

Summer  
2018

## **Gateways to GCC Report:**

Dual Enrollment Accelerated Learning (DEAL)

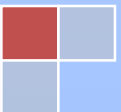
Dual Credit Articulated Program of Study (DCAPS)

Classroom Learning Yields Math & English Readiness  
(CLYMER)



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*Introduction*

At Guam Community College, the Dual Enrollment Accelerated Learning program (DEAL) and the Dual Credit Articulated Program of Study (DCAPS) are two programs that allow for the awarding of college credit. DEAL covers general education courses, primarily mathematics and English; DCAPS covers career and technical education programs. DEAL allows eligible students to earn both college and high school credits simultaneously and DCAPS allows Certificate of Mastery recipients to be awarded college credit based on the successful completion of CTE courses as indicated in the DCAPS program agreement. This report contains data indicating the number of students enrolled in, and completing these programs.

*Dual Enrollment Accelerated Learning Program (DEAL)*

Since spring of 2010, GCC has had sixty-one (61) students participate in the DEAL program. GCC continues to provide the opportunity for high school students to earn both high school and college credits to those who demonstrate academic excellence by placing in a college level Math and/or English course. From AY 2016-17 through AY2017-18, GCC had eight (8) students participate in the DEAL program as reflected in Table 1 below.

Table 1. DEAL Participants in AY2016-2018

<b>GWHS</b>	<b>Grade Level</b>	<b>1<sup>st</sup> Semester Enrolled</b>	<b>Course(s) &amp; Grade(s)</b>
Student 1	11th	Fall 2016	EN110 – A

<b>JFK</b>	<b>Grade Level</b>	<b>Semester Enrolled</b>	<b>Course(s) &amp; Grade(s)</b>
Student 1	12th	Fall 2016	EN110 - B
Student 2	12th	Spring 2017	EN110 - A

<b>OHS</b>	<b>Grade Level</b>	<b>Semester Enrolled</b>	<b>Course(s) &amp; Grade(s)</b>
Student 1	11th	Spring 2017	EN110 – A
Student 2	11th	Spring 2017	MA110A – A

<b>SSHS</b>	<b>Grade Level</b>	<b>Semester Enrolled</b>	<b>Course(s) &amp; Grade(s)</b>
Student 1	11th	Fall 2016	EN110 – A

<b>Guam Home School Association</b>	<b>Grade Level</b>	<b>Semester Enrolled</b>	<b>Course(s) &amp; Grade(s)</b>
Student 1	11th	Spring 2017	EN110 – A
Student 2	11th	Spring 2017	EN110 – A

All eight of these students received DEAL Scholarships from the GCC Foundation. Each scholarship covered the cost of tuition and fees for one course.

*Dual Credit Articulated Program of Study (DCAPS)*

Since DCAPS’ implementation in spring 2012 to summer 2013, 109 students have been awarded postsecondary credits through DCAPS. Most recently, a DCAPS agreement has been established for Collision Repair Refinishing and Technology (AutoBody) students. Currently, proposed agreements in the career and technical education areas of Allied Health and Visual Communications are under review. An additional change DCAPS involves the way that credits are awarded. Historically, upon declaring the DCAPS-related postsecondary major, students were given 3-6 credits, with additional credits awarded after students’ successful completion of nine credit hours. Now, students are awarded all DCAPS credits upon declaration of the DCAPS-related postsecondary major.

*Fall 2016 – Spring 2018*

Table 2. Number of DCAPS Awardees in Five High Schools

<b>GDOE Schools</b>	<b>Number of DCAPS Awardees</b>	<b>Programs Where Postsecondary Credits Were Awarded</b>
<b>George Washington High School (GWHS)</b>	<b>11</b>	<b>Automotive Service Technology, Computer Networking, Culinary Arts, Early Childhood Education, Lodging Management, Marketing</b>
<b>John F Kennedy High School (JFK)</b>	<b>11</b>	<b>Computer Networking, Culinary Arts, Lodging Management, Office Technology</b>
<b>Okkodo High School (OHS)</b>	<b>14</b>	<b>Automotive Service Technology, Computer Networking, Culinary Arts, Lodging Management</b>
<b>Simon Sanchez High School (SSHS)</b>	<b>23</b>	<b>Automotive Service Technology, Computer Networking, Culinary Arts, Lodging Management, Marketing</b>
<b>Southern High School (SHS)</b>	<b>5</b>	<b>Automotive Service Technology, Computer Networking, Marketing</b>
<b>Tiyan High School (SHS)</b>	<b>1</b>	<b>Automotive Service Technology</b>
<b>Total</b>	<b>65</b>	

The following tables illustrate the distribution by program:

Table 3. GWHS DCAPS Awardees by Program

<b>GWHS</b>	
<b>CTE Program</b>	
Culinary	3
LMP	3
Marketing	2
Early Childhood Education	2
Computer Networking	1
<b>Total</b>	<b>11</b>

Table 4. JFK DCAPS Awardees by Program

<b>JFK</b>	
<b>CTE Program</b>	
Culinary	3
LMP	6
Office Technology	2
<b>Total</b>	<b>11</b>

Table 5. OHS DCAPS Awardees by Program

<b>OHS</b>	
<b>CTE Program</b>	
Culinary	3
LMP	7
Marketing	2
Automotive	1
Computer Networking	1
<b>Total</b>	<b>14</b>

Table 6. SSSHS DCAPS Awardees by Program

<b>SSHS</b>	
<b>CTE Program</b>	
Culinary	2
LMP	11
Marketing	8
Automotive	1
Computer Networking	1
<b>Total</b>	<b>23</b>

Table 7. SHS DCAPS Awardees by Program

<b>SHS</b>	
<b>CTE Program</b>	
Marketing	3
Automotive	1
Computer Networking	1
<b>Total</b>	<b>5</b>

Table 8. THS DCAPS Awardees by Program

<b>THS</b>	
<b>CTE Program</b>	
Automotive	1
<b>Total</b>	<b>1</b>

By program, as illustrated by Table 9, Lodging Management has by far the largest number of awardees, with twenty-seven (27). Marketing and Culinary Arts are the other two programs with a large number of awardees, with fifteen (15) and eleven (11), respectively. Automotive Service technology and Computer Networking each have four (4) awardees, while Early Childhood Education and Office Technology both have two (2) awardees.

Table 9. Number of Awardees by Program

<b>CTE Program</b>	<b>Total Number of Awardees</b>
<b>LMP</b>	<b>27</b>
<b>Marketing</b>	<b>15</b>
<b>Culinary</b>	<b>11</b>
<b>Automotive</b>	<b>4</b>
<b>Computer Networking</b>	<b>4</b>
<b>Early Childhood Education</b>	<b>2</b>
<b>Office Technology</b>	<b>2</b>
<b>Total</b>	<b>65</b>

As illustrated by Table 10 below, at George Washington High School, forty students, (40) received Certificates of Mastery in SY2016-17, more than in any previous year. In the next year, 9 JFKHS Certificate of Mastery recipients received DCAPS credit when declaring their postsecondary majors at GCC. Overall, 20% of Certificate of Mastery students at GWHS have received DCAPS dual credit.

Table 10. GWHS Certificate of Mastery Recipients vs. DCAPS Awardees\*

<b>Certificate of Mastery</b>							
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Automotive	0	0	0	6	5	1	1
AutoBody	0	0	0	0	0	0	1
Comp.Net.	0	5	1	6	3	2	0
Construction	0	0	0	0	1	0	0
Early Childhood Ed.	0	0	3	6	8	7	19
LMP	2	1	5	4	7	4	5
Marketing	1	1	0	4	3	6	7
ProStart (Culinary)	4	4	4	2	7	6	7
<b>Total</b>	<b>7</b>	<b>11</b>	<b>13</b>	<b>28</b>	<b>34</b>	<b>26</b>	<b>40</b>

**1st time DCAPS applicants awarded credits between**

	<b>SU 2012 and SU 2013</b>	<b>SU 2013 and SP 2014</b>	<b>FA 2014 and SP 2015</b>	<b>SU 2015 and SU 2016</b>	<b>SU 2016 and SU 2017</b>	<b>SU 2017 and SP 2018</b>
Automotive	0	0	1	1	0	0
AutoBody	0	0	0	0	0	0
Comp.Net.	2	1	0	0	0	1
Construction	0	0	0	0	0	0
Early Childhood Ed.	1	3	2	1	1	1
LMP	1	1	1	1	1	2
Marketing	1	0	1	0	0	2
ProStart (Culinary)	1	2	0	0	0	3
<b>Total</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>9</b>

\*20% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 11, at John F. Kennedy High School, thirty (30) students earned Certificates of Mastery in DCAPS-eligible programs in SY2016-17. In the following year, seven (7) received DCAPS dual credit. Since the inception of DCAPS, 22% of JFKHS Certificate of Mastery Recipients have received DCAPS dual credit

Table 11. JFKHS Certificate of Mastery Recipients vs. DCAPS Awardees\*

<b>Certificate of Mastery</b>							
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Automotive	0	0	0	0	1	0	5
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	0	0	0	1	0	1	n/a
Construction	0	0	0	0	1	0	2
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LMP	2	3	2	6	16	2	8
Marketing	1	5	3	3	3	2	8
ProStart (Culinary)	3	6	2	6	9	13	7
<b>Total</b>	<b>6</b>	<b>14</b>	<b>7</b>	<b>16</b>	<b>30</b>	<b>19</b>	<b>30</b>

**1st time DCAPS applicants awarded credits between**

	<b>SU 2012 and SU 2013</b>	<b>SU 2013 and SP 2014</b>	<b>FA 2014 and SP 2015</b>	<b>SU 2015 and SU 2016</b>	<b>SU 2016 and SU 2017</b>	<b>SU 2017 and SP 2018</b>
Automotive	0	0	0	0	0	0
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	0	0	1	0	0	0
Construction	0	0	0	0	0	0
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a
LMP	2	0	0	1	2	4
Marketing	2	1	0	0	0	0
ProStart (Culinary)	3	4	4	0	0	3
<b>Total</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>7</b>

\*22% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 12, at Okkodo High School, fifty-four students received Certificates of Mastery in SY2016-17, more than in any previous year. In the following year, six (6) Mastery recipients received GCC DCAPS dual credit. Overall, eleven percent (11%) of OHS Certificate of Mastery recipients have received DCAPS dual credit.

Table 12. OHS Certificate of Mastery Recipients vs. DCAPS Awardees\*

<b>Certificate of Mastery</b>							
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Automotive	0	0	0	0	4	1	0
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	8	3	2	2	7	9	1
Construction	0	0	0	0	0	0	5
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LMP	6	11	17	18	24	8	13
Marketing	2	7	2	20	17	9	19
ProStart (Culinary)	0	0	0	1	0	3	16
<b>Total</b>	<b>16</b>	<b>21</b>	<b>21</b>	<b>41</b>	<b>52</b>	<b>30</b>	<b>54</b>

**1st time DCAPS applicants awarded credits between**

	<b>SU 2012 and SU 2013</b>	<b>SU 2013 and SP 2014</b>	<b>FA 2014 and SP 2015</b>	<b>SU 2015 and SU 2016</b>	<b>SU 2016 and SU 2017</b>	<b>SU 2017 and SP 2018</b>
Automotive	0	0	0	0	1	0
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	3	0	0	1	0	1
Construction	0	0	0	0	0	0
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a
LMP	2	1	1	0	5	2
Marketing	2	1	1	0	1	1
ProStart (Culinary)	0	0	1	0	1	2
<b>Total</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>8</b>	<b>6</b>

\*11% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 13, at Simon Sanchez High School, fifty-one students received Certificates of Mastery in SY2016-17. In the following year, sixteen (16) Mastery recipients received GCC DCAPS dual credit. Overall, twenty-one percent (21%) of SSSH Certificate of Mastery recipients have received DCAPS dual credit.

Table 13. SSSH Certificate of Mastery Recipients vs. DCAPS Awardees\*

<b>Certificate of Mastery</b>							
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Automotive	0	0	2	1	4	8	2
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	0	4	2	3	1	2	0
Construction	0	0	0	0	0	0	5
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LMP	7	5	11	19	16	20	23
Marketing	1	5	5	7	13	17	12
ProStart (Culinary)	4	3	2	3	3	7	9
<b>Total</b>	<b>12</b>	<b>17</b>	<b>22</b>	<b>33</b>	<b>37</b>	<b>54</b>	<b>51</b>

**1st time DCAPS applicants awarded credits between**

	<b>SU 2012 and SU 2013</b>	<b>SU 2013 and SP 2014</b>	<b>FA 2014 and SP 2015</b>	<b>SU 2015 and SU 2016</b>	<b>SU 2016 and SU 2017</b>	<b>SU 2017 and SP 2018</b>
Automotive	0	2	1	0	1	0
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	0	0	0	1	0	0
Construction	0	0	0	0	0	0
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a
LMP	4	2	4	1	0	11
Marketing	0	3	0	1	4	5
ProStart (Culinary)	0	4	1	0	2	0
<b>Total</b>	<b>4</b>	<b>11</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>16</b>

\*21% of Certificate of Mastery Recipients received DCAPS Credits



As illustrated by Table 14, at Southern High School, twenty (20) students received the Certificate of Mastery in SY2016-17, more than any previous year. Similarly, for SY2017-18, four (4) students received DCAPS dual credit, the most for any academic year. Since the inception of DCAPS, eleven percent (11%) of Southern High School students receiving the Certificate of Mastery have gone on to receive DCAPS dual credit.

Table 14. SHS Certificate of Mastery Recipients vs. DCAPS Awardees\*

<b>Certificate of Mastery</b>							
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Automotive	0	0	1	0	0	1	1
AutoBody	0	0	0	0	0	1	2
Comp.Net.	0	0	0	0	1	1	3
Construction	0	0	0	0	0	0	5
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LMP	1	1	0	0	0	1	0
Marketing	1	4	4	11	5	12	9
ProStart (Culinary)	0	0	1	0	0	0	0
<b>Total</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>16</b>	<b>20</b>

**1st time DCAPS applicants awarded credits between**

	<b>SU 2012 and SU 2013</b>	<b>SU 2013 and SP 2014</b>	<b>FA 2014 and SP 2015</b>	<b>SU 2015 and SU 2016</b>	<b>SU 2016 and SU 2017</b>	<b>SU 2017 and SP 2018</b>
Automotive	0	0	0	0	0	1
AutoBody	0	0	0	0	0	0
Comp.Net.	0	0	0	0	0	1
Construction	0	0	0	0	0	0
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a
LMP	0	0	0	0	0	0
Marketing	0	0	0	1	1	2
ProStart (Culinary)	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>

\*11% of Certificate of Mastery Recipients received DCAPS Credits

As illustrated by Table 15, at Tiyan High School, six (6) students received the Certificate of Mastery in SY2016-17, demonstrating the growth of GCC CTE programs at the newest of Guam’s high schools. Three (3) THS students have now received DCAPS dual credit, with an increase in DCAPS participants anticipated in the coming years. Since the inception of DCAPS, thirty-eight percent (38%) of Tiyan High School students receiving the Certificate of Mastery have gone on to receive DCAPS dual credit.

Table 15. THS Certificate of Mastery Recipients vs. DCAPS Awardees\*

<b>Certificate of Mastery</b>							
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Automotive	0	0	0	0	0	1	1
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	0	0	0	0	0	0	0
Construction	n/a	n/a	n/a	n/a	n/a	0	0
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LMP	0	0	0	0	0	1	0
Marketing	0	0	0	0	0	0	5
ProStart (Culinary)	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>

<b>1st time DCAPS applicants awarded credits between</b>						
	<b>SU 2012 and SU 2013</b>	<b>SU 2013 and SP 2014</b>	<b>FA 2014 and SP 2015</b>	<b>SU 2015 and SU 2016</b>	<b>SU 2016 and SU 2017</b>	<b>SU 2017 and SP 2018</b>
Automotive	0	0	0	0	1	1
AutoBody	n/a	n/a	n/a	n/a	n/a	n/a
Comp.Net.	0	0	0	0	0	0
Construction	n/a	n/a	n/a	n/a	n/a	0
Early Childhood Ed.	n/a	n/a	n/a	n/a	n/a	n/a
LMP	0	0	0	0	1	0
Marketing	0	0	0	0	0	0
ProStart (Culinary)	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

\*38% of Certificate of Mastery Recipients received DCAPS Credits

## **The CLYMER Program: Classroom Learning Yields Math and English Readiness**

### **Introduction**

The idea for this program all began with the first cohorts of the Transformation Leadership Academy in spring and fall of 2016. Guam Community College (GCC) faculty, staff, and administrators set forth on a journey to identify areas of underperformance and overcome these underperformances by changing mindsets of approach to learning. The Classroom Learning Yields Math & English Readiness (CLYMER) program is a concrete example of changing mindsets. Many institutions rely heavily, if not solely, on placement exams to assess where a student should be placed for Math and English. CLYMER takes into account not just a student's knowledge, but a student's work ethic, sense of responsibility, and that the student had a great team of teachers to work with through the years.

### **Eligibility Requirements & Participating Schools**

#### **To Enroll Into MA110-Finite Mathematics**

- Have completed Algebra II with a "B" or better in high school.
- Have a GPA of a 3.2 or better.

#### **To Enroll Into MA161A-College Algebra & Trigonometry I**

- Have completed Trig/Analytical Geometry with a "B" or better in high school.
- Have a GPA of a 3.4 or better.

#### **To Enroll Into EN110-Freshman Composition**

- Have completed English 12 with a "B" or better in high school.
- Have a GPA of a 3.2 or better

The eligibility requirements were derived from ten years' worth of data based on students who placed directly into college level Math and/or English at GCC. The data was analyzed to determine the common denominators of the students who placed directly into MA110, MA161A, and EN110 in terms of the high school Math and English courses taken, the grades earned in those classes, and overall GPA. As a result of the analysis, the eligibility requirements were developed and proposed to the Math and English faculty for feedback. The eligibility requirements and the CLYMER program was officially approved and launched by the Vice President for Academic Affairs in March 2017 with 105 approved applicants for EN110 and 67 approved applicants for MA110, and 4 approved applicants for MA161A. Applicants came from all six Guam Department of Education (GDOE) high schools, Notre Dame High School, Academy of Our Lady of Guam, Guam High School, and Marianas High School.

**Fall 2017 and Spring 2018 CLYMER Success Rates of Students**

The tables below detail the success rates of CLYMER students enrolled in English classes by grade and school of origin.

<b>Fall 2017 EN110</b>	<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>F</u></b>	<b><u>Total</u></b>	<b><u>Success Rate (C or Better)</u></b>
GWHS	2	12	1	2	0	17	88%
JFKHS	16	7	0	0	2	25	92%
SSHS	6	14	1	1	0	22	95%
OHS	13	12	1	1	0	27	96%
THS	3	1	0	0	0	4	100%
SHS	3	1	0	0	0	4	100%
AOLG	2	0	0	0	0	2	100%
GHS	1	0	0	0	0	1	100%
MHS	1	0	0	0	0	1	100%
NDHS	2	0	0	0	0	2	100%
<b><u>Total</u></b>	49	47	3	4	2	105	<b><u>Overall Success Rate (C or Better)</u></b>
<b>%</b>	47%	45%	3%	4%	1%		94%
<b>Spring 2018 EN110</b>	<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>F</u></b>	<b><u>Total</u></b>	<b><u>Success Rate (C or Better)</u></b>
GWHS	3	1	0	0	0	4	100%
JFKHS	2	2	0	0	0	4	100%
SSHS	1	2	2	0	0	5	100%
OHS	1	3	0	0	1	5	80%
THS	0	1	0	0	0	1	100%
SHS	0	1	0	0	0	1	100%
GAA	0	0	0	0	1	1	0%
<b><u>Total</u></b>	7	10	2	0	2	21	<b><u>Overall Success Rate (C or Better)</u></b>
<b>%</b>	34%	48%	9%	0%	9%		90%

<b>Overall Success Rates AY 2017-2018 for EN110</b>	<b><u>Number of Successful Completers (C or Better)</u></b>	<b><u>Total Number of Completers</u></b>	<b><u>Overall Success Rate</u></b>
GWHS	19	21	90%
JFKHS	27	29	93%
SSHS	26	27	96%
OHS	30	32	94%
THS	5	5	100%
SHS	5	5	100%
AOLG	2	2	100%
GHS	1	1	100%
MHS	1	1	100%
NDHS	2	2	100%
GAA	0	1	0%
<b><u>Total</u></b>	118	126	94%

For Fall 2017, a total of 105 high school students were approved for EN110 through the CLYMER program and completed the course. 99 of the students successfully completed EN110 with a grade of a “C” or better, which is a 94% success rate.

Of the 105 students who were approved for EN110 through the CLYMER program, 99 were GDOE high school students. Of the 99 GDOE high school students, 93 successfully completed EN110 with a grade of a “C” or better, which is a 94% success rate.

For Spring 2018, a total of 21 high school students were approved for EN110 for CLYMER and completed the course. 19 of the students successfully completed EN110 with a grade of a “C” or better, which is a 90% success rate.

The high schools with the highest success rate of having more than 15 CLYMER students who successfully complete with a “C” or better were Simone Sanchez High School with a success rate of 96% (26 students), followed by Okkodo High School with a success rate of 94% (30 students), and John F. Kennedy High School with a success rate of 93% (27 students).

***The overall success rate of students for EN110 for AY2017-2018 is 94% with 118 students out of 126 successfully completing EN110 with a grade of a “C” or better.***

The next set of tables show the success rates of CLYMER students enrolled in Math classes by grade and school of origin.

<b>Fall 2017 MA110</b>	<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>F</u></b>	<b><u>Total</u></b>	<b><u>Success Rate (C or Better)</u></b>
GWHS	6	2	3	0	0	11	100%
JFKHS	9	3	0	0	1	13	92%
SSHS	9	5	1	0	0	15	100%
OHS	12	1	2	0	0	15	100%
THS	3	1	0	0	1	5	80%
SHS	2	1	0	0	0	3	100%
AOLG	1	0	0	0	0	1	100%
GHS	0	1	0	0	0	1	100%
MHS	1	0	0	0	0	1	100%
NDHS	0	1	0	0	0	1	100%
<b><u>Total</u></b>	43	15	6	0	2	66	<b><u>Overall Success Rate (C or Better)</u></b>
<b>%</b>	65%	23%	9%	0%	3%		97%
<b>Spring 2018 MA110</b>	<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>F</u></b>	<b><u>Total</u></b>	<b><u>Success Rate (C or Better)</u></b>
GWHS	2	0	0	0	0	2	100%
JFKHS	1	1	0	0	0	2	100%
SSHS	4	1	0	0	1	6	83%
OHS	0	0	0	0	1	1	0%
GAA	0	0	1	0	0	1	100%
<b><u>Total</u></b>	7	2	1	0	2	12	<b><u>Overall Success Rate (C or Better)</u></b>
<b>%</b>	58%	17%	8%	0%	17%		83%

<b>Overall Success Rates AY 2017-2018 for MA110</b>	<b>Number of Successful Completers (C or Better)</b>	<b>Total Number of Completers</b>	<b>Overall Success Rate</b>
GWHS	13	13	100%
JFKHS	14	15	93%
SSHS	20	21	95%
OHS	15	16	94%
THS	4	5	80%
SHS	3	3	100%
AOLG	1	1	100%
GHS	1	1	100%
MHS	1	1	100%
NDHS	1	1	100%
GAA	1	1	100%
<b>Total</b>	<b>74</b>	<b>78</b>	<b>95%</b>

In Fall 2017, a total of 67 high school students were approved for MA110 through the CLYMER program and completed the course. 64 of the students successfully completed MA110 with a grade of a “C” or better, which is a 97% success rate. Three high schools with more than 10 CLYMER students had a 100% success rate include George Washington High School (11 students), Simon Sanchez High School (15 students), and Okkodo High School (15 students). The high schools with the most students receiving a grade of an “A” were Okkodo High School with 12, followed by John F. Kennedy High School and Simon Sanchez High School each with 9.

For Spring 2018, a total of 12 high school students were approved for MA110 through CLYMER and completed the course. 10 of the students successfully completed MA110 with a grade of a “C” or better, which is an 83% success rate.

*The overall success rate of students for MA110 for AY2017-2018 is 95% with 74 students out of 78 successfully completing MA110 with a grade of a “C” or better.*

<b>Fall 2017 MA161A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Total</b>	<b>Success Rate (C or Better)</b>
OHS	1	1	0	0	0	2	100%
JFKHS	1	0	1	0	0	2	100%
<b>Total</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>Overall Success Rate (C or Better)</b>
<b>%</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>	<b>0%</b>	<b>0%</b>		<b>100%</b>

<b>Spring 2018 MA161A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Total</b>	<b>Success Rate (C or Better)</b>
GWHS	0	1	0	0	0	1	100%
JFKHS	1	0	0	0	0	1	100%
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>Overall Success Rate (C or Better)</b>
<b>%</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>		<b>100%</b>

For Fall 2017 and Spring 2018 CLYMER students for MA161A, all participants successfully completed with a “C” or better. Two students were from Okkodo High School, three students from John F. Kennedy High School, and one student from George Washington High School.

### Conclusion

Students come to postsecondary institutions with documents that contain much data and insight. For many years, postsecondary institutions have chosen to ignore that information. The Transformation that GCC has undergone has changed this practice. Transformation has opened GCC’s eyes to valuable information that has always been there. No school is perfect. No teacher is perfect. However, GCC believes that the vast majority of the teachers in the island’s schools, public and private, are dedicated professionals who want nothing but the best for their students.

GCC is taking into account the teaching professionals who have invested countless hours providing instruction and guidance, and have gotten to know the students’ strengths and weaknesses. To put it simply, GCC is recognizing the strengths of incoming students when they decide to enroll at the College. GCC is recognizing the teachers who speak volumes through the data in the transcripts and the letters of recommendations they provide. The grades and numbers on transcripts tell more than the assessment results that a student achieves in a placement test. More often than not, a student’s high school achievement also reflects a student’s work ethic, sense of responsibility, and drive to succeed.

The beauty of Transformation is that it provides the opportunity to change mindsets. Although the CLYMER program is in its infancy stage, and no doubt this is a tremendous start, but GCC still needs more data to solidify these findings. The numbers don’t lie. The teachers at the primary and secondary levels should be given more credence than a two hour placement test that only assesses what the student is able to recall at that very moment. In the final analysis, it is indeed the result of the invaluable work of teachers that has caused classroom learning to yield readiness to take college-level English and Math courses, hence the birth of the CLYMER program at GCC.

The CLYMER program at the College is also intended to honor the memory of Patrick Clymer, the College’s former Registrar, who passed unexpectedly in July 2017. From the very beginning when the Dean explained the concept to him, he encouraged the Dean to push the idea forward and ran reports that yielded the relevant data for review and analysis.

## Gateways: *Conclusion and Next Steps*

While the DEAL, DCAPS and CLYMER programs continue to grow, the level of participation is far from ideal, given that these programs are designed to increase the number of students matriculating into GCC. Many strategies are recommended in order to increase participation and completion of these programs:

- 1) *Use Choices to place students in secondary CTE programs.* AY2018-19 marks the first year that the Choices career exploration / planning system is being implemented across GDOE. The system offers students the opportunity to use a Holland-code-based career assessment tool to identify careers that match their emerging skills, interests and values. Since the careers related to GCC CTE programs are categorized by Holland codes, Choices can be used to determine whether or not GCC secondary CTE programs are appropriate for each student.
- 2) *If Choices is implemented in the 8<sup>th</sup> grade, consider allowing first-year high school students to enter GCC CTE programs.* This change would increase the likelihood that students use their elective credits to complete programs, as students either take other elective courses, or are scheduled in ways that require them to leave GCC programs to complete core classes.
- 3) *GDOE should consider aligning GCC's Title V-A funding with BOTH college and career.* Currently, the Title V-A funding awarded to GCC is designed to help students to achieve career-related goals, unrelated to college. GDOE expects that career-related student learning outcomes will be at the center of GCC Title V-A grant requests. This is in contrast to funding given to the University of Guam, which is focused upon student success in transitioning to college. Since the DEAL and DCAPS programs are designed to help students to transition to college, allowing GCC to support these programs with Title V-A funds would enhance GCC efforts to bridge the gap between high school and college.
- 4) *More individualized focus is needed, in helping high school graduates with Certificates of Mastery to transition to postsecondary studies.* While GCC's secondary Career Counselors provide support for Mastery recipients when expressing an interest in college, a more systematic approach to the transition is needed. The ideal process would include giving an 'exit survey' to CTE program completers, identifying all students with possible plans to attend GCC upon graduation, as well as the college program interests of these students. Then, the names and contact information of students who have an interest in specific GCC postsecondary programs could be given to GCC Department Chairpersons so that they could work actively to recruit the students, in partnership with GCC secondary Career Counselors. Further, GCC personnel could follow-up with CTE program completers who did not matriculate to GCC, one year later, encouraging their enrollment at GCC and providing transitional support.
- 5) *A "Senior Field Trip" to GCC could be offered, where all students who are on target to receive a Certificate of Mastery are brought to GCC to learn about programs aligned to the CTE area of their Certificate.* This trip could also include time for students to complete admissions paperwork, as well as the DCAPS application form.
- 6) *GCC should offer more informational sessions on DEAL and DCAPS, to students and employees of GDOE.* Information sessions should be conducted for GDOE high school



administrators and counselors to fully inform them about DEAL and DCAPS, and how they can best support these initiatives. Further, all GDOE secondary instructors should be focused on urging their students to maintain eligibility for DCAPS. Currently, most students who receive DCAPS credits are from the Tourism and Marketing programs. Therefore, instructors of other secondary CTE programs should focus more intentionally on their students' receipt of the Certificate of Mastery, and their potential matriculation to postsecondary studies at GCC.

- 7) *GCC should also consider enhancing the accessibility of placement testing and instruction of mathematics and English classes in the GDOE environment.* Conducting placement tests in the high schools would increase the number of students taking the test, bringing these students one step closer to completing the process of transitioning to postsecondary studies. Also, instruction of credit-bearing mathematics and English classes in the high schools would increase the number of students receiving GCC college credit while in high school, therefore increasing the potential for students to continue their studies at GCC.
- 8) *The number of DCAPS-related CTE programs should be increased.* For example, there is no DCAPS agreement allowing for students to receive college credit, when declaring appropriate college majors after receiving Certificates of Mastery in Health Careers and Science.
- 9) *Explore the idea of course-to-course secondary – postsecondary alignment.* Currently, a Certificate of Mastery student can only receive DCAPS credit when declaring a specific GCC postsecondary major. Since the Student Learning Outcomes (SLOs) of secondary and postsecondary GCC courses are aligned, GCC may wish to consider awarding students, regardless of major, college credit - upon receiving a grade of B or better for some secondary courses.
- 10) *For CLYMER, continue to monitor the eligibility requirements.* This will ensure that students who qualify are very likely to succeed in passing their credited English or mathematics course.
- 11) *Reach out to additional Guam high schools to offer their students access to general education English and mathematics courses via CLYMER.* This will help additional students to make a seamless transition to GCC.