 2009)

Faculty indicated they would like more opportunities to engage in pedagogical discussion and sharing of ideas.

One hour, successive sessions allow for information to be "chunked" or broken into manageable portions that can be more easily digested and applied. Faculty indicated they have a preference for short sessions over a period of time

Some faculty (including Adjuncts) have not had the formal training in educational delivery. Both new and experience faculty can benefit from training based on traditional and current educational theory and research

These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in their field, and stay current in a specialty area.

Online training provides increased and immediate access to professional development | Brown Bag Sessions

Mini Training Sessions

Local/ Off-island Conferences

Online Training

Webinars

Readings

Role-playing techniques

Live modeling

Open-ended discussions

Classroom visits |

Core Competency	Goals	Rationale	Activity/Concept
(continued from previous page) Pedagogy	To provide opportunities to practice effective instructional techniques To provide opportunities to critically analyze and receive constructive feedback on instructional practices Provide opportunities to critically analyze and receive constructive feedback on instructional practices Provide opportunities to reflect on instructional practices Identify and utilize existing specialized expertise among faculty Build the teaching and training capacity among faculty for faculty Train a group of instructors to be certified as "experts" on best instructional practices	Implementation of new practices work best when teachers practice and engage in constructive and immediate feedback The craft and practice of teaching is best transmitted by teachers. Teachers know more about classroom culture and competencies than do those who have had no/limited classroom experience or who visit the classroom occasionally.	Demonstration Lab Training of Trainers
Leadership	To examine current effective models of leadership To identify and implement the most effective leadership strategies that support organizational well-being To implement leadership techniques and tools for roles in the classroom, committee work, and for other settings and situations that may benefit from or require effective leadership skills To establish a forum for thoughtful examination and reflection about leadership roles of faculty To identify leadership development needs based on a variety of assessment tools and feedback from colleagues	To effectively implement and sustain student–centered education, effective leadership is crucial at all levels within the organization. Leadership training will provide faculty with essential leadership skills that can be utilized both in the classroom and in participation in other campus initiatives. Closing the gap between how the concept is implemented and the kind of leadership required to sustain new initiatives is critical to the institution's success.	Leadership/ Organizational Development Seminars

Core Competency	Goals	Rationale	Activity/Concept
Mentoring	To support departments in their mentoring activities To examine current mentoring program to improve effectiveness To implement formal procedures to strength feedback and communication between mentor and mentee To encourage greater participation among faculty to increase teacher support and success To identify those traits that make mentoring successful from both the mentor's and mentee's perspectives	Effective mentoring programs provide one of the most successful strategies that promote the transfer of knowledge and skills in a structured relationship. The mutually beneficial arrangement serves to foster collegiality and enhance departmental and teaching effectiveness New or beginning teachers have a greater chance to succeed in their instruction if they are supported by others who have gained the classroom experience and have developed effective instructional practices Teachers providing support for one another increases the likelihood that the new innovation will be implemented and established as an embedded instructional practice Follow up support is as important as initial training. Teachers who have experience with new, innovative practices are in a better position to support and encourage the efforts of colleagues.	Mentoring Peer Coaching
Technology	To enable faculty to use technology effectively in the classroom in support of student-centered instruction To offer workshops which support expanded use of current technology To offer workshops that train with cutting edge technology	In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations in educational technology is essential for faculty development	Workshops/ Training

Draft #10 November 2015; Original document drafted September 2014

Core Competency	Goals	Rationale	Activity/Concept
Interpersonal & Intrapersonal Development	To encourage and support faculty in developing and assessing effective personal and intrapersonal skills	Professional development is multi-faceted. The opportunity to develop interpersonal and intrapersonal skills is an integral part of increasing the capacity of individuals within the organization.	Series of training sessions
	To encourage reflective practice		
	To provide support to individuals who pursue advanced credentialing	Professional development includes the formal process of credentialing to build the capacity of individual members of the organization and the organization as a whole	Credentialing
	To encourage individuals to seek and complete credentialing		

Draft #10 November 2015; Original document drafted September 2014

Adjunct Faculty Professional Development

One of the greatest challenges community colleges are faced with is instituting strong campus connections for their part-time adjunct faculty (Gonzalez, 2009). Adjunct faculty comprise 68% of two-year public college faculty as noted in the Digest of Education Statistics (2008). Adjunct faculty play a significant role in higher education, yet are often considered peripheral to college life. A number of studies have focused attention on the lack of inclusion, pay, resources, and respect accorded to part-time faculty in community colleges (Gappa & Leslie, 1993; Roueche, Roueche, & Milliron, 1995; Alfred, 2003). The research points to the strong degree to which part-time faculty feel isolated, marginalized, invisible, second class, and rarely provided professional development opportunities accorded to full-time faculty (Bransford, Brown, & Cocking, 2000; Cox & Richlin, 2004; Gappa & Leslie, 1993; Gillespie & Robertson, 2010; Hurley, 2006). A significant body of literature underscores the crucial need for adjunct faculty development (King & Lawler, 2003; Leslie & Gappa, 2002; Nilson & Miller, 2009; Roueche, Roueche, & Milliron, 1995). Roueche, Roueche, & Milliron, (1995) and stress the "importance of integrating part-time faculty and recognizing them as important players in the teaching and learning process in the interest of providing quality instruction..." (p. 120). Current literature suggests college teachers can be supported in their success.

The College has a responsibility to provide a framework whereby adjunct faculty can pursue goals specifically associated to teaching excellence. If the College expects to achieve its principle mission of providing the highest quality student-centered education and job training, then it must provide the infrastructural and instructional support.

The following proposed activities is a composite of research from literature of successful practices of a number of colleges in the professional development of their adjunct faculty. The activities proposed are based on the part-time status of adjunct faculty (Please refer to the Appendix for a summary of results), their needs as indicated in the faculty survey, and current research.

Core Competency	Goals	Rationale	Activity/ Concept
Pedagogy	To provide training specifically geared for part-time faculty To provide training that is convenient for part-time faculty Provide basic pedagogical certification, Associate of Arts in Education with areas of concentration: Andragogy, Developmental Education, or, Career and Technical Education	GCC adjunct faculty comprise a substantial percentage of the teaching staff who are in a unique situation as a result of their part-time status. Pedagogical development will enhance the ability of part-time faculty in providing effective student-centered instruction	Hybrid Short sessions combined with online training (to be patterned after the 4 faculty.org format–pedagogical content will be organized into modules Adjunct Certification Training Program
Technology	To enable adjunct faculty to use technology effectively in the classroom in support of student-centered instruction To offer workshops which support expanded use of current technology To offer workshops that train with cutting edge technology	In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations and applications in educational technology is essential for faculty development	1 to 2 hour successive training sessions

Draft #10 November 2015; Original document drafted September 2014

The Goal of the Adjunct Certification Training (ACT) Program is to provide tools and resources that assist adjunct faculty in becoming more effective educators in the classroom. To encourage and support the development of these instructors, this proposal includes training that begins with a more intensive orientation beyond the administrative responsibilities of teaching. Currently, adjunct orientation consists of presentations on college policies and procedures, safety, and student support services. While basic orientation about administrative aspects of teaching are important, greater attention and support must be provided in the area of pedagogy.

Staff and Administrator Professional Development

The Plan acknowledges that no single group is solely responsible for the success of the College in achieving it core mission. Each member has a role in advancing the institution and creating an environment of high quality teaching, strong support services, and high student expectations. The literature emphasizes two central concepts that are characteristic of effective professional development programs. This Plan has incorporated high quality professional development concurrent with organizational development; and, improvement of performance both through individual achievement and systemic change. Professional development encompasses activities and opportunities that help members of an organization grow in terms of their performance, satisfaction, and status within the workplace. It may include job enrichment, expanding one's current position via additional responsibilities or taking on new projects; lateral movement into a different area of the organization; and/or vertical movement to positions of higher status and greater responsibility.

Research has demonstrated that professional development of employees yield beneficial results for both members and the organization. There exists a symbiotic relationship between people and the organization. Organizations require the energy, effort, and talent of individuals and people need organizations for the intrinsic and extrinsic rewards and benefits. When there is a good fit, individuals find meaningful and satisfying work, and organizations reap the benefit of the talent, skills, and energy of the individuals comprising the organization (Bowman and Deal, 2003). The benefits to the College are:

Employee Retention— Staff members develop loyalty to an organization because they feel they are cared about as individuals. They benefit from personal and professional growth and do not feel their role has become static or their career has reached a stagnant point (Community Tool Box, 2015).

Staff Morale—An organizational culture that encourages learning and fosters education creates a positive, motivated, and committed workforce. Employees who feel they make a difference in the mission do better work (Hauser, Huberman, & Alford, 2008; Hord, 1994).

College Efficiency— Orientation and cross training are essential for a smoothly running organization. The stability and tenure that result from low staff turnover contributes to the efficiency of the organization.

Job Competency—Employees who have received job-specific training are more productive and confident. Professional ,administrative, support, and technical staff need ongoing education to stay current regarding the constantly changing aspects of college environments (Community Tool Box, 2015).

Customer Satisfaction— Employee professional development can positively affect college customers (who are the students, business, government, and the community), who benefit from their skills, positive attitude, and efficiency. Professional development across the college assures the success of students by supporting the growth and improvement of the skills and abilities of all employees.

This Plan also places emphasis and importance of professional development for support staff and administrators. They play a significant role in the teaching and learning process through improved student services, well-maintained facilities and infrastructure, increased opportunity for personal and professional growth, and a safe, secure, and healthy learning environment. These organizational members perform the essential work of keeping the college operating on a daily basis. They are the bread and butter of the organization (Hauser, Huberman,& Alford, 2008).

An effective professional development program applies to everyone in the organization and responds to members' needs (Community Tool Box, 2015; Hauser, Huberman, & Alford, 2008; Hord, 1994). Continuing professional development is an on-going process which ensures that all staff and administrators at all stages in their careers are able to continuously learn, progress, and maintain currency in order to have a positive impact on the organization and outcomes for learners.

Participation in relevant professional development activities is both an entitlement and a responsibility for all staff and administrators. An overarching goal of this Plan is to establish and inculcate a culture that is committed to professional development at the individual, group, and organizational levels. Professional development is an investment in the most valuable resource in the organization, its employees. This investment will yield significant dividends for the College and the community as a whole. The recommendation is that staff have an opportunity for training at least once a month and that it be scheduled regularly as part of the normal operation of the organization (Community Tool Box, 2015). In addition, an increased amount of time must be devoted to staff learning and planning if new initiatives are to be achieved (Laine & Otto, 2000; Sparks, 1994).

This part of the Plan was informed by research on best practices of effective organizations and the needs as indicated on the staff and administrator surveys conducted in Spring of 2015 (Please refer to Appendix for survey results).

The staff survey was created with the collaboration and recommendations of several staff leaders and augmented by current research on what makes for sustainable organizations.

Organizations are increasingly challenged by change. Competitive pressures are placing demands to make adaptations based on rapid technological changes and the globalizing economy . If an organization is to survive such unprecedented changes, significant attention must be paid to organizational development. Often referred to as the "soft side" of change, it focuses on how members of an organization react to change and most importantly, how their needs are considered for change efforts to be effective (Anderson & Anderson, 2010) .

 Organizational development draws attention to organizational culture, team-building, and leadership. The literature underscores how essential it is that attention must be paid to staff morale and building a positive culture. Growing individuals and the organization equates to building a culture that values continuous learning and values each staff member, creates a unified body, and a feeling of team among members of the organization. A sustainable organization invests in its employees, rewards initiatives and competence, praises and encourages its employees regularly, respects and appreciates each member, views mistakes as opportunities to learn, and provides transparency and flexibility (Hauser, Huberman, & Alford, 2008; Preskill & Torres, 1999). The organization must in addition, ensure that its members have the confidence and skills to excel. Today's organizations require all its members to develop a new set of skills that will be built on establishing networks of relationships that place great significance on listening, communicating, and group facilitation to complete the work (Anderson & Anderson, 2013; Preskill & Torres, 1999).

Changes current organizations experience are unprecedented and are resulting in less organizational stability and a redefinition of its identity and how the work is carried out. Consequently, the traditional structures of hierarchical, linear, compartmentalized job functions are becoming more archaic and less responsive. This shift has placed increased emphasis on the need for processes that have the flexibility to change as an organization and its members' needs change.

The innumerous changes organizations are experiencing places additional demands on its members. Regardless of whether the changes are miniscule or substantial, organizations need to pay attention and address key areas to ensure initiatives are successfully achieved. Anderson and Anderson (2013) identify relevance and meaning as a key area. Although employees are asked or pressured to change, they often don't know why and most importantly, in terms that are meaningful to them. While organizational leaders may see this as lack of commitment or simply resistance, in actuality, it is a lack

of understanding about why the changes need to be made in relation to the organization's success. It will be a great benefit for the organization for the initiatives to be communicated effectively and ensuring that all members have a larger understanding of why the change needs to occur.

Most organizations are caught up in the vortex of the speed of change. Consequently, leaders make critical mistakes to have needed changes take place immediately. What often happens is they overlook additional capacity necessary setting unrealistic, crisis-producing timelines in addition to the already excessive workloads of organizational members. Major initiatives require thoughtful planning to determine realistic timelines as it requires consideration for additional time, effort, and resources. Related to this is capacity, a prevalent challenge in organizational change. There is only so much time and attention that can be devoted to work that is done before quality, employee performance, and morale are deleteriously impacted.

As noted in research, 60 percent of major initiatives fail because leaders often ignore or do not adequately address the organization's culture as a major force directly linked to successful changes. Change in the organizational culture change goes hand in hand with major initiatives.

Core Competency	Goals	Rationale	Activity/ Concept
Service	Acquire new ideas for innovative strategies and support services Provide opportunity for staff and administrators to present, conduct training, or demonstrate innovative strategies for others Conduct training for all staff and administrators in current service best practices	These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in the field, and stay current in a specialty area.	On-island/Off-island conferences/ training
Technology	To offer training to enable administrators and staff to effectively operate/use current technology To offer training for use of future technology and its applications	To provide the highest quality student-centered education, all members of the college community should be proficient in the use of latest technology	Training

Core Competency	Goals	Rationale	Activity/ Concept
Interpersonal / Intrapersonal Development	Provide and support self-paced online training opportunities	Online opportunities to address specific areas of need or topics provide immediate access to professional development	Online Training Webinars
	Provide expanded opportunities via computer technology for staff/ administrator professional development		
	Encourage on-going formal credentialing and certification among organizational members	The best programs enable organizational members to maximize their potential through self-directed training and development. Learning by doing encourages members to take responsibility for their own learning and apply the learned concepts at work. Effective organizations recognize that learning is built around application rather than theory (Thomas, 2012).	Credentialing
	Provide a venue for visual/ active demonstrations of best practices (i.e., verbal and written communication skills, customer service skills)		Skill Development Lab
	Provide opportunities to build on existing skills/ advance skills and knowledge	An educated and trained workforce leads to a stronger organization	Brown bag sessions
	Provide opportunities to share and exchange ideas to problem-solve challenges/ improve support services	Demonstrations bring to life the intent of specific training so that organizational members model the best practices	Mini training sessions
Modeling/ Coaching/ Mentoring	Establish and encourage positive peer support groups	On-going professional development of short duration enables staff and administrators to consider/infuse innovative ideas in smaller chunks and incorporate the ideas gradually into day-to-day practices	Peer Support System
	Provide enhanced communication and connectivity	Research indicates that when peer support groups are established to provide a non-threatening venue for constructive feedback, discussion, problem-solving, and reflections of implemented strategies and practices, efficacy increases which in turn, impacts organizational effectiveness.	
		Support after training is critical for initiatives to take root.	

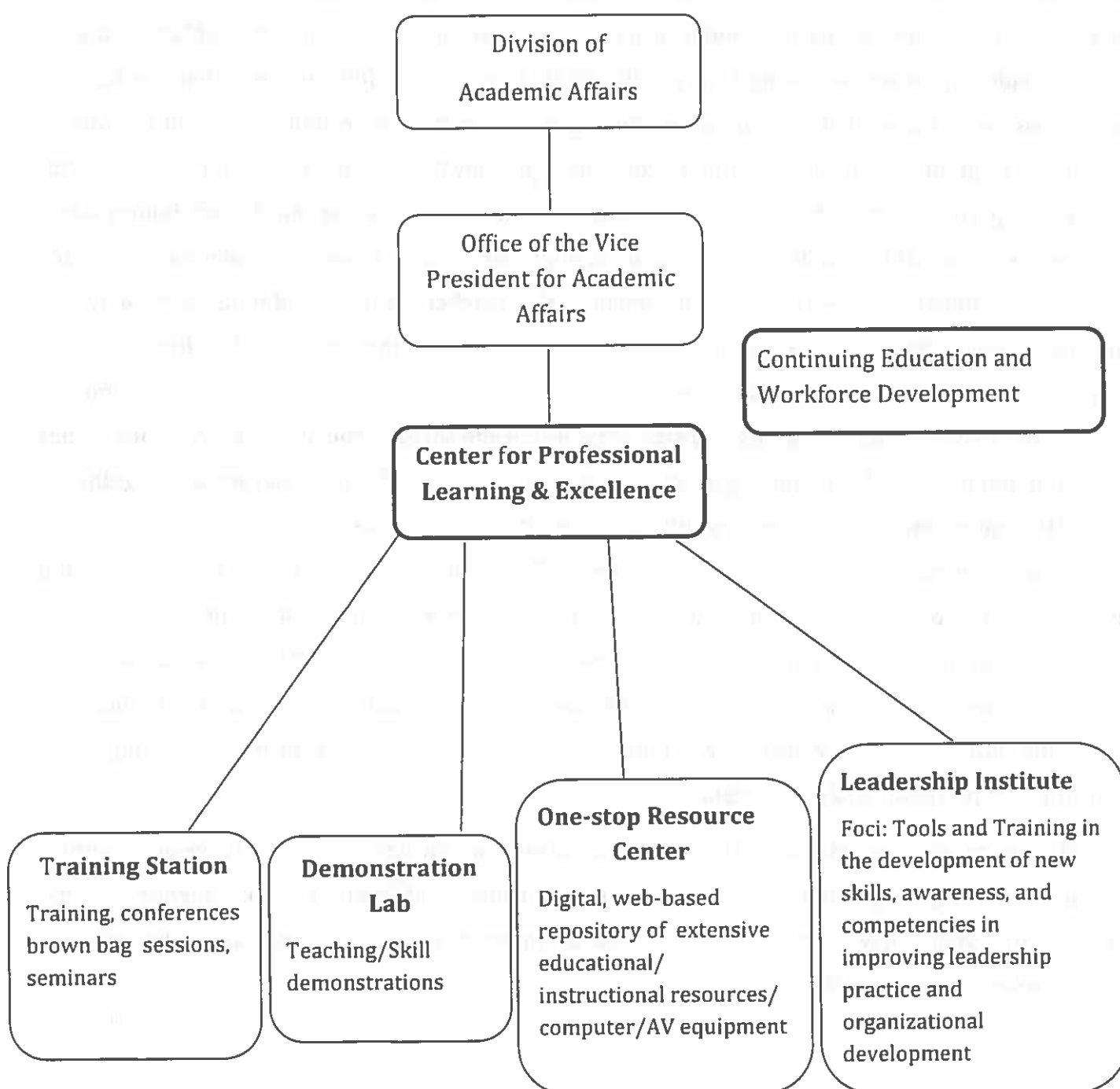| Core Competency	Goals	Rationale	Activity/ Concept
Leadership/ Organizational Development	Provide organizational development training opportunities Improve individual and organizational functions and effectiveness Identify and develop leaders at all levels of the organization Examine and apply effective leadership styles and characteristics Provide opportunities for self -reflection and identification of areas in leadership for growth and development that leads to increased congruence between philosophy and practice	The development of the organization as a whole is imperative to its well-being and overall effectiveness. Organizational development is the other half of individual and group professional development. Members must be cognizant of the characteristics of healthy organizations and understand their role in promoting a healthy culture through their words, thoughts, and actions Research points to common characteristics organizations share that make them effective in leadership development. Leaders at all levels are identified and developed based on the strategic objectives and competencies that are clearly identified (Batz, 2013).	Leadership/ Organizational Development Seminars
Pedagogy	Provide training in pedagogical research for all staff and administrators in support of faculty	To ensure the integrity of processes (such as faculty evaluations) and maximize benefits derived from the such an exchange, all administrators will benefit from dialogue, common understanding, and consistency in applying best practices in areas such as conducting effective classroom observations and providing effective feedback.	

Organizational Structure

The Plan takes into consideration the organizational structure and resource support necessary in the implementation of student-centered instruction and service. Colleges and universities throughout the nation are recognizing the importance of positioning teaching and learning at the epicenter of the institution. Consequently, teaching and learning centers have earned the reputation of facilitating campus-wide improvement (Ewing & Sorcinelli, 2002). When successfully implemented, teaching centers engender the kind of campus culture that values, rewards, and promotes excellent teaching. Because of their distinct position within the organization, they focus on the needs and interests of the entire college community. They serve as the umbrella for campus activities that feature innovative instruction and are able to shift support into areas of priority. Centers assure confidentiality in order to create a supportive and nurturing environment so that teachers, staff, and administrators may maximize their potential. It is where institutional memory remains important in providing the continuity in support services for teachers despite changes among department chairs, deans, and presidents. Centers facilitate faculty and staff networking and serve as the nexus between disciplines with common interests by organizing events that bring teachers, staff, and administrators together to share their perspectives and strategies with one another. This a primary benefit most often cited by individuals who engage in the activities of the center. To provide the most effective teaching, learning, and professional development support under one roof, centers must provide a comprehensive program of services. These include but are not limited to, individual consultations, videotaping of instruction/service delivery, demonstration labs, resource center, seminars, workshops, orientation programs, publications and websites with both basic and the latest information about teaching, learning, and professional development.

The Plan proposes an adaptation of the teaching and learning concept to be all inclusive of the entire college community. The establishment of a Center for Professional Learning and Excellence will serve as the central venue in which current research on exemplary teaching, learning, leadership, and organizational development come to life.

The specific components of the Center for Professional Learning and Excellence are supported by research. Infrastructural support via the Center, conveys a strong message that the College prioritizes professional development and is committed to building a community of excellence. The Center is critical for building lasting collaborative partnerships among the faculty, (Jacobson, 2013) staff, and administration and places increased emphasis on the improvement of teaching, learning, leadership, and organizational development.

The diagram below outlines the conceptual structure of the Center for Professional Learning and Excellence, its sub components, and its position within the College:

Draft #10 November 2015; Original document drafted September 2014

Building effective professional development: The necessary structural supports

A major finding in the research is that over 90 percent of teachers reported having participated in professional development but the majority also reported it was not useful. What is necessary to recognize is not that teachers do not participate, but rather, that the status quo is ineffective (Darling-Hammond et al, 2009). One comprehensive study took a look at 1,300 other studies of professional development research. What was found was that those professional development programs that had an impact on student achievement were lengthy and intensive.

Findings corroborate the research on teacher learning that indicates mastery of a skill is a time-consuming process. The study conducted by French (1997) pointed out that teachers may need as many as 50 hours of instruction, practice, and coaching before mastery of a new strategy is achieved. A more recent study found that teachers with 80 hours or more of professional development were significantly more likely to use the teaching practice they learned about than those who had less than 80 hours of training (Corcoran, McVay, & Riordan, 2003).

In contrast, the most often utilized workshop method not only failed to increase student learning, but also did not change teaching practices (Yoon et al., 2007). Programs that were less than 14 hours had no effect on student achievement. An earlier study found that training that merely described a skill to teachers as is usually the case in traditional workshops, yielded only 10 percent of the teachers who were able to translate the skill into practice. The majority of the teachers walked away from the training without changing their instructional practice (Bush, 1984).

The research moreover, notes that current approaches to professional development is based on a faulty assumption of teacher learning. The workshop method in particular assumes that the only challenge teachers are faced with is a lack of knowledge of effective teaching practices and when that gap is filled, teachers will change. Rather, research identified the greatest challenge for teachers is actual implementation of the new method into their classroom (Fuller, 2001). Referred to as the "implementation dip", it takes time and practice before the new skill is mastered. On average, it takes 20 instances of individual practice to master a new skill. The likelihood that the number increases depends on whether the skill is exceptionally complex (Joyce & Showers, 2002).

The implementation dip is also complicated by teachers' underlying beliefs about implementation and whether they see success with their students after doing so. The phenomenon that has been well documented is the tendency for teachers to abandon the practice when they do not experience success with it and revert to earlier practices (Guskey, 2002).

Increasing time devoted to professional development is not sufficient. A significant portion must be committed to supporting teachers during the implementation phase. Two studies (Truesdale, 2003; Knight & Cornett, 2009) examined the difference between teachers attending just a workshop and those being coached in addition, through implementation. Both studies found that teachers who were supported by coaching transferred the newly learned teaching practices.

If an institution expects its teachers to change instruction, the implementation phase needs to be included and supported more explicitly in professional development as this is the most critical stage during which teachers begin to commit to a new instructional approach (Gulamhussein, 2013). Effective implementation requires considerable resource support, monitoring of implementation, communication, linkage to other organizational initiatives, identification of unsolved problems, and clear and concise problem-solving action. The Center for Professional Learning and Excellence (CPLE) will provide the mechanism in which these occur.

The goals of the Center for Professional Learning and Excellence (CPLE) are:

- To serve as the central venue for activities in support of teaching and learning initiatives and professional development
- To function as the implementation center for the College's Comprehensive Professional Development Plan
- To provide for a range of professional development activities which address overall initiatives and specific program needs
- To support and encourage the faculty mentoring program and peer support, and staff/ administrator peer coaching
- To provide a central venue for the application of research-based practices and practice of effective instruction
- To provide premiere educational, training, and technological resources and materials in support of exemplary teaching, learning, and professional growth.

Recommendations and Timeline for Plan Implementation

Based on research on best professional development practices, the following recommendations are made to effectively implement the Comprehensive Professional Development Plan and ensure its effective evaluation (Batz, 2013; Thomas, 2012).

Recommendation 1- That current college policies, practices, systems, structures, and strategies impacting professional development initiatives be assessed to determine alignment with the Professional Development Plan. That changes be made where necessary so effective implementation and support for the initiatives contained in the Plan.

Conduct work sessions to determine and finalize implementation of the schedule of professional development based on recommendations and/or alternatives suggested (PDRC, Office of the VP, Staff/Administrator Committee, Faculty and Staff Senate)

Recommendation 2— That a Professional Development Ad Hoc Committee be formed to determine specifics of the Plan such as recommendations for administrative staffing of the Center for Professional Learning and Excellence, planning the phases of professional development implementation, identification of resources necessary to support the activities of the Plan, and prioritizing activities to be implemented annually. That the Ad Hoc Committee be comprised of various college representatives from the faculty, staff, and administration to include members of PDRC, Faculty, and Staff Senates.

Recommendation 3– That critical discussions commence prior to the implementation of the Plan to consider utilizing existing college entities in the implementation, monitoring, and reporting of professional development activities.

Recommendation 4- That the Plan be incrementally implemented based on the following schedule and tasks:

1st Year

Based on the provisions of the Plan, expand training (online, interactive)

Determine and establish evaluation criteria based on best practices and Plan goals

Evaluate current professional development to determine effectiveness

2nd Year

Implementation of Center of Professional Learning and Excellence (CPLE)

Implementation of peer coaching (Center of Professional Learning and Excellence, PDRC, Staff Committee)

Monitor and Evaluate professional development

3rd Year

Teacher/Training Lab (Center of Professional Learning and Excellence, PDRC)

Implementation of teaching/training demonstrations (CPLE)

Instructional Resource Room (CPLE, Office of the VP)

Monitor and evaluate Professional Development (CPLE, AIER)

Recommendation 5: That AIER in close collaboration with the CPLE apply best practices in establishing various evaluation tools and techniques for professional development

Recommendation 6: That PDRC/Staff Professional Development Committee monitor and review professional evaluation data to determine changes to better address professional development needs

Recommendation 7: That a Professional Development Evaluation Team be established consisting of the AIER Assistant Director, Associate Dean of TPS, a member of the PDRC, LOC, CCA, and other appropriate members.

4th Year
Establishment of an Instructional Repository

(online resources, teaching resources, best practices strategies/current research, computer lab, other audio visual equipment)

Monitor and evaluate professional development

Recommendation 8: That the Plan be construed as a living document to be reviewed each year in conjunction with professional development evaluation results. Changes to the document will be made based on the extent to which professional goals are achieved.

Evaluation of Professional Development

Professional Development is assessed primarily by its effectiveness in changing instructional and organizational practice and how such change impacts student achievement. Moreover, it is critical to the continuous growth of teachers (Altany, 2015), staff, and administrators. Research indicates that professional development is successful when it is adapted to the complex and dynamic characteristics of specific contexts. It must be adapted for relevancy and practical application. Simply put, professional development is tailored to the unique needs of the organization and its members (Batz, 2013). Given the complexity, the change process requires an extended period of time for long-term instructional and organizational behavior and practices and significant learner performance to occur. The purpose therefore of evaluation, is to provide information on the impact of professional development as well as to provide data for refining and adjusting professional development activities on an iterative basis.

An on-going and systematic process of evaluation is an essential component of professional development (Thomas, 2012). Therefore, regular evaluation will be implemented to collect evidence with the goal of ascertaining to what extent professional development activities are effective. These include but are not limited to data collection on brown bag sessions, classroom observations, professional development evaluations and feedback, IDEA survey results, student work and evaluations, evaluation of support programs such as peer mentoring and coaching, and staff support initiatives. The evaluation process will coincide with the schedule as indicated in the Logic Model.

This Plan will include three measures of evaluation:

1. Planning—The critical questions are: What are the needs? What will the professional development approaches be? What is the timeline? What resources are necessary?

2. Application/Implementation—The critical questions are: Did the training meet the participants' needs? Was it of high quality? Does professional development alter long-term behavior? Are the participants receiving job-embedded, reflective opportunities to assist in their application and utilization of new knowledge in an effort to improve educational practices/delivery of services? How will professional development activities be monitored?

3. Impact/Evaluation

Successful professional development programs have a clear and well-developed system for measuring effectiveness. Measurement includes employee participation, training quality, and impact (Batz, 2013) Critical questions to ascertain the extent to which professional development is effective are: How do we know that professional development activities improve learner performance? To what extent have goals been met? What mechanisms can be adopted to ensure change can be made to procedures, activities, goals, and timelines? What are the measurable results? What should be done with the results?

The Plan is further based on guiding assumptions about evaluating professional development as indicated in the research and derived from the National Staff Development Council. They are:

1. No single "best" approach to evaluation exists and the recommendations included apply to professional development in general.
2. Evaluation planning should be an integral part of professional development planning
3. Teachers and staff play a key role in evaluating professional development
4. Evaluations of professional development should be separate and distinct from teacher and staff performance appraisals.

Professional Development Logic Model

The overall design of a professional development program takes into consideration key elements that will be evaluated as well as the accompanying underlying assumptions. Several questions are underscored: what are the goals of the professional development program? Who are the anticipated participants? What kind of professional learning will take place? What is the timeline? What resources are necessary to ensure the professional development takes place as planned and results in intended outcomes? What contextual factors are likely to influence professional development, and how are these factors likely to influence the extent to which teachers apply new knowledge and skills in their classrooms and staff and administrators apply new knowledge and skills in their respective areas?

A framework utilized in the drafting of this Plan is the Logic Model (diagram on the following page). It is a useful tool in addressing the questions previously posed. Essentially, the model is an important instrument in the identification of key components of professional development including underlying assumptions, determining the time frame, and the expected outcomes (Teacher Professional Development Guide, 2010). This model was utilized in the drafting of this Plan in an effort to conceptualize the various aspects of long-term professional development that must be critically considered. Overall, the model serves as the road map for how professional development occurs, the systems in place to support it, and for its evaluation.

Timeline (in months/over an extended period)

Iterative Process

Inputs	Professional Learning Activities I	Interim Outcomes/ Indicators/ Benchmarks I	Professional Learning Activities II	Interim Outcomes/ Indicators/ Benchmarks II	Professional Learning Activities III	Outcomes/ Indicators III
Effective needs assessment & targeting of participants	Presentations Training Demonstrations Brown Bag Sessions Mentoring Coaching Follow-Up	Participant perceptions New knowledge and skills Change in school organization and culture Evaluation	Presentations Training Demonstrations Brown Bag Sessions Mentoring Coaching Follow-Up	Participant perceptions New knowledge and skills Change in practice Change in school organization and culture Changes in student learning Evaluation	Presentations Training Demonstrations Brown Bag Sessions Mentoring Coaching Follow-Up	New knowledge and skills Change in practice Change in school organization and culture
Adequate materials, equipment, facilities to ensure full participation						Change in student learning Change in student behavior and engagement
Adequate staff to ensure full participation						
Adequate funds to ensure full participation						Evaluation
Adequate time in schedule to ensure full participation						

Formative Evaluation

Summative Evaluation

Contextual Factors that may affect participation and outcomes (e.g., competing priorities, change in leadership, etc.)

Draft #10 November 2015; Original document drafted September 2014

Appendix A: Board of Trustees Policy 400

In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development. The most recent amendments and adoption was January 13, 2015. Policy 400 states:

Whereas, the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College; and

Whereas, the Board of Trustees is committed to providing resources to support professional development activities; and

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

Now, therefore, be it resolved, that the Guam Community College Board of Trustees establishes a Professional Development Account of the Non-Appropriated Fund for the professional development of faculty and support personnel. The President shall annually submit a budget for professional development for approval by the Board of Trustees.

Be it further resolved, that the Board of Trustees authorizes the following:

1. The selection of faculty will be through the Professional Development Review Committee (PDRC), in alignment with procedures established for the comprehensive professional development plan. The recommendation of selected faculty will then go to the Deans, Academic Vice President, and the President for final approval.

2. The selection of administrators and staff will be through the Administrators/Staff Professional Development Committee. The recommendation of selected staff and administrators will then go to the President for final approval.

Be it further resolved, that is the policy of the Board of Trustees that professional development activities will be undertaken outside of the employer's normal working hours. In the event that a workshop or course is only offered during working hours, the supervisor may make arrangements for the employee to make up hours, as necessary and appropriate.

Be it further resolved, that administrative leave may be granted for professional development activities under any of the following conditions:

1. The scheduling of the professional development activity will not compromise the critical operations of the department and the Guam Community College.

2. The professional development activity is conducted off-island

3. The professional development activity is an integral part of the employee's job classification

4. The professional development activity is offered only during normal working hours.

5. The professional development activity is required by the employee's supervisor as part of an employee improvement plan.

Appendix B: Academic Vice President's Memorandum

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

GUAM COMMUNITY COLLEGE
Kulahon Kumunidot Guahan
Accredited by the
Western Association of
Schools and Colleges

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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Website www.guamcc.edu

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Appendix C: Professional Development Review Committee (PDRC)

The following excerpt was extracted from Article IX, Professional Development Committee (PDRC) Overview of the Board of Trustees and Faculty Agreement.

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, etc.

Appendix D: Summary of Faculty Survey Results

Faculty responded to a series of instructional strategies/concepts indicating extent of familiarity and whether they are currently being utilized in the classroom. Faculty were asked to select the statement which best describes their current knowledge about the strategy/concept and comfort level in using it. In this summary, the strategy/concept is identified as a training need if faculty selected the following responses:

I am not familiar with this and would like to learn more about it

I am aware of this but have never made it a part of my courses

I have tried this but I am not comfortable using it regularly in my classes

I use this but I could use help in being more effective with it

The table below represents topics according to the item most requested for professional development and the percentage of faculty who indicated they would like to receive training

Topic	% of Faculty
Hybrid Instruction	83%
Integrated Teaching	82%
Online Learning	78%
Metacognition	77%
Differentiated Instruction	75%
Web-Enhanced Instruction	75%
Effective Elements of Instruction	64%
Higher Level Questioning	64%
Learning Styles	63%
Rigor and Relevance	63%
Student-Centered Instruction	63%
Transforming the traditional lecture into interactive lectures	59%
Cooperative Learning	59%
Active Teaching Strategies	58%
Active Student Involvement	50%

The table below represents topics written in by faculty in the survey, identified areas of potential need, and research best practices.

Topic
Multi-tasking and implications for teaching and learning
Designing Test Questions
Brain research and implications for teaching and learning
Developing Rubrics/Classroom Assessment Tools
Emotional Intelligence
Reflective Responses
Writing across the curriculum
Goals to Grades Connections
Climate Setting: Setting the stage for learning
Fostering learner responsibility
Encouraging/rewarding learner participation
Reflective responses
Student-centered teaching: Implications for curriculum and instruction
Curriculum Alignment: Matching student instruction, activities, and assessment
Andragogy: Teaching Implications
Maximizing technology in the classroom
Multiple Intelligences and implications for teaching and learning
Teacher-directed instruction vs. Student/Learner-centered instruction
Providing effective and timely feedback
Developing, implementing, and assessing new programs, services, and activities

How professional development is implemented is also cited in the literature as a critical point to consider when designing training. For professional development to be effective, it must be ongoing, accessible, highly interactive, reflective, supportive, and must have follow-up to determine its effectiveness and degree to which knowledge and skills are implemented or applied. The following table represents results from the faculty survey with respect to how they would like to see professional development implemented. The faculty were asked to rank according to order of preference. The responses are listed according to the most frequently selected.

Survey Item	Response	Percentage of faculty who selected	
		Full Time	Adjunct
I would like training sessions to be scheduled on	Friday only	60%	52%
	weekday	45%	33%
	Saturday	37%	53%
I would like training sessions to take place in the	Morning	63%	40%
	Evening	40%	70%
	Afternoon	33%	29%
I prefer training sessions that run for	1 hour	81%	71%
	2 hours	78%	63%
	Half day	62%	83%
	3 hours	42%	50%
I would be interested in online training	Interested	56%	52%
	Highly Interested	37%	43%
I would be interested in observing teaching demonstrations that will expand my instructional skills	Interested	50%	35%
	Strongly Interested	34%	57%
I would be interested in training if it led to an Associate's or Bachelor's Degree in Education	Interested	22%	26%
	Highly Interested	17%	26%
I would be interested in training if it led to a degree arranged in an accelerated or cohort format	Interested	45%	52%
	Highly Interested	20%	26%

Appendix E: Summary of IDEA Survey Results: What students said they would like to see more of from their instructors

The results are ranked (with the most frequently cited at the top) according to what students said they would like teachers to consider **increasing use of in their instructional practice.**

IDEA Survey Statement	Theme	% of-Teachers
Displayed a personal interest in students and their learning	Establishing and maintaining rapport/connection to students	61%
Stimulated students to intellectual effort beyond that required by most courses	Stimulating student interest/ Sufficient challenge	56%
Introduced stimulating ideas about the subject	Stimulating student interest/ engagement	55%
Demonstrated the importance and significance of the subject matter	Stimulating student interest/ engagement/Relevancy	47%
Related course material to real life situations	Stimulating student interest/ engagement/Relevancy	42%
Encouraged students to use multiple resources	Encouraging student involvement/ active participation	42%
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Fostering student collaboration/ encouraging diversity	38%
Made it clear how each topic fit into the course	Structuring classroom experiences	36%
Found ways to help students answer their own questions	Establishing rapport/ fostering responsibility for own learning	33%
Formed teams or groups to facilitate learning	Fostering student collaboration	31%
Explained course material clearly and concisely	Structuring classroom experiences	31%
Explained the reasons for criticisms of students' academic performance	Establishing rapport/providing prompt and effective feedback	28%
Gave projects, tests, or assignments that covered the most important points of the course	Structuring classroom experiences	26%
Gave projects, tests, or assignments that required creative thinking	Encouraging student involvement/ encouraging higher order thinking skills	25%

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Appendix F: 2014 Group Summary Report

The information below was provided by AIER and is contained in the 2014 Institutional Summary Report.

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*

Number Rating: 333	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	65%	31%
Discussion/Recitation	4%	26%
Seminar	0%	1%
Skill Activity	31%	20%
Laboratory	6%	6%
Field Experience	1%	3%
Studio	0%	2%
Multi-Media	3%	6%
Practicum/Clinic	1%	1%
Other/Not Indicated	1%	4%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	349	13%	50%	37%
Oral communication	370	7%	52%	41%
Computer application	354	29%	42%	29%
Group work	361	32%	42%	26%
Mathematical/quantitative work	353	54%	26%	20%
Critical thinking	366	4%	35%	61%
Creativity/artistic design	358	49%	35%	18%
Reading	356	4%	35%	61%
Memorization	356	25%	47%	28%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	347	8%	17%	75%
Experience teaching course	309	0%	3%	97%
Changes in approach	290	3%	43%	54%
Desire to teach the course	344	0%	3%	97%
Control over course management decisions	329	1%	16%	83%
Student background	334	3%	33%	64%
Student enthusiasm	336	1%	18%	81%
Student effort to learn	335	3%	15%	84%
Technical/instructional support	293	6%	34%	60%

Appendix G: Summary of Staff Survey Results

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

Respondent Rate
55 out of 104 responded to the survey.
○ 53% response rate

What Do Staff Want in Professional Development?

Response	Percent
How to maximize use of current technology (i.e.: smartboard)	50.90%
Microsoft Office (Word, Excel, Powerpoint)	49.10%
Leadership and learning styles	49.10%
Critical thinking skills (problem-solving, decision-making, etc.)	43.60%
Systems Thinking (how the different parts of GCC work/fit together)	41.80%
How to create electronic files/use latest program software	41.80%
How to cope with change/increase your resiliency	41.80%
How to create an efficient filing system	40.00%
Conflict management/resolution	40.00%
Sharing information across departments/campus	36.40%
Team building	36.40%
How to write reports	34.50%
Office management skills	34.50%
Organization skills	32.70%
Following proper protocol	30.90%
Understanding my performance evaluation	29.10%
Customer service/interpersonal skills (how to greet people, provide efficient and frie	27.30%
How to make presentations	25.50%
Taking minutes/transcribing minutes	18.20%
Other	10.90%

Total Respondents: 55

Appendix H: Summary of Administrator Survey Results

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

Respondent Rate
19 out of 33 responded to the survey.
58% response rate

What Do Administrators Want in Professional Development?

Response	Percent
Effective collaborative, decision-making, problem-solving skills	57.90%
Maintaining a healthy organizational culture and climate	52.60%
Computer applications (i.e. Microsoft Suite)	52.60%
Brain research and the implications for the workplace	52.60%
Effective supervisory skills	52.60%
What next? How to implement innovative ideas after attending a conference	52.60%
How to use technology effectively (i.e. smartboards for presentations)	47.40%
Team building	47.40%
Leadership and learning styles	42.10%
Effective problem diagnosis	42.10%
In-depth understanding of performance evaluation	42.10%
Managing change	42.10%
The process of grant writing	36.80%
Systems thinking (how parts of the organization fit together)	36.80%
Effective communication skills	31.60%
Time/stress management/ways to de-stress	31.60%
HR Policies and Procedures	31.60%
Fully utilizing MyGCC	31.60%
Increasing resiliency	31.60%
In-depth understanding of Board Policies and Administrative Directives	26.30%
Following proper protocol	26.30%
Maintaining student-centeredness and practice	26.30%
Incorporating ISMPs/ILOs into writing a proposal/plan	26.30%
Alignment of goals, assessment and budget	26.30%
Strategic and budgetary planning	26.30%
Procurement/Materials Management Procedures	21.10%
Roles/responsibilities across the College	21.10%
Other	21.10%
Writing memos/correspondence	15.80%
Total Respondents: 19	

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Appendix I: Participation in Faculty Professional Development

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

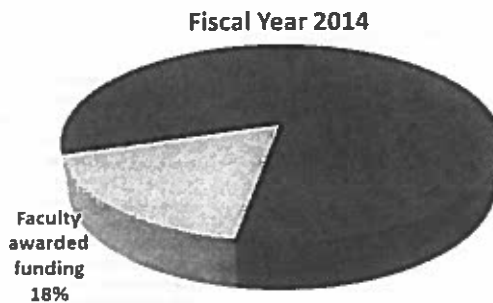### Institutional Mandate
ACCJC Accreditation Handbook
- "The institution plans for and provides *all personnel with appropriate opportunities for continued professional development*, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."

Conceptual Framework
- **Growing Students**
- **Growing Yourself**
- **Growing Your Organization**

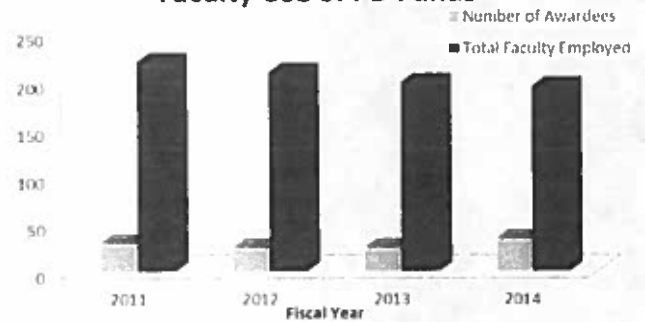### Conceptual Structure Components
- **Center for Professional Development and Excellence**
  - Demonstration Lab
  - Training Station
  - Instructional Resource Room

How Do We Increase Funding to a Greater Number of Faculty?

Fiscal Year 2014

Faculty awarded funding 18%

A low percentage of faculty are awarded professional development funds.

- 57 total individuals or vendors have been awarded funds between fiscal years 2011-2014.

- $295,645.97 has been spent between fiscal years 2011-2014.

- An average of $5,186.77 has been spent per person/vendor between fiscal years 2011-2014.

Faculty Use of PD Funds

Number of Awardees
Total Faculty Employed

FY	Amount Spent	Number of Awardees	Total Faculty Employed	Adjunct Faculty Employed	Full Time Faculty Employed	% of Faculty Awarded PD Funding*	Average Awarded per Person/Vendor
2011	$73,200.25	30	220	107	113	14%	$ 2,440.01
2012	$76,111.51	25	209	94	115	12%	$ 3,044.46
2013	$68,583.12	25	198	84	114	13%	$ 2,743.32
2014	$77,751.09	34	194	79	115	18%	$ 2,286.80
Averages	$73,911.49	29	205	91	114	14%	$ 2,628.65

*This number includes vendors. While vendor awards tend to affect more than one faculty, vendors only account for 15% of the total awards from FY 2011-2014, and only 3% of the total funds over the same period.

Appendix J: Participation in Staff/Administrator Professional Development

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

Institutional Mandate
ACCJC Accreditation Handbook
- "The institution plans for and provides *all personnel with appropriate opportunities for continued professional development*, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."
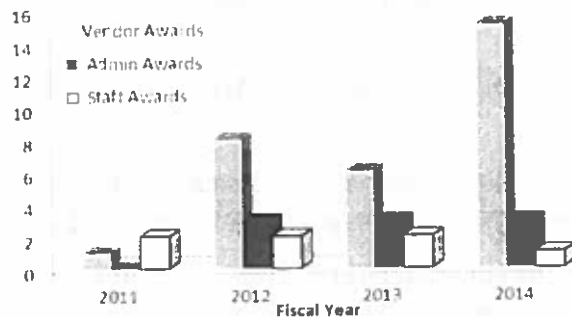
Conceptual Framework
- Growing Students
- Growing Yourself
- Growing Your Organization

Conceptual Structure Components
- Center for Professional Development and Excellence
  - Demonstration Lab
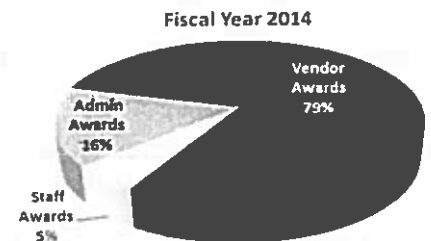 - Training Station
  - Instructional Resource Room

Staff / Admin Use of PD Funds

A low percentage of professional development funds are awarded directly to Staff and Administrators.

- 16 total individuals have been awarded funds between fiscal years 2011-2014.

- $155,147.45 has been spent between fiscal years 2011-2014.

- An average of $5,718.85 has been spent per person/vendor between fiscal years 2011-2014.

FY	% of Staff Awarded PD Funding	% of Admin Awarded PD Funding
2011	2%	0%
2012	2%	9%
2013	2%	9%
2014	1%	9%
Averages	2%	6%

Fiscal Year 2014

Vendor Awards 79%
Admin Awards 16%
Staff Awards 5%

Fiscal Year	Award Type	Number of Awards	% of Fiscal Year	% of Total Period	Amount of Awards	% of Fiscal Year	% of Total Period
2014		19	100%	41%	$ 39,700.50	100%	26%
	Admin	3	16%	7%	$ 10,087.67	25%	7%
	Staff	1	5%	2%	$ 3,970.24	10%	3%
	Vendor	15	79%	33%	$ 25,642.59	65%	17%
2013		11	100%	24%	$ 29,159.76	100%	19%
	Admin	3	27%	7%	$ 11,841.66	41%	8%
	Staff	2	18%	4%	$ 4,514.65	15%	3%
	Vendor	6	55%	13%	$ 12,803.45	44%	8%
2012		13	100%	28%	$ 41,446.77	100%	27%
	Admin	3	23%	7%	$ 12,287.76	30%	8%
	Staff	2	15%	4%	$ 14,444.16	35%	9%
	Vendor	8	62%	17%	$ 14,714.85	36%	9%
2011		3	100%	7%	$ 44,840.42	100%	29%
	Admin	0	0%	0%	$ -	0%	0%
	Staff	2	67%	4%	$ 21,680.42	48%	14%
	Vendor	1	33%	2%	$ 23,160.00	52%	15%
Grand Total		46		100%	$ 155,147.45		100%
	Admin	9		20%	$ 34,217.09		22%
	Staff	7		15%	$ 44,609.47		29%
	Vendor	30		65%	$ 76,320.89		49%

Draft #10 November 2015; Original document drafted September 2014

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APPENDIX G

Institutional Priorities for Professional Development

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 AY 2015-2020 Professional
            Development

DATE: September 10, 2015

The attached list of organizational and academic priorities benefitted greatly from the May 8, 2015 Joint Leadership meeting attended by key administrators, along with the staff and faculty governance bodies on campus. Feedback and discussions from this meeting were carefully considered in the final verbiage of these priorities.
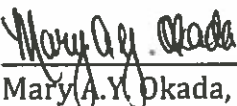
As these priorities reflect, they aim to "ensure that funds awarded for faculty professional development activities support the college and its institutional strategic master plan (BOT-GCC Faculty Union Agreement, 2010-2016, Article IX, p. 38). Moreover, these institutional priorities will also apply to the Staff/Administrators Professional Development Committee when it comes to funding decisions. Applications for other professional development activities, even when no college funding is involved, should likewise consider this institutional priority list.

Though this list now covers a five-year period to coincide with the Institutional Strategic Master Plan (ISMP) and the review of the mission/vision statement, these priorities will still be evaluated annually as needed.

Please be guided accordingly.

_____   9/10/2015
R. Ray D. Somera, Ph.D.   Date
Vice President for Academic Affairs

_____   9-11-2015
Mary A.Y. Okada, Ed.D.   Date
President

Guam Community College
Academic Year 2015-2020
Institutional Priorities*
By Topical Category

Organizational Priorities
1. Modernization of classrooms, instructional technology, and facilities.
2. Ensure compliance with federal/local/contractual requirements (e.g., grants, programs, contracts, etc.).
3. Diversification of funding sources and implementation of financial stabilization strategies.
4. Extending workforce development through community partnerships.
5. Professional career planning, leading to upward mobility program for employees (through professional development, credentialing, and morale building).
6. Internationalization/globalization efforts.
7. Succession/leadership planning.
8. Sustainability and "greening" of the campus (i.e., using renewable energy/alternative energy sources).
9. Fostering true participatory governance.

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 to all students.
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. Integrate sustainability practices in instructional delivery and design.
8. Linking secondary and postsecondary programs.
9. Encourage science, technology, engineering, and mathematics (STEM), as well as other art–related, creative activities.
10. Encourage student evaluation of learning and teaching processes in the classroom that promote critical thinking skills, diverse learning styles, and student motivation.
11. Increase number of articulated courses/programs with four-year institutions.

*To be reviewed annually as needed.

APPENDIX H
GCC Marketing Plan, 2017-2020

Guam Community College
Marketing Plan 2017-2020
Office of Communications & Promotions
Update: December 2016

Marketing the GCC Mission/Vision

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.

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

ISMP Goal: Visibility and Engagement
The Guam Community College Institutional Strategic Master Plan 2014-2020 takes GCC to new levels of engagement with regard to career and technical education and workforce development. The marketing goal of the ISMP, Visibility and Engagement, calls for the promotion of 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 marketing 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. The ISMP calls for GCC to set aside a day to honor and celebrate its diversity. The Plan recommends that the College 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."

The afore-mentioned initiatives are intended to improve awareness of GCC on local, regional, national and international levels. The ISMP calls for specific performance metrics to be established to measure success in improving local, regional and international awareness of the "GCC brand."

Marketing Plan 2017-2020

In order to meet the objectives outlined in the ISMP goal of Visibility and Engagement, the following dynamic three-year plan has been developed to highlight GCC's brand and postsecondary programs, secondary (high school CTE) programs and Continuing Education & Workforce Development (CEWD) offerings on local, and if appropriate, regional, national and international levels.

Initiative 1: Market and highlight the GCC brand.
- *Launch a new **GCC Logo System** in 2017, to coincide with the 40th anniversary of the College.*
- *Develop short marketing videos (:15, :30, 1-2 minutes in length) to be distributed via GCC social media channels, showcasing the College's facilities, real time classroom action, student testimonials, technology-equipped classrooms, state-of-the-art student center and learning resource center, and GCC tuition and 2+2 alternatives.*

Revitalizing the GCC Brand for GCC's 40th anniversary in 2017
The GCC "brand" consists of the intangible relationship that the community at large has with the College. Over the past seven years (2009 – 2016), GCC has developed a largely positive, productive relationship and reputation with the local community. The college's image has improved dramatically through the promotion of new or revitalized programs based on employment and community needs, new buildings, the acquisition of federal grants, and the highlighting of student successes at both the postsecondary and secondary levels. Enrollment consistently increased from 2006-2014, and dipped approximately 6% in 2015, following a national trend. For fall 2015 and 2016, enrollment has remained steady at approximately 2,400 students. GCC's visibility increased through the launch of a new and much-improved web site in June 2012, and the use of not only traditional local media advertising campaigns, but (due in part to budget constraints) more so to increased social media engagement with students, alumni, and the public, and through outreach programs such as the College Access Challenge Grant Program (which transitioned into the local Reach for College program in

August 2016) and Community Access Points in several of our mayors' offices. GCC has become a household acronym on the island.

GCC will take advantage of the College's 40th anniversary in 2017 to launch a strengthened branding campaign, inclusive of a new, more progressive GCC *logo system*. The logo launch will occur on February 16, 2017 as the initial 40th anniversary campus event to which students, faculty, staff, administrators, and key community partners will be invited. The GCC Office of Communications and Promotions and the Development and Alumni Relations Office have planned a total of 11 events to market the 40th anniversary/new logo:

GCC 40th Anniversary Events for 2017

1. 40th Anniversary Capital Campaign - all year
2. Logo Launch on campus   Thursday, Feb. 16, 2017
3. Parade of Shoes @ Kentos   March TBA*
4. Leadership Dinner   April 22*
5. 2017 Commencement   May 12
6. Wine Tasting @ LRC   May 19*
7. Liberation Parade Float   July 21
8. Labor Day Picnic   Sept. 3
9. Par Excellence Golf Tournament   Sept. 30*
10. FHB/GCC John Lee 5K   Nov. 4*
11. 40th Anniversary Gala   Nov. 11
*Tentative Dates

Development of New GCC Logo System
In November 2014, the Office of Communications & Promotions assembled a Logo Group consisting of GCC stakeholders from the student, faculty, staff, and administration sectors. A call for participants from within the College produced several faculty members from the Visual Communications and Pre-Architectural Drafting program willing to participate. This Logo Group formulated aspects of developing a new logo such as what GCC wants the logo to represent, colors, meaning, etc. The Logo Group:
- Conducted interviews with key administrators and staff
- Held logo input sessions
- Conducted a "brand development exercise"
- Used collaboration to validate the new logo development process by involving all stakeholders

Unlike with other higher education institutions that hired outside consultants at great expense to develop a new logo, GCC's new logo system was a two-year process conducted entirely in-house with assistance from the Visual Communications program and with the hiring of a graphic artist (a graduate of the GCC Visual Communications program) in the OCP.

GCC Logo Survey

A "brand development exercise" was conducted during fall semester 2014 using a survey acquired from a new logo development session at the National Council of Marketing & Public Relations 2014 conference. The Logo Group adapted the survey for GCC. Hard copies were distributed during the spring 2015 Meet the President, and an online version was available for students, faculty, staff, alumni, and the community through the GCC portal, web site, and on GCC's Facebook page. The Logo Group used the survey results to assist in the development of parameters for the new GCC logo.

Performance metrics: Results of survey, input from focus groups and solicitation of opinions from constituents on GCC portal and Facebook page on new logo samples, approximate count of number of people solicited and involved in the development of the new logo.

The new logo system will require the re-design of all College print materials in 2017 to contain the new logo: folders, brochures, program cards, t-shirts, etc., in order to make the new logo recognizable throughout Guam and the region. All print materials produced after the new logo is unveiled will also use the new logo. (Due to budget constraints and sustainability measures, materials containing the old logo will still be used, however not prominently if at all possible.)

Web Site Bid 2018

GCC attempted to coordinate the unveiling of new GCC logo system in 2017 with a new look and upgrade for its web site, www.guamcc.edu. The OCP announced the web site bid in early 2016, however two bid protests and attorney's fees derailed the process, which is now delayed until April, 2018.

Performance metrics: Timeline of new web site development; web site analytics on number of visits once new site is launched.
Note: Due to delay in acquisition of new web site, OCP has contracted current web site host/maintenance company to make minimal color/logo changes to current web site to coincide with new logo launch in February, 2017.

Marketing Video

Initiative 1 calls for the development of a marketing video showcasing the College's facilities, real time classroom action, student testimonials, technology-equipped classrooms, state-of-the-art student center and learning resource center, and GCC tuition and 2+2 alternatives. An eight-minute GCC recruitment video produced in 2010 is definitely outdated, as is the call for this type of video. It is also very cost-prohibitive. Trends show that brief videos are more effective marketing tools; therefore, the OCP instead has been producing, and will continue to produce, :15, :30, and 1-2 minute videos that showcase the College's facilities, programs, real time classroom action, student testimonials, technology-equipped classrooms, state-of-the-art student center and learning resource center, and GCC tuition and 2+2 alternatives. The OCP finds that

posting these videos on the Guam Community College Facebook, Youtube, and Instagram social media sites garners the College far more marketing reach and interaction than a traditional longer video would generate.

Performance metrics: Number of people who view videos once videos are produced and loaded onto GCC social media channels and shown at GCC events.

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.*
- **The ISMP calls for GCC to set aside a day to honor and celebrate its diversity. The Plan recommends that the College 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."*

Efforts to internationalize the GCC Campus

The OCP will continue to promote the internationalization of the GCC campus locally and regionally by highlighting GCC's diversity through media releases, social media, and in the GCC annual report. OCP will highlight students from various ethnic backgrounds in its advertisements. OCP will also highlight the annual fall and spring festivals, which honor and celebrate its diversity through the festivals' "Tour of the Pacific." The "Tour of the Pacific" has each of GCC's nearly 20 student organizations highlight one culture represented at the College. The organization puts together a cultural display at its booth, and members dress in that culture's clothing and provide a food item from that culture for display or for attendees to sample. OCP highlights this aspect of the festivals in the annual report, through media releases to media organizations, and through posting of photos of this diversity event on social media, which are very popular and garner over 1,000 reaches, views, and reactions on social media.

Further efforts to internationalize the GCC campus will include continuing to promote the College through various media channels as a means by which people can gain education and skills in order to be competitive in Guam's increasingly technological and global workforce. Efforts will highlight graduates that have been successful on national and international levels.

The OCP will also continue to promote and highlight the College's growing number of partnerships with hotels and other entities in foreign countries such as the Philippines, Thailand, Taiwan, and other countries, through media releases, postings on social media, and in the annual report. It is also designed to promote GCC nationally and internationally as a career and technical education partner.

An in-depth history of the College will be written and highlighted in the 2016-2017 Annual Report, and for the GCC 40th anniversary Gala in November, 2017.

Performance metrics: Number of advertisements produced that contain students of different ethnicities; number of Google hits produced by media releases, number of "likes" and "retweets or favorites" of postings on social media; number of national or international Google hits.

The "sustainable" promotion factor of GCC programs and services

The two marketing initiatives outlined in the ISMP 2014-2020 are being addressed through the continuous promotion by the OCP of GCC as a means to provide people with the education, skills and training they will need to be competitive, sustainable members of Guam's increasingly technological workforce, which will in turn help them to build a better quality of life for themselves, their families, and their community. Advertising campaigns starting in 2015 have highlighted "sustainability," in keeping with the sustainability movement that GCC is leading on campus and around the island. GCC's campus sustainability features include photovoltaics on the roofs of all new buildings, LEED-certified buildings, and most importantly for our students, programs and courses that promote sustainable professions, and our very environmentally active Ecowarriors student organization. This focus on sustainability carries the message that people can become more sustainable with education and workforce training.

GCC will continue to promote Reach for College, the local equivalent of the federally funded College Access Challenge Grant Program, which ended in August 2016. This program promotes GCC as a first option for postsecondary education to middle and high school students.

Marketing Tools:

Web site
The web site will be GCC's main *information* connection to the community. All print and media ads will drive people to www.guamcc.edu for program information and registration. The web site will continue to include extensive information on postsecondary, secondary, and CE programs, as well as contain knowledge about the institution. The polling capability on new web site is not scientific in nature; however OCP has used and will continue to use the poll to advertise scholarships, financial aid, and to gain insights into students/community opinions on issues or events.

Performance metric: Analytics on number of visitors to main web site page, program pages, etc.

E-Catalog system

GCC's e-catalog system became fully operational in fall 2012. The College now prints only a few dozen hard copies of the catalog. The e-catalog allows for instantaneous course and program updates, and serves as an educational planning tool by allowing students to create their own educational plan within the catalog. They can create a file, save it, and plan their courses per semester. The e-catalog, accessed through the main web site, creates an increased on-line presence, and also serves as a registration marketing tool.

Performance metric: Analytics from Acalog, e-catalog vendor, on number of hits to e-catalog.

Media
Budget constraints have prevented the OCP from running full-on local media campaigns and special events at the College; however OCP is meeting this challenge by "boosting" posts on Facebook (boosts act as paid advertisements), and through stronger focus on social media. Still, advertising campaigns will include:
Print/Radio/TV advertisements
Movie Theater advertisements (when funding is available)
Free media air time

Individual media campaigns will target fall and spring registrations, and will focus primarily student success stories as a marketing tool to promote education and training at GCC as a means to better employment opportunities and a more advanced workforce.

Secondary programs will be marketed through traditional and social media promotion in conjunction with the Reach for College Program and the information provided by the Vocational Guidance Counselors in the five public high schools.

Free airtime is taken advantage of whenever possible. The OCP schedules and will continue to schedule guest appearances for College personnel on local radio talk shows prior to a newsworthy event or new program launch. Occasionally, the OCP assistant director is asked to host a talk radio show segment, which provides GCC with four hours of free radio airtime to promote College programs and events.

Performance metrics: Number of Google hits mentioning GCC; number of times GCC appears in print, or on radio or TV; number of times GCC guest-hosts radio shows, number of times GCC calls in to radio shows.

Media releases
OCP issues media releases to local news outlets at a rate of approximately five releases per month, often times more, depending on College or program events or student successes. Releases will continue to highlight postsecondary, secondary, and CE events, programs, grant funding, new equipment and various other newsworthy items

surrounding the college. (Media post the releases on their web sites. Information is then picked up by international web sites. The College's image has been strengthened by this electronic dissemination of information.)

Performance metrics: Number of media releases issued monthly; number of Google hits; and number of news articles in print, on TV, radio, or website that releases generate.

Social networks: Facebook, Twitter, LinkedIn, Youtube, Instagram

During 2014 GCC added LinkedIn to its list of social media outlets, and in 2015, Instagram was added. Social media use by all students, alumni, and friends of GCC has consistently increased since the launch of the social media pages in conjunction with the launch of the new web site in 2012. The OCP monitors these outlets and posts two or more messages per week on the Facebook, Twitter and LinkedIn accounts. Postings serve to create a conversation with constituents about GCC events or happenings, and to (on Facebook) answers students' questions about various issues such as financial aid and registration. GCC videos and commercials produced by the college or production companies are uploaded onto College's YouTube account and linked to the web site and the College's other social media pages whenever possible. All of the social media sites provide analytics as to increase in users, number of visits, etc. OCP will continue to use social media as an extremely important marketing and communications tool for the College.

Performance metrics: Number of, and increase in, likes, followers, retweets, favorites, LinkedIn followers due to postings. Number of positive comments generated on social media about GCC.

Surveys

OCP will continue to use surveys conducted by the Office of Continuing Education & Workforce Development to monitor satisfaction of businesses with the program, courses offered, performance of students/employees. OCP will use testimonials from satisfied managers, owners, and supervisors in print/radio/TV ads for registration and promotion of College events.

Performance metrics: Number of survey respondents; results of surveys; testimonials used in ads and annual report.

Focus Groups

OCP will formulate occasional focus groups (or survey occasional classes) to obtain feedback about student satisfaction at GCC. Focus groups have proven valuable during the development phase of the new logo and with regard to transformation of internal procedures that affect student services. These focus groups can be in the form of "brown bag lunches" at the Student Center, speaking with various classes, or working with classes to promote student projects. Discussion will include students' and community perceptions of GCC, the methods through which they receive information

about the college, and how information dissemination and public perception of the College can be improved. Absent a formal scientific survey (currently cost-prohibitive), these efforts can serve as valuable sources of input from the primary target regarding the College's marketing efforts.

Performance metrics: Number of people who attend focus groups; number of times focus groups meet (goal is one per semester).

Students/Graduates
OCP will continue to use student and graduate testimonials about the quality of education at GCC and how it helped graduates to become gainfully employed. Testimonials are being used in radio, TV, print, and social media ads. Brief testimonials are also included in the College's annual report.

Performance metric: Number of students and/or graduates used in ad campaigns; highlighted in annual report.

Business Partnerships
OCP will continue to partner with businesses enrolled in GCC Apprenticeship and Work Experience programs, and connect with other businesses that partner with various GCC programs. OCP will continue to promote these businesses in radio and print ads that highlight the partnership and the particular business' satisfaction with the GCC program. Will also highlight business partnerships in the annual report, and continue to send notifications to media whenever new businesses enter the apprenticeship program.

Performance metric: Number businesses used in ad campaigns; highlighted in annual report.

Marketing to Alumni
OCP will work with Office of Development and Alumni Relations (DAR) to market special events hosted by the College. Marketing will consist of paid advertisements (within budget constraints), announcements on web site and social media pages, e-vites distributed to alumni and various stakeholders, and scheduling of free appearances on radio and TV talk shows.

Performance metric: Number of alumni events advertised in media or on Facebook or through other media channels, number of actual attendees at events/number of tickets purchased for events.

Summary

The GCC Marketing Plan 2017-2020 incorporates the College's Institutional Strategic Master Plan 2014-2020 marketing goals in order to elevate GCC to new levels of

engagement with regard to career and technical education and workforce development, on local, regional, national and international levels. The various components of the Marketing Plan, including the launch in 2017 of a new GCC logo system, are designed to highlight and promote GCC programs, technology, facilities, and most importantly, student/graduate successes. This plan is dynamic, and designed to promote the GCC brand locally and regionally as a means for people to become "sustainable," by helping them to gain education and skills in order to be competitive in Guam's increasingly technological and global workforce. It is also designed to promote GCC nationally and internationally as a career and technical education partner, providing, as the GCC mission states, "the highest quality, student-centered education and job training for Micronesia.

Biba GCC!

APPENDIX I
Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees

Guam Community College

Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees[1]

*(with the integration of TRACDAT, an assessment data management tool since 2003)

The purpose of this document is to provide guidance to assessment and evaluation processes at Guam Community College for the expressed purpose of marking accomplishment and informing institutional planning. Though institutional assessment is the responsibility of the Office of the Vice President for Academic Affairs, its implementation falls under the Office of Assessment, Institutional Effectiveness and Research (AIER)[2]. The AIER office reports its findings in the *Guam Community College Annual Institutional Assessment Report.* In this regard, assistance to AIER is provided by the Committee on College Assessment (CCA), made up of a representative body of faculty, staff and administrators as established in a provision of the Board of Trustees-GCC Faculty Union contract in 2000 then in 2005, and further strengthened in the 2010-2016 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees Guam Community College. A policy document passed by the Board of Trustees (*Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees*) is the institutional mandate that drives all campus-wide assessment activities. Furthermore, effective fall 2004 and henceforth, CCA added a student representative to its membership.

There are numerous assumptions about Institutional Assessment:

- The process is messy and inexact, but must be done as precisely as possible
- The curriculum is the process, not the outcome
- The process should be minimally intrusive for both faculty and students
- Outcomes measures should be as direct as possible, although indirect methods, such as industry perceptions, must be included
- Assessment should somehow use existing artifacts or examples of student work
- Industry-specific professional testing measures of competence may be applied
- Student grades may not be used as evidence of student outcomes
- Assessment must inform the curriculum, policy, and planning
- Decisions arising out of assessment results are not meant to be punitive; rather, they are to be used for program and service improvements

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[1] Updated February 2011, Revisited January 2009, Revisited December 2005, Revisited March 2004, Revisited September 2002, Revisited December 2001, Original document approved October 2000.

[2] The Office of Assessment and Institutional Effectiveness (AIE) was renamed the Office of Assessment, Institutional Effectiveness and Research (AIER) to include the research component of the assessment process. Effective October 1, 2010, the name change was officially implemented when the Board of Trustees approved the current organizational chart at its September 2010 meeting.

The College "borrowed" James Nichols' 5-Column Model for assessing and reporting the vitality of academic programs and institutional services; including as a major component, the assessment of student outcomes. The five-column model essentially provides the framework that all programs and units must use in designing their assessment plans. The first three columns consist of the Institutional Mission (Column 1), Intended Student Learning Outcome (Column 2), and Means of Assessment & Assessment Criteria (Column 3). The assessment plan is laid out in these 3 columns. The last two columns, Data Collection Status/Summary of Results (Column 4) and Use of Assessment Results/Implementation Status (Column 5), primarily complete the assessment report. For review of the program and/or course-level reports, CCA runs the Unit Assessment Report - Four Column and Unit Course Assessment Report - Four Column due to redundancy of the Assessment Report showing how each assessment unit is supporting the goals of the institution.

Following an institutional decision to automate the assessment process, the college purchased the site license of the software called **TracDat** in 2003, and began its limited implementation through sustained training of users in that same year. With its campus-wide implementation in fall 2004, TracDat has greatly helped in managing the entire assessment process, at the course, program, and institutional levels. Although careful attention was made in mapping the existing assessment process with the new system, the transition from the hard copy to the online environment for assessment also necessitated certain adjustments that required the revisiting of existing templates for assessment plans and reports, as well as Assessment committee artifacts. The protocols that follow are descriptions of the assessment hard copy process, and are retained here, but followed by a note about its relevant TracDat application (Version 4 implemented January 2008), whenever necessary and appropriate.

Portions of the report on academic programs provide descriptive information about the program goals, faculty and their respective role in assessment, advisory committees, and courses offered in the program, as well as the currency of the courses. In TracDat, these can be found in the Unit Definition Setup for each of the individual programs, services and administrative units. The report also includes program outcomes (usually three or more), as well as tools that measure such outcomes. The core component of the report includes the assessment of student learning outcomes, reflecting the emphasis of the ACCJC accreditation standards. Portions of the report on student or administrative services provide descriptive information about service or administrative outcomes, tools for measuring outcomes, and staff members and their respective roles in assessment. The Unit Definition Setup in TracDat contains all this information, and must be inputted by the responsible staff member in the department or unit. Assessing the quality of academic support services as they impact student learning outcomes are also included in the report.

For Academic Programs, Services and Administrative Units
Preparing for the Annual Instructional Program Assessment Plan and Report

There are two distinct components of the Annual Instructional Program Assessment Plan and Report: I. Assessing Program and Course Level Student Learning Outcomes and, II. Program

Review. Program review is a process analyzing the effectiveness of an educational program with the intent of improving institutional effectiveness and student learning. Regular program review involves the review of a degree or certificate program and comprehensive program review involves the review of a coherent educational experience (i.e., Work Experience program).

Comprehensive Program Reviews should examine a broad range of indicators and it is a periodic, detailed report on the historical development, current activities and performance, goals and needs of a specific program – qualitative, quantitative and financial – and a statement of how that program's content and activities related to the College Mission and Goals. The Deans decide on program review assignments and timelines depending on program or institutional need.

Program review through the systematic assessment process is an institutionalized process on a two-year cycle. The process includes four steps: planning, data collection, reporting, and use of results. Student Learning Outcomes identified at the program level are the primary focus of this type of systematic review. Tools, criteria of success are all identified at the outset.

Preparing for Program Review

Each academic program, service environment, and administrative division or unit in the College will be reviewed on an ongoing basis. The Office of Assessment, Institutional Effectiveness and Research will report findings to the Vice President for Academic Affairs, which is responsible for institutional assessment as a whole. Each academic program will input into TracDat their program assessment plan, collect and summarize data collected, report the results, address/report how results will be used for improvement, and discuss implementation of program improvement governing the measurement of programmatic success and benchmarks of satisfactory performance. If results show constancy or improvement each year, the program or service will need no further review. If however, key results record a decline or abnormality, then a more comprehensive review will be instituted. Administrative and student services units will implement a client satisfaction survey, as well as other relevant measures, on various categories identified in the assessment plan. A program review will be a necessary complement of the other identified assessment measures.

These components are similar for non-instructional programs, student services and administrative units. The only difference is that student services and administrative units are "administrative unit outcomes (AUOs)" and "student services unit outcomes (SSUOs)"as the equivalent of "SLOs" in order to delineate the distinction between a direct impact to student learning (as instructional programs are bound to have on students, hence the term, SLO) and **indirect** impact on student learning, as student services and administrative units are meant to induce.

For academic programs:
For academic programs, departmental committees convened for this purpose will input all the necessary information for a program assessment plan using TracDat. Once this process is completed a TracDat Data Input Memo available for download in TracDat under the Documents

tab is to be submitted to the CCA via aier@guamcc.edu. CCA review teams assigned to various instructional programs will review and critique the assessment plans and reports and recommend improvement strategies to the CCA general membership for final rating. A CCA Checklist and Consolidated Feedback Sheet (or CFS), a form created by the CCA, serves the purpose of reporting the CCA's rating to the department. Deadline to input the recommended changes to the plans and reports are addressed in the CFS.

For student services:
For the student service areas, departmental or unit assessment plans will be the responsibility of the unit's head to convene and agree on the unit's plan inputted into TracDat. Plans will undergo review and critique by the CCA, and prompt feedback will be communicated to the departments before they can begin implementing their assessment activities for the year. The process of review by CCA is the same as indicated for the academic programs.

For administrative units:
An Administrative Unit Assessment Plan will be the responsibility of the unit administrator in formulating their unit's respective administrative objectives/outcomes. The CCA review process is the same as the academic program above.

For the Board of Trustees:
Though the Chairperson of the Board of Trustees (BOT) will have primary responsibility for the assessment of Board activities, the CCA will lend assistance to the Board in the administration of surveys and other measures deemed necessary to assess the effectiveness of the college's Board. The integration of outside voices will form an integral part of BOT assessment processes. Assessment protocols are consonant with the rest of the constituents undergoing systematic and regularized assessment at the college. Review of the BOT's assessment submission by CCA is the same. A similar process will be followed in the assessment of Foundation Board of Governors.

This is the GCC assessment model which combines both outcomes assessment and program review in order to regularize campus-wide evaluation of educational programs and services on an annual basis, instead of the traditional 5-year cycle for program review or evaluation. The reports generated from the various departments and units subsequently form the basis for the annual publication of the Guam Community College *Annual Institutional Assessment Report (AIAR),* which is distributed at the beginning of each academic year. Each department, service area or administrative unit will incorporate assessment findings into their yearly planning routine.

It is important to note that the College has an established review process for all assessment plans and reports entered into TracDat. First, assessment authors submit a TracDat Data Input Memo to AIER. The AIER staff then advises the CCA Review Team via email to review the plan/report and adds the program or unit to the CCA agenda for deliberation. CCA then deliberates on the plan/report and rates it as either *approved* or *resubmit*. After an assessment plan or report is rated, the CCA Review Team prepares a CCA Checklist and Consolidated Feedback Sheet (CFS) with comments and suggestions and submits a copy to AIER. A copy of

the CFS is then forwarded to the assessment author. The assessment author then makes changes in TracDat based on the CFS and discussions with the review team. After changes are made, the author then submits another TracDat Data Input Memo to CCA no later than the deadline indicated on the CFS indicating that the changes have been made.

Preparing to Assess Student Learning Outcomes

The Fundamental Questions

What evidence can the department provide that demonstrates an accurate appraisal of how well students are learning what we said we would teach?

As each student reaches a programmatic milestone in their education he or she must be able to demonstrate the tenets of their education in two distinct areas: General Education Outcomes and Discipline-Specific Outcomes.

General Education Outcomes

Recognizing the necessity for its students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness, and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each degree program.

Guam Community College believes that general education provides the academic foundation necessary for students to achieve their life goals. General education is intended to offer students a breadth of quality student learning experiences, encourage their respect for cultural heritage, promote their ethical and responsible social behavior and facilitate their life-long learning.

The General Education program strives to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication.

Guam Community College believes that high quality general education opportunities for all citizens are necessary for democratic principles and practices to exist and for a sound economy to flourish. The College continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire hope, opportunity and responsibility in all its constituencies.

Institutional Learning Outcomes (ILOs)

In keeping with its mission that Guam Community College be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia, the College community has established the following Institutional Learning Outcomes[4]. During academic year 2008-2009 the General Education Committee facilitated the development of GCC's six (6) Institutional Learning Outcomes (ILOs) which derived from the previously-existing 28 GenEd SLOs and was approved by the Board of Trustees on December 9, 2009. To align the original 28 SLOs, the ILOs were categorized with an acronym as follows:

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

Ability to assess, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally

Two-Year Assessment Cycle Schedule

The schedule for formulating instructional program assessment plans and completing assessment reports in TracDat is listed in an annually-produced poster, GCC's Two-Year Assessment Cycle Schedule. In this two semester cycle, a semester goal always guides any assessment activity, as follows:

1st semester: Review existing plan and incorporate modifications; TracDat input required
2nd semester: Gather data continuously; input status of data collection in TracDat
3rd semester: Prepare and submit assessment report; TracDat input required
4th semester: Implement use of assessment results; input status of implementation in TracDat

Attached is the Assessment Review Flow Process which describes the above assessment activities.

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[4] Recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees (December 2, 2009)

This cycle repeats every two-years, which means that a full cycle is comprised of four semesters. For better management of this whole cycle, the Committee on College Assessment (CCA) divided the programs[6], services and administrative units into four distinct groups which came to be known as the college's Assessment Taxonomy. These groups include the following:

Group A: Associate Degree Programs
Group B: Certificate Programs
Group C: Student Services and Administrative Units
Group D: Special Programs (includes secondary, GE, developmental courses that do not have specific programs, and federally-funded programs)

Each of these groups is at different stages in the assessment cycle, and has different requirements every semester. Likewise, in order to establish a rhythm to the assessment schedule, there is only one assessment deadline during each semester. This occurs in March and October of each year. Programs or services that are out of sync with the schedule are also given assistance by the CCA to get back on track whenever possible.

Discipline-Specific Program Outcomes

Each department establishes discipline-specific outcomes. Measurement methods may include activities embedded in different course assignments, capstone course, real world experiences, a departmental exit exam created locally or using industry standards, or any method the department may devise that demonstrates and documents measurement.

TracDat has specific tabs that address each of these components, such as Assessment Plan and Task/Implementation Status, and requires careful input of information by the user.

For Student Services
Preparing for the Annual Student Services Assessment Plan and Report

Criteria for assessing non-academic student services revolve on needs assessment and client satisfaction measures on existing student services. TracDat is used to set up the components of an assessment plan, as well as the alignment of student services outcomes to higher level outcomes. For example, each student services outcome must be related to the division level goal (e.g. Academic Affairs), to the school goal (e.g. Technology and Student Services or Trades and Professional Services), Board of Trustees, President/CEO goal, Program, Student Services or Administrative Unit goal, then to the institutional level (e.g. college goal), and finally, to the external unit level (e.g. WASC standard). The set up of an assessment report begins with

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[6] In response to ACCJC's requirement to assess courses as well as programs, CCA approved a temporary four-year assessment cycle schedule in order for programs to identify and assess course level SLOs. Once course SLOs have been identified and assessed for all courses, the institution will continue to use the two-year assessment cycle schedule where program and course SLOs will alternate. CCA approved a motion to have all instructional programs assess fifty percent of their technical requirements for each associate degree and certificate program. At least one SLO per selected course must be assessed. This requirement was made effective Fall 2010.   During the November 19, 2010 CCA meeting, CCA approved a motion to combine the deadline for the Data Collection Status and the Assessment Report.

inputting information into the Data Collection Status/Summary of Results (N=?) tab, and the Use of Assessment Results & Implementation Status field/box. Documents, like student artifacts and other relevant materials, can also be uploaded in the Related Document Link so that the assessment evidence is immediately accessible to anyone with TracDat user access.

For Administrative Units
Preparing for the Administrative Unit Assessment Plan and Report

The assessment of administrative units focuses on four thematic areas. These are support for instructional programs, quality of service, interaction with other departments/units and planning/budgeting processes. All of these components of an assessment plan and report are addressed by the various tabs available in TracDat, as discussed in an earlier section of this document.

For the Board of Trustees
Preparing the Annual Assessment Plan and Report

As stipulated in the BOT Policy 306, the Board of Trustees must also complete an assessment plan and report, as well as follow the college's assessment cycle, in consonance with the other constituents undergoing assessment at the college. The Office of Assessment, Institutional Effectiveness and Research (AIER) provides guidance to the Board in its articulation of administrative outcomes, data collection and consequent data analysis. Although portions of the results may be included in the AIAR, a separate report is written by AIER which is largely focused on Board concerns and other issues. The Foundation Board of Govenors is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness.

Reporting Assessments Results

Reporting format for programs, services and administrative units will be guided by the TracDat formatting of reports. Though several formats are available, the most common and most popular is the Unit Assessment Report – Four Column. Following the comprehensive assessment plan outlined above, two components – student learning outcomes and program review – will comprise the assessment report. All three areas – programs, services and administrative units – will report their assessment findings to the Committee on College Assessment utilizing the five-column model, as developed by Dr. James Nichols, former Director of the University Planning and Institutional Research of the University of Mississippi. The software TracDat is capable of simulating this given format because it was mapped with then-existing processes at the college to minimize confusion during the transition from the hard copy to the online environment.

This five-column model format will cover the results of the student learning outcomes or SLOs, as well as administrative and student services outcomes, in various departments and units at the college. All the hard copy templates that have been developed early on in the assessment process have been essentially replaced by TracDat, but are kept posted at the AIER website for historical purposes. The website dedicated to GCC assessment (http://www.guamcc.edu/aie)

serves to document the development and evolution of the college's assessment initiative, and also houses TracDat, the data management tool available for use by all GCC constituents who are responsible for assessment.

Submission of departmental/unit assessment reports will follow the schedule set by the committee for this purpose. Although the cycle is continuous, assessment reporting will be done in a two-year cycle, each at the program, administrative, student services level and course level. The reports submitted at any given semester are harvested in TracDat and are used as valuable aggregate data in preparation of the annual report. This consolidated report is released to the campus community as the *Guam Community College Annual Institutional Assessment Report* (AIAR) at the beginning of each academic year. This report is then utilized as one critical document to guide and inform relevant divisions, departments, or units so they can be guided in their annual planning activities, as reflected in the Data-Driven Dedicated Planning (3DP) Framework (see Attachment B).

Central Repository

The **Office of Assessment, Institutional Effectiveness and Research** serves as the central repository office that systematizes assessment data collection and analysis efforts of the college's comprehensive assessment initiative. In close collaboration with the Vice President of Academic Affairs, this office's Assistant Director is primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services and administrative units.

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Attachment A:
CRITIQUING PLANS/REPORTS by the CCA:
ASSESSMENT REVIEW FLOW PROCESS
Revised October 2010

Authors submit TracDat Data Input Memo to Assessment, Institutional Effectiveness & Research (AIER) aier@guamcc.edu

AIE prints the plan/report from TracDat and files in program/unit's folder.

Pre-screening

Proper format? Data entered in appropriate fields? Prior documents?

NO

Go back to author with pre-screening results.

YES

AIER staff advises CCA Review Teams via email to review plans/reports & then files plan/report in program/unit's folder.
Add to CCA agenda for deliberation

CCA deliberates on plans first then reports & rates <u>Approve</u> **(A)** sometimes with revisions or <u>Re-submit</u> **(RS)** both with deadlines.

TracDat plan/report projected on screen for critique and discussion.

CCA Review Teams prepares the CFS prior to rating and report to the committee as a whole; rating given.

(A)

or

(RS)

CCA Review Team finalizes CFS[2]; submit a copy to AIER and meets with authors to convey (electronic or face-to-face) CCA feedback NO LATER than Monday after CCA rating. Author makes changes in TracDat based on CFS and personal/electronic feedback. Author re-submits TracDat Data Input Memo no later than the deadline indicated on the CFS to CCA via aier@guamcc.edu for another deliberation.

(A)

Author updates TracDat based on CFS & re-submits TracDat Data Input Memo to AIER staff.

AIER staff receive, note down and files memo document. Notify CCA Review Teams of receipt date. Revised TracDat plan/report will be the basis of next review.