



WELCOME

to the

Fall 2013

College Assembly

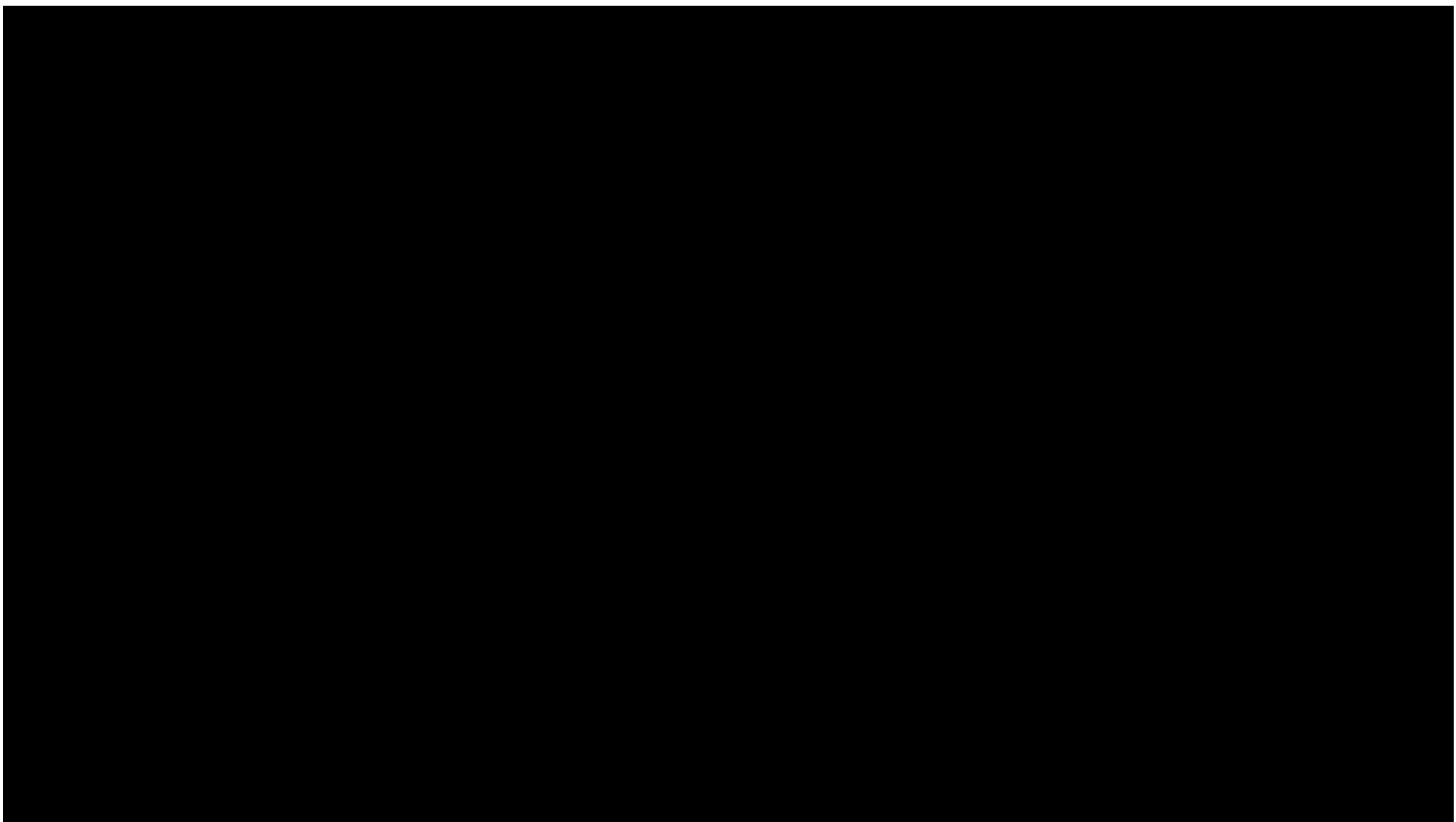


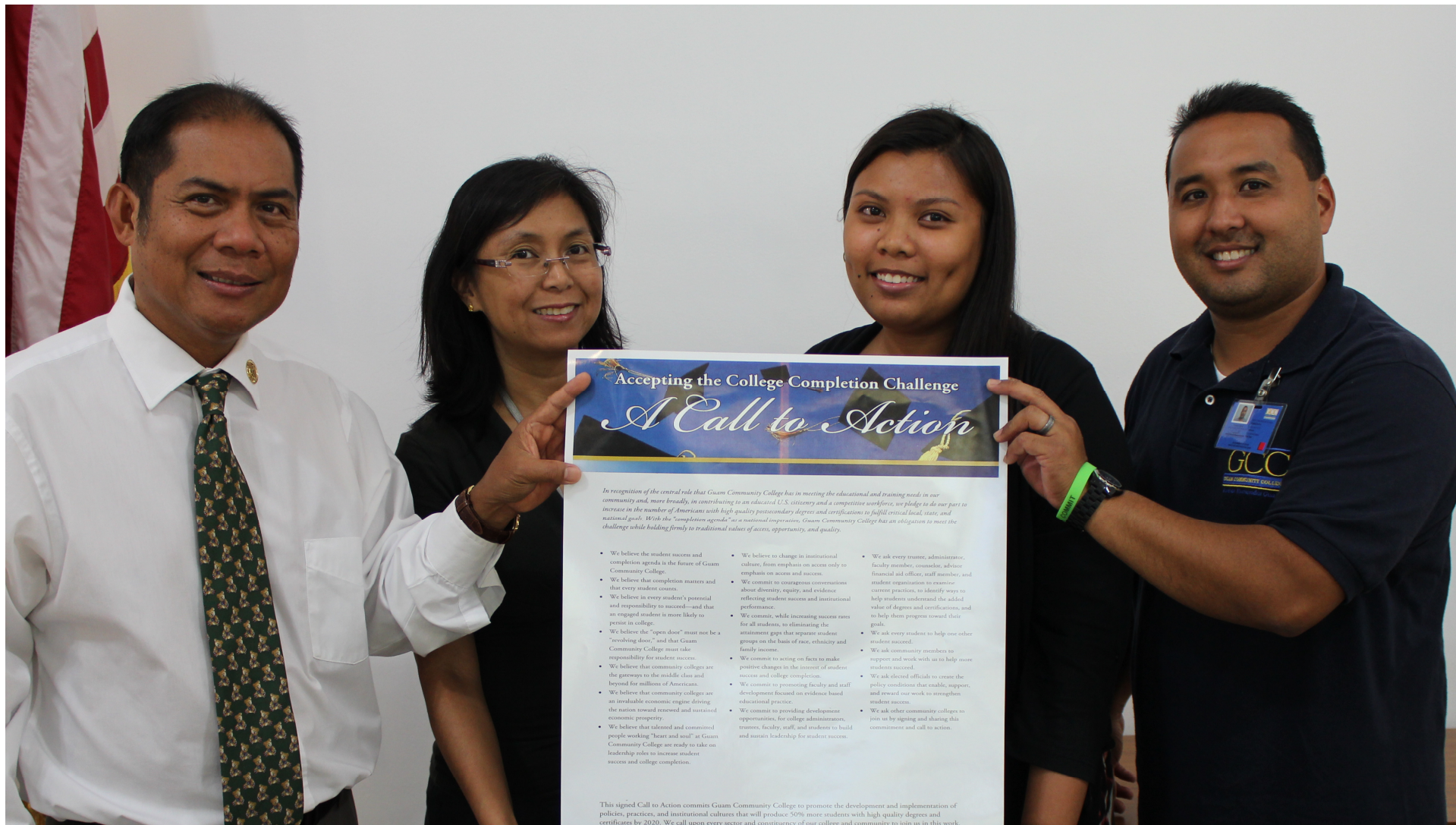
**The mission of
Guam Community College
is to be a leader in career and
technical workforce development
by providing the highest quality
education and job training
in Micronesia.**

**Completion matters.
Every student counts.**

**We believe in every student's
potential and responsibility to
succeed, and that an engaged
student is more likely to persist
in college.**

**SOURCE: Accepting the College Completion Challenge-A Call to Action
Signed 12/20/12 by BOT Chairperson and President**





Accepting the College Completion Challenge

A Call to Action

In recognition of the central role that Guam Community College has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated U.S. citizenry and a competitive workforce, we pledge to do our part to increase the number of Americans with high quality postsecondary degree and certification to fulfill critical local, state, and national goals. With this "completion agenda" as a national imperative, Guam Community College has an obligation to meet the challenge while holding firmly to traditional values of access, opportunity, and quality.

- We believe the student success and completion agenda is the future of Guam Community College.
- We believe that completion matters and that every student counts.
- We believe in every student's potential and responsibility to succeed—and that an engaged student is more likely to persist in college.
- We believe the "open door" must not be a "revolving door," and that Guam Community College must take responsibility for student success.
- We believe that community colleges are the gateways to the middle class and beyond for millions of Americans.
- We believe that community colleges are an invaluable economic engine driving the nation toward renewed and sustained economic prosperity.
- We believe that talented and committed people working "heart and soul" at Guam Community College are ready to take on leadership roles to increase student success and college completion.
- We believe to change in institutional culture, from emphasis on access only to emphasis on access and success.
- We commit to courageous conversations about diversity, equity, and evidence reflecting student success and institutional performance.
- We commit, while increasing success rates for all students, to eliminating the attainment gaps that separate student groups on the basis of race, ethnicity and family income.
- We commit to acting on facts to make positive changes in the interest of student success and college completion.
- We commit to promoting faculty and staff development focused on evidence based educational practice.
- We commit to providing development opportunities for college administrators, trustees, faculty, staff, and students to build and sustain leadership for student success.
- We ask every trustee, administrator, faculty member, counselor, advisor, financial aid officer, staff member, and student organization to examine current practices, to identify ways to help students understand the added value of degrees and certifications, and to help them progress toward their goals.
- We ask every student to help one other student succeed.
- We ask community members to support and work with us to help more students succeed.
- We ask elected officials to create the policy conditions that enable, support, and reward our work to strengthen student success.
- We ask other community colleges to join us by signing and sharing this commitment and call to action.

This signed Call to Action commits Guam Community College to promote the development and implementation of policies, practices, and institutional cultures that will produce 50% more students with high quality degrees and certificates by 2020. We call upon every sector and constituency of our college and community to join us in this work.

Guam Community College is a public institution of higher education. It is a part of the University of Guam system. It is a member of the Association of Community Colleges. It is a member of the National Association of Community College Trustees. It is a member of the National Association of Community College Administrators. It is a member of the National Association of Community College Faculty. It is a member of the National Association of Community College Staff. It is a member of the National Association of Community College Students. It is a member of the National Association of Community College Trustees. It is a member of the National Association of Community College Administrators. It is a member of the National Association of Community College Faculty. It is a member of the National Association of Community College Staff. It is a member of the National Association of Community College Students.

Phi Theta Kappa Completion Initiative

Student Success and Completion as an Institutional Conversation



The Big Picture

Student Success & Completion

2014 Budget Law Requirements

Quarterly reports

Participants in each GCC program

Description of each program

Academic courses offered

**Requirements for participation in
each program**

Source: P.L. No. 32-068, Bill No. 1 (4-S), Chapter II, Part III, Section 3

The President of the University of Guam, the President of the **Guam Community College**, and the Director of the Guam Department of Labor shall transmit a report to I Maga'låhen Guåhan and to the Speaker of I Liheslaturan Guåhan, **no later than June 30 of each year, of the actual number of program completers and/or certificates issued for each program, and employment data for said program completer for the two (2) years following completion of their respective programs, to include salary levels, job location, or whether the job is in the same field as the program.**

Source: P.L. No. 32-068, Bill No. 1 (4-S), Chapter XII, Section 15, Subsection (a)

The report mandated in Subsection (a) shall also be posted on each agency's respective website.

Source: P.L. No. 32-068, Bill No. 1 (4-S), Chapter XII, Section 15, Subsection (b)

College Readiness & Adult Education: Ensuring Student Success and Completion

Accreditation Updates

Standard 1: Mission, Academic Quality, Institutional Effectiveness and Integrity (26)

A. (1)

B. (2)

C. (3)

Standard 2: Student Learning Programs and Support Services (34)

A. (8)

B. (3)

Standard 3: Resources (40)

A. (4)

B. (0)

C. (2)

D. (2)

Standard 4: Leadership and Governance (33)

A. (2)

B. (1)

C. (3)

D. (2)

TOTAL = 133

**The institution uses documented
assessment of student learning
and achievement to
communicate matters of
academic quality to appropriate
constituencies, including current
and prospective students and the
public. (1.C.3)**

**SOURCE: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges, Working Draft: Proposed Revisions
To Standards, Fall 2013.**

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations for completion at two-year institutions. (2.A.10)

SOURCE: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, Working Draft: Proposed Revisions To Standards, Fall 2013.

The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. (2.B.6)

**SOURCE: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges, Working Draft: Proposed Revisions
To Standards, Fall 2013.**

Guam Community College

Institutional Strategic Master Plan (ISMP) 2014-2020

VISION

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

Mission

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

Core Values

- **Diversity**
- **Accountability**
- **Service**
- **Integrity**
- **Learning-Centered**
- **Student-Focused**

GOALS

Goal 1: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Goal 2: Transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

Goal 3: Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on assessment results and college-wide priorities that boost improvement and accountability.

**Goal 4: Promote the Guam
Community College brand to
reach regional, national, and
international recognition.**

Strategic Initiatives

Goal 1

- **Incorporate the student-centered learning model into the curriculum and the classroom.**
- **Strengthen the professional development support for faculty to effectively implement the student-centered teaching method.**

Goal 2

- **Enhance, and monitor the College's facilities master plan to keep pace with institutional growth and educational projections and priorities.**
- **Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance.**

Goal 3

- **Update the College's existing institutional financial/resource allocation master plan to align with the College's new ISMP's vision, mission, and goals.**
- **Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process.**

Goal 4

- **Promote and highlight the GCC brand.**
- **Internationalizing our campus**

Internationalizing Our Campus

- 1. Learn, support, and build on the existing languages, cultures, and histories of Guam's diverse peoples;**
- 2. Develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;**
- 3. Construct viable and robust educational and economic regional and international partnerships; and,**
- 4. Fortify the college's role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.**

- We commit, while increasing success rates for all students, to eliminating the attainment gaps that separate student groups on the basis of race, ethnicity and family income.**
- We commit to acting on facts to make positive changes in the interest of student success and college completion.**

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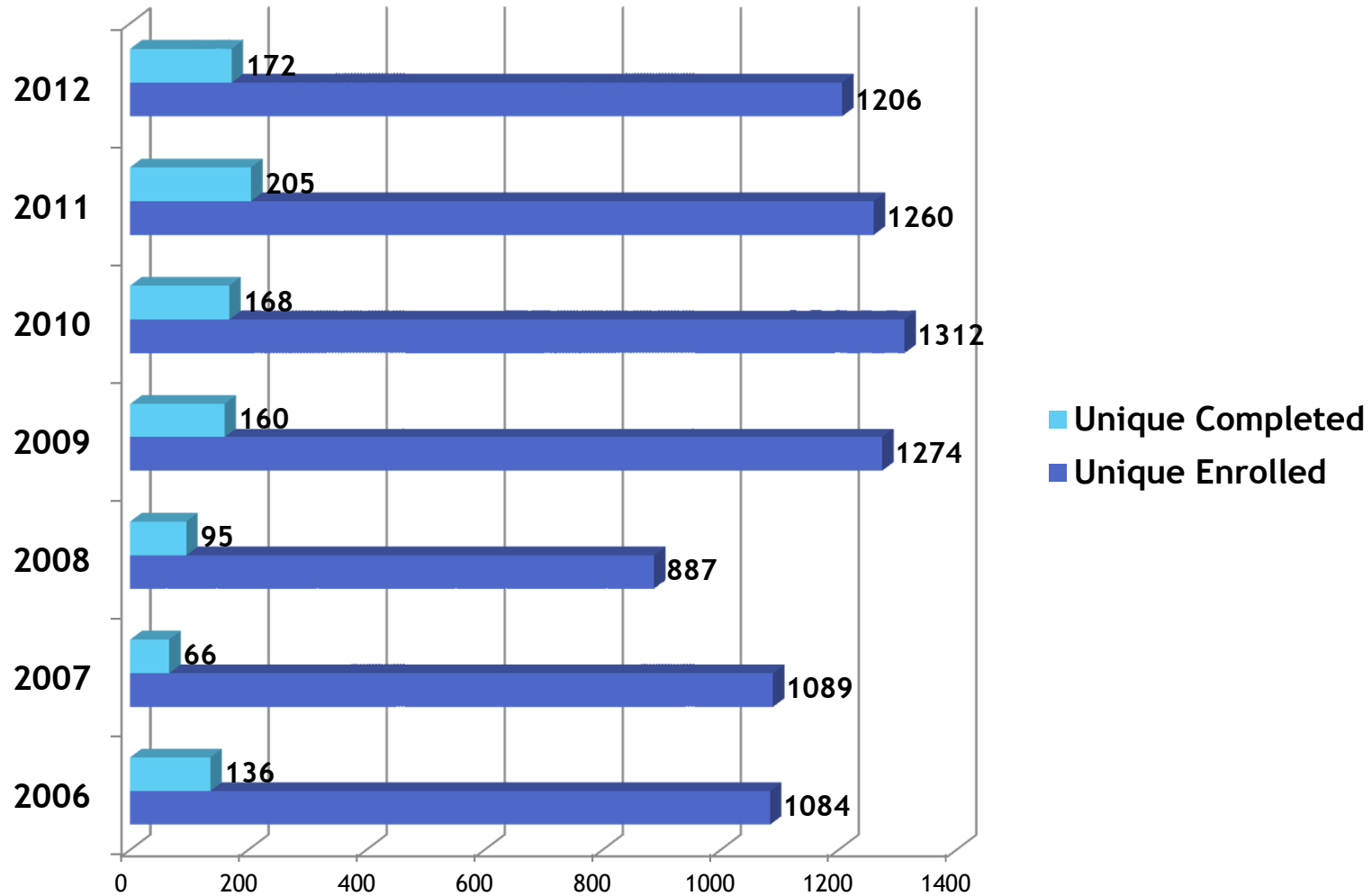
Completion Agenda

**Guam Community College
2013**

As part of his effort to build a stronger foundation that will allow the U.S. to lead in the global economy, President Obama announced the American Graduation Initiative, which calls for 5 million additional community college graduates by 2020.



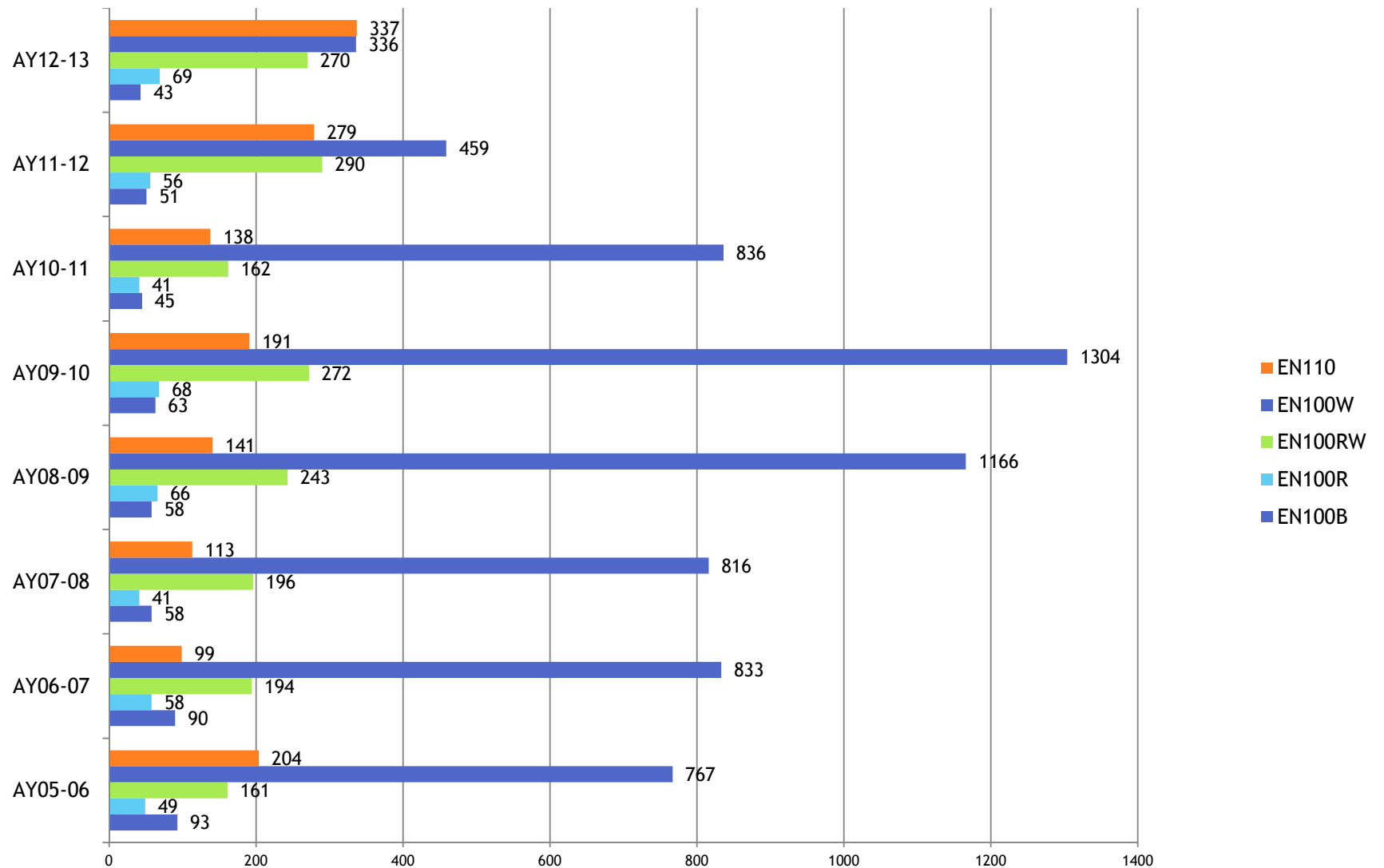
Unique Enrolled/Unique Completed



Program Completion Rate

YEAR	UNIQUE ENROLLED	UNIQUE COMPLETED	%
2006	1084	136	12.5
2007	1089	66	6.1
2008	887	95	10.7
2009	1274	160	12.6
2010	1312	168	12.8
2011	1260	205	16.3
2012	1206	172	14.3
TOTAL	8112	1002	12.4

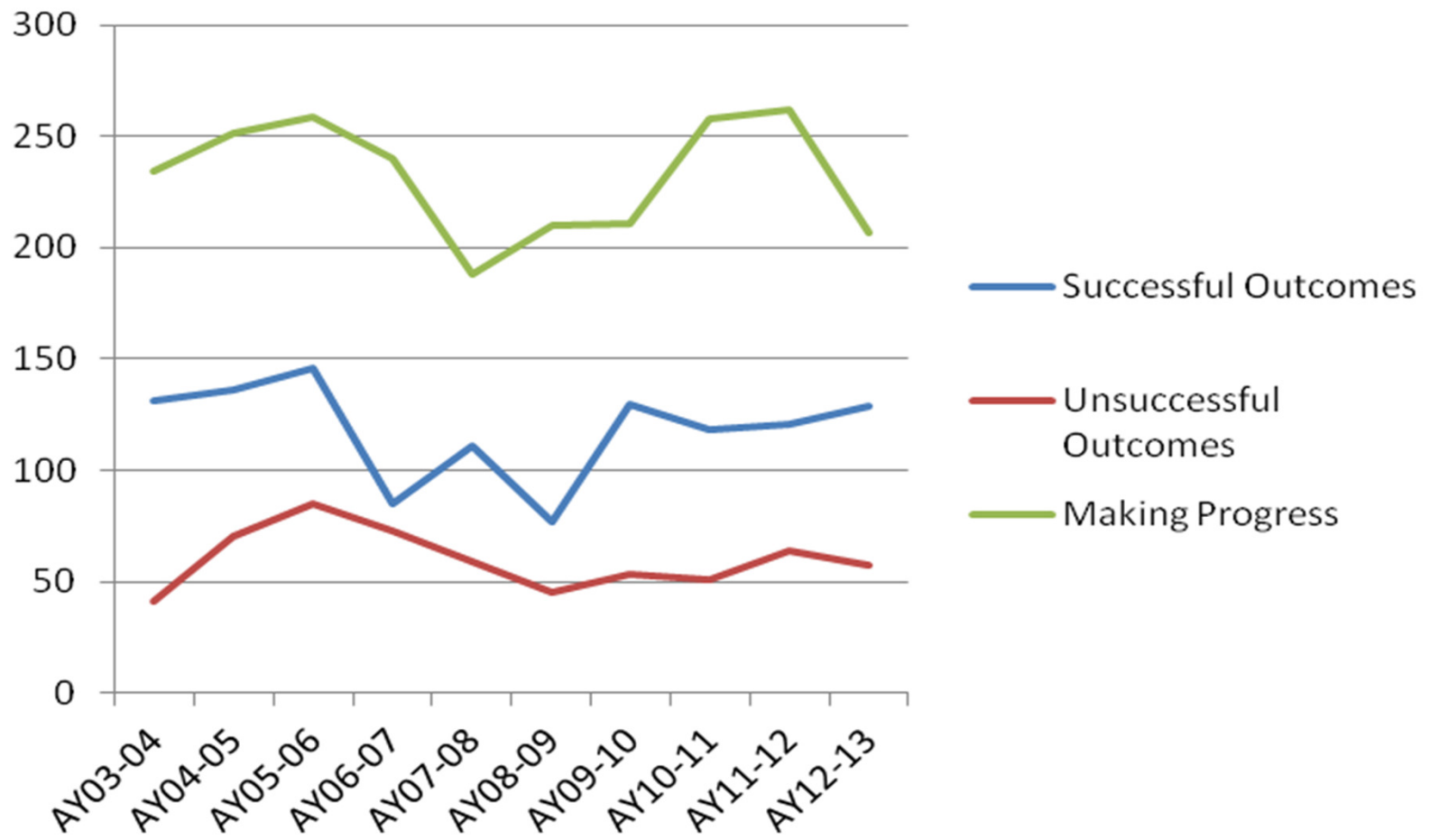
English Placement Test Results: AY2006 to AY2013



EN100B Completion Rates (AY03-04 to AY12-13)



EN100R Completion Rates (AY03-04 to AY12-13)



EN100W Completion Rates (AY03-04 to AY12-13)

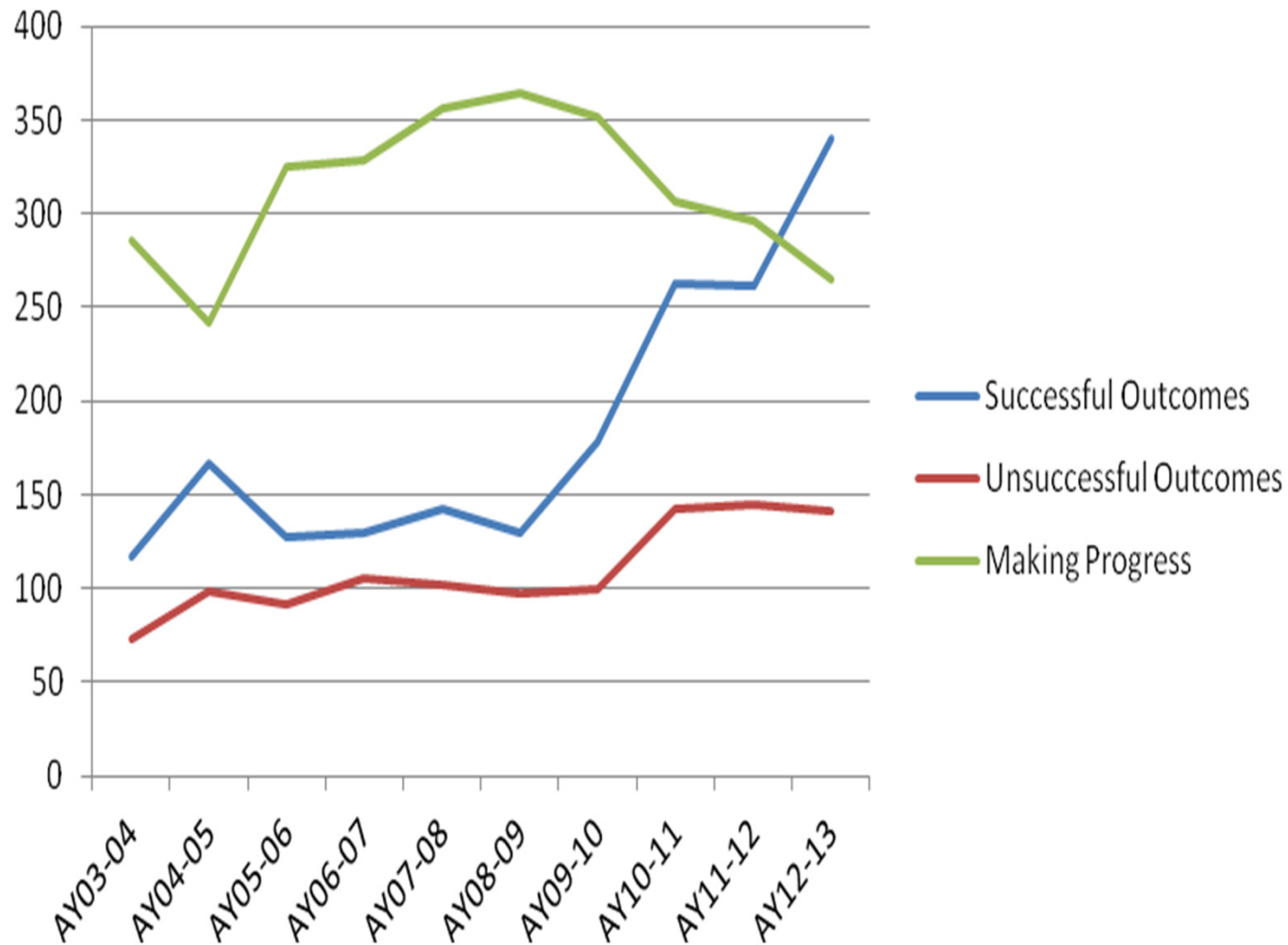
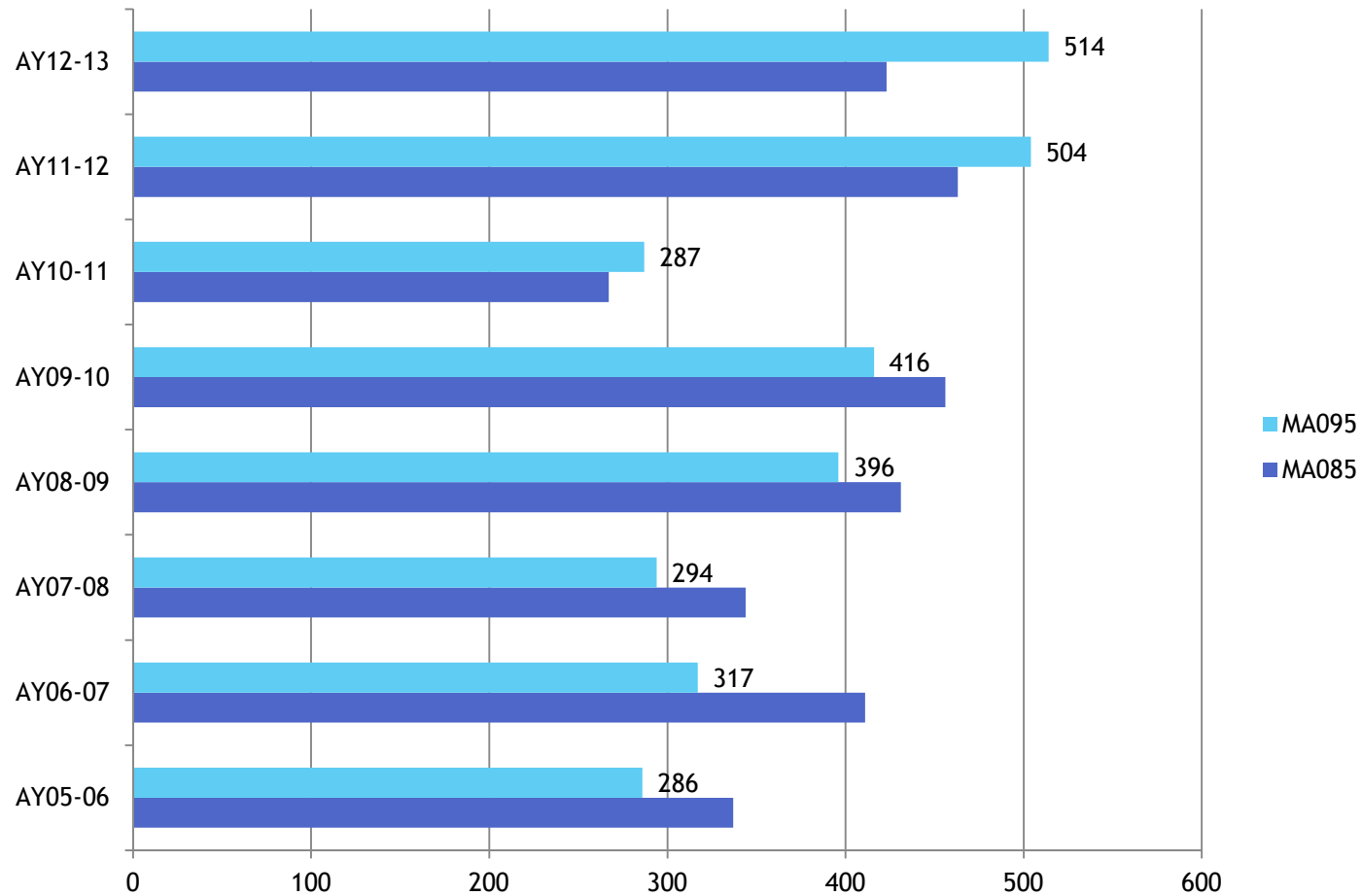
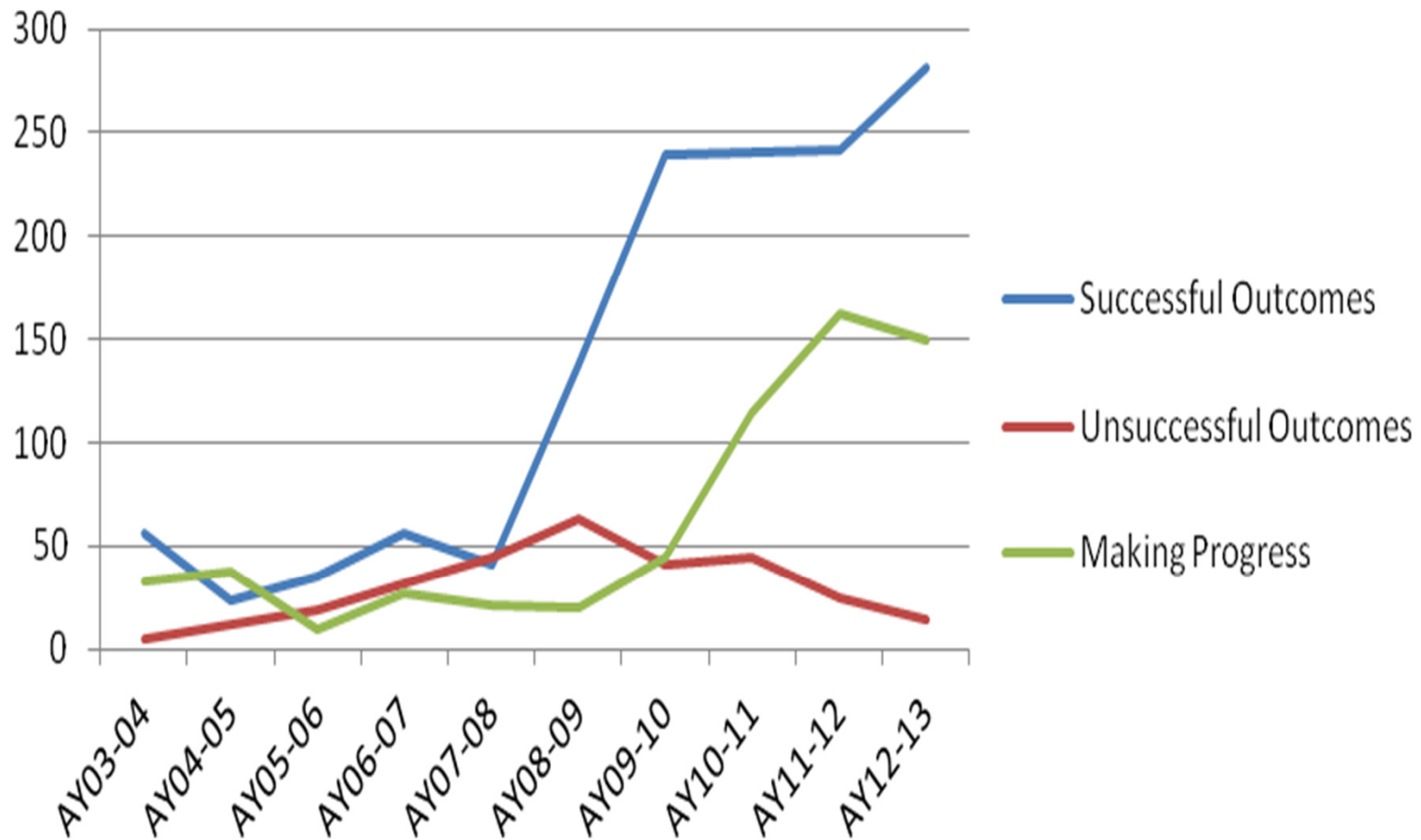


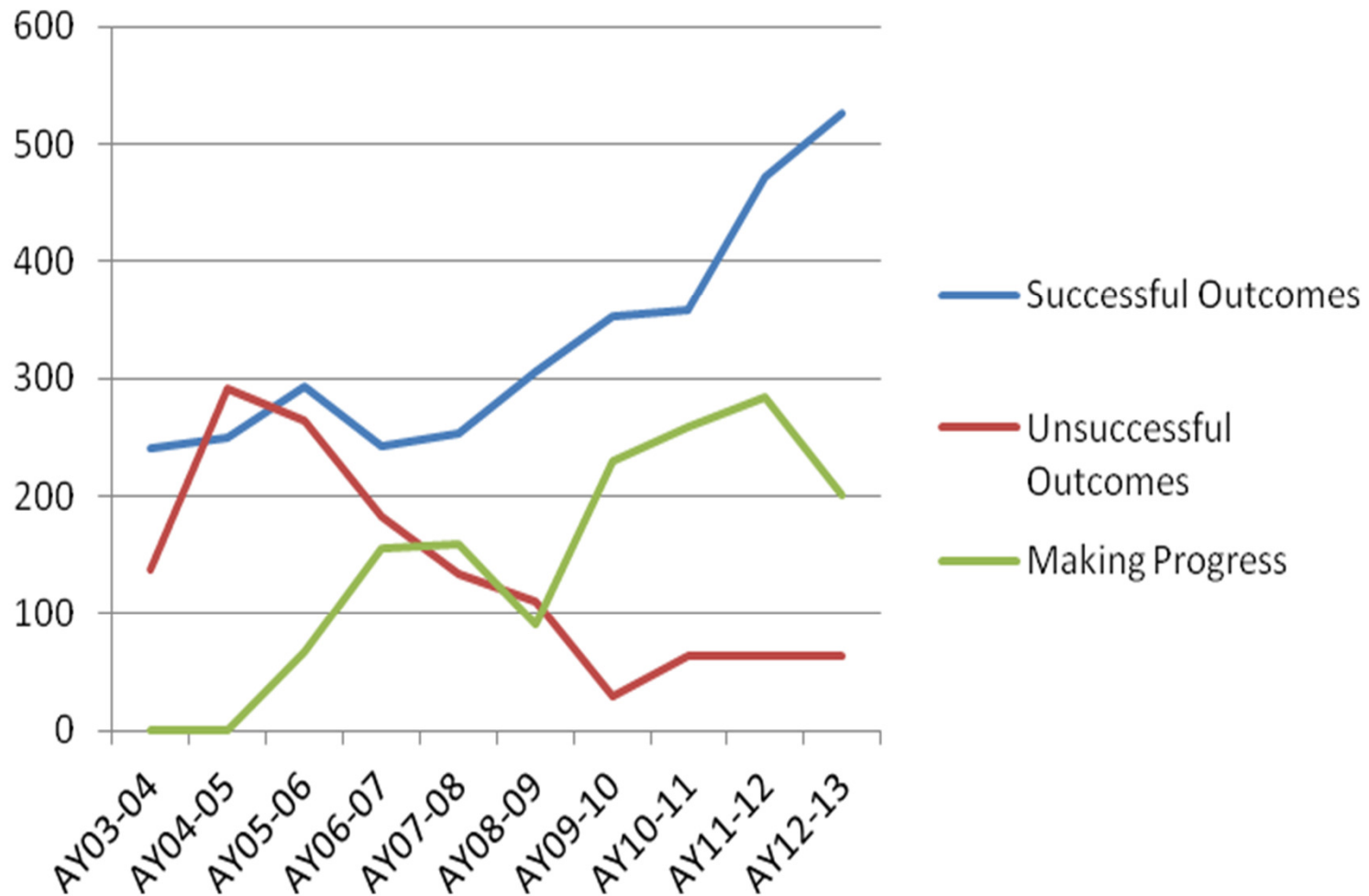
Figure 13. Math Placement Test Results: AY2006 to AY2013



MA085 Completion Rates (AY03-04 to AY12-13)



MA095 Completion Rates (AY03-04 to AY12-13)



Best Practices

- Support programs
- Early intervention programs
- Compressed-format classes vs. regular-length courses
- Revisit student placement into developmental courses
- Require advising for all developmental students until they have completed all the required developmental courses

Best Practices

- Short, intensive review/refresher course
 - Professional development for faculty (instructional strategies, developmental education)
- “one-stop learning center” for advising and tutoring

ADULT EDUCATION

What we have now. . .

CASAS

ESL

Basic Education

Adult High School

HS Equivalency Test Prep

ADULT EDUCATION

Next Steps . . .

What?

- ❖ **Standards – Based**
- ❖ **College and Career Readiness
(Common Core)**
- ❖ **Respond more to participants'
learning styles and needs**

ADULT EDUCATION

Next Steps . . .

Why?

- ❖ Alignment with College and Industry Expectations
- ❖ High School Equivalency Test
- ❖ Expectations of US Education Department Office of Vocational and Adult Education

ADULT EDUCATION

How?

- ❖ **Revamp Program and Course Guides**
- ❖ **Focus on Standards-Based Proficiency**
- ❖ **Professional Development for Instructors**

*Guam Community College
2013



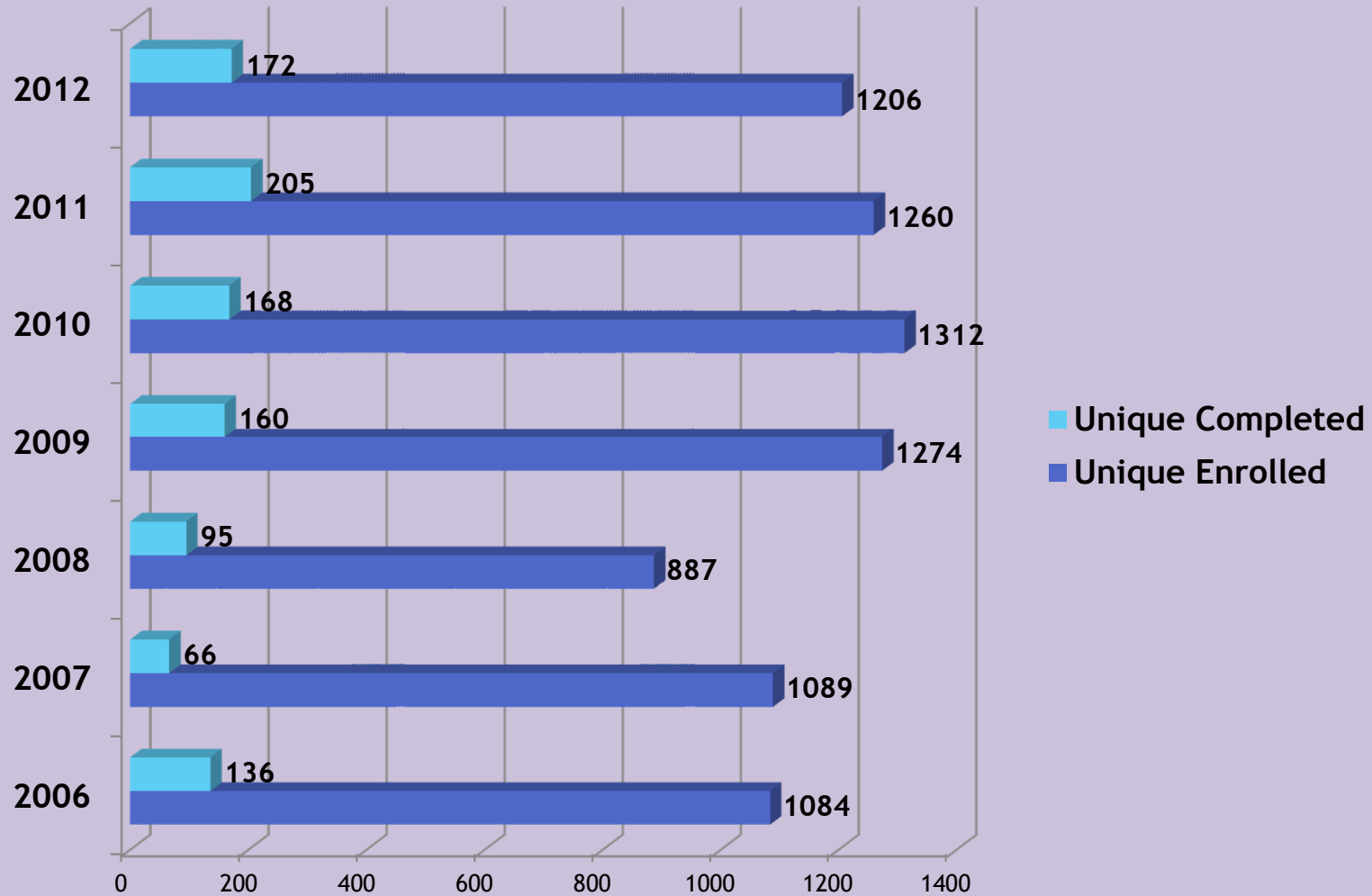
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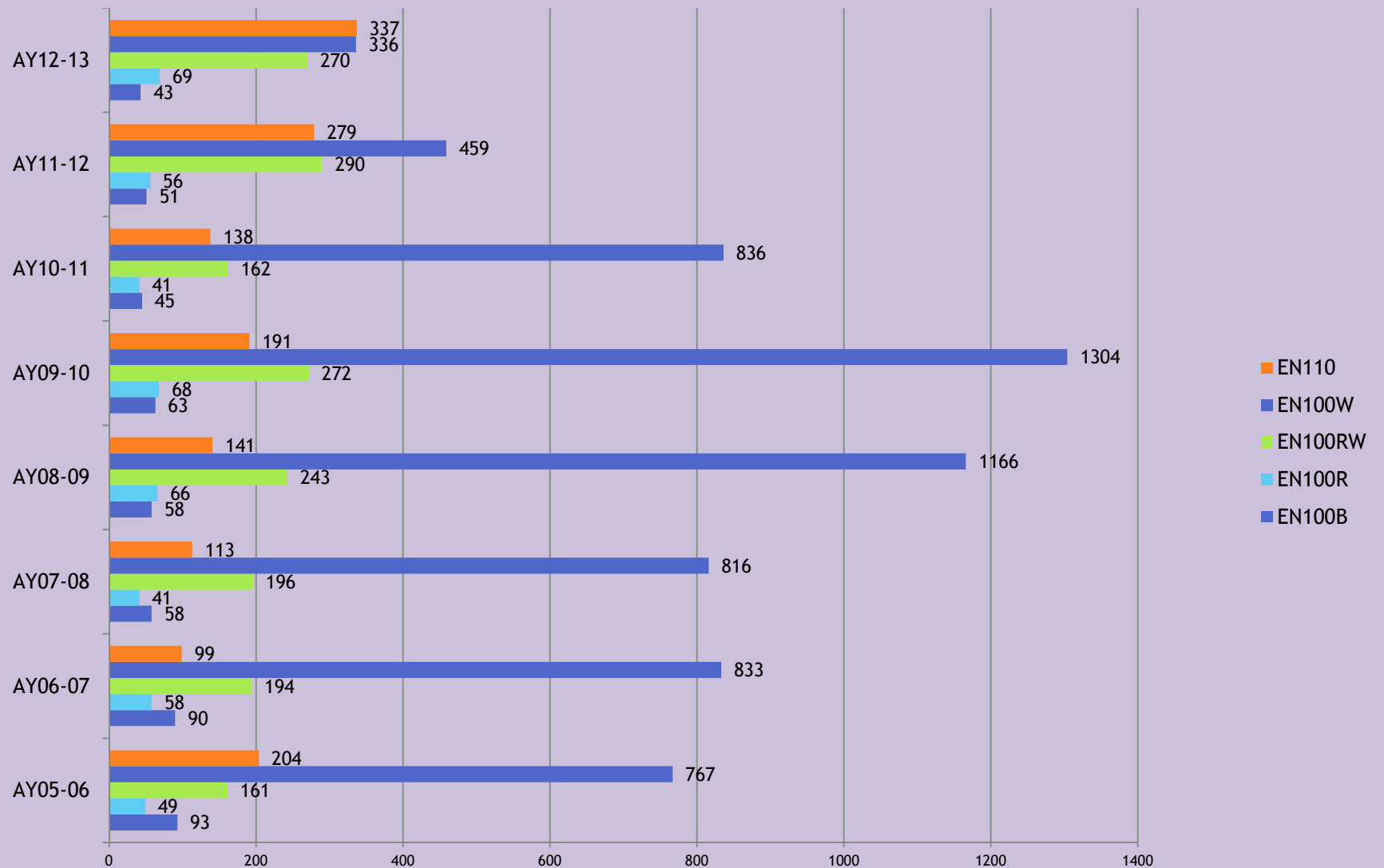
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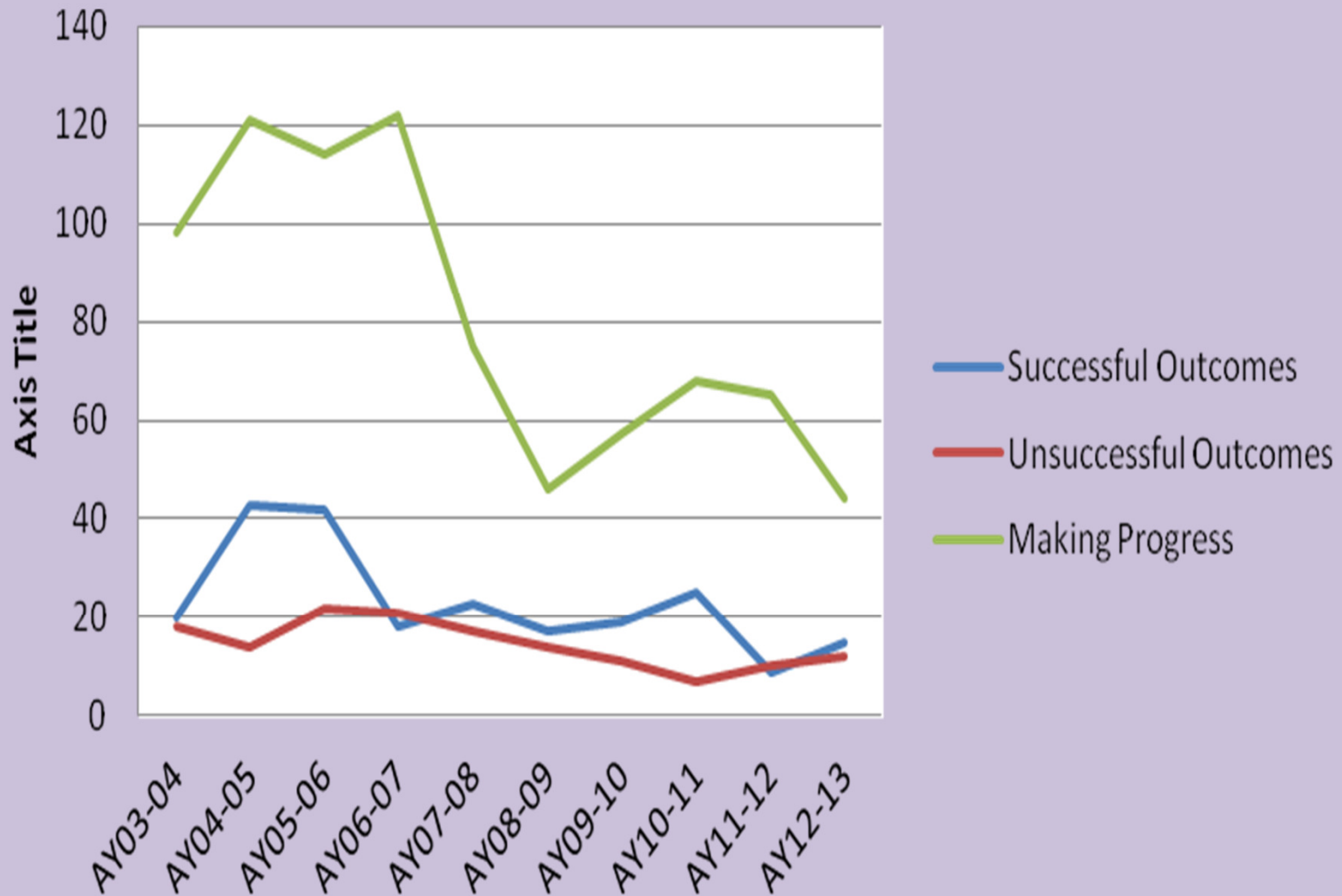
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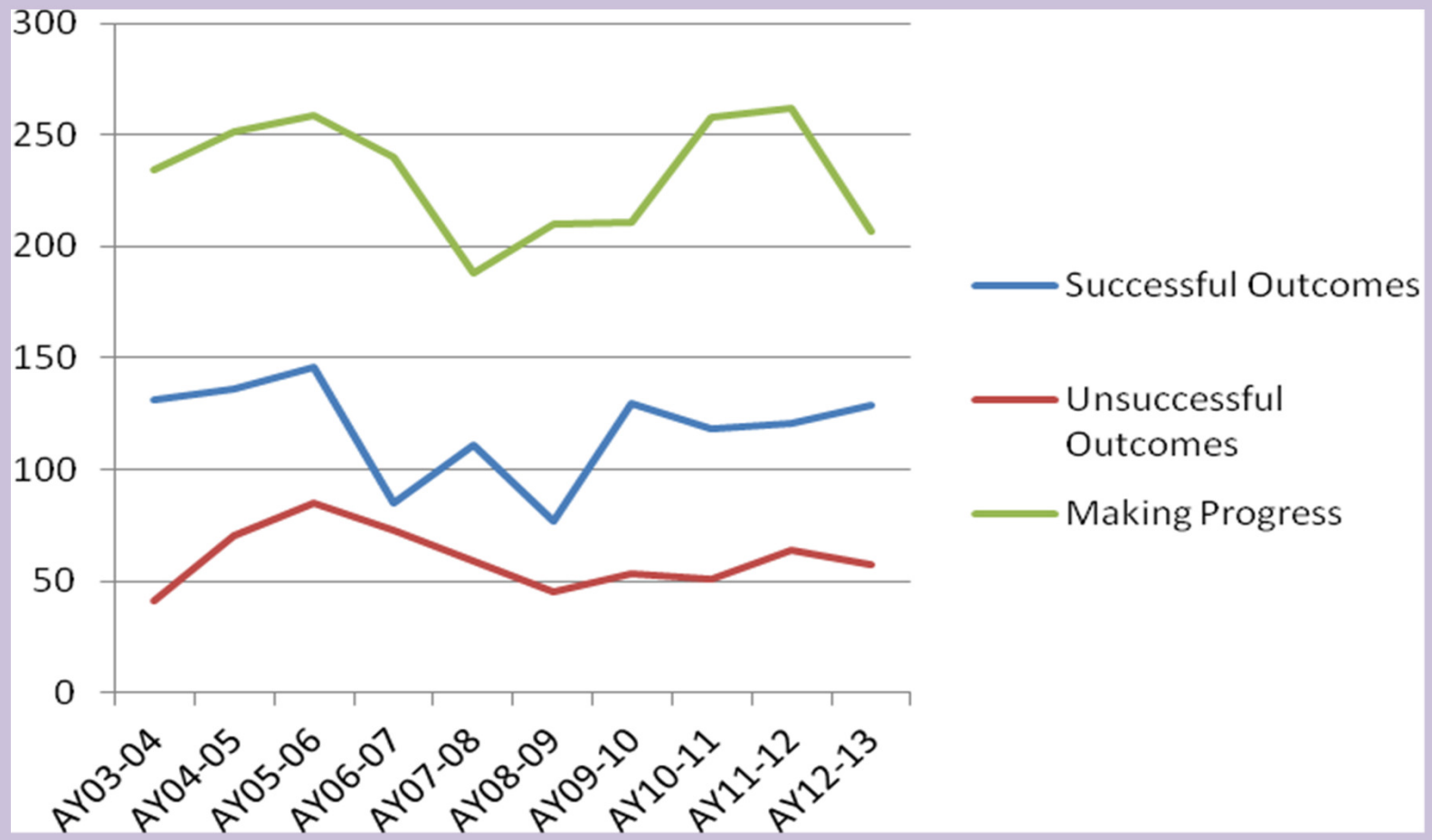
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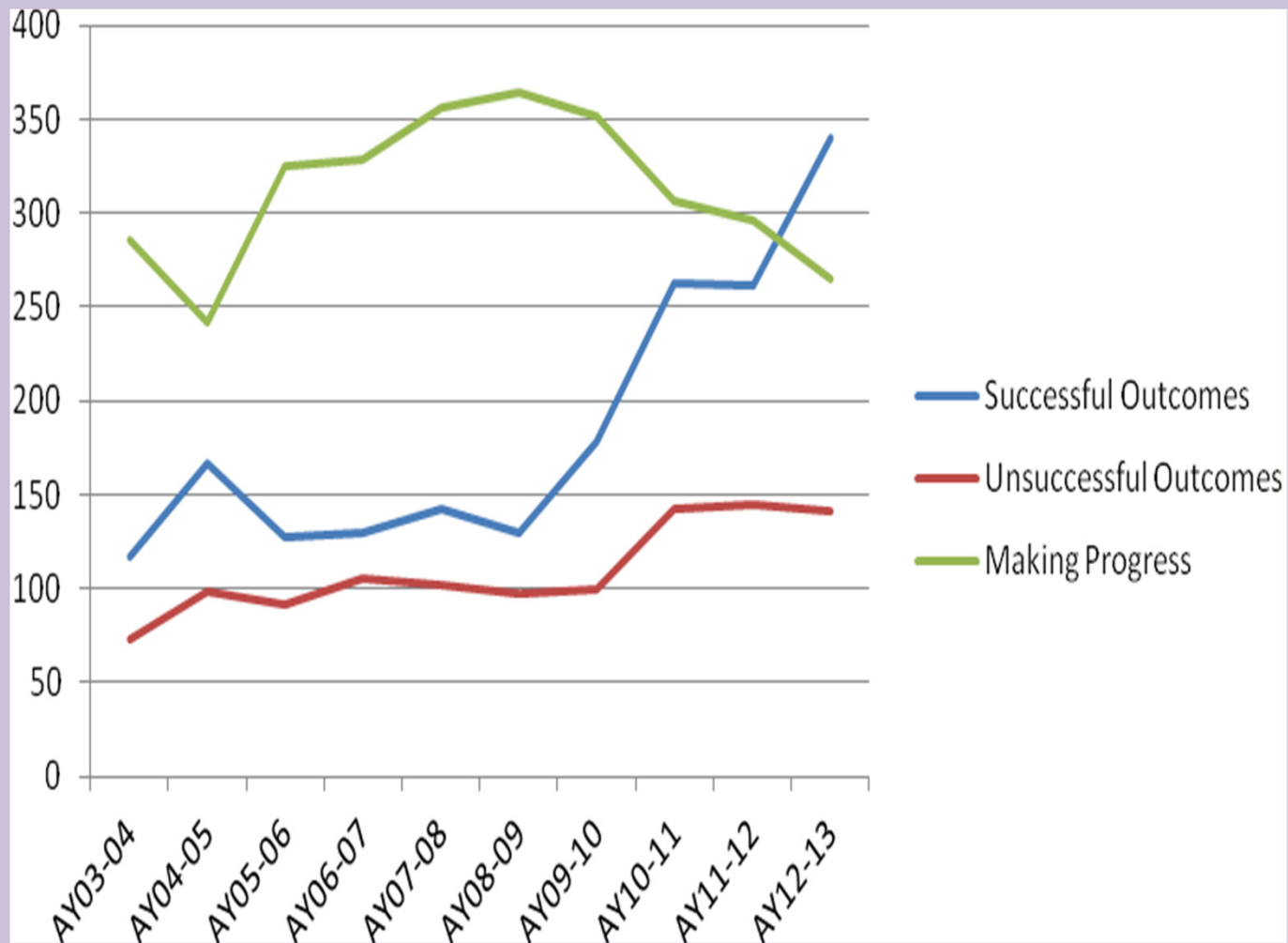
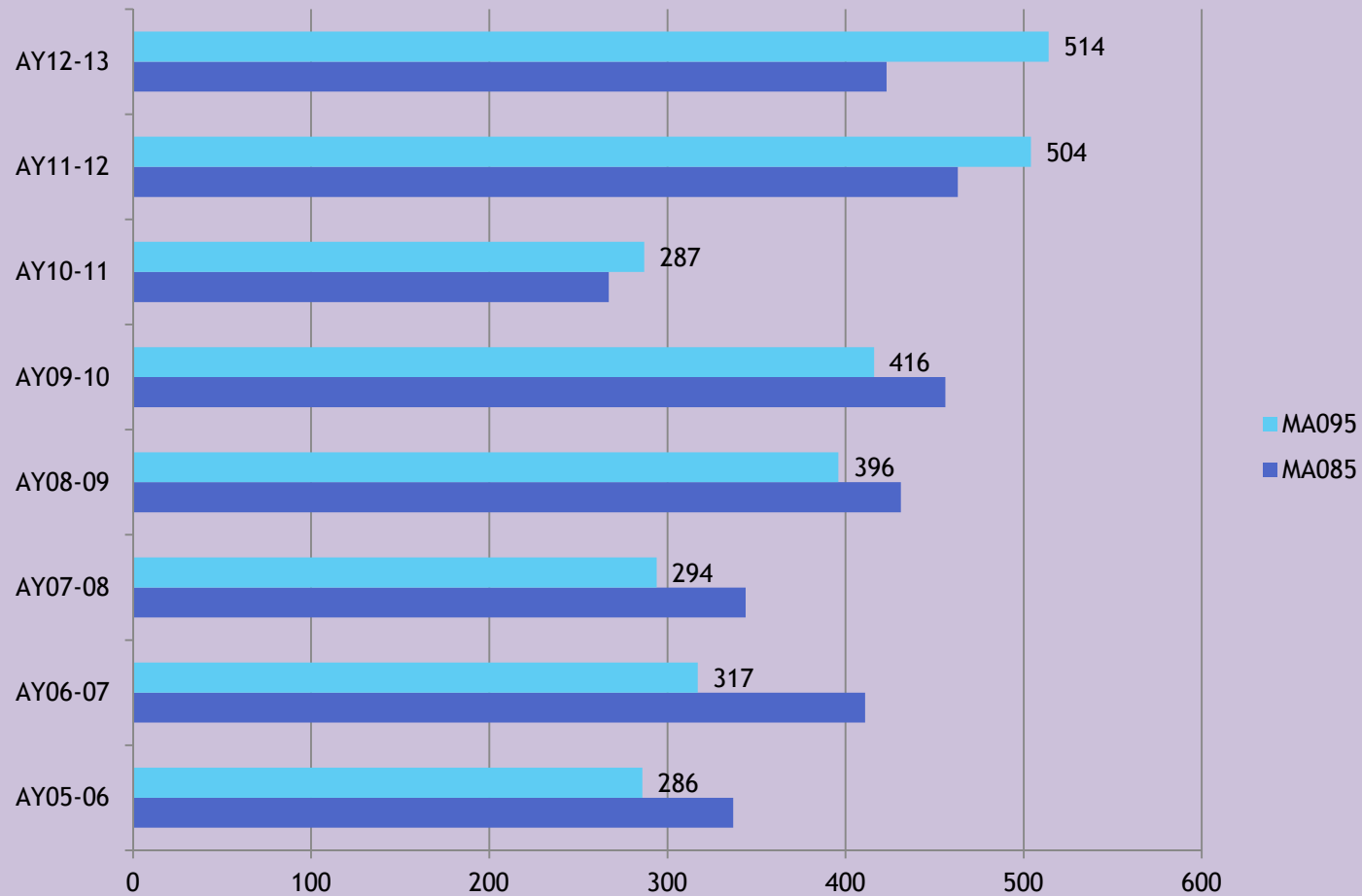
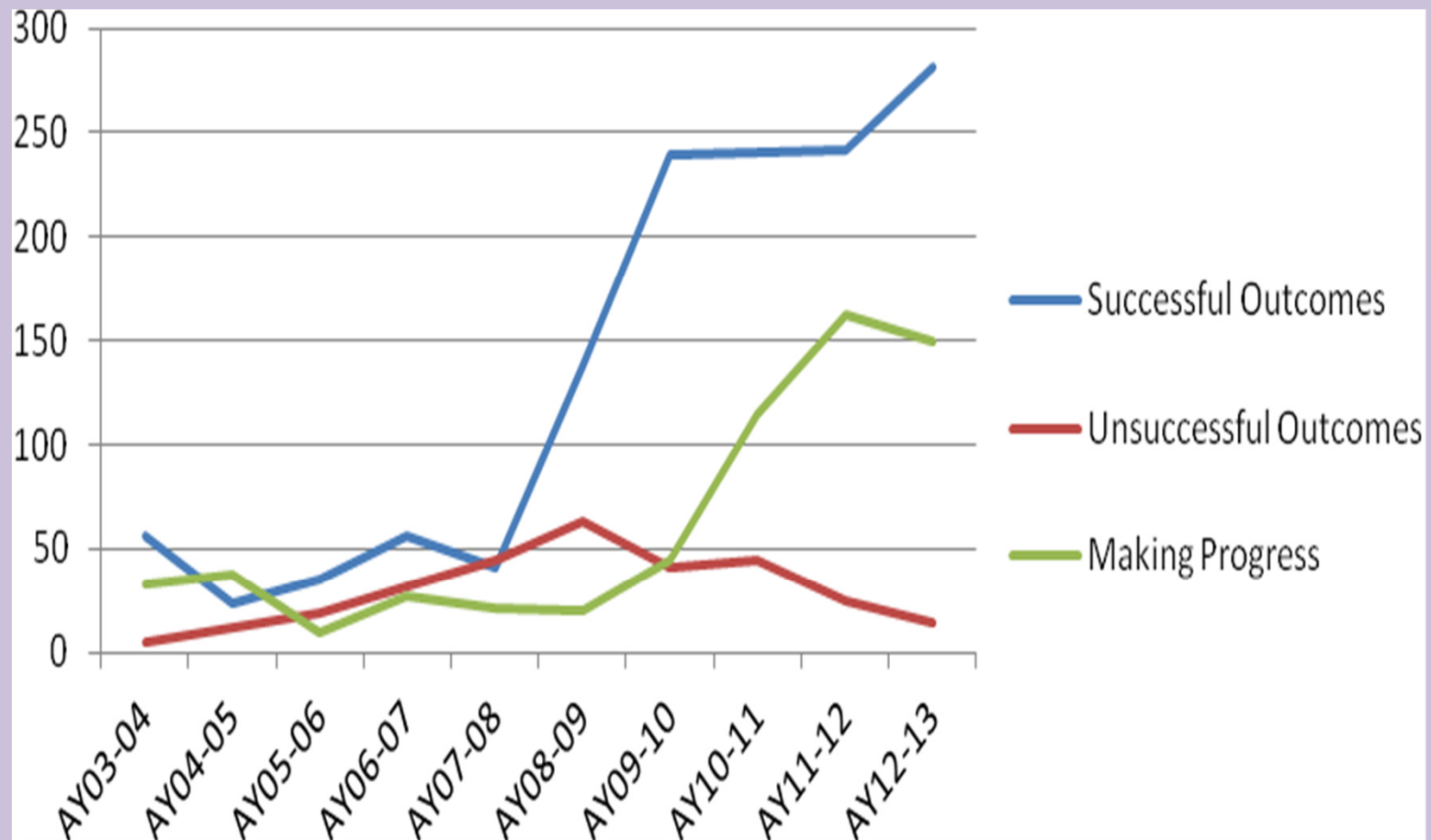


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