

Guam Community College

2022 Midterm Report

Submitted by:

GUAM COMMUNITY COLLEGE

1 Sesame Street

Mangilao, Guam 96923

Submitted to:

Accrediting Commission for Junior and Community Colleges (ACCJC)

Western Association of Schools and Colleges (WASC)

Date Submitted: March 14, 2022


2022 Midterm Report Certification

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Mary A. Y. Okada
President and CEO
Guam Community College
1 Sesame Street, Mangilao, Guam 96921

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Mr. Frank P. Arriola
Chairperson, GCC Board of Trustees

03/14/2022


Date



Dr. Mary A. Y. Okada
Chief Executive Officer and President

03/14/2022

Date



Dr. Virginia C. Tudela
Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs

03/14/22

Date



Dr. Deborah Ellen
President, GCC Faculty Senate

03/11/2022

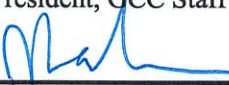
Date



Tasi Marina B. Mafnas
President, GCC Staff Senate

03/11/2022

Date



Jacob Sablan
President, Council on Postsecondary Student Affairs (COPSA)

03/14/22

Date

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Midterm Report Preparation

The College received its reaffirmation of accreditation for seven (7) years on June 16, 2018. The External Evaluation Team Report, prepared by the peer review team that conducted its onsite visit to the College on March 7-9, 2018, included four (4) commendations, zero (0) recommendations for compliance, and zero (0) recommendations for improving institutional effectiveness. The College's next comprehensive review will occur in the spring term of 2025.

In keeping with the College's participatory governance process which affirmed the College's belief in the transparency and inclusivity of the Midterm Report development process, the draft was forwarded to the College Governing Council, the President, and the Board of Trustees. Consequently, this present report was significantly made robust and rich from feedback generated from a diverse group of College stakeholders, inclusive of students, faculty, staff, administrators, as well as members of the governing board.

Much of the information for this report was gathered from the various institutional reports (including Fact Books, Vol 1 through 16) from the Office of Assessment, Institutional Effectiveness and Research (AIER), as well as year-end reports from Institutional Committees including Faculty Senate, Curriculum Review Committee (CRC), and Committee on College Assessment (CCA). Additionally, meeting notes from the Academic Affairs Division Management Team, President's Management Team, and the Board of Trustees were utilized.

Dr. Virginia C. Tudela, the institution's Accreditation Liaison Officer (ALO) and Vice President for Academic Affairs, managed and guided the preparation of this final report. She was also assisted by the Assistant ALO, Marlana Pangelinan.

This Midterm Report was reviewed and approved by the Board at its March 2022 meeting.

INITIATIVES AND PLANS EMERGING OUT OF THE ISER PROCESS

The plans and initiatives that emerged out of the College's most recent Institutional Self-Evaluation Report (ISER) in 2018 continue to demonstrate the College's commitment to the "Students First, Mission Always" motto. The following update presents the College's progress in supporting student success:

Transformation Initiative

For GCC to serve students as best as possible, the College, through the leadership of the President, has committed itself to a campus-wide Transformation initiative. The institution believes firmly that true change must come from within the organization. The College has therefore crafted a Transformation mission:

Guam Community College is engaged in transformation to ensure 100% student-centered success.

The Transformation initiative is an effort to engage faculty, staff, and administrators in guiding GCC's organizational change process and lead transformation in an institution-wide manner. The focus is on continually identifying areas of underperformance and overcoming barriers to serve students as effectively as possible.

During this reporting period, as part of ongoing efforts to institutionalize best practices in supporting student success, the College integrated the Transformational Leadership key role into College administrators' performance evaluations and is equally weighted at fifteen percent (15%) of the administrators' total performance score annually. The key performance indicators (KPIs) drafted under the Transformational Leadership key role include language to perform a micro evaluation of specific assigned areas of oversight to identify areas for growth and improvement specifically tied to supporting student success. Another KPI under the Transformational Leadership key role should also include language to apply a macro analysis within specific areas of oversight for opportunities to implement identified improvements or reprogramming options specifically tied to supporting student success within the area of responsibility. Each year thereafter, updates to KPIs are reviewed and revised for relevancy to the College's current and future environment.¹

Student-Centered Initiatives: CLYMER, DCAPS, Chalani 365

The CLYMER initiative, or Classroom Learning Yields Math and English Readiness, allows eligible students to forego the GCC mathematics and English placement test (Accuplacer), enrolling directly into credit-bearing mathematics and English classes. Immediate enrollment in English and mathematics classes allows students to move more quickly into courses for which mathematics and English courses are prerequisites, saving them time in school, and saving them money.

¹ 2022 Administrator Work Planning and Performance Evaluation Tool

During this reporting period, a review of the course success data for students availing of the CLYMER program revealed a largely successful result. The Gateways to GCC Report indicates a ninety-one percent (91%) or greater success rate of CLYMER applicants passing college-level English courses and an eighty-one percent (81%) or greater success rate of CLYMER applicants passing college-level Math courses.² The Gateways to GCC Report provides further detail on CLYMER applicants such as the high school these students graduated from so that the data may inform the planning and resource allocation process for successful programs such as the CLYMER program.

DCAPS, or **Dual Credit Articulated Programs of Study**, is an initiative that allows students in GCC secondary CTE programs who complete the Certificate of Mastery in a specific program, to receive credit for postsecondary courses with the same Student Learning Outcomes (SLOs).

DCAPS students come to GCC having received as many as nineteen (19) college credits, allowing them to complete their programs of study more quickly, and at less cost. Their completion of college classes while in high school also allows for a more seamless transition to their postsecondary studies. There are twelve (12) secondary-level CTE programs in the Guam Department of Education (GDOE) high schools that offer DCAPS credits, ranging from three (3) to nineteen (19) credits.

During this reporting period, the School of Trades and Professional Services has been working to implement a Cosmetology DCAPS program for the GDOE high schools. Since the Cosmetology program falls under the Education Department, faculty within this department are tasked to coordinate and develop the curriculum for this program. For the fall semester of 2021, the College awarded seven (7) students college credits through the DCAPS program. Two (2) students applied from John F. Kennedy High School's (JFK) Lodging Management and Culinary program. Three (3) students applied from Okkodo High School's Lodging Management Program (2) and Marketing Program (1). One (1) student applied from Tiyan High School's Lodging Management Program. One (1) student applied from Simon Sanchez High School's Automotive Technology Program. The Gateways to GCC Report revealed that the College is exploring course to course articulations between the secondary courses in Guam's public and private high schools with the College's postsecondary courses so that students may have a better opportunity to earn college credit for high school courses that articulate to the College.

Chalani 365 is an innovative year-round registration program GCC launched in 2017 in order to improve students' opportunities to stay in school and graduate in a timely manner. This registration process allows students to register one time for an entire academic year. They can register for classes for the upcoming semester, and for two terms ahead. One of the goals of the program was to instill the planning component in everything students do, particularly in planning their class schedules. An important note about Chalani 365 is that students do not have to pay for the pre-registered semester until the payment deadline for that semester.

During this reporting period, the College discontinued the Chalani 365 program. The Chalani 365 program was not feasible for the College and the students served due to the challenges presented by the coronavirus pandemic, including the financial and transportation limitations for

² Gateways to GCC Report, 2019-2020

our students. Additionally, database system challenges related to course registration across multiple semesters prevented full implementation of Chalani 365.

Sustainability Practices on campus

The Planning and Development Office has been at the forefront of developing facilities, projects and practices that create an environment that is conducive for both students and employees while fostering respect and understanding of ethical, social, cultural and environmental issues locally and globally. This reflects one of GCC's Institutional Learning Outcomes and the College has been committed to these plans and developments through the years. As a whole, these sustainability initiatives and practices provide an avenue for the sustainability of the College to continuously operate and function in the modern world, while improving students' chances of learning effectively and succeeding with their educational goals at GCC and beyond.

During this reporting period, the College continued to support the waste diversion program, maintained the water bottle filling stations, and hosted the summer and winter sustainability programs for middle and high school students. The College continues to modernize the campus facilities as guided by the Institutional Strategic Master Plan (ISMP) which includes an objective to provide access to sustainable facilities.³

Digitizing Assessment & Curriculum Project

The assessment infrastructure of GCC is built around student learning outcomes at the course, program, student support services, administrative offices, and institutional levels. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with plans and initiatives to help students succeed.

After digitizing the assessment process, the College also aspired to digitize the curriculum approval process. This was done through the implementation of a technology solution called **Acalog**, beginning Fall 2013. Prior to the adoption of the electronic curriculum review process, the institution was using the "yellow envelope" method, which was not very efficient.

During this reporting period, the College upgraded and implemented the cloud-hosted Nuventive Improve assessment management system, which is an upgrade of the original implementation of the onsite Nuventive TracDat assessment management system. The new system is accessible from anywhere there is internet connectivity and is always available for assessment authors and reviewers.⁴ In line with the update of the assessment and curriculum cycle schedule, the Curriculum Review Committee adopted the Google online platform for curriculum forms, cloud storage, and email routing. The Acalog system was not designed as a curriculum system and was thereafter discontinued after the adoption of the Google platform.⁵

³ [Institutional Strategic Master Plan, 2020-2026](#)

⁴ [Nuventive Improve Assessment Management System](#)

⁵ [Curriculum Manual, 2021-2022](#)

Roving Administrator Night Duty

To bring about a well-rounded student-centered mission, the College's Management Team met and decided to have all the administrators get involved in night administration to experience the College's night life. A roving night duty for all administrators was implemented in fall 2012 and remains in effect today.

The goal of the roving night administrator is three-fold:

1. To support campus night administration;
2. To get familiar with the night life of the campus to address any personnel or infrastructural issues that may need attention; and
3. To be available to interact with students and faculty members to discuss any concerns.

Campus night administration is under the auspices of the School of Technology & Student Services. A Night Administrator oversees the Student Support Office during the evenings and weekends. In addition to the Night Administrator, a roving administrator is on duty from 6:00 pm to 8:00 pm during regular semesters, fall and spring, from Monday to Thursday. There is no roving night administrator on duty Fridays, Saturdays, and Sundays and during the summer session. During the summer session, many of the classes held on campus end at 5:00 pm; therefore, the roving administrator is not needed.

Building the *Student Success Center*

For all members of the College community, seeing the **Student Success Center** expansion in the not too-distant future is exciting. It is envisioned to be a place where students can find space to interact, study, and engage in activities that will promote further learning.

During this reporting period, the Student Success Center was housed on campus in Building B. Resources for the Center include computers, a printer, and wireless and wired internet connectivity for students. As part of the College's physical master plan, the renovated Building B will house the new Student Success Center, the Student Support Office, the Fire Alarm System, a Photo ID and Badge area, secured storage, a faculty lounge, mailboxes and printer area, a unisex restroom, a reception and customer area, staff and guard areas, a study lab, office spaces for College counselors, a testing lab, and a second-floor computer lab and student veranda. The Building B renovation and expansion is designed for LEED certification.

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement

There were no recommendations for improvement.

Reflection on Improving Institutional Performance: Student Learning Outcomes

The College has articulated, established, and communicated to students how student learning outcomes (SLOs) can be used to help them achieve success. The College's annual cycle for the assessment of SLOs at the course, certificate, degree, student support services, administrative offices, and the institutional levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The College is committed to student success and demonstrates this commitment regularly through the strategic initiatives found in planning documents and institutional decision-making processes. The College encourages an open dialogue amongst constituents through the governance structures and processes established and embedded into the framework of the institution. As a result, students have a greater awareness and appreciation of the value of SLOs in their education.⁶

All programs offered by the College have at least three (3) program-level student learning outcomes and all courses have at least three (3) course-level student learning outcomes. The minimum requirement of three (3) SLOs for programs and courses includes one (1) cognitive, one (1) behavioral, and one (1) affective SLO for each program and course. All programs and courses complete the annual assessment and curriculum review based on the established institutional cycle schedule which is published online and referenced in all assessment and curriculum training.⁷

The data gathered through program and course assessment provides the baseline for dialogue and improvement at the institutional, program and course levels. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College's assessment efforts is the program review process, which guides improvements throughout the College.⁸

⁶ SLO Handbook, 2021-2022

⁷ Curriculum Manual, 2021-2022

⁸ Annual Assessment and Curriculum Cycle Schedule, 2019-2025

Institution Set Standards⁹

The College provided updates on the Institution Set Standards during the fall 2021 College Assembly.¹⁰

		2017-2018	2018-2019	2019-2020	2020-2021
Course Completion Rate	ISS Floor	72%	73%	74%	75%
	ISS Stretch	82%	83%	84%	85%
	ISS Actual	82%	77%	80%	83%
Certificates	ISS Floor	69	70	71	72
	ISS Stretch	79	80	81	82
	ISS Actual	94	84	114	63
Associates	ISS Floor	92	93	94	95
	ISS Stretch	102	103	104	105
	ISS Actual	278	309	198	240
Bachelors	ISS Floor	N/A	N/A	10	10
	ISS Stretch	N/A	N/A	20	20
	ISS Actual	N/A	N/A	N/A	N/A
Transfer	ISS Floor	50	51	52	53
	ISS Stretch	60	61	62	63
	ISS Actual	57	62	64	47
Licensure	ISS Floor	10%	11%	12%	13%
	ISS Stretch	20%	21%	22%	23%
	ISS Actual	89%	100%	**0%	95%

**Due to the Coronavirus (COVID-19) Pandemic, there were no licensure examinations in 2020.

The Bachelor of Science in Career and Technical Education was adopted in December of 2019 and the College expects completers in the spring semester of 2023.

⁹ [ACCJC Annual Report, 2021](#)

¹⁰ [College Assembly Agenda, Fall 2021](#)

Job Placement Rate		2017-2018	2018-2019	2019-2020	2020-2021
	(By Career Cluster)				
	ISS Floor	42%	43%	44%	45%
	ISS Stretch	52%	53%	54%	55%
	ISS Actual				
	Arts, Audiovisual Technology, and Communications	60%	30%		
	Business, Management, and Administration	82%	48%	19%	21%
	Education and Training	57%	56%	23%	24%
	Health Services		50%	24%	24%
	Hospitality and Tourism		48%	36%	53%
	Information Technology		28%	35%	35%
	Law, Public Safety, and Security	86%	48%	19%	19%
	Marketing, Sales and Services		27%	17%	17%

The job placement rate is only reported for career clusters with programs where at least 10 students completed in the designated year and at least 10 students were contacted. The programs that did not fit the two criteria aforementioned are not listed. The job placement rate for each designated year is as of April the following year. Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

The Architecture and Construction, Science, Technology, Engineering and Math, and the Transportation, Distribution and Logistics Career Clusters did not have at least 10 students who completed in the designated year.

Report on the Outcomes of the Quality Focus Projects (Quality Focus Essay (QFE))

Quality Focused Project-Early Middle College

In June 2018, a Career and Technical Education proposal was submitted to the Guam State Office. In that same month, the College received a Grant Notification Award for the two-year proposal.¹¹ Funding for the program was initially provided through Carl. D. Perkins Career and Technical Education funds, but later changed to the Guam Department of Education Consolidated Grant, after June 30, 2018.

A team of two administrators and three faculty were identified to carry the initiative forward. Team members attended the Middle College National Consortium Summer Professional Development Institute in New Jersey held June 23-25, 2018. The overall focus of the conference was on college and career readiness.

Upon their return, the team worked to develop a framework of the GCC Middle College and a timeline for implementation, identify support services for students, and determine qualifications for participants. The team recommended that the program start with 20 sophomores from George Washington High School (GWHS) who were enrolled in the GCC secondary construction program. The program was selected because of the island's struggle to recruit local workers into the construction industry. The decision was based on logistics (proximity of the George Washington High School campus to the GCC campus) and students' established interest. The program was extended to Tiyan High School in the next academic year and focused on telecommunications.

On August 13, 2018, the GCC Early Middle College (EMC) team presented during the GCC annual convocation. They shared the design and plans for the EMC program with faculty, staff, and administrators. The intent was to ensure buy-in and support for the program from the GCC internal stakeholders.¹²

In an attempt to create greater awareness and support of the EMC program in the community, on August 29, 2018, a GCC Associate Dean spoke about the EMC program during a presentation to the Guam Chamber of Commerce. Additionally, on September 21, 2018, an article written by GCC's Assistant Director for Communications and Promotions, entitled *The Case for Early Middle College*, was published in the Marianas Business Journal.¹³ Furthermore, senators from the 34th Guam Legislature, Guam Department of Education principals and vice principals, GCC

¹¹ [EMC Grant Award Notice](#)

¹² [Convocation, 2018](#)

¹³ [Marianas Business Journal Article, 2018](#)

Board of Trustees, GCC Board of Governors, Guam Department of Education Board members, representatives from the Guam Department of Labor, and construction industry experts were invited to attend an external stakeholder’s meeting on September 21, 2018 at the GCC Campus.¹⁴ The intent of the meeting was to provide an overview of GCC’s Early Middle College and to solicit feedback. The meeting was also intended to secure buy in of the Middle College concept from the 34th Guam Legislature for future budget and funding purposes.¹⁵

On October 22, 2018, an Early Middle College Summit was held on the GCC campus.¹⁶ Senators from the Guam Legislature, representatives from Department of Labor, GCC department chairs, GCC Board of Trustees, GCC Board of Governors, Guam Education Board members, Guam Department of Education leaders, University of Guam leaders, advisory committee members, regional leaders from the REL Pacific Governing Board (Commonwealth of the Northern Mariana Islands, Marshall Islands, Palau, Federated States of Micronesia - Pohnpei, American Samoa) were invited to attend.¹⁷ Presenters provided an overview of how the EMC program will work to help students achieve the goal of double credentials upon high school graduation. As noted in the invitation letter sent to participants, “Collaborations with the Guam Department of Education, the Guam Department of Labor, and industry experts will be critical to the success of a GCC Early Middle College program, as will support from the Guam Legislature.”

In fall 2018, a proposed Early Middle College program document was submitted to the College’s Curriculum Review Committee (CRC) and was approved.¹⁸ A program administrator, counselor, and success coach were later identified to support the program by providing wrap-around services (i.e., academic and career counseling, tutoring, soft skills training). That same semester, thirteen (13) students completed the registration process and began taking courses. In 2019, twelve students continued taking courses until the challenges posed by COVID-19 derailed their efforts.

Currently, the program framework, inclusive of intrusive advisement, for the Construction Trades and Telecommunications programs are in place. However, COVID-19 has had a detrimental effect on the full implementation of these programs at the two designated secondary site schools (George Washington High School and Tiyan High School).

The pandemic has posed tangible barriers for students to take classes on the GCC campus. While the College has secured a van specifically to transport EMC students to the GCC campus to take courses, parents notably were hesitant to allow their child to ride a van with other

¹⁴ [Presentation to EMC Stakeholders](#)

¹⁵ [GCC Letter to EMC Stakeholders](#)

¹⁶ [EMC Flyer, 2018](#)

¹⁷ [EMC Regional Summit Photo, 2018](#)

¹⁸ [EMC Postsecondary Program Curriculum](#)

students in the midst of a pandemic. In addition, the rise and fall of Guam's COVID-19 surges presented a major challenge as vaccinations were not available for secondary students until summer 2021.

With the learning loss faced by all students as a direct result of the pandemic, it was imperative that the College revisit its full implementation to creatively address all issues as it is tantamount to ensure student success. In its post pandemic response, GCC remains committed to ensuring the success of the EMC program.

Quality Focus Projects- Year-Round Education:

The intent of the Year-Round Education Initiative (YRE) is to facilitate student success at GCC. In the QFE, student success is defined as the timely completion of a student's program of study so that the student can join the workforce or transfer to a four-year institution. Since the Agreement was ratified by faculty and approved by the GCC Board in April 2016, discussions with various stakeholder groups on campus were held to solicit their input on YRE. Associate Dean, Dr. Elizabeth Diego, was tasked by the Vice President for Academic Affairs to lead the discussions. In preparation, Dr. Diego compiled general information about YRE to provide an overview to stakeholders during the feedback and solicitation phase. Dr. Diego met with the Faculty Senate President and faculty from various departments in fall 2018.

Discussions with faculty during Faculty Senate meetings led to the inclusion of the goal to "Promote student completion rates through Year-Round Education Initiative" in the Faculty Senate Strategic Plan for AY2018-2019. The strategy identified to meet the goal was to "Meet with key stakeholders, faculty and administrators to devise a proposed plan and implementation." Additionally, YRE was included in the Faculty Senate Strategic Plan for AY2019-2020. The plan indicated that the Faculty Senate would continue meeting with stakeholders regarding year-round education and conduct further research on year-round education implementation.

Feedback received from campus constituents and research was compiled into a preliminary report prepared by Dr. Diego entitled Year-Round Education (YRE) Formats: Types, Benefits, and Challenges. This report was included in the AVP Saga Volume 8 (AY2019-2020). The report included information on the various YRE formats implemented in postsecondary institutions with the goals of increasing student completion rates and decreasing program completion time. Additionally, the benefits and challenges of YRE were identified.¹⁹

In the report, it was recommended that a YRE Taskforce be activated and that significant movement forward in YRE commence in AY 2019-2020. As noted in the QFE, a broad objective for the YRE initiative is to create a YRE taskforce with six (6) members from Administration

¹⁹ AVP Saga, Volume 8, 2019-2020

and the Faculty Union (3 each) to address YRE. Appointments to the taskforce have not been formalized and the COVID-19 pandemic resulted in a shift in priorities for the AY2019-2020 academic year. On March 14, 2020, the Governor of Guam declared a public health emergency because of the potential dangers posed by COVID-19. On August 21, 2020, the Governor signed Executive Order 2020-28 implementing a stay-at-home order. The stay-at-home order was later extended four (4) times. On October 28, 2020, the Governor signed an Executive Order extending the public health emergency for an additional thirty days.

Since mid-March 2020, the College was operating under government-wide restrictions. Schools (from K-12 to institutions of higher education) were closed for in-person services on August 17, 2020, except for services which support students' online learning needs. In anticipation that restrictions would continue in spring 2021, the Guam Community College submitted a request to ACCJC to continue to offer online courses. This request was granted. On January 19, 2021, K-12 and higher education institutions were permitted to resume face-to-face instruction, following the Guam Department of Public Health and Social Services guidelines. These guidelines restricted the number of students on campus; consequently, some courses continued to be taught online. In fall 2021, face-to-face and hybrid courses resumed.

Despite the delay in systematically implementing the YRE initiative for regular course offerings, the College has been providing courses year-round through bootcamps since summer 2018. Bootcamps are short-term training provided in specific trades that are critically needed areas for employment on Guam. The training opportunity is locally or grant funded and provided to island residents at no cost. The bootcamp model involves engaging private sector partners throughout the process: assisting in the design of the curriculum, screening applications, interviewing applicants, selecting participants and then hiring completers with the goal of placement into registered apprenticeship programs. Depending on the design of the bootcamp, training can comprise of non-credit and credit courses and soft skills training in Work Ethic, Work Keys (National Career Readiness Certificate), OSHA-10, First Aid and CPR.

The first bootcamp, Construction I (Future Builders of Guam) was held in the summer of 2018. Since then, the College has offered additional bootcamps in a variety of areas such as Ship Repair; Truck Driving; Information Technology; Heating Ventilation, and Air Conditioning (HVAC); Medical Home Health Aide; Engineering Technician; Certified Nurse Assistant; GED; Bus Driving; Diesel Mechanic, and Medical Code and Billing.

In addition to the bootcamps, GCC has been providing access to a free technical assistance training and education program called "First-Year Free" since summer 2020. The program is funded by a U.S. Department of Interior grant that is administered through the Guam State Clearinghouse under the Office of the Lieutenant Governor. The program is designed to give students a head-start in pursuing a career in Guam's thriving food service industry and in

rebuilding Guam's number one industry, tourism. The First-Year Free program pays for the first year of tuition and fees, books and materials for the Culinary Arts Associate Degree program and the Tourism & Travel Management Associate Degree program. Courses are scheduled year-round (summer, fall, winter, and spring semesters).

The First-Year Culinary Arts cohort I began in summer 2020 and ended spring 2021 with 21 completers who earned 27 college credits. The First-Year Hospitality & Tourism cohort I began in summer 2020 and ended in fall 2020 with 9 completers who earned 28 college credits. The First-Year Culinary Arts (Baking) cohort II began in summer 2021 and continues in spring 2022 with 31 participants. The First-Year Hospitality & Tourism cohort 2 began in fall 2021 with 11 students and continues in spring 2022.

To further this discussion, in AY2022-2023, the Local Union President and the Board will be convening the Negotiations Committee to review and update the 2017-2023 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Guam Community College Board of Trustees. During negotiations, Article XXV-Year-Round Education (YRE), will be addressed. The College is committed to facilitating student success at GCC by facilitating the timely completion of a student's program of study so that they can join the workforce or transfer to a four-year institution.

Fiscal Reporting²⁰

2021 ACCJC Annual Fiscal Report

²⁰ 2021 ACCJC Annual Fiscal Report

APPENDICES

Evidence Directory

1. 2022 Administrator Work Planning and Performance Evaluation Tool
2. Gateways to GCC Report, 2019-2020
3. Institutional Strategic Master Plan, 2020-2026
4. Nuventive Improve Assessment Management System
5. Curriculum Manual, 2021-2022
6. SLO Handbook, 2021-2022
7. Curriculum Manual, 2021-2022
8. Annual Assessment and Curriculum Cycle Schedule, 2019-2025
9. ACCJC Annual Report, 2021
10. College Assembly Agenda, Fall 2021
11. EMC Grant Award Notice
12. Convocation, 2018
13. Marianas Business Journal Article, 2018
14. Presentation to EMC Stakeholders
15. GCC Letter to EMC Stakeholders
16. EMC Flyer, 2018
17. EMC Regional Summit Photo, 2018
18. EMC Postsecondary Program Curriculum
19. AVP Saga, Volume 8, 2019-2020
20. 2021 ACCJC Annual Fiscal Report