



# 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.**

**•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.**

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

# **Student Success Video**

# **Phi Theta Kappa Completion Initiative**

# **Student Success and Completion as an Institutional Conversation**

# **The Big Picture of Student Success and Completion**

# **2014 Budget Law Requirements**



**The President of GCC shall submit quarterly reports to I Maga'låhen Guåhan and the Speaker of I Liheslaturan Guåhan, in a Microsoft Excel file and written report, thirty (30) days after the end of each fiscal quarter and post said report on the GCC website. Said reports shall include, but are not limited to, the number of participants in each GCC program, the amounts expended from appropriations in this Act by object classification, a description of each program, the academic courses offered, and the 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**

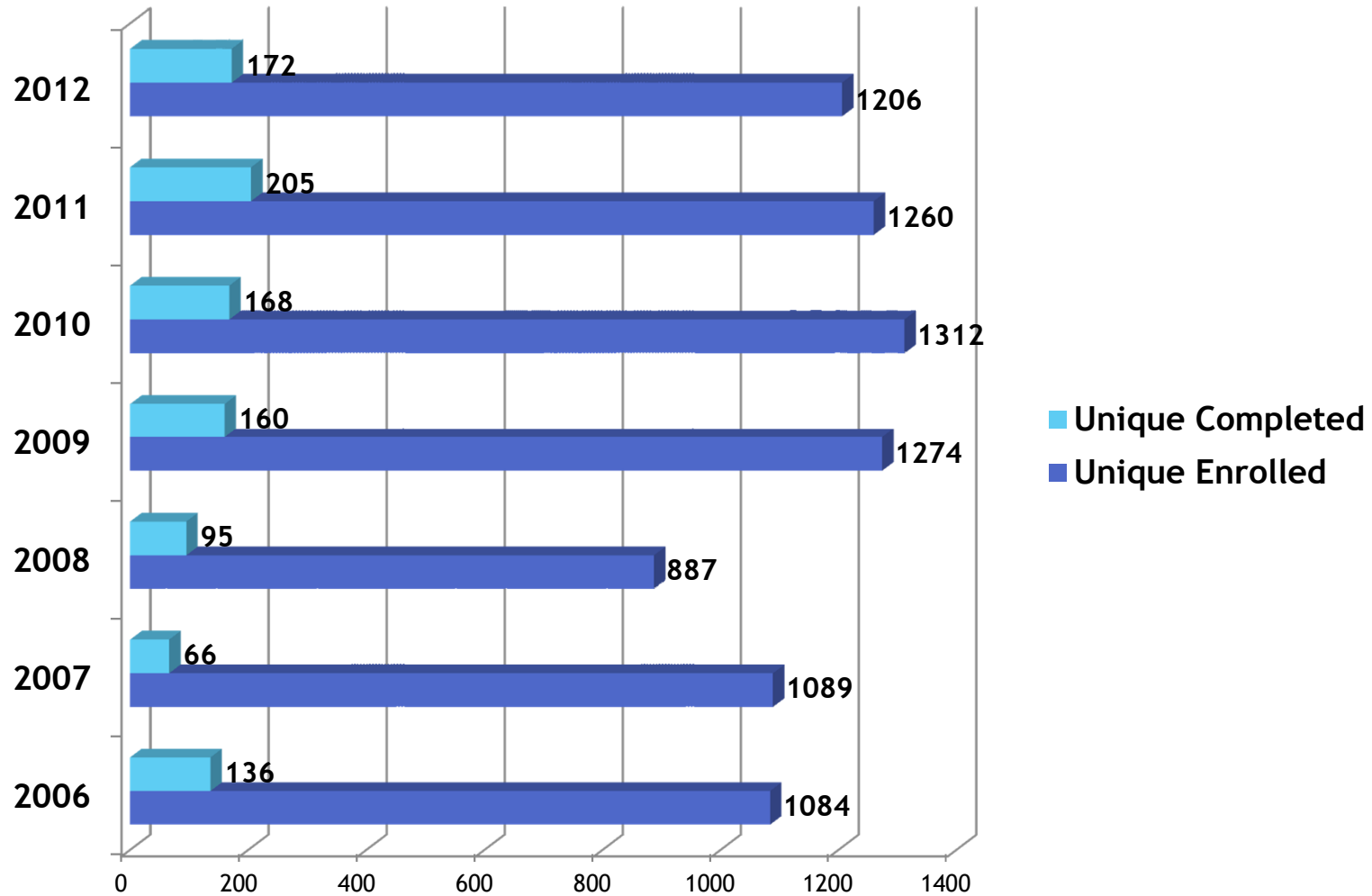
# Completion Agenda

**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

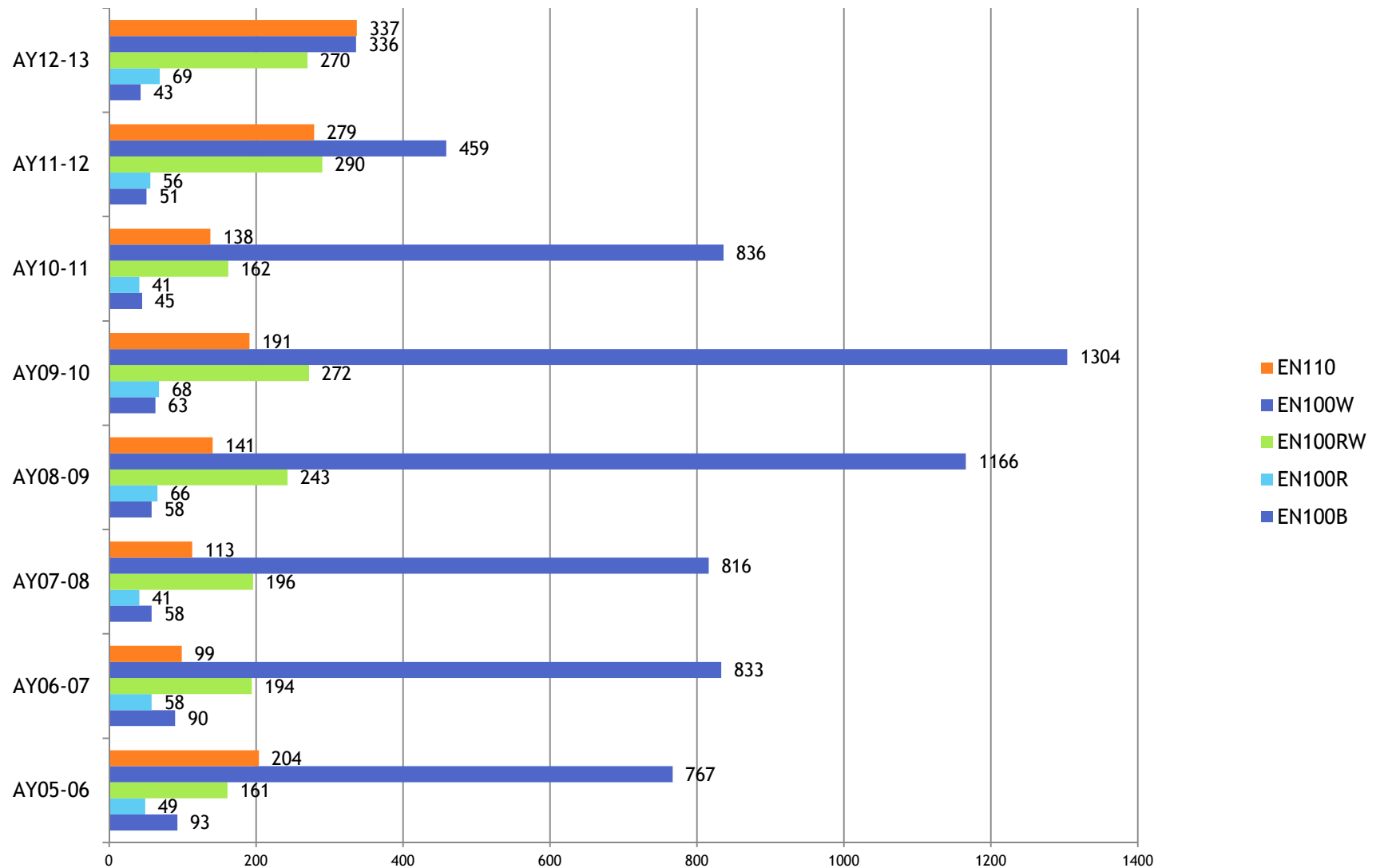


# Program Completion Rate

<b>YEAR</b>	<b>UNIQUE ENROLLED</b>	<b>UNIQUE COMPLETED</b>	<b>%</b>
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
<b>TOTAL</b>	<b>8112</b>	<b>1002</b>	<b>12.4</b>



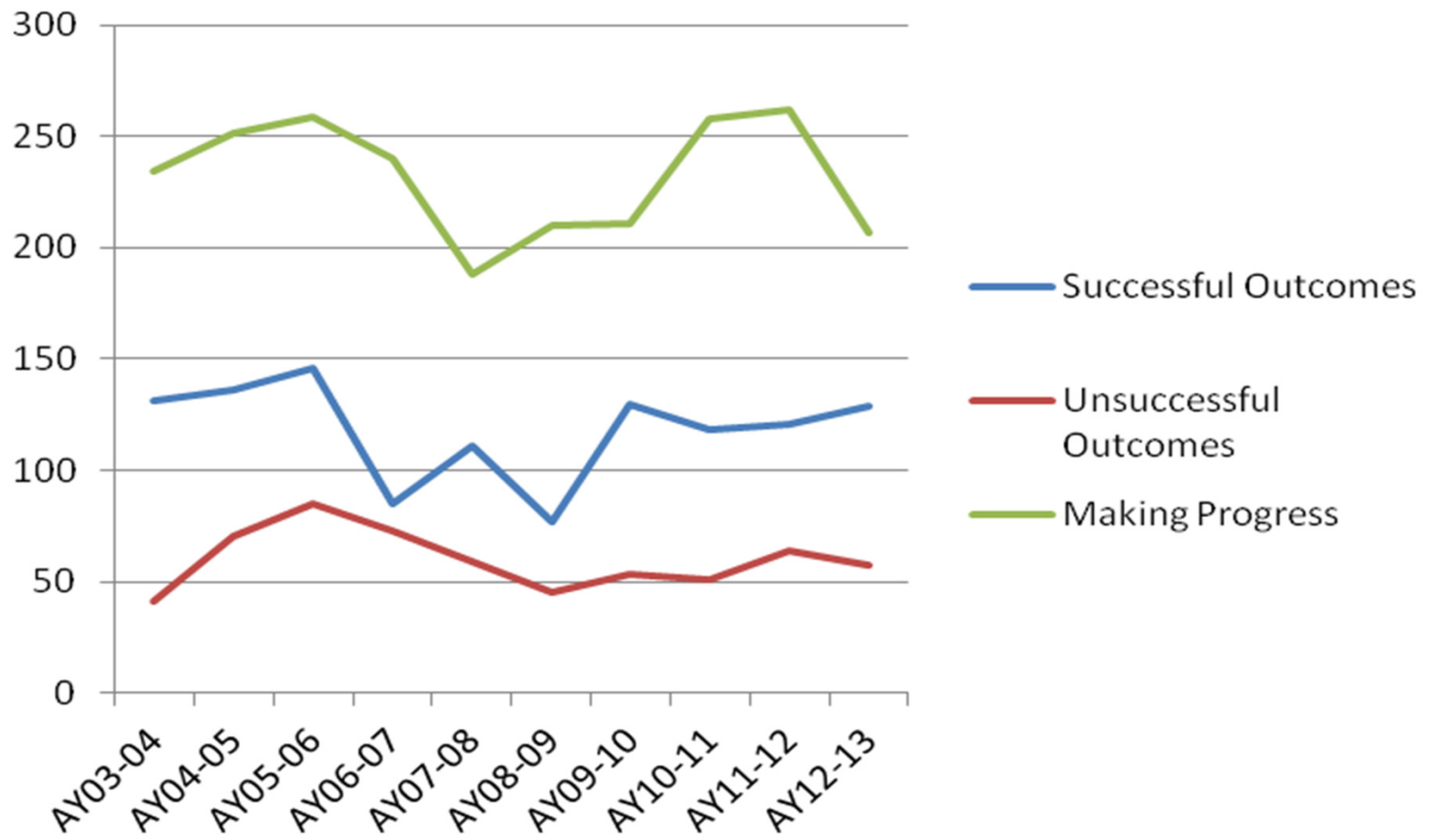
# English Placement Test Results: AY2006 to AY2013



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



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



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

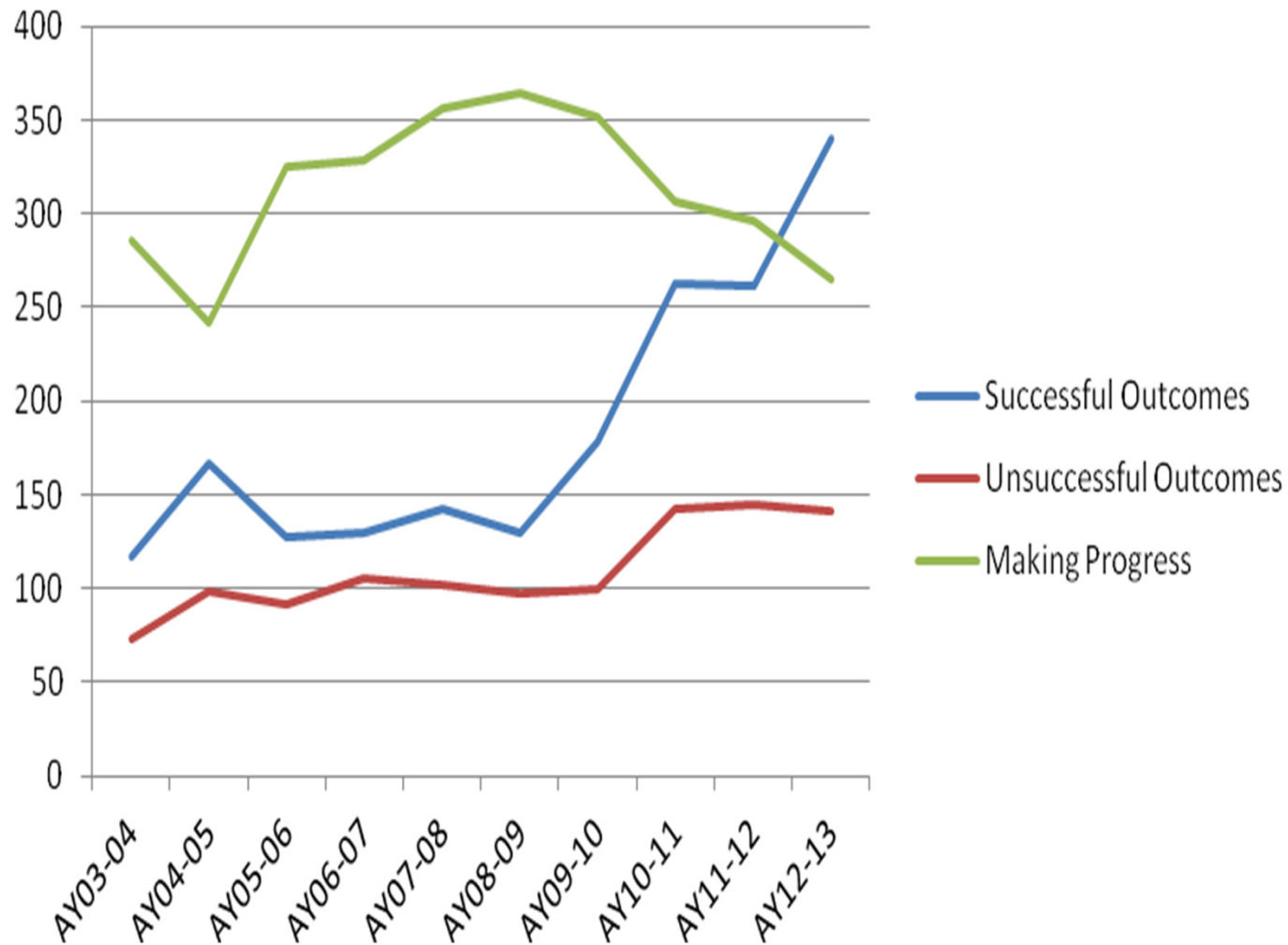
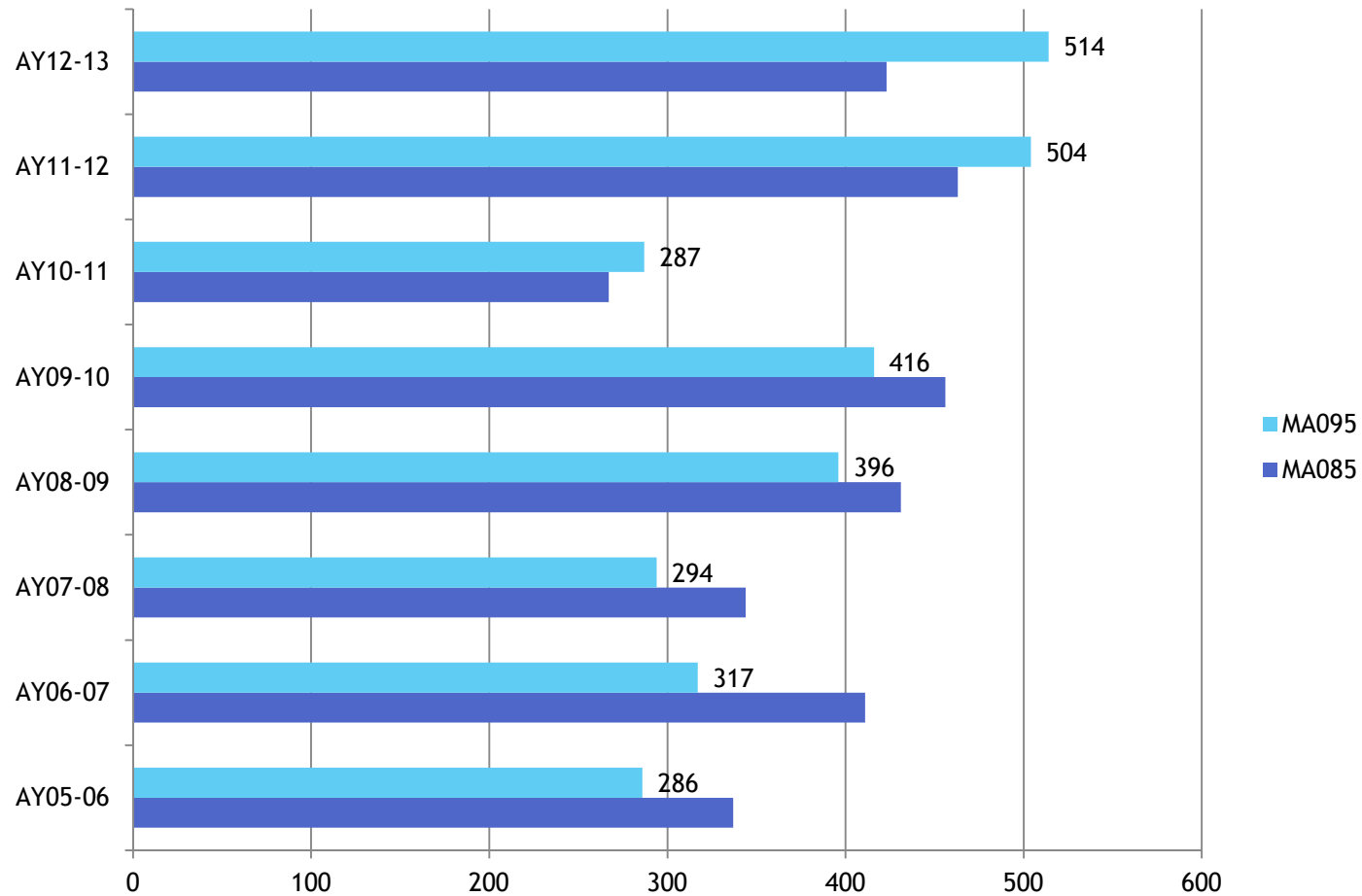
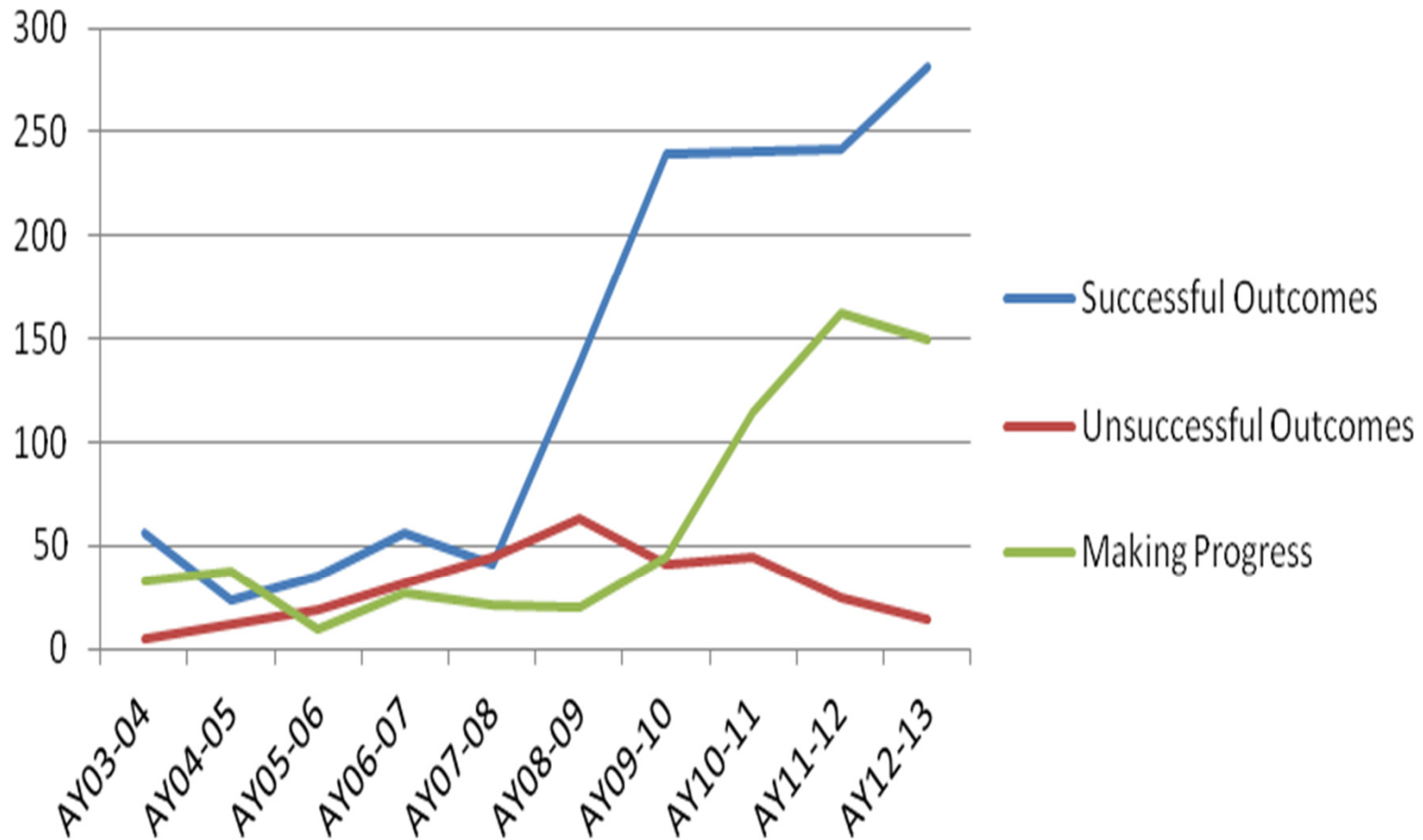


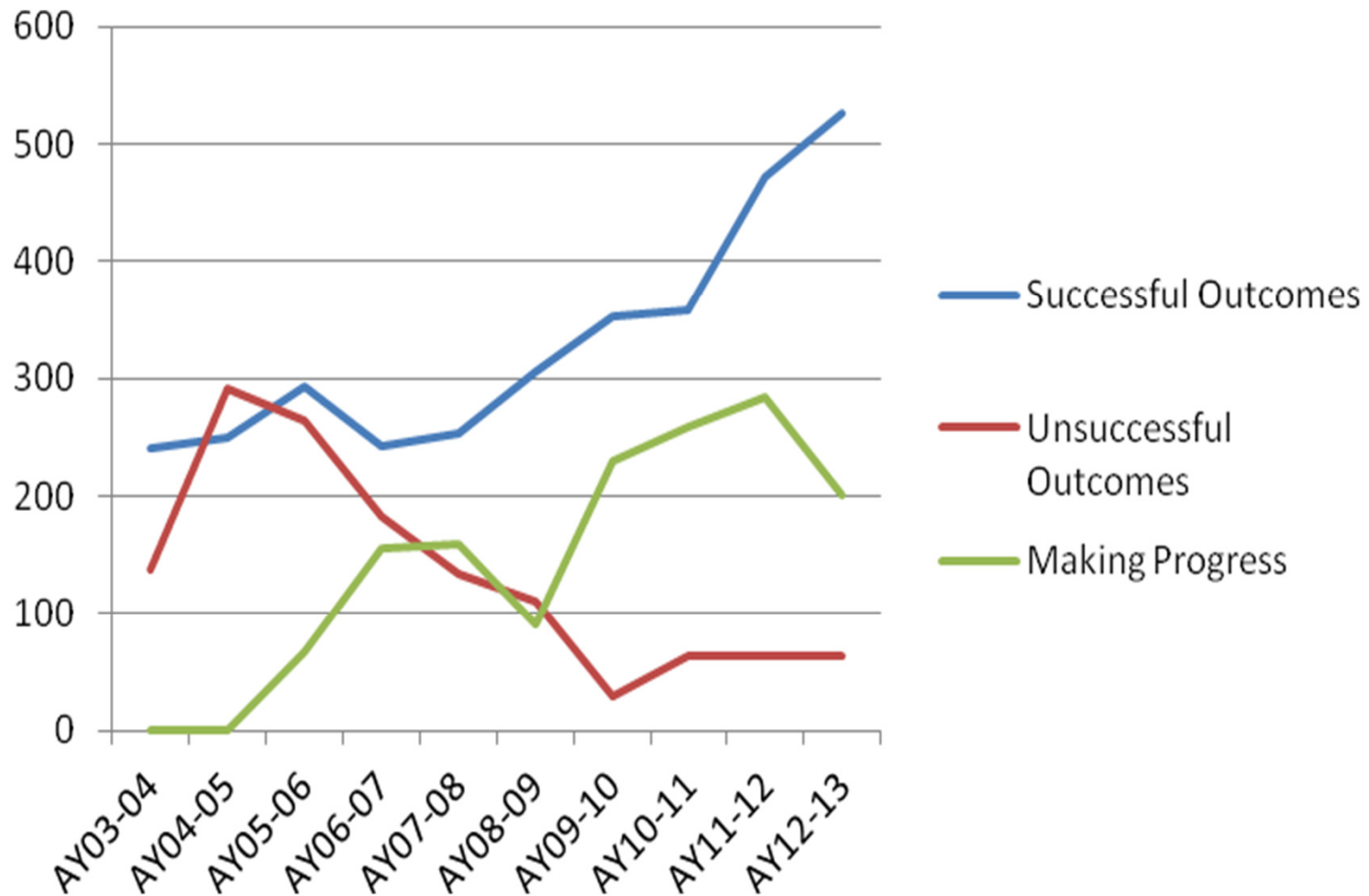
Figure 13. Math Placement Test Results: AY2006 to AY2013



# 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



# **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.**

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# **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.**

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