

GUAM COMMUNITY COLLEGE
Joint Boards Retreat
Board of Trustees & Foundation Board of Governors
Saturday, August 22, 2015, 10:00 a.m. - 12:00 p.m.
GCC Student Center, Training Room 5108

AGENDA

- 1. Recital of GCC's Mission Statement.** "Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia."
- 2. "Imagine Guam" Program** (presentation by Ms. Kristina Blaz) *(20 minutes)*
- 3. Development and Alumni Schedule of Activities AY 2015-2016** *(15 minutes)*
- 4. Update on the GCC Campus Master Plan (TRMA)** *(15 minutes)*
- 5. Assessment/Accreditation** *(30 minutes)*
 - a. Data highlights re institution-set standards
 - b. Selected data highlights from current FactBook and Graduate Employment Report.
- 6. Financial update** *(20 minutes)*
 - a. FY 2015
 - b. Financial Strategic Plan
- 7. ISMP update** *(20 minutes)*

What Board Members Need to Know:
*A Primer on Assessment and
 Accreditation
 at Guam Community College*

GCC Board Retreat
 August 22, 2015

of Schools and Colleges

10 COMMERCIAL BOULEVARD
 SUITE 204
 NOVAJO, CA 94949
 TELEPHONE: (415) 506-0234
 FAX: (415) 506-0238
 E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
 STEVEN KINSELLA
 Administrative Member

Vice Chairperson
 SUSAN KAZAMA
 Academic Member

President
 BARBARA A. BENO

Vice President
 SUSAN B. CLIFFORD

Dear Dr. Okada:


On behalf of Dr. Barbara Beno and the ACCJC, we want to take this opportunity to thank you and Dr. R. Ray Somera, for taking the time to develop and deliver an excellent presentation at the ACCJC Regional Workshop at Kapi'olani Community College on July 14, 2015. The participants at the workshop appreciated learning about the Student Learning Outcomes and Assessment processes that have worked well for Guam Community College.

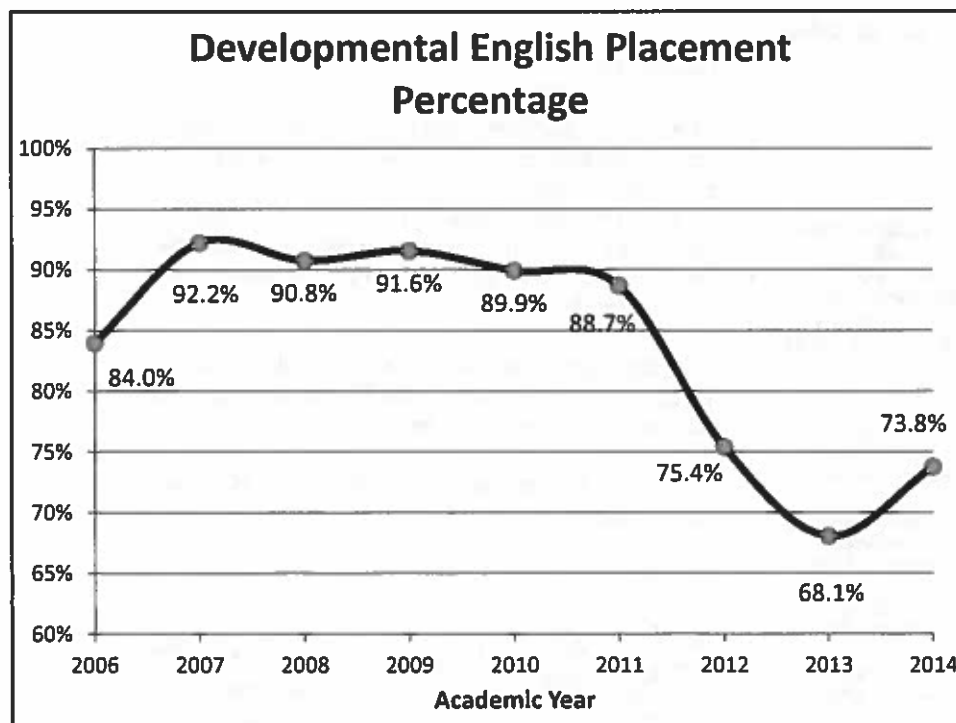
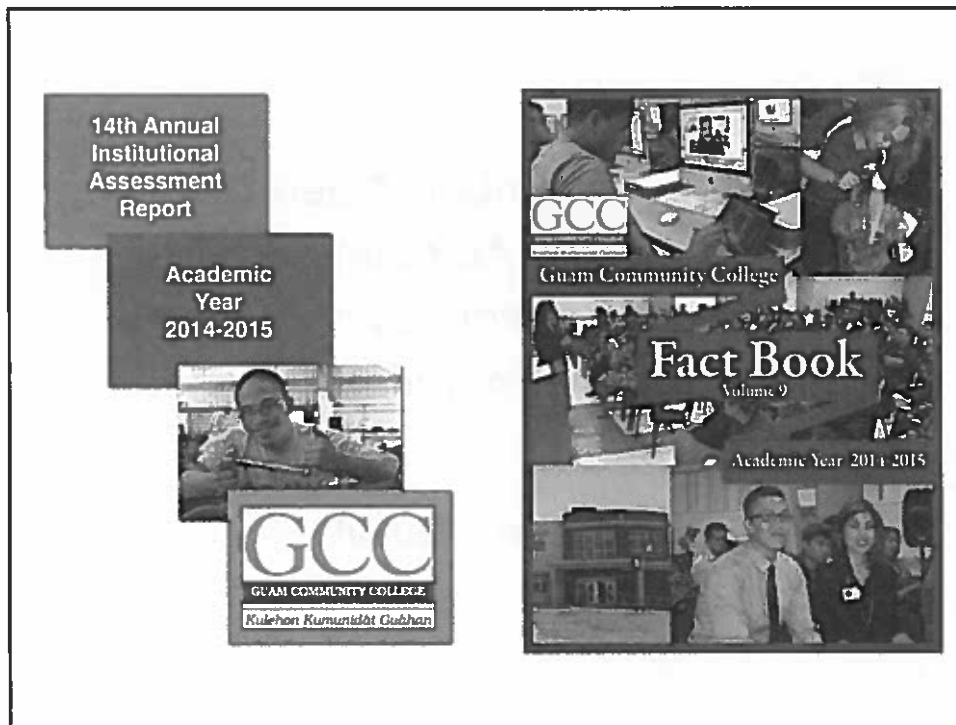
Your presentation will help other institutions by making the content authentic and real. Additionally, feedback we received from workshop participants on your presentation was excellent.

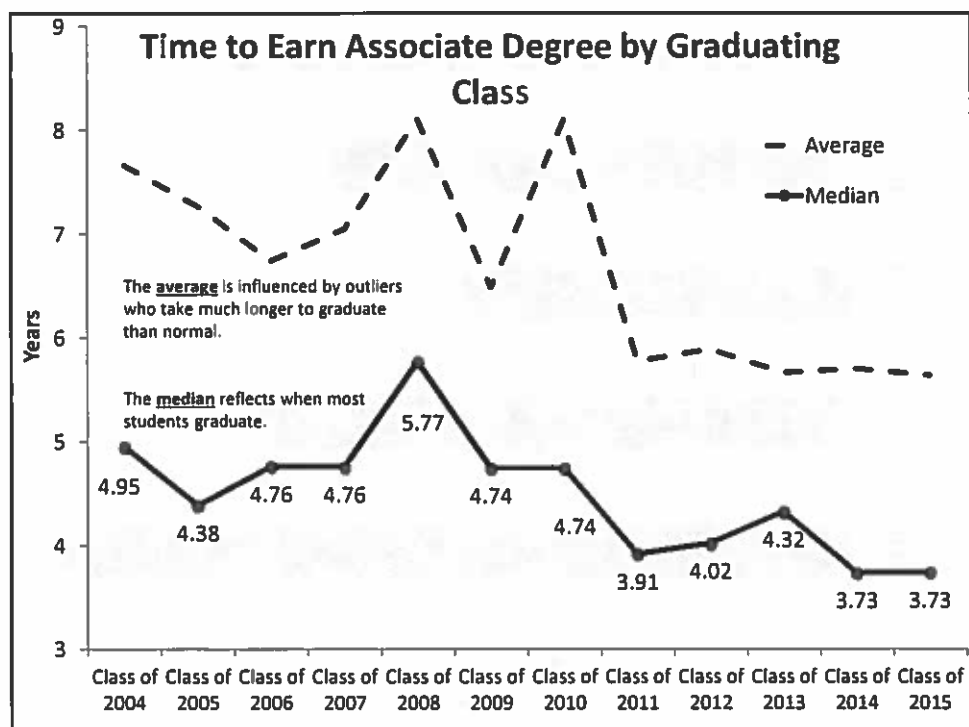
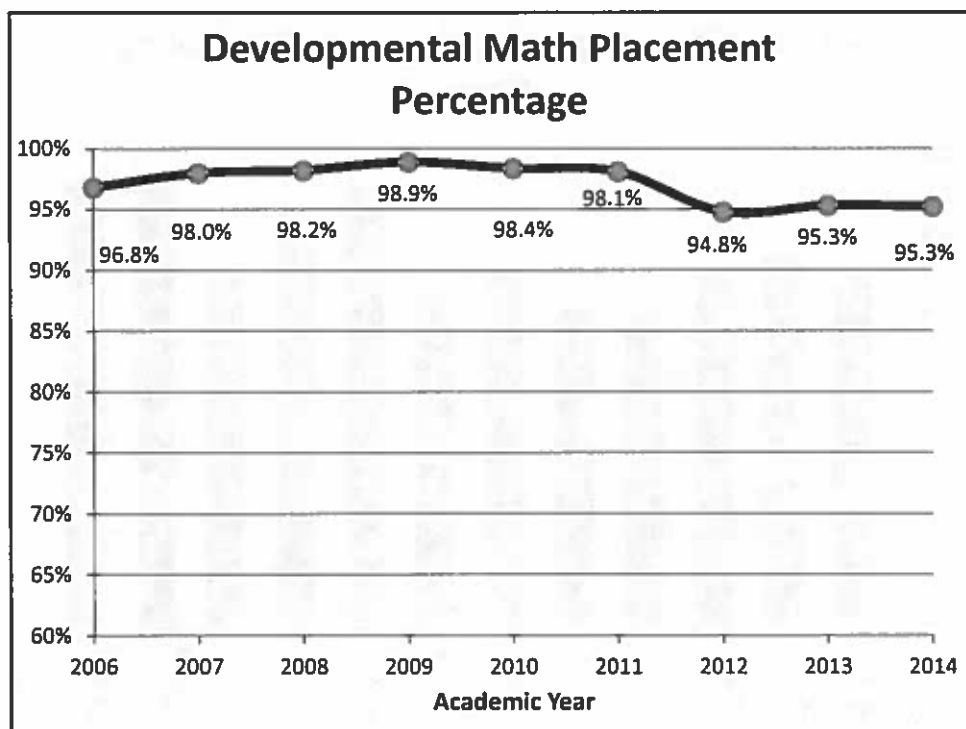
The workshop was a great success, and again, we sincerely appreciate your participation.

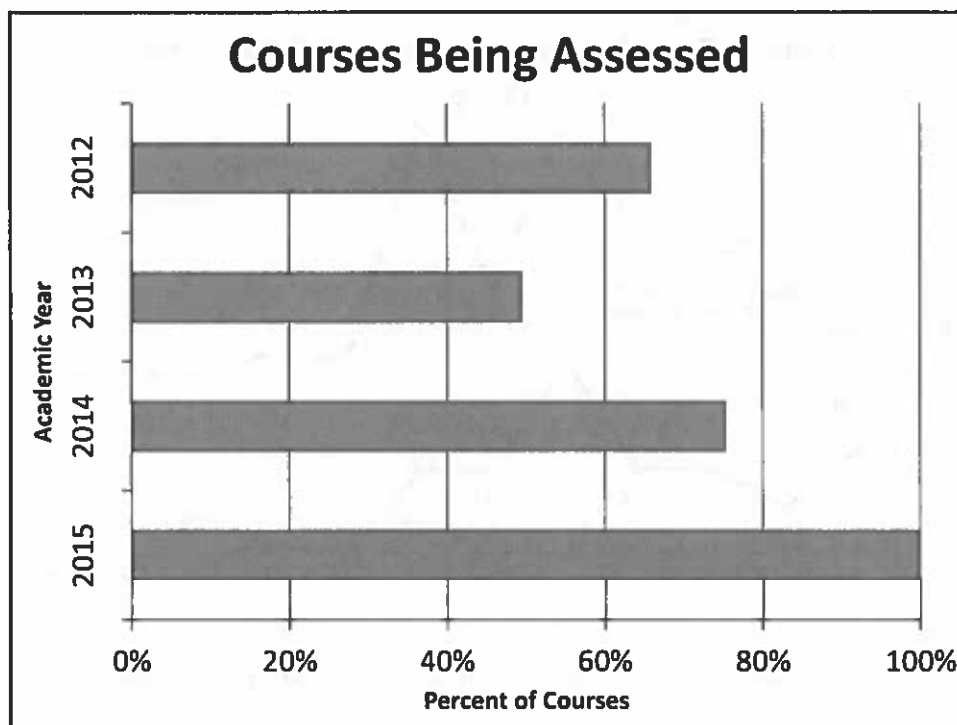
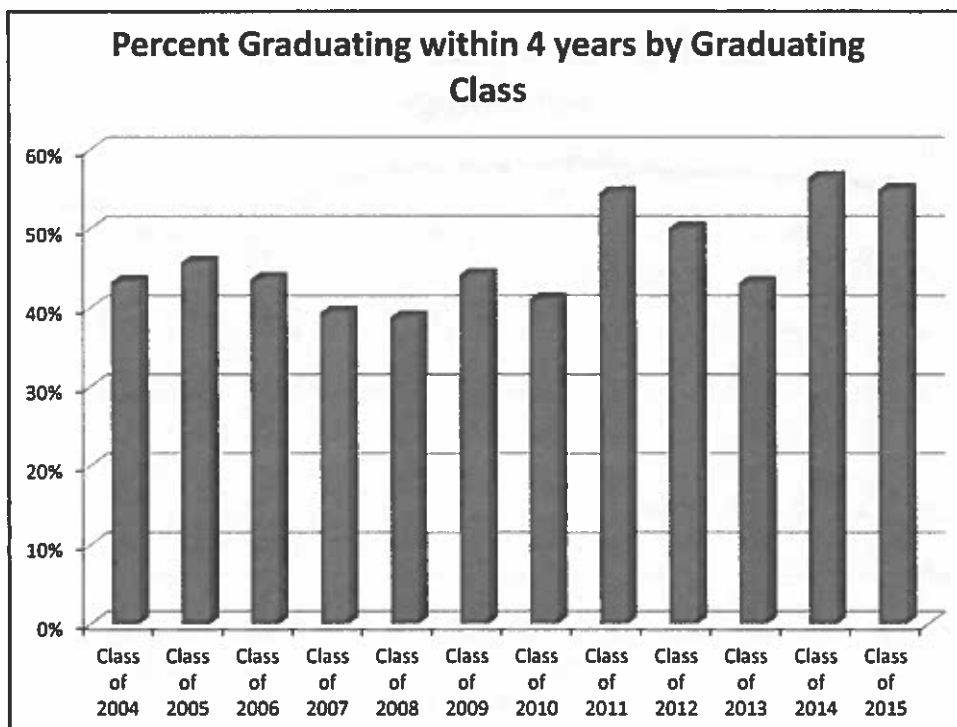
Sincerely,

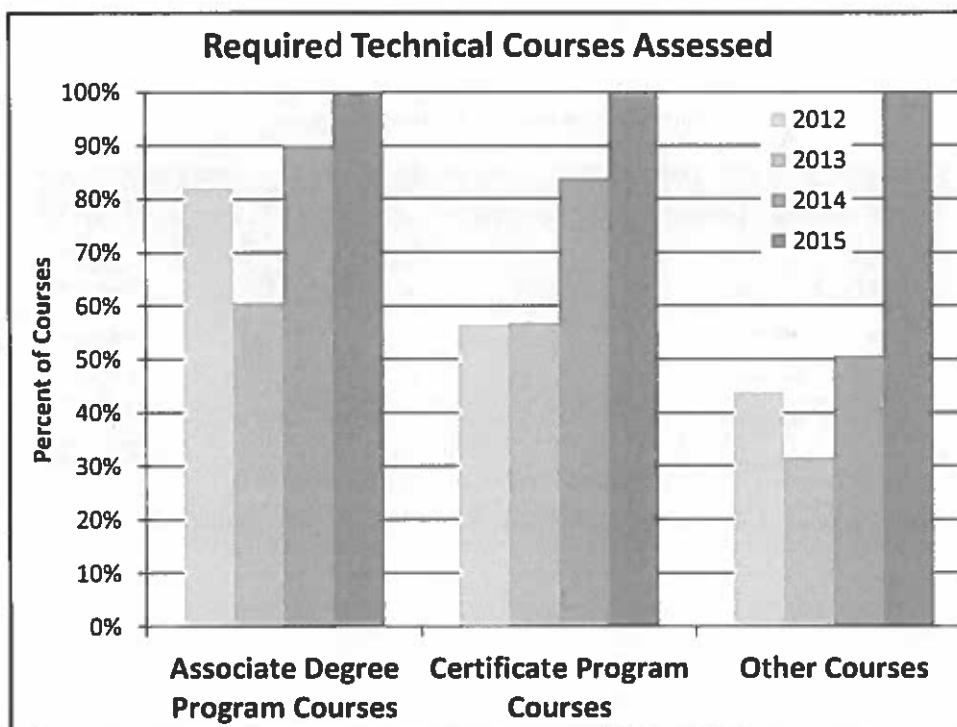

 Susan Clifford, Ed.D.
 Vice President


 G. Jack Pond
 Vice President









Institution-Set Student Achievement Benchmarks for Course Completion, Retention, and Persistence

Legend

2014 performance is below 2014 benchmark.

Performance Meets Benchmark.
2014 performance is within 5% or 5 of the benchmark.

Performance Exceeds Benchmark.
2014 performance is above 5% or 5 of the benchmark.

Student Achievement		Year			2014 Attention Level	2014 Performance Notes
		2012	2013	2014		
Course Completion as percent ⁴⁴	Performance	74%	75%	69%		Performance Exceeds Benchmark.
	Benchmark	67%	68%	69%		
Fall-Spring Persistence as percent	Performance	66%	68%	67%		Performance Exceeds Benchmark.
	Benchmark	63%	64%	65%		
Fall-Fall Retention as percent	Performance	45%	50%	49%		Performance Exceeds Benchmark.
	Benchmark	43%	44%	45%		

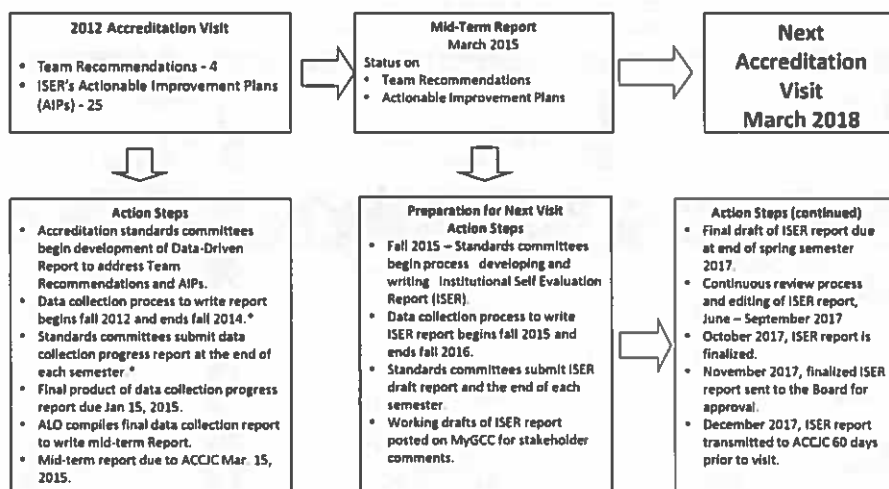
Source: GCC Fact Book Academic Year 2014-2015, Volume 9

**Institution-Set Student Achievement Benchmarks
for Degree Completion, Certificate Completion, and Transfer**

Student Achievement		Year			2014 Attention Level	2014 Performance Notes
		2012	2013	2014		
Degree Completion as Student Count	Performance	108	129	255		Performance Exceeds Benchmark.
	Benchmark	87	88	89		
Certificate Completion as Student Count	Performance	43	37	162		Performance Exceeds Benchmark.
	Benchmark	64	65	66		
Transfer to UOG as Student Count ⁶²	Performance	62	45	41		Performance Does Not Meet Benchmark.
	Benchmark	132	133	134		

Source: GCC Fact Book Academic Year 2014-2015, Volume 9

**ACCREDITATION FLOWCHART
Six-Year Cycle
Standard**



*NOTE: Mini-data collection reports are due every last Friday of each month.

Semester Draft Reports Spring 2015 – Spring 2017

**Draft Report Product Expectation
Each Semester Year**

Addressing the Standards

- **Descriptive Summary**
- **Self Evaluation**
- **Actionable Improvement Plan (AIP)**

Team Recommendations

1. In order to improve, the Team recommends that the college develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness in alignment with the assessment process that in place for credit courses.
2. In order to improve, the Team recommends that the college develop a plan for distance education, including continuing education offered through distance education and implement appropriate services and procedures to deliver the instruction online.

Team Recommendations

3. In order to improve, the Team recommends that the college review its resource allocation to the MIS area to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and to implement its technology plan.
4. In order to improve the effectiveness of participatory governance, the Team recommends that the college evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the college should create and implement a corresponding formal structure for staff input and participation. The college should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes.



Quality Focus Essay

The institution examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. In the examination, it identifies areas of needed change, development, institutionalization, and expansion. The institution will identify two or three areas coming out of the institutional self evaluation on which the institution has decided to act (action projects), and which have significance over a multi-year period.



BUILDING GUAM 2065

IMAGINE GUAM

How did this start?



- Construction & telecom can only go so far
- Strategy beyond buildup
- Teach kids well in advance
- VISION: What do we want?
- PLAN: What do we do?



INFRASTRUCTURE

EDUCATION



- Singapore
- Japan
- South Korea
- China
- India
- Malaysia
- Indonesia

1ST - EDUCATION - EMPLOYMENT - ECONOMIC PLAN

- Overlay existing plans
- Get business community together
- Envision industries
- List of careers
- Get educators together
- From classrooms to careers



THIS IS WHAT IMAGINE GUAM IS:

- Our community together
- To develop our community
- Building one vision of Guam 2065
- Approving a master plan to build that vision in 5-year intervals
- Building the infrastructure to meet this vision
- Educating our kids into careers that will build Guam 2065



IMAGINE:

...the vision you & I have

Imagine Guam, where Guamanians lead careers that drive a strong economy, and where our planning today produces the community and environment that is the envy of the world.



MISSION

...our duty to meet our vision

For visionary thinkers to imagine Guam 50 years from now, then build the strategy in education, society, government, and infrastructure development that will get us to that vision.



WHAT WE'RE GOING TO DO:

- Plan the program
- Set the parameters
- Hypothesize factors in our future
- Overlay existing plans



PROCESS:

- Launch late October
- 17 imagination teams
 - People with ideas
 - Knows the law
 - Can design
 - Facilitators
 - Recorders
- February: Guam 2065



MASTER PLAN



- How to build Guam 2065
- Experts, planners, etc.
- Land master plan
- Public building & infrastructure construction
- Tax code
- Government modernization
- Workforce rehabilitation
- Social stabilization
- Career list
- Education blueprint

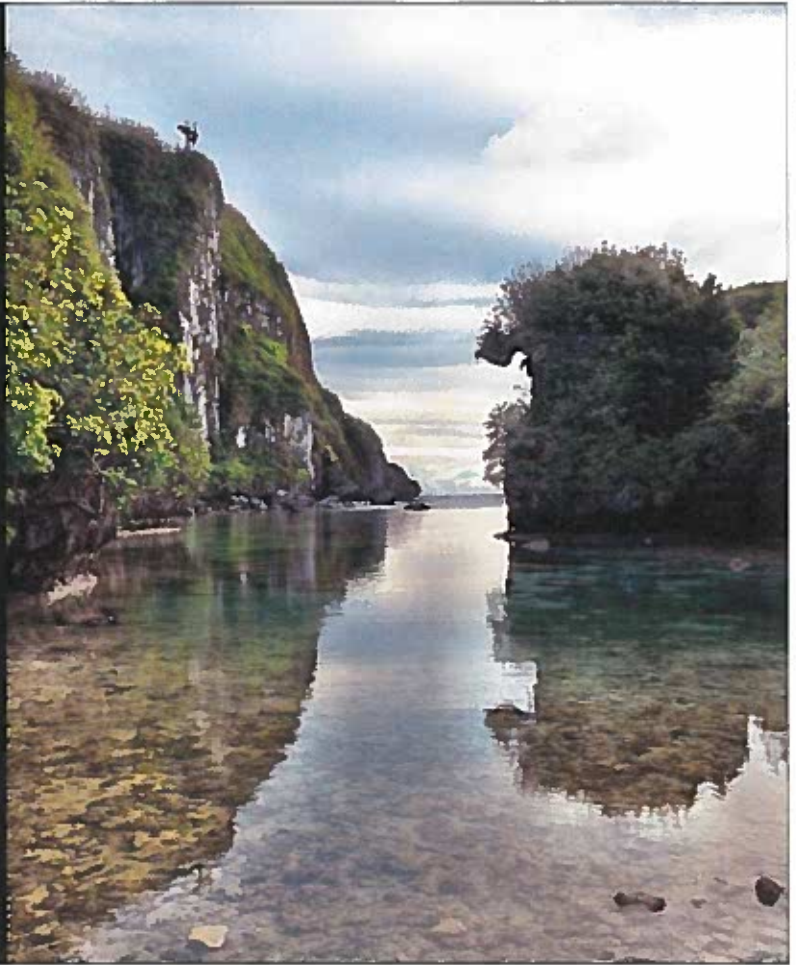
MASTER PLAN

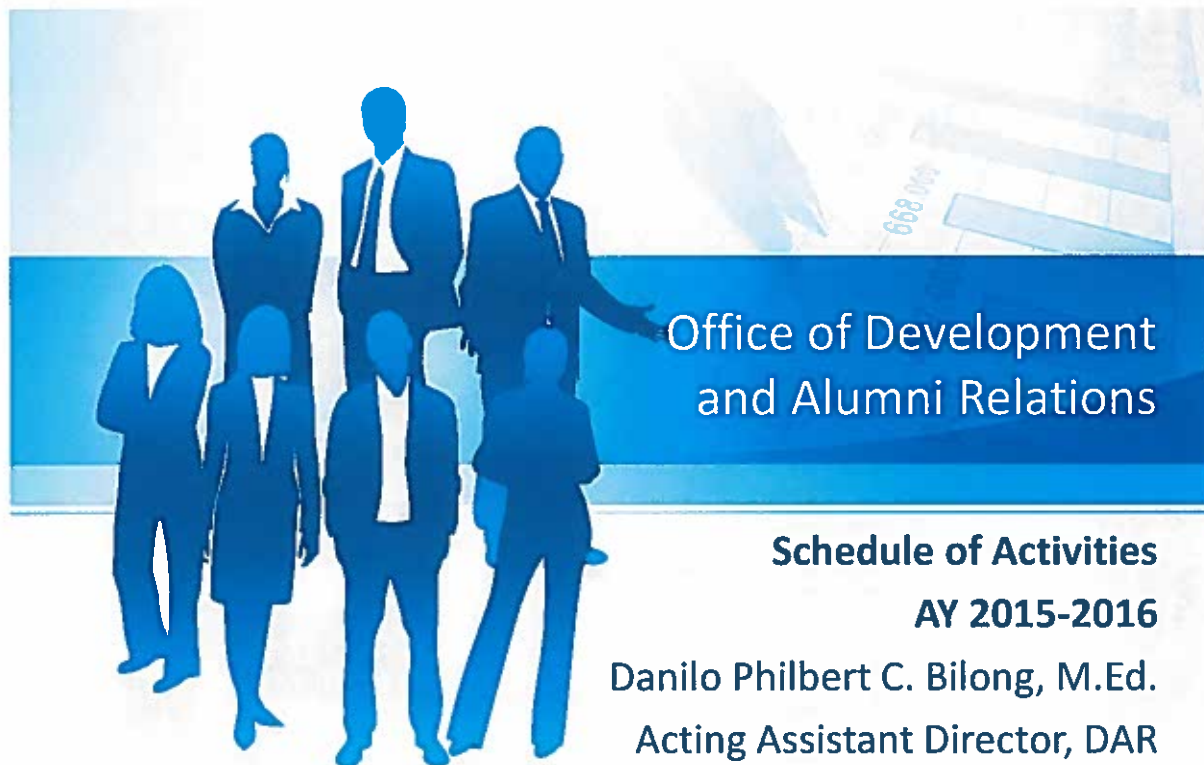


- What do we need to do?
- What resources do we need to do it?
- What do we contribute to this effort?
- What are we committing the next generation to?

IMAGINE GUAM'S SURVIVAL, SUCCESS

- Buy-in
- Ultimate: Made by the people
- Non-partisan
- Marketing
- Outreach
- Senatorial
- Mayoral
- Referendum








Office of Development and Alumni Relations

Schedule of Activities AY 2015-2016

Danilo Philbert C. Bilong, M.Ed.
Acting Assistant Director, DAR

fppt.com

DAR SCHEDULE OF ACTIVITIES

Month/Year	Activities	Update
October 2015	PAR Excellence Golf Tournament 	It will be held on October 3, 2015, @ Leo Palace Golf Resort.
November 2015	Workplace Giving 	Status of the Administrators who are actively involved.
December 2015	I-Pledge Giving 	Based on the ODS, there are 8,909 Alumni (prospect).
February 2016	GALA	Appreciation and Fundraising
March 2016	President's Parade of Shoes	TBD
May 2016	Naming Opportunity	There are Five (5) ongoing Donors.

fppt.com

DAR Activity

Par Excellence Golf Tournament:

- This is our 15th Year of conducting Par Excellence Golf Tournament since 1990. This is one of our major events that will benefit 10 students in a form of a scholarship. We are giving away 10 student scholarships @ \$1,000 each that will defray students' tuition, fees, and books.
- Our venue this year is at Leo Palace Resort, Shotgun starts at 7:00 a.m. and Tee-off at 8:00 am.
- We have more than one hundred (100) letters of request that are hand delivered to our prospective donors.
- To date we received the following:

1. Major Sponsors

Bank of Guam @ \$ 5,000 (Eagle Sponsor)
 Taniguchi Ruth Makio Architects @ \$ 5,000 (Eagle Sponsor)
 Cengage @ \$2,500 (Birdie Sponsor)
 Hilton Resort and Spa @ \$500 (Hole Sponsor)
 South Pacific Petroleum Corp @ \$500 (Hole Sponsor)

2. Hole in one

Nissan Juke
 Guam Auto Spot

3. Other Sponsors

National Office Supply - \$20 (10) gift certificate
 Pepsi - water
 Hyatt - Dinner for 2 at LaMirenda
 Tri Vision - Media sponsor
 GCC Culinary
 GCC Faculty Union
 Ambros - 6 cases of Budweiser; 9 cases of Bud Light; 10 cases of Teas
 GTA - 2 iPhones

- Our office still awaiting for more Donors to confirm sponsorship



fppt.com



DAR Activity



Workplace Giving (2)

- There are 57% of the GCC's Administrators who benevolently signed up for our campaign. These administrators are good example of 'Philanthropy' the practice of giving money and time to help our students that will help them prepare for better life ahead of us.



I-pledge Giving (3)



- Based on the Operational Data System (ODS), there are 8,909 Alumni. This would be our prospect for the I-pledge Alumni Drive. Through our I-pledge Alumni Drive, our students can donate to support the college Foundation to benefit our campus and future students. The amount of donation tied with graduating class year, that is, for Class of 2014, they can donate \$20.14 as a token of appreciation of their experience at Guam Community College. Donations are accepted in three payment options: cash, check, and credit card.
- We are also expecting an alumni tree planting at Guam Community College once the date and time has been determined. This is in honor of JROTC Instructor 1SG Joseph Salas, An Alumnus of 1987 by the named of Joey Acfalle requested the activity. The tree to be planted is Gaosali tree. They chose this tree because of the beautiful white flower and an indigenous plant in Guam. This is the second tree planting held at GCC ground, the first was a territorial tree on November 19, 2007 to mark Phi Theta Kappa Honor Society's Founders Day and the College's Center for Civic Engagement's environmental stewardship.

fppt.com

Site



fppt.com



DAR Activity #4

GALA

- The Gala has been scheduled February 2016 for donors' appreciation and fundraising. GCC will recognize the donors for providing generosity and support that is vital for GCC's progress, sustained higher educational institution that delivers quality education and job training in Micronesia.

fppt.com

GALA



fppt.com

#5

DAR Activity

President's Parade of Shoes

- The 5th President's Parade of Shoes scheduled tentatively on March 2016. This is an annual fundraising activity to showcase funky, far-out footwear, and sustainable shoes. Proceeds will benefit student scholarship.

fppt.com



President's Parade of Shoes



fppt.com



DAR Activity

Naming Opportunity

- There are five (5) ongoing Donors, namely:
 1. GCC Retirees - Faculty Naming Opportunity (\$5,000)
 2. Bello Enterprises - Foundation Center Room (\$ 50,000)
 3. Tiffany Tam – Allied Health Faculty Room (\$ 5,000)
 4. Simpson Strong-Tie (Mr. Kenny Bell) (\$ 1,000/ year since 2014).
 5. Danilo Bilong - Allied Health Faculty Room (\$ 5,000)

fppt.com

The Learning Resource Center



fppt.com

The Student Center



fppt.com

The Foundation Building



fppt.com

The Technology Center



fppt.com

The Multi-Purpose Auditorium



fppt.com

GCC
GUAM COMMUNITY COLLEGE
FOUNDATION



fppt.com

GUAM COMMUNITY COLLEGE PHYSICAL MASTER PLAN 2015



2015 GOAL:

15% ENROLLMENT GROWTH BY 2020

2012 – 2014 ENROLLMENT :

POST SECONDARY (2,500 STUDENTS)

OTHER PROGRAMS (4,300 STUDENTS)

2020 ENROLLMENT :

POST SECONDARY (2,900 STUDENTS)

OTHER PROGRAMS (4,900 STUDENTS)



GCC CAMPUS 2015.





What Board Members Need to Know: *A Primer on Assessment and Accreditation*



GCC Board Retreat
August 22, 2015

of Schools and Colleges

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
STEVEN KINSELLA
Administrative Member

Vice Chairperson
SUSAN KAZAMA
Academic Member

President
BARBARA A. BENO

Vice President
SUSAN B. CLIFFORD

Dear Dr. Okada:


On behalf of Dr. Barbara Beno and the ACCJC, we want to take this opportunity to thank you and Dr. R. Ray Somera, for taking the time to develop and deliver an excellent presentation at the ACCJC Regional Workshop at Kapi'olani Community College on July 14, 2015. The participants at the workshop appreciated learning about the Student Learning Outcomes and Assessment processes that have worked well for Guam Community College.

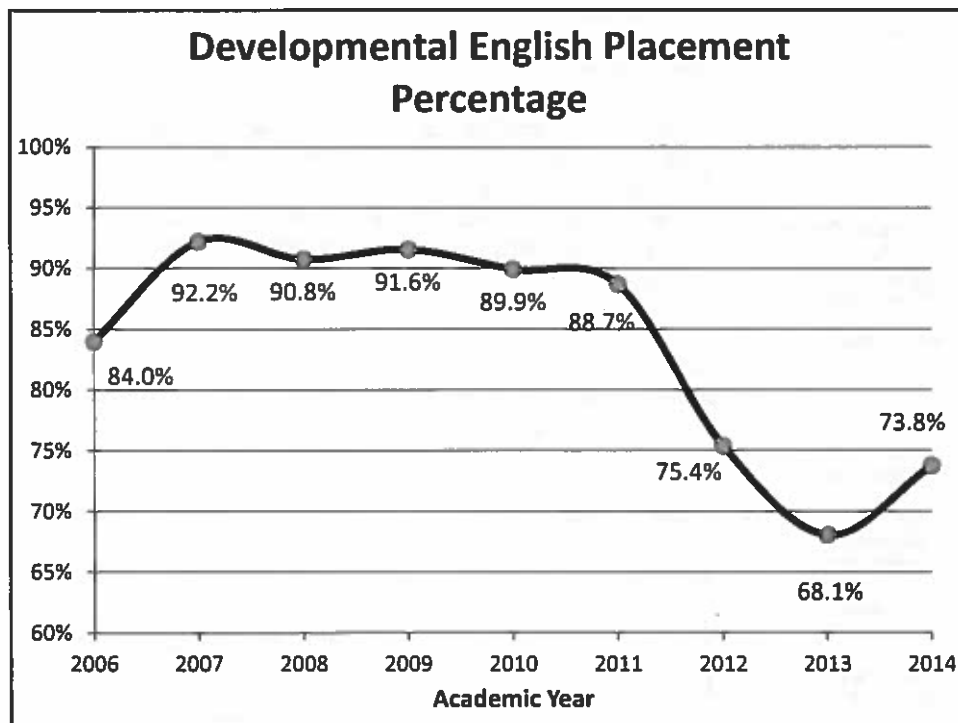
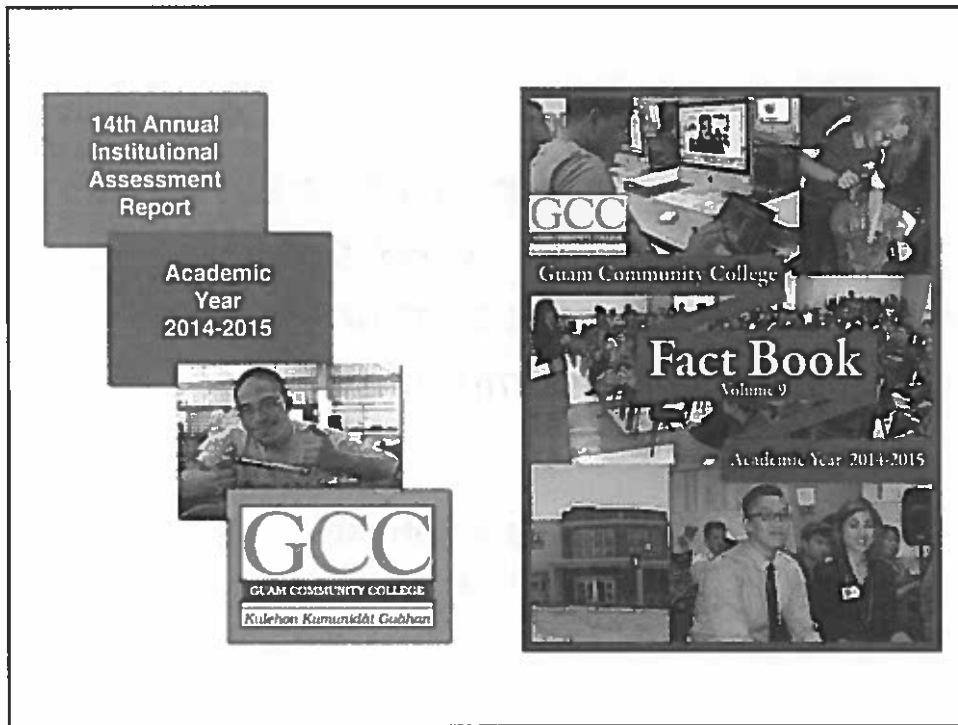
Your presentation will help other institutions by making the content authentic and real. Additionally, feedback we received from workshop participants on your presentation was excellent.

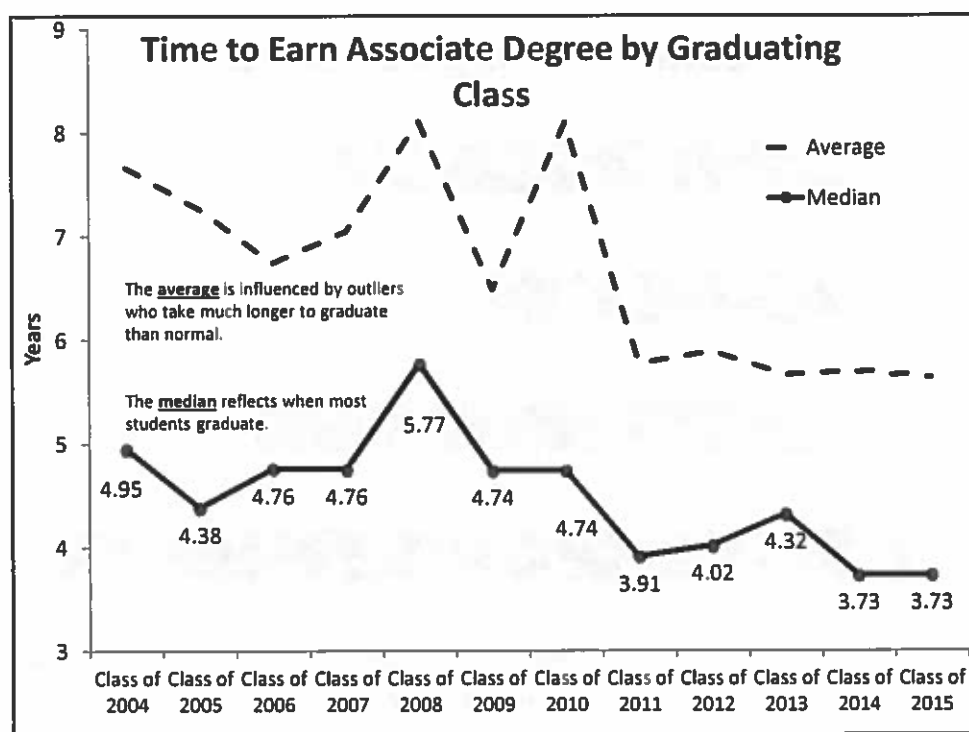
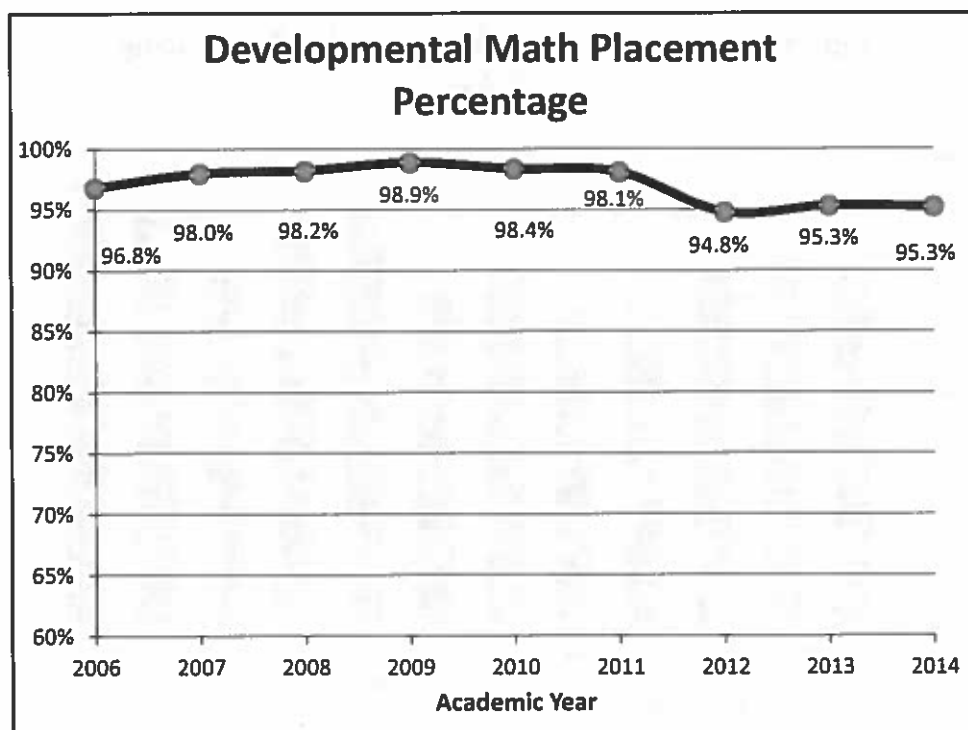
The workshop was a great success, and again, we sincerely appreciate your participation.

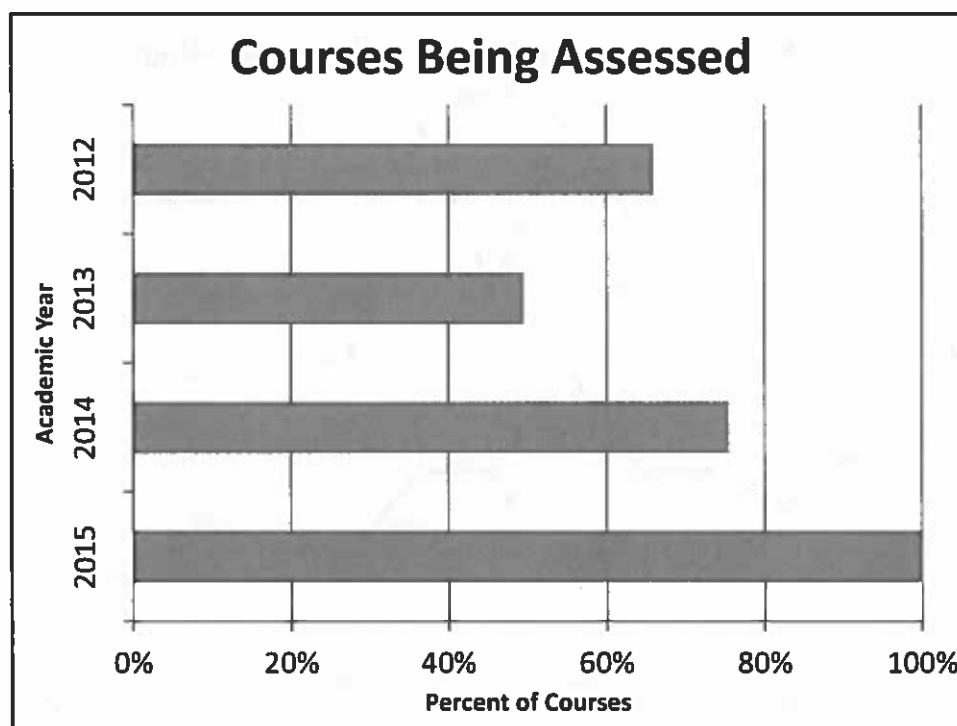
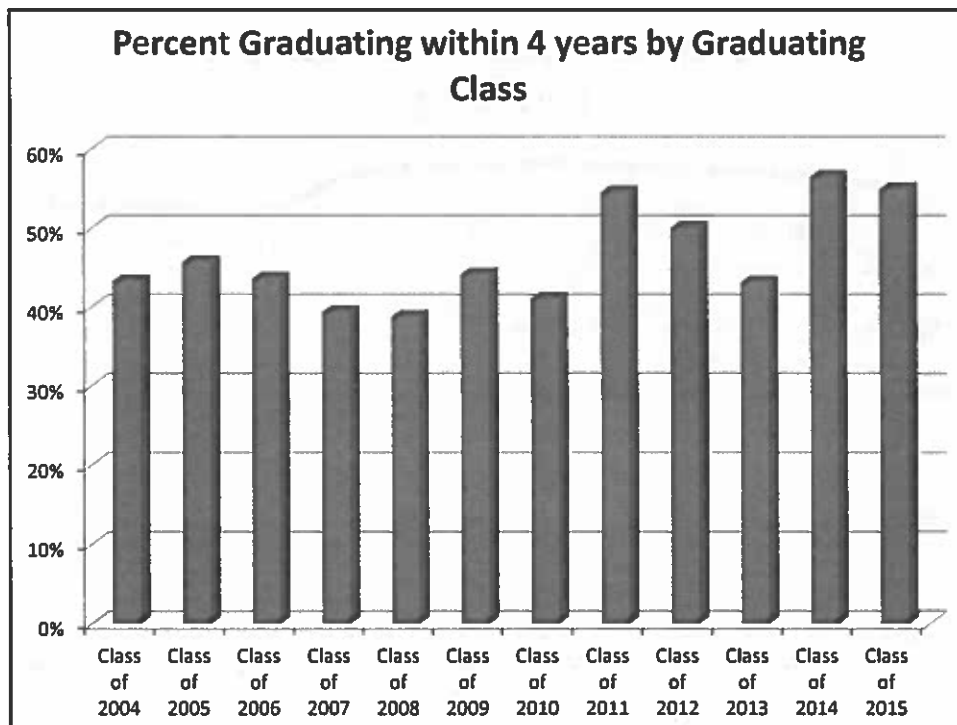
Sincerely,

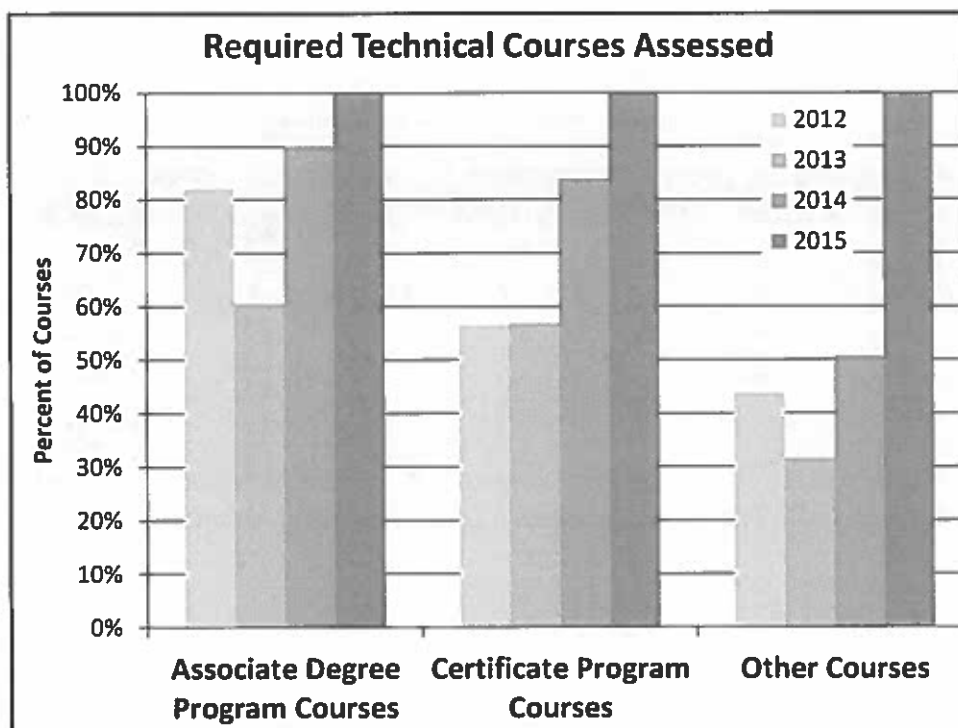

Susan Clifford, Ed.D.
Vice President


G. Jack Pond
Vice President









Institution-Set Student Achievement Benchmarks for Course Completion, Retention, and Persistence

Legend						
2014 performance is below 2014 benchmark.		Performance Meets Benchmark. 2014 performance is within 5% or 5 of the benchmark.		Performance Exceeds Benchmark. 2014 performance is above 5% or 5 of the benchmark.		
Student Achievement		Year			2014 Attention Level	2014 Performance Notes
		2012	2013	2014		
Course Completion as percent ⁴	Performance	74%	75%	69%		Performance Exceeds Benchmark.
	Benchmark	67%	68%	69%		
Fall-Spring Persistence as percent	Performance	66%	68%	67%		Performance Exceeds Benchmark.
	Benchmark	63%	64%	65%		
Fall-Fall Retention as percent	Performance	45%	50%	49%		Performance Exceeds Benchmark.
	Benchmark	43%	44%	45%		

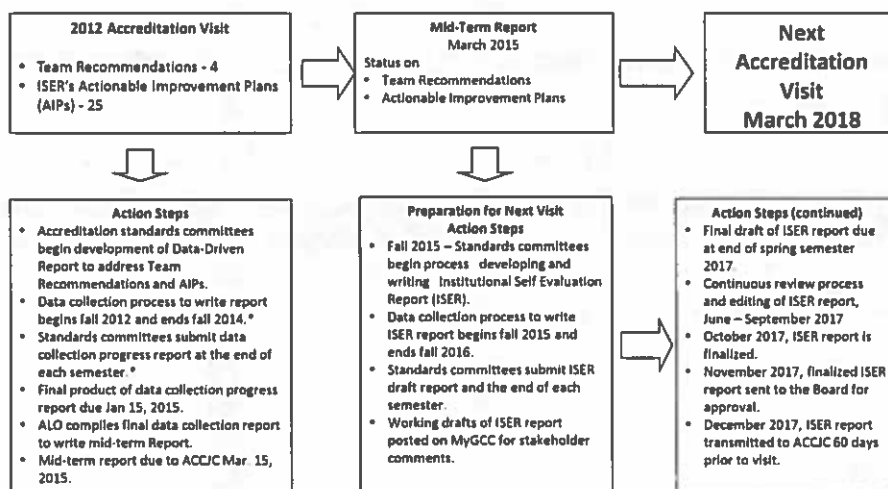
Source: GCC Fact Book Academic Year 2014-2015, Volume 9

**Institution-Set Student Achievement Benchmarks
for Degree Completion, Certificate Completion, and Transfer**

Student Achievement		Year			2014 Attention Level	2014 Performance Notes
		2012	2013	2014		
Degree Completion as Student Count	Performance	108	129	255		Performance Exceeds Benchmark.
	Benchmark	87	88	89		
Certificate Completion as Student Count	Performance	43	37	162		Performance Exceeds Benchmark.
	Benchmark	64	65	66		
Transfer to UOG as Student Count ⁶	Performance	62	45	41		Performance Does Not Meet Benchmark.
	Benchmark	132	133	134		

Source: GCC Fact Book Academic Year 2014-2015, Volume 9

ACCREDITATION FLOWCHART
Six-Year Cycle Standard



*NOTE: Mini-data collection reports are due every last Friday of each month.

Semester Draft Reports Spring 2015 – Spring 2017

**Draft Report Product Expectation
Each Semester Year**

Addressing the Standards

- **Descriptive Summary**
- **Self Evaluation**
- **Actionable Improvement Plan (AIP)**

Team Recommendations

1. In order to improve, the Team recommends that the college develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness in alignment with the assessment process that is in place for credit courses.
2. In order to improve, the Team recommends that the college develop a plan for distance education, including continuing education offered through distance education and implement appropriate services and procedures to deliver the instruction online.

Team Recommendations

3. In order to improve, the Team recommends that the college review its resource allocation to the MIS area to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and to implement its technology plan.
4. In order to improve the effectiveness of participatory governance, the Team recommends that the college evaluate existing governance policies and practices for faculty and students to ensure their opportunity for appropriate and ongoing participation in decision making. Additionally, the college should create and implement a corresponding formal structure for staff input and participation. The college should create and implement an evaluation process to examine the overall effectiveness of participatory governance policies and processes.



Quality Focus Essay

The institution examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. In the examination, it identifies areas of needed change, development, institutionalization, and expansion. The institution will identify two or three areas coming out of the institutional self evaluation on which the institution has decided to act (action projects), and which have significance over a multi-year period.



**GUAM COMMUNITY COLLEGE
GCC BOARD OF TRUSTEES RETREAT
STUDENT CENTER TRAINING ROOM
AUGUST 22, 2015**

**Excerpts from ACCJC's
Standard 4C "Leadership and Governance"**

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Rationale: The governing board adopts policies on academic and fiscal affairs that are balanced and focused on student success, reflecting institutional goals and priorities.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Rationale: Governing Board acts as a unit. The Board is a corporate body. It governs as a unit with one voice.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Rationale: Pursuant to BOT policy 455, the Board of Trustees is responsible for the selection of the President of the College whose performance is of vital importance to ensuring the highest standards which will enhance the educational opportunities provided to the residents of the community.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Rationale: Governing Board represents the common good. The Board exists to represent the public and advocates for its interests.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Rationale: The governing board has responsibility for institutional mission(s) and for policy, just as the governing board has in a single college district/system.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Rationale: In compliance with the standard, GCC's Board bylaws are published on the college's website under "General Information" in which the bylaws include the Board's size, duties, responsibilities, structure, and operating procedures.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Rationale: Governing Board uses resources to achieve the institution's mission. The successful Board assures that the institution's mission is periodically evaluated and adequately funded.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Rationale: Governing Board monitors performance. The successful Board holds institutions accountable for student success and institutional effectiveness.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Rationale: Community college governing boards have an inherent and ongoing responsibility to their institutions, communities and students to actively build their competencies and to practice effective governance. Mechanism for

providing membership continuity is based under its enabling mandate (Public Law 14-77, Chapter II, Section 11963) and guidelines.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Rationale: Evaluation of the board provides an opportunity for trustees to take stock of its contributions and identify areas for improvement, establishes a learning agenda around issues and needs, and strengthens the board/president relationship.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution

Rationale: The governing board should have a policy on 'conflict of interest' that ensures the Board's personal and professional interests are disclosed and that those interests do not conflict or interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic quality and fiscal integrity of the institution.

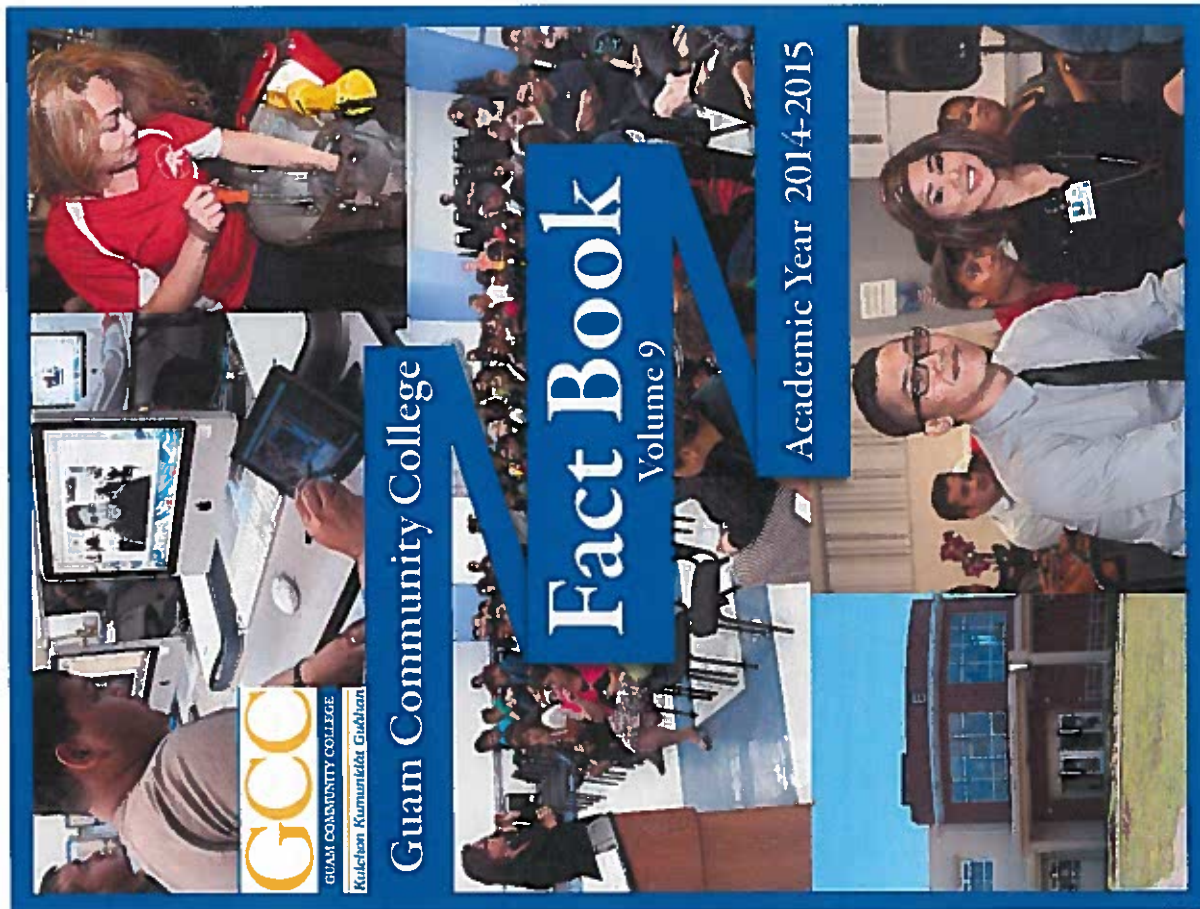
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Rationale: Governing board employs, evaluates and supports the CEO. The successful Board fosters a good relationship between the Board and the CEO.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the

college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Rationale: Governing Board is informed about and involved in the accreditation process. Governing Board should receive training about the accreditation process and eligibility requirements (ER).



Mission

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Mision (Chamorro translation)

Guiya i Kulehon Kumuniddt Gudhan, i mas takhilo' manganaguen fin'che'cho' yan i tekniddt na kinuhulo' i mang'ache'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i mannganandgi yan i fin'ha'guen cho'cho' gi iya Maikronesia.

Table of Contents

General Information		Secondary	
GCC's Mandate.....	2	Total Population By Program	22
Vision.....	2	Completers	23
Mission.....	2	Continuing Education & Workforce Development	2
<i>Sinangan Mision</i> (Chamorro Translation).....	2	Enrollment	24
Accreditation.....	2	Program Comparison.....	24
Faculty and Facilities	3	Apprenticeship	6
GCC Programs of Study.....	4	Enrollment Trends.....	25
Other Campus Information.....	5	Enrollment	26
On-Campus Technology & Facilities.....	6	Public vs. Private Comparison	26
Terms & Acronyms.....	6	Private Sector Apprentices.....	27
Governance.....	7	Adult Education	9
Post Secondary	8	Enrollment Trends.....	28
Unduplicated Fall Enrollment	8	Completers By Program	28
Unduplicated Spring Enrollment.....	8	Population By Age Group.....	29
Unduplicated Enrollment By Age Group	9	Population By Gender and Ethnicity	29
Unduplicated Enrollment By Gender	9	Enrollment and Hours	29
Unduplicated Enrollment By Enrollment Status.....	9	Employees	13
Unduplicated Enrollment By Program	10	Employee Class Breakdown.....	30
Population By Ethnicity	12	Faculty By Position	30
Population By Ethnicity-Trend Summary	12	Employee Trends	30
Course Completion Rates.....	13	Total Population Served	31
Course Completion Percentages	13	Student Achievement Benchmarks.....	32
Dual Credit Articulated Programs.....	13		
Dual Enrollment Accelerated Learning	13		
Completers By Degree (Conferral).....	14		
Completers By Certificate (Conferral).....	15		
Completers By Other Awards (Conferral).....	15		
Persistence Rates.....	16		
Retention Rates.....	17		
Student Learning Outcomes (SLOs) 2014	18		
Transfer Students From GCC to UOG.....	19		
Guam High School Graduates Enrolled at GCC.....	20		
Student Educational Goals	20		
COMPASS Placement Testing.....	21		

ADDITIONAL DISCLAIMER

The College's data information access software, known as the Operational Data Store (ODS) within the Banner System, as well as numerous administrative departments, provided the data presented in this Fact Book. In its attempt to present a comprehensive profile of the entire college, the Guam Community College Fact Book represents the best information available at this time.

General Information: Mandate, Vision, Mission, Accreditation

Guam Community College Mandate

Guam Community College (GCC) is a multi-faceted public career and technical educational institution, created by the Community College Act of 1977 (as amended by P.L. 31-99 in 2011) to strengthen and consolidate career and technical education (CTE) on Guam. The College operates secondary and postsecondary CTE programs, adult and continuing education, community education, and short-term specialized training, as dictated by community and industry needs. These programs are delivered both on and off-campus, in satellite programs at Guam's public high schools and on site at businesses as needed. The College also serves as the State Agency for Career and Technical Education under the United States Vocational Education Act of 1946, 1963, and subsequent amendments. The College offers over 50 programs of study, and prepares students for entry-level employment in career and technical fields or transfer to four-year institutions of higher education. The College offers a variety of community service and special programs to prepare students for college experiences including English as a Second Language, Adult Basic Education, General Education Development (GED®) Test preparation and testing, and an Adult High School Diploma program.

Vision

Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.

Mission

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Mision (Chamorro translation)

Guiga i Kulaton Kumunida' Gubhan, i mas tobiho' mamanguen fua'che'cho' yan i tebrinchi na kinadulo' i mangfaghe'cho' ya u na gudugadha nu i mandehilo' yan mamnohek na tiningo' ni i mamnganndugui yan i fma'ha guen cho'cho' gi iya Maikronesia.

Accreditation

GCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCCJC), Western Association of Schools and Colleges (WASC). It has been continuously accredited since 1979 by ACCJC/WASC, with the most recent recertification affirmation of accreditation received in 2012 and lasting for the maximum allowable period of six years. Documents describing the accreditation of the College may be examined at the Academic Vice President's office. The Registrar may also be contacted for further information or to make arrangements to examine the accreditation documents. With the recommendation of the Curriculum Review Board of the American Association of Medical Assistants (AAMA), GCC's Medical Assisting program has also been accredited by the Commission on Accreditation of Allied Health Education Programs (CAHEP) since 2003.

General Information: Faculty and Facilities

Faculty and Facilities
The College faculty are well qualified by their education, experience and industry certifications to offer courses and programs of study which achieve the mission of the College. Faculty credentials are found at the back of the Academic Year 2014-2015 Catalog published by the College in both print and online formats.

The College is located in the village of Mangilao on a 32.75 acre-campus. Standard classroom facilities are housed in permanent concrete buildings. Metal buildings are used primarily for career and technical education shop facilities. In the past eight years, several major capital improvement projects to expand and improve the College's facilities included the construction of new buildings and the renovation of existing ones.

The Anthony A. Leon Guerrero Allied Health Center opened on December 21, 2009, and was used for the first time in January 2010. The two-story, 22,000 square foot facility houses two lecture halls, a computer lab for nursing students, two science labs, two nursing classrooms, two nursing labs, one administration lab, one clinical lab, one simulated hospital classroom, one conference room, and faculty and staff facilities. The total cost of construction for the Allied Health Center was \$4.03 million. The Allied Health Center houses GCC's Practical Nursing and Medical Assisting programs, as well as science courses with laboratory components.

The LEED-Gold certified Learning Resource Center opened on December 10, 2010 and is the first LEED-certified building for the Government of Guam. The total cost of construction for the LRC was \$4.3 million, while furniture and equipment costs were approximately \$900,000. The building was funded through grants from the U.S. Departments of Education, Interior, Energy, and Agriculture, as well as the GCC Foundation Board of Governors, which provided the money for the architectural and engineering design of the building.

A new Student Center, the third new building constructed on the GCC campus within a three-year span, was built adjacent to the Learning Resource Center and opened in December 2011. The Center consists of a two-story, 22,000 square foot facility that includes a plaza and student square, a student lounge, meeting rooms, and energy efficient photovoltaics installed on its roof. The completely renovated GCC Foundation Center opened on November 5, 2012. The Center is a two-story 21,000 square foot building with classrooms and testing rooms for Adult Basic Education, Adult Secondary Education, and English as a Second Language courses. The building also includes an expanded College Bookstore and a café for students.

The renovation and upgrade of Building 200 began in July 2013 and was reopened as Building E in December of 2014. It is a two-story, 22,600 square foot structure containing ten classrooms/labs, a study room and an exercise room. It is slated to be GCC's third LEED-certified structure, and is the fifth new or renovated building to be constructed on the campus since 2009.

In its continuing efforts to expand and improve facilities, the College began the architecture and engineering design for the renovation and expansion of Building 100 in July 2013; and, the expansion of the Director Gregorio Guevara Perez Crime Lab which will include a classroom for the GCC Criminal Justice Program's Forensic Lab Technician concentration and a DNA lab for the Guam Police Department is also in the planning stages.

All four of GCC's new buildings were designed by Taniguchi Ruth Makio Architects as part of the College's Physical Master Plan. The College's Physical Master Plan (2011-2015) projects the growth of the College over a 5-year and 10-year period.

General Information: GCC Programs of Study

Associate of Arts Culinary Arts Education Interdisciplinary Arts and Sciences	Programs in GDOE High Schools Health Careers & Sciences Automotive Collision Repair & Refinishing Technology Automotive Services Technology Construction Trades: AutoCAD Electrician, Ship & Boat Electronics Technician Electronic Systems Technician Field Engineer Field Service Engineer Financial Management Graphic Designer Heavy Mobile Equipment Mechanic Information Management Inspector, Building Instrument Technician Insulation Worker Internetworking Technician IT Generalist IT Project Manager Line Installer/Repairer Lineman Logistics Engineer Machinist, Marine Engine Pipefitter, Ship & Boat Plumber Police Officer I Power Plant Operator Powerhouse Mechanic Public Affairs Pump Servicer Purchasing Agent Refrigeration Mechanic Rigger, Ship & Boat Salesperson, Parts Sheetmetal Worker Shipfitter Shipwright, Ship & Boat Surveyor Assistant, Instrument Telecommunication Technician Treatment Plant Operator Truck Driver, Heavy Water Treatment Plant Operator Welder Welder, Arc
Associate of Science Accounting Automotive Service Technology Civil Engineering Technology Computer Networking Computer Science Criminal Justice Early Childhood Education Emergency Management Food & Beverage Management Hotel Operations & Management Human Services Marketing Medical Assisting Office Technology Pre-Architectural Drafting Supervision & Management Surveying Technology Tourism & Travel Management Visual Communications	Associate of Science Health Careers & Sciences Automotive Collision Repair & Refinishing Technology Automotive Services Technology Construction Trades: Carpentry Early Childhood Education Electronics Technician Marketing Tourism: Lodging Management Program (LMP) Tourism: Prostart (Culinary) Visual Communications General Education Development Adult High School Apprenticeship Accounting Technician Auto Body Repairer Automobile Mechanic Automotive Technology Specialist Biomedical Technician Boiler Operator Cable Installer Carpenter Cement Mason Chief of Party Child Care Development Specialist Computer Operator Computer Programmer Construction Equipment Mechanic Cook Correction Officer Cosmetologist Crime Scene Technician Customer Service Representative Diesel Mechanic Drafter, Architectural Drafter, Civil Drafter, Structural Electrical Technician Electrician Electrician, Powerhouse Machinist, Outside Maintenance Mechanic Maintenance Repairer, Building
Certificate Automotive Service Technology Computer Aided Design & Drafting Computer Science Construction Technology Criminal Justice Early Childhood Education Education Emergency Management Family Services Fire Science Technology Medical Assisting Medium/Heavy Truck Diesel Technology Office Technology Practical Nursing Supervision & Management Surveying Technology	Continuing Education & Lifelong Learning GCC Career and Technical Education

General Information: Other Campus Information

TUITION AND FEES			
	Resident	Non-Resident	Foreign
Tuition/Credit Hour	\$130.00	\$155.00	\$180.00
Registration Fee	\$22.00	\$22.00	\$22.00
Student ID Card	\$7.00	\$7.00	\$7.00
Library Fee	\$15.00	\$15.00	\$15.00
Student Activity Fee	\$15.00	\$15.00	\$15.00
Health Fee	\$15.00	\$15.00	\$15.00
Student Parking Fee ¹	\$15.00	\$15.00	\$15.00
Technology Fee	\$73.00	\$73.00	\$73.00

Federal Student Aid

PELL Grant
Federal Work Study Program
Supplemental Education Opportunity Grant

Scholarships

Akian Association of Guam
American Association of University Women Educational Foundation
Asian & Pacific Islander American Scholarship Fund
Association of Government Accountants Guam Chapter
Bill Muna Foundation
Businesswoman of the Year/First Hawaiian Bank & Guam Business Magazine
Coca Cola Scholars Foundation
DDEX Marketing Scholarship
Federated States of Micronesia
Federated States of Micronesia on Guam
Filipino-American President's Club of Guam
Hartman Cooperative Group Limited
GCC Foundation Scholarship Fund
Guam POST Society of American Military Engineers (SAMSE) Scholarship
Guam Society of America
Hawaii Community Foundation
Jeff Hill Memorial Scholarship
John K. Lee, Jr. Memorial Scholarship
JTB Global Foundation of Micronesia (Tourism Japanese Language)
Lapuna Association of Guam
Micronesian Chiefs Association (MCA)
OPPI Family Quincho, Pangasinan, Taisong/Taisong/Taisong
Rotary Club of Northern Guam
SKAL Club of Guam Hospitality Industry
Summit International of Guam
Sopranos International of the Marianas Women's Opportunity Award
Sprengle Memorial Scholarship
Tate Carette C. Allied Health Scholarship
Western Visayas College

Federal Trio Programs
Project Aim
College Access Challenge Grant Program

Student Services

Career Guidance & Counseling Services
The Islandment Counseling
English & Mathematics Placement Test Advancement
Career Information & Guidance
Student Rights Advocacy
Personal/Social Counseling Services
Tutorial Services

Health Services

Other Services
Student Parking
Food Service
Coffee Shop
Bookstore
Student ID Cards

Center for Student Involvement

Leadership Development
Student Governance
Student Organizations
Service Learning

Educational Resources

Learning Resources Center/Library Services
Educational Services (Accommodative Services for Students with Disabilities)

State Agency for Career & Technical and Adult Education Programs on Guam

¹ Tuition & fees above reflect increases, as outlined in Board of Trustees Resolution 5-2016, adopted on March 9, 2016, and re-adopted on March 10, 2011. Contact the Registrar's Office for further information.
The issuance of parking decal has been suspended until further notice by the Student Support Services Office beginning July of 2013

General Information: On-Campus Technology & Facilities; Terms & Acronyms

On-Campus Technology & Facilities

Technology Center (Building 1000)	D Building Classroom Computer Labs-6	Multi-purpose Auditorium
Cisco Networking Systems Lab	B Building	Anthony A. Leon Guerrero Allied
CAT-5/Fiber Optics Lab	Maranza Room	Health Center
Electronics Networking	AutoCAD Classroom	(Building 3000)
Systems Lab	Exercise Room	Lecture Halls-2
PC Repair Lab	Student Study Room	Computer Lab
Industry Certification Labs-2	Education Material Lab	Science Labs-2
Graphics/Web/Video Labs-3	Recycling Center	Nursing Labs-2
Video/Photography Studio	Foundation Building	Administration Lab
Prometric/Pan Testing Lab	Building 6000	Clinical Lab
(16 computers)	Learning Resource Center	Medical Classroom
Lecture Halls/Presentation	Open Computer Lab	Communication Rooms-2
Rooms-3	ESCSO Database-7,000+ periodicals	Other Facilities
Student Services & Administration	SirsiDynix Online Scholar Portal (Library)	Cosmetology Lab (Building 100)
Building (Building 2000)	24/7 on-line library catalog	Culinary Arts Kitchen Lab (Building 400)
A Building	Student Center (Building 5000)	ProStart Kitchen (Building 3000)
Classroom Computer Labs-3	Open Computer Lab	Trades & Industry Park (Building 3000, 4000 & 5000)
Classroom Computer Mini-Lab	Student Health Center	
B Building	Student Lounge	
Student Success Center	Training Room	
C Building		
Portable Classroom Computer Labs-2		
Classroom Computer Lab		
Classroom Computer Mini-Labs-2		

Terms & Acronyms

AA. Associate of Arts.
AAE. Adult Basic Education.
Adjunct. Part-time faculty.
AHS. Adult High School.
AS. Associate of Science.
ASB. Adult Secondary Education (Adult High School).
AY. Academic Year (Fall and Spring semesters).
CERT. Certificate.
COMPASS. A computer-adaptive college placement program that uses test results to quickly evaluate incoming students' skill levels in the areas of reading, writing skills, writing essay, and math.
Completer. A student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.
DECATS. Dual Credit Articulated Programs of Study.
DEAL. Dual Enrollment Accelerated Learning.
Declared. A student pursuing a specific post-secondary certificate or degree.
Enrichment Student. A student who does not intend to declare a major or pursue a degree program, but who plans to complete more than 18 credit hours of postsecondary work.
FY. Fiscal Year (October 1–September 30).
GED®. General Education Development Test

Headcount. The count of students enrolled in a given period of time (e.g., semester, annual, etc.). This can be either duplicated or unduplicated counts.

HS. High School.

Journeyworker Certificate. Program approved and registered with the Bureau of Apprenticeship & Training, United States Department of Labor.

Not Reported. Information was not indicated on the Student Information Form.

ODS. The Operational Data Store is the College's institution-wide information reporting system within the Banner system.

Other Programs. For purposes of this publication, other programs include: underserved students, enrichment students and students seeking a Journeyworker Certificate, an Adult High School diploma, or industry certification.

TSS. School of Trades and Professional Services.

TSS. School of Technology and Student Services.

Undeclared. A student taking courses who has not formally identified a particular degree, certificate or diploma program.

Unduplicated Enrollment. Refers to students enrolled for credit with each student counted only once during the reporting period (e.g., semester, etc.), regardless of when the student enrolled.

General Information: Governance

BOARD OF TRUSTEES

Deborah C. Belanger, Chairperson
John T. Benito, Vice Chairperson
Frank P. Arriola, Secretary
Richard P. Sablan, Treasurer
Gina Y. Ramos, Member
Elimane Anderson, Student Member
Frederick Tupaz, Faculty Advisory Member
Kenneth C. Bautista, Support Staff Advisory Member
Mary A.Y. Okada, Ed.D., CEO/President

FOUNDATION BOARD OF GOVERNORS

Lorraine S. Okada, Chairperson
Gerard A. Cruz, Vice Chairperson
James A. Martinez, Secretary
Josephine L. Mariano, Treasurer
Gina Y. Ramos, Ex-officio Member
Eduardo R. Ilaos, Member
Annmarie T. Muna, Member
Eloy S. Lizama, Member
Carline B. Bukikosa, Member
Deborah C. Belanger, Ex-officio Member
Mary A.Y. Okada, Ed.D., CEO/President

OFFICERS OF THE COLLEGE

Mary A. Y. Okada Ed.D., President
R. Ray D. Somera, Ph.D., Vice President, Academic Affairs
Carmen Kwek Santos, M.B.A., C.P.A., Vice President, Finance and Administration
Virginia C. Tudela, Ph.D., Dean, School of Trades and Professional Services
Michael L. Chan, Ed.D., Acting Dean, School of Technology and Student Services
Elizabeth Diego, Ph.D., Associate Dean, School of Trades and Professional Services
R. Gary Hartz, Associate Dean, School of Trades and Professional Services

STAFF SENATE

Antonia M. Chamberlain, President
Latisha Ann N. Leon Guerrero, Vice President
Ana Mari C. Aoiague, Secretary/Treasurer
Kenneth C. Bautista, Representative At Large
Rosita G. Quitugua, Representative At Large
Vivian C. Guerrero, Representative At Large
Donnie L. Lizama, Representative At Large
Tara Rose A. Pascua, Representative At Large
Kimberly C. Bautista, Representative At Large
Apolline San Nicolas, HR Advisory Member
Barbara Blas, GCC Senate Word Processing Secretary II

FACULTY SENATE

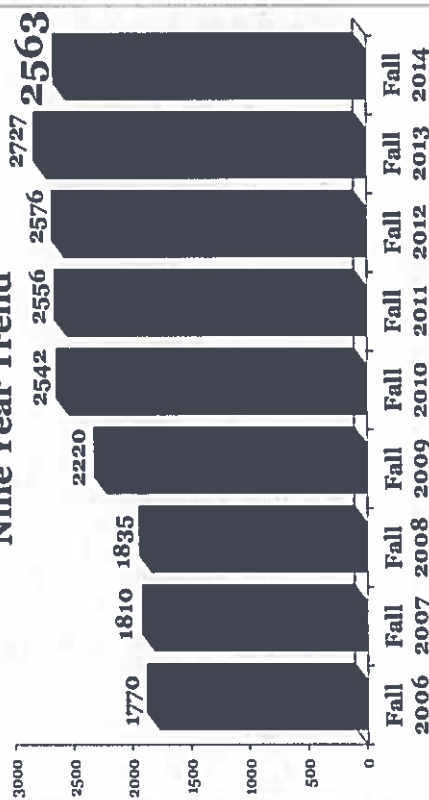
Anthony Roberto, President
Sarah S. Leon Guerrero, President Elect
Troy Lizama, At Large Member
Carl E. Torres, At Large Member
Robin P. Roberson, Past President

COUNCIL ON POSTSECONDARY STUDENT AFFAIRS (COPSA)

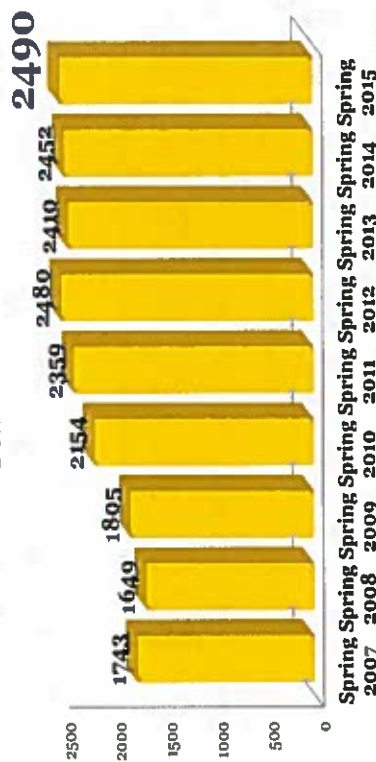
Rosanna Martinez, President
Abbie Battung, Vice President
Jesselyn Sangon, Secretary
Shawn Fernandez, Treasurer
Zachary Sablan, Parliamentarian
Johnny Worswick, Historian

Postsecondary: Enrollment

**Unduplicated Fall Enrollment:
Nine Year Trend**



**Unduplicated Spring Enrollment: Nine
Year Trend**



SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

Postsecondary: Enrollment by Age, Gender, and Enrollment Status

Unduplicated Enrollment by Age Group: Nine-Year Trend

AGE	2006	2007	2008	2009	2010	2011	2012	2013	2014	%
20 & under	451	25%	547	30%	573	31%	708	32%	850	34%
21-25	575	32%	613	34%	571	31%	680	31%	786	31%
26-31	290	16%	252	14%	265	15%	291	13%	359	14%
32-41	270	15%	240	13%	240	13%	299	13%	304	12%
42-54	137	8%	123	7%	147	8%	200	9%	189	7%
55 & older	47	3%	35	2%	39	2%	36	2%	53	2%
Not Reported	0	0%	0	0%	0	0%	6	0%	1	0%
GRAND TOTAL	1770	100%	1810	100%	1835	100%	2220	100%	2542	100%

Unduplicated Enrollment by Gender: Nine-Year Trend

GENDER	2006	2007	2008	2009	2010	2011	2012	2013	2014	%
Female	1065	60%	1062	59%	1071	58%	1191	54%	1428	56%
Male	705	40%	748	41%	764	42%	1029	46%	1114	44%
GRAND TOTAL	1770	100%	1810	100%	1835	100%	2220	100%	2542	100%

Unduplicated Enrollment by Enrollment Status: Nine-Year Trend

ENROLLMENT STATUS	2006	2007	2008	2009	2010	2011	2012	2013	2014	%
Full Time	670	38%	695	38%	657	36%	832	37%	865	34%
Part Time	1100	62%	1115	62%	1178	64%	1388	63%	1677	66%
GRAND TOTAL	1770	100%	1810	100%	1835	100%	2220	100%	2542	100%

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book, Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

Postsecondary: Unduplicated Enrollment by Program

Associate of Arts Degree Program	2006	2007	2008	2009	2010	2011	2012	2013	2014
AA in Culinary Arts	16	36	57	77	92	97	118	103	107
AA in Education	47	87	92	116	127	143	155	198	222
AA in Interdisciplinary Arts and Sciences ¹	42	76	107	137	148	182	194	206	198
Associate of Arts Grand Total ¹	105	199	256	330	367	422	467	507	527
Associate of Science Degree Program	2006	2007	2008	2009	2010	2011	2012	2013	2014
AS in Accounting	54	79	66	86	99	114	106	127	113
AS in Automotive Service Technology	11	21	31	56	72	86	80	93	75
AS in Automotive Tech ²	26	16	11	3	1	-	-	-	-
AS in Civil Engineering Technology ³	-	-	-	-	-	-	-	-	-
AS in Computer Networking	8	15	21	33	40	55	56	61	60
AS in Criminal Justice	78	71	80	92	96	110	92	92	77
AS in Early Childhood Education	55	68	86	143	169	237	223	225	230
AS in Electronics Networking ⁴	57	79	99	112	119	127	110	116	125
AS in Emergency Management ⁵	4	4	1	-	-	-	-	-	-
AS in Hospitality Industry Mgmt ⁶	-	0	0	2	5	9	9	7	4
AS in Hospitality Industry Mgmt ⁷	-	-	-	-	14	13	12	10	5
AS in Human Services ⁸	51	53	59	60	-	-	-	-	-
AS in Marketing	-	-	-	-	14	16	26	36	27
AS in Medical Assisting	22	25	24	25	28	32	59	50	60
AS in Office Technology	94	113	113	102	97	101	98	216	232
AS in Pre-Architectural Drafting ⁹	23	31	23	30	33	29	19	30	25
AS in Sign Language Interpreting ¹⁰	-	0	-	-	7	15	23	31	26
AS in Supervision & Management ¹¹	1	0	-	-	-	-	-	-	-
AS in Scheduling Technology ¹²	27	43	43	59	76	84	81	75	82
AS in Tourism & Travel Mgmt ¹³	-	-	-	-	3	4	3	2	6
AS in Visual Communications	19	26	43	48	48	61	68	93	96
Associate of Science Grand Total ¹⁴	530	644	700	851	979	1155	1125	1357	1315

¹Includes duplicated student enrollment across the nine-year timeframe.

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book, Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

- ¹Formerly AA in Liberal Arts and AA in Liberal Studies.
²Program replaced with AS in Automotive Service Technology in Fall of 2016.
³Program was reinstated in November of 2011.
⁴Program was changed to AS in Computer Networking in Summer of 2010.
⁵Program was changed to AS in Computer Networking in Summer of 2010.
⁶Program was changed to AS in Hospitality Industry Management in Summer of 2010.
⁷Program was changed to AS in Hospitality Industry Management in Summer of 2010.
⁸Program was changed to AS in Hospitality Industry Management in Summer of 2010.
⁹Program was changed to AS in Hospitality Industry Management in Summer of 2010.
¹⁰Program was changed to AS in Hospitality Industry Management in Summer of 2010.
¹¹Program was changed to AS in Hospitality Industry Management in Summer of 2010.
¹²Program was changed to AS in Hospitality Industry Management in Summer of 2010.
¹³Program was changed to AS in Hospitality Industry Management in Summer of 2010.
¹⁴Program was changed to AS in Hospitality Industry Management in Summer of 2010.

Postsecondary: Unduplicated Enrollment by Program

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Certificate Program									
CERT in Accounting ^a	9	4	2	2	1	-	-	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20	6	9
CERT in Automotive Tech ^b	21	13	5	2	1	1	-	-	-
CERT in Computer Aided Design & Drafting ^a	-	-	-	-	2	2	1	2	0
CERT in Computer Science	11	6	5	9	4	8	2	3	3
CERT in Construction Technology	0	1	0	5	18	25	26	28	37
CERT in Cosmetology ^a	20	19	17	33	40	35	15	3	2
CERT in Criminal Justice	3	21	46	15	17	24	17	17	15
CERT in Early Childhood Education	5	4	4	9	21	9	9	4	4
CERT in Education	4	5	8	3	5	2	7	2	5
CERT in Emergency Management ^a	-	0	0	0	2	1	1	0	2
CERT in Family Services ^a	-	-	-	-	-	-	-	5	10
CERT in Fire Science	1	0	0	1	27	4	0	4	5
CERT in Medical Assisting	17	21	24	34	30	21	18	31	28
CERT in Medium/Heavy Truck Diesel Tech ^a	-	-	-	0	0	0	0	0	1
CERT in Office Technology	5	4	4	3	2	0	4	2	5
CERT in Practical Nursing	27	24	36	42	37	23	21	22	24
CERT in Pre-Nursing ^a	0	0	1	84	148	183	196	44	13
CERT in Sign Language Interpreting ^a	0	1	3	1	1	-	-	-	-
CERT in Supervision & Management ^a	1	3	7	7	2	2	4	6	5
CERT in Surveying Technology ^a	-	-	-	0	0	1	0	0	0
CERT in Systems Technology ^a	2	10	6	3	-	-	-	-	-
Certificate Grand Total^a	128	147	179	268	378	345	341	179	168

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Other Programs									
Cosmetology Certificate	0	0	0	0	0	0	0	12	16
Criminal Justice Certificate	7	6	3	3	0	0	1	2	2
Nursing Assistant Certificate	0	0	0	0	0	0	0	2	0
Industry Certification	0	0	0	0	1	0	0	0	0
Adult High School Diploma (AHIS)	123	53	78	91	76	83	79	94	111
GED ^a	20	2	0	5	1	0	3	1	3
Enrichment	0	0	1	5	2	1	0	0	0
Journeyworker Certificate	65	91	111	194	184	155	113	139	104
Undeclared	792	668	507	473	554	375	447	434	316
Other Programs Grand Total^a	1007	820	700	771	818	614	643	684	552

^aIncludes duplicated student enrollment across the nine-year timeframe.

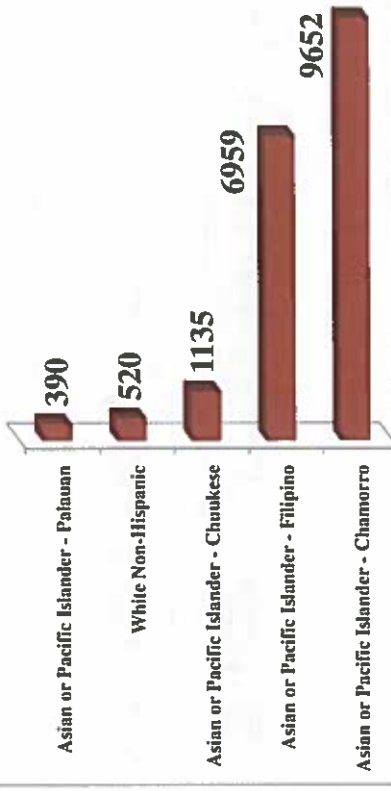
SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

- ^a Program achieved in May of 2006; however, one student remains continuously enrolled
- ^a Program achieved with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled
- ^a Program reinstated in May of 2010 and last appeared in the 1999-2010 catalog
- ^a Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.
- ^a Program reinstated in April of 2007 and began in Fall of 2007
- ^a Program reinstated in February of 2013.
- ^a Program achieved in July of 2009
- ^a Program achieved in September of 2010; however, one student remains continuously enrolled
- ^a Program achieved in April of 2009 and previous program title was a Certificate in Basic Surveying
- ^a Program achieved in April of 2009

Population by Ethnicity: Nine-Year Trend

ETHNICITY	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian or Alaskan Native	0	1	3	2	2	4	4	6	4
Asian or Pacific Islander-Asian Indian	10	5	4	5	3	1	1	5	2
Asian or Pacific Islander (API)	7	10	12	12	7	6	7	7	4
API - Chamorro	784	802	904	1127	1204	1201	1144	1256	1226
API - Chinese	18	14	12	18	25	20	21	21	16
API - Chuokese	138	139	100	121	144	156	122	118	91
API - Filipino	546	565	578	665	840	872	969	984	933
API - Japanese	23	25	24	31	34	23	16	11	14
API - Korean	35	26	20	15	18	25	22	27	19
API - Korean	8	4	2	5	6	9	5	9	10
API - Marshallese	4	1	1	3	4	5	6	5	5
API - Palauan	23	40	31	43	53	42	36	58	52
API - Polynesian	17	14	7	17	23	32	42	36	35
API - Vietnamese	3	1	5	2	3	7	3	2	2
API - Yopese	28	34	22	32	27	34	55	50	42
Black Non-Hispanic	16	19	12	12	19	18	17	24	31
Hispanic	17	14	15	16	14	14	14	13	9
White Non-Hispanic	66	60	43	50	64	52	54	61	51
Not Reported	27	36	40	44	52	35	38	34	17
Grand Total	1770	1810	1835	2220	2542	2556	2727	2727	2563

Five Largest Ethnic Groups
(Nine Year Total)



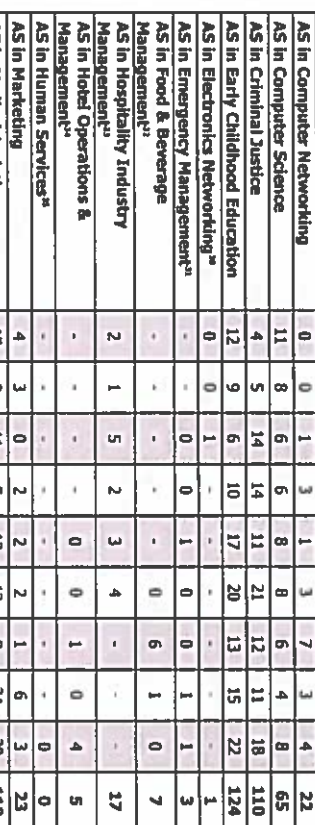
SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

AY 2014-2015 Fact Book

Completers: Degree (Conferral) Nine-Year Trans

2006	21
------	----

Associate of Arts Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
AA in Culinary Arts	1	1	0	2	9	6	9	10	7	45
AA in Education	3	0	6	7	20	16	14	15	17	98
AA in Interdisciplinary Arts & Sciences	3	6	4	1	5	5	8	9	20	61
Associate of Arts Grand Total	7	7	10	10	34	27	31	34	44	204
Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
AS in Accounting	7	4	11	7	9	8	5	10	7	68
AS in Automotive Service Technology	0	0	0	0	3	3	4	3	6	19



AS in Office Technology	4	0	1	3	3	3	1	2	3	20
AS in Pre-Architectural Drafting ¹⁰	-	-	-	-	0	0	0	0	2	2
AS in Sign Language Interpreting ¹¹	1	0	0	-	-	-	-	-	1	1
AS in Supervision & Management	6	6	11	0	5	8	4	8	5	53
AS in Surveying Technology ¹²	-	-	-	0	0	0	0	0	0	0
AS in Tourism & Travel Management ¹³	-	-	-	-	3	0	2	1	1	7
AS in Visual Communications	0	7	0	2	3	6	6	6	7	37
Associate of Science Grand Total	69	53	68	55	83	99	77	95	111	710

²⁷ Program replaced with AS in Automotive Service Technology in Fall of 2000. Program was changed to AS in Computer Networking in Summer of 2003. (One student remained continuously enrolled and received an AS in Electronic Technology.)

¹⁴ Program dropped as AS in *Hotel Operations*, AS in *Food & Beverage Management*, and AS in *Business & Travel Management* in Fall of 2010.

¹⁵ From Fall 2013 through Spring 2014, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

¹⁶ Program dropped in June 2014.

¹⁷ Program was reinstated in April of 2010 as AS in Pre-Architectural Studies. Previous program title was Architectural Engineering Technology in the 2012-2013 catalog.

¹⁸ Program arrived in September of 2010. The student remained continuously enrolled and received an AS to Early Childhood Education.

¹⁹ Program added in April of 2019.

²⁰ From Fall 2013 through Spring 2014, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

Completers: Certificate and Other Programs (Continued) Nine-Year Trend

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	Grand Total
CERT in Accounting ^{a1}	0	0	6	0	1	0	-	-	-	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	1	1	1	5
CERT in Automotive Tech ^{a1}	3	2	1	-	-	-	-	-	-	-	6
CERT in Computer Aided Design & Drafting ^{a1}	-	-	-	-	0	0	0	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	0	0	3	13
CERT in Construction Technology	0	1	0	0	0	0	0	0	0	0	1
CERT in Cosmetology	1	0	0	1	0	0	0	0	0	0	3
CERT in Criminal Justice	21	2	11	35	11	7	9	4	9	109	189
CERT in Early Childhood Education	4	3	2	3	3	22	1	1	4	48	88
CERT in Education	0	0	2	8	2	1	1	1	2	17	36
CERT in Emergency Management ^{a1}	-	-	0	0	0	0	0	0	0	0	0
CERT in Family Services	-	-	-	-	-	-	-	-	-	-	0
CERT in Fire Science	0	0	0	0	0	26	0	0	0	26	26
CERT in Medical Assisting	16	10	14	6	9	13	8	1	21	98	166
CERT in Medium/Heavy Truck Diesel Technology ^{a1}	-	-	-	0	0	0	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	0	1	0	0	1	5
CERT in Practical Nursing	14	0	14	19	32	34	20	18	17	168	277
CERT in Pre-Nursing ^{a1}	0	0	0	0	0	0	3	10	14	27	54
CERT in Sign Language Interpreting ^{a1}	0	0	0	0	0	0	1	-	-	1	2
CERT in Supervision & Management	0	0	1	0	0	0	0	0	0	2	3
CERT in Surveying Technology ^{a1}	-	-	-	0	0	0	0	0	0	0	0
CERT in Systems Technology ^{a1}	0	0	0	0	-	-	-	-	-	-	0
Certificate Grand Total	65	21	53	73	59	112	43	37	75	538	923

Other Programs	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	Grand Total
Criminal Justice Certificate	17	1	2	30	0	0	0	0	0	0	50
Industry Certification	0	0	0	0	0	0	0	0	0	0	0
Adult High School Diploma (AHS)	31	17	12	14	22	13	20	19	18	168	284
GED ^{a1}	124	171	138	190	111	109	127	166	113	1249	2098
External Diploma Program (EDP) ^{a1}	0	0	0	0	2	1	-	-	-	-	3
Journeyworker Certificate	16	0	1	40	35	21	51	54	6	224	392
Other Programs Grand Total	188	189	153	274	176	144	194	239	137	1692	3923

COMPLETIONS TOTAL ^{a1}	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	Grand Total
	329	270	284	412	346	382	349	405	367	3144	6192

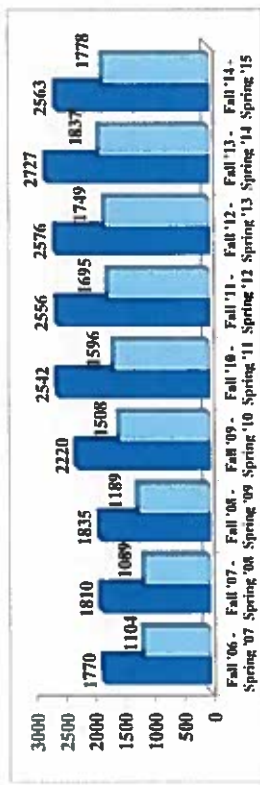
^{a1}This total includes degrees, certificates, and other programs.

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book - Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

^{a1} Program archived in May of 2006; however, one student remained continuously enrolled until AY2011.
^{a2} Program replaced with CERT in Automotive Service Technology in Fall of 2016; however, one student remained continuously enrolled until AY2018.
^{a3} Program discontinued in May of 2010 and last appeared in the 1999-2010 catalog.
^{a4} Program adopted in April of 2017 and began in Fall of 2017.
^{a5} Program adopted in July of 2019.
^{a6} Program archived in January of 2015.
^{a7} Program archived in September of 2018; however, one student remained continuously enrolled until AY2011.
^{a8} Program discontinued in April of 2019 and previous program title was a Certificate in Basic Surveying.
^{a9} Program archived in April of 2019.
^{a10} Program discontinued in Fall of 2019; there have been no new registrations.

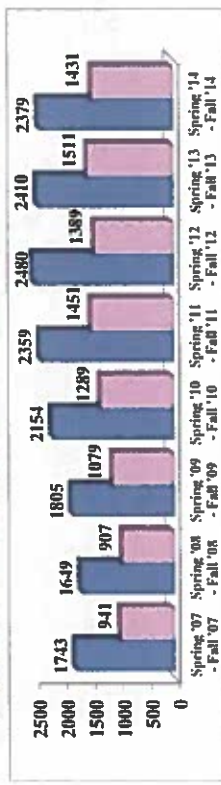
Persistence Rates: Fall to Spring, Spring to Fall
Fall to Spring (Nine-Year Trend)

	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Persistence Fall	1104	1089	1189	1508	1596	1695	1749	1837	1778
Persistence Spring	1770	1810	1835	2220	2542	2556	2727	2777	2543



Spring to Fall (Eight-Year Trend)

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Persistence Total	941	907	1079	1289	1451	1389	1411	1431
Spring Enrollment (Preceding)	1743	1649	1805	2154	2359	2480	2410	2379



Fall to Spring persistence rate is the percentage of GCC students who were enrolled in the Fall semester and continued to be enrolled in the next Spring semester (Fall to Spring). Spring to Fall persistence rate is the percentage of GCC students who were enrolled in the Spring semester and continued to be enrolled in the next Fall semester (Spring to Fall).

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book - Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

Retention Rate: Fall to Fall, Spring to Spring

Fall to Fall (Nine-Year Trend)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Degree Program	22	19	49	3%	101	6%	154	8%	174
Associate of Arts	199	119	223	13%	294	16%	364	20%	460
Associate of Science	45	2%	48	3%	55	3%	65	4%	129
Diploma	109	6%	62	4%	13	1%	29	1%	28
Journalism	19	1%	29	2%	44	2%	73	4%	111
Certificate	352	20%	312	18%	226	12%	168	9%	145
Undeclared	746	41%	723	41%	733	40%	853	46%	1047
Grand Total	1801	1770	1810	1835	2220	2542	2556	2776	2777
Previous Fall Semester Enrollment									



Spring to Spring (Eight-Year Trend)

	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Degree Program	82	5%	109	7%	131	7%	163	8%
Associate of Arts	371	21%	360	22%	384	21%	496	23%
Associate of Science	62	4%	75	5%	80	4%	110	5%
Certificate	13	1%	24	1%	24	1%	22	1%
Diploma	86	5%	67	4%	81	4%	104	5%
Journalism	98	6%	106	6%	129	7%	64	3%
Certificate	712	41%	741	45%	829	46%	959	45%
Grand Total	1743	1649	1805	2154	2359	2480	2410	2452
Previous Spring Semester Enrollment								



0%
Spring '07 - Spring '08 - Spring '09 - Spring '10 - Spring '11 - Spring '12 - Spring '13 - Spring '14 - Spring '15
Fall to Fall Retention rate is the percentage of GCC students who were enrolled in a given Fall semester and were also enrolled in the next Fall semester (Fall to Fall). Spring to Spring retention rate is the percentage of GCC students who were enrolled in a given Spring semester and were also enrolled in the next Spring semester (Spring to Spring).
SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8

Student Learning Outcomes (SLOs)

Student Learning Outcomes describe the central goals that students will have attained by the end of a course or program. In essence, SLOs encapsulate the knowledge, skills, and attitudes that students are expected to learn from their respective programs. They answer the questions "What do students know?" (cognitive domain), "What do they think and value?" (affective domain), and "What can they do?" (behavioral domain). SLOs require students to synthesize many discrete skills or areas of content, and to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work.

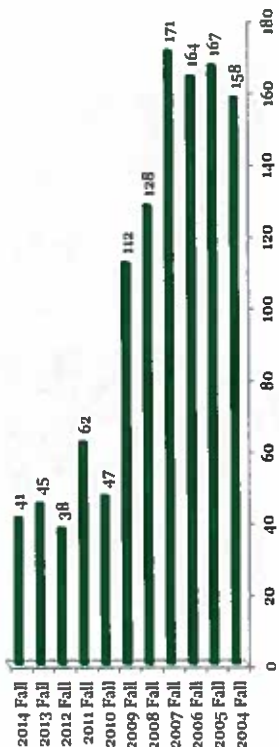


Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2014	402	402	100.00
Spring 2013	414	418	99.04
Spring 2012	400	402	99.50
Spring 2011	384	396	96.97
Fall 2010	384	396	96.97
Spring 2010	250	412	60.68
Fall 2009	181	350	51.71
Spring 2009	70	375	18.67
Fall 2008	68	375	18.13
Spring 2007	0	399	0.00
Fall 2006	0	399	0.00

As Requirement For Program	SLO Count	Total	Percent
Associate Degree Programs	Number of courses with SLOs being assessed	16	
	Number of courses under curriculum review*	189	100%
	Number of courses within the programs	205	
	Number of courses with SLOs being assessed	20	
Certificate Programs	Number of courses under curriculum review*	35	100%
	Number of courses within the programs	55	
	Number of courses with SLOs being assessed	33	
	Number of courses under curriculum review*	109	100%
	Number of courses within the programs	142	
	Number of courses with SLOs being assessed	69	
	Number of courses under curriculum review*	333	100%
Total count of courses within programs	Number of courses within programs	402	

*The annual curriculum review cycle was adopted during the Fall 2014 semester. NOTE: The denominator in calculating the total number of courses with SLOs being assessed within programs is of this writing. In previously reported SLO data, the denominator included all courses listed in the College catalog. The total number of courses with SLOs being assessed includes those courses that have been assessed in the 2014-2015 academic year.
SOURCE: Assessment, Institutional Effectiveness & Research Office.

Transfer Students from GCC to UOG: Fall Semester Trends
Transfer Students from GCC to UOG**



Transfer Students from GCC to UOG by Gender

Term	Total # of Transfer Students	Male	Female
2014 Fall	41	15	26
2013 Fall	45	19	26
2012 Fall	38	19	19
2011 Fall	62	23	39
2010 Fall	47	15	32
2009 Fall	112	30	82
2008 Fall	128	43	85
2007 Fall	171	0	171
2006 Fall	164	0	164
2005 Fall	167	0	167
2004 Fall	158	62	96
2003 Fall	174	71	103

SOURCE: College Student Information System Academic & Student Affairs, Office of the Senior Vice President, Academic Assessment & Institutional Research, University of Guam, January 2015.

**UOG refers to the University of Guam, a four-year institution that has existing articulation agreements for General Education courses, non-General Education courses, and several degree programs in their country with Guam Community College.

Graduates of Guam Secondary Schools (Guam Resident, New Students to GCC); Student Educational Goals
Guam High School Graduates Enrolled At GCC: New Student & Resident (Fall 2008 thru Fall 2014)

Name of Guam School*	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Academy Of Our Lady Of Guam	10	16	9	12	22	8	8
Asmuyao Community School	1	1	3	7	7	6	6
Evangelical Christian Academy	7	5	4	5	5	4	2
Father Duena Memorial School	7	11	19	7	14	13	6
GCC Adult High School (AHS)	5	2	6	2	3	1	3
GCC (GED)	5	21	17	13	20	9	16
GCC (Voc/Tech)	2	10	2	3	1	1	3
George Washington High School	90	134	171	162	173	179	131
Guam Adventist Academy	1	2	1	2	4	1	0
Guam High School (DESS-DOIDEA)	4	6	5	2	16	6	13
Guam Home School Association HS	0	1	0	1	0	0	0
Guam Intl Christian Academy	0	0	1	0	0	0	1
Harvest Christian Academy	1	5	1	5	6	3	2
Inarajan High School	3	2	0	0	0	0	3
John F Kennedy High School	101	113	146	120	149	131	117
Noire Dame High School	18	40	28	30	27	19	11
Oceanview High School	2	3	3	1	3	2	0
Okrado High School	0	26	50	92	108	81	71
Pacific Christian Academy	0	0	1	0	0	0	0
Saint John's School	0	1	1	3	1	1	0
Saint Paul High School	2	11	19	15	17	20	9
Simon Sanchez High School	80	119	131	138	151	163	134
Southern Christian Academy Guam	1	1	0	1	2	6	1
Southern High School	46	75	71	69	70	99	65
Temple Christian School	0	0	0	2	1	1	1
Trinity Christian School	1	1	1	1	0	0	0
TOTAL for New Students in GCC from Guam High Schools with RESIDENT status, ALL AGES	387	606	690	693	800	754	603

*NOTE: Last high school attended as reported by student.

Student Educational Goals (Fall 2008 thru Fall 2014)

Student Educational Goals*	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12	Fall '13	Fall '14
Complete Adult High School	19	90	67	57	62	67	93
Complete External Diploma	378	1169	1222	1571	1601	1687	1667
Earn Associate of Science/Art	15	95	81	76	162	193	217
Earn Bachelors after A/AS	45	234	165	169	153	150	115
Earn Certificate	36	6	14	14	16	19	16
Earn GED	4	20	12	3	6	9	6
Employment Upgrade	19	87	48	36	34	49	43
Full College Admissions	44	175	165	181	175	200	175
Industry Certificate	2	2	3	3	3	2	1
Journeyworker Certificate	34	114	52	33	25	19	22
Military	1	14	11	6	11	19	30
Personal Enrichment	2	4	3	4	4	3	1
Skills Enrichment	15	34	40	36	67	56	47
Teacher's Certification	576	2074	1875	2186	2322	2487	2421
Transfer Credits							
TOTAL	576	2074	1875	2186	2322	2487	2421

*NOTE: Self-reported data included on the Student Information Form.

SOURCE: GCC Operational Data Store within the Banner system as of January 2015.

AY 2014-2015 Fact Book

Ouam Community College

PAGE 21

COMPASS Placement Testing: English & Math (Ten-Year Trend)

English Placement: AY 2006 to AY 2015

ENGLISH PLACEMENT ¹¹	EN100B	EN100R	EN100RW	EN100W	EN110	Grand Total
AY 2005-2006	93	49	161	767	204	1324
AY 2006-2007	90	58	194	833	99	1274
AY 2007-2008	58	41	196	816	113	1224
AY 2008-2009	58	66	243	1166	141	1674
AY 2009-2010	63	68	272	1304	191	1898
AY 2010-2011	45	41	162	836	138	1322
AY 2011-2012	51	56	290	459	279	1135
AY 2012-2013	43	69	270	336	337	1055
AY 2013-2014	46	56	276	443	292	1113
AY 2014-2015	33	46	267	442	269	1057
Grand Total	580	550	2331	7402	2063	12926

English Placement Test Results for AY 2014-2015



Math Placement: AY 2006 to AY 2015

MATH PLACEMENT ¹²	MA085	MA095	MA108	MA110A	MA161A	MA161B	Grand Total
AY 2005-2006	337	286	141	7	8	10	789
AY 2006-2007	411	317	61	2	2	12	805
AY 2007-2008	344	294	87	1	2	10	738
AY 2008-2009	431	396	82	1	3	6	919
AY 2009-2010	456	416	103	5	3	8	991
AY 2010-2011	267	287	70	2	0	10	636
AY 2011-2012	463	504	146	31	12	18	1174
AY 2012-2013	423	514	164	27	13	14	1155
AY 2013-2014	494	448	141	29	5	20	1137
AY 2014-2015	499	419	128	23	10	7	1086
Grand Total	4125	3881	1123	128	58	115	9430

Math Placement Test Results for AY 2014-2015



SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book, Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

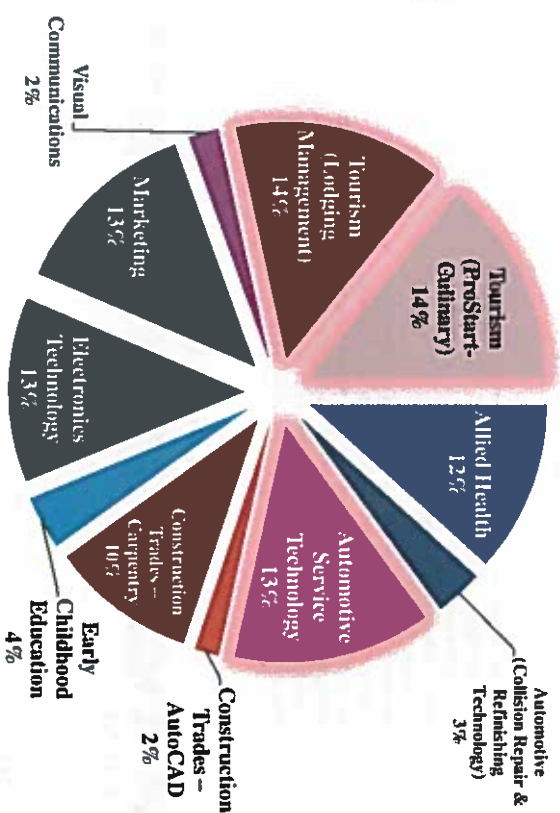
¹¹ English placement test scores are valid for two years.
¹² Math placement test scores are valid for two years.

AY 2014-2015 Fact Book

Ouam Community College

PAGE 22

Secondary: SY 2014-2015 Total Population in GCC Programs



Program	GWHS	JPHHS	OHS	SHS	SSHS	THS ¹³	Grand Total
Allied Health	98	55	-	57	87	-	297
Automotive Service Technology	59	51	55	87	50	41	343
Automotive (Collision Repair & Refinishing Technology)	60	-	-	23	-	-	83
Construction Trades - AutoCAD	42	-	-	-	-	-	42
Construction Trades - Carpentry	44	51	57	41**	60	-	253
Early Childhood Education ¹⁴	93	-	-	-	-	-	93
Electronics Technology	79	45	81	47	69	-	321
Marketing	61	60	79	47	84	-	331
Tourism (Lodging Management)	66	68	66	33**	76	52	361
Tourism (ProStart-Gulinary)	75	76	64*	87	57	-	359
Visual Communications	53	-	-	-	-	-	53
Grand Total***	730	406	402	422	483	93	2536

* New program for AY14-15

** Program re-implemented for AY14-15

*** Secondary enrollment numbers reflect program enrollment at the beginning of the school year.

SOURCE: School of Trades & Professional Services and GCC Fact Book, Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

¹³ Trian High School opened its doors in August of 2014.

¹⁴ The Early Childhood Education program was placed in January 2010 and began with 77 students. This program was only offered to George Washington High School students because of its proximity to the city campus.

Guam Community College
AY 2014-2015 Fact Book

PAGE 23

Secondary: Completers (SY2008 to SY2014)
Certificate of Mastery (SY 2008 to SY 2014)

CERTIFICATE OF MASTERY	SY 2007-2008	SY 2008-2009	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY GRAND TOTAL
George Washington High School	24	23	23	13	30	32	30	175
John F. Kennedy High School	33	24	39	23	40	22	31	212
Okkodo High School*	-	7	10	21	31	31	41	141
Simon Sanchez High School	31	14	18	21	43	52	50	229
Southern High School	10	1	3	2	9	10	14	49
Tiyan High School**	-	-	-	-	-	-	-	-
Grand Total	98	69	93	80	153	147	166	806

Certificate of Completion (SY 2008 to SY 2014)

CERTIFICATE OF COMPLETION	SY 2007-2008	SY 2008-2009	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY GRAND TOTAL
George Washington High School	105	100	103	72	159	100	85	724
John F. Kennedy High School	53	56	68	38	53	35	52	355
Okkodo High School*	-	23	24	10	38	36	30	161
Simon Sanchez High School	25	50	47	60	53	44	40	319
Southern High School	62	79	55	51	54	48	60	409
Tiyan High School**	-	-	-	-	-	-	-	-
Grand Total	245	308	297	231	357	263	267	1968

Overall Completion (SY 2008 to SY 2014)

Academic Year	Certificate of Mastery	Certificate of Completion	Total
SY2007-2008	98	245	343
SY2008-2009	69	308	377
SY2009-2010	93	297	390
SY2010-2011	80	231	311
SY2011-2012	153	357	510
SY2012-2013	147	263	410
SY2013-2014	166	267	433
Total	806	1968	2774

* Okkodo High School opened its doors in August 2008.

** Tiyan High School opened its doors in August 2014.

SOURCE: School of Trades & Professional Services and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

Guam Community College
AY 2014-2015 Fact Book
Continuing Education and Workforce Development

PAGE 24

Overall Enrollment (2005 to 2014)

Quarterly Period (based on Fiscal Year)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1 st Quarter (October - December)	1766	1932	2074	2400	2668	2416	2776	3347	3023
2 nd Quarter (January - March)	1814	1632	3549	3309	2797	3221	4291	2549	2615
3 rd Quarter (April - June)	2554	2033	2080	2527	2954	2735	4147	2912	3503
4 th Quarter (July - September)	2894	2230	2711	2441	2631	2551	2620	2962	3246
GRAND TOTAL	9028	7827	10414	10677	11050	10923	13834	11770	12387

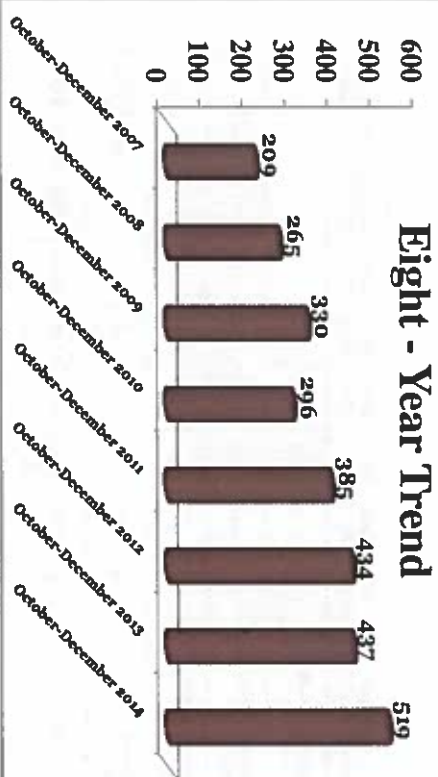
Enrollment in Continuing Education (CE) Activities (2005 to 2014)

CONTINUING EDUCATION	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Postsecondary credit offerings	1896	505	2074	1242	1816	1361	1144	838	1162
Non-Credit offerings (CEUs)	6500	6835	3549	9066	8396	9192	12367	10495	10913
Graduate Credit offerings ¹	632	244	2080	217	130	16	7	12	0
Prometric, HOST & Pan Testing (Online)	0	243	2711	152	708	354	316	425	312
GRAND TOTAL	9028	7827	10414	10677	11050	10923	13834	11770	12387

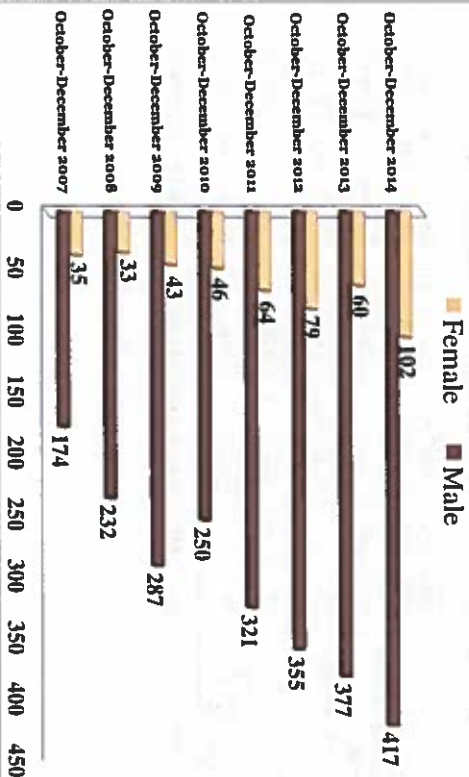
SOURCE: Board of Trustees Quarterly Reports, Continuing Education and Workforce Development Office, and CETY Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8

¹ Teacher recertification & re-classification in partnership with the University of Guam and the University of San Diego. For 2012-2013, teacher recertification and re-classification enrollment was added with the University of Guam.

Apprenticeship: Enrollment (October - December)



Enrollment By Gender



SOURCE: Apprenticeship Office and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

Apprenticeship: Total Population

Enrollment by Gender (October - December)^{10*}
Nine-Year Trend

Apprenticeship Enrollment	2007	2008	2009	2010	2011	2012	2013	2014
Male	174	232	287	250	321	355	377	417
Female	35	33	43	46	64	79	60	102
GRAND TOTAL	209	265	330	296	385	434	437	519

Enrollment (October - December)
Nine-Year Trend

Apprentices	2007	2008	2009	2010	2011	2012	2013	2014
Public Sector	85	90	114	73	91	127	107	165
Private Sector	124	175	216	223	294	307	330	354
GRAND TOTAL	209	265	330	296	385	434	437	519

Public Sector Apprentices (October - December)
Seven-Year Trend

PUBLIC SECTOR APPRENTICES	2007	2008	2009	2010	2011	2012	2013	2014
Dept. of Admin.	6	6	4	5	4	9	7	7
Dept. of Corrections	0	0	0	0	0	0	0	41
Dept. of Education	0	0	9	9	10	10	9	9
Dept. of Land Mgmt.	0	0	16	15	30	31	24	26
Dept. of Public Works	0	7	5	2	2	2	1	0
Dept. of Youth Affairs	0	0	0	0	0	0	0	4
Guam Housing Corp.	0	0	0	0	2	17	2	2
GHURA	0	0	0	0	0	0	14	21
Guam Law Library	0	0	0	0	0	0	0	2
Guam Legal Services	0	0	0	0	0	0	1	1
Guam Police Dept.	0	0	24	21	14	15	7	15
Guam Power Authority	58	24	7	5	3	24	23	21
Guam Waterworks	0	24	22	5	7	2	7	6
Judiciary of Guam	0	0	3	4	4	5	4	4
Port Authority Guam	21	29	24	7	15	12	7	6
Grand Total	85	90	114	73	91	127	106	165

SOURCE: Apprenticeship Office and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

* Apprenticeship Office, from Quarter Reports (Report as of (last) date (December))

Apprenticeship: Private Sector Apprentices (October-December 2014)

Apprenticeship Training Program	Total Per Employer	Apprenticeship Training Program	Total Per Employer
AAFES Car Care	7	Ironwood Estates	2
A/C Technology, Inc.	1	Ironwood Manor	2
Addison Global Interiors	1	IT & E	4
Arluis Wedding	2	JMSI Electrical, LLC.	12
ASU Smokehouse	1	Korando	1
Atkins Kroll	7	Lam Lam Tours	7
Baldyga Group	2	Lots of Learning	1
Barrett Plumbing	9	Mid Pac Far East	5
Business Mami (Pacific Tyre)	0	Nippo Corp.	6
Cabras Marine	73	Nissan Guam	12
Carrier Guam, Inc.	1	P.R. Balagtas	2
Cars Plus	3	Pacific Biomedical	1
Core Tech Int'l	4	Pacific - Green	0
Docomo Pacific	52	Pacific Human Res.	2
Duenas, Camacho & Assoc.	3	Pacific Unlimited	8
DZSP 21	3	Perez Bros.	4
Euro Car Srv. Inc.	5	Prestige Auto.	0
F.A.C.S. Incorp.	1	RLS Services	2
G4S Secure Solutions	1	Sumitomo Mitsui	3
G4S Security Sys.	11	TG Engineers	2
GTA TeleGuam	46	TLC Day Care	5
Guam Auto Spot	3	TriStar Terminals	3
Gulf Copper	9	Two Lover's Point	0
Hawaiian Rock Prod.	10	United Tire Serv.	2
Health Services of the Pacific	0	Universal Tire Supp.	2
IMCO General Co.	6	V.P. Olivares	1
Infant of Prague	2	W.B. Flores & Co.	2
Total	354		

SOURCE: Apprenticeship Office and IZNY Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

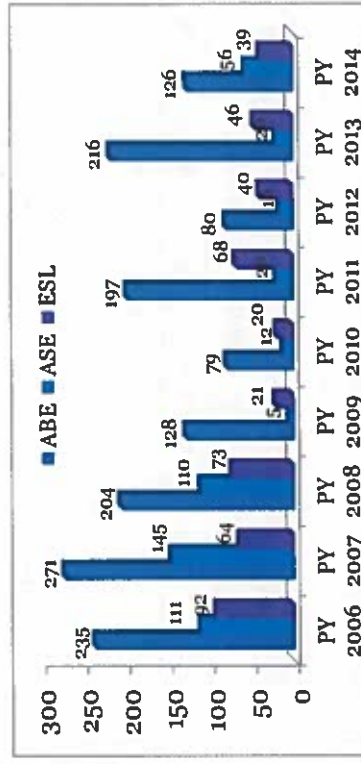
Adult Education: Enrollment and Completion by Program Year and Program

Adult Basic Education (ABE): Nine-Year Trend												
ABE	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	PY 2014	Total		
ENROLLED*	604	593	724	382	267	450	325	588	392	4325		
COMPLETERS	235	271	204	128	79	197	80	216	126	1536		

Adult Secondary Education (ASE): Nine-Year Trend												
ASE	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	PY 2014	Total		
ENROLLED*	327	365	306	166	22	36	34	51	73	1380		
COMPLETERS	111	145	110	5	12	20	16	20	56	495		

English as a Second Language (ESL): Nine-Year Trend												
ESL	PY 2006	PY 2007	PY 2008	PY 2009	PY 2010	PY 2011	PY 2012	PY 2013	PY 2014	Total		
ENROLLED*	182	121	124	85	41	100	78	91	59	881		
COMPLETERS	92	64	73	21	20	68	40	46	39	463		

Adult Education Completers¹⁷



*Enrollment numbers reflect the count of students having acquired at least 12 hours of instruction during the program year.
SOURCE: Workforce Investment Act (WIA), Title II, Consolidated Annual Report and the CASAS TOPSpen Database System as of January 2015.

¹⁷ An Adult Education program completer is a student who has completed a level of competency. The population consists of students who have completed a level of competency, those who have separated from the program, and those who continue to remain in the same program within the program year.

Adult Education: Enrollment (Program Year 2013-2014)

Population by Age (Program Year 2013-2014)

By Age	16-18	19-24	25-44	45-59	60+	Total
Adult Basic Education (ABE)	97	150	123	19	3	392
Adult Secondary Education (ASE)	18	27	27	1	0	73
English-as-a-Second Language (ESL)	2	8	30	11	8	59
Total	117	185	180	31	11	524

Population by Age, Gender and Ethnicity (Program Year 2013-2014)

Age Group	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
16 - 18	0	0	16	2	0	1	3	0	46	44	2	0	2	1	117
19 - 24	0	0	14	15	0	1	0	0	77	69	1	1	6	1	185
25 - 44	0	0	8	39	1	0	2	3	64	55	1	0	3	4	180
45 - 59	0	0	3	10	0	0	1	8	6	1	0	1	1	1	31
60 and Older	0	0	1	5	0	0	0	2	0	0	2	0	1	1	11
Total	0	0	42	71	1	2	5	6	195	174	5	3	12	8	524

Total Enrollment and Hours (Program Year 2013-2014)

Adult Education	Total Enrolled	Total Hours
ABE	392	32,801
ASE	73	2,305
ESL	59	5,536
Total	524	40,642

SOURCE: Planning and Development Office and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8

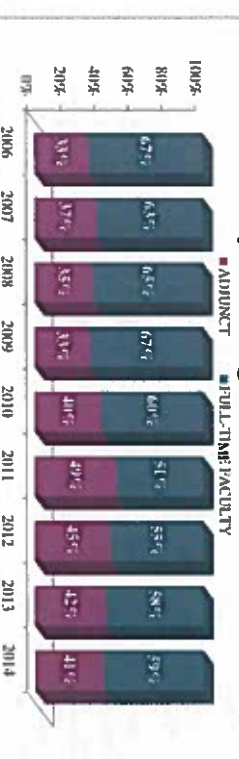
Employees Full-Time Employees: Nine-Year Trend

Employee Classification	2006	2007	2008	2009	2010	2011	2012	2013	2014
Staff	85	84	83	80	103	107	89	95	104
Administrators	32	34	36	35	23	21	34	35	35
Faculty	95	100	107	108	112	113	115	114	115
Full-Time Employee Totals	212	218	226	223	238	241	238	244	254

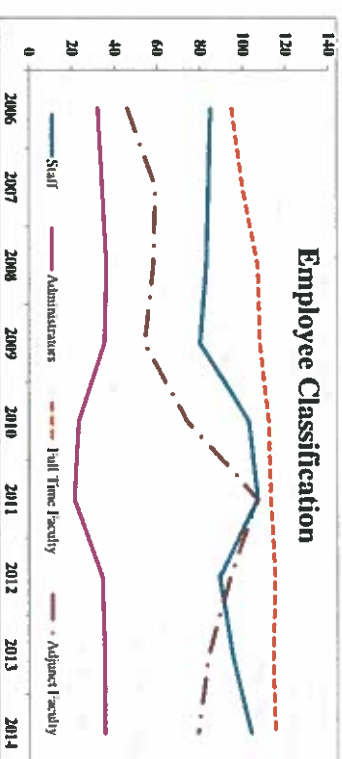
Faculty: Nine-Year Trend

FACULTY	2006	2007	2008	2009	2010	2011	2012	2013	2014
PROFESSOR	3	3	4	5	5	8	7	6	6
ASSOC. PROFESSOR	14	0	15	15	19	16	19	18	20
ASSIST. PROFESSOR	31	45	32	29	26	25	21	26	23
INSTRUCTOR	30	34	32	36	41	48	55	50	51
ASSIST. INSTRUCTOR	17	18	24	23	21	16	13	14	15
ADJUNCT FACULTY	46	59	58	54	74	107	94	84	79
TOTAL	141	159	165	162	186	220	209	198	194

Faculty Percentages: Nine-Year Trend



Employee Classification



SOURCE: Human Resources Office and GCC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

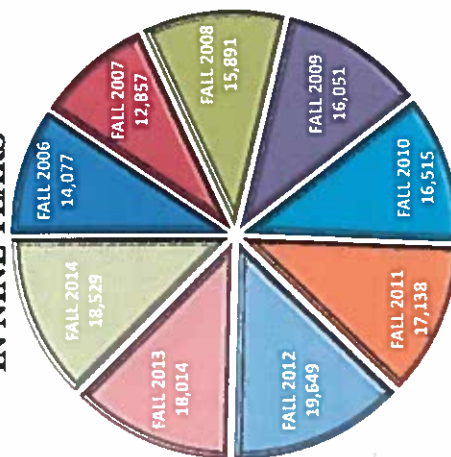
Total Students Served: Nine-Year Trend

	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	Grand Total
Postsecondary	1,770	1,810	1,835	2,220	2,542	2,556	2,576	2,727	2,563	20,599
Secondary ^a	1,979	1,925	2,214	2,167	2,268	2,414	2,368	2,350	2,536	20,221
Apprenticeship	187	216	274	354	375	368	434	437	519	3,114
Adult Education ^b	1113	1079	1154	623	330	586	437	730	524	6,586
Continuing Education	9,028	7,827	10,414	10,677	11,050	11,214	13,834	11,770	12,387	98,201
GRAND TOTAL	14,077	12,857	15,891	16,051	16,515	17,138	16,649	18,014	18,529	148,721

COMMUNITY IMPACT IN NUMBERS

148,721

TOTAL STUDENTS SERVED IN NINE YEARS



^a SOURCE: School of Trades & Professional Services and GTC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

^b SOURCE: Workforce Investment Act (WIA), Title II, Consolidated Annual Report

Benchmarks⁴⁰

Institution-Set Student Achievement Benchmarks for Course Completion, Retention, and Persistence

Student Achievement	Legend				2014 Attention Level	2014 Performance Notes
	2012	2013	2014	2015		
Course Completion as percent ^a	74%	75%	69%	69%	●●●●●	Performance Exceeds Benchmark.
Fall-Spring Persistence as percent	67%	68%	67%	67%	●●●●●	2014 performance is above 5% or 5 of the benchmark.
Fall-Fall Retention as percent	66%	68%	67%	65%	●●●●●	Performance Exceeds Benchmark.
	63%	64%	65%	49%	●●●●●	Performance Exceeds Benchmark.
	45%	50%	49%	45%	●●●●●	Performance Exceeds Benchmark.

Institution-Set Student Achievement Benchmarks for Degree Completion, Certificate Completion, and Transfer

Student Achievement	Year				2014 Attention Level	2014 Performance Notes
	2012	2013	2014	2015		
Degree Completion as Student Count	108	129	265	265	●●●●●	Performance Exceeds Benchmark.
Certificate Completion as Student Count	87	88	89	162	●●●●●	Performance Exceeds Benchmark.
Transfer to UOG as Student Count ⁴¹	43	37	66	41	●●●●●	Performance Exceeds Benchmark.
	64	65	66	41	●●●●●	Performance Exceeds Benchmark.
	62	45	41	134	●●●●●	Performance Exceeds Benchmark.
	122	133	134	134	●●●●●	Performance Exceeds Benchmark.

⁴⁰ Benchmarks are in compliance with ACT's Accreditation Standard (B3) which states that the institution establishes institution-set standards for student achievement and retention. The institution is responsible for monitoring its progress in achieving them in pursuit of continuous improvement, and publishes this information. Benchmark also comply with Eligibility Requirement (1 PER 11)

⁴¹ This measure includes courses for which students earned credit, but did not successfully complete the course. Refer to the Successful Course Completion: Nine Year Trend table on page 13

⁴² Data limitations exist for this performance measure. Ongoing transfer articulation agreements and transfer initiatives with institutions other than the University of Guam (UOG) are not reflected in the current data. Future reports will be more inclusive of all transfer students from UOG.

NOTE: Benchmark for 2012 created using an average of data from 2006 to 2011. Following years' benchmarks will increase by 1% or 1 each year.

SOURCE: Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report and GTC Fact Book Volumes 1, 2, 3, 4, 5, 6, 7 & 8.



This report was prepared primarily by Aaron T. Parker, Institutional Researcher, in consultation with Marlana O.P. Montague, Assistant Director, Office of Assessment, Institutional Effectiveness & Research (AIER). Acknowledgement is also given to the various offices on campus which provided data for this report. Additionally, administrative assistance was provided by AIER staff Vangie Aguon and Joseph Benavente.

GRADUATE EMPLOYMENT REPORT FOR THE CLASS OF 2014

A report in compliance with Public Law 32-181, also known as
the Fiscal Year 2015 Budget Act.

*Submitted by Guam
Community College
Dr. Mary A. Okada,
President*

List of Tables

Table 1. 2014 Total Graduates by Degree Program 2

Table 2. 2014 Graduate Career Pathways 3

Table 3. 2014 Graduates by Ethnicity and Gender 4

Table 4. 2014 Graduate Salary Ranges 5

Table 5. 2014 Alignment of Graduate Career Pathway with Current Employment Occupation..... 5

Table 6. 2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Aligned. 6

Table 7. 2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Not Aligned..... 6

Table 8. 2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Unemployed, Unable to
Contact, Relocated, Higher Degree..... 7

Graduate Employment Report for the Class of 2014

Table 1
2014 Total Graduates by Degree Program

Degree Program	2013-2014 Total Number of Graduates	Percentage of Total Graduates
AA in Culinary Arts	7	3.24
AA in Education	14	6.48
AA in Liberal Studies	20	9.26
AS in Accounting	7	3.24
AS in AST-General Svc Tech	2	0.93
AS in AST-Master Svc Tech	4	1.85
AS in Computer Networking	4	1.85
AS in Computer Science	9	4.17
AS in Criminal Justice	19	8.80
AS in Early Childhood Ed	20	9.26
AS in Emergency Management	1	0.46
AS in Hotel Management	2	0.93
AS in Hotel Ops and Mgmt	1	0.46
AS in Marketing	4	1.85
AS in Medical Assisting	22	10.19
AS in Office Technology	3	1.39
AS in Pre-Architectural Draft	2	0.93
AS in Supervision & Mgt	6	2.78
AS in Tourism & Travel Mgt	1	0.46
AS in Travel & Tour Mgt	1	0.46
AS in Visual Communications	6	2.78
CERT in AST-Master Svc Tech	1	0.46
CERT in Computer Science	2	0.93
CERT in Criminal Justice	5	2.31
CERT in Early Childhood Ed	4	1.85
CERT in Education	2	0.93
CERT in Family Services	1	0.46
CERT in Medical Assisting	16	7.41
CERT in Office Technology	1	0.46
CERT in Practical Nursing	16	7.41
CERT in Pre-Nursing	11	5.09
CERT in Supervision & Mgt	2	0.93
Grand Total	216	100.00

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 2
2014 Graduate Career Pathways

Graduate Career Pathways*	Traditional	Non Traditional	Grand Total
Architecture and Construction	1	1	2
Arts, Audiovisual Technology, and Communications	3	3	6
Business, Management and Administration	24	14	38
Education and Training	40	1	41
Health Services	56	10	66
Hospitality and Tourism	9	3	12
Information Technology	9	2	11
Law, Public Safety and Security	15	10	25
Marketing, Sales and Services	4		4
Science, Technology, Engineering and Math	3	1	4
Transportation, Distribution and Logistics	5	2	7
Grand Total	169	47	216

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* 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.

Table 3
2014 Graduates by Ethnicity and Gender

Graduate Ethnicity	Female	Male	Grand Total
Asian or Pacific Islander	148	57	205
Chamorro	61	16	77
Chinese		1	1
Filipino	75	35	110
Japanese	1		1
Korean	2		2
Palauan	3	3	6
Ponapean	4	1	5
Vietnamese	1	1	2
Yapese	1		1
Black Non-Hispanic	2		2
Black	2		2
Hispanic	2	1	3
Hispanic	2	1	3
White Non-Hispanic	5	1	6
White	5	1	6
Grand Total	157	59	216

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 4
2014 Graduate Salary Ranges

Graduate Salary Ranges	2013-2014 Total	Percentages
\$ 20,000 - \$ 24,999	16	7.41
\$ 25,000 - \$ 29,999	12	5.56
\$ 30,000 - \$ 34,999	5	2.31
\$ 35,000 - \$ 39,999	4	1.85
\$ 40,000 or more	4	1.85
Less than \$ 20,000	55	25.46
Relocated	6	2.78
Seeking Higher Degree	7	3.24
Unemployed	16	7.41
Not Reported	91	42.13
Grand Total	216	100.00

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 5
2014 Alignment of Graduate Career Pathway with Current Employment Occupation

Graduate Career Pathways*	2013-2014 Total	Percentages
Aligned	60	27.78
Not Aligned	35	16.20
Other	121	56.02
Grand Total	216	100.00

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* 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.

Table 6**2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Aligned.**

This table is a subset of Table 5 and represents 60 of the 216 graduates.

Graduate Career Pathway*	Career Pathway To Current Occupation Relationship Aligned Count	Percentage Aligned
Arts, Audiovisual Technology, and Communications	1	1.67
Business, Management and Administration	9	15.00
Education and Training	10	16.67
Health Services	18	30.00
Hospitality and Tourism	6	10.00
Information Technology	6	10.00
Law, Public Safety and Security	7	11.67
Marketing, Sales and Services	1	1.67
Science, Technology, Engineering and Math	1	1.67
Transportation, Distribution and Logistics	1	1.67
Grand Total	60	100.00

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 7**2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Not Aligned.**

This table is a subset of Table 5 and represents 35 of the 216 graduates.

Graduate Career Pathways*	Career Pathway to Current Occupation Relationship Not Aligned Count	Percentage Not Aligned
Arts, Audiovisual Technology, and Communications	2	5.71
Business, Management and Administration	2	5.71
Education and Training	8	22.86
Health Services	14	40.00
Information Technology	1	2.86
Law, Public Safety and Security	5	14.29
Science, Technology, Engineering and Math	1	2.86
Transportation, Distribution and Logistics	2	5.71
Grand Total	35	100.00

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* 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.

Table 8**2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Unemployed, Unable to Contact, Relocated, Higher Degree.**

This table is a subset of Table 5 and represents 121 of the 216 graduates.

Career Pathways*	Unemployed Count	%	Unable to Contact Count	%	Relocated Count	%	Higher Degree Count	%
Architecture and Construction		0.00	2	1.65		0.00		0.00
Arts, Audiovisual Technology, and Communications		0.00	3	2.48		0.00		0.00
Business, Management and Administration	3	2.48	24	19.83		0.00		0.00
Education and Training	5	4.13	13	10.74		0.00	5	4.13
Health Services	6	4.96	23	19.01	3	2.48	2	1.65
Hospitality and Tourism		0.00	5	4.13	1	0.83		0.00
Information Technology		0.00	4	3.31		0.00		0.00
Law, Public Safety and Security	1	0.83	9	7.44	2	1.65	1	0.83
Marketing, Sales and Services		0.00	3	2.48		0.00		0.00
Science, Technology, Engineering and Math		0.00	2	1.65		0.00		0.00
Transportation, Distribution and Logistics	1	0.83	3	2.48		0.00		0.00
Grand Total	16	13.22	91	75.21	6	4.96	8	6.61

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* 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.

Guam Community College
Forecast vs Actual Statement of Changes in Fund Balance
Appropriated Funds

	Actual 2011	Forecast 2012	Actual 2012	Forecast 2013	Actual 2013	Forecast 2014	Actual 2014	Forecast 2015	Forecast 2016
--	----------------	------------------	----------------	------------------	----------------	------------------	----------------	------------------	------------------

Revenues:									
Tuition and Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Grants and Contracts	-	-	-	-	-	-	-	-	-
Government of Guam appropriations:	15,699,625	15,200,517	14,569,116	15,656,532	16,156,063	16,126,228	17,422,722	16,610,015	17,108,315
Government of Guam Grants and Contracts/Agency	-	-	-	-	-	-	-	-	-
Sales and Services of Auxiliary Enterprises	-	-	-	-	-	-	-	-	-
Sales and Services of Educational Departments	-	-	-	-	-	-	-	-	-
Special Projects Revenue	-	-	-	-	-	-	-	-	-
Other Sources	-	705,058	-	705,058	-	705,058	-	705,058	705,058
Total Revenues	15,699,625	15,905,575	14,569,116	16,361,590	16,156,063	16,831,286	17,422,722	17,315,073	17,813,373

Expenditures and Mandatory Transfers:									
Education and General									
Instruction	7,621,662	7,667,372	7,522,146	7,897,393	7,519,011	8,134,315	7,776,020	8,378,344	8,629,695
Special Projects/Planning	437,101	437,101	375,523	450,214	317,738	463,720	445,355	477,632	491,961
Academic Support	883,670	883,670	808,110	910,180	978,269	937,486	895,786	965,610	994,578
Student Services	2,391,227	2,397,207	2,291,150	2,469,123	2,290,774	2,543,197	2,404,228	2,619,493	2,698,078
Institutional Support	2,901,917	2,901,917	1,947,842	2,901,917	2,743,765	2,901,917	3,050,351	2,901,917	2,901,917
Operation and Maintenance of Plant	1,361,754	978,061	1,808,963	978,061	1,357,554	978,061	1,665,075	978,061	978,061
Scholarship and Fellowship	200,247	200,247	203,748	206,254	211,559	212,442	172,301	218,815	225,380
Interest	-	-	-	-	-	-	-	-	-
Bad Debt/Loss on Disposal	-	-	-	-	-	-	-	-	-
Depreciation Expense	-	-	-	-	-	-	-	-	-
Retiree healthcare costs	664,518	440,000	601,729	453,200	569,695	466,796	586,951	480,800	495,224
Total Operating Expenditures	16,462,096	15,905,574	15,559,211	16,266,342	15,988,365	16,637,933	16,996,067	17,020,672	17,414,893
Operating Surplus (Loss)	(762,471)	0	(990,095)	95,248	167,698	193,353	426,655	294,401	398,481

Nonoperating expenditures:									
Auxiliary enterprises	51,466	47,990	28,594	49,430	31,724	50,913	45,119	52,440	54,013

Net nonoperating expenditures	51,466	47,990	28,594	49,430	31,724	50,913	45,119	52,440	54,013
Net Increase (Decrease in Fund Balance)	(813,937)	(47,990)	(1,018,689)	45,818	135,974	142,440	381,536	241,961	344,467
Beginning Fund Balance	487,388	(382,188)	(382,188)	(430,178)	(1,450,519)	(384,360)	(1,350,890)	(241,919)	42
Transfers Among Funds In (Out)	-	-	-	-	-	-	-	-	-
Transfers From Agency Funds	(55,639)	-	(49,642)	-	(36,345)	-	2,717,507	-	-
Adjustments to Fund Balance	-	-	-	-	-	-	-	-	-
Ending Fund Balance	(382,188)	(430,178)	(1,450,519)	(384,360)	(1,350,890)	(241,919)	1,748,153	42	344,509

Guam Community College
Forecast vs Actual Statement of Changes in Fund Balance
Non-Appropriated Funds

	Actual 2011	Forecast 2012	Actual 2012	Forecast 2013	Actual 2013	Forecast 2014	Actual 2014	Forecast 2015	Forecast 2016
Revenues:									
Tuition and Fees	\$ 6,396,454	\$ 6,972,135	\$ 7,237,242	\$ 7,599,627	\$ 7,798,472	\$ 8,283,593	\$ 7,981,454	\$ 9,029,117	\$ 9,841,737
Federal Grants and Contracts	-	100,000	-	100,000	-	100,000	-	100,000	100,000
Government of Guam appropriations:									
Government of Guam Grants and Contracts/Agency	-	-	-	-	-	-	-	-	-
Sales and Services of Auxiliary Enterprises	973,886	1,003,482	1,136,529	1,041,700	1,157,687	1,454,459	1,194,192	2,027,850	2,406,561
Sales and Services of Educational Departments	149,092	704,585	1,257,402	725,722	1,138,184	747,494	1,394,735	769,919	793,016
Special Projects Revenue	958,414	786,552	575,193	810,149	1,511,920	834,453	956,175	859,487	885,272
Other Sources	-	-	-	-	-	-	-	-	-
Total Revenues	8,477,846	9,566,754	10,206,366	10,277,198	11,606,263	11,419,999	11,526,556	12,786,372	14,026,586
Expenditures and Mandatory Transfers:									
Education and General									
Instruction	2,218,773	2,329,712	2,615,107	2,446,197	3,594,818	2,568,507	3,662,074	2,696,932	2,831,779
Special Projects/Planning	83,001	87,151	145,807	91,509	118,932	96,084	119,933	100,888	105,933
Academic Support	163,685	171,869	178,591	180,463	289,035	189,486	449,612	198,960	208,908
Student Services	227,679	239,063	240,330	251,016	228,211	263,567	288,008	276,745	290,583
Institutional Support	544,068	571,271	2,356,471	599,835	1,631,348	629,827	1,838,666	661,318	694,384
Operation and Maintenance of Plant	507,886	545,977	378,845	586,926	572,993	630,945	404,254	678,266	729,136
Scholarship and Fellowship	3,822	3,937	887	4,055	2,942	4,176	9,791	4,302	4,431
Interest	-	-	-	-	162,524	-	88,138	-	-
Bad Debt/Loss on Disposal	192,466	100,000	938,028	100,000	158,816	100,000	-	100,000	100,000
Depreciation Expense	-	-	-	-	-	-	-	-	-
Retiree healthcare costs	-	-	-	-	-	-	-	-	-
Total Operating Expenditures	3,941,380	4,048,980	6,854,066	4,260,000	6,759,619	4,482,592	6,860,476	4,717,412	4,965,153
Operating Surplus (Loss)	4,536,466	5,517,773	3,352,300	6,017,198	4,846,644	6,937,407	4,666,080	8,068,960	9,061,432
Nonoperating expenditures:									
Auxiliary enterprises	697,083	731,937	901,739	768,534	761,006	806,961	814,974	847,309	889,674
Net nonoperating expenditures	697,083	731,937	901,739	768,534	761,006	806,961	814,974	847,309	889,674
Net Increase (Decrease in Fund Balance)	3,839,383	4,785,836	2,450,561	5,248,663	4,085,638	6,130,446	3,851,106	7,221,651	8,171,758
Beginning Fund Balance	12,727,508	15,825,455	15,825,285	20,611,291	14,199,135	25,859,954	17,565,800	31,990,401	39,212,052
Transfers Among Funds In (Out)	(741,436)	(4,076,710)	(4,076,710)	(718,973)	(718,973)	(718,973)	(10,225,618)	(10,225,618)	(10,225,618)
Transfers From Agency Funds	-	-	-	-	-	-	-	-	-
Adjustments to Fund Balance	15,825,455	20,611,291	14,199,136	25,859,954	17,565,800	31,990,401	11,191,288	39,212,052	47,383,810
Ending Fund Balance	15,825,455	20,611,291	14,199,136	25,859,954	17,565,800	31,990,401	11,191,288	39,212,052	47,383,810

**GUAM COMMUNITY COLLEGE
FIVE-YEAR STRATEGIC RESOURCE PLAN
2012-2016**

Vision

GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical education institution and finest secondary and postsecondary basic educational institution serving the island's adult community. Its excellence will be recognized for its service to employers, employees and the community at large.

Mission

GCC's mission is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

Sinangan Misi3n (Chamorro translation)

I misi3n i Kulehon Kumunid3t Gu3han, guiya i g3'hilo' i fina'che'cho' siha yan i kinahulo' i mamf3fa'che'cho' ya u na'gu3gu3ha nu i mand3khilo' yan manmaolek na tiningo' yan fina'n3'guen cho'cho' siha gi iya Maikronisiha.

EXECUTIVE SUMMARY

This document represents a Five-Year Strategic Resource Plan (FYSRP) that sets forth a framework for the Board of Trustees and the College administration to examine future implications of major financial decisions. This FYSRP is part of GCC's annual planning cycle that integrates the college's Institutional Strategic Master Plan (ISMP), Program and Course Assessment Plans and Program Review with the resources necessary to meet these strategic planning objectives. This document is updated annually and is divided into three sections.

- 1) **Summary.** Integrates the assumptions and summarizes conclusions reached in this five-year resource plan.
- 2) **Projections and Assumptions.** The five-year projections included are for all funds of the College except those that are self-supporting such as the Auxiliary and Restricted Purpose Funds.
- 3) **Historical Data.** Summarizes the financial history to determine trends and used as a basis for many of the assumptions within the plan.

PROJECTIONS AND ASSUMPTIONS

Revenue Assumptions

The major operating funds of the College consist of the Appropriated and Non-Appropriated Funds. The major sources of revenue for these funds consist of local government of Guam appropriations and tuition and fees (non-appropriated) funding. The assumptions used for these categories are summarized as follows:

	<u>CHANGE</u>					
	<u>Baseline</u>					
	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>
Local Appropriations	0%	-6%	3%	3%	3%	3%
Tuition Rate	\$ 110	\$ 130	\$ 130	\$ 130	\$ 130	\$ 130
Tuition Increase	0%	18%	0%	0%	0%	0%
Enrollment	14.5%	9%	9%	9%	9%	9%
Total Fees	\$ 146	\$ 162	\$ 162	\$ 162	\$ 162	\$ 162
Fee Increase	0%	11%	0%	0%	0%	0%

Local Appropriations. Over the past five years, the local appropriations balance fluctuated based on funds that are available and appropriated by the Guam Legislature and signed into public law by the Governor of Guam. The appropriation process used by the Legislative Office of Finance and Budget (OFB) and the GovGuam Bureau of Budget and Management (BBMR) is based on revenue projections and ensures a balanced budget. Education encompasses 45% of the total government of Guam budget, of which the College accounts for 3%. In 2008, the College's appropriations decreased by 1%, 2009 there was no change, 2010 increase of 12%, 2011 decrease of 5% and 2012 an estimated decrease of 17%. The allocation of the general fund to the College for its operations and the licensed practical nursing and vocational guidance programs is computed by BBMR and the OFB. The College's local appropriation funds primarily support personnel. Through the budget and planning process, the College's departments submit their annual budget request based on need, which is then compiled by the Business Office. Departments may also submit a growth budget request for related programmatic growth initiatives. The Business Office reviews and incorporates requests into the College's annual budget request used by BBMR and OFB to compile the annual GovGuam Appropriations. The GCC budget request is submitted to BBMR by February 15 of each year for the following fiscal year.

Based on the Governor of Guam, *I Maga'lahañ Guåhan*, Biennial Budget for fiscal years 2012 and 2013, there are three areas that will affect the economic outlook of the island. The first is the Defense Buildup Plans which was originally slated to start in 2010, but now has been pushed backed to 2013 and 2014. Due to the United States continued economic depressed status, Congress has frozen the funding for the Guam buildup in the FY2012 defense appropriation bill pending a Department of Defense (DOD) master plan. The second area is tourism visitors from Japan, Korea, Taiwan and the U.S. mainland. The March 2012 Great East Japan Earthquake will continue to affect visitor levels. FY2012 visitor levels are expected to be below FY2010 levels and little growth is expected. The third area is in the construction for military, public, and private sectors. Any continued construction projects will be dependent on the buildup plans and the global economy. Therefore, the College conservatively forecasts no growth in its local appropriation budget beyond the rate of inflation of 3.9%.

GCA Chapter 7, Title 22, §7120 ☐ allocates 70% of the Manpower Development Fund (MDF) to GCC, however the amount appropriated is based on estimates and adjusted by the GovGuam

Department of Administration based on actual cash collections. MDF revenues are generated from annual registration fee collected for non-immigrant temporary workers or H-2 Workers.

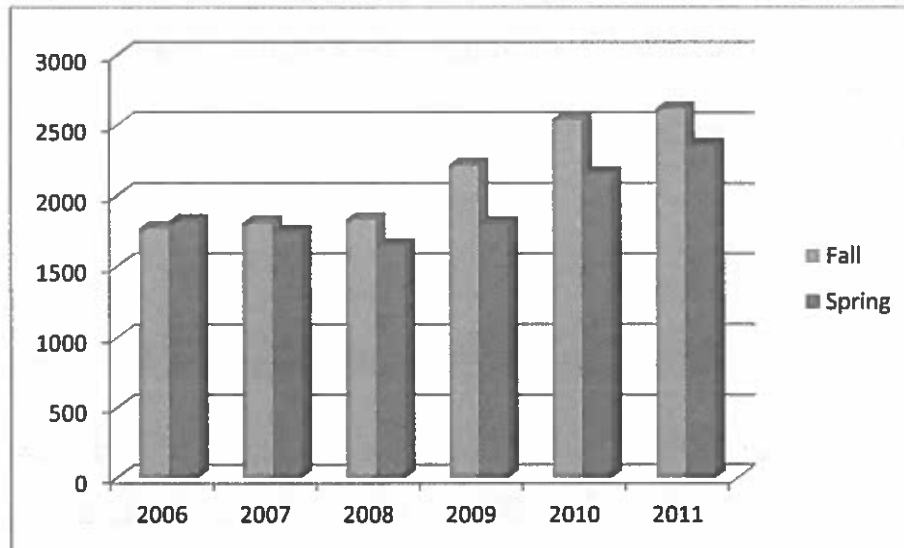
Appropriations	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
General Fund					
Authorized	\$ 14,129,050	\$ 13,311,108	\$13,302,653	\$ 13,302,653	\$12,586,489
Actual	13,643,859	13,219,535	13,292,653	13,302,653	12,208,894
LPN/Vocational Guidance					
Authorized	541,565	649,846	644,209	644,209	742,166
Actual	541,565	649,846	542,066	644,209	719,901
Manpower Development Fund					
Authorized	383,940	840,000	881,300	2,450,000	2,753,339
Actual	327,479	823,406	822,465	2,450,000	2,670,739
Authorized	<u>\$ 15,054,555</u>	<u>\$ 14,800,954</u>	<u>\$14,828,162</u>	<u>\$ 16,396,862</u>	<u>\$16,081,994</u>
Actual	<u>\$ 14,512,903</u>	<u>\$ 14,692,787</u>	<u>\$14,657,184</u>	<u>\$ 16,396,862</u>	<u>\$15,599,534</u>

Tuition and Fees. Over the last six years, credit hours have grown annually by an average 4.96%. Currently, the Fall 2011 semester postsecondary enrollment number has reached an all-time high for the third year in a row. A record 2,550 students have registered for this Fall 2011 semester, a slight increase over the Fall 2010 (2,542). This enrollment number is also the highest in the College's 34-year history. For Spring 2011, the enrollment has increased approximately 9.5%, but this may decrease since students are still able to drop classes and receive a tuition refund. It should also be noted that capacity to accommodate student demand may hinder future enrollment growth.

Primarily because of Guam's economic conditions, it has been three years since the College increased in tuition and fees based on a 5 year plan adopted by the Board of Trustees in March 9, 2006 (Resolution 5-2006). On February 2010 the Board of Trustees approved a resolution to extend suspension of the tuition and fee increases scheduled for Fall 2010. A year later (Fall 2011), the College increased Tuition and Fees from \$110 to \$130 per credit hour – an 18.2% increase. There are no additional expected increases in tuition and fees for the next five years. As of Fall 2011, GCC's tuition and fees of \$130 per credit is slightly above the Colleges within the Pacific region area which range from \$95 - \$190 per credit hour. As of the date of this plan, the affect of the tuition rate increase on student enrollment numbers is not known to have a negative effect as can be seen in the continued Fall 2011 slight increase.

Due to the depressed US economic state and federal deficit cuts that continue, there is a possibility that Pell awards could decrease back to pre-ARRA rates affecting 65% of students who rely on Pell as their funding source for tuition, fees, and books. The March 30, 2011 enrollment study estimates a conservative 9% enrollment growth projection for Fall 2011-2016, based on historical data.

Unduplicated Fall and Spring Enrollment



Source: 2011 GCC Fact Book

Fall 2011 Regional College/University Tuition Rates

College/University	Cost Per Credit Hour
Guam Community College	\$130/credit
University of Guam	\$190/credit
Northern Marianas Community College	\$95/credit
Hawaii Community College	\$97/credit
Honolulu Community College	\$97/credit
Kapiolani Community College	\$97/credit
College of the Marshall Islands	\$97/credit
Palau Community College	\$110/credit
College of Micronesia – FSM	\$105/credit

Expenditure Assumptions

In 2010, College operated with 238 full-time personnel positions consisting of 112 faculty, 23 administrators, and 103 staff. There has been no major growth in the total number of employees over the past few years. This does not include adjunct faculty members hired to teach additional postsecondary courses. The College's local appropriation funds are used to provide personnel and other resources to the five secondary high schools and the post-secondary programs. The College continues to receive funding for the Licensed Practical Nursing (LPN) and Vocational Guidance

programs. The LPN program addresses the islands' continued need to develop and train students for the Allied Health fields. The additional funding also places Vocational Counselors in each of the five public high schools to provide information to students about the career and technical opportunities available from the College. The College continues to receive funds from the Manpower Development Fund to support the apprenticeship programs which served 377, 356, and 326 apprentices over 57, 54, and 50 employers in Fall 2011, 2010, and 2009, respectively.

Full-Time Employees					
Employee Classification	2006	2007	2008	2009	2010
Staff	85	84	83	80	103
Administrators	32	34	36	35	23
Faculty	95	100	165	108	112
Full-time employee totals	212	218	284	223	238
Faculty	2006	2007	2008	2009	2010
Full-time	95	100	165	108	112
Adjunct	46	59	58	54	74
Faculty Total	141	159	223	162	186

Source: 2011 GCC Fact Book

For the operating funds of the College, the largest expenditure is personnel costs. Currently, personnel costs represent 59% of the total operating expenses of the College and consist of salaries and mandated GovGuam benefits of retirement, medical, dental, and life insurance. Following personnel costs (salaries, wages, and benefits) is contractual expenditures which accounts for approximately 12% of budgeted expenditures. Contractual expenditures cover trash collection, custodial, security guard services, lease of photocopying equipment, insurance, audit, grass cutting, and pest control. Capital expenditures, equipment, supplies, utilities and other make up the balance of the expenditures. The following summarizes the expenditure assumptions for operational expenditures used in the five-year resource plan.

CHANGE

EXPENDITURES	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>
Salaries and Wages	5%	5%	5%	5%	5%	5%
Benefits	5%	5%	5%	5%	5%	5%
Contractual Expenditures	3%	3%	3%	3%	3%	3%
Capital Expenditures	2%	0%	2%	2%	2%	2%
Utilities	5%	7.5%	7.5%	7.5%	7.5%	7.5%
Other Expenditures	0%	0%	3%	3%	3%	3%

The College has a separate union contract that covers faculty, both instructional and non-instructional in the secondary and postsecondary environments. Full-time permanent classified staff is covered under the Government of Guam Civil Service Commission. Administrators' salaries and wages are governed by the GCC Board of Trustees. Annual increments for fulltime

employees range from between 3%-4%, not inclusive of promotion costs. Annual salaries and benefits increases from FY2004-2010 averaged 5%. The increases in salaries, wages, and benefits are based on the average historical increase over the past 7 years. The increases from current contractual agreements have been used in the projections. The College relies on the government of Guam to negotiate its health, dental, retirement, and life insurance benefits. Other expenditures are budgeted with minimal increase for FY2012 and at an estimated inflationary rate of 3% per each year after.

FY12 Utilities is budgeted for a 7%-8% increase considering increases in utility rates and those associated to the new buildings that will be placed into service. Continued increases in fuel and water costs warrant this increase. The amount allocated for capital improvement projects will expand and contract in line with the non-appropriated funds annual budget.

Grants. The office of Development and Alumni is tasked to develop grant proposals on behalf of the College. In the last two years, the office was able to successfully write over \$8,730,000 in non-operating federal grants. These grants included supported the implementation of key projects such as GCC's Banner system, recruitment, photovoltaic parking lights, and furniture and other CIP projects.

GCC is the State Agency for WIA, Title II, Adult Education and Family Literacy Act and Perkins IV. As such, eligible applicants may submit an application requesting for these Federal funds to support and implement new innovative activities related to adult or career and technical education programs. The Planning and Development Office administers these grants and announces the availability of funds annually (March and September). GCC anticipates that it will continue to receive these two grants, awarded by the US Department of Education, directly to GCC annually at the current level of approximately \$1 million to support programmatic endeavors such as to upgrade the Point of System (Marketing Department), acquire EVOC simulators (Criminal Justice Department), establish learning laboratory (Education Department), and obtain books (Adult Education). It is projected that because of GCC's designation as both the State and Local Educational Agency awards to GCC from USDOE will continue to support resource planning.

Capital Expenditures

Short Term. Funding for repair and upkeep of the College's aging buildings has been through local appropriated and non-appropriated unrestricted funds. Through the Planning and Development Office, an announcement for capital improvement projects (CIP) is posted online and made at the department chairperson meetings to give faculty and non-faculty the opportunity to submit projects aside from through the regular budgetary process. CIPs are compiled and presented to the Resource, Planning, and Facilities Committee (RPF) whose members include a student, staff, faculty (Faculty Senate Chair, Senate Chair Elect, and Faculty Union Chair), dean, assistant director of planning and development, and the VP Finance and Administration. RPF gives priority to critical projects affecting the health or safety of those who learn and work at GCC. The priority list is forwarded to the College Governing Council (CGC) for consideration. Approved projects are presented to the BOT for funding consideration. Equipment and small

purchase needs are requested through the annual budget cycle requests. Computer lab replacements are governed by the College Technology Committee (CTC) in its annual budget prioritization. CIP budget limits follow parameters set forth in board resolutions and calculated annually during the budget request period. The GCC Technical Opportunities Assessment Plan (a.k.a. Energy Audit) completed in February 23, 2011 has allowed GCC to include into the CIP requests, energy saving projects such as change out of light fixtures and HVAC replacements. Additionally, ARRA funding and other grants awarded from the Guam Energy Office, U.S. Department of Interior, and Department of Education provided the College the ability to implement projects such as the photovoltaic lights, and Banner campus wide integrated database system.

Long Term. Long term planning process for capital projects evolves informally and formally. The informal process (Stage I) starts with an all-inclusive discussion amongst the Vice President of Finance and Administration, Vice President of Academic Affairs, deans, assistant directors (communications and promotions, planning and development, alumni, and continuing education), and human resource as to the need, opportunities, possible obstacles, and sustainability of capital projects. Later, a consultant further develops a draft plan (Stage II) based on findings from these sessions and presents it to stakeholders through committees whose members include faculty, staff, and students - making certain departmental and programmatic needs are thoroughly addressed (e.g., enrollment growth, and technological and curriculum needs, etc.). The consultant then incorporates feedback and comments from faculty and non-faculty into a final draft (Stage III) prior to presenting the plan to management. Finally, sessions to roll out the plan takes place with stakeholders (Stage IV). This is the process utilized to develop the ISMP – GCC’s institutional strategic plan – and for other planning documents. The Physical Master Plan has already gone through Stage I and will soon start on Stage II - draft plan. The ISMP links long-range capital plans – as it incorporates the Physical Master Plan – to institutional plans.

Technology Plan

The CTC recommends “action plans to support the technology needs and technology users of the College in promoting student learning outcomes ... also identifies needs of technology planning, distance learning, and appropriate training.” CTC developed six strategic goals as listed below:

Strategic Goal 1: GCC will develop and implement a target Enterprise Architecture.

Strategic Goal 2: GCC will develop policies, procedures, and processes to analyze and acquire the components (hardware, software, applications) of the Enterprise Architecture.

Strategic Goal 3: GCC will acquire the funding needed to implement the Enterprise Architecture

Strategic Goal 4: GCC will expand the use of technology in education by the College faculty.

Strategic Goal 5: GCC will enhance the governance process to provide timely and efficient integration of users’ needs into decisions on investments in technology.

Strategic Goal 6: GCC will build partnerships with external business and government organizations to expand business, educational, and funding opportunities.

The CTC and MIS oversee the Technology Master Plan goals and objectives, which includes the replacement of computer labs throughout the campus. Funding is allocated under the non-appropriated funds on an annual basis from recalculation of the College Technology Fees collected. Additional funding at departmental level for technology replacement is requested through the annual budget process. An external third party was contracted to update the Enterprise Architecture (EA) and the Information Technology Strategic Plan (ITSP). These plans are being reviewed by the CTC and are expected to be completed in early January 2012.

Capital Assets and Long Term Debt. GCC's capital assets of \$18,880,493 as of September 30, 2010, include property, plant, and equipment. Costs incurred for the A&E and construction of buildings not completed at the end of a fiscal year are included in CIP. The Learning Resource Building construction was substantially completed early December 2010. The College awarded the bid for the construction of the Student Center in August 2010, and completion is expected in December 2011. The renovation of the Foundation Building was awarded in April 2011 and the expected completion date originally expected in February 2012, has been extended to May 2012. During 2009, the College submitted an application for a U.S. Department of Agriculture (USDA) loan for the remaining construction costs of the Learning Resource Center. Although the building was substantially completed in December 2010, and the College is pending the final loan closing by December 2011. The College anticipates the first monthly repayment to be \$9,698 starting on March 10, 2013. In December 2010, the College fully paid off the College Housing and Academic Facilities Loan from USDOE. The College remains current in its monthly payment of \$2,755 for the USDA Water Tank Loan, maturing on 4/16/2024. Loan request are reserved for long term capital projects to include construction of new buildings or major renovations of existing facilities.

Fund Balances

The College has a policy of a balanced operating budget with which it has complied. Any excess in the operating funds increases the fund balance. Through board resolution each year, funds can be used for future instructional and academic equipment purchases or major capital projects. In addition, the college maintains reserve fund for capital improvement projects and maintains a cash balance of at least 5% unrestricted expenditures. As of September 30, 2011, these reserves will be reported in the audited financial statements.

Strategic Planning

Strategic Planning is an on-going process that ultimately culminates in the fulfillment of the GCC mission and vision long-term goals. As a living document, this strategic plan will be evaluated annually and modified as economic and environmental changes occur over the next five years. Strategic planning involves taking a holistic overview of the entire organization and responding to changes in organization so as to more accurately respond to financial, physical, technological, and human resource needs. The goal of the strategic planning process is to provide GCC with tools and plans to anticipate and respond to change – both internal and external – to its environment. These changes are systematically evaluated and integrated into the planning processes developed by the College. The Strategic Planning process at GCC

links with the ISMP, budget planning process, program review, Facility Master Plan, and Information Technology Strategic Plan, to the expected enrollment growth plan. These are evident in the assessment process which requires academic and non-academic programs to link departmental goals with ISMP goals, through TracDat.

Linking College Goals and Priorities

The strategic goal initiatives of the Institutional Strategic Master Plan (2009-2014) are:

- a. **Pioneering:** The combination of identifying the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey to improve the skill levels and productivity of its own workforce.
- b. **Educational Excellence:** Educational excellence at GCC will be defined by its ability to demonstrate that student learning outcomes are attained. Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in meeting student-learning outcomes.
- c. **Community Interaction:** To improve awareness of the College and increase public support for its vision. Such actions are intended to reduce GCC's financial dependence on the Government of Guam.
- d. **Dedicated Planning:** To develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.

College priorities are set through the below three processes:

1. Institutional Priorities established and approved through the participatory governance process. These consist of organizational and academic priorities, as listed below:
 - a. **Organizational Priorities**
 - i. Sustainability or "greening" of the campus
 - ii. Modernization of classrooms, instructional technology, and facilities
 - iii. Improving delivery of services to students
 - iv. Compliance with federal/local/contractual reporting requirements (e.g., grants, programs, contract, etc.)
 - v. Renewable energy/ alternative energy sources
 - vi. Diversification of funding sources
 - vii. Professional career planning., leading to upward mobility program (UMP) for employees
 - viii. Personal professional development, such as team building, career mobility, and morale building
 - ix. Financial stabilization strategies
 - x. Succession planning
 - b. **Academic Priorities**
 - i. Accreditation – Student Learning Outcomes (SLOs), program review, linking institutional planning to budget

- ii. Course and program level assessment, General Education, Institutional Learning Outcomes (ILOs)
 - iii. “Greening” of the curriculum
 - iv. Faculty/ staff credentialing
 - v. Career and technical workforce development
 - vi. Enrichment in one’s content area, or improving staff or faculty competencies as related to their work
 - vii. Student evaluation of learning and teaching process in the classroom
 - viii. Science, Technology, Engineering, and Mathematics (STEM) – related activities
 - ix. Curriculum and program expansion in career and technical education fields
 - x. Career pathways, career clusters, and career planning
- 2. American Disability Act, health, and safety regulations.
 - 3. Federal grants matching requirements.

The ISMP covers the period through 2014, and serves as a guide and plan to enable the College to realize its long term goals and initiatives. As of November 2011, the Physical Master Plan is being updated and the pre-final document is expected to be released in December 2011. Campus discussions will be held to review the document before finalizing. The Physical Master Plan will cover the period 2012 – 2016, and serves to address the expected growth of campus facilities due to enrollment estimates and environmental factors. The institutional priorities were last reviewed and approved at the College Governing Council March 31, 2011 meeting. Any changes to the institutional priorities will be modified based on community and institutional needs and processed through the participatory governance.

Future Plan

The purpose of this five-year resource plan is to identify baseline data, evaluate, and set forth financial and other resource issues that the Board of Trustees and the College administration should plan for and address. These issues include the following

- Continued decreases in local government appropriations.
- Future Defense Buildup Plans requiring an increased Guam skilled workforce.
- Projected enrollment growth and increased human, physical, and financial needs recognized through the assessment and budget process.
- Addressing long-term and short-term capital improvement projects.
- Updating the strategic resource plan and ensuring institutional priorities are implemented.

Long-term capital, classroom, and infrastructure projects as identified in the Physical Master Plan will not be met through current resources. New sources of funding through federal, local, or other sources will be necessary to address the growth needs of the College.

Current revenue sources are available through appropriated and non-appropriated funds.

However, with the stagnant growth of the local Guam economy and uncertainties that exist regarding the defense buildup plans, expected growth in the near future may potentially be unrealized for local appropriations. Therefore, for this analysis expected growth is conservatively set at 3%.

Tuition and fees are expected to increase due to combinations in increased enrollment and increased rate per credit hour. Based on the tuition increase and enrollment planned increases of 9% over the next five years, non-appropriated funds from tuition and fees would be a significant source of funding. However, facility capacities may restrict enrollment growth and staffing growth. Additionally, combined with the fact that 65% of the post-secondary students receive financial aid through Pell grants, tuition and fees revenue will need to be monitored closely.

Summary

The projections are presented as a basis for discussions on strategic planning as the College addresses the future needs of its stakeholders and the institution. In order for the College to implement the ISMP strategic goal initiatives, accommodate future growth, and maintain current education resources, an annual review of the strategic plan is necessary. Additional resources identified to meet the needs of the Guam Community College will allow it move forward into the future. Information and discussions in this plan will be used as building block for the annual budget development process. Through this process, GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. As Guam's premier career and technical institution, it is the finest secondary and post secondary basic educational institution serving the island's adult community. Its excellence will continue to be recognized; because of its service to employers, employees and the community at large.

References

Kaye, M. (2011, Oct. 20). D.C. Report – Reid Concedes and Guam Buildup Freeze “Back In Play”. Pacific News Center. Retrieved on November 18, 2011, from http://www.pacificnewscenter.com/index.php?option=com_content&view=article&id=18034:dc-report-guam-buildup-freeze-qun-frozenq&catid=45:guam-news&Itemid=156.

Government of Guam Biennial Budget, Fiscal Years 2012 and 2013. (2011, April 8).

2011 GCC FactBook

HISTORICAL DATA