

**RECEIVED**

AVP 2015-005

**MEMORANDUM**

APR 01 2015

**TO:** Dr. Mary A.Y. Okada  
President

PRESIDENT'S OFFICE

Initials: 

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

**SUBJECT:** Request to establish the **School of Career and College Readiness** within Academic Affairs Division

**DATE:** March 30, 2015

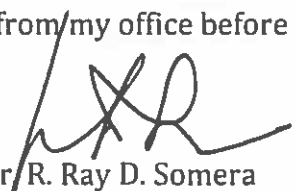
This is to formally seek your approval to create a structure called the *School of Career and College Readiness* within the Academic Affairs Division (AAD), to start by fall 2015.

I formally articulated this vision of AAD expansion during my Convocation Address on August 14 last year, after almost a year and a half of discussions with various stakeholders (notably the English and Math departments) on campus, as spearheaded by the Deans. The two attachments here provide the justification, timeline, and the documentation of institutional dialogue that has occurred regarding this AVP initiative. Essentially, this proposed expansion is rooted in developmental education reform, the expected outcome of which is student success through an accelerated degree completion process.

This new structure will also be meaningfully significant for federal grant applications that target developmental education reform. As outlined in the document you approved regarding the revamp of the college's Developmental Education in August 2014, a Career and College Readiness Administrator will provide oversight to these programs and services.

My request via this memo is two-fold: (1) your approval to create the School of Career and College Readiness, in time for fall 2015; and (2) the transfer of all developmental courses in English and Math into this new structure.

Thank you for your kind consideration of these requests. As soon as I receive word from you, I can then formalize a campus announcement from my office before the semester ends on May 6, 2015.

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

☒ Approved      ☐ Disapproved

Mary A. Okada

Dr. Mary A. Okada  
President

04-06-2015

Date

3 attachments

CC: Dr. Virginia Tudela, TPS Dean  
Dr. Michael Chan, Acting TSS Dean  
Joann Muna, HR Administrator  
Carmen Santos, VP, Finance & Administration

## **TIMELINE: DEVELOPMENTAL EDUCATION PROPOSAL**

**(includes dialogue on the creation of the School of Career & College Readiness)**

- Spring 2013-Dr. Karen Sablan tasked by the AVP to lead reorganization discussions (in consultation with the Deans, Department Chairs, faculty, and HR Administrator)
- March 1, 2013- Meeting with DC for English and DC for math and science regarding the General Education Impact Study. Discussion included centralized vs. decentralized developmental education programs.
- May 1, 2013- AVP, Dr. Karen Sablan, and Dr. Michael Chan presented the reorganization proposal to the math and science faculty.
- May 3, 2013- AVP, Dr. Karen Sablan, and Dr. Michael Chan presented the reorganization proposal to the English department faculty.
- July 1, 2013- Memo from Dr. Karen Sablan to the AVP regarding the Fall 2013 Implementation and Phase-In Discussions: Department Reorganization/Realignment.
- July 10, 2013- President approved the memo from the AVP regarding Departmental Reorganization/Realignment
- August 22, 2013- During the August 22, 2013 DC meeting, Dr. Karen Sablan mentioned that discussion and transition planning for department reorganization will continue during AY13-14.

- August 28, 2013- During the August 28, 2013 Math and Science department meeting, Dr. Karen Sablan presented the reorganization plan to faculty.
- September 5, 2013- Meeting with math and science faculty regarding reorganization (presentation by math faculty)
- September 20, 2013- Meeting with English faculty regarding reorganization (presentation by English faculty)
- November 18, 2013- Proposed Framework for Addressing Concerns with Developmental Education and its Effects on Student Retention and Completion submitted by the Deans to the AVP (follow-up to meetings with the English and math/science faculty and review of literature addressing developmental education programs).
- January 2014- February 2014- Research on developmental education practices at other community colleges conducted by Associate Deans.
- August 1, 2014 - President Okada officially approves the Proposal for Developmental Education
- August 11, 2014 - GCC Convocation Address by the AVP: Promote student success by clustering Adult Education, Developmental Education, and Secondary Programs to be called the School of Career and College Readiness. Framework that will integrate effective strategies in student placement, quality instruction, student services, and assessment.

- April 4, 2014- Developmental Education proposal submitted by the Deans to the AVP
- September 8, 2014- Overview of Developmental Education Proposal presented during the September 8, 2014 DC meeting.
- September 23, 2014- Written feedback received from the math faculty regarding the proposed reorganization.
- December 19, 2014- School of Career and College Readiness proposal submitted to the AVP by the TPS Associate Dean.
- January 30, 2014- Meeting with the President, AVP, VP for Finance and Administration, Deans, and HR Administrator to discuss the implementation of the School of Career and College Readiness.
- March 6, 2015- Meeting with Math and English faculty regarding the structure of CCR to possibly include Adult Education, Secondary Support and Transition Initiative programs, and the reporting of Grant Funded Programs, Activities & Initiatives. 8 English faculty were present including their DC and 6 Math faculty were present including their DC.
- March 13, 2015- Meeting with Secondary faculty regarding the structure of CCR. The Secondary faculty were informed of the timeline and discussions that have taken place with the English and Math department and that implementation of the

Developmental piece is the only part that was approved by the President. Secondary faculty were then informed that the school of CCR may possibly include Adult Education, Secondary Support and Transition Initiative programs, and the reporting of Grant Funded Programs, Activities & Initiatives. A total of 32 faculty were present which included DC's as well s Faculty and Union representatives.

- March 19, 2015- The AVP provides a comprehensive update on college-wide initiatives during the scheduled CDC working session. He informed DCs that he was now reviewing all documentation of the dialogue that has occurred regarding the creation of a school of Career and College Readiness. All DCs were present.
- March 23, 2015- Meeting with English and Math department chairs to inform them that the preference of the institution is for implementation of the Developmental piece is to take place in fall 2015.

# **SCHOOL OF CAREER AND COLLEGE READINESS**

## **GUAM COMMUNITY COLLEGE**

### **Timeline**

- ◎ **Spring 2013- Dr. Karen Sablan tasked by the AVP to lead reorganization discussions (in consultation with the Deans, Department Chairs, faculty, and HR Administrator)**
- ◎ **March 1, 2013- Meeting with DC for English and DC for math and science regarding the General Education Impact Study. Discussion included centralized vs. decentralized developmental education programs.**

## Timeline

- ◎ May 1, 2013- AVP, Dr. Karen Sablan, and Dr. Michael Chan presented the reorganization proposal to the math and science faculty.
- ◎ May 3, 2013- AVP, Dr. Karen Sablan, and Dr. Michael Chan presented the reorganization proposal to the English department faculty.

## Timeline

- ◎ July 1, 2013- Memo from Dr. Karen Sablan to the AVP regarding the Fall 2013 Implementation and Phase-In Discussions: Department Reorganization/Realignment.
- ◎ July 10, 2013-President approved the memo from the AVP regarding Departmental Reorganization/Realignment

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- ◎ September 8, 2014- Overview of Developmental Education Proposal presented during the September 8, 2014 DC meeting.
- ◎ September 23, 2014- Written feedback received from the math faculty regarding the proposed reorganization.

## Timeline

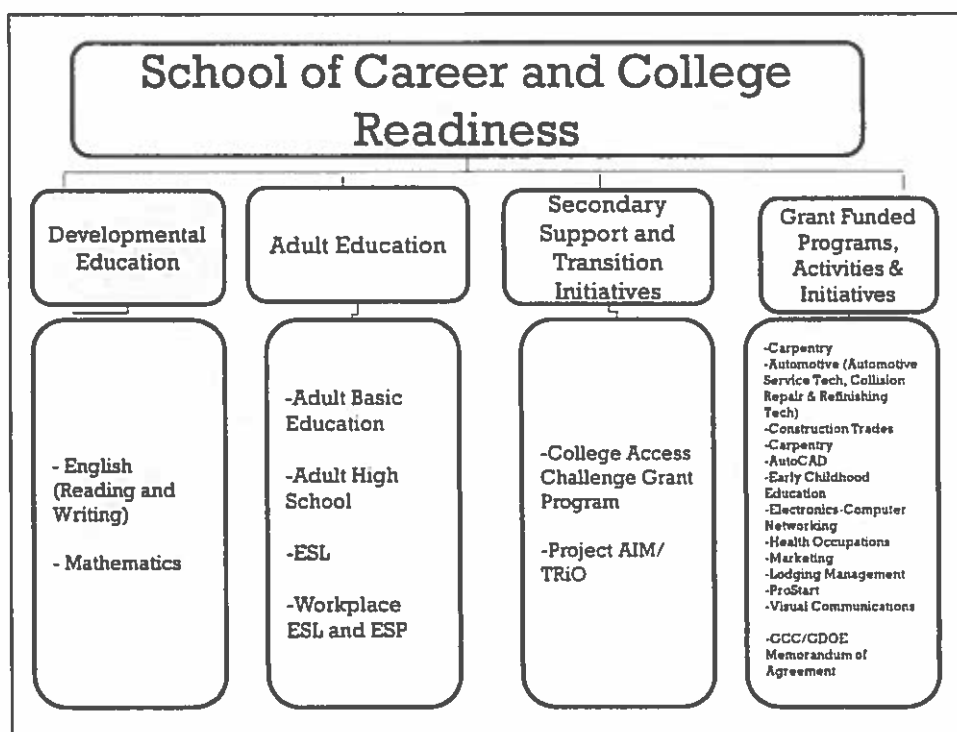
- ◎ December 19, 2014- School of Career and College Readiness proposal submitted to the AVP by the TPS Associate Dean.
- ◎ January 30, 2014- Meeting with the President, AVP, VP for Finance and Administration, Deans, and HR Administrator to discuss the implementation of the School of Career and College Readiness.

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- March 6, 2015 – Meeting with Math and English faculty regarding the structure of CCR to possibly include Adult Education, Secondary Support and Transition Initiative programs, and the reporting of Grant Funded Programs, Activities & Initiatives. 8 English faculty were present including their DC and 6 Math faculty were present including their DC.
- March 13, 2015 – Meeting with Secondary faculty regarding the structure of CCR. The Secondary faculty were informed of the timeline and discussions that have taken place with the English and Math department and that implementation of the Developmental piece is the only part that was approved by the President. Secondary faculty were then informed that the school of CCR may possibly include Adult Education, Secondary Support and Transition Initiative programs, and the reporting of Grant Funded Programs, Activities & Initiatives. A total of 32 faculty were present which included DC's as well as Faculty and Union representatives.

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## **SCHOOL OF CAREER AND COLLEGE READINESS**

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Guam Community College (GCC) proposes to establish a School of Career and College Readiness. The proposed School will provide academic preparations for those seeking credentials and background support to gain a high school credential, pursue a postsecondary education, work towards industry certification, and attain the knowledge and skills leading to gainful employment. The proposed School of Career and College Readiness will encompass three major programs: (1) Secondary Career and Technical Education; (2) Postsecondary Developmental Education; and (3) Adult Education (Adult Basic Education, Adult High School, English as a Second Language, and English for Special Purposes courses). All three programs support GCC's mission of "being a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia".

### Secondary Career and Technical Education

GCC is chartered by 17GCA, Section 31107(2) as amended by Public Law 31-99 with the coordination of career and technical education (CTE) in all public high schools. The CTE courses are held at the various high schools, with the exception of the George Washington High School CTE courses which are held on the GCC campus. The activities of the CTE departments are overseen by the respective GCC department chairs and the faculty members are supervised by the Deans of the School of Trades and Professional Services and the School of Technology and Student Support.

The secondary CTE courses are designed to prepare students to meet industry standards in the respective fields or initiate a program of study that can be completed at the postsecondary level at GCC or other CTE institutions. Students who complete the secondary CTE programs may elect to continue their studies at GCC or seek employment in their respective industries.

The secondary CTE courses are incorporating the College and Career Readiness Standards, a subset of the Common Core State Standards, in all their program and course guides. The students in the high school CTE programs have the opportunity to participate in a Work Experience Program. Successful completion of the Work Experience Program and high achievement in CTE courses allow students to earn postsecondary credits when they enroll as postsecondary students at GCC.

## **SCHOOL OF CAREER AND COLLEGE READINESS**

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### Postsecondary Developmental Education

Students who plan to enroll in postsecondary courses at GCC are assessed to determine their college readiness in English and Mathematics. Those whose placement test scores deem them ready for college-level courses may choose to enroll in those courses. Those whose scores indicate some deficiencies in their preparation for college-level courses must enroll in and successfully complete Developmental Education courses in English and Mathematics before continuing on to college-level courses. The English courses focus on reading, writing, and communication. The Mathematics courses focus on basic mathematics, algebra, and geometry.

In the proposed School of Career and College Readiness, greater attention will be paid to the successful completion of the Developmental Education courses and on preparation for the successful completion of college-level courses and programs. The proposed revisions of the Developmental Education Program will call for attention to student placement in appropriate courses, effective pedagogy, professional development for Developmental Education faculty, and support services for Developmental Education students.

### Adult Education

The Adult Education Program is designed to meet the needs of adults (1) working to earn a high school diploma; (2) preparing to take and successfully pass a high school equivalency exam; (3) and needing support as English Language Learners.

Students working to earn a high school diploma will take courses based on College and Career Readiness Standards for Adult Education. Students may transfer high school credits earned while they were still enrolled in Guam DOE or other high schools. The Adult High School program also incorporates college-level career and technical education courses.

Those working towards earning a high school equivalency will be assessed to determine if they are eligible to take the equivalency exam. If eligible, GCC certifies that they are prepared and register them to take the GED or HiSET . If students are not eligible to take the equivalency exams, courses are available to develop the students' skills in Reading and Mathematics.

## **SCHOOL OF CAREER AND COLLEGE READINESS**

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For the English Language Learners, courses are available for those working to earn a high school diploma or equivalency, those preparing to enroll in college courses, and unemployed citizens seeking support in Workplace ESL. The programs for English Language Learners will also provide specific courses, requested by employees or employers, in Workplace ESL and in English for Special Purposes (ESP), namely support for success in examinations for professional certification. Workplace ESL and ESP will be courses and programs developed and made available on demand.