

GCC Fall 2013 Convocation
Welcoming Remarks
Ms. Deborah Belanger
Chair
GCC Board of Trustees

Hafa Adai everyone, and welcome to what I envision will be yet another successful year for the Guam Community College. Since joining this board several years ago, and then becoming chair last year, I have seen great progress at GCC, not only with regard to student enrollment and improvements to campus facilities, but also, with regard to how the college is embracing STEM technology. For example, our new science labs in the Allied Health Center, our new computer lab in the Student Center, our sustainability efforts, and the development of a photovoltaic installer's course are all signs that GCC is embracing the new technologies that are becoming available for students and the workforce. Continuing down this path will bring us endless possibilities with regard to Innovation and its Broader Impacts if we keep working as a team, take pride in what we do, work with our community and think outside the box when we face challenges. I am proud to be the chair of the Board of Trustees at this exemplary institution, and I hope you are as proud to be a member of the GCC team as I am. On behalf of the entire Board of Trustees, congratulations on what you have accomplished so far, and have a wonderful, innovative and successful academic year. Si Yu'os ma'ase.

GCC Fall 2013 Convocation
Welcoming Remarks
Ms. Lorraine Okada
Chair
GCC Foundation Board of Governors

Hafa Adai everyone, and welcome to Convocation. Last Friday I appeared with President Okada as Jayne's guest on K57 radio. I mentioned to the thousands of listeners that I always love attending GCC functions, because of the camaraderie and the wonderful teamwork atmosphere that exists at the college. All of you make my job as Foundation Board chair easier, because people are more willing to invest in a place where they see progress and results. Nearly everywhere you go on this island, you will run into someone that was either your former student, or who maybe attended GCC several years ago, and is now a working professional, contributing to the economic success of their own family and our island in general. It is so gratifying to see the fruits of all of your efforts, whether you are a member of the faculty who educate our students, or one of the staff and administrators who provide support in various ways. Each of you is an important member of this team at Guam Community College, and I just want you to know, on behalf of the Foundation Board of Governors, that you have our continued support and that we will continue to find ways to have the community invest in this fine institution. Thank you, congratulations on being here tonight, and good luck in the upcoming academic year.

GCC Convocation 2013
August 12, 6:00 P.M.

Dr. Mary A.Y. Okada
President

Innovation and its Broader Impacts

Hafa Adai and a warm welcome to all of you this evening. Many of us have come to know convocation as the starting point for the academic year, where all of us begin to focus on or ponder what the new academic year will bring. Some of us have been looking forward to this time, primarily because we have had some time to relax during the summer months. For others, the work never really stopped, yet we are here nonetheless. So let's start to think....what will this academic year bring? What initiatives will be put forth? What does that mean for me as a member of the faculty, the staff, or as an administrator here at GCC - but more importantly, what does it mean for our students?

We all need to ask ourselves these questions. While we do so, let's take a look at the impact we've had in the last year... (show Impact Video 2013)

Speaking of why we are here, this morning, I received the news that we have registered 2,508 students. Just last week, we welcomed over 350 new students to our campus. Can anyone tell me why you think so many people are coming to us? Perhaps they've been receiving our message over the past several years. Perhaps several of you have been aggressively recruiting. Then again, maybe it's because they recognize that "GCC rocks!"

Let me give you a brief overview of what we have encountered this past academic year.

During the past year, I have had several opportunities to engage with other college presidents and learn about what they are doing on their campuses, and sharing what we have been doing here at GCC. There's a common theme that I have heard....innovation...identifying innovative initiatives.....and providing professional development and funding to support innovative ideas. For the next few minutes, I would like for you to think about some innovative efforts you think the college should be making...where should we put our efforts?

Let me share some ideas: What is the 21st-Century Initiative for Developmental Education? How can we become especially attuned to the many students on our campus who struggle, due to a variety of factors? Traditional areas have included course-based aspects of support, such as developmental reading, basic writing, developmental math, study skills, and learning frameworks courses, as well as non-course-based aspects of support like tutoring, supplemental instruction, and mentoring such as what we have with our College Access and Project AIM programs.

Should we, and how can we innovatively re-design these efforts? What resources do we need? How can we redesign developmental education to increase completion rates, dramatically improve college readiness, and close the skills gap? Do we need to reinvent institutional roles by refocusing and investing in support structures; or reset the system by targeting public and private investments and implementing policies for more rigor, transparency, and accountability?

High-level progress requires creating a developmental education student success pathway model:

instituting pre-collegiate and early intake,
addressing high school graduates and returning students by increasing awareness and access,
promoting academic readiness,
providing early opportunities for college and career readiness,
aligning curriculum across sectors,
improving transitions to postsecondary,
providing meaningful faculty and staff professional development,
and for ESL/ABE/GED students-providing a clear and carefully crafted pathway from literacy through college and career readiness.

For advising and support services:

making the front door engagement inescapable,
incorporating multiple measures for assessment and placement,
designing clear academic pathways including the required educational plan and enrollment in a program of study,
using appropriate technology in support of services and advising,
and providing meaningful faculty and staff professional development.

We already do much of this to some extent. Yet we cannot rest on our laurels with the completion rates that we have. As it is, completion is still a big challenge that we have to overcome. We need to accelerate developmental pathways into programs of study by providing connections through cohort experiences in the first term, contextualizing the basic skills to the program of study, and mandating carefully crafted and evidence-based success in courses in first term.

Addressing these developmental education issues in a comprehensive and sweeping manner is how we are going to improve our student success rate. We need that rate to be as stellar as our new campus facilities.

To support our innovation efforts, I have decided to allocate up to \$50,000 from our promotions and development account. A process to apply for these funds will be forthcoming. It will be available throughout the academic year with the expectation that the projects are showcased at some point.

Last year, I spoke to you about the updates to our Institutional Strategic Master Plan and the next series of renovations that will begin on campus facilities. During the

summer, we broke ground on Building 200 and expect the completion (if all goes well) by August 16, 2014. What a great gift that would be! Also, the financing vehicles for construction are currently in the works for the renovation of Building 100 and the expansion of the Forensic Lab.

Many people in the community have voiced their praise to the college for all the great work that we are doing and for all that we have done. Of course, none of this would be possible without the support of our Board of Trustees, the Foundation Board of Governors, the faculty, staff, and administrators. We all recognize that we do this for our students and our community.

However, I must also mention that we have gone through our share of challenges. We've struggled to communicate with each other on several occasions. How can we overcome this challenge? Perhaps we should meet more often and share our ideas.

But communication is not our only struggle. There are some unfortunate times that we have failed to plan. In some instances, this has put an unanticipated burden on our students. I ask that we all take a look at the consequences surrounding specific actions and make the adjustments accordingly. Additionally, our finances are a constant concern. We've struggled throughout the year to garner financial resources to support our operations. With the passage of Public Law 32-061 we have received an appropriation of \$1.5 million to replace the shortfall we anticipate in the manpower development fund. However, as of today, this funding has not been received.

A few months ago, I met with the staff to speak to them about their merit bonuses, or lack thereof. To date, we have not paid any of these out. We still have over \$2 million in 15% set asides that we are working on to meet basic payroll requirements for the remainder of the year. We are on top of this issue and should see a resolution in the next couple of weeks, if not earlier.

One final note:

We are a team and as a team we need to work together to ensure that we are going in the same direction. Our teamwork has brought us the successes we have experienced up to this point. Like every other team, there are times that we will struggle to keep our momentum. But I believe in our team, as I am sure that you do. Let's continue to work together, sharing our innovative ideas and putting those ideas into action.

Our students have recognized the work that we are doing to ensure their success. Let's look beyond what we have and strive to make it better. After all, we are the Guam Community College. Welcome back to another exciting year!

2013 CONVOCATION ADDRESS

Story-telling is such an integral part of our culture, so I will begin with one.

An American battleship is lost at sea in thick fog. The first mate reports that he can see a light ahead, so the captain radios the vessel demanding that it diverts its course to avoid a collision.

A Canadian voice responds, recommending that the battleship changes its own course.

The captain is enraged. "This is the Captain of a US Navy ship. I say again divert your course," he says.

"No," says the Canadian calmly, "You divert your course."

The US officer is beside himself. "This is the aircraft carrier USS Lincoln," he explodes, "I demand that YOU

change your course.”

There is a moment's pause before the Canadian replies, “This is a lighthouse. Your call.” [Wait till laughter subsides.]

Buenas, and hafa adai. It is with great honor and intense pride that I address you in tonight's convocation signaling the start of another academic year of service to our students. It has been more than a year since our accreditation was reaffirmed; exactly one year and four months ago tonight. During last year's convocation, we celebrated this critical milestone in the life of Guam Community College, with our theme, “A Time to Shine.” It was our shining moment, yes, and we continue to shine as we are still far ahead of most colleges, even among our own regional Pacific colleges that are

struggling with their own accreditation issues. Why? Because we at GCC continue to adapt, change, and innovate so that our institutional policies, procedures, practices and processes closely align with ACCJC accreditation standards. I know all of you know that to be successful at this goal requires hard work by each and everyone of us. **This makes it imperative that all of us understand accreditation basics. This is the reason why this academic year I will make this an institutional assignment for everyone: take the online Accreditation Basics course at www.accjc.org. so that by our Midterm Report due in March 2015 (that's only about a year and seven months away!), I can report that yes, GCC takes its accreditation seriously. So far, about 39 of us have received a Certificate of Completion from ACCJC,**

including staff member **Johanna Camacho**, HR administrator **Joann Muna**, Education faculty **Dr. Clare Camacho**, and **Debbie Belanger**, Chairperson of our Board of Trustees. Truly, each academic year is accreditation preparation for us and this demands collective work and understanding of who we are as a college, what we do, and why we exist. This is why in tonight's convocation, our theme, "Innovation and its Broader Impacts," reflects my academic vision to seek uncharted territories, and engage you in a journey towards new partnerships and collaborative projects beyond our walls, fences, and our shores.

[DIAGRAM HERE]

Similar to what the captain of the US Navy ship has to do in my earlier story, we may also have to divert our

course (or stay on course, if need be) and find our way in an increasingly changing, national and global educational landscape, [without colliding with a lighthouse, of course].

Here is a diagram which illustrates my vision of where we need to change the course for a broader impact in terms of educational direction, consistent with our institutional mission. **SLIDE, please.**

Based on this diagram, the complexity of the layers of human relationships at the college is currently comprised of two intersecting circles that are mutually interdependent. These are the everyday interactions GCC constituents go through as they take on their

various roles and responsibilities to ensure that the college functions smoothly (Internal/Within Campus Interdependent Relationships). Parallel to these interactions are the external collaborative actions they try to negotiate with the community and industry as the need arises (Community/Industry/Regional Partnerships). Emerging from these two important relational systems is another intersecting ring that seems to stem out of these two vital engagements (Global/Internationalizing Efforts). This direction primarily aims for a wider reach of the college beyond its shores, beyond the region, into the global, international arena. This would provide GCC students, faculty, administrators, the governing bodies, and in fact,

the entire college community greater opportunities for growth, for experience, and for innovation.

At the core of these initiatives lie GCC students, the lifeblood of our institution's primary existence as an educational institution. **THANK YOU FOR THE SLIDE,**
Jayne/Wes

In mid-May this year, a small group of the President's management team, about 10 administrators and three (3) department chairs, had the opportunity to hear about the internationalization experience of Kapiolani Community College (KCC) when Dr. Leon Richards, Chancellor of KCC, and also our 2013 Commencement speaker, shared with the college how KCC planted the

seed of multiculturalism on its own campus several years ago .

Borrowing from KCC's shared vision of international education, extending GCC's reach globally must necessarily be premised on four "if-and-when" principles, which can be stated as "If and when we internationalize our campus,"

1. We learn, support, and build on the existing languages, cultures, and histories of Guam's diverse peoples;

2. We develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;

3. We construct viable and robust educational and entrepreneurial regional and international partnerships; and

4. We fortify the college's role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.

To align our internationalizing efforts with our institutional mission, verbiage to capture this initiative will also be included in the college's mission statement .

Additionally, the college's internationalizing agenda will also be incorporated in the new institutional and organizational priorities for the upcoming academic year.

You do remember that we have begun the campus dialogue of rewriting our mission statement, and that review has been extended to September of this year, in order to coincide with the re-development of our Institutional Strategic Master Plan, to cover the period, 2014-2020. This will synch better with the accreditation timelines of ACCJC, as well as Pres. Obama's 2020 Community College Completion Agenda.

An Internationalization Initiative Task Force will be officially convened by the President, whose members she will officially appoint. This task force will meet initially to discuss the **Four Principles of Internationalization** described above and formulate specific goals, needed resources, activities, outcomes,

and measures of success for each element. As envisioned, this office will evolve into a Center once the activities begin, a momentum is achieved, and a critical mass is reached. Furthermore, guidance and consultation with Kapiolani Community College (and other similar colleges with international programs) will be actively sought during this critical process.

A pilot test of this initiative occurred just two weeks ago, when the President, Tourism Hospitality Dept Chair, and myself traveled to Bangkok, Thailand to explore partnership opportunities with Dusit Thani International, whose Dusit Thani Hotel Guam will be opening in Tumon (behind Guam Reef) sometime in June or July next year. We also met with the top officials

of Dusit Thani College, a very prestigious institution in Thailand, with state-of-the-art facilities, and where many hotels worldwide recruit for their employees.

What broader impacts emerged out of our Bangkok meetings? As a result of our discussions, the President signed a Statement of Intent for Educational Exchange and Articulation with the Rector of Dusit Thani College (DTC) involving faculty exchange, enrichment opportunities for our students, and a 2+ 2 program arrangement for our Culinary students. This means that our students will now have the opportunity to complete their AA degree at GCC and then complete the next two years at Dusit Thani College to earn a Bachelor's degree. They can come back to Guam and further increase their

employment opportunities with the Dusit hotel here or with the other 18 or so Dusit hotel properties all over the world. The anticipated educational outcomes are truly exciting for us, as a college, and certainly, we expect that these will translate to greater employment opportunities for our students, in the long run. This is one of the broader impacts of innovation that I spoke about earlier in my introduction.

I have said all along, in my previous convocation addresses, that articulation is both process and relationship. On the home front, the latter component is overly critical as most articulation agreements are founded on sound, interpersonal relationships between sending and receiving institutions. For example, most of

you know, that fostering a collaborative relationship with UOG required years of relationship-building, constant communication and dialogue between the two chief academic officers. I am glad to report that we have seen the fruits of such a robust relationship lately. Truly, our articulation harvest this past academic year was bountiful, for it yielded the most abundant harvest ever with regards to our program-to-program articulation with UOG. In the fall semester, we were successful in having our Associate of Arts in Interdisciplinary Arts and Sciences (IAS) articulate with the Bachelor of Arts in Interdisciplinary Arts and Sciences at UOG. In the spring semester, two more program to program articulation agreements were signed. These included AS in Criminal Justice to BA in Criminal Justice, and AA

in Education, concentration in Bachelor Foundation to BA in Education at UOG. We were equally successful in course-to-course articulation with two courses under our re-instituted Certificate in Family Services approved as equivalent courses in the Social Work program at the University. I would be remiss if I did not recognize all the Department Chairs and program faculty who worked hard toward achieving the successes we have had regarding articulation this past academic year. [DCs and program faculty in English, CJ, and Education, please stand and be recognized.]

Other opportunities also opened up for our students just this past week, when I received word that the University of Alaska, Fairbanks will now accept all our

AA and AS degree completers to transfer a minimum of 60 credits to any program that they wish to major in at UAF. To our students who might want a wintry experience, that is, to go through longer nights and shorter days, this option can be for them. [They might even meet Sarah Palin, who knows?] UAF college officials will be here in October to discuss with us more specific programs that will benefit our students the most. Certainly, when there are more options, and more opportunities available to our students, we provide them with more pathways to success.

Which brings me to the whole concept of student success and completion, and the broader impacts this will bring to the college, and to our island community.

We want our students to succeed and complete their program so that they can either join the workforce, or continue on to earn their Bachelor's degrees at UOG or elsewhere. Our goal is to increase our benchmark of degree completion by a certain percentage each year, in keeping with the Pledge of Commitment to Student Success and Completion that the President and our Board Chair signed last December. This aligns perfectly well with President Obama's 2020 community college completion agenda. Whether in the classroom or outside of the classroom, I count on all of you to contribute your share in realizing this institutional initiative this academic year and beyond.

BUT what specific strategies do we need to do to

increase our student success and completion rates?

When , as part of the Achieving the Dream conference last March, I visited the Los Angeles Trades and Technical College [LATTC~ the biggest and most progressive career and technical college in California] it provided me with a lot of ideas which I brought back home with me. I have in fact begun to discuss some of those innovative ideas with the department chairs. This academic year, we will explore more non-traditional pathways for our adult learners, like prior learning assessment or PLA, linking with industry certification providers, eight-week class formats, and other innovative strategies. I am still hoping that we will become part of Achieving the Dream for this year's cohort, or maybe the next, when funding constraints

ease up a bit. [Achieving the Dream, by the way, was created by the Lumina Foundation for Education to improve success among community-college students, particularly low-income and minority students. The idea is to help the colleges build a "culture of evidence" by using innovative strategies and track students' performance over time and to identify barriers to academic progress.] But funding issues aside, innovation, I believe, is the key. To gain the broader impacts of innovations we initiate on campus, we must constantly think of things in a different light, as illuminated by various perspectives from all stakeholders.

Which brings me to the moral of the story for this last

story-telling segment of my address: What would you do, if you were in a situation like this?

It is a wild, stormy night. You are driving alone in your car, when suddenly you pass by a bus stop, and you see three people anxiously waiting for a bus:

- An elderly lady who looks really sick and in extreme pain;
- A friend who once saved your life; AND
- The perfect partner you have been dreaming about

Knowing fully well that there could only be one passenger in your car, which one would you choose to offer a ride to? There are several possibilities:

You could pick up the elderly lady, because she is near

death, and thus you should save her first. Or you could take your best friend because he once saved your life, and this would be the perfect chance to pay him back; However, you also know that you may never be able to find your perfect mate again.

This was in fact a dilemma that was once used as part of a job application. The candidate who was hired came up with this answer. Can you guess what was his answer? Who do you think did he pick? [Pregnant Pause) Well, he simply answered: **I would give my car keys to my best friend so he can take the elderly lady to the hospital. I would stay behind and wait for the bus with the partner of my dreams.**

It is precisely thinking out of a box like this that I think will work for us as, together, we consider various innovative strategies to ensure our students “achieve the dream”, succeed and complete their programs. I believe that by working together to understand, develop, and train our students better, we truly can make our community college culture vibrant, vital, and alive.

As we embark on many more student-centered initiatives this academic year, I derive inspiration from the author William Pollard who once said, “Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow.”

Like the US navy captain in my earlier story, we can also do this by staying on course, or shifting our course, as we remain vigilant of the winds of change occurring in community colleges, in particular, and in higher education, in general.

I welcome all of you to another challenging but exciting academic year!

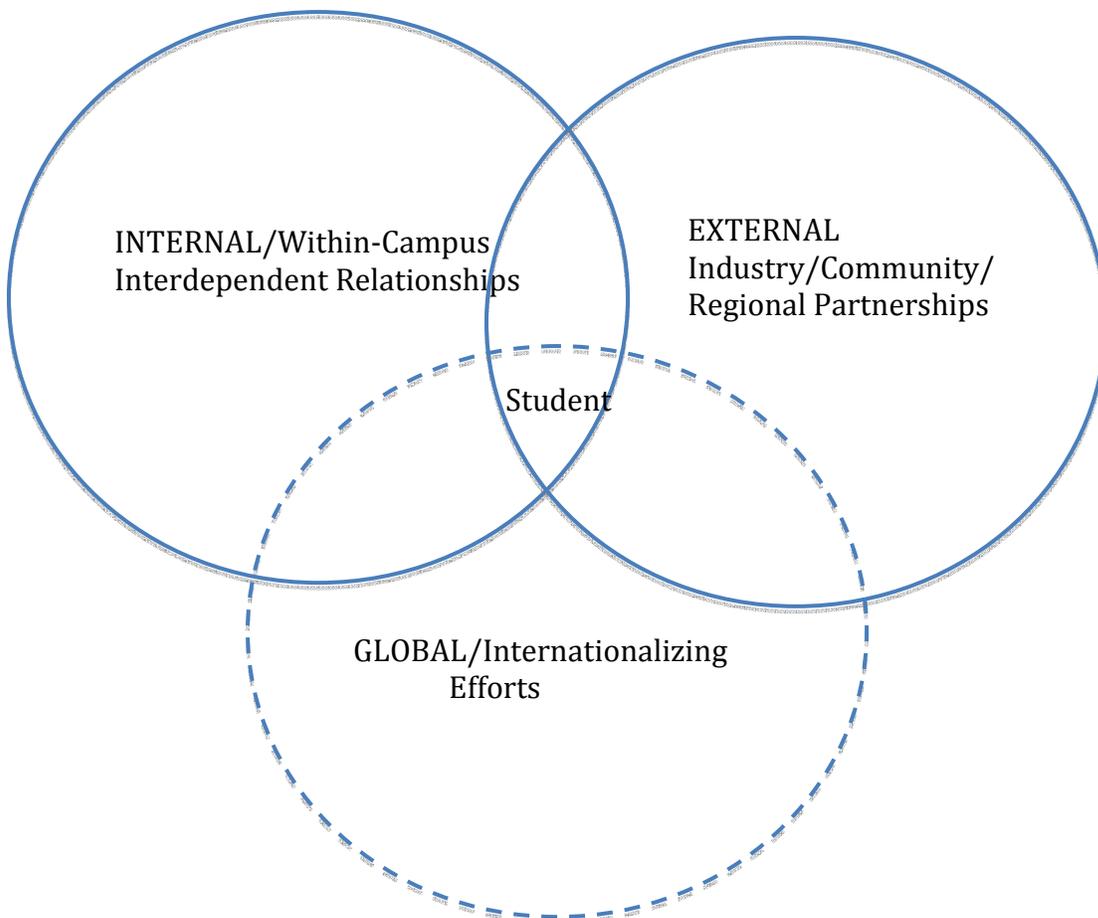
Biba GCC. Biba GCC.

Si yu'us maase.

INTERNATIONALIZING THE GCC CAMPUS:
A CONCEPT PAPER

Prepared by Dr. R. Ray D. Somera
Vice President for Academic Affairs
Guam Community College

In keeping with the context, challenges, and opportunities of an increasingly changing, national and global educational landscape, the schema below illustrates Guam Community College’s vision of educational direction in the immediate future, consistent with its institutional mission “to provide the highest quality education and job training” to locals and migrants from the Micronesia region. This educational vision extends the reach of the college beyond Guam’s island shores, beyond the island’s regional borders and into a wider reach of the surrounding countries in Asia and in the world.



Based on the schema above, the complexity of the layers of human relationships at the college is currently comprised of two intersecting circles that are mutually interdependent. These are the everyday constituent interactions constituents go through as they take on their various roles and responsibilities to ensure that the college functions smoothly (Internal/Within Campus Interdependent Relationships). Parallel to these interactions are the external collaborative actions they try to negotiate with the community and industry as the need arises (Community/Industry/Regional Partnerships). Emerging from these two important relational systems is another intersecting ring that seems to stem out of these two vital engagements (Global/Internationalizing Efforts). This direction primarily aims for a wider reach of the college beyond its shores, beyond the region, into the global, international arena. This would provide GCC students, faculty, administrators, the governing bodies, and in fact, the entire college community greater opportunities for growth, for experience, and for innovation.

At the core of these initiatives lie GCC students, the lifeblood and *raison d'etre* (reason for existence) of the institution's primary existence as an educational enterprise. To assume that what are typically called GCC students are those who are now currently served ~those students that are now enrolled at the college~ is seemingly a shortsighted view. Instead, the idea is to take a somewhat broader perspective of the clientele GCC serves to include three special categories: **prospective students, enrolled students, and completers**. When the college develops and organizes its student service areas to serve and to cater to all three student types, then the college is indeed embracing a broader and more visionary perspective that fully addresses its institutional mission. This inevitably includes further reaching out beyond the shores of the island, beyond the borders of the region, into the global, international sphere of education, culture, and entrepreneurship.

Borrowing from Kapiolani Community College’s shared vision of international education, extending GCC’s reach globally must necessarily be premised on four “if-and-when” principles:¹

- 1. If and when we internationalize our campus, we learn, support, and build on the existing languages, cultures, and histories of Guam’s diverse peoples;**
- 2. If and when we internationalize our campus, we develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;**
- 3. If and when we internationalize our campus, we construct viable and robust educational and economic regional and international partnerships; and**
- 4. If and when we internationalize our campus, we fortify the college’s role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.**

To align our internationalizing efforts with our institutional mission, verbiage in the college’s mission statement will also be included to capture this initiative.

“Micronesia and beyond” is one suggested phrasing, insofar as educational reach is concerned. Additionally, the college’s internationalizing agenda will also be encompassed in the new institutional and organizational priorities for the upcoming academic year. Similarly, constituents will be asked to provide input in the development and review of college-related policies (travel policy, in particular) that

¹ On May 16, 2013, a small manageable group of the President’s management team, about 10 administrators and three (3) department chairs, had the opportunity to hear the internationalization experience of Kapiolani Community College (KCC) when Dr. Leon Richards, Chancellor of KCC, shared with the college how KCC planted the seed of multiculturalism on its own campus several years ago and then watched it grow to be a robust program as it has now become. Dr. Richards also alluded to this rich multicultural experience of KCC constituents during his commencement address the day after his talk.

impact on international education, such as conference participation in international conferences outside of the United States. This will provide direction and clarity to whatever issues that may arise as the college addresses its goal of international education more fully.

The Internationalization Initiative Office (Double IO is the suggested brand name) will be under the general purview of the President's office, directed and managed by an Executive Assistant to the President, and divided into two components:

Academic, and **Entrepreneurship**. The first component (i.e., Academic) will be under the purview of the Vice President of Academic Affairs while the second component (i.e., Entrepreneurship) will be under the purview of the Vice President for Finance and Administration. The committee or task force structure under each of the two components will be a subject of discussion between the two Vice Presidents, in consultation with the President, her management team, as well as the various stakeholders on campus in the upcoming academic year. Further guidance and consultation with Kapiolani Community College (and other similar colleges with international programs) will be actively sought during this critical process.

An Internationalization Initiative Task Force will be officially convened by the President, whose members she will officially appoint. This task force will meet initially to further discuss the **Four Principles of Internationalization** described above and formulate specific goals, needed resources, activities, outcomes, and measures of success for each of them. As envisioned, the Double IO will evolve into a Center once the activities begin, a momentum is achieved, and a critical mass is reached.

Before the end of the academic year, a Board resolution on **Internationalizing the Campus** will be written by the task force, reviewed by the President, presented to the Board, and upon its approval, will become the guiding college policy to achieve the goals and outcomes set forth by the Internationalization Initiative Task Force.

References

2011 KCC International Education Annual Report, Paul S. Honda International Center, Kapiolani Community College, 78 pp.

2010 KCC International Education Annual Report, Paul S. Honda International Center, Kapiolani Community College, 80 pp.

GCC CONVOCATION 2013
CELEBRATION OF MILESTONES

G: You realize that our report to the College is set up after dinner – as if what we are presenting is the dessert.

J: That's okay. Dessert is my favorite part of the meal – no vegetables and lots of vitamins.

G: Having dessert and coffee is a good time to think about GCC's last academic year. Just like dessert, the year was definitely "SWEET"!

J: So, let's present those milestones as if we are serving dessert. The GCC community deserves the best desserts and the best news of what the College is proud of.

J: I'm glad you pointed me to last year's editions of Chachalani. That's where we got the information we're presenting. I bet that was just a good sample of what was accomplished. It's enough to get us started on serving desserts. Let's start serving and dishing out some of the best of GCC.

G: So let's start with LEMON MERINGUE PIE to acknowledge Scholarship Awards:

- 1) Meldie Joy Babales, an Early Childhood Education major received the PREL Pacific Teacher Scholarship.
- 2) Ha'ane-Joy San Nicolas, Floregine dela Cruz, and Angeline Sahagon for the First Hawaiian Bank and Guam Business Magazine Businesswomen of the Year Scholarship
- 3) Jun Hao Ren, Li Hua Jin, James Pangelinan, Ana Mariel Flores, and Julieana Raras for the \$500 from the SPERO.

J: That's what I'm talking about . . .

J: How about some BLUEBERRY CHEESECAKE to recognize highlights of Community Service? Mmmmmmm.

- 1) The EcoWarriors and Phi Theta Kappa leading the coalition of GCC students in the International Coastal Cleanup at Pago Bay and Tagachang Beach.
- 2) The Accounting 211 students assisting the Girl Scouts with their annual inventory

G: One cookie for you, one cookie for me . . .

- 3) Supervision and Management 225 students for collecting more than 3000 food items and 70 cases of water during the October-November Canned Food Drive for Kamalen Karidat.

G: One can of SPAM for me, one can of sardines for you.

J: I don't think SPAM and sardines count as desserts.

G: Let's serve Haagen Daz Crème Brule Ice Cream (even when it's not on sale at Payless) to recognize Successful Campus Events.

- 1) The First Science Symposium featuring GCC science faculty and students hosting 180 3rd graders from Tamuning Elementary and leading them through 18 science standards-based stations.
- 2) The 2013 GCC Spring Festival with 600 students and 14 student organizations.
- 3) The Annual Construction Rodeo with the Psychology 125 students pulling the cement truck in 10.1 seconds.
- 4) GCC's Education Department hosted the Convocation and Recruitment Fair that over 140 people attended to learn more about Education, Early Childhood Education, Sign Language Interpreting, and Family Services programs.
- 5) 14th Math Kangaroo, an international math competition, sponsored by the Math Department.

J: After all those activities, I bet everyone worked off the Haagen Daz ice cream.

J: It's appropriate to serve LATIYA for Partnerships with other Island Organizations. My mother makes the best Latiya, with her own sponge cake.

- 1) GCC partnering with the Department of Public Health and Social Services in supporting Project HATSA – Helping Achieve TANF Success through Achievement for programs in construction and the certified nurse assistant program.
- 2) GCC partnering with the Guam Contractors' Association, the Guam Chamber of Commerce, and the Mayors' Council in launching the Community Access Points (or CAPS) program – with the first one held in Inarajan.
- 3) The GCC Ecowarriors partnering with the Guam Environmental Education Committee to win the US EPA Environmental Achievement Award.
- 4) The College Access Challenge Grant Program hosting over 40 government, non-profit, and private agencies that serve Guam's underrepresented populations at the Community Partners Orientation.

G: HALO HALO needs to be made on the spot with different people using the same ingredients but coming up with their own creation. That's like recognizing the strength of each faculty member and how the combined strengths and professional development of all our faculty members enhance student learning.

- 1) GCC Science Faculty Jay Sunga, John Jocson, and Joni Kerr attending the Center for Ocean Sciences Education Excellence Workshop at the Kewalo Marine Laboratory
- 2) The Simon Sanchez High School GCC CTE teachers joined academic teachers to learn about the front- and back-of-the-house operations at the Hyatt.)
- 3) Rose Loveridge from the Allied Health faculty earned her master's degree from the University of Phoenix, thanks to a grant from Take Care.

J: Since Carrot Cake with cream cheese frosting is one of the best, let's serve that to recognize how GCC makes a difference in the community.

- 1) Practical Nursing students assisting at the Cancer Conference
- 2) Supervision and Management 220 students sponsoring a "Cure for Kaila" bone marrow drive at the Agana Shopping Center where they registered several hundred possible donors.
- 3) Adult High School Student Organization conducted a toy drive and turned over donated toys to the Salvation Army.
- 4) Ecowarriors spearheaded recycling efforts at the Christmas Festival at Skinner Plaza, the Japan Festival at Ypao beach, and the Pig Derby at several island locations.
- 5) Medical Assisting students helping GHURA and the Guam Homeless Coalition with the annual Point-in-Time homeless count.
- 6) Psychology, Sign Language, Education, and Sociology students supported the Special Olympics Track and Field Event at Okkodo High School.
- 7) GW AutoCAD II students worked to standardize the design of the Guam Seal and presented the draft to the Lieutenant Governor, the keeper of the Seal

G: Remember “Watch it Wiggle, See it Jiggle”? Let’s serve Blueberry, Lime, and Strawberry Jello and help everyone think of ways that GCC is on the Move.

- 1) There are now three program articulations between GCC and UOG – Interdisciplinary Arts and Sciences, Education, and Criminal Justice.
- 2) Continued increases in enrollment – supporting the growth since 2007 by over 40%
 - a. Fall 2012 – 2587
 - b. Fall 2013 – So far 2563 and counting
- 3) Construction
 - a. Opening of the LEED-certified Foundation Building for the bookstore, café, and Adult Education Department
 - b. Ground Breaking for Building 200 – for the Education Department
 - c. Planning for Building 100 – for Criminal Justice and Social Science and for Cosmetology
 - d. Typhoon Shutters for various buildings
 - e. Demolishing the old Health Center and T6 near the shooting range
- 4) New 10-speed tractor-trailer and 20-foot chasis and the new Doron Truck Driving simulator

J: GCC is as American as Apple Pie and community colleges are America's way of supporting workforce development. Serve up the pie and recognize that GCC takes the lead in career and technical workforce development.

- 1) High School Summer Work Experience in 2012 with over 152 student participants and 38 companies providing sites for experiences.
- 2) GCC's Continuing Education and Workforce Development Office conducting training for 125 participants of AHRD's Young Adults Employment and Training Program
- 3) GCC hosting a CTE conference for over 90 teachers and others interested in CTE programs.

G: Red Velvet Cake (the way Vicky Schrage makes it) is certainly a prize among desserts. Let's serve it to show off and be proud of GCC's achievements in various competitions.

- 1) VisCom student Angela Cabrera won 1st Place in the COPSA “No smoking/No Chewing/No Spitting poster contest
- 2) Fred Tupaz’s SM215 and EC110 classes tying for 2nd place and 10th place overall in the worldwide standing in the International Business Strategy Game
- 3) Simon Sanchez High School ProStart team, led by Vicky Schrage won the National ProStart Invitational in Baltimore, beating 41 other teams from around the country
- 4) Okkodo High School’s Lodging Management Team finished second in the American Hotel and Lodging Educational Institute National LMP competition in Orlando, Florida.
- 5) Southern High School Allied Health Team won the GCC CTE Annual Allied Health Academic Challenge Bowl
- 6) Dee Manglona, Dr. Ray Somera, and Ann Cruz were the top three “losers” in the Biggest Loser Contest

J: Dee, Dr. Ray, and Ann, get your fill of dessert now before the next contest begins. The more you gain now, the more you’ll lose for the contest!

J: In recognition of the sectors of the community that have and continue to invest in GCC, let's serve up some Golden Oreo Cookies. Don't forget the glass of cold milk to go along with the cookies.

- 1) National Rifle Association and the Guam EPA providing funding to initiate the cleanup and mitigation of the GCC Firing Range
- 2) Western Visayas Association donating to the GCC Foundation for scholarships
- 3) Take Care donating \$100K for GCC's Allied Health Department for scholarships and equipment for the Practical Nursing and the Medical Assisting Programs
- 4) Nikko Hotel donated \$10K to the GCC Foundation to support the GCC Tourism workforce training effort and donated to the JFK Tourism Academy
- 5) The Bank of Guam donated Payless Gift Certificates to support the Criminal Justice and Social Science Department's "Giving to Learn; Learning to Give" project
- 6) The Supervision and Management students raised and donated \$1000 from their 5K Race for Scholarships
- 7) The GCC Foundation sponsored the 2nd Annual "Parade of Shoes" fundraiser with ladies strutting their high heels for scholarships

G: Hey, Juan, when are you and Dr. Ray going to start wearing high heels to campus?

J: Has everyone gotten a sense of the accomplishments of 2012 – 2013?

G: Has everyone gained enough calories just by listening to all those dessert items?

J: Don't get anxious about how gaining all those calories will affect your Body-Mass Index – the BMI. Remember, it's not our weight that's the problem, it's our height!

G: Although Academic Year 2012-2013 may be hard to **beat**, let's all make academic year 2013-2014 just as **sweet**!

