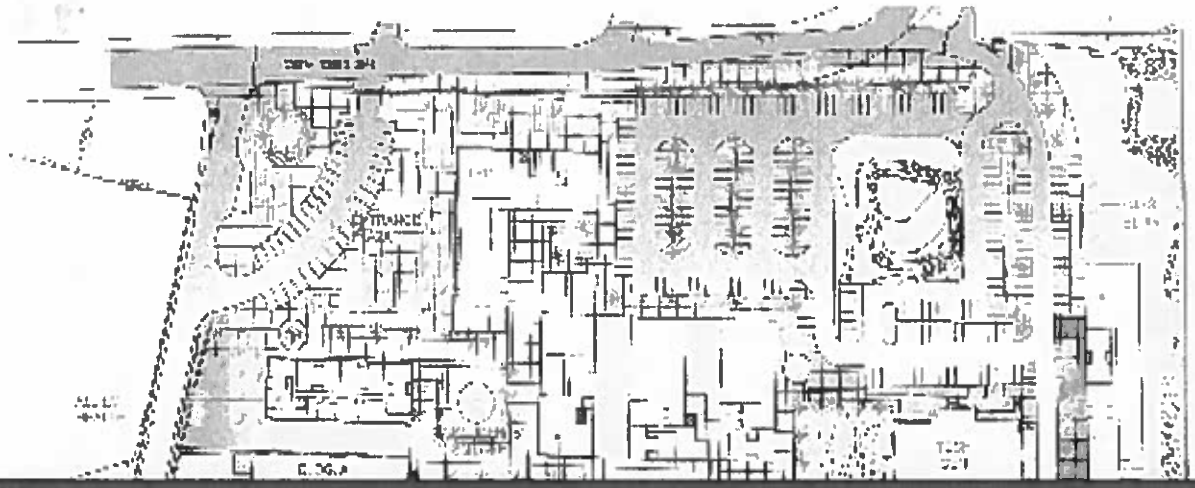

Guam Community College's Strategic Initiatives

Moving Forward

Institutional Strategic Master Plan: 2009-2014

Informational sessions on the Institutional Strategic Master Plan (ISMP) were conducted on December 1, 2, and 3, 2008, at the GCC multi-purpose auditorium. We thank all the administrators, faculty, staff, and students who participated in these educational sessions.

The Board of Trustees approved the final ISMP document at its December 4, 2008 meeting.

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Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees

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Physical Master Plan

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Information Technology Strategic Plan

Guam Community College

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Hafa Adai!

It gives me great pleasure to provide you with the Guam Community College's Institutional Strategic Master Plan (ISMP) – where you will find information on the college's efforts to develop a vision for growth that looks to the 21st century, but also remains grounded to GCC's past.

The ISMP offers information on the college's strategic plan that proposes strong advances in serving three distinct audiences – our students, the community and employers. While recognizing the differences and similarities in serving these diverse segments, we continue to ensure that the students or individuals who seek our services are provided with practical job skills, academic training that integrates the most advanced technology, opportunities to pursue advanced education, and soft skills that include work ethics and cultural sensitivity.

Guam Community College is preparing for what may be the largest and most dynamic period of economic growth and social change in Guam's history. The United States military is planning to invest $15 billion to upgrade and expand its facilities on the island. The planned construction for defense installations, housing, and infrastructure, as well as the maintenance and operation of these facilities for the long term will create an unprecedented need for skilled and certified trade workers. The strategic plan is intended to prescribe defined programs and activities to accommodate the workforce training needs associated with the economic growth anticipated during the pending military expansion on Guam.

Looking at Guam's future and planning for the unprecedented growth of our island over the next few years, we would like to make certain that we have the resources and capacity available to train and educate an expanding workforce. The long-range campus plan contained in the ISMP will translate these strategic goals into the physical development of GCC's campus so that we can grow into the next decade.

While these are exciting times for Guam and the Guam Community College, I ask that we continue to work together to advance the mission and vision of the college. Thankfully, we now have a functional document that will help set the course for the next several years. Knowing the time and effort invested in the ISMP, I would like to thank everyone who has contributed to this process including our Board of Trustees, task groups and members of the Faculty Senate. Guam Community College looks forward to the continuing communication and dialogue with all stakeholders as we move toward refining and implementing our five-year Institutional Strategic Master Plan.

Senseramente,

Mary A.Y. Okada

MARY A.Y. OKADA
President

MISSION STATEMENT

Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and career-technical training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, career-technical, technological, academic, and continuing education reflective of our community and industry needs.

Board of Trustees Policy 100
Adopted February 9, 2005
Resolution 3-2005
Policy last reviewed: January 25, 2007
Currently under review: February 2009

VISION STATEMENT

Guam Community College will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career, and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post-secondary basic educational institution servicing the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees, and the community at large.

Section I

Overview

I. Introduction to the Institutional Strategic Master Plan

The Guam Community College (GCC) is preparing for what may be the largest and most dynamic period of economic growth and social change in Guam's recent history. The United States military is planning to invest $15 billion to upgrade and expand its facilities on the island. During the five-year period of planned investment, the gross receipts of the island's economy will double. The island's population is expected to permanently increase by at least 20% or some 30,000 people, not including expected immigrants from the Freely Associated States of Micronesia, the Commonwealth of the Northern Marianas and the estimated 15,000 temporary H-2 workers that will be brought to Guam during the build-up.

The planned construction for defense installations, housing, and infrastructure, as well as the maintenance and operations of these facilities for the long term, will create an unprecedented need for skilled and certified trade workers. The anticipated need for workers will be so large that the U.S. Congress has lifted restrictions on the number of H-2 visa laborers which can be brought to Guam and the region to meet the need for skilled labor during the period of the build-up. GCC is mandated by Public Law 14-77 to lead the Territory's initiative to train and prepare Guam's workforce to participate in the growth of Guam's economy. As GCC is Guam's most capable adult and technical education resource, the Institutional Strategic Master Plan (ISMP) has been prepared to guide GCC in fulfilling the community's need for technical and adult education training for the next five years.

A. Significance and Purpose

The primary purpose of the Institutional Strategic Master Plan (ISMP) is to serve as a guide to action. It is a strategic plan intended to illustrate long-term goals and initiatives enabling GCC to come closer to realizing its vision. As a public document, it also serves to communicate the College's long-term vision and plan, not only to its staff and student body, but also to the community at large.

B. Scope and Limitation

This strategic plan is intended to prescribe defined programs and activities expected to be relevant for the next five years, from academic year 2009 to 2014, to assist GCC in meeting local workforce training and basic educational needs. In preparing the plan, the Planning Team consisting of faculty, staff, and administrators, envisioned the future long-term needs and opportunities to which the College can and should respond. As a Strategic Plan, the ISMP describes major long-term initiatives. As in the previous master plan (1996-2006), an operational plan must be written each year detailing individual unit objectives in line with the major long-term initiatives described in the plan.

While long-term plans are essential to achieving progress and development, it must be understood that institutions must also change as the times do. Hence, the ISMP is intended to be flexible, supporting progress and change as may be required.

C. Methods

The ISMP was developed through a facilitated process of guided discussions with faculty, staff, and administrators at GCC. The Planning Team reviewed the institution's mission statement and crafted a new vision statement for the College. These statements were devised to embody the core values and provide direction to the mission of the institution. From there, the internal strengths and weaknesses of the organization were reviewed along with external opportunities and threats that existed. Information derived from the self-study process, various reports from the Office of Assessment and Institutional Effectiveness, as well as other secondary sources were used to provide a body of knowledge and data that framed the direction of the plan.

The facilitation process identified five key findings:

- There is no comprehensive needs assessment of actual workforce training requirements on Guam. Workforce training requirements have been determined using broad qualitative assessments proffered through informed estimates made by community representatives. However, a formally researched assessment of local workforce training requirements will be most beneficial to the College's effectiveness in meeting the community's needs.
- The career and technical training services offered by the community both in the private and the public sector are uncoordinated resulting with inconsistent quality and in many ways duplicate services that would be more effectively provided through a cooperative and coordinated approach.
- As with any other government agency, the College defends its annual budget before the Guam Legislature. Because of insufficient endowment funding, the College has been affected by the island's fragile and volatile economy further challenging the College in advancing its mission to increase programs and services. However, the resource challenge can be minimized through justifiable tuition increases, federal grant applications and diversified sources of funding.
- Recent accreditation consultations have revealed the Western Association of Schools and Colleges (WASC) requires a new approach for colleges to maintain their accreditation status. All courses, programs and initiatives must be driven by the pursuit of competent student learning outcomes. Although GCC has made significant progress in meeting these new requirements much remains to be done to clearly link student learning outcomes to institutional effectiveness.
- The GCC "brand" and the College's role in the community needs to reflect current endeavors and initiatives in order for employers and the community at large to be sufficiently informed of the College's vision and activities.

The strategic plan was developed to address these issues as quickly and effectively as possible. The resolution of these items and the implementation and continued refinement of initiatives and programs that are prescribed represent a multi-year endeavor.

II. Institutional Overview

Guam is the largest and most developed island in Micronesia, a region of remote small islands and atolls in the western Pacific Ocean spread out over an area that is larger than the contiguous 48 States. Politically, it is an unincorporated U.S. territory located approximately 1,500 miles south of Japan, 1,500 miles east of the Philippines, 1,500 miles north of Papua New Guinea, and 3,800 miles west of Hawaii. It is, therefore, geographically closer to the Asian Pacific Rim than to the United States. The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west. The Marianas Trench, the deepest water on Earth, lies just off Guam's east coast. Because Guam is west of the International Date Line, local time is 15 hours ahead of Eastern Standard Time and 20 hours ahead of Hawaii. Thus, the island motto is appropriately: "Where America's Day Begins."

Unique by its mandate, GCC was established in 1977 by Public Law 14-77 to serve both secondary and postsecondary student levels. Guam Community College (GCC) is located on a 22-acre site in the central part of the island in the village of Mangilao. GCC is the only community college on Guam and its primary service area is the island. The College enjoys an excellent reputation for quality career and technical education programs and serves a predominant number of Micronesian and Asian students.

The College is responsible for all career-technical education programs on Guam. It has a significant role in the five public high schools by offering programs in Tourism, Marketing, Visual Communications, Allied Health, Construction Trades, Electronics, AutoCad and Automotive Services with an average enrollment of over 2,000 students at any given time. Thirty-seven full-time GCC faculty members provide the instruction using GCC curriculum and four career counselors guide students through their programs. The relationship between the Guam Public School System (GPSS) and the College is managed through a Memorandum of Agreement and monthly joint meetings. GCC programs are often mentioned as highlights in the accrediting reports for each of the schools. On campus the College also offers Adult Education programs: Adult High School, ESL, GED, Basic Skills, and Family Literacy.

A. Mission & Vision

Mission Statement:

The College periodically revises its mission statement to reflect the changing needs of the College. The most recent version of the mission statement, developed in 2005 and reviewed annually, will be reviewed again in January 2009. The mission statement reads:

> *Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and career-technical training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, career-technical, technological, academic, and continuing education reflective of our community and industry needs.*

Vision Statement:
The proposed revision to the College's Vision Statement is as follows:

> *GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post secondary basic educational institution serving the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees and the community at large.*

The vision statement was devised to help define the action plan for the College over the near, medium and longer term. It guided the development of the strategic goal initiatives identified in the plan and offers definition to the execution of the mission statement.

B. Commitment Towards its Stakeholders

The ISMP is designed to guide GCC in servicing three distinct audiences in the community. First and foremost will be the delivery of quality career and technical education services as well as basic educational services to its students. The institution will continue to be the premier basic and career and technical education training resource for adults and those students in the GPSS system.

In addition to offering services to students, GCC will be embarking upon the provision of tailored programs for businesses. The ISMP establishes a timeline for Continuing Education to develop a program to offer training services tailored to specific needs of employers. Additionally, partnerships with private training contractors will be established with the goal of facilitating the transfer of sustainable technologies to offer training to the community well after the coming build-up is completed and contractors leave the island.

The ISMP is also designed to fulfill a commitment to the community to offer leadership in the development of local workforce skills. This will be accomplished in three ways. First, the development of an island-wide career and technical training needs assessment has been identified as a component of the Plan. The ISMP identifies a timeline for GCC to facilitate the coordination of all of Guam's educational assets along with the Department of Labor to establish by the medium term, a regular empirical assessment of the community's career and technical training requirements. A comprehensive needs assessment that is regularly updated will provide the means of monitoring skill deficiencies within Guam's workforce and identify areas that require attention as the employment needs of the economy changes. This information will be used to not only assist with refining Student Learning Outcomes but also provide guidance for curriculum development.

Secondly, the ISMP calls for GCC's involvement in facilitating the creation of an island-wide workforce development plan based upon the findings of the needs assessment. The Workforce Development Plan is intended to be a living plan that will guide the coordination of all career and technical training programs currently funded by local and federal resources. It will be designed to guide all of the island's career and technical training resources towards

a single vision and establish consistent educational standards across all of the island's educational assets.

Finally, the ISMP provides guidance on how GCC will reach out to the community offering student enrichment services and better informing students and employers of the opportunities and services available at GCC.

Students

The College's priority is its students. It aims to provide its student body with:

- Job skills
- Academic training
- Civic engagement opportunities
- Opportunities to pursue advanced education
- Soft skills (e.g. Ethics, responsibility, accountability, etc.)

It also aims to answer the following questions:

a. Cognitive: What do students know?
b. Affective: What do students think and value?
c. Behavioral: What can students do?

GCC opens its doors to students regardless of age, gender, ethnicity, or educational background. For students who have dropped out of high school, GCC provides an alternative means to earning a high school diploma (thus improving job opportunities), either through optimal training to pass the GED, or through the adult high school program. For students enrolled in one of the five public high schools, GCC provides an opportunity for career and technical education otherwise not available to them.

Employers

GCC assists the local business community by providing a steady pool of skilled employees, as well as providing additional training services to employers. GCC will seek out training partnerships with companies attracted to Guam during the military build-up that will bring new technologies and training techniques that may be of sustainable use after the buildup is completed. Such partnerships will provide a means of generating revenue for GCC, provide access to technology and expertise not currently available, and assist with better integration of the career and technical training services offered by GCC with the needs of island businesses. This effort will work to keep GCC current with industrial requirements as well as establish and maintain contact with the employer community.

The Community

As the leader in workforce development, GCC aims to accommodate the workforce training needs associated with the economic growth that is anticipated during the pending military expansion on Guam. GCC needs to be able to respond immediately to changing community and economic needs. The leadership that GCC will display in facilitating both an island-wide

adult educational needs assessment, as well as the creation of an island-wide workforce development plan, is evidence of GCC's commitment to meeting the needs of the community's workforce. GCC will also play a key role in community wide projects to enhance and preserve the quality of life of all Guamanians. Through volunteerism and the provision of outreach assistance to organizations and causes which aid the workforce, GCC will remain a visible and important partner in community development.

C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

During the planning process, the GCC Planning Team conducted an analysis of the College's strengths, weaknesses, opportunities, and threats (SWOT). Among its strengths were fiscal responsibility and accountability, its responsiveness to student needs, and its resources in terms of staffing and facilities. Also, GCC has a clear vision, partial autonomy, and possesses strong leadership. However at times, its resources are not consistently abundant which creates a challenge to expand its programs and services and the ability to increase its staff. As with all publicly supported educational institutions, it is dependent on the state of the local economy – if the economy is weak, resources become scarce.

However, the institution is not without opportunities. GCC is currently working with public and private agencies to identify needs and demands common for areas of study and for new courses. Guam is expected to experience significant economic growth in the near future due to the military buildup, which should create an increased demand for jobs – and with it, enrollment.

Threats to GCC are average. Shrinking government revenues and increased competition from private sector providers currently challenge the ability of GCC to maintain its leadership role in the creation and implementation of workforce development programs. In addition, recent changes to WASC accreditation requirements require a systemic change in how the College evaluates and monitors its progress. The linking of student learning outcomes to program and institutional effectiveness is a critical accomplishment, which must be met in the near term.

D. Accreditation Standards

The primary goal of the College is to retain its accreditation status within the Accrediting Commission for Colleges and Junior Colleges (ACCJC.) As these standards are going to be referenced occasionally in the following plan, a summary follows. A full copy of the accreditation standards may be found in Appendix I.

Standard I: Institutional Mission & Effectiveness

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

B. Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

C. Technology Resources
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

D. Financial Resources
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

III. Situational Analysis

The Guam Community College is at a critical juncture in its history. The institution has been called upon by the Governor to provide leadership in assisting the local workforce to meet the skill and productivity requirements that projected growth of the economy will require over the next five years and beyond. The economy is just now emerging from the grips of a severe economic recession that lasted for nearly ten years. The economic decline was created by the events of September 11, 2001, repeated super-typhoons, and the Asian economic crisis. Gross receipts in the economy shrank by approximately one third, causing the highest bankruptcy and unemployment rates in the nation. Construction and new development activity dried up and the demand for skilled trade workers on Guam dropped to such a level that many were forced to leave Guam to find employment. In the meantime, the Government of Guam attempted to maintain essential public services with ever diminishing tax resources.

In the face of declining resources and difficulty maintaining training services for employment opportunities that were shrinking, GCC was forced to concentrate on maintaining accreditation. It expanded the College's academic curriculum, building its reputation as an academic institution. In doing so, its image began to change as did its relationship with employers and its students in ways the College did not completely understand. The faculty and the administration became increasingly concerned that GCC's affinity with the community and the private sector was drifting. It became apparent that GCC needed to improve its efforts to respond promptly to the needs of the economy.

In the midst of these challenges, significant changes in the accreditation requirements for GCC were dictated by theACCJC. GCC was now required to link student learning outcomes (SLOs) to program and institutional effectiveness. Measures of institutional effectiveness were required to be broader than simply meeting accreditation requirements.

It was at this time that leadership at the highest levels in the institution changed. Concurrently, the military build-up began in a public way through a planning and public relations process to convince employers and the local government that Guam was on the verge of a huge economic boom. The construction industry expressed frustration with the ability of GCC to provide training, even though competent programs existed. The Guam Contractors Association created its own "trades academy" to compete with services that had been provided by GCC in the past. The business community began discussing the need for alternative private sector training programs to augment the training provided by GCC. It was at this juncture that the current ISMP was embarked upon.

In its broadest sense, the ISMP was designed by the Planning Team to address three over riding issues:

1. The need to refocus GCC's efforts so that it clearly meets career and technical needs as well as the basic educational requirements of the local work force.
2. The need to meet the new and more rigorous accreditation requirements of WASC in such a fashion that the effectiveness of the institution as well as its resource allocations can be directly linked to student learning outcomes.

3. The need to improve its ongoing planning and evaluation processes so that GCC can better evaluate its progress in attaining its vision.

The vision for GCC prescribes four major on-going strategic goal initiatives the plan is designed to address:

1. To lead workforce development on Guam as an example to Micronesia. It is best suited to do so because as an institution, it is the most knowledgeable, has a proven performance record, and the greatest ability to acquire necessary resources. (The Pioneer)
2. To continue to improve upon its reputation and performance as the premier secondary, and postsecondary institution available to the community of Guam. (Educational Excellence)
3. To be judged successful because of the educational services it provides students, the service it provides employers, and the assistance it provides the community in improving the quality of Guam's workforce. (Community Interaction)
4. To maintain success by establishing an institutional planning discipline that is dynamic and responsive to community and the workforce development needs of Guam. (Dedicated Planning)

Section II

Strategic Goal Initiatives

I. Pioneering

Over the past ten years, the economy and the characteristics of the island's workforce have changed dramatically. The loss of employment opportunities caused many skilled trade workers to leave Guam. At the same time, the economy of the Federated States of Micronesia, particularly in Chuuk State began to experience a long and what appears to be interminable decline. The net result was an increase in immigration from Chuuk State to Guam. The increase of Micronesians in the workforce has been large enough that businesses, particularly in the hospitality industry now target Micronesians for entry-level positions as local residents have moved up the employment ladder as the local economy slowly recovers. No one really knows just how the skill levels of the workforce have changed nor has there ever been any systematic attempt to determine what the skill levels of local workers are.

Without a comprehensive needs assessment, policy makers have had limited means of determining what type of training is needed to better prepare Guam for the pending military buildup. The challenges this creates in determining appropriate curriculum or in identifying adult educational needs are obvious. The ISMP calls for GCC to facilitate the development of an annual or periodic employer's workforce needs assessment survey focused on training opportunities and challenges of various industry classifications. The purpose of the assessment is to establish an empirical understanding of the skill levels of local workers and a qualitative understanding of the skill level requirements of key and emerging industries on Guam. Until primary data can be collected, secondary empirical sources along with qualitative data collected among businesses on Guam will be used in the interim. The needs assessment, along with the efforts of the CTE Advisory Council, will be used to refine student learning outcomes and will provide a means of linking the curriculum and programs at GCC to the broader economic requirements of the community.

Upon completion of the employer's needs assessment survey, GCC will use this Plan as a guide to establish training programs. The purpose of the Plan is to establish a coordinated approach to improving career and technical training services among all public and private training services. Additionally, the needs assessment survey results will act as the foundation for providing needed policy adjustments to standardize educational and career and technical education standards across both public and private career and technical training services.

The combination of identifying the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey is what constitutes the ISMP's strategic initiative to be a pioneer and offers an example to other islands in the Micronesia region as it attempts to improve the skill levels and productivity of its own workforce.

SPECIFIC TASKS

A. To coordinate the development of an employer needs assessment focused on training and educational services

GCC must work with the Career-Technical Education (CTE) Advisory Council[1] to conduct an employer's needs assessment on Guam through the organizations it represents. Members of the Advisory Council will be trained on how to establish basic educational and career-technical standards.

GCC will assist in establishing a platform from which to develop an employer's needs assessment survey. Once this plan is completed, GCC will also be able to successfully manage the development and communication of the plan's findings to guide the development of training programs and services.

Once the survey is completed, GCC must prepare a set of recommendations to the Board of Trustees based upon the plan to facilitate GCC's development of curriculum, student enrichment programs, and resource enhancements necessary to fulfill GCC's role in the implementation of the plan.

B. To develop a program to partner with private workforce training providers

Regardless of what may happen in the future, GCC will benefit from the existence of a cooperative solicitation program for existing training programs and those anticipated to be coming to Guam.

To begin with, GCC will develop a business plan for a training services program funded through fees charged to businesses that request training services and students who participate in the programs. The private services training initiative should be supported by the Joint Guam Program Office (JGPO), with the results presented to the Naval Facilities Engineering Command (NAVFAC) and selected prime contractors managing the build-up, and how such results can assist contractors. A statutory requirement for the coordination of private and public career and technical training assets should be developed as well.

To improve collaborative efforts between GCC and the private sector, the College will need to develop program identity and a business plan for the College's contract training function. The plan will provide definition to GCC's contract training services and will identify a marketing effort to increase local employer participation in such programs. As part of this plan, key representatives of GCC will join all of Guam's existing business service organizations such as the Chamber of Commerce, the Guam Contractor's Association, the Guam Hotel and Restaurant Association and the Society for Human Resources Management to network and sell contract training services. Training programs expected to come to Guam will be contracted and training partnerships will be explored. Specific sales targets will be established and regularly reviewed.

[1] See Guam Community College CTE State Plan, 2008-2013. The document is available online at **http://guamcc.edu**, as well as the GCC Planning & Development Office.

II. Educational Excellence

Based on the Accrediting Commission for Community and Junior Colleges (ACCJC), the primary purpose of an ACCJC-accredited institution is to foster learning of its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and continues to pursue institutional excellence and improvement. According to the standards, an effective institution continues to maintain an ongoing, self-reflective dialogue about its quality and improvement. The institution's mission must demonstrate a strong commitment to placing emphasis on the achievement of student learning. The institution must also demonstrate a conscious effort to produce and support student learning, develop a mechanism to measure learning, assesses how well learning is occurring and make the necessary changes to continuously improve student learning. Additionally, the institution must also assure the quality and improvement of all instructional courses and programs offered in the name of the institution to include collegiate, developmental, and pre-collegiate courses and programs, and continuing education programs. In light of these comprehensive educational standards, GCC is committed to pursuing the following educational excellence initiatives.

Specifically, the ISMP calls upon the faculty senate and the administration to establish student learning outcomes for all of GCC's course offerings. These student learning outcomes are to be evaluated and periodically revised to reflect the changes in economic requirements as identified in the workforce needs assessment. These student learning outcomes would then provide the foundation for evaluating changes in the various programs inclusive of the necessary resources required to assure the attainment of prescribed student learning outcomes.

In addition, the ISMP calls for the expansion of student enrichment programs and to expand the general education curriculum to include more options for students. The expansion and changes to educational services offered at GCC will be presented to students differently in order to breakdown the distinctions between career and technical training and educational skill level attainment. Students will be encouraged to pursue "career paths" which will combine both career and technical educational choices with general educational attainment. These career paths will allow students to take full advantage of GCC's offerings.

Finally, educational excellence at GCC will be defined by its ability to demonstrate that student learning outcomes are being attained. This will be gauged through the formalized process of systematic and rigorous assessments that allows the college to identify, analyze, and deliberate on the strengths and challenges of our programs and courses on a regular basis. Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in implementing the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees* (See Appendix A).

SPECIFIC TASKS

A. To maintain accreditation and enhance student enrichment programs

1. Expand the general education curriculum to include humanities and fine arts, as recommended by the 2006 ACCJC team report.
   a. Seek general input from faculty and Deans; initiate a dialogue with the General education committee regarding the expansion of the Gen Ed curriculum to include courses in the humanities.
   b. Task the Liberal Arts faculty in conjunction with the Deans to develop a proposal to add courses on Humanities and Fine arts to the course catalog.

2. Fully undertake the process of developing student learning outcomes for courses, programs and the institution.
   a. Work with various committees of the Faculty Senate (Curriculum Committee, CCA, and Gen Ed Committee) to establish protocols and processes for addressing needed SLO work in linking program SLOs to course syllabi, and eventual publication in student catalog.
      - Examine all existing TSS/TPS program guides to ensure that student learning outcomes become an integral part of the document and make the terminology consistent throughout the guides.
      - Examine every course in all the existing program guides to ensure that student learning outcomes (SLOs) become an integral part of the syllabus in each course offered at GCC.
      - Require that syllabi with SLOs in all courses are collected from all programs in a systematic and organized manner with a specific timeline attached to this process.

3. Expand the College's program level approach to assessment to gradually include course level assessments. Delineate variations between course and program level assessments so that the faculty is properly guided in the transition. Formulate a comprehensive training plan that would expand the faculty's level of comfort in using TracDat to cover course level assessment.
   a. Continue faculty training and staff training for TracDat version 4. Pilot course Level assessment with pre-selected courses.
   b. Identify course level changes at the end of each assessment cycle for each of the programs inputted in TracDat, as required by the 2007 ACCJC template. Develop a template to collect the course level changes necessary to comply with this requirement.
   c. Systematize the mapping of programmatic SLOs to all the courses in each certificate/AS/AA program, as required by the 2007 ACCJC new template.
   d. Systematize the documentation of programs using particular methodologies (by academic year) to comply with the requirements of the annual SLO reporting format at the end of each academic year.
   e. Explore the course assessment feature of TracDat to document assessment activities at the course level.
   f. Design and implement faculty training in TracDat especially in course-level assessment.
   g. Review the existing program guides and their respective student learning outcomes with the view that it will be published in the student catalog. Publish completed SLOs of all Associate and Certificate programs in the student catalog.

h. Develop a systematic and integrated assessment and monitoring plan for Gen Ed at the College and oversee its implementation.

B. Link program effectiveness, institutional effectiveness and resource allocation to student learning outcomes.

1. Utilize the ACCJC assessment template to incorporate program effectiveness, institutional effectiveness, and resource allocation to show linkage of SLO in each category.
   a. Work with Curriculum Committee to organize and publish an institutional booklet that defines SLOs at both program and course levels.
   b. Provide training to faculty and staff on how to utilize the ACCJC template and continue training to faculty and staff on how to link program effectiveness, institutional effectiveness and resource allocation.

2. Require the linkage of SLOs to program effectiveness, institutional effectiveness, and resource allocation in TracDat, under the leadership of the Committee of College Assessment and the Office of Assessment and Institutional Effectiveness.

3. Devise and maintain the consistent and accurate application of a measurement rubric linking SLOs to program performance, to institutional effectiveness, to resource allocation and the attainment of GCC's vision.
   a. Utilize the ACCJC template as means of measuring SLOs to program performance, institutional effectiveness, and resource allocation.

III. Community Interaction

The planning team believed that awareness of and affinity for GCC had drifted over the past few years. Stagnant enrollment and increasing private sector competition was deemed in large part a result of not adequately communicating with the community about what GCC has to offer. Towards these ends, three specific initiatives are included in the ISMP.

1. Develop the GCC brand: As part of an overall marketing campaign GCC would launch a branding campaign designed to reacquaint the public with the services offered by the College. The campaign will be designed to coordinate all communication channels currently utilized by the College including the My GCC website, advertising and collateral materials to communicate a unified message reflecting GCC's brand attributes. In addition, the services and attributes of the brand would be communicated internally to make sure that all in the College understands and promotes the qualities that GCC offers.

2. Create an employer outreach program: In addition to communicating with the general public a specific program designed for employers on Guam will be created. The program will be designed to inform businesses of the services GCC offers, provide specialized training services for a fee, and establish partnerships with private training efforts who provide training services or technologies deemed to be sustainable beyond the current economic surge. These partnerships would be designed to develop fees for the College and at the same time facilitate technology transfer to improve GCC curriculum offerings. These partnerships would help to take advantage of under capitalized training facilities at GCC that could be upgraded at a lower cost than building new ones, a distinct benefit to training companies with short term business plans for Guam. Such partnerships may be eligible for Federal funding through the Carl Perkins Act, which is administered by GCC. In addition these partnerships could increase the utilization of GCC faculty, and thus provide distinct cost savings for companies that might wish to train existing faculty instead of importing trainers from other locations. The program will provide tangible direct benefits to businesses to cooperate with GCC in improving the career and technical training services available either through the public or private sectors on Guam.

3. Enrollment Campaign: A formal recruitment campaign will be developed and launched to increase enrollment at GCC. Based upon the branding strategy an overall marketing campaign will be designed and launched specifically to increase enrollment. Currently the facilities at the College are capable of accommodating increased student enrollment and activities.

These efforts are intended to improve awareness of the College and increase public support for its vision. Such actions also are intended to reduce GCC's financial dependence on the Government of Guam. Along with increasing enrollment and increasing private partnerships the ISMP also prescribes establishing a more aggressive grant-writing capability to bring more federal and private funds to GCC. In a similar fashion, the plan calls for more vigorously pursuing the endowment program for the College. For all of these projects, specific performance metrics are to be established to measure success in improving public awareness for GCC,

increasing private employer involvement with the College, and increasing outside funding through offering specialized training services, grant-writing, increased enrollment and endowment fund raising.

SPECIFIC TASKS

A. To develop a marketing plan which helps to enhance GCC's brand identity

One of the main goals of GCC is to become a household name. However, while the GCC image is generally satisfactory, there is a misperception that it exists primarily as a trades institution and its role as an academic provider is not as well recognized. The marketing plan hopes to consolidate positive perceptions of the College, better conveying the College's actual activities and objectives to the public.

The brand identity GCC will develop must be targeted to the general public, the business community, and the College's stakeholders[2]. Further, it must have these other recognizable and measurable characteristics. It must be:

- Clear
- Meaningful
- Consistent
- Recognizable, and;
- Actionable.

To do this, it will be necessary to:

1. **Conduct baseline consumer and business research** – Targeted research of the College's primary audiences must be conducted to identify awareness of, and affinity for the services GCC offers. The study should provide both empirical and qualitative measures of the community's feelings towards GCC.

During the planning meetings, it was suggested that this study needs to be outsourced. As an alternative approach to conducting the research, this can be a prospective project of the College's post-secondary marketing students giving them the opportunity to learn from the experience. At any rate, whatever funding is required for the project should be supplied by the communication/promotion budget. However, to effectively implement any marketing plan, as well as retain effective internal communications, it will be necessary to increase the communications budget significantly based upon the average communication budget of similar institutions and factoring in the increased communications needs of the upcoming military buildup.

2. **Design a branding campaign–** A multi-channel branding campaign will be devised to refresh the existing brand and increase public awareness for the services at GCC.

[2] The College plays a significant role in achieving the future goals of its stakeholders. In addition to improving the College's image, the marketing plan should also help its stakeholders identify and recognize these goals.

3. **Incorporate all existing communication devices into the new brand** – Changes to internal communications must be made to reflect the new marketing strategy. Particular attention should be given to the MyGCC web portal.

B. To increase enrollment and improve student retention at GCC

GCC needs to develop a targeted sales campaign among GPSS students and employees accessed through GCC's association with business service organizations. The campaign must be ready with television, print, radio and internet messaging.

It should also set enrollment targets based upon financial requirements of the institution and its service capabilities.

An enrollment plan must be geared primarily towards secondary students (including, but not limited to, students from the GPSS). In addition, adult education, postsecondary as well as continuing education students and special populations will be targeted in the campaign.

The enrollment plan must utilize above-the-line advertising activities, such as broadcast and print media. It should also make use of below-the-line direct sales techniques as well including promotions and public appearances. Outreach activities to the villages to inform the community-at-large about GCC's programs and services should also be planned. In similar manner, retention efforts will need to be strengthened.

The Communications and Promotions Office working in concert with the Admissions and Registration Office will be integral to this segment of the Institutional Master Plan. The College is currently in the process of creating a staff position, which will be under the Admissions and Registration Office to assist and coordinate recruitment and retention activities. In addition, the assistance of the Institutional Researcher, the Assessment Team, and the CTE Advisory Council will be required.

IV. Dedicated Planning

The ISMP will build upon GCC's current ongoing planning activities. The ISMP is intended to be a living plan, providing a means to measure progress towards attaining the vision for the College each year through a systematic review process that is integrated into to the regular administrative functions of the College. The planning team recognized that for this to happen, a number of enhancements to the current process must be adopted.

All of the various departments involved in the implementation of the ISMP will be evaluated regularly based upon the metrics that have been established to measure progress in completing their various projects and initiatives. The President will provide each of the self study groups that currently exist a listing of agreed upon benchmarks that will determine success for each department. Reviews of how well each of the prescribed benchmarks will result from reviews by each self study group. A schedule of those reviews are included as part of that plan. The planning team believes that three distinct initiatives would be required to meet the overall planning needs of the College.

1. Improved Data Collection: Dedicated planning is intended to convey a commitment to documented progress towards meeting GCC's vision. For this to occur it is essential that student learning outcomes be established for all curriculum and also specific metrics be established for the College's Pioneering, Educational Excellence, and Community Interaction strategic goal initiatives. These metrics will be a combination of qualitative and empirical measures that will be determined as part of the implementation process. A standardized system of measures will be utilized and added to the existing TracDat measurement system to encompass the activities currently not included. Of particular concern is information needed that must come from GPSS.

2. Support from the Board of Trustees: Progress made by the College in attaining its vision is a primary concern of the Board of Trustees. It is critical that the board be made fully aware of the ISMP and the possible changes it prescribes for the ongoing administration of the College and its role in the overall economic development of Guam. A new orientation and selection process for the Board has been developed and is a part of the ISMP. Additionally the Board will be provided orientations on the nature of the ACCJC, changes to the accreditation process and on the measures of the College's success in meeting not only accreditation standards, but also in implementing the ISMP.

3. The Use of an Overall Measure of Institutional Effectiveness: To be in compliance with expectations of the Western Association of Schools and Colleges (WASC), the Office of Assessment and Institutional Effectiveness (AIE) will utilize the ACCJC-developed Rubric for Evaluating Institutional Effectiveness which incorporates the levels of implementation and the characteristics of institutional effectiveness in program review, characteristics of institutional effectiveness in planning, and characteristics of institutional effectiveness in student learning outcomes, as identified by WASC. This template will be utilized to incorporate the activities and project objectives of the revised ISMP and also measure the progress in meeting both accreditation standards and in completing the strategic goal initiatives identified in the ISMP. This rubric may also

be used as model for developing a more suitable instrument (if necessary) to assess the ISMP's identified initiatives.

SPECIFIC TASKS

A. Create a Dedicated Planning Taskforce to Develop a Measurement Orientation Program

A joint taskforce of faculty and the administration will be convened to agree upon specific metrics of performance for each of the strategic goal initiatives. The key components of each initiative will be assigned a measure indicating progress towards completion and progress in meeting targeted achievements.

Administrators and faculty directly involved in the implementation of the ISMP will be provided an orientation by the planning taskforce as to how each metric was devised and will be applied to their projects and initiatives. The measures based upon qualitative assessments for each of the projects need to be standardized so that comparisons between departments and within departments can be provided for. The Dedicated Planning Taskforce in addition to assigning metrics for success for each of the strategic goal initiatives, will establish a standardized measurement technique so that departments can be assessed individually and with other departments based upon a consistent set of metrics. This will also impact how the information that will constitute the metric should be collected. As the measures are standardized so will the data collection techniques required to create those measures.

B. Utilize the existing Two-year Assessment Planning Cycle

The Planning Team will publish a scheduled timetable for the collection of evaluation data and the submission of metrics for evaluation. The planning cycle will span two years and will culminate with a two-year measure of institutional effectiveness that will be presented to the Board of Trustees.

The overall measure of institutional effectiveness will be an algorithm of the scores obtained in meeting student learning objectives as well as in the College's progress towards attaining its vision. In addition, the matrix of scores that will be combined will provide a means of determining how resource allocation within the College will be made going forward.

Appendix A

Guam Community College 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

*(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 and Institutional Effectiveness (AIE). The AIE office reports its findings in the *Guam Community College Annual Institutional Assessment Report.* In this regard, assistance to AIE 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 faculty union contract in September 2000, and further strengthened in the 2005-2010 BOT-GFT Agreement. 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 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

The College has "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, Summary of Results (Column 4) and Use of Assessment Results (Column 5), primarily complete the assessment report.

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 campus wide implementation through sustained training of users in that same year. With its full 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, 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 new WASC 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 these 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. 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,* 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.

I. 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.

In December 2003, a Gen Ed Committee was convened by the Vice President of Academic Affairs to revisit the published General Education Policy in the college catalog. This committee was specifically tasked to formulate an assessment plan for the Gen Ed program in light of the new GE core requirements for all associate degree and certificate programs at the college initially implemented in fall 2003. Consequently, the committee identified student learning outcomes that best represent the general education philosophy of the College. As a result of their completion of GCC's General Education Curriculum, students are expected to demonstrate competence in several student learning outcome areas, as presented below by category[1]:

WRITTEN COMMUNICATION

- Use writing to discover, organize and communicate ideas.
- Identify and analyze the audience and purpose for any intended communication.
- Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.

QAUANTITATIVE REASONING

- Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.
- Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.

[1] TracDat AY2004-2005 Assessment Plan

- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.

INFORMATION LITERACY

- Locate, evaluate and use information effectively.
- Properly use and cite a variety of sources.
- Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.
- Use and assess information ethically and legally, with an understanding of what constitutes plagiarism.

CRITICAL THINKING SKILLS

- Properly identify and state issues, problems, or questions contained in a body of information.
- Identify and analyze assumptions and underlying points of view relating to an issue or problem.
- Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.
- Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
- Synthesize information from various sources, drawing appropriate conclusions.
- Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.

CIVIC ENGAGEMENT

- Complete a civic engagement experience where a service is provided to the community that relates to the academic curriculum.
- Demonstrate an understanding of the need for and value of lifelong civic engagement with their local communities.
- Provide a needed service to their local communities that relates to the academic curriculum.

THE INDIVIDUAL AND SOCIETY

- Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.
- Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.
- Acknowledge opposing viewpoints.
- Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.

ORAL COMMUNICATION

- Properly identify and analyze the audience and purpose of any intended communication.
- Use language, techniques, and strategies appropriate to the audience and occasion.

- Speak clearly and confidently, using the voice, volume, tone and articulation appropriate to the audience and occasion.
- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
- Use competent oral expression to initiate and sustain discussion.

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[2]. 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.

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, 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. 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

[2] 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.

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 inputting information into the Summary of Results tab, and the Use of Assessment Results & Follow Up tab. Documents, like student artifacts and other relevant materials, can also be uploaded in 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 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 and Institutional Effectiveness (AIE) 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 Guam Community College Annual Institutional Assessment Report, a separate report is written by AIE which is largely focused on Board concerns and other issues. Its subgroup, the Foundation Board, is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness.

II. 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 and Institutional Effectiveness will report findings to the Vice President for Academic Affairs, which is responsible for institutional assessment as a whole. Each academic program will report using a uniform set of "health indicators" made up of fundamental factors governing the measurement of programmatic success and benchmarks of satisfactory performance. Departments may justify and include up to five of their own "health indicators." Service areas will respond to a similar set of "health indicators" focused on measuring effective services. If key health indicators show constancy or improvement each year the program or service will need no further review. If however, key health indicators record a decline or abnormality, then a more comprehensive review will be instituted. Administrative units will implement a client satisfaction survey, as will as other relevant measures, on various categories identified in the assessment plan template. A program review will be a necessary complement of the other identified assessment measures.

These components are similar for instructional programs, student services and administrative units. The only difference is that student services and administrative units are "administrative outcomes (AUOs)" and "student services 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 leaning, 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 aie@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 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 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.

III. 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 AIE website for historical purposes. The website dedicated to GCC assessment (http://www.guamcc.edu/index.php?option=com_content&task=view&id=128&Itemid=273) 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 at the beginning of each academic year. This report is then utilized to

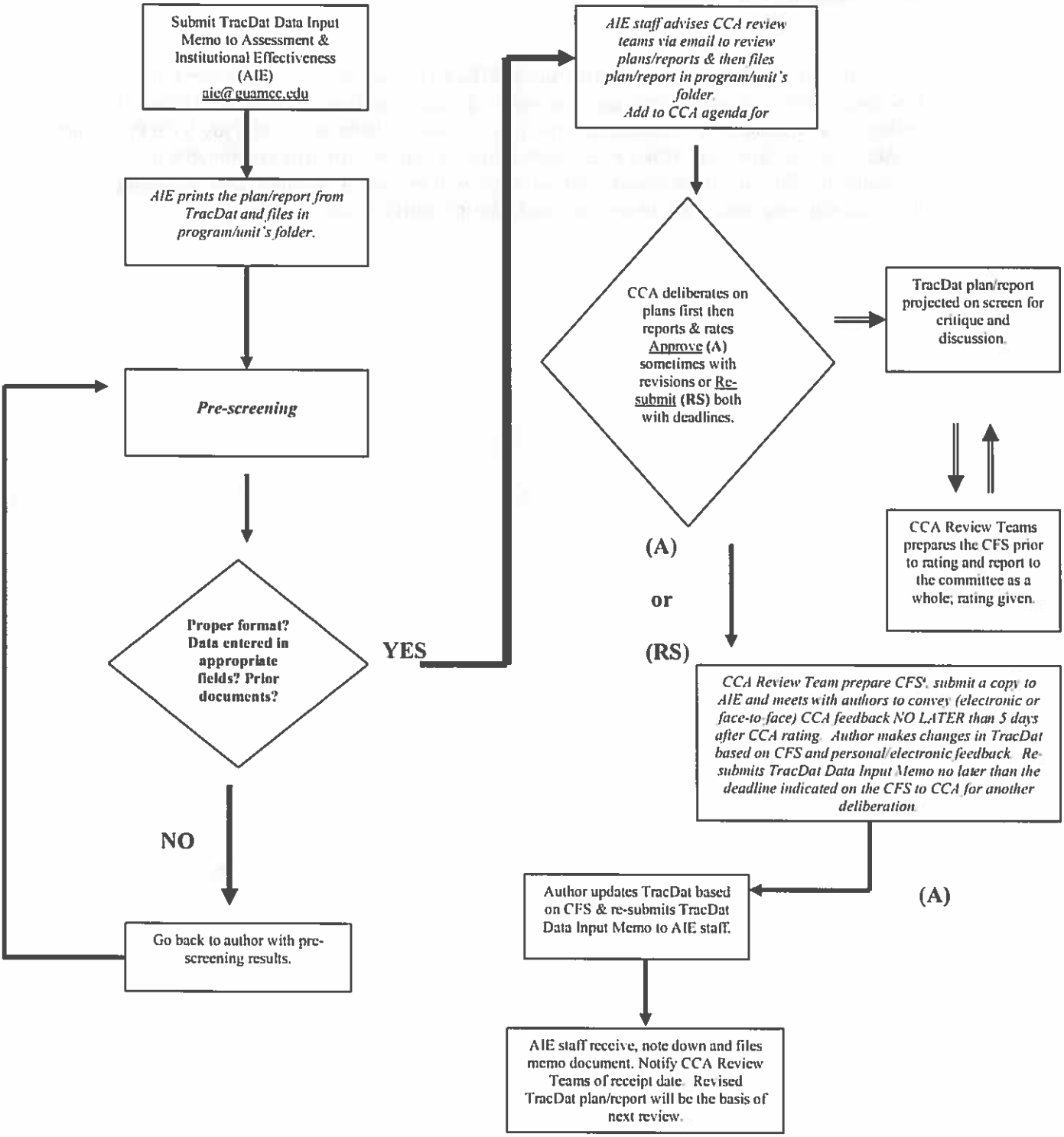
guide and inform relevant divisions, departments, or units so they can be guided in their annual planning activities.

The **Office of Assessment and Institutional Effectiveness** will serve as the central repository office that will systematize 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 will be primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services and administrative units.

CRITIQUING PLANS/REPORTS by the CCA[3]:

ASSESSMENT REVIEW FLOW PROCESS

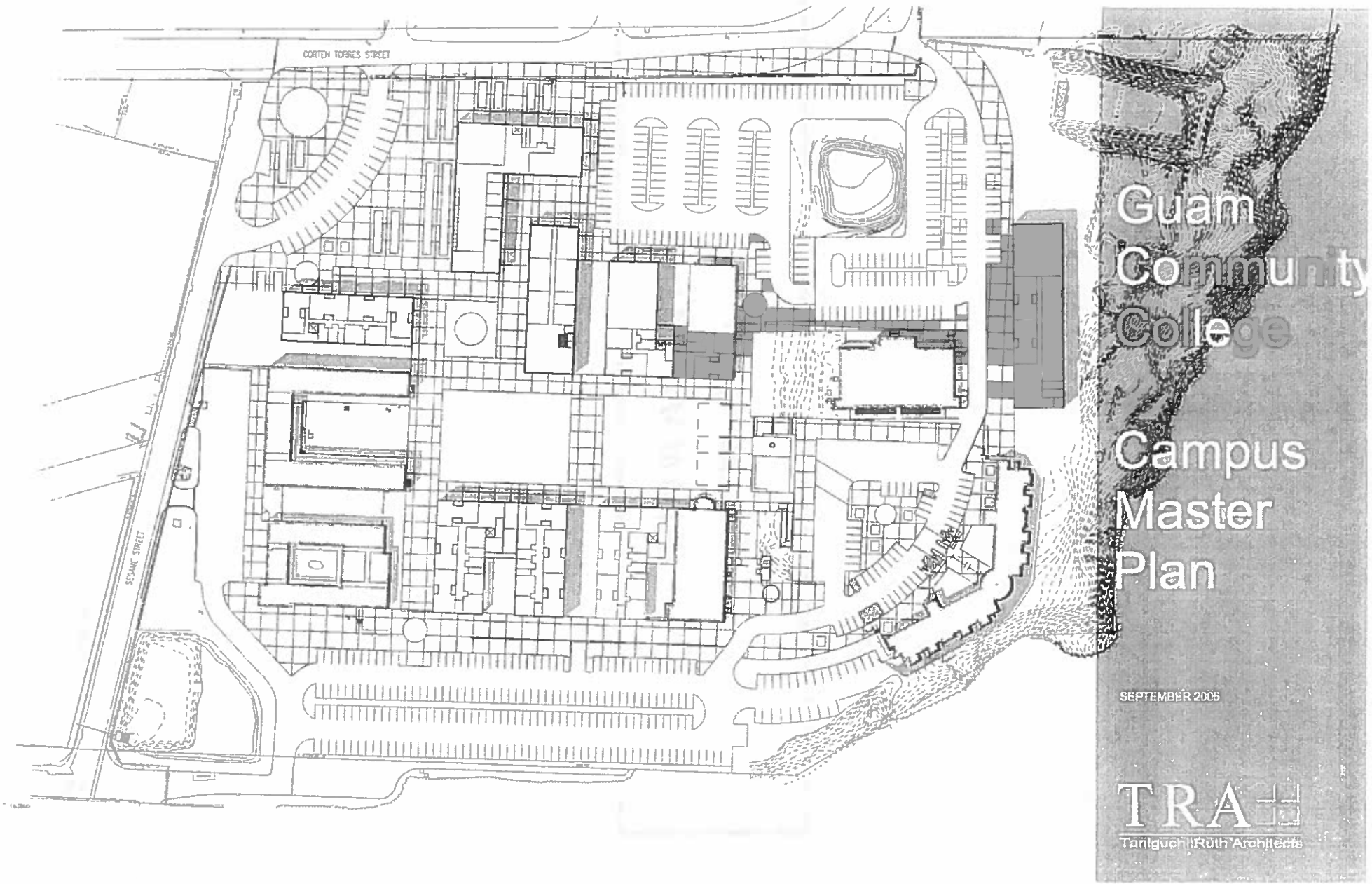
Revised August 2008



[3] Committee on College Assessment
[4] Consolidated Feedback Sheet

Appendix B

Physical Master Plan



Guam Community College

Campus Master Plan

SEPTEMBER 2005

TRA

Tanigüchi | Roth Architects

Guam Community College
2005 PHYSICAL MASTER PLAN REPORT

In March of 2005, TRMA was contracted to provide architectural planning services for GCC. The purpose of this 2005 Physical Master Plan is to map out the general growth of the campus facilities that are necessary to accommodate the College's anticipated needs over the next 15 years.

This Report consists of four sections.

Section 1: This section outlines some of the general background information about the campus location and buildings.

Section 2: This section describes the programmatic requirements for the existing campus programs and new programs, and also itemizes the existing spaces of the campus.

Section 3: This section describes the synthesis of the information from the previous sections into the Master Plan provides the description of each of the phases of the Plan.

Section 4: This section discusses the considerations of the Master Plan with regard to Leadership in Energy and Environmental Design (LEED).

Section 1

Introduction

Like any major institution, the Guam Community College requires a physical master plan to map out the growth of its campus. As the primary vocational institution on Guam and a secondary school, its needs have increased over the years to the point where the existing campus facilities have become insufficient. Growth in student population and the addition of new programs are changes that will continue as GCC responds to the demands of Guam's work force. As the schools curriculum and population grow, so too must the physical campus. Therefore, a strategy, a physical Master Plan, is needed for the growth and change of the campus facilities to ensure that they meet the schools needs and are representative of the character and identity of GCC.

The Master Plan's main objective is to build from the existing campus. Developing the campus is necessary, however it's an undertaking that can be costly if the development is entirely new construction with new infrastructure. In addition to cost, entirely new construction may also interrupt the school's operations. In effect, the optimal strategy is to develop the Master Plan to maximize the potential of the campus's existing facilities and current layout.

Site

The GCC campus site displays many physical characteristics. The campus is located on a 24-acre site. GCC is connected to Vietnam Veterans Highway (Route 10) by Corten Torres Street, which is the northern boundary of the campus. To the north and west of the campus is residential development with some small commercial uses along both Corten Torres Street and Sesame Street. To the east are outcroppings of limestone forest and beyond that is an ocean-side cliff. The south is bounded by limestone forest as well. The site elevation rises from west to east at a 5 percent slope approximately. One ponding basin is located at the northeast corner of the site and another is located at the southwest corner. Much of the site is undeveloped green open space with most of the buildings occupying the western portion of the site

There are fifteen permanent buildings on the site along with several temporary buildings. Of the fifteen buildings, three are generally new

construction. The current administration building, which was originally intended to be housing, was constructed in the 1990's. The new Technology Center and the new Mult-use buildings are refurbishments completed within the last year. The other twelve primary buildings were constructed through the 60', 70's, and 80's. All of the temporary buildings were constructed in the 60's. A building of note is the existing LRC building, which is also known as the Foundation Building and is the only building that was constructed in the 80's. Additionally, Bldg. 900 is currently under renovation.

The GCC campus is comprised of buildings of different construction. Almost half of the existing permanent buildings on the GCC campus are metal buildings. Buildings 100, 200, 300, 500, 600, 900, and the LRC are all pre-engineered metal buildings. Buildings A, B, C, and D, the Multi-use Bldg., the Technology Center, and the Administration Buildings are all concrete structures.

An analysis of the existing campus buildings and their layout reveals a strong organizing concept that the Master Plan should build upon. Based on the research of MCL, the oldest buildings on the campus are Buildings 100, 200, 300, 500, and 600. Shortly after these buildings were built, Building 800 (now demolished) was constructed. These early permanent buildings were organized around a central open space, the center of the campus. Subsequent Buildings A, B, C, and D were built and continued to define this central open space. When the old Administration Building (now the Technology Center), building 900, and the existing LRC were later constructed, available land and site topography were probably the controlling factors in their locations, because these buildings do not relate to the campus center created by the earlier campus buildings. The disconnection is reinforced by the vehicular access roads that run through the campus.

Section 2

Existing Space Analysis

GCC's enrollment information is another basis necessary for the Master Plan. The Guam Community College Programs are primarily the following:

- Apprenticeship
- Industry Certification and Diploma
- Degree Programs
- Secondary School

Table A shows the number of students enrolled in the various programs for the year 2004-2005. The number of enrollees shown per program indicates the number of students enrolled for either the fall or spring semester, whichever was higher. The total number of students for that year is 1959. Most of the College's students are involved in the Industry Certification and Degree Programs. According to the school's enrollment information, the three highest enrollments were for Adult High School, Medical Assisting and Computer Science, and the largest percentage of the enrollees was the undeclared students.

In view of the GCC curriculum and the school's enrollment information, TRMA determined the following:

- The general education courses (English, Science, Math) have the most classes.
- The five programs with the highest enrollments are:
    1. Adult High School (GED)
    2. Medical Assisting
    3. Computer Science
    4. Early Childhood Education
    5. Accounting

As GCC grows, these five programs and the General Education program should be identified as the curriculum that are in most demand.

Initial steps to address the increasing needs of the College have occurred with the recent completion of the Technology Center and the Multi-use Building, and the renovation of Building 900. Recent needs have been identified by GCC which include:

- A Student Center
- Increasing the capacity of the LRC
- A Criminal Justice Building
- An Allied Health Building
- A Crime Lab

As part of the preliminary work of the GCC Master Plan, TRMA conducted working sessions to determine building program needs for the proposed buildings. Table B itemizes the approximate areas of the existing GCC facilities. The proposed buildings and anticipation of15% growth within the next 15 years will increase the building area of the campus by approximately 75%.

Section 3

Master Plan Concept

The concept of the Master Plan is to reemphasize the original layout of the campus and to connect it to the site given the existing site conditions. There are several issues taken into account for the Plan:

- Creating a "Main Entrance" to the campus to connect the campus to its surroundings.
- Connecting all parts of the campus.

On a larger scale, the School needs a strong connection to the site. This can be done in terms of relation to Corten Torres Street, which is the main thoroughfare that connects GCC to Vietnam Veterans Highway. Where Corten Torres Street meets GCC is where that entrance should be. Within the campus, a series of open spaces with covered walkways and landscaping will be created to unify the campus, with the emphasis on creating a pedestrian promenade from the main entrance through the center of the campus to the Administration Building.

Phasing

A piece-meal approach is taken in terms of the phasing of the Master Plan. The Master Plan will be comprised of phases that are not in completely sequential order and of generally small scale. The Plan's intent is for each phase to be completed without the completion of a previous phase. The order in which the phases our presented is considered the "ideal" scenario. For each phase where a second floor is added, an elevator and the required fire exits will be included in the building.

Phase 1A:

- Reconfigure the access road from Corten Toress Street to the Administration Building.
- Reconfigure the parking adjacent to the Technology Center to accommodate approximately 100 cars.
- Reconfigure the parking lot south of the Multi-use Building to accommodate approximately 225 cars.
- Add covering over open space between buildings 500 and 600: approximately 3500 s.f.

Phase 1B:

- Construction of the New Student Center Building; 2-story building, 11,000 s.f. per floor; pre-cast concrete walls and metal roof.
- Construct Plaza and Student Square, approximately 36,000 s.f.
- Student Center Program:
    1. Lounge/ Lobby—3400 s.f.
    2. Bookstore—1000 s.f.
    3. Rooms—1000 s.f., 9 ea.

4. Storage—800 s.f.
5. Restrooms—600 s.f.

Phase 2A:

- Construct Addition to LRC Building; 2-story, 11,000 s.f. per floor.
- Construct Entrance Plaza.
- LRC Program:
    1. Reading Area/ Collection—14,500 s.f.
    2. Computer Work Areas—1200 s.f.
    3. Computer Lab—2000 s.f.
    4. Group Meeting Rooms—200 s.f., 4 ea.
    5. Large Group Meeting Room
    6. Audio Visual Rooms—225 s.f., 2 ea.
    7. Staff Areas—2000 s.f.
    8. Coffee Bar—800 s.f.

Phase 2B:

- Construct Allied Health Building; 2-story, 11,000 s.f. per floor
- Complete Entrance Plaza.
- Allied Health Building Program:
    1. Classroom Module—2,400 s.f., 4 ea.
    2. Lecture Room—1200 s.f., 2 ea.
    3. Storage—1000 s.f.
    4. Restrooms—600 s.f.

Phase 3A:

- Refurbish Building 100: add second floor; pre-cast concrete wall panels; metal roof.
- Building 100 Program:
    1. Classrooms—1400 s.f., 6 ea.
    2. Offices—550 s.f., 4 ea.
    3. Restrooms—1000 s.f.
    4. Storage—1600 s.f.

Phase 3B:

- Refurbish Building 200; add second floor; pre-cast concrete wall panels; metal roof.
- Building 200 program:
    1. Classrooms—1400 s.f., 6 ea.
    2. Offices—550 s.f., 4 ea.
    3. Restrooms—1000 s.f.
    4. Storage—1600 s.f.

Phase 4A:

- Construct new Criminal Justice Building; 2-story building; 15,000 s.f. per floor.
- Criminal Justice Building program:
    1. Office area—2000 s.f.
    2. Classrooms—1200 s.f., 5 ea.
    3. Assembly area—2000 s.f.
    4. Computer labs—2000 s.f., 2 ea.
    5. Restrooms / Locker rooms—2400 s.f. total
    6. Crime lab—5000 s.f.

Phase 4B:

- Construct Addition to Building 600: 2,200 s.f. total

Phase 5A:

- Construct Maintenance Building, 10,000 s.f. total
- Construct Addition to Building 500: Approx. 2200 s.f.

Phase 5B:

- Refurbish Building 300: Add second floor; pre-cast concrete wall panels; metal roof, 11,800 s.f. total

Phase 6A:

- Construct Maintenance Building, 10,000 s.f. total
- Complete final landscaping, exterior covered walkways, and benches.

Section 4

Introduction

The GCC Masterplan project has incorporated LEED Principals in the design of its existing campus masterplan including site improvements, utility connections, roadways, walkways and related civil, structural, electrical, mechanical, plumbing and architectural systems to be located at the current Mangilao campus on Guam.

One of the primary LEED principals integrated is to reuse the footprints of several of the existing buildings and portions of the buildings themselves where feasible as we increase the campus spaces to meet the growing needs of the College.

- By re-using the footprints of the buildings the masterplan minimizes the disturbance of Greenfields (or virgin land).
- By programming to reuse portions of the existing building structure and shell the masterplan reduces the creation of debris which might otherwise clog the already overburdened landfills.
- Reusing footprints also integrates the use of existing utility and civil infrastructure.
- The masterplan as programmed reduces the amount of site disturbance, digging and trenching which reduces erosion and siltation of nearby waterways and storm drainage systems.
- The landscape program for the campus includes the use of landscape products that are indigenous to Guam or which have proven sustainability on Guam. The plant products recommended will not require any significant irrigation system which preserves water capacities.
- Landscaping is also being programmed for gathering areas and parking and driveway surfaces to help reduce Heat Islands at these locations.
- Building Forms were oriented and configured to reduce solar heat gain, where possible.
- The primary building material envisioned is concrete, the components of which are available within this region reducing the overland and overseas transport fuel/energy burden.

- Use of Concrete can also reduce post storm debris generated from typhoons which dismantle much non-concrete construction.

- The programmed reuse of several structures can also produce Brownfield advantages. Brownfield advantages occur when a reused site mitigates a known hazardous material. Materials that have been discovered onsite include Lead Paint, asbestos containing products and older non-compliant preservatives, paints, sealants and higher VOC compounds.

- The programs for the actual buildings are anticipated to maximize use of natural daylighting.

- Mechanical controls for personal environments will be strategically placed to reduce overall cooling loads. Additionally smaller (and more numerous) cooling zones will be designed into the buildings to allow for more efficient cooling of inhabited spaces.

Additional LEEDS strategies can be implemented that may affect first time costs but will reduce the lifecycle costs. Such strategies include:

- Carbon Monoxide monitoring
- Solar energy augmentation for campus power supply

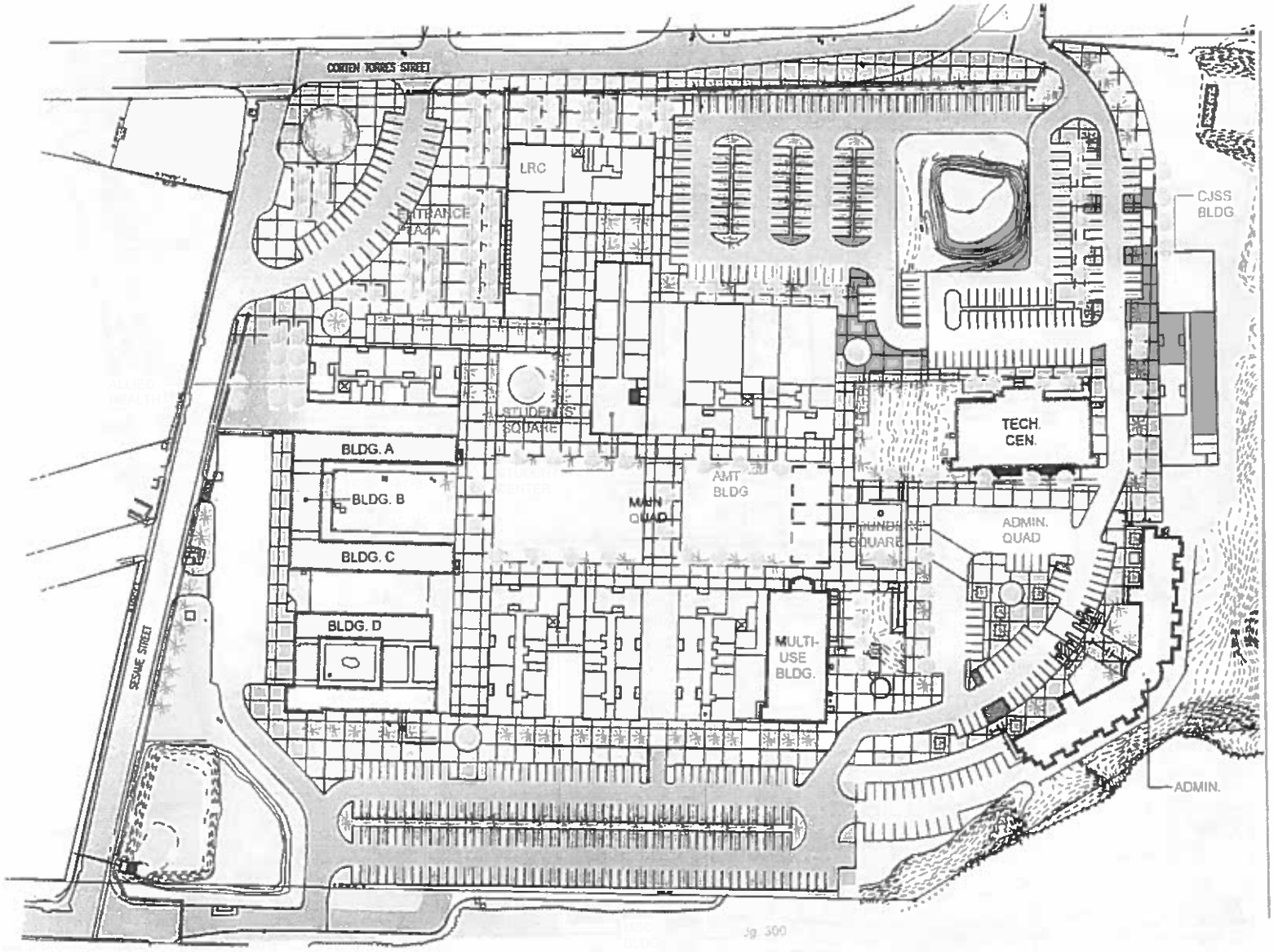
Additional strategies that are being recommended to GCC which may are programs that the school could undertake to improve the campus sustainability.

- Recycling programs.
- Introduce a perks or awards program for carpooling, cycling or walking to school. Incentives to reduce the amount of single person vehicle use.
- Teaching a course or providing tours/showcasing sustainable design features.

Table A
Student Enrollment Fall 2008-Spring 2009

AA in Culinary Arts	53
AA in Education	81
AA in Liberal Arts	101
Adult High School Diploma Pgm	89
AS Admin of Criminal Justice	41
AS in Accounting	75
AS in AST-General Svc Tech	24
AS in AST-Master Svc Tech	4
AS in Automotive Technology	9
AS in Computer Networking	18
AS in Computer Science	76
AS in Early Childhood Ed	89
AS in Emergency Management	1
AS in Executive Secretary	8
AS in Food & Beverage Mgt	5
AS in General Hospitality	3
AS in Hotel Management	11
AS in Marketing	20
AS in Medical Assisting	93
AS In Medical Secretary	6
AS in Office Technology	6
AS in Supervision & Mgt	42
AS in Travel & Tour Mgt	30
AS in Visual Communications	40
AS Law Enforcement Admin	47
CERT in Accounting	3
CERT in AST-General Svc Tech	9
CERT in AST-Master Svc Tech	1
CERT in Automotive Technology	3
CERT in Computer Networking	1
CERT in Computer Science	4
CERT in Cosmetology	13
CERT in Criminal Justice	28
CERT in Early Childhood Ed	4
CERT in Education	4
CERT in Law Enforcement Admin	2
CERT in Marketing	1
CERT in Medical Assisting	30
CERT in Office Technology	3
CERT in Practical Nursing	24
CERT in Pre-Nursing	3

CERT in Sign Lang Interpreting	3
CERT in Supervision & Mgt	6
CERT in Sys Tech - A+ Cert	2
Criminal Justice Certificate	2
Enrichment	4
Journeyworker Certificate	130
Nursing Assistant Certificate	1
Undeclared	578
Grand Total	**1831**

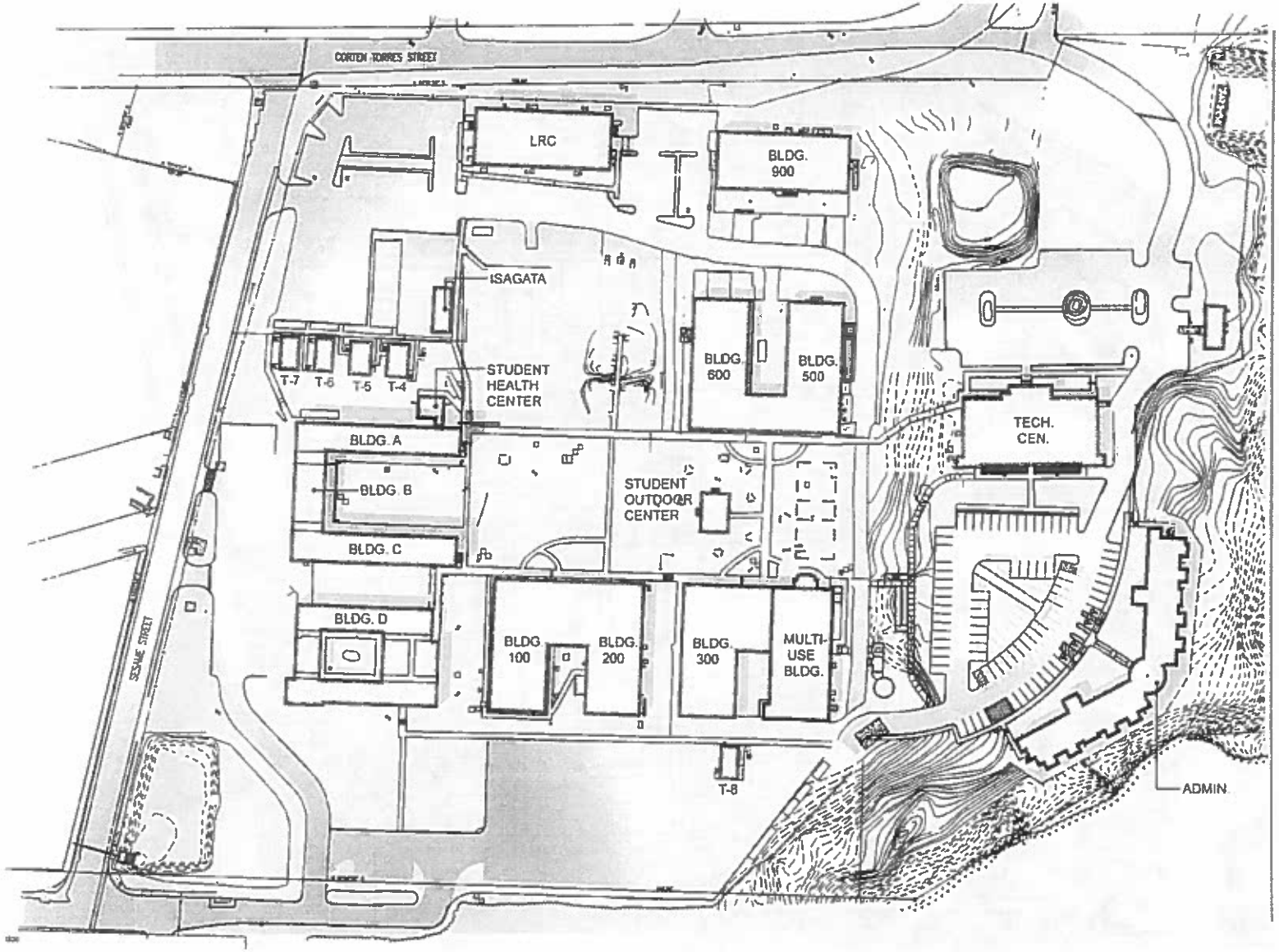


GCC Campus Master Plan

- Master Plan Concept.
  a.) Enhance open spaces inherent in existing campus layout.
    1.) Main Quad
    2.) Admin Quad
  b.) Define a Main Entrance to the campus along Corten Torres Street.
  c.) Unify the campus with walkways landscaping, and building characteristics.

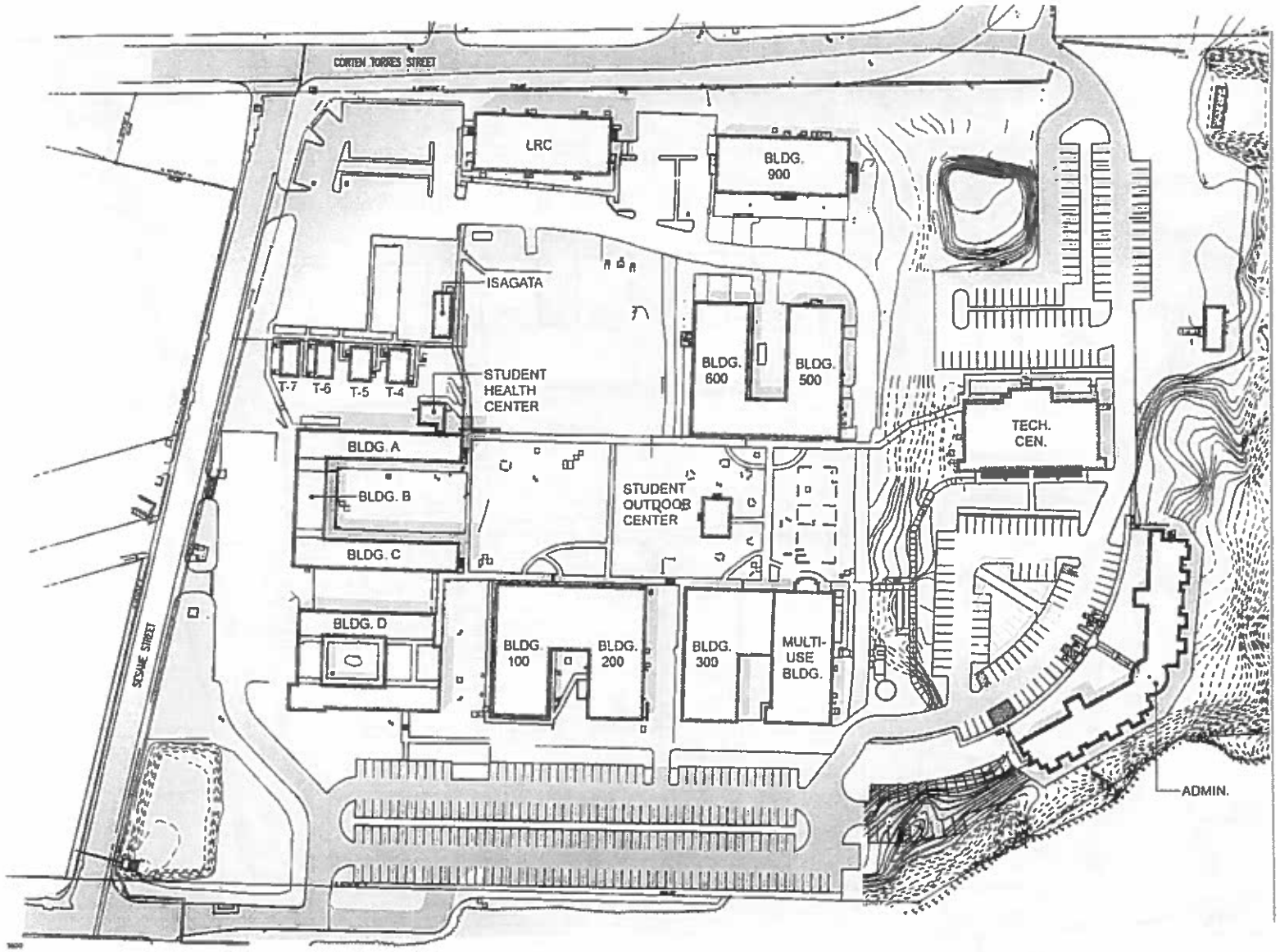
- New Buildings:
  a.) Student Center
  b.) Learning Resource Center (LRC)
  c.) Allied Health Bldg.
  d.) Math Science and Cosmetology Bldg (MSC Bldg.)
  e.) Automotive and Mechanical Technology Building
  f.) Criminal Justice and Social Sciences Bldg. (CJSS Bldg.)
  g.) Bldg. 300

- Main Open spaces:
  a.) Entrance Plaza
  b.) Students' Square
  c.) Main Quad
  d.) Founder's Square
  e.) Admin Quad



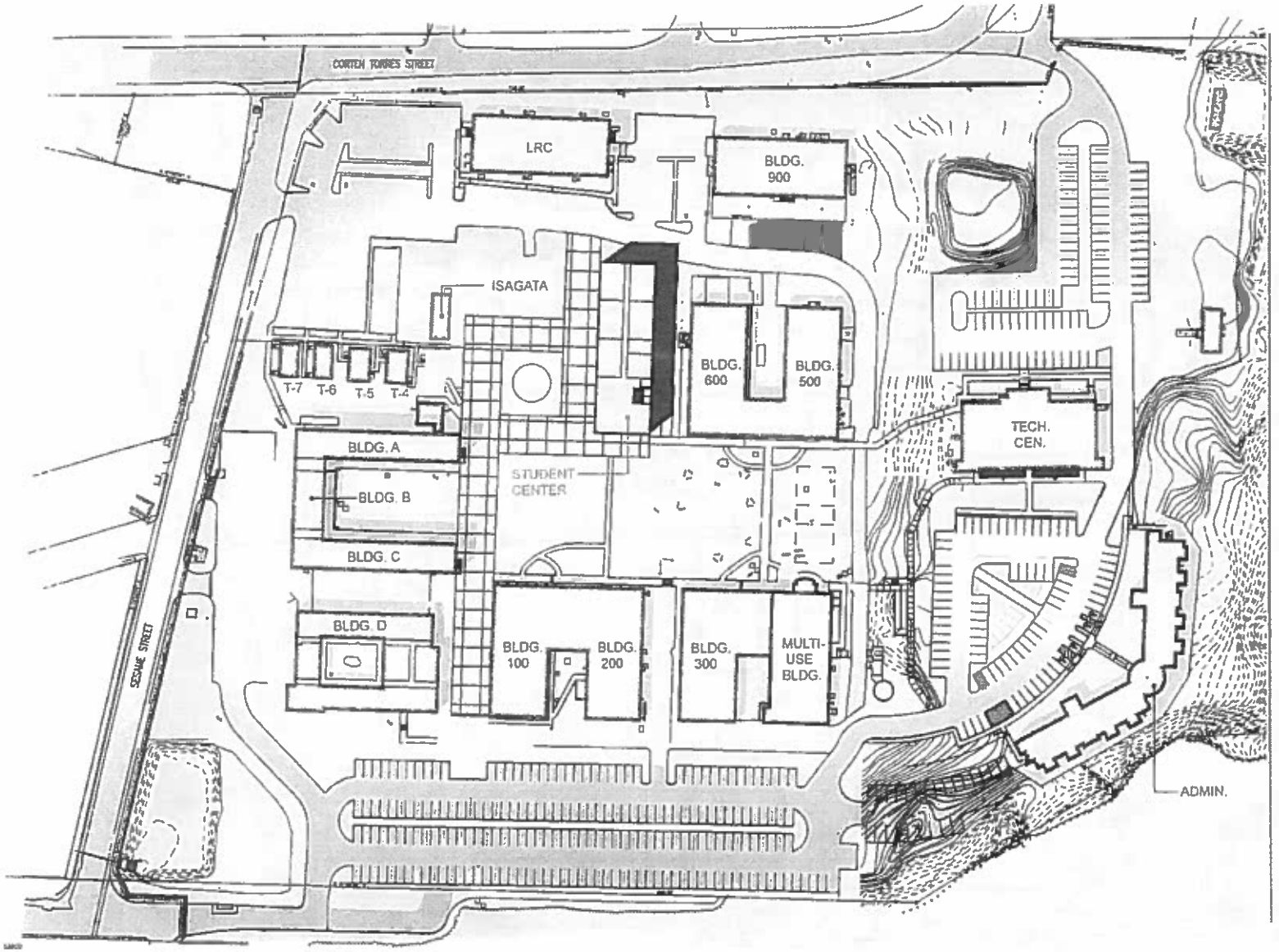
OCC Existing Campus

- Existing Buildings and Programs:
  a.) Bldg. A--11,000 s.f.
  b.) Bldg. B--2,820 s.f.
  c.) Bldg. C--11,000 s.f.
  d.) Bldg D--12,700 s.f.
  e.) Bldg. 100--31,300 s.f.
  f.) Bldg. 200--8,500 s.f.
  g.) Bldg. 300--10,300 s.f.
  h.) Multi-use Bldg.--9000 s.f.
  i.) Bldg. 500--8,500 s.f.
  j.) Bldg. 600--10,200 s.f.
  k.) LRC--17,500 s.f.
  l.) Bldg. 900--14,200 s.f.
  m.) Tech. Center--22,300 s.f.
  n.) Administration Bldg. -27,400 s.f.
  o.)Student Outdoor Center--1,400 s.f.
  p.)T-buildings:
  --T-4, T-5, T-6, T-7, T-8, T-9
  720 s.f. ea
  --Programs: 1.)
  2.)
  3.)
  q.) Isagata--1500 s.f.



Phase 1A

- reconfigure access road from Corten Torres Street to the Admin. Bldg
- reconfigure Lot 3, approx. 100 spaces
- reconfigure Lot 5; approx. 225 spaces.
- demolish T-8 and T-9 and relocate classes to vacant space in Bldg. 300 (approx. 2500 s.f.)



Phase 1B

- Construct new Student Center Bldg.; 2-story building 11,000 s.f. per floor; precast conc. walls and metal roof

- Student Center Program:

  a.) Lounge/ Lobby--3400 s.f.
  b.) Bookstore--1000 s.f.
  c.) Rooms--1000 s.f. (9 ea.)
  d.) Storage--800 s.f.
  e.) Restrooms--600 s.f.

- Construct Plaza and Students' Square; approx. 36,000 s.f.

Appendix C

Information Technology Strategic Plan

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

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

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,

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

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 on 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 24/7 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 are 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. 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.

1. 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 (i.e. Windows 98). System security is not where we would like it to be although we are moving toward compliance with all federal and local requirements (i.e. 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.

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 database in place
- Campus community is becoming more aware that 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

- 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 (i.e. Americans with Disabilities 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
- Develop profit 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, etc.)

- Establish Kinko-like Center
- Have vendors pay college for student interns
- 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 do not 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 are 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 courses (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.

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

GUAM COMMUNITY COLLEGE
Created by the Community College Act of 1977, the College offers associate degrees, certificates, and industry certification of course series completion in more than 50 fields of study. GCC also offers Adult Basic Education, an Adult High School Diploma program, GED testing and preparation and English-as-a-Second Language courses and apprenticeship support courses.

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