

Guam Community College
Institutional Strategic Master Plan (ISMP)

2014 - 2020

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 by providing the highest quality student-centered education and job training for Micronesia.

Core Values: GCC's strength and success are driven by the following values:

1. **Diversity:** We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.
2. **Accountability:** We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.
3. **Service:** We support and recognize service at all levels of the College. We strive to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.
4. **Integrity:** We hold high standards of character and integrity as the foundations upon which the College is created.
5. **Learning-Centered:** We foster intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.
6. **Student-Focused:** We are committed to education, inquiry and service in order to meet our students' ever growing and changing needs. We promote lifelong learning, civic and social responsibility, leadership, and career growth.

Goals: At Guam Community College, the following four goals will direct our critical steps in achieving overall excellence in career and technical workforce development in 2014 through 2020:

Goal 1: Retention and Completion

Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce,

Goal 2: Conducive Learning Environment

Transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

Goal 3: Improvement and Accountability

Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on assessment results and college-wide priorities that boost improvement and accountability.

Goal 4: Visibility and Engagement

Promote the Guam Community College brand to reach regional, national, and international recognition.

Goal 1: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce: There has been increasing emphasis in recent years on moving away from traditional teaching toward student-centered learning. The student-centered model of teaching requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, different abilities and talents. Learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior experience and knowledge. Learning relies upon how well teachers and students interact personally. A teacher's recognition of student identities and a student's recognition of a teacher's leadership in learning are both needed for effective learning. Building upon the reciprocal recognition of students and teachers as partners in a shared venture, students come to learn how teaching can be done effectively in various ways, and teachers come to understand how learning variously occurs. To achieve the goal of providing a student-centered educational experience that fosters retention and success, two specific initiatives are included in the ISMP:

Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom: The student-centered learning curriculum must be designed to focus the students' needs, abilities, interests, and learning styles placing the teacher as a facilitator of learning. Student-centered learning allows students to actively participate in discovery learning processes from an autonomous point of view and engaging in hands-on problem solving where they can draw their own conclusion, or develop their own learning based on self-direction. Creating a student-centered classroom environment is not considered an easy task. Studies reveal that one of the most complex factors in a student-centered classroom is that of maintaining balance. Student-centered teaching methods shift the focus of activity from the teacher to the learner. These methods include **active learning**¹, in which students solve problems, answer questions, formulate questions of their own, discuss, debate, or brainstorm during class, **cooperative learning**², in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability, and **inductive teaching and learning**³, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. The success in teaching depends on the student's desire to learn. Faculty need to present subject matter content in meaningful

¹ R.M. Felder and R. Brent "Active Learning: An Introduction" ASQ Higher Education Brief, 2(4), August 2009. A short paper that defines learning, gives examples of activities and formats, and answers frequently-asked questions about the method.

² R.M. Felder and R. Brent "Cooperative Learning" Chapter 4 of P.A. Mabrouk, ed., Models from the Analytical Success, ACS Symposium Series 970 Washington, D.C. American Chemical Society, 2007. A general overview of definitions and methods of cooperative learning and a review of CL. Applications in chemistry.

³ M.J. Prince and R.M. Felder "Inductive Teaching and Learning Methods Definitions, Comparisons, and Research Bases" J. Engr. Education, 95(2), 123-128 (2006). Descriptions of several common inductive methods, including inquiry learning, problem-based learning, discovery learning, case-based teaching, and just-in-time, and a survey of their application educations in engineering education and the research base that confirms their effectiveness.

contexts that can integrate critical thinking, problem-solving, discovery, definition of tasks and accomplishment of those tasks.

Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered teaching method: Scholars and researchers continuously perform research on how to enhance and improve student success. Educational delivery methods and models (including distance learning) are constantly being studied for effectiveness and efficiency. As instructional delivery methods and models are proven to be effective, it is disseminated down to the teachers for implementation in the classroom. Effective implementation of these methods and models cannot be achieved unless intensive training is provided and made available to the teachers. Faculty must be provided the opportunity to attend workshops and conferences on student-centered learning and teaching. Equally important to training is support. Support is vital in the areas of technology and logistics. The enhancement of academic programs, quality, and outcomes is dependent upon state-of-the-art technology and environmentally safe and comfortable classrooms.

Faculty must possess a deep understanding of the developmental characteristics of their students as well as how students learn to be an effective partner in the learning process. A student-centered teacher is trained to design learning experiences that explicitly link essential concepts and skills to students' current understanding and natural curiosity about the topics being presented. The student-centered teacher helps students discover the power of their own minds to work on their own ways to achieve success.

Goal 2: Transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success: Transforming our campus into a conducive facility for learning and teaching and a sense of family oriented employees committed to student access and success is dependent upon a well-developed facilities master plan. The master plan should contain building construction and renovation plans, as well as facilities' improvements anticipated to meet the long-term needs of the College. The plan should be focused on the establishment and maintenance of an environment that is clean, attractive, safe, conducive to heighten learning, in keeping with ADA requirements, and supportive of the social and developmental needs of the student body.

Equally important to a well-developed facilities master plan for student access and success is a well-developed technology master plan. The technology master plan should be developed to promote and support the efficient and effective application of computer technology to enhance the administrative operations and delivery of educational programs at the College. The master plan should include support for computing equipment, software, information, and training and support for the technical expertise to carry forward the mission of the College.

To achieve the goal of transforming our campus into a conducive facility for learning and teaching, two specific initiatives are included in the ISMP:

Initiative 1: Enhance and monitor the College's facilities master plan to keep pace with institutional growth and educational projections and priorities: The College needs to envision the facilities needs of the future to accommodate the College's educational projections and priorities. The College must ensure that facilities' are in adequate condition and capacity to accommodate current programs and distribution of class offerings. The maintenance of sufficient classrooms to meet scheduling needs and evening programs plays a critical part in providing our students with a conducive and comfortable learning environment.

Initiative 2: Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance: The College's participatory governance process serves as an important element in carrying out the goals and initiatives of the College's mission. The process emphasizes the broad participation of employees at all levels (i.e., administrators, faculty and staff) and students to make meaningful contributions in the planning and decision-making processes and seeks to broaden the range of people who have access to such opportunities. The participatory governance process serves as a catalyst that generates the enthusiasm for employees to be committed to providing students with access and success in accomplishing their educational goals. The employees of the College must understand their role in participatory governance in order to achieve the spirit of cooperation, collaboration, and collegiality to promote the vision, mission, and values of the College. The collaborative and effective processes of planning, implementation, and evaluation through the participatory governance process will exemplify the College's commitment to student learning and achievement, continuous improvement and institutional excellence.

Goal 3: Enhance the existing integrated planning, review, and evaluation process that provide for the allocation of resources based on assessment results and college-wide priorities that provide improvement and accountability: The College needs to enhance and strengthen existing integrated planning, review, and evaluation process for evaluating resource allocation and determining appropriate adjustments. One approach of integrating planning, review, and evaluation of resource allocation is through the development of a financial/resource allocation master plan or review of an existing master plan. The master plan should advance the fundamental objectives of the institution's strategic master plan. The master plan should also be aligned with institutional priorities and reallocate resources to those programs and activities that most closely match the priorities of promoting excellence and efficiency at all levels and placing focus on the quality on the educational programs and services the College provides. To integrate planning, review, and evaluation of the College's reallocation processes, two specific initiatives are included in the ISMP, namely:

Initiative 1: Update the College's existing institutional financial/resource allocation master plan to align with the College's new Institutional Strategic Master Plan's vision, mission, and goals:

The realization of the College's new vision, mission, and goals is dependent upon a carefully crafted and executed plan to maximize the use of available resources and increased administrative efficiency of all of the College's operations. Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. In updating the financial/resource master plan, state-of-the-art information technology must be utilized to ensure that institutional data are accurate and available for effective planning and decision-making processes.

Initiative 2: Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process: To evaluate the effectiveness of the College's resource allocation process, it must review and evaluate the degree to which resources are being allocated in a transparent and cost-effective manner. Evaluation and review must relate to each departments/units progress in meeting the institution's mission and goals. The program review process has been proven to be an effective tool to evaluate the effectiveness of programs and services and to insure that the College keeps quality improvement at the forefront of college activities. Program review and unit assessment must be utilized as the key tools in evaluating the effectiveness of the College's resource allocation process. The program review and institutional assessment process serves as the foundation upon which departments/units develop a platform to advocate for their needs in achieving educational excellence. Program review and assessment provide the product for data-driven information for college-wide decision-making and resource allocation.

Goal 4: Promote the Guam Community College brand to reach regional, national, and international recognition.

Within the next six years GCC needs to expand its horizon to be internationally and globally recognized as a premier higher education institution that provides quality and proven educational and workforce development programs. The College needs to invest in improving and expanding its mode of educational delivery and provide access not only on the local and regional level but, in the immediate future, on the international level as well. In order to achieve this monumental goal, two specific initiatives are included in the ISMP:

Initiative 1: Promote and highlight the GCC brand: Re-launch a strengthened branding campaign to provide awareness with the educational and workforce development programs offered at the College. Develop a marketing video showcasing the College's facilities, real time classroom action, student testimonials, technology-equipped classroom and state-of-the-art student center and learning resources center. GCC's low-cost tuition fees as compared to other post-secondary educational institutions both nationally and globally should also be highlighted.

Initiative 2: Internationalizing our campus: The quest of internationalizing our campus begins right at home here at GCC. GCC is a diverse campus community with faculty, administrators, staff, and students coming from different ethnic backgrounds of the neighboring islands of

Micronesia, and the countries of the Philippines, Korea, China, Japan, and the Chamorro people of Guam and the Northern Marianas. Internationalizing our campus begins with implementing the following tenets and perspectives:

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

Because of our diverse campus community, the College should set aside a day to honor and celebrate diversity. The College should research and write the history of GCC from its humble beginning and its origin as the Guam Trade School in the 1950s and its transformation to the community college that it is at present.

These initiatives are intended to improve awareness of GCC on both the national and international level. It also serves as a strategy to increase enrollment and revenue generating opportunities and reducing financial dependence on the Government of Guam. GCC needs to pursue a variety of ways to improve and strengthen its revenue generating opportunities, including aggressive grant-writing and pursuing endowment programs for the College. For all these initiatives, specific performance metrics are to be established to measure success in improving local, regional and international awareness of the "GCC Brand".