

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Thursday, January 14, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of November 10, 2015

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. President's Travel Request (January-March 2016)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of November 10, 2015

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on November 10, 2015, was called to order at 12:07 p.m., by Chairperson Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Ms. Deborah C. Belanger; Mr. Richard P. Sablan; Mr. Eloy P. Hara; Ms. Elmarie Anderson, Student Trustee; Mr. Frederick Tupaz, Faculty Advisory; Mr. Kenneth Bautista, Support Staff Advisory Member. Not in attendance: Mr. John Benito (schedule conflict); Mr. Frank P. Arriola (schedule conflict); Ms. Gina Ramos (schedule conflict).

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President Academic Affairs Division; Ms. Carmen Santos, Vice President, Finance and Administration; Dr. Michael Chan, Dean, TSS; Dr. Gina Tudela, Dean, TPS; Ms. Doris Perez, Assistant Director, Planning & Development; Ms. Joann W. Muna, Human Resources Administrator; Attorney Matthew Kane, Legal Counsel.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – October 1, 2015.

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, AND SECONDED BY TRUSTEE ELMARIE ANDERSON, THAT THE BOARD APPROVE THE MEETING MINUTES OF OCTOBER 1, 2015, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED.
(Voting: 4 ayes, 0 nays)

III. COMMUNICATIONS – None.

IV. PUBLIC DISCUSSION – None.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2015: The College currently has approximately \$5,377,194 outstanding in receivables for FY2015. The Vice President and President met with the DOA Director who assured GCC this will be set up as a payable and payments will be made on a regular basis. Last payment received was approximately \$700,000 on November 9, 2015.

FY2016: Have exhausted one month into the fiscal year and only received \$21,738 to date. Allotment schedule to date should be \$3.2 Million. The GCC finance office is managing, including meeting payroll. GCC will continue to follow up with DOA.

Capital Improvement Projects and other activities: President Okada reported the following:

-The Board was provided with a preliminary list of Capital Improvement Projects proposed for FY2016, including funding amounts for each. Projects include installation of sustainable window blinds; retrofit of Bldgs. 500-600 to relocate maintenance; restoration of water pump system; generators for Bldgs. 3000 and A; structural wall cracks; ADA walkways; classroom collaterals such as desks, chairs, whiteboards, etc.; and air conditioners for a total budget of \$703,000. A list of contingency projects was also listed such as a directory information kiosk, painting, generator sets, etc.

Other activities:

- The College is currently in the process of engaging with Dr. Laura Souder and Dr. Samuel Betances in taking the lead with the College's transformation process in setting up of the groundwork and infrastructure. Invitations will be sent to certain individuals to participate in discussions to begin this process. Through this process, it will show how the College will do things internally in support of its mission and student success, plus other initiatives. The transformation will involve everyone, including the Board.
- Attended a conference which had a session on "Registration 365" that shows students how to plan an academic portfolio to assist in obtaining a degree or certificate. Something to look into.
- The President and Dr. Ray Somera met with the DOE Superintendent, however, no MOA has been signed to date. Awaiting DOE's legal counsel review.
- The Micronesian Chefs Association presented \$1,500 each in scholarships to two GCC Culinary students, plus received some culinary equipment.
- GCC will be submitting a grant application with the U.S. Economic Development Administration to build a commercial kitchen to support the Culinary Arts profession, to include the infrastructure plus some equipment.
- Student forum was held on Oct. 20 and Oct. 21, 2015, with 339 students participating. Results to be compiled by CSI and submitted to the President.
- Finalizing accounting of the golf tournament.

2. Monthly Activities Report

Student Trustee: Student Trustee Elmarie Anderson reported as follows:

- November 6, 2015, COPSA general membership meeting. Associate Dean Gary Hartz also attended to discuss the Student Handbook and the importance of reviewing the policies in the handbook.
- November 13, 2015, COPSA to host a tour and other activities relating to student leadership for approximately 144 JFK Tourism students.
- November 20, 2015, last COPSA general membership meeting for the year.

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- November 21, 2015, COPSA to make a presentation to College Access Challenge Grant Program students regarding the importance of being in this program.
- December 11, 2015, Fall Leadership Retreat. One high school student marketing class will be attending.

Faculty Advisory Member: Mr. Frederick Tupaz reported as follows:

Faculty has been busy with the following:

- Faculty held the "Cardboard Challenge," which is bigger and better this year. Board members were invited to attend.
- Last week, faculty held an event with the American Mathematical Association of two year colleges.
- There is an ongoing book drive by the English department.
- There is currently a VA review ongoing and headed by the English department in discussions with student Veterans and their experiences.
- Nov. 20-22, 2015 is a VA art exhibit headed by students and faculty.
- A food and clothing drive is ongoing to donate 100 "survival" bags for distribution to Kamalen Karidat before Thanksgiving.
- The First Hawaiian Bank John K. Lee/GCC Foundation 2K/5K Walk/Run was held on Nov. 7, 2015 at the Chamorro village. Anticipate netting \$10,000 in scholarship for students.
- A Promethean Board software integration was introduced to faculty on October 30, 2015, and was well received.

Support Staff Advisory Member: Mr. Kenneth Bautista reported as follows:

- October 26, 2015 is early registration.
- Employees attended the town meeting hosted by the President which informed every one of the College's financial status.
- Nov. 20, 2015: Thanksgiving potluck.
- December 5, 2015: GCC Employee Association Christmas party.

3. Board of Trustees Community Outreach Report.

- Trustees Deborah Belanger, Frank Arriola, Eloy Hara and Elmarie Anderson attended the ACCT Annual Leadership Congress in San Diego, California, October 14-17, 2015.
- Trustee Deborah Belanger has been attending the GCC Management Team Negotiation meetings.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

-Building 100 and Forensic Lab Extension Loan. The documents are currently being reviewed by the Foundation legal counsel.

-Building 300 and Wellness Center. As last reported this is still pending the finalization of the A&E designs, which should be completed soon. Once a funding source is identified, the College will move forward on this.

-GCC Annex. As last reported, the College has requested for bids to solicit other landowners in the area that might be interested in this expansion project. The College will communicate with its legal counsel to move forward with this procurement process.

VII. NEW BUSINESS.

1. BOT Fiscal Calendar (2015-2016). The Board was presented with its annual calendar. Other than dates for upcoming BOT monthly meetings and reporting requirements, this calendar also includes policy review dates. The following motion was then made:

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN, SECONDED BY TRUSTEE ELMARIE ANDERSON, THAT THE BOARD APPROVE THE BOARD OF TRUSTEES ANNUAL CALENDAR FOR OCTOBER 2015 THROUGH SEPTEMBER 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

2. BOT Assessment Plan (2015-2017). The Board was presented with an updated assessment plan for consideration and approval. Three assessments goals were proposed for 2015-2017 and are a continuation from the prior academic year, as follows: Policy Review, Assessment and Governance Evaluation. After discussions the following motion was then made:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE ELMARIE ANDERSON, THAT THE BOARD APPROVE THE GOALS FOR THE BOARD OF TRUSTEES ASSESSMENT PLAN FOR ACADEMIC YEAR 2015-2017, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

3. Article XV-Reduction in Force/Cosmetology Program. The President referred to Article XV of the BOT/Union contract and requested the Board's consideration to approve a Reduction in Force (RIF) Committee to convene. This relates only to the cosmetology program, which has had a decrease in student enrollment through the years. This is not to delete the classes but to identify alternate options by reviewing the program. When assessment is complete, recommendations will be provided to the Board of Trustees for consideration.

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE ELMARIE ANDERSON, THAT THE BOARD APPROVE THE COLLEGE'S REQUEST TO CONVENE THE REDUCTION IN FORCE (RIF) COMMITTEE FOR THE COSMETOLOGY PROGRAM. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

4. President's Travel Request (December 2015-January 2016)

At this time, the President informed the Board of the following travel requests:

- PREL Board of Directors meeting, December 8-9, 2015, sponsored by the Pacific Resource for Education and Learning (PREL) in Honolulu, Hawaii.
- 2016 Commission meeting for ACCJC, January 6-8, 2016, sponsored by the Accreditation Commission for Community College and Junior Colleges (ACCJC) in Sacramento, California.

Both travel are 100% reimbursable by the sponsors.

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

At approximately 12:52 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 1:15 p.m., the meeting reconvened to open session.

At this time, the Board made the following motions:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE ELMARIE ANDERSON, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

At this time, Chairwoman Belanger extended the following:

1. Kudos to GCC for hosting the GCC/First Hawaiian Bank John K. Lee scholarship fund Run/Walk.
2. Congratulations to all the divisional winners of the John K. Lee Run/Walk and thanking the community for its support of this scholarship fundraiser.
3. Kudos to GCC for coordinating the GCC summer work program for high school students.
4. Congratulations to the GCC Culinary Arts students, Chelsea Atoigue and Chandler Aguon for being recipients of the Micronesian Chefs Association scholarship on October 6, 2015.
5. Congratulations to Dr. Ricardo Terlaje and his son Eduardo for being 1st place winners during the GCC Foundation Par Excellence Golf Tournament at the Leo Palace Resort on October 3, 2015.

IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN, SECONDED BY TRUSTEE ELMARIE ANDERSON, THAT THE MEETING OF NOVEMBER 10, 2015, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

There being no further discussions, the meeting of November 10, 2015, adjourned at approximately 1:20 p.m.

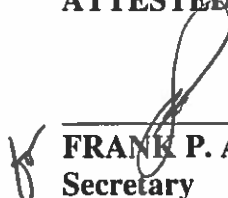
SUBMITTED BY:



BERTHA M. GUERRERO
Recording Secretary

JAN 14 2016

ATTESTED BY:



FRANK P. ARRIOLA
Secretary

JAN 14 2016

APPROVED BY:



DEBORAH C. BELANGER
Chairperson

JAN 14 2016



GOVERNOR'S EMPLOYEE

RECOGNITION PROGRAM

ACHIEVING MAGNIFICENCE. SERVING PROFESSIONALLY.

Award of Excellence

Strength and Honor Bestowed upon

Guam Community College

in recognition of your Distinguished Achievement
and Performance in Fiscal Year 2015 for
DEPARTMENT OF THE YEAR

and hereby presented on November 20, 2015


EDDIE BAZA CALVO

Governor




RAY TENORIO

Lieutenant Governor



ACCT

Certificate of Appreciation

GINA RAMOS

GUAM COMMUNITY COLLEGE, GU

2015 ACCT State, Province, Territory Coordinators Network

For Service and Dedication to the Mission of Community Colleges



Robin M. Smith, Chair
ACCT Board of Directors



J. Noah Brown
President & CEO

Association of Community College Trustees

PRESIDENT'S TRAVEL SCHEDULE
January – March 2016

Conference Title	Date	Location	Sponsor:
WestCare Tri Annual Board of Directors Meeting	January 21-24, 2016	Henderson, NV	WestCare
2016 Commission Development Workshop	March 15-20, 2016	Sacramento, CA	Accreditation Commission for Community College and Junior Colleges (ACCJC)

Funding Source in order of travel: 100% WestCare reimbursement; 100% ACCJC reimbursement

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Tuesday, February 9, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Swearing In and Administration of the Oath of Office for elected GCC Trustee Student Member
2. Roll Call
3. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of January 14, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. FY2017 Budget Request
2. President's Travel Request (February-April 2016)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees

OATH OF OFFICE

I, ADRIAN DAVIS, do solemnly swear in the presence of almighty God that I will well and faithfully support the Constitution of the United States, the laws of the United States applicable to Guam, and the laws of Guam, and that I will conscientiously and impartially discharge my duties as:

MEMBER, BOARD OF TRUSTEES
Guam Community College

***Pursuant to 6 GCA 4308, I declare that the foregoing is true and correct,
Executed at Mangilao-Guam Community College on February 9, 2016.***



Member (Signature)

The Oath of Office was administered by the Chairperson, Board of Trustees.



Chairperson, Board of Trustees (Signature)

Certificate of Election



GUAM COMMUNITY COLLEGE

Kulehon Kumunidat Guáhan

Accredited by the
Western Association of
Schools and Colleges

Awarded to:

ADRIAN DAVIS

*Duly elected by the students of GCC and certified by the election committee, the above
named individual is sworn in this 9th day of February 2016 as the student member of the
Board of Trustees, to serve until April 2016.*

Robert C. Pelang

Chairperson
Board of Trustees

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of January 14, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on January 14, 2016, was called to order at 12:17 p.m., by Chairperson Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Ms. Deborah C. Belanger; Mr. Frank P. Arriola; Mr. Richard P. Sablan; Mr. Eloy P. Hara; Ms. Gina Ramos; Mr. Frederick Tupaz, Faculty Advisory. Not in attendance: Mr. John Benito (schedule conflict); Mr. Kenneth Bautista, Support Staff Advisory Member (schedule conflict).

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President Academic Affairs Division; Mr. R. Gary Hartz, Associate Dean, TSS; Dr. Gina Tudela, Dean, TPS; Ms. Jayne Flores, Assistant Director, Communications and Promotions; Attorney Rebecca Wrightson, Legal Counsel; Attorney Rawlen Mantanona, Legal Counsel.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – November 10, 2015.

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, AND SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE MEETING MINUTES OF NOVEMBER 10, 2015, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

III. COMMUNICATIONS. The following communications were received, as follows:

1. Letter of Resignation dated and received on December 21, 2015, from Ms. Elmarie Anderson, GCC Student Trustee;
2. Government of Guam MagPro Award of Excellence to Guam Community College for "Department of the Year" for Fiscal Year 2015 presented on November 20, 2015; and
3. Certification of Appreciation from the Association of Community College Trustees (ACCT) to Trustee Gina Y. Ramos for service and dedication to the mission of community colleges "2015 ACCT State, Province, Territory Coordinators Network."

IV. PUBLIC DISCUSSION – None.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College

as follows:

FY2015: As last reported, the College is still collecting for FY2015 appropriations. To date, it has received approximately \$15.892 Million which amounts to 82% based on FY2015's appropriation of \$19.4 Million. Last amount received was \$500,000 on January 8, 2016.

FY2016: No allotments has been received for this fiscal year.

Capital Improvement Projects and other activities: President Okada reported the following:

- Water filling stations are now located in Building 5000 (Student Center) and Building E. Analysis to date record that within the first week, the Campus Community saved over 100 water bottles indicating students are using the purified water filling stations. This project was brought through the sustainability office.

- The mass notification/fire alarm system is nearing its final stage for completion. Final trenching is being done for Building 900. Liquidated damages have been issued due to delays. The initial completion date is January 22, 2016.

- Building 1000 bathroom renovations final inspection is January 18, 2016.

- The College is still in the process of recruiting for a Facilities Engineer.

- Following the recruitment process because of the Board's approval and the College moving forward with the Reduction in Force committee specifically with Cosmetology, all GCC full-time hiring will cease after tomorrow.

- GCC has been finishing up the project to move the Secondary students to George Washington High School as soon as the alarm system is set up, which is necessary for the high dollar value of the marketing and visual communications equipment.

Other activities:

- The College has completed its Winning Formula literacy training held on December 28-30, 2015, as part of the College Access Challenge Grant Program. During the Christmas break, 50 middle and high school teachers from Guam's public and private schools attended.

- The College received a lot of publicity with its sustainability project during the summer with the robotics class. A sustainable technologies clinic in December 2015 was held during the Winter Bridge program with visits to the solar farm.

- The Guam Department of Revenue & Taxation Alcoholic Beverage Control Board approved GCC's "Techniques in Alcohol Management" application for GCC to offer this course. This course is for individuals who sell and/or serve alcohol beverages and are required to obtain a certificate in compliance with Guam Public Law 32-051.

- On December 31, 2015, the President provided an update of GCC's Institutional Strategic Master Plan (ISMP) relating to the four strategic goals.

- The College is currently working on its Fiscal Year 2017 budget for submission to the Guam Legislature with a slight decrease due to cost savings in power.

2. Monthly Activities Report

Student Trustee: None reported.

Faculty Advisory Member: Mr. Frederick Tupaz reported as follows:

- Faculty is back to school.
- Currently working on the RIF Committee review for Cosmetology.

Support Staff Advisory Member: Received an email message explaining that Mr. Kenneth Bautista was unable to attend the BOT meeting today due to MIS troubleshooting.

3. Board of Trustees Community Outreach Report. Other than Trustee Deborah Belanger attending scheduled GCC Management Team Negotiation meetings there were no other outreach reports.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan. The USDA approved the bid specifications. The bid will be published on January 15, 2016. The pre-bid conference is scheduled on January 21, 2016 and the bid opening on February 11, 2016. The bid process for the Forensic Lab will be thereafter.

Legal counsel will be notified that as part of GCC's requirement process, it will be seeking the Guam Attorney General's review for Bldg. 100. Construction project for this is estimated at \$5 Million.

-Building 300. As last reported, GCC is awaiting the final A&E designs. This project will be funded by FEMA. Once the designs are done, GCC anticipates moving forward on this before the end of the academic year. Currently working on relocating maintenance, the High School ProStart and a few offices, other offices have already been vacated. Project for this is estimated at \$3 Million.

Wellness Center. The design for this project is 100% complete. Once funding is secured, construction will begin. This project is estimated at \$6 Million.

-GCC Annex. Currently working on finalizing the bid specifications for additional property near the GCC campus. There is a separate landowner interested in this project and a potential land donor for another project.

VII. NEW BUSINESS.

1. President's Travel Request (January-March 2016)

At this time, the President informed the Board of the following travel requests:

BOT - Meeting of January 14, 2016

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-WestCare Tri Annual Board of Directors meeting, January 21-24, 2016, sponsored by WestCare in Henderson, Nevada.

-2016 Commission Development Workshop, March 15-20, 2016, sponsored by the Accreditation Commission for Community College and Junior Colleges (ACCJC) in Berkeley, California.

Both travel are 100% reimbursable by the sponsors.

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

At approximately 12:40 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 1:10 p.m., the meeting reconvened to open session.

At this time, the Board made the following motions:

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN, SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

At this time, Chairwoman Belanger acknowledged receiving the following documents:

- 1. 4th Quarter BOT Report from the Academic Affairs Division for October-December 2015.**
- 2. Financial Statement from Finance & Administration for the month ending November and December 2015.**
- 3. The signed Academic Year 2015-2017 BOT Assessment Plan.**
- 4. The signed October 2015-September 2016 BOT Annual Calendar.**

At this time, Chairwoman Belanger extended the following:

- 1. Kudos to the GCC Technology Department for conducting its student convocation Nov. 25, 2015.**
- 2. Kudos to the GCC Tourism & Hospitality Department for conducting a Student Convocation on Dec. 1, 2015.**
- 3. Kudos to GCC for sponsoring the Asian and Pacific Islander American Scholarship Fund's (APIASF) month-long December 2015 campaign, "#NotTheSame."**

4. Kudos to GCC students for cohosting the Veterans Creative Art Showcase Award ceremony on December 9, 2015.
5. Kudos to GCC for hosting the GCC Sustainable Technologies Clinic at the Guam UnderWater World on December 21, 2015.
6. Kudos to GCC for hosting the three-day Winning Formula Professional Development Institute from December 28-30, 2015, at the MPA, sponsored by GCC's College Access Challenge Grant Program.
7. Congratulations to Guam Community College Practical Nursing graduates during its Pinning Ceremony December 13, 2015, as well as all the other graduates of GCC.
8. Thank you to GCC President Dr. Mary Okada and former Interior Assistant Secretary Mr. Tony Babauta for testifying during the hearing of the National Advisory Council on Institutional Quality and Integrity (NACIQI) in Washington D.C. on December 2015.
9. Appreciation to Student Trustee Elmarie Anderson for her services on the Board of Trustees.
10. Congratulations to Trustee Gina Ramos for receiving a Certificate for the "2015 ACCT State, Province, Territory Coordinators Network."
11. Congratulations to GCC for receiving the Government of Guam MagPro "Department of the Year" award for Fiscal Year 2015.

IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE GINA RAMOS, THAT THE MEETING OF JANUARY 14, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

There being no further discussions, the meeting of January 14, 2016, adjourned at approximately 1:12 p.m.

SUBMITTED BY:

 **FEB 09 2016**
BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:

 **FEB 09 2016**
FRANK R. ARRIOLA
Secretary

APPROVED BY:

 **FEB 09 2016**
DEBORAH C. BELANGER
Chairperson

Guam Community College

2017 BUDGET REQUEST - NAF

		PRIOR YEAR	
		2016 Budget Request	FY 2017 PROJECTION
PROJECTED REVENUES			
Educational and General Operations Revenue			
	Tuition Net of Capital Improvement	2,794,000	2,684,740
	6 Capital Improvement Fees (Resolution 4-99)	710,000	683,000
	4 Technology Fee for Upgrades (Resolution 11-2000)	188,000	179,990
	4 Technology Fee for Current Operations (Resolution 11-2000)	188,000	179,990
	Student Activity Fee	77,000	73,970
	Perm. Faculty Positions (Resolution 5-2006)	1,893,996	1,820,160
	Perm. Staff/Admin Positions (Resolution 5-2006)	757,598	728,064
	Other Fees Net of Tech and Stud Act Fees	304,000	291,000
	Lab Fees	236,000	236,000
	Total General Operations Subsidy	7,148,594	6,876,914
Auxiliaries Revenue			
	Bookstore Sales	1,206,250	1,206,250
	Food Services	31,200	31,200
	Total Auxiliaries	1,237,450	1,237,450
Other Sources Revenue			
	Administrative Recoveries	120,000	120,000
	Interest/Miscellaneous Income	45,000	45,000
	Total Other Sources	165,000	165,000
TOTAL PROJECTED REVENUE		8,551,044	8,279,364
PROJECTED EXPENDITURES			
Educational and General Expenditures			
	GovGuam Supplement - Other	1,475,130	1,400,000
	GovGuam Supplement - Adjunct/Substitutes	1,350,000	1,295,000
	GovGuam Supplement - PT Salaries		
	2 Perm. Faculty & Staff/Admin Positions (Resolution 5-2006)	2,651,594	2,548,224
	4 Technology Fee for Current Operations	188,000	180,000
	4 Technology Fee for Upgrades (Resolution 11-2000)	188,000	180,000
	Total E & G Expenditures	5,852,724	5,603,224
Other Educational and General Expenditures			
	Promotion and Development	200,000	200,000
	Professional Development - Faculty	75,000	75,000
	Professional Development - Staff	50,000	50,000
	5 Student Activity Fee - Dean Accts	15,400	14,794
	Pacific Island Student Transition	6,475	6,475
	Graduation	12,000	12,000
	Bank Fee Expenditures	63,000	63,000
	Board of Trustees Travel	25,000	25,000
	Faculty Senate	5,000	5,000
	WP Secretary II (Salaries & Benefits)	38,328	39,582
	USDA Loan Repayment	269,373	270,096
	Cosmetology	11,205	14,454
	Education / ASL	27,684	23,928
	Computer Science	14,068	18,228
	Electronics	12,439	12,714
	Office Technology	16,018	16,929
	Automotive	14,525	14,467
	Allied Health	25,139	25,889
	Visual Communications	16,732	13,985
	English - Theater	17,100	2,106
	CCR English		14,323
	Criminal Justice	5,040	14,310
	Science	19,080	19,224
	Culinary	22,560	30,600
	Staff Senate	1,000	1,000
	Faculty/BOT Negotiations	10,025	
	Total Other E & G Expenditures	972,311	981,084
	Total E & G Expenditures	6,825,035	6,584,308
Auxiliaries Expenditures			
	Bookstore	959,044	959,044
	Total Auxiliaries	959,044	959,044
TOTAL CURRENT EXPENDITURES		7,784,079	7,543,352
TRANSFER			
	Transfer from Foundation - Pacific Island Endowment	-6,475	-6,475
	Transfer from Foundation - Other		
	Transfer to Foundation		
	6 Transfer to Capital Improvement Fees	710,000	683,000
	Transfer to Student Activity Fees	61,600	59,176
	Total Transfer	765,125	735,701
TOTAL EXPENDITURES AND TRANSFERS		8,549,204	8,279,053
INCREASE (USE) OF RESERVE		1,840	311

Notes: 1) The FY2016 Original Budget Amount reflects the initial budget approved.

2) Faculty and Staff/Admin positions, funded by tuition fee increase & allocated 50% and 20%, respectively

3) Tuition & Fees projection is based on SP16 estimated, SU15, & FA15 enrollment figures. No increase budgeted.

4) Of the \$73.00 Technology fee, \$36.50 is reserved for the Upgrades and \$36.50 is for Computer Operations.

5) Student Activity Fee - Dean's Acct is based on 20% of Student Activity Fee projected.

6) The revenue for Capital Improvement Fees is included in the revenue for Tuition and Fees.

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Guam Community College
2017 BUDGET REQUEST - NAF SPECIAL PROJECTS

PROJECTED REVENUES	PRIOR YEARS		
	ACTUAL as of 09/30/15	2016 BUDGET REQUEST	FY 2017 PROJECTION
Special Projects			
CONTINUING EDUCATION (CE)			
Specialized Certification (Industry Certification)	55,862	179,760	54,972
Health Certificate	79,025	73,500	66,000
SHRM Learning System			
Industry Certification	1,692	506,560	151,446
* Other Projects	729,003		493,835
GCC Room Rental			
* Gov't Guam/Private Industries Training Requests	289,819	55,500	85,919
* Prometric/Pan/Ed2go Online Courses/HOST TESTING	20,098	63,165	20,000
TAM workshop (Alcohol Beverage Control)			132,000
Project HATSA			50,000
WorkKeys Assessment/NCRC		308,750	209,995
Public Health		577,500	400,000
Total Continuing Education	1,175,499	1,764,735	1,664,167
TRADES & PROFESSIONAL SERVICES (TPS)			
Teacher's Recertification	6,960	0	0
Public Health - Education	270,715	0	0
Allied Health Special Projects	170,000	10,840	90,210
Tour Guide	11,475	7,000	11,250
Hospitality Institute	0	29,040	35,750
Criminal Justice Academy	12,480	90,210	90,210
High School Equivalency	4,193	50,000	50,000
Adult Basic Education	0		
Culinary Arts	225		
* Other Projects			
Total Trades & Professional Services	476,048	187,090	277,420
TECHNOLOGY & STUDENT SERVICES (TSS)			
Fiber Optics	20,650	38,000	57,000
Networking Courses (CCNA)	3,150	16,000	0
Principles of Voice & Data	0	30,000	51,000
Other Projects			
Total Technology & Student Services	23,800	84,000	108,000
TOTAL REVENUE	1,675,348	2,035,825	2,049,587

PROJECTED EXPENDITURES	PRIOR YEARS		
	ACTUAL as of 09/30/15	2016 BUDGET REQUEST	FY 2017 PROJECTION
Special Projects			
CONTINUING EDUCATION (CE)			
Specialized Certification (Certified Manager's)	23,364	179,760	54,972
Health Certificate	55,686	52,656	66,027
SHRM Learning System	2,080		
Industry Certification	740	506,560	151,446
* Other Projects	111,857		493,835
Gov't Guam/Private Industries Training Requests	170,447	55,500	85,919
Prometric/Pan/Ed2go Online Courses/HOST TESTING	7,066	58,242	20,000
TAM Workshops (Alcohol Beverage Control)			132,000
Project HATSA			50,000
WorkKeys Assessment/NCRC		308,667	209,995
Public Health		577,500	400,000
Total Continuing Education	371,241	1,738,885	1,664,194
TRADES & PROFESSIONAL SERVICES (TPS)			
Teacher's Recertification	38	0	0
Immunizations	17,175		
Public Health - Education	380,607	0	0
Allied Health Special Projects	55,310	9,807	57,343
Tour Guide	7,659	3,517	12,076
Hospitality Institute	0	15,933	27,849
Criminal Justice Academy	30,808	69,245	69,245
High School Equivalency	9,720	7,200	7,200
Culinary Arts			
* Other Projects			
Sustainability		13,300	13,300
Total Trades & Professional Services	501,317	119,002	187,013
TECHNOLOGY & STUDENT SERVICES (TSS)			
Fiber Optics	10,023	37,274	74,899
Networking Courses (CCNA)	7,040	15,847	0
Principles of Voice & Data	12,162	29,383	31,299
Other Special Projects			
Total Technology & Student Services	29,225	82,504	106,198
TOTAL EXPENDITURES	901,782	1,940,390	1,957,405
NET PROFIT/(LOSS)	773,566	95,435	92,182

Notes:

* Other Projects budget is projected for projects not anticipated

FEB 09 2016

PRESIDENT'S TRAVEL SCHEDULE
February - April 2016

Conference Title	Date	Location	Sponsor:
ACCJC Meeting	February 19-21, 2016	San Francisco, CA	ACCJC
PPEC Meeting/Regional Visit Barbara Beno, President ACCJC	April 21-22, 2016	Palau	Pacific Postsecondary Education Council (PPEC)

Funding Source in order of travel: 100% ACCJC reimbursement; 50% PPEC reimbursement



15th Annual Institutional Assessment Report (AIAR): A Composite Program Review

AY 2014-2015

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 Misi6n (Chamorro translation)

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfafa'che'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafanangui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

Fifteenth Annual Institutional Assessment Report (AIAR)

AY2014-2015

Committee on College Assessment

Guam Community College

September 2015

Part 1. Overview

Since academic year 2000-2001, GCC has been publishing annual institutional assessment reports (AIARs) highlighting the College's assessment activities each academic year. The 2014-2015 annual institutional assessment report is the fifteenth of such reports. These annual reviews assure integrity in all representations of the assessment processes in place and the results of the College's time and energy invested in assessment-related activities. GCC is committed to student success at all levels as demonstrated in the ongoing and continuous assessment conversations throughout campus.

GCC's assessment system fosters and encourages qualities that contribute positively and meaningfully to student learning and facilitates the investigations of the degree to which institutional practices impact individual students. A key component of the College's assessment system is the Committee on College Assessment (CCA) whose members represent all the important constituencies of the College.

The maturity and sustainability of assessment at GCC is evident in the amount and sheer number of individual assessments ongoing. TracDat, the assessment data management software which records assessment activities and outcomes, has allowed the College to implement an embedded assessment system. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year round. We must continually monitor and intentionally increase the quality of each assessment cycle.

Evaluating the effectiveness of the assessment process is founded on the clear articulation of student learning outcomes at the course and program levels, student service unit outcomes at the student services level, administrative unit outcomes at the administrative unit level, institutional learning outcomes for the institution, and the clear articulation of the key components and processes with the opportunity to impact student learning directly or indirectly. The college believes that for assessment to be meaningful, it must be done thoughtfully and systematically.

GCC has done this by incorporating SLOs across all courses and programs since 2008. This report examines the progress made on the assessment of these SLOs over the past seven years. GCC's assessment initiative has evolved over time and through the regular evaluation of the systematic assessment processes in place and the outcomes of assessment, the initiative continues to grow, evolve, and mature.

As a result of the information and recommendations contained within the 14th AIAR, the Committee on College Assessment (CCA), the Learning Outcomes Committee (LOC), the Office of Assessment, Institutional Effectiveness & Research (AIER), and the AVP joined efforts to develop an Annual Curriculum Review Cycle Schedule (Appendix C) to formalize the link between curriculum and the two-year cycle of assessment for a systematic review of course and program student learning outcomes and

other curricular components to ensure the assessments conducted over time are meaningful and relevant for current and future students. The online Acalog curriculum approval system and the TracDat assessment management system serve as key tools to support this key institutional initiative. A detailed discussion is found under the Curriculum Revision Activities section of this report.

The assessment evidence that guides improvements at the course, program, and institutional levels continues to grow more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The assessment results are meaningfully used as a guide in identifying areas where improvement efforts should be focused; and, the results provide a roadmap of opportunities for effective practices that have the greatest impact on student learning and success. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College.

The College's Assessment, Institutional Effectiveness, and Research (AIER) Office continues to publish various assessment reports, such as the *Student Ratings of Instruction Survey Report*, the *Fact Book (Volume 9)*, the *2014-2015 GCC Fact Book Analysis and Trends*, the *2014 Annual Institutional Strategic Master Plan Update*, the *Graduate Employment Report for the Class of 2014*, and the *General Education Impact Follow-Up 2013-2014 Statistical Update* in academic year 2014-2015.

The Committee on College Assessment (CCA) has organized college assessment units into four (4) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs¹). Additionally, the two-year assessment cycle schedule (Appendix B) published annually serves as a guide for each group and details the semester activities and requirements as each group plans and implements improvements based on the data and recommendations resulting from the assessment of each learning outcome. Assessment is a shared responsibility at GCC which is integrated into each and every aspect and level of the institution.

The success and high level of efficiency of GCC's institutional assessment processes could not be accomplished without the hard work and commitment of the College's administrators, faculty, staff, students, and the governing board. In AY2014-2015, the CCA committee spent approximately two hundred and fifty-six hours (256) attending CCA meetings and approximately seven hundred fifteen (715) hours reviewing TracDat plans/reports, meeting with assessment authors to provide technical assistance on TracDat or other assessment requirements, and providing training during the annual Assessment Leadership Summit (Appendix E) or as requested by departments. The level of effort and dedication exhibited by the CCA members, TracDat users, and assessment authors continues to represent the college community's overall commitment to quality demonstrated through the regular and systematic cycle of assessment.

This 15th AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2014-2015. Also included is an update of annual assessment commitment rates² and Student Learning Outcomes (SLOs) assessment. Additionally, the 15th AIAR highlights college-wide assessment activities through several program review

¹ Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

² Beginning with this report, "commitment rate" will replace the phrase "compliance rate" which was used in previous reports. The college has reached a level of assessment maturity after more than a decade of assessment practice, hence this change in terminology.

components for AY2014-2015. These components include program enrollment, program completions, workforce advisory committee meetings, and curriculum revision activities. The information provided in this report is intended for implementation and planning purposes at various levels.

Part II. Assessing Assessment Activities

This section of the report includes information on the various assessment activities completed during the 2014-2015 academic year, including data on assessment commitment rates and key program review elements, such as student learning outcomes (SLOs) commitment rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

Assessment Structure

As in the previous AIER reports, the College continues to assess its fourteen-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users.

The AIER Office created and uploaded a Step-by-Step Guide for TracDat Navigation and Input for each of the four groups of assessment units onto the College's website and TracDat training by department was provided in the fall and spring semesters, including one-on-one intense assessment sessions by AIER and CCA members with assessment authors.

During this reporting period, the Associate Deans of the School of Trades and Professional Services published the 2014 updated Student Learning Outcomes Handbook (Appendix F) to serve two main purposes: 1) To provide all members of our college community with a valuable resource tool; 2) To provide consistent guidance for the SLO review and revision process. The handbook has been utilized as a tool in various professional development sessions for faculty, staff, and administrators as they implement improvements in course and program guides, student service unit outcomes, and administrative unit outcomes.

Additionally, the AIER office formally published the 2014-2015 Assessment Handbook (Appendix G) as a reference for the campus community to easily access the history, best practices, and expectations of assessment at GCC. The handbook is available online and in printed format.

Assessment Leadership Summit

During the Fall 2014 semester, the CCA held its first Assessment Leadership Summit on September 4, 2014. The summit agenda included these topics: Student Learning Outcomes (SLO) Workshop; Assessment and TracDat for Beginners; Frequently Asked Questions and TracDat Hands-On Working Session; Budget and Your Assessment; Winner Showcase; and, the ACCJC Basics Online Course Session. The CCA organized the summit agenda around the various areas expressed by assessment authors as topics of interest and areas needing improvement. A total of sixty-one (61) attendees consisting of eleven (11) administrators, thirty-seven (37) faculty, twelve (12) staff, and one (1) student signed in on the sessions sign-in sheets.

The Assessment Leadership Summit had been a topic of CCA discussion introduced by the 2011 CCA faculty chairperson based on a professional development activity he had attended which inspired him to share this effective practice from other institutions. The primary goal of the event was to gather campus

constituents in one location to talk about assessment and share successes and challenges within their areas of expertise.

How is training connected to assessment commitment? The next section discusses commitment rates at the divisional level through the years.

Assessment Commitment

Table 1. Assessment Commitment Rate at the Divisional Level

Updated Rates of Divisional Commitment to Assessment Requirements

AY	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%
	Academic Affairs Division		Finance³ & Administration Division		Admin. Services		President/ CEO⁴		Board of Trustees & Foundation Board⁵	
AY02-03	43/61	70%	0/6	0%	4/4	100%				
AY03-04	35/57	61%	0/5	0%	2/4	50%				
AY04-05	37/65	57%	4/5	80%	3/4	75%	2/2	100%	2/2	100%
AY05-06	45/55	82%	5/5	100%	4/4	100%				
AY06-07	31/56	55%	3/5	60%	3/4	75%	2/2	100%	2/2	100%
AY07-08	33/48	69%	4/4	100%	2/4	50%				
AY08-09	40/46	87%	4/4	100%	4/4	100%	3/3	100%	2/2	100%
AY09-10	30/45	67%	2/4	50%	3/4	75%				
AY10-11	24/38 ⁶	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		
AY12-13	55/63	87%	5/5	100%			4/4	100%	2/2	100%
AY13-14	61/64	95%	7/7	100%			5/5	100%	2/2	100%
AY 14-15	65/65	100%	7/7	100%			5/5	100%	2/2	100%

Commitment rates have gone up or down through the years. With the largest number of academic programs under its wing, the Academic Affairs Division assessment commitment rate has increased by 5%, from 95% in AY2013-2014 to 100% in AY2014-2015. The Finance and Administration Division, the

³ Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.

⁴ TracDat data entry for the President/CEO began in AY04-05. The President is assessed every other year. TracDat data entry follows the two-year assessment schedule. Effective fall 2010, the President/CEO units include Communications & Promotions, Planning & Development, Development & Alumni Relations, and Facilities.

⁵ TracDat data entry began in AY04-05. Units are assessed every other year.

⁶ Data Collection Status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A is not included in the commitment count (there are 20 programs under Group A).

President/CEO's Office, and the Boards continue to maintain a 100% commitment rate with assessment requirements. The CCA has pledged to help the campus sustain assessment commitment for years to come through the regular assessment of the effectiveness of the assessment process and documented in these annual assessment reports. The progress the College has made in incorporating SLOs into all courses and programs offered and the commitment to assess these courses and programs are presented in the next section.

Student Learning Outcomes (SLOs)

GCC continues to make significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. The College is operating at the level of sustainable continuous quality improvement as outlined by the Accrediting Commission for Community and Junior Colleges in its 2012 Evaluation Report. The report states, "The team found that the College's two-year cycle for the assessment of student learning outcomes at the course, program, certificate, and degree levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes." Sustainable continuous quality improvement is the highest level on the Commission's Rubric for Evaluating Institutional Effectiveness and includes the following six characteristics:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

As illustrated in the SLO tables on the next two pages, it clearly shows that GCC has worked diligently to institutionalize the assessment of student learning outcomes and complete the implementation of student learning outcomes for all of its courses and programs in all the College's instructional programs.

As reflected in Table 2, the College continues to maintain its one hundred percent (100%) course-level SLO completion rate in its postsecondary courses. Additionally, during this reporting period and also reiterated under the curriculum revisions section of this report, the College adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. As guided by the College's 5-year curriculum age rule and the College's 2-year assessment cycle schedule, through the joint efforts of the Learning Outcomes Committee (LOC) and the Committee on College Assessment (CCA), an Annual Curriculum Review Cycle schedule has been developed to formalize the link between curriculum and the two-year cycle of assessment. As reflected in the following table, this systematic cycle of review of the curriculum will ensure that the results of assessment are based on relevant and current curriculum. The additional element of curriculum review has been incorporated into the annual reporting of student learning outcomes assessment to accurately reflect the full extent of the ongoing improvement efforts taking place at the College.

Table 2. Student Learning Outcomes (SLOs)
Postsecondary
AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2014 Catalog	402	402	100.00%
Fall 2013 Catalog	412	412	100.00%
Spring 2013 Catalog	410	410	100.00%
Fall 2012 Catalog	400	402	99.50%
Spring 2011 Catalog	384	396	96.97%
Fall 2010 Catalog	384	396	96.97%
Spring 2010 Catalog	250	412	60.68%
Fall 2009 Catalog	181	350	51.71%
Spring 2009 Catalog	70	375	18.67%
Fall 2008 Catalog	68	375	18.13%
Spring 2007 Catalog	0	399	0.00%
Fall 2006 Catalog	0	399	0.00%

As Requirement For Program	SLO Count	Total	Percent
Associate Degree Programs	Number of courses with SLOs being assessed	13	100%
	Number of courses under curriculum review	192	
	Number of courses within the programs	205	
Certificate Programs	Number of courses with SLOs being assessed	17	100%
	Number of courses under curriculum review	38	
	Number of courses within the programs	55	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	19	100%
	Number of courses under curriculum review	123	
	Number of courses within the programs	142	
Total number of courses with SLOs being assessed within programs	Number of courses with SLOs being assessed	49	100%
	Number of courses under curriculum review	353	
Total count of courses within programs	Number of courses within programs	402	

During this reporting period, the Office of Continuing Education and Workforce Development (CEWD) in partnership with the Office of Assessment, Institutional Effectiveness and Research continued to incorporate the assessment of all CEWD-offered courses (both credit and non-credit bearing) as part of the College's regular and systematic cycle of assessment. Table 3 below shows that of the total one hundred and thirty-four (134) courses listed in the 2013-2015 CEWD catalog, one hundred and thirty-four (134) or one-hundred percent (100%) had course-level SLOs. Additionally, of the total one hundred and thirty-four (134) courses, twenty-five or approximately nineteen percent (18.66%) of CEWD-offered courses were assessed during this reporting period.

In an effort to improve the assessments of CEWD-offered courses, the CCA and AIER will continue to hold one-on-one sessions with individual assessment authors in the next academic year to assist with the specific data analysis and input of these courses into the TracDat assessment system. These individualized sessions have been effective in the past with helping assessment units improve their commitment to the College's assessment requirements.

The 2012 Accreditation Evaluation Report provided a similar emphasis on the assessment of CEWD-offered courses in its statement, "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." As reflected throughout this report, every component of the College undergoes assessment and that assessment is also documented and available through the TracDat assessment management system.

Table 3. Student Learning Outcomes (SLOs)
Continuing Education and Workforce Development-AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
2013-2015 Catalog	134	134	100.00%
SLO COUNT		TOTAL	PERCENT
Total number of courses with SLOs being assessed		25	18.66%
Total count of courses		134	

The assessment of SLOs in GCC's Career and Technical Education (CTE) Secondary courses and programs has been an integral part of the College's institutional process of evaluation since its infancy. The CTE Secondary assessments have also been a key element in the quality and implementation of GCC's Dual Credit Articulated Programs of Study (DCAPS) which provides the opportunity for students enrolled in GCC's CTE courses in the five Guam public high schools to earn college credit in GCC postsecondary programs if they earn a grade of "B" or better in these CTE programs. Further details on the DCAPS program may be found on the College's public website at www.guamcc.edu.

Table 4 below shows that of the total forty-two (42) courses listed in the 2013-2015 CTE Secondary catalog, one hundred percent (100%) of the courses had course-level SLOs, thirty-four (34) courses were assessed during this reporting period, and eight (8) courses were under curriculum review.

Table 4. Student Learning Outcomes (SLOs)
Career and Technical Education Secondary-AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
SY 2013-2015 Catalog	42	42	100.00%
SLO COUNT		TOTAL	PERCENT
Total number of courses with SLOs being assessed		34	100%
Total number of courses under curriculum review		8	
Total count of courses		42	

The linking of program and course-level SLOs to related goals in TracDat is a key feature of the TracDat assessment software and an important tool for demonstrating how assessments at the course and program levels are linked to institutional goals and the College's overall mission. The next section reveals these linkages.

Linking Program and Course-Level SLOs to Related Goals in TracDat

Linking program and course-level SLOs to institutional related goals is a key element in developing assessment plans and reports in TracDat. How have program and course-level SLOs been linked to institutional goals such as Institutional Learning Outcomes (ILOs)⁷, ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards? Table 5 below reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 5, the most frequently linked goal in TracDat is program review (3801)⁸ which incorporates budget-related goals and objectives. This is followed by ILOs (1073), ISMP goals (885), and division level goals (598). Linking program and course-level goals to the related goals in TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission. This also allows TracDat users to see their connectedness to the broader goals of the institution.

Table 5. Linking Course SLOs to Related Goals in TracDat
(n=402 postsecondary courses listed in the College catalog as of July 2015)

Related Goal Type	Count of Related Goal Type
Course Level	29
Division Level	598
Governing Board Level	394
Institution Level	293
Institutional Learning Outcome (ILO)	1073
Institutional Strategic Master Plan (ISMP)	885
Program Review (Budget Related Goals & Objectives)	3801
Program/Unit Level	559
School Level	473
STANDARD I: Institutional Mission and Effectiveness	109
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Adopted June 2014)	10
STANDARD II: Student Learning Programs and Services	595
STANDARD II: Student Learning Programs and Support Services (Adopted June 2014)	42
STANDARD III: Resources	138
STANDARD III: Resources (Adopted June 2014)	5

⁷ In the December 2, 2009 BOT meeting, the Board adopted six (6) Institutional Learning Outcomes (ILOs) that were developed by the General Education Committee with input from all faculty, the Faculty Senate, and the College Governing Council (CGC). ILOs represent the knowledge, skills, abilities, and values students should develop and acquire because of their overall experiences with any aspect of the College.

⁸ SLOs are linked to planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2014 and subsequently entered into TracDat. This information will be entered into TracDat annually.

Related Goal Type	Count of Related Goal Type
STANDARD IV: Leadership and Governance	1
STANDARD IV: Leadership and Governance (Adopted June 2014)	1
Grand Total	9006

Source: Ad Hoc TracDat Report ran on September 29, 2015⁹

Table 6 below illustrates the number of program/unit outcomes linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 6, the most frequently linked goal in TracDat to program/unit outcomes is program review linked to budget goals (2,521), followed by Program/unit level goals (884), division level goals (830), institutional level goals (691), and the four (4) Accreditation Standards (1,066).

Table 6. Linking Program/Unit Outcomes to Related Goals in TracDat
(n=80 program/units listed in the AY2014-2015 Taxonomy)

Related Goal Type	Count of Related Goal Type
Course Level	20
Division Level	830
Governing Board Level	314
Institution Level	691
Institutional Learning Outcome (ILO)	533
Institutional Strategic Master Plan (ISMP)	664
Program Review (Budget Related Goals & Objectives)	2521
Program/Unit Level	884
School Level	278
STANDARD I: Institutional Mission and Effectiveness	89
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Adopted June 2014)	14
STANDARD II: Student Learning Programs and Services	572
STANDARD II: Student Learning Programs and Support Services (Adopted June 2014)	40
STANDARD III: Resources	290
STANDARD III: Resources (Adopted June 2014)	19
STANDARD IV: Leadership and Governance	37
STANDARD IV: Leadership and Governance (Adopted June 2014)	5
Grand Total	7801

⁹ Data was extracted from the Ad Hoc TracDat Report (run date September 29, 2015) which includes postsecondary and secondary courses. Furthermore, courses may have been archived prior to running the Ad Hoc report. When course assessment began in Fall 2008, the Committee on College Assessment (CCA) required only one SLO per course to be assessed. The significant increase in assessing course SLOs have more than doubled compared to AY2013-2014 due to authors aggressively meeting the assessment deadlines. Furthermore, course assessment for associate degrees, certificate, secondary and adult education program course SLOs have completed at least four cycles since fall 2008 and have begun work on a fifth cycle.

During the fall semester of this reporting period, the Vice President for Finance and Administration and the Assistant Director for AIER reviewed and re-evaluated the effectiveness of the TracDat custom fields specifically designated for the budget goals, budget related performance indicators, and budget related proposed outcomes. A realignment of the custom fields in TracDat was made to better align the input of these three budget-related items with the requirements for the assessment plans, data collection, assessment reports, and implementation status. A revisit of the effectiveness of these realignments will be made in fall 2016 so that at least one complete assessment cycle may reflect these changes and evaluated.

The assessment plans and reports found in the TracDat assessment system provide important evidence to the College and all stakeholders of how assessment is linked to the WASC/ACCJC Accreditation Standards. The following section provides an update of the progress the College has made in addressing the actionable improvement plans and recommendations for improvement found in the 2012 Accreditation Evaluation Report.

Accreditation Midterm Report

The Accreditation Midterm Report is developed to address the visiting team's recommendations for improvement from the March 2012 accreditation site visit as well as the actionable improvements plans (formerly planning agenda items) identified in the Guam Community College (GCC) 2012 Institutional Self-Evaluation Report.

The midterm report preparation involves various stakeholders of the College. For example, the Accreditation Standard Committees which is a committee under GCC's Faculty Senate along with the Accreditation Liaison Officer (ALO) and the Office of Assessment Institutional Effectiveness and Research (AIER) staff were extensively involved in the development of the report. In addition, many faculty, staff, students, and administrators contributed to the report preparation by providing meaningful input and data needed to develop the report.

The report development preparation began in fall 2012 soon after the team's departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (Standards 1, 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Midterm Report Strategic Plan was created to specify action steps on the process to finalize the report, i.e. identification of the person(s) responsible for the specific action or task and the time frame the action/task must be completed.¹⁰ The strategic plan included due dates for report draft, comment periods for feedback on the draft, Board of Trustees (BOT) review and approval of the report, and the established date for the report submission to ACCJC.

The midterm report was finalized in the fall 2014 semester and sent to the BOT for their final review and approval in February of 2015. The report was printed and transmitted to ACCJC in February of 2015. An acknowledgement and acceptance letter was received from Dr. Barbara A. Beno, President for the Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges. (Appendix H)

¹⁰ Please refer to the Midterm Report Work Plan in Appendix D

The Vice President for Academic Affairs presented five (5) lessons and insights from three (3) accreditation visits to the chairpersons of all the governance bodies of the College at the conclusion of the campus-wide Midterm Report draft feedback period. The AVP's inspirational message and presentation to these governance leaders related to accreditation visits included: the importance of thoughtful planning for a successful visit; a thoroughly-written self-study report is critical to the team's work; the importance of a current institutional data repository; the benefits of having accreditation as a core value entrenched in the life of the institution; and, improvement initiatives should be based on previous performance at the course, program, and institutional levels.

Institutional Self Evaluation Report

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year cycle. It is also expected that the changes and improvements noted in the Midterm Report are sustained so that it may be verified at the time of the next regularly scheduled visit. The College will submit its Institutional Self Evaluation of Educational Quality and Institutional Effectiveness Report in preparation for the comprehensive review in spring 2018. To close out the 2014-2015 academic year, the four faculty Accreditation Standards Committees submitted their first draft ISER report addressing the new ACCJC Accreditation Standards adopted in June 2014.

A key element in GCC's assessment process is planning. Planning efforts are initiated at all levels of the institution, from course-level assessment plans to program-level, student services unit-level, and administrative unit-level assessment plans. Additionally, a significant point of interest is the tie-in of these unit-level plans to the overall plans of the institution. The following section highlights GCC's Institutional Strategic Master Plan.

Institutional Strategic Master Plan

The college assembly held on Friday, November 21, 2014 in the MPA included updates from the President on the four (4) goals of the 2014-2020 Institutional Strategic Master Plan (ISMP). The ISMP updates included information on the annual curriculum review cycle, Project Win-Win, the 2014 Assessment Leadership Summit, the Comprehensive Institutional Professional Development Plan, the Facilities Master Plan update, sustainability initiatives, the Participatory Governance Structure Handbook, the updates to the MyGCC portal committee sites, the Data Driven Dedicated Planning (3DP) process, the updates to the budget and assessment links in TracDat, the electronic curriculum process, the campus multimedia project, the 5-year marketing plan, articulation agreements, and internationalizing initiative updates. The assembly also included a professional development presentation by Terry Summerlin titled "Leadership Magic: Powerful Keys for Team Building" in which the ideas and lessons were reinforced with activities and reflections involving the audience in areas such as leadership, responsibility, and motivation. The fall 2014 college assembly presentation is found in Appendix I of this report.

The 2014-2020 ISMP incorporates four new goals of (1) Retention and Completion, (2) Conducive Learning Environment, (3) Improvement and Accountability, and (4) Visibility and Engagement. These four goals also align with the College's efforts to prepare for the spring 2018 Accreditation Site Visit. This six-year plan brings with it a more global approach to workforce development, a student-centered curriculum, partnerships with on-island and global businesses, and additional initiatives to further upgrade the physical campus.

GCC has made significant progress in its partnerships with island businesses for employment and training opportunities. The College continues to maintain and sustain the assessment infrastructure in place by incorporating the assessment of all Continuing Education and Workforce Development offered courses into the regular cycle of assessment.

The distance education pilot project commenced in the spring of 2015 with the selection of the four (4) courses to be piloted and the exceptional volunteer efforts of the four (4) faculty members who agreed to attend regular planning meetings, complete an online course and online teaching certification exam, submit curriculum revisions to incorporate the online components into the course guides, and configure the online Moodle classroom based on the College's course template by the designated completion date of August 2015. The three courses are MA110A-Finite Mathematics, EN110-Freshman Composition, and OA101-Keyboarding and Document Processing. One section of the Keyboarding and Document Processing course was piloted as a hybrid course with 50% of the course delivered online in the Moodle classroom and 50% of the course delivered face-to-face at the GCC campus classroom.

The program specialist for Academic Technologies led the DE taskforce through the planning and pilot phases of the DE pilot project. Upon completion of the pilot courses, the DE taskforce will finalize and formally adopt the DE Strategic Plan to guide further expansion of distance education at GCC.

In addition to expanding the College's DE offerings, GCC continues to implement one proven high-impact practice to help students succeed: orientation. Orientation is the opportunity for the College to provide information to the students to help them get around campus and find the resources they may need to succeed in their educational endeavors while at GCC. The following section on Student Orientation provides a summary of the New Student Orientation surveys conducted over the past seven (7) semesters since the spring of 2012.

Student Orientation

The College's Center for Student Involvement leads the New Student Orientations at the beginning of each semester. Since the spring of 2012, a total of seven (7) orientations have been held with a total of one-thousand seven-hundred eighty-four (1,784) attendees. Of the attendees, a total of one-thousand four-hundred sixty-two (1,462) responded to the New Student Orientation Evaluation Survey with an 82% response rate. The table below summarizes the responses from the surveys since the spring of 2012.

Table 7. Student Orientation Program
(Spring 2012 thru Spring 2015)

		Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Gender:	Male	37	113	58	112	63	153	87
	Female	64	140	87	173	79	196	100
Total		101	253	145	285	142	349	187
Age:	16-21	67	188	89	223	88	284	115
	22-25	15	31	32	23	18	21	33
	26-30	9	12	9	21	15	22	19
	31-35	4	4	7	9	8	10	3
	36-40	1	6	5	1	6	4	6

		Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Age:	41-45	1	6	0	1	3	4	4
	46-50	1	0	1	0	0	0	5
	51-55	0	1	1	2	2	1	1
	56 or older	2	5	1	0	2	6	1
	Blank	1					0	0
Attending GCC for:	GED	3	13	6	6	6	6	0
	Adult High School Diploma	2	22	23	27	14	29	28
	Apprenticeship Program	1	0	3	12	3	6	3
	Associate Degree Program	83	186	99	216	102	267	140
	Certificate Program	15	35	17	35	17	50	18
	Blank	0	0	0	1	1	1	1

Based on each section Presentation, I now have the knowledge of where and how to get the support I need to succeed here at GCC.

		Admissions and Registration	Financial Aid	Assessment and Counseling	Student Support Services	Accom- modative Services	Learning Resources Center	Project AIM (TRiO Programs)	Center for Student Involvement
SPRING 2015	Strongly Agree	56	62	61	59	54	54	41	65
	Agree	40	33	33	34	34	42	38	30
	Neutral	3	5	6	7	10	5	19	4
	Disagree	1	1	1	0	2	0	2	1
	Strongly Disagree	0	0	0	0	0	0	1	0
	BLANK	1	0	0	1	1	0	0	1
FALL 2014	Strongly Agree	115	117	124	109	92	111	90	123
	Agree	112	103	104	108	109	104	109	103
	Neutral	25	29	22	32	45	32	45	23
	Disagree	0	3	1	3	6	4	5	3
	Strongly Disagree	1	1	2	1	1	2	4	1
	BLANK	0	0	0	0	0	0	0	0
SPRING 2014	Strongly Agree	72	72	71	70	70	70	62	71
	Agree	59	56	60	55	53	59	52	54
	Neutral	13	16	13	19	20	14	26	19
	Disagree	1	1	1	1	2	2	5	1
	Strongly Disagree	0	0	0	0	0	0	0	0
	BLANK	0	0	0	0	0	0	0	0
FALL 2013	Strongly Agree	140	144	152	145	137	136	120	149
	Agree	113	112	101	113	113	114	109	97
	Neutral	30	27	30	25	32	33	48	33
	Disagree	1	2	2	2	3	2	6	6

Based on each section Presentation, I now have the knowledge of where and how to get the support I need to succeed here at GCC.									
		Admissions and Registration	Financial Aid	Assessment and Counseling	Student Support Services	Accommodative Services	Learning Resources Center	Project AIM (TRiO Programs)	Center for Student Involvement
	Strongly Disagree	1	0	0	0	0	0	2	0
	BLANK								
SPRING 2013	Strongly Agree	68	73	71	73	62	76	60	85
	Agree	59	54	52	57	58	53	54	41
	Neutral	15	15	19	12	22	13	27	14
	Disagree	0	0	0	0	0	0	0	2
	Strongly Disagree	0	0	0	0	0	0	1	0
	BLANK	0	0	0	0	0	0	0	0
FALL 2012	Strongly Agree	148	157	173	163	154	160	134	171
	Agree	157	134	135	134	142	137	143	136
	Neutral	39	50	35	45	49	48	62	38
	Disagree	2	5	3	3	1	1	3	0
	Strongly Disagree	0	0	0	0	0	0	4	0
	BLANK	3	3	3	4	3	3	3	4
SPRING 2012	Strongly Agree	98	96	106	89	86	97	98	100
	Agree	75	73	67	76	78	74	72	73
	Neutral	14	16	13	19	18	15	15	13
	Disagree	0	1	1	2	3	1	1	1
	Strongly Disagree	0	1	0	1	0	0	1	0
	BLANK	0	0	0	0	2	0	0	0

Program enrollment is an important data element to track course and program demands and the overall health of the program over time. The following section reveals enrollment trends in the different programs from fall 2006 to fall 2014.

Program Enrollment

Program enrollment is an essential element of program review. Table 7 below provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past nine (9) years (fall semester enrollment only).

Table 8. Postsecondary Unduplicated Enrollment by Program¹¹
Nine-Year Trend (Fall 2006-Fall 2014)

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 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 & Sciences ¹²	42	76	107	137	148	182	194	206	198
Associate of Arts Grand Total	105	199	256	330	367	422	467	507	527

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 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 ¹³	26	16	11	3	1	-	-	-	-
AS in Civil Engineering Technology ¹⁴	-	-	-	-	-	-	0	0	6
AS in Computer Networking	8	15	21	33	40	55	56	61	60
AS in Computer Science	78	71	80	92	96	110	92	92	77
AS in Criminal Justice	55	68	86	143	169	237	223	225	230
AS in Early Childhood Education	57	79	99	112	119	127	110	116	125
AS in Electronics Networking ¹⁵	4	4	1	-	-	-	-	-	-
AS in Emergency Management ¹⁶	-	0	0	2	5	9	9	7	4
AS in Food & Beverage Management ¹⁷	-	-	-	-	14	13	12	10	5
AS in Hospitality Industry Management ¹⁸	51	53	59	60	-	-	-	-	-
AS in Hotel Operations & Management ¹⁹	-	-	-	-	14	16	26	36	27
AS in Human Services ²⁰	-	-	-	-	-	-	-	-	0
AS in Marketing	22	25	24	25	28	32	59	50	60
AS in Medical Assisting	94	113	113	102	97	101	98	236	232
AS in Office Technology	23	31	23	30	33	29	19	30	25
AS in Pre-Architectural Drafting ²¹	-	-	-	-	7	15	23	31	26
AS in Sign Language Interpreting ²²	1	0	-	-	-	-	-	-	-
AS in Supervision & Management	27	43	43	59	76	84	81	75	82

¹¹ Changes in program enrollment may be a result of student records management. Student records are reviewed and corrected on a continuous basis even after a semester has ended.

¹² Program changed from Liberal Arts to Liberal Studies in March of 2011 and from Liberal Studies to Interdisciplinary Arts & Sciences in February of 2013.

¹³ Program replaced with AS in Automotive Service Technology in Fall of 2006.

¹⁴ Program was reinstituted in November of 2011.

¹⁵ Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

¹⁶ Program was adopted in April of 2007 and began in Fall of 2007.

¹⁷ From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

¹⁸ Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

¹⁹ From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

²⁰ Program adopted in June of 2014

²¹ Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

²² Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
AS in Surveying Technology ²³	-	-	-	-	3	4	3	2	6
AS in Tourism & Travel Management ²⁴	-	-	-	-	58	62	60	73	66
AS in Visual Communications	19	26	43	48	48	61	68	93	96
Associate of Science Grand Total	530	644	700	851	979	1155	1125	1357	1315

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
CERT in Accounting ²⁵	9	4	2	2	1	-	-	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20	6	9
CERT in Automotive Tech ²⁶	21	13	5	2	1	1	-	-	-
CERT in Computer Aided Design & Drafting ²⁷	-	-	-	-	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 ²⁸	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 ²⁹	-	0	0	0	2	1	1	0	2
CERT in Family Services	-	-	-	-	-	-	-	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 Technology ³⁰	-	-	-	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	0	0	1	84	148	183	196	44	13
CERT in Sign Language Interpreting ³¹	0	1	3	1	1	-	-	-	-
CERT in Supervision & Management	1	3	7	7	2	2	4	6	5
CERT in Surveying Technology ³²	-	-	-	0	0	1	0	0	0
CERT in Systems Technology ³³	2	10	6	3	-	-	-	-	-
Certificate Grand Total	128	147	179	268	378	365	341	179	168

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, 8 & 9.

²³ Program adopted in April of 2009.

²⁴ From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

²⁵ Program archived in May of 2006; however, one student remains continuously enrolled.

²⁶ Program replaced with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled.

²⁷ Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.

²⁸ Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.

²⁹ Program adopted in April of 2007 and began in Fall of 2007.

³⁰ Program adopted in July of 2009.

³¹ Program archived in September of 2008; however, one student remains continuously enrolled.

³² Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.

³³ Program archived in April of 2009.

As reflected in Table 8, there were fourteen associate degree programs continuously offered since fall 2006 (AA in Culinary Arts, AA in Education, AA in Liberal Studies, AS in Accounting, AS in Automotive Service Technology, AS in Computer Networking, AS in Computer Science, AS in Criminal Justice, AS in Early Childhood Education, AS in Marketing, AS in Medical Assisting, AS in Office Technology, AS in Supervision and Management, and AS in Visual Communications). Of these fourteen associate degree programs, four (4) experienced continuous growth over the past eight (8) years (AA in Culinary Arts, AA in Education, AA in Liberal Studies, and AS in Visual Communications).

Of the eleven (11) certificate programs that have been continuously offered since fall 2006, which include Automotive Service Technology, Computer Science, Construction Technology, Criminal Justice, Early Childhood Education, Education, Fire Science, Medical Assisting, Office Technology, Practical Nursing, and Supervision and Management, the number of students declared in these programs has fluctuated through the years. Ten (10) certificate programs are also offered at the associate degree level (Automotive Service Technology, Computer Science, Criminal Justice, Early Childhood Education, Education, Emergency Management, Medical Assisting, Office Technology, Supervision and Management, and Surveying Technology). In terms of the Fire Science certificate program, this program is offered through special arrangement with the Guam Fire Department on an as needed basis; consequently, enrollment varies from year-to-year. As for the Practical Nursing Certificate program, in order to declare in the program, students must meet special admissions requirements. Enrollment in the Practical Nursing and Medical Assisting programs are expected to steadily increase over the next several years. Additionally, a maximum of 40 students are accepted each year into the Practical Nursing program, limiting enrollment growth, which is a direct result of the Guam Board of Nursing Examiners mandate for quality training in Guam nursing programs.

Faculty involvement in program recruitment and retention efforts are very important. As mentioned in prior Student Ratings of Instruction Survey Reports, students indicated that faculty *sometimes* encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). Faculty should continue to encourage students to communicate with them if they have any questions or concerns about their program or courses. Additionally, departments/faculty should continue to participate in recruitment events and should actively promote their own programs. Departments should also continue to work with the Office of Communications and Promotions to promote a greater awareness of their programs in the community, including the high schools. Departments should also continue to work with workforce advisory committees to identify ways to improve programs, particularly in the areas of recruitment and retention.

The following section shows program completion rates over the course of nine (9) academic years starting from AY05-06 to AY13-14. Completion rates also demonstrate program success and student success.

Program Completions

Program completion is another essential element of program review. Table 9 below provides information on the number of postsecondary program completers for the past nine (9) years.

Table 9: Completers by Program- Nine-Year Trend
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11, AY11-12, AY12-13, AY13-14)

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 Liberal Arts	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 Automotive Tech ³⁴	3	1	1	1	2	0	-	-	-	8
AS in Computer Networking	0	0	1	3	1	3	7	3	4	22
AS in Computer Science	11	8	6	6	8	8	6	4	8	65
AS in Criminal Justice	4	5	14	14	11	21	12	11	18	110
AS in Early Childhood Education	12	9	6	10	17	20	13	15	22	124
AS in Electronics Networking ³⁵	0	0	1	-	-	-	-	-	-	1
AS in Emergency Management ³⁶	-	-	0	0	1	0	0	1	1	3
AS in Food & Beverage Management ³⁷	-	-	-	-	-	0	6	1	0	7
AS in Hospitality Industry Management ³⁸	2	1	5	2	3	4	-	-	-	17
AS in Hotel Operations & Management ³⁹	-	-	-	-	0	0	1	0	4	5
AS in Human Services ⁴⁰	-	-	-	-	-	-	-	-	0	0
AS in Marketing	4	3	0	2	2	2	1	6	3	23
AS in Medical Assisting	15	9	11	5	12	13	9	24	20	118
AS in Office Technology	4	0	1	3	3	3	1	2	3	20
AS in Pre-Architectural Drafting ⁴¹	-	-	-	-	0	0	0	0	2	2
AS in Sign Language Interpreting ⁴²	1	0	0	-	-	-	-	-	-	1

³⁴ Program replaced with AS in Automotive Service Technology in Fall of 2006.

³⁵ Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

³⁶ Program was adopted in April of 2007 and began in Fall of 2007.

³⁷ From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

³⁸ Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

³⁹ From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

⁴⁰ Program adopted in June 2014.

⁴¹ Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

⁴² Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

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 Supervision & Management	6	6	11	0	5	8	4	8	5	53
AS in Surveying Technology ⁴³	-	-	-	0	0	0	0	0	0	0
AS in Tourism & Travel Management ⁴⁴	-	-	-	-	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

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
CERT in Accounting ⁴⁵	0	0	6	0	1	0	-	-	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	1	1	5
CERT in Automotive Tech ⁴⁶	3	2	1	0	0	0	0	-	-	6
CERT in Computer Aided Design & Drafting ⁴⁷	-	-	-	-	0	0	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	0	3	13
CERT in Construction Technology	0	1	0	0	0	0	0	0	0	1
CERT in Cosmetology ⁴⁸	1	0	0	1	0	0	0	1	-	3
CERT in Criminal Justice	21	2	11	35	11	7	9	4	9	109
CERT in Early Childhood Education	4	3	2	3	3	27	1	1	4	48
CERT in Education	0	0	2	8	2	1	1	1	2	17
CERT in Emergency Management ⁴⁹	-	-	0	0	0	0	0	0	0	0
CERT in Family Services	-	-	-	-	-	-	-	0	1	1
CERT in Fire Science	0	0	0	0	0	26	0	0	0	26
CERT in Medical Assisting	16	10	14	6	9	13	8	1	21	98
CERT in Medium/Heavy Truck Diesel Technology ⁵⁰	-	-	-	0	0	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	1	0	0	1	5
CERT in Practical Nursing	14	0	14	19	32	34	20	18	17	168
CERT in Pre-Nursing	0	0	0	0	0	0	3	10	14	27
CERT in Sign Language Interpreting ⁵¹	0	0	0	0	0	1	-	-	-	1

⁴³ Program adopted in April of 2009.

⁴⁴ From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

⁴⁵ Program archived in May of 2006; however, one student remains continuously enrolled.

⁴⁶ Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.

⁴⁷ Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.

⁴⁸ Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.

⁴⁹ Program adopted in April of 2007 and began in Fall of 2007.

⁵⁰ Program adopted in July of 2009.

⁵¹ Program archived in September of 2008; however, one student remains continuously enrolled.

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
CERT in Supervision & Management	0	0	1	0	0	0	0	0	2	3
CERT in Surveying Technology ⁵²	-	-	-	0	0	0	0	0	0	0
CERT in Systems Technology ⁵³	0	0	0	0	-	-	0	-	-	0
Certificate Grand Total	65	21	53	73	59	112	43	37	75	538

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, 8 & 9.

Student Success Initiatives

Project Win-Win

Two projects initiated by the Student Success Coordinator, in consultation with the Registrar, Deans, and the Assistant Director for AIER, are the Completion-Retention Project Pilot Group (45 GPA credits earned or more as of AY13-14; GPA 2.0 or better & declared in a program whose department is one of the two with the most students represented in the data) and the WinWin Retention Project Pilot Group (Student is identified as a stop-out student; Educational plan is based on 2014-2015 GCC catalog; Degree - 45 or more GPA credits (cumulative) earned as of Spring 2014, or Certificate - 20 or more GPA credits (cumulative) earned as of Spring 2014; GPA 2.0 or better). The project focused on the Hospitality, Computer Networking, and Education/ECE programs. The goal was to identify those students who had 10 or less courses remaining, and to further break it down by general education and technical/related technical courses. The Student Success Coordinator completed the degree plans for the students identified and a report was sent electronically to the Deans and department chairpersons and hard copies of the student degree plans were given directly to the department chairpersons.

Career Pathways

During this reporting period, the Student Success Coordinator took the lead to contact GCC's 2013-2014 graduates via email and personal telephone calls to gather employment specific data. The data was collected and entered into the College's Banner system and a final report was prepared and posted by the AIER office. As required by Guam Public Law 32-181, also known as the Fiscal Year 2015 Budget Act, GCC is required to report graduate employment statistics to the Guam Legislature by June 30th or each year. The Graduate Employment Report for the Class of 2014 (Appendix J) includes the following data tables for the 2013-2014 graduates: Total Graduates by Degree Program, Graduate Career Pathways, Graduates by Ethnicity and Gender, Graduate Salary Ranges, and the Alignment of Graduate Career Pathway with Current Employment Occupation including further aggregation based on those that are aligned and those that are not aligned.

When conducting program review, it is important to bear in mind that implementation dates may vary between programs. In general, programs offered for several years have a higher completion rate than those offered for a few years. Additionally, the number of completers can vary by program based on program enrollment. Of the fourteen associate degree programs continuously offered by the College, the five (5) programs with the greatest number of completers over the nine-year period are AS in Early Childhood (124), AS in Medical Assisting (118), AS in Criminal Justice (110), AA in Education (98), and AS in Accounting (68). Of the fourteen (14) associate degree programs continuously offered by the College, the

⁵² Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.

⁵³ Program archived in April of 2009.

five (5) with the least number of completers are AS in Automotive Service Technology⁵⁴ (19), AS in Office Technology (20), AS in Computer Networking (22), AS in Marketing (23), and AS in Visual Communications (37). It is possible that completion numbers have been impacted by course prerequisites that have been added throughout the years. These prerequisites are now being strictly enforced by the Admissions and Registration Office. The College revised its process over the past couple of years to allow only department chairpersons to override a course prerequisite.

As for certificate programs, of the eleven (11) certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (168), Criminal Justice (109), Medical Assisting (98), Early Childhood Education (48), and Fire Science⁵⁵ (26). The five (5) with the least number of completers are Construction Technology (1), Supervision and Management (3), Office Technology (5), Automotive Service Technology (5), and Computer Science (13). Enrollment in these programs has been relatively low over the past nine (9) years. Completions are consequently affected by this trend. Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

Workforce Advisory Committees serve as an important link to industry as a valuable feedback tool for improving courses and programs in line with industry standards and requirements. The following section presents statistics on department meetings with industry partners through these workforce advisory committees in an effort to improve programs and keep them current with the changing times.

Workforce Advisory Committee Meetings

An important factor in program success is dialogue between industry representatives and program faculty. As guided by the Workforce Advisory Committee Handbook (Appendix K) published by the Dean's Office of the College, departments are encouraged to maintain an open dialogue with industry professionals and the island's industries. The exchange of ideas is essential for program currency and improvement. In fall 2014, of the eight (8) departments required to submit workforce advisory committee meeting minutes to AIER, three (3) submitted minutes (38%) including the following departments: Criminal Justice and Social Science, Education, and Automotive Technology. In spring 2015, two (2) departments submitted minutes (25%), Tourism and Hospitality Department and the Automotive Technology Department. The following departments did not submit workforce advisory committee meeting minutes to AIER in the fall 2014 semester: Nursing and Allied Health, Construction Trades, Business and Visual Communications, Technology, and Tourism and Hospitality. The following departments did not submit workforce advisory committee meeting minutes to AIER in the spring 2015 semester: Nursing and Allied Health, Construction Trades, Criminal Justice and Social Science, Education, Business and Visual Communications, and Technology. Departments should commit to the importance of industry feedback through workforce advisory committee meetings each semester and minutes should be documented and posted online on MyGCC. The tables on the next page reflect the commitment of various departments to this requirement.

⁵⁴ AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.

⁵⁵The Fire Science Technology program provides basic training for recruits from the Guam Fire Department and other Pacific Basin fire departments. There was a fire cycle offered in AY2010-2011.

Table 10: Workforce Advisory Committee Meetings by Program (AY2014-2015)
Meeting Minutes Matrix

Fall 2014 (Aug. 2014 – Dec. 2014)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department <ul style="list-style-type: none"> • Adult Education Program (Adult High School Diploma) • Adult Education Program (Basic Skills) • Adult Education Program (English as a Second Language) • High School Equivalency Diploma 	TPS (4)	Not required to provide Workforce Advisory Committee minutes (not included in the commitment rates)
2. Criminal Justice & Social Science Department <ul style="list-style-type: none"> • Criminal Justice Certificate • Criminal Justice AS • Emergency Management Certificate • Emergency Management AS • Fire Science Technology Certificate • Human Services AS 	TPS (6)	<ul style="list-style-type: none"> • Criminal Justice Certificate (10/22/2014) • Criminal Justice AS (10/22/2014) • Emergency Management Certificate(10/22/2014) • Emergency Management AS(10/22/2014) • Fire Science Technology Certificate(10/22/2014) • Human Services AS (10/21/2014)
3. Education Department <ul style="list-style-type: none"> • Early Childhood Education Certificate • Early Childhood Education AS • Early Childhood Education Secondary • Education Certificate • Education AA • Family Services Certificate 	TPS (6)	<ul style="list-style-type: none"> • Early Childhood Education AS (12/4/2014) • Early Childhood Education Secondary (12/4/2014) • Early Childhood Education Certificate (12/4/2014) • Education AA (12/4/2014) • Education Certificate (12/4/2014)
4. Automotive Technology Department <ul style="list-style-type: none"> • Automotive (Collision Repair & Refinishing Technology Secondary) • Automotive Services Technology Certificate • Automotive Services Technology AS • Automotive Services Technology Secondary • Medium/Heavy Truck Diesel Technology Certificate 	TPS (5)	<ul style="list-style-type: none"> • Automotive (Collision Repair & Refinishing Technology Secondary) (12/11/2014) • Automotive Services Technology Certificate (12/11/2014) • Automotive Services Technology AS (12/11/2014) • Automotive Services Technology Secondary (12/11/2014) • Medium/Heavy Truck Diesel Technology Certificate (12/11/2014)

Spring 2015 (Jan 2015 – May 2015)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department <ul style="list-style-type: none"> • Adult Education Program (Adult High School Diploma) • Adult Education Program (Basic Skills) • Adult Education Program (English as a Second Language) 	TPS (4)	Not required to provide Workforce Advisory Committee Minutes (not included in the commitment rates)

Spring 2015 (Jan 2015 – May 2015)		
Department/Program	School	Program Meeting/Minutes Dated
<ul style="list-style-type: none"> • GED® 		
2. Tourism & Hospitality Department <ul style="list-style-type: none"> • Culinary AA • Food & Beverage Management AS • Hotel Operations & Management AS • Lodging Management Secondary • ProStart Secondary Program • Tourism & Travel Management AS 	TPS (6)	<ul style="list-style-type: none"> • Culinary AA (3/19/2015) • Food & Beverage Management AS (3/19/2015) • Hotel Operations & Management AS (3/19/2015) • Lodging Management Secondary (3/19/2015) • ProStart Secondary Program (3/19/2015) • Tourism & Travel Management AS (3/19/2015)
3. Automotive Technology Department <ul style="list-style-type: none"> • Auto Body Secondary Program • Automotive Services Technology Certificate • Automotive Service Technology AS • Automotive Services Technology Secondary • Medium/Heavy Truck Diesel AS 	TPS (5)	<ul style="list-style-type: none"> • Auto Body Secondary Program (4/28/2015) • Automotive Services Technology Certificate (4/28/2015) • Automotive Service Technology AS (4/28/2015) • Automotive Services Technology Secondary (4/28/2015) • Medium/Heavy Truck Diesel AS (4/28/2015)

Through an analysis of the minutes submitted to AIER during this reporting period, key discussions indicate the value of these meetings. Discussions of new programs/degrees, expectations of graduates using national standards, need for “hands-on” experience before transitioning into the workforce, discussion on department strategic plans, community needs, gaps in industry workforce, and other relevant information departments may use in program planning.

Recommendations for improvement include the identification of a regular funding source for hosting workforce advisory committee meetings so that refreshments and other meeting incentives may be offered as a token of the College’s appreciation for their expert feedback and valuable time. Additionally, departments should provide actionable-data to meeting participants such as program outlook, job placement data, and College initiatives designed to help students graduate with the knowledge and skills to succeed in a global economy.

Updated curriculum is an important factor in ensuring that programs are current and meets the ever changing demands of industry to prepare students for the workforce. The following section provides information on the currency of technical, related technical, related general education and technical elective course requirements.

Curriculum Revision Activities

In order to ensure the quality of a program, it is important that the courses required for the program be regularly updated to coincide with the skills required in the workplace. Input from workforce advisory

committees helps to guide curriculum revisions at both the program and course level. The Summary of Program and Course Review Audit by Department for Academic Year 2014-2015 table, found on Appendix C, contains an audit of courses for academic year 2014-2015. The table provides information on the currency of technical, related technical, related general education and technical electives and departmental course curriculum based on the College's requirement that all course guides be reviewed every five years to be current with industry and national standards for the various programs offered by the College.

The College's Curriculum Manual provides additional details on curriculum processes and procedures. Additionally, the College adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. Specifically, the recommendation in the 14th AIAR stated, "The Learning Outcomes Committee should work directly with the Committee on College Assessment to ensure curriculum currency with the five year curriculum rule and align those updates with the semester-specific assessment requirements for all instructional programs of the College."

The summary table reveals that out of the twenty-one (21) associate programs offered by the College in academic year 2014-2015, nine programs (43%) have program guides with dates over five (5) years old. It also reveals that out of the sixteen (16) certificate programs offered by the College in the same timeframe, nine programs (56%) have program guides with dates over five (5) years old. As for the GCC Career and Technical Education Secondary Programs, the summary table reveals that out of the ten (10) secondary CTE programs, six secondary programs (60%) have program guides with dates beyond the five (5) year rule as detailed in the College's Curriculum Manual.

The summary table reveals that out of the sixteen (16) certificate programs offered by the College and the twenty-one (21) associate degree programs in academic year 2014-2015, thirty-six programs had courses that were five (5) years old and older.

Of the ten (10) secondary CTE programs offered by GCC, five (5) programs (50%) do not have any course that is five (5) years old and older. These programs are: Health Careers and Science Secondary, Early Childhood Education Secondary, Marketing Secondary, Lodging Management Program Secondary, and ProStart Secondary.

As for the Continuing Education and Workforce Development (CEWD) offered courses, the summary table reveals that out of the one hundred and thirty-four (134) CEWD-offered courses, twenty-four courses (18%) have course guides with dates beyond the College's five (5) year rule.

For a program to be current, the general education requirements, technical requirements, and related general and technical requirements must all be current. This requires communication between departments since some courses required by a program may be under the oversight of another department. This dialogue should be part of the curriculum review process.

Success on the Walls

In line with the recommendations received in the annual IDEA Student Ratings of Instruction Survey Report, the Committee on College Assessment voted to support and encourage a campus-wide effort to motivate and inspire students and employees alike. The annual budget allocated to the annual assessment awards will be utilized to award the campus community every other year beginning with the 2014-2015

academic year through the Success on the Walls initiative. The idea was borrowed from University Business magazine, in partnership with Higher One, Models of Excellence national recognition program honoree in the Academic Success/Outcomes program category in the August 2015 edition of University Business.

The Fall 2014 IDEA Student Ratings of Instruction Survey Report provides several recommendations, namely: (1) In an effort to enhance improvements in teaching methods, styles, and student learning, instructors should inspire students to set and achieve goals which really challenge them; (2) In an effort to encourage a structured classroom experience, faculty should schedule course work (e.g. class activities, tests, projects) in ways that encourage students to stay up to date in their work; (3) In an effort to enhance critical thinking and student learning, involve students in “hands on” projects such as research, case studies, or “real life” activities; and, (4) Give projects, tests, or assignments that require original or creative thinking.

Part IV. Closing the Loop

What is *closing the loop*? It is the last phase in the assessment cycle where assessment data is turned back into program/course improvements. *Closing the loop* is important because it informs program review, planning, and budgeting; improves teaching and learning; promotes continuous improvement; strengthens programs; promotes collegiality; and enhances retention and graduation rates.

Based on GCC’s two-year assessment schedule, for AY 2014-2015, Group A programs (Associate Degree) were required to enter their new program-level and course-level assessment plans and data collections to start their new Fall 2014 through Spring 2015 assessment cycle. Group B programs (Certificate) were required to enter their program and course-level data collections and assessment reports for the Spring 2014 thru Fall 2015 assessment cycle. Group C programs (Administrative and Student Services) were required to enter their unit assessment reports and implementation status to close the loop on the Fall 2013 thru Spring 2015 assessment cycle. Specifically they had to enter their assessment results and indicate how the results will be used to improve their particular units. They also had to report on their implementation status in TracDat. Group D (Special Programs) was required to enter their program and course-level data collections and assessment reports for the Spring 2014 thru Fall 2015 assessment cycle. The *closing the loop* information for AY2014-2015 is demonstrated by the results of assessments completed by Group C as summarized below.

The results of assessment show how individual departments and programs closed the loop during academic year 2014-2015. Of the twenty-six (26) assessment units under Group C, 100% of these assessment units completed their administrative unit-level and student services-level assessment cycles and closed the assessment loop. The twenty-six (26) assessment units include: Academic Technologies, Accommodative Services, Admissions & Registration Office, Apprenticeship Training Program, Assessment & Counseling, Board of Trustees/Foundation Board, Business Office, Center for Student Involvement, College Access Challenge Grant Program, Communications & Promotions Office, Continuing Education & Workforce Development, Development & Alumni Relations, Environmental Health & Safety, Facilities, Health Services Center, Human Resources Office, Learning Resources Center, Management Information Systems Office, Materials Management, Office of the President, Planning & Development Office, Project AIM/TRiO, Student Financial Aid, Student Support Services, Sustainability Office, and WorkKeys.

Of the twenty-one (21) assessment units under Group A, only one assessment unit completed its program-level and course-level assessment cycle: the Associate of Arts in Liberal Studies. The remaining twenty (20) assessment units initiated their annual curriculum reviews for programs and courses including: Culinary Arts AA, Education AA and Certificate, Accounting AS, Automotive Service Technology AS and Certificate, Civil Engineering Technology AS, Computer Networking AS, Computer Science AS and Certificate, Criminal Justice AS and Certificate, Early Childhood Education AS and Certificate, Emergency Management AS and Certificate, Food & Beverage Management AS, Hotel Operations & Management AS, Marketing AS, Medical Assisting AS and Certificate, Office Technology AS and Certificate, Pre-Architectural Drafting AS, Supervision & Management AS and Certificate, Surveying Technology AS and Certificate, Tourism & Travel Management AS, and Visual Communications AS.

Of these assessment units that closed the loop, recommendations for improvement based on assessment results include (1) a refinement in business processes, (2) use of results to refine the assessment method or implement new assessment methods, (3) increased number of full time faculty, (4) establish further articulation agreements, (5) hire more tutors, (6) utilize computer software to enhance course delivery, (7) draft legislative proposals, and (8) implement changes in course guides. As for courses, reported improvements include (1) changes in instructional emphasis for faculty, (2) use of results to refine the assessment method or to implement new assessment methods, and (3) changes in course guide after review.

The effectiveness in implementation of the improvements based on assessment is integrated into the unit assessment cycle through the linking of prior assessment results into current assessment results. Assessment authors are required to input a historical assessment perspective narrative into the next assessment plan and link assessment plans with prior assessment results and recommendations. The TracDat data management tool provides assessment authors with this capability.

All the assessment information reported in this report was harvested from TracDat. For an assessment data management tool, it does have a reporting feature that provides useful information for program review, planning, and decision-making.

Part V. Actionable Plans for Improvement

The following recommendations are made based on a review of assessment and program review activities reported for academic year 2014-2015 and include similar recommendations from the 14th AIAR:

- The Committee on College Assessment and the Office of Assessment, Institutional Effectiveness & Research should continue to hold one-on-one or dedicated workshops to focus on improving the assessment rates of CEWD-offered courses.
- The Committee on College Assessment should work with department assessment authors through dedicated workshops during the Annual Assessment Leadership Summit and guide discussions with respective faculty/staff to discuss assessment plans and reports in order to increase “buy in” of assessment processes.
- Seasoned assessment authors should mentor individuals who are new to the assessment process and new to the GCC culture in order to maintain the pulse of the college’s assessment momentum.
- Department chairs should continue to work collaboratively with workforce advisory committees to identify ways to improve programs and ensure that workforce advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.

- Deans/Academic department chairs, along with counselors, should continue to review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements. Department chairs should continue to review and update their curriculum documents to ensure the currency of their courses and programs.
- Department chairs should communicate with other departments regarding general education requirements, technical requirements, and related general and technical requirements necessary for each of their programs in order to ensure the currency of all program-required courses. This dialogue must be included as part of the curriculum review process.

Appendix A
Assessment Taxonomy for
(AY 2014-2015)

GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2014-2015

GROUP A Associate Degree Programs

Accounting AS Automotive Service Technology AS & Certificate Civil Engineering Technology AS Computer Networking AS Computer Science AS & Certificate Criminal Justice AS & Certificate Culinary Arts AA Early Childhood Education AS & Certificate Education AA & Certificate Food & Beverage Management AS Hotel Operations & Management AS	Human Services AS Interdisciplinary Arts and Sciences AA Marketing AS Medical Assisting AS & Certificate Office Technology AS & Certificate Pre-Architectural Drafting AS Supervision & Management AS & Certificate Surveying Technology AS & Certificate Tourism & Travel Management AS Visual Communications AS
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GROUP B Certificate Programs

Computer Aided Design & Drafting Certificate Construction Technology Certificate Family Services Certificate Fire Science Technology Certificate Medium/Heavy Truck Diesel Technology Certificate	Practical Nursing Certificate
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GROUP C Administrative & Student Services Units

Academic Technologies* Accommodative Services Admissions & Registration Office Apprenticeship Training Program Assessment & Counseling Board of Trustees + Business Office* Center for Civic Engagement Center for Student Involvement College Access Challenge Grant Program Communications & Promotions Office Continuing Education & Workforce Development Development & Alumni Relations Office Environmental Health & Safety*	Facilities Foundation Board + Health Services Center Human Resources Office* Learning Resources Center Management Information Systems Office* Materials Management* Office of the President + Peace Officer Standards and Training (P.O.S.T.) Planning & Development Office Project AIM/TRiO Student Financial Aid* Student Support Services Work Keys
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*Units under Finance & Administration are due November 5th and April 1st of every year.

+These administrative units do not follow the standardized assessment schedule. They report every other year.

GROUP D Special Programs

(All federally funded instructional programs, general education, developmental courses, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult High School Diploma Program (AHS)	Technology Department Courses (CS, EE, OA, PV, RE)
Adult Basic Education (ABE)	Tourism & Hospitality Department Courses (CH, CI, HS, JA, KE)
Allied Health (Introduction to Health Occupations) (Secondary)	Tourism (Lodging Management Program) (Secondary)
Automotive (Automotive Service Technology) (Secondary)	Tourism (ProStart) (Secondary)
Automotive (Collision Repair & Refinishing Technology) (Secondary)	Visual Communications (Secondary)
Automotive Service Technology Department Courses	Work Experience (Secondary)
Business Department Courses (AC, MK, SM, VC)	
Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	
Construction Trades (Carpentry & AutoCAD) (Secondary)	
Early Childhood Education (Secondary)	
Education/Cosmetology Department Courses (ASL, CD, ED, CM)	
Electronics-Computer Networking (Secondary)	
English Department (EN,TH) Courses	
General Education Development Test Program (GED)	
Health Career & Science (Secondary)	
Marketing (Secondary)	
Math & Science Department Courses (MA, SI)	
Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	
Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY SO, SS)	

Appendix B

GCC's Two-Year Assessment Cycle Schedule

Effective Fall 2014

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

EFFECTIVE FALL 2014

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
FALL 2014	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: October 13, 2014	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 13, 2014	Admin/Student Services Unit AUO/SSUO Assessment Report Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab DEADLINE: October 13, 2014	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 13, 2014
SPRING 2015	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 9, 2015	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: March 9, 2015	Admin/Student Services Unit AUO/SSUO Implementation Status Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 9, 2015	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 9, 2015
FALL 2015	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 12, 2015	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 12, 2015	Admin/Student Services Unit AUO/SSUO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and each Sub-tab and enter data in each field/box for the new cycle DEADLINE: October 12, 2015	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 12, 2015
SPRING 2016	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 14, 2016	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 14, 2016	Admin/Student Services Unit AUO/SSUO Data Collection Status Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 14, 2016	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: March 14, 2016

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

Appendix C

Summary of Program and Course Review Audit

By Department

(AY 2014-2015)

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁵⁶	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Adult Education	Adult High School Diploma (AHS)	4/15/2013	15 ⁵⁷	3	20%
	Adult Basic Education (ABE)	Course-specific	CEWD ⁵⁸		
	English-as-a-Second Language (ESL)	Course-specific	CEWD ⁵⁹		

**In a memo transmitted to the Committee on College Assessment (CCA) dated February 17, 2014, the Program Specialist assigned to the Adult Education Office indicated that the Adult High School Diploma Program, the Adult Basic Education, and the English as a Second Language programs were undergoing program and course revisions to incorporate College & Career Readiness Standards and Common Core State Standards. The CCA approved the request to extend assessment requirements for these programs to the official curriculum revisions approval dates due to the extensive changes proposed for these programs.*

⁵⁶ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

⁵⁷ The courses required for the Adult High School Diploma Program are maintained by other departments of the College and are included under each department's course statistics found within this appendix.

⁵⁸ Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

⁵⁹ Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁶⁰	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Business	Business Department Courses (AC, MK, SM, VC)	Course-specific	11	8	73%
	Accounting AS	3/27/2007	7	5	71%
	Marketing AS	3/27/2007	7	7	100%
	Marketing Secondary	4/21/2010	5	0	0%
	Supervision & Management AS	4/20/2007	8	8	100%
	Supervision & Management Certificate	5/19/2004	6	6	100%
	Visual Communications AS	3/5/2007	9	8	89%
	Visual Communications Secondary	9/25/2006	4	4	100%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				46	81%
Total Department-owned Courses				57	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				7	100%
Total Department-owned Programs				7	

⁶⁰ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁶¹	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades	Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Course-specific	20	19	95%
	Civil Engineering Technology AS	1/3/2012	6	2	33%
	Computer Aided Design & Drafting Certificate	3/30/2015	7	6	86%
	Construction Technology Certificate	3/18/2009	19	19	100%
	Construction Trades (Carpentry & AutoCAD) Secondary	4/29/2010	4	4	100%
	Pre-Architectural Drafting AS	5/13/2015	8	7	88%
	Surveying Technology AS	4/1/2009	11	10	91%
	Surveying Technology Certificate	3/31/2009	7	6	86%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				73	89%
Total Department-owned Courses				82	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				4	57%
Total Department-owned Programs				7	

⁶¹ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Continuing Education & Workforce Development	CEWD Department Courses ⁶²	Course-specific	134	24	18%

⁶² Effective Spring 2014, the Office of Continuing Education and Workforce Development incorporated the assessment of all courses offered through the CEWD office. In partnership with the Office of Assessment, Institutional Effectiveness & Research, CEWD-offered courses and workshops have been created in the College's TracDat assessment management system and the regular monitoring of assessment commitment now includes these courses.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁶³	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Education/ Cosmetology	Education/Cosmetology Department Courses (ASL, CD, ED, CM)	Course-specific	12	4	33%
	Early Childhood Education AS	4/15/2013	9	2	22%
	Early Childhood Education Certificate	1/03/2012	6	1	17%
	Early Childhood Education Secondary	4/15/2013	5	0	0%
	Education AA	3/30/2015	5	1	20%
	Education Certificate	12/05/2011	5	1	20%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				9	21%
Total Department-owned Courses				42	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				0	Compliant
Total Department-owned Programs				5	

⁶³ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program’s Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁶⁴	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
English	English Department Courses	Course-specific	9	1	11%
	Interdisciplinary Arts & Sciences, A.A.	2/25/2015	21	7	33%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				1	7%
Total Department-owned Courses				14	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				0	Compliant
Total Department-owned Programs				1	

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁶⁵	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Math and Science	Math and Science Department Courses (MA, SI)	Course-specific	31	4	13%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				4	13%
Total Department-owned Courses				31	

⁶⁴ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

⁶⁵ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program’s Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁶⁶	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Nursing and Allied Health	Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	Course-specific	14	10	71%
	Health Careers and Science (formerly Introduction to Health Occupations) Secondary	4/15/2013	4	0	0%
	Medical Assisting AS	5/14/2015	13	12	92%
	Medical Assisting Certificate	9/20/2005	10	9	90%
	Practical Nursing Certificate	3/17/2012	8	5	63%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				36	73%
Total Department-owned Courses				49	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	40%
Total Department-owned Programs				5	

⁶⁶ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program’s Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁶⁷	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Social Science/Criminal Justice	Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS)	Course- specific	23	16	70%
	Criminal Justice AS	12/24/2009	13	5	38%
	Criminal Justice Certificate	3/13/2013	10	6	60%
	Emergency Management AS ⁶⁸	4/25/2007	27	0	0%
	Emergency Management Certificate ⁶⁹	4/19/2007	27	0	0%
	Family Services Certificate	2/28/2013	5	0	0%
	Fire Science Technology Certificate	9/07/2010	6	4	67%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				31	54%
Total Department-owned Courses				57	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	50%
Total Department-owned Programs				4	

⁶⁷ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

⁶⁸ Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

⁶⁹ Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁷⁰	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Technology*	Technology Department Courses (CS, EE, OA, PV, RE)	Course-specific	12	3	25%
	Computer Networking AS	6/23/2015	12	9	75%
	Computer Science AS	6/23/2015	11	5	45%
	Computer Science Certificate	3/03/2003	4	3	75%
	Electronics & Computer Networking Secondary	9/29/2008	6	4	67%
	Office Technology AS	6/30/2015	10	2	20%
	Office Technology Certificate	6/22/2015	7	1	14%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				27	44%
Total Department-owned Courses				62	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	33%
Total Department-owned Programs				6	

⁷⁰ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁷¹	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality	Tourism and Hospitality Department Courses (CH, CI, HS, JA, KE)	Course-specific	14	4	29%
	Culinary Arts AA	4/15/2013	12	0	0%
	Food & Beverage Management AS	5/13/2013	6	1	17%
	Hotel Operations & Management AS	5/10/2010	7	4	57%
	Lodging Management Secondary	5/12/2014	3	0	0%
	ProStart Secondary Program	5/28/2012	3	0	0%
	Tourism & Travel Management AS	3/29/2010	6	5	83%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				14	27%
Total Department-owned Courses				51	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	33%
Total Department-owned Programs				6	

⁷¹ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ⁷²	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Transportation	Transportation Department Courses (AST, ME, MHT)	Course-specific	4	4	100%
	Automotive Service Technology Secondary (Collision Repair & Refinishing Technology)	2/17/2011	4	4	100%
	Automotive Services Technology AS	6/6/2015	18	18	100%
	Automotive Service Technology Certificate	4/6/2006	18	18	100%
	Automotive Services Technology Secondary	3/10/2009	6	6	100%
	Medium/Heavy Truck Diesel Technology Certificate	7/19/2009	12	2	17%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				34	77%
Total Department-owned Courses				44	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				3	60%
Total Department-owned Programs				5	

⁷² Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Appendix D

Annual Curriculum Review Cycle Schedule

Fall 2014

GCC's ANNUAL CURRICULUM REVIEW CYCLE SCHEDULE

EFFECTIVE FALL 2014

	Associate Degree W	Certificate Programs X	Secondary Programs Y	Department Courses Z
FALL 2014	Program (10 of 21 as of July 2014) <ul style="list-style-type: none"> • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs DEADLINE: October 13, 2014			Course (126/205) <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: October 13, 2014
SPRING 2015	Course (126/205) <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: March 9, 2015	Program (9 of 17) <ul style="list-style-type: none"> • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs DEADLINE: March 9, 2015		
FALL 2015		Course (33 of 55) <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: October 12, 2015	Program (4 of 10) <ul style="list-style-type: none"> • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs DEADLINE: October 12, 2015	
SPRING 2016			Course (21 of 42) <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: March 14, 2016	

***DEADLINE:** The date that the Learning Outcomes Committee (LOC) should receive the curriculum changes for review.

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

ACCJC/WASC ACCREDITATION SITE VISIT: MARCH 2018

GCC's ANNUAL CURRICULUM REVIEW CYCLE SCHEDULE

EFFECTIVE FALL 2014

	Associate Degree W	Certificate Programs X	Secondary Programs Y	Department Courses Z
FALL 2016	Program <ul style="list-style-type: none"> • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs DEADLINE: October 10, 2016			Course <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: October 10, 2016
SPRING 2017	Course <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: March 13, 2017	Program <ul style="list-style-type: none"> • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs DEADLINE: March 13, 2017		
FALL 2017		Course <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: October 16, 2017	Program <ul style="list-style-type: none"> • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs DEADLINE: October 16, 2017	
SPRING 2018			Course <ul style="list-style-type: none"> • Course Adoption • Course Substantive Revision • Non-Substantive Revision DEADLINE: March 12, 2018	

***DEADLINE:** The date that the Learning Outcomes Committee (LOC) should receive the curriculum changes for review.

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

ACCJC/WASC ACCREDITATION SITE VISIT: MARCH 2018

Appendix E

GCC's Annual Assessment Leadership Summit

Fall 2014

Assessment Leadership Summit

Friday, September 19, 2014

Guam Community College-Committee on College Assessment (CCA)

Student Learning Outcomes (SLO) Workshop:

Where: D-Wing , D9
Presenter(s): Dr. Liz Diego, CCA
Morning Session: 9 a.m. – 10 a.m.
Afternoon Session 2 p.m. – 3 p.m.

Assessment and TracDat for Beginners:

Where: D-Wing, D8
Presenter(s): Marlena Montague, Peter Roberto, & Katsuyoshi Uchima, CCA
Morning Session: 9 a.m. – 10 a.m.
Afternoon Session: 2 p.m. – 3 p.m.

Frequently Asked Questions and TracDat Hands-On Working Session:

Where: D-Wing, D2 & D3
Facilitators: Peter Roberto, Katsuyoshi Uchima, Inez Bukikosa & Joe Benavente, CCA
Morning Session: 10 a.m. – 11:00 a.m.
Afternoon Session: 3 p.m. – 4 p.m.

Budget and your Assessment:

Where: D-Wing, D2
Presenter(s): VP Carmen K. Santos, CCA
Session 1: 1 p.m. – 2 p.m.
Session 2: 2 p.m. – 3 p.m.

Winner Showcase:

Where: D-Wing, D9 & D10
Time: 9 a.m. thru 4 p.m.

ACCJC Basics Online Course

Where: D-Wing, D8
Facilitator: Zhaopei Teng, CCA
Time: 3 p.m. – 4 p.m.

Appendix F

Student Learning Outcomes (SLO) Handbook

AY 2014-2015



Student Learning Outcomes SLO

Handbook

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Overview of Outcomes Assessment

Higher education institutions in recent years have demonstrated their full commitment to the teaching and learning process by recognizing the importance of assessment. This entails documenting what and how much students are learning and utilizing this information to improve the educational experiences being offered.

As educators, we have been engaging in assessment at the most basic level when we articulate the main objectives of the course, check to see whether students achieved them, and use the results to improve our courses. Guam Community College is capitalizing on what we are already doing by instituting a systematic and formalized process, creating a culture in which institutional effectiveness and student learning are highly valued by the college community, and encouraging an organizational-wide culture of dialogue, assessment, reflection, and collective effort.

Student Learning Outcomes (SLOs) were first formally published at GCC in the Spring of 2009 in an effort to sustain improvement in teaching and learning. In conjunction with the Institutional Learning Outcomes (ILOs), SLOs serve an important role by guiding our programs to ensure alignment with industry standards, to establish a baseline of consistency in the quality of education that students receive, to stimulate dialogue, and to establish high expectations for all. By 2010, all programs had established SLOs. By the Fall of 2011, the Student Learning Outcomes and Curriculum Mapping Booklet was published.

It is critical that the review and revision of SLOs be a systematic and continuous process as clear articulation of learning outcomes provide a solid foundation for evaluating our effectiveness in the teaching and learning endeavor.

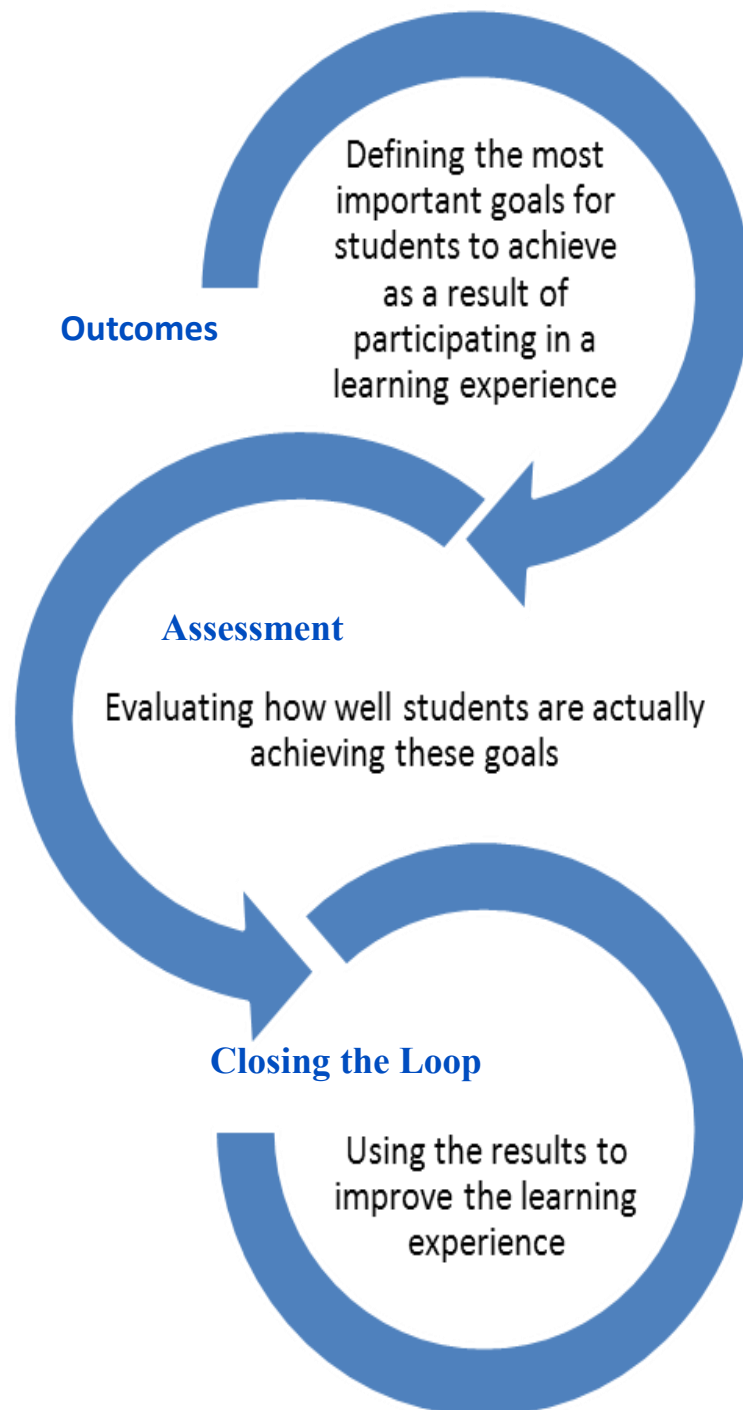
This handbook serves two main purposes:

- 1). To provide all members of our college community with a valuable resource tool
- 2). To provide consistent guidance for the SLO review and revision process.

*This section is extracted from and details may be found in the Assessment Handbook.

WHAT IS OUTCOMES ASSESSMENT?

Outcomes Assessment is the process of collecting information that will tell an organization whether the services, activities, or experiences it offers are having the desired impact. Otherwise stated, **is the organization making a difference in the lives of the individuals it serves?**



WHY ARE WE DOING ASSESSMENT?

While it is of utmost importance for our College to satisfy accreditation requirements, in all honesty, the question that we should be asking ourselves is to what extent is there genuine commitment in the ongoing process of identifying our strengths and weaknesses in our programs as reflected in student performance?

WHO BENEFITS FROM ASSESSMENT?

For **students**, outcomes will:

- ♦ Communicate clear expectations about what's important in a course or program
- ♦ Will enable students to articulate what it is they are learning and have learned
- ♦ Will help students to explain what they can do and what they know
- ♦ Inform them that they will be evaluated in a consistent and transparent way
- ♦ Allow them to make better decisions about programs based on outcomes results

For **faculty**, outcomes will:

- ♦ Help determine what's working and what's not in their courses or programs
- ♦ Provide feedback
- ♦ Facilitate valuable interdisciplinary and intercampus discussions
- ♦ Provide powerful evidence to justify needed resources to maintain or improve programs

For **administrators**, implementing outcomes will:

- ♦ Demonstrate an institutional commitment to continually improving the academic programs and services offered by the College.

WHAT OVERALL QUESTIONS SHOULD THE ASSESSMENT PROCESS & SLO ADDRESS?

1. What **knowledge, skills, abilities**, and **dispositions** should the **ideal** student graduating from our program demonstrate?
2. How **will** they be able to demonstrate these capacities?
3. How **well** does our **program** prepare students for careers, further education, or lifelong learning?
4. What **assessments** can we use to demonstrate growth in students' knowledge, skills, abilities, and dispositions as they progress through our program?

WHAT ARE THE TYPES OF ASSESSMENT?

There are basically two **types** of assessments:

1. **Program review**—examines issues pertaining to enrollment, retention, curriculum, graduation, placement, and satisfaction.
2. **Student learning outcomes**—describes what students are expected to learn as a result of participating in academic activities or experiences at the College. They focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed. **These are outcomes that we as educators should be most concerned with** and are the most challenging to measure, and may require a number of iterations before the data collected are deemed valid and reliable.

WHAT IS SO IMPORTANT ABOUT SLOs?

- ◆ Students who know what is expected of them with respect to their learning are provided a framework for maximum learning to occur and are thus, more successful.
- ◆ Faculty who have a deep grasp of what they want their students to learn are able to align their instructional activities to these outcomes.

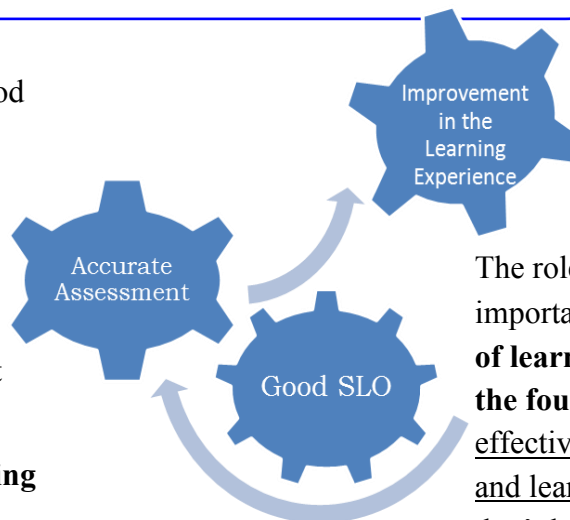
It is for these two reasons that **clearly articulated outcomes are critical to student learning**.

HOW IMPORTANT IS THE ROLE OF SLOs IN THE ASSESSMENT PROCESS?

The link between the assessment method and learning outcome must be logical. Too often, an assessment method is selected without giving serious consideration as to whether or not the method is appropriate.

Equally important in the process is that we ask ourselves the question:

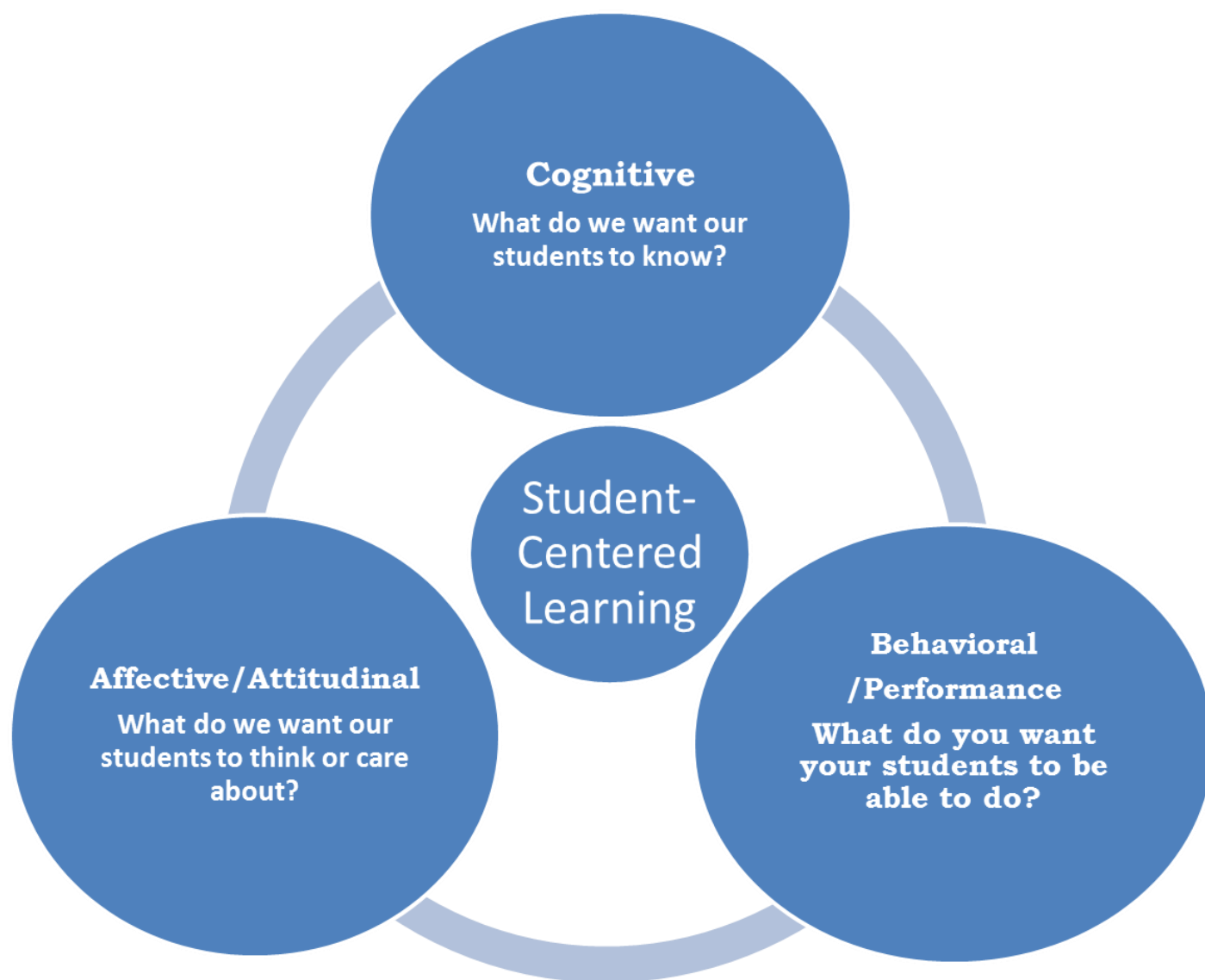
Is my assessment accurately measuring what it is intended to measure?



The role of the SLO is extremely important! **Clear articulation of learning outcomes serves as the foundation to evaluating the effectiveness of the teaching and learning process**. If you don't have a solid SLO, the rest of the process will be greatly affected.

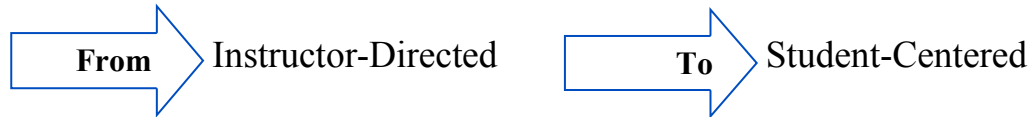
WHAT QUESTIONS SHOULD GUIDE US IN THE
REVIEW & DESIGN OF SLOS?

Three central questions that remain important in the review process and in the effective design of SLOs are:



WHAT SHOULD YOU FOCUS ON WHEN DESIGNING SLOs?

In general and perhaps the most important is that **good learning outcomes focus on what students can do** instead of the effort we put into teaching them.



Second, college-wide outcomes must be **essential to the courses's goal**; something that everyone teaching the course agrees is important. It is wise to avoid outcomes that are idiosyncratic or tied to a particular instructor's approach to a course.

Third, design outcomes that are **meaningful for faculty and students**. If you cannot explain *why* a certain outcome is important, it probably isn't very meaningful.

Lastly, outcomes often reflect a **range of thinking skills**, from low level identification to higher level application of knowledge or skills.

Good outcomes **can be measured** in some way; they communicate what student learning will be evaluated in the course. Often courses will have two levels of outcomes; some broader based outcomes which reflect higher order thinking skills and broad topics, and some more narrow, lower level thinking skills outcomes which are essential to reaching the broader outcomes.

When defining student learning outcomes to assess, it is tempting to take the easy route and think only in terms of learning outcomes that represent lower order skills because they will be simpler to evaluate. Instead, concentrate on the skills and knowledge which are essential for a student to be considered competent at the end of the semester. While some lower order types of learning outcomes may be essential to reaching higher level outcomes, make sure that you define a range of outcomes which reflect higher order, complex application tasks in addition to any essential supporting learning outcomes which may reflect lower order thinking skills.

WHAT IS CONSTRUCTIVE ALIGNMENT AND HOW DOES IT RELATE TO SLOs?

The curriculum should be designed in a way so that the teaching activities, learning activities, and assessment tasks are coordinated with the learning outcomes. This process is called ***constructive alignment***. Constructive refers to the type of learning and what the learner does. Alignment refers to what the teacher does. A good teaching system is characterized by the coordination of the method of teaching and assessment and learning activities that support student learning. The **basic tasks involved in constructive alignment** are:

1. **Clearly defining** the learning outcomes
2. **Selecting teaching and learning methods** that are likely to ensure that the learning outcomes are **achieved**.
3. **Assessing the student learning outcomes** and checking to see how well they match with what was intended.

The SLO PROCESS involves...

1. Developing Student Learning Outcomes

2. Determining
a plan to
assess

5. Utilizing data
to improve
learning

**Student
Learning**



4. Analyzing and interpreting data

3. Assessing what students learned

WHAT IS THE DIFFERENCE BETWEEN
PROGRAM AND COURSE LEVEL STUDENT
LEARNING OUTCOMES?

Program Student Learning Outcomes

At this level, **3 to 5 central goals** describe what the students will have attained by the end of the program

Characteristics of Student Learning Outcomes at the Program Level:

Encapsulates the knowledge, skills, and attitude that students are expected to learn from the program

Are the **broadest** goals for the program

Require higher order thinking skills (is a synthesis of distinct skills and specialized areas of content)

Are **evaluated or regularly updated** each academic year

Course Student Learning Outcomes

Characteristics of Student Learning Outcomes at the Course Level:

Are more **specific** and **identify the unique knowledge and skills** expected to be gained in a particular course

clearly relate to topics, assignments, and exams that are covered in the present course

Are **measurable**

Use action verbs

HOW DO WE KNOW THE SLO IS A GOOD ONE?

Two questions must be answered to make this determination.

You should be able to say **yes** to both otherwise, the SLO needs some more work:

1. Can it be measured?

2. Is learning being demonstrated?

Please keep in mind that writing SLOs is an on-going process which requires several iterations and collaboration.

COMMON EXAMPLES OF STUDENT LEARNING OUTCOMES THAT FAIL THE 2-QUESTION TEST

Examples that are **TOO general and DIFFICULT to measure**:

...will appreciate the benefits of learning a foreign language (too ambiguous; how would appreciation be measured?)

...will be able to access resources (too vague; how would the ability to access resources be measured?)

...will develop problem-solving skills (too general; how would development of problem-solving skills be measured and which ones?)

...will have confidence in their knowledge of the subject matter (too vague; what is being measured: level of confidence or knowledge of the subject matter? How would degree to which one has confidence determine the extent of their knowledge of the subject matter?)

...will demonstrate knowledge, skills, and attitudes (too broad; covers too many at once; which knowledge, skills, and attitudes will be measured?)

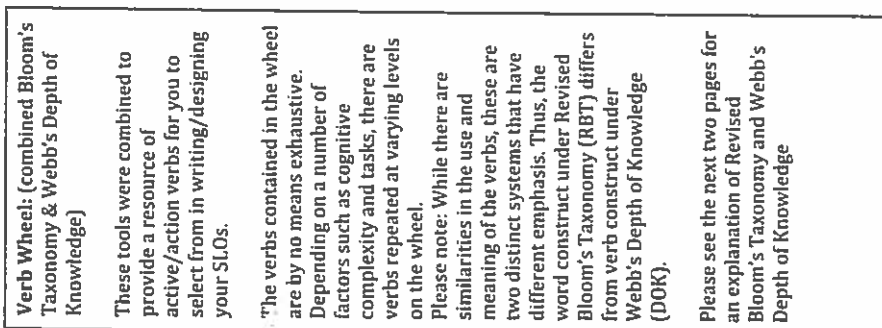
Examples that are **still general and hard to measure**:

...will value knowing a second language as a communication tool (how will value be measured?)

...will develop and apply effective problem-solving skills (too general—how is development of the skills defined and how will it be measured? Also, how will effectiveness be defined?)

...will demonstrate the ability to resolve problems (to what extent would one's demonstration show ability?)

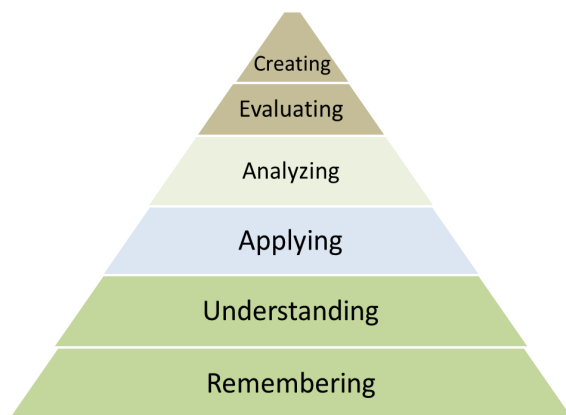
...will demonstrate critical thinking skills (too general; which critical thinking skills and how will these be measured?)



LEVELS OF THINKING IN BLOOM'S
TAXONOMY & WEBB'S DEPTH OF
KNOWLEDGE (DOK)

Revised Bloom's Taxonomy	Webb's Depth of Knowledge
Creating -Put elements together to form a coherent or functional whole; Reorganizing elements into a new pattern or structure through generating, planning, or producing	Level 4: Extended Thinking (Correlates to Bloom's 2 highest levels) -the most complex cognitive effort -students synthesize information from multiple sources, often over an extended period of time -requires investigation, complex reasoning, planning, developing, and thinking over an extended period of time.
Evaluating -Make judgments based on criteria and standards	
Analyzing -Break down material into component parts to explore understandings and relationships.	Level 3: Strategic Thinking -Thinking is more abstract -Students use planning and evidence -Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer (students must justify their choices)
Applying -Use learned material in new and concrete situations	Level 2: Skills and Concepts -Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps. - Student makes some decision(s) about his/her approach
Understanding -Grasp the meaning of material so that the knowledge can be reproduced or communicated	Level 1: Recall and Reproduction (Correlates to Bloom's 2 lowest levels) -does not require any cognitive effort beyond remembering the right response or formula
Remembering -Recall appropriate information	

Revised Bloom's Taxonomy (RBT) 2001



Main Distinction: Describes the type of thinking needed to interact with information during an activity

Bloom's Taxonomy of Learning

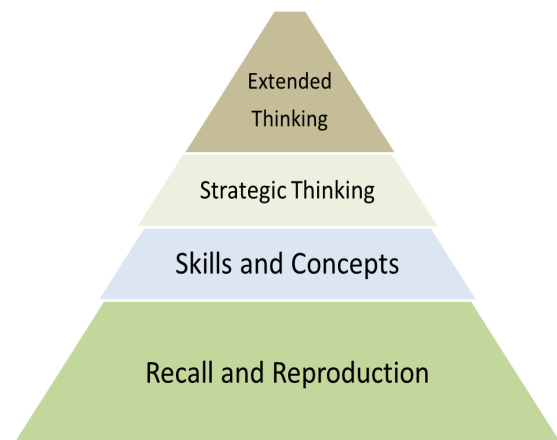
Bloom's taxonomy was originally published in 1956 under the leadership of educational Psychologist, Benjamin Bloom. The Taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of [assessments](#) (tests and other evaluations of student learning), [curriculum](#) (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

The most recent adaptation (referred to as Revised Bloom's Taxonomy [RBT] of Bloom's work released in 2001, came about as a result of the work of Krathwohl, an original member of Bloom's committee, and Anderson, a former student of Bloom. This latter group redefined Bloom's original concepts and considered many of his concerns and criticisms about the original taxonomy.

At first glance, rewordings from nouns to verbs, renaming some of the components, and repositioning are the obvious differences .

However, the major differences lie in the more useful and comprehensive additions of how the taxonomy intersects and acts upon the different types of

Webb's Depth of Knowledge (DOK) 2002



Categorizes the cognitive complexity of an activity.
Measures the degree to which the knowledge elicited from students on assessments is as complex as what students are expected to know.

Webb's Depth of Knowledge (DOK)

A scale developed in 1997 by Norman Webb that measures the level of cognitive demand (thinking). Released in 2002, Webb's Depth of Knowledge (DOK) model has these main components:

- the context in which the verb is used and the depth of thinking that is required to successfully complete a task
- Each grouping of tasks reflects a different cognitive expectation or depth of knowledge required to complete a task
- The DOK level should reflect the complexity of the thinking process demanded by the task as opposed to whether or not the task itself is difficult.

This tool was included because it is being utilized for Common Core

WHAT ARE THE PITFALLS TO BE AVOIDED WHEN WRITING SLOS?

⇒ The learning outcome does not follow department, division, or college goals

All learning outcomes should have meaning for you, your department, and the students participating in the programs or receiving services. This meaning should be derived from the specific goals of your department

⇒ The learning outcome includes words that are difficult or impossible to measure

*Avoid words or phrases that are too general, ambiguous, vague, and difficult to measure such as **know, understand, appreciate, value, become familiar, learn, realize, comprehend**). These words are usually associated with teaching objectives and not SLOs.*

*Utilize Bloom's Taxonomy & Webb's Depth of Knowledge for active /**action** verbs (Diagram can be found on pages 20 & 21 of this handbook). **Recommendation:** One active verb per learning outcome.*

⇒ The learning outcome includes too many skills in one statement

Have only one skill per statement. If multiple skills are included, the outcome becomes complex and difficult to measure

⇒ The learning outcome is written in a way that includes too many or all the possible things students can learn by participating in a learning activity

Focus on the key things you want students to learn as a result of the learning activity

⇒ The learning outcome is too broad

The challenge of a broad SLO is that there is no discernible knowledge or skills that are identified

For example: 80% of the students will successfully pass the course as reflected in a "C" grade or higher

⇒ The learning outcome joins too many elements (is a bundled statement)

*Example: Engineering students will demonstrate knowledge of math, science, and engineering fundamentals, and gain competency in basic skills in writing reports, **communicating** research ideas and **make** oral presentations.*

One challenge of this SLO is that too many skills need to be assessed which most likely will also require different assessment methods.

⇒ The learning outcome is actually not a learning outcome

WHAT IS SO IMPORTANT ABOUT USING ACTIVE/ACTION VERBS IN SLOS?

The **learner's performance** should be **observable** and **measurable**. The use of active/action verbs in an SLO will facilitate the teaching and learning process much more effectively because action verbs result in **overt behavior that can be observed and measured**.

COMMON ERRORS FOUND IN SLOS

Words to Avoid:

Comprehend

Learn

Realize

Hear

Believe

Value

Know

Understand

Develop

Appreciate

Experience

Perceive

Feel

Phrases to Avoid:

become aware of

will be able to develop

become acquainted with

will demonstrate the ability to

will appreciate

will value

Be able to have more confidence

gain understanding of

will develop problem-solving skills

gain knowledge of

become familiar with

Why should you avoid these words or phrases?

They are **too ambiguous/vague**, **too general**, and **difficult to measure**!

SOME EXAMPLES OF REPLACING VAGUE WORDS WITH ACTION VERBS



The key to the successful writing of learning outcomes is in the use of **correct** (active) verbs

...will gain **knowledge**

use these action verbs instead that will provide evidence of knowledge

...**define** the following medical terms...

...**memorize** the communication codes for emergency situations

collect forensic evidence following standard procedures

...**identify** what behaviors constitute good work ethics

...**recall** the steps in engine diagnostics

...**describe** why laws change and the consequences of these changes on society

...will **comprehend**

use these action verbs instead that will provide evidence of comprehension

...**differentiate** between criminal law and civil law

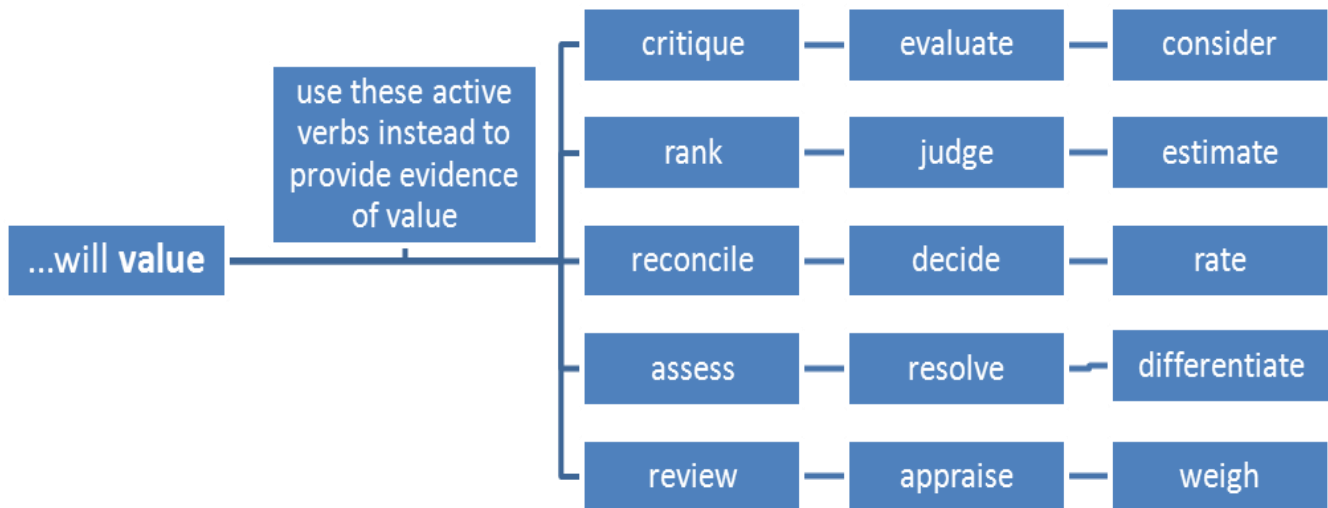
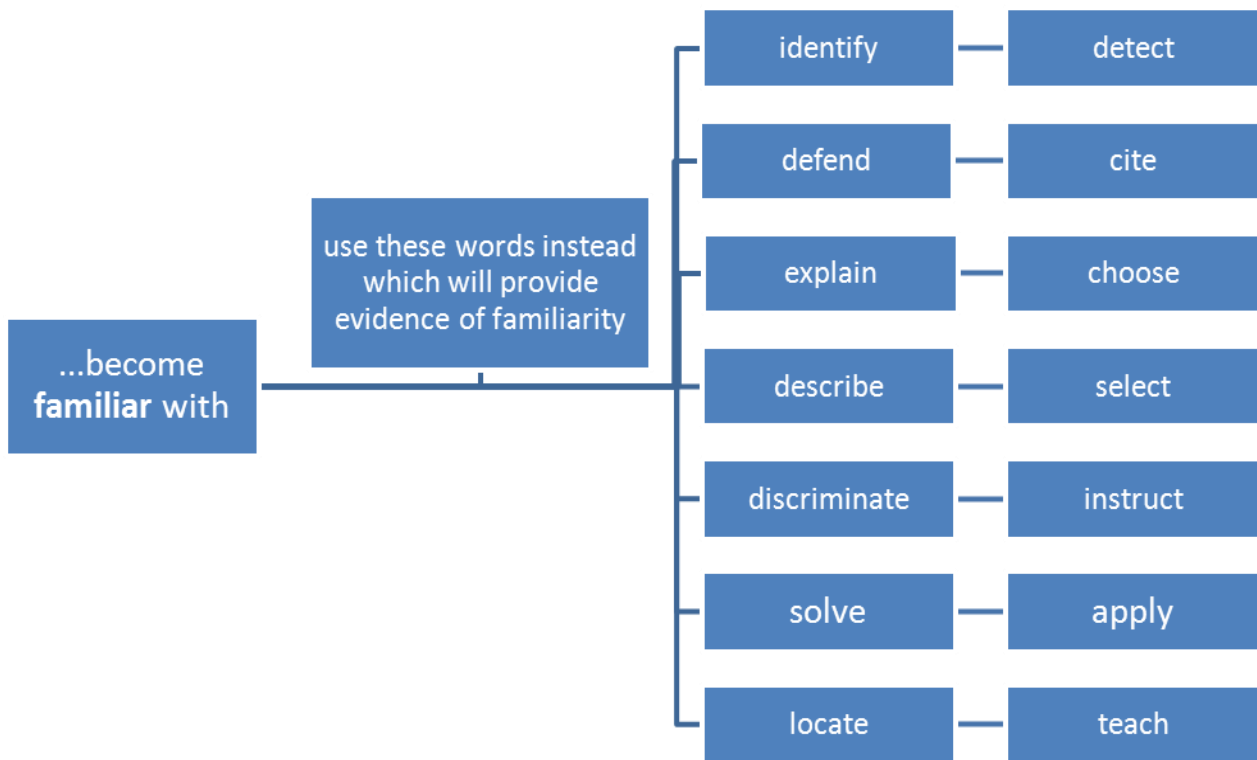
...**summarize** the steps of the accounting cycle

...**apply** graphical methods to solve three-dimensional space problems

...**explain** how the national building codes affect local codes

...**estimate** cost of building materials for a house project

...**interpret** survey data



EXAMPLES OF GOALS/EXPECTATIONS THAT ARE NOT SLOs

- ...will review and prepare for the national exam
- ...will receive at least a C grade on all assignments
- ...will submit assignments by scheduled due date
- ...will arrive to class on time
- ...will dress appropriately
- ...demonstrate professionalism and appropriate work ethic
- ...offer opportunities for students to master integrated use of technology
- ...the program will engage a significant number of students in a formalized cultural studies program
- ...students will be exposed to exceptionality in learning disabilities

EXAMPLES OF SLOs IN THE THREE DOMAINS

Cognitive

- ...identify shop safety procedures
- ...name the elements in a periodic table
- ...interpret information from basic statistical graphs

Behavioral/Performance

- ...practice officer survival skills in mock situations
- ...apply hair coloring using the correct steps
- ...perform cylinder head and valve train diagnostics
- ...analyze a food and beverage establishment's standard operating procedure for proper implementation
- ...calculate house load requirements

Affective

- ...revises judgment in light of new evidence
- ...listens to others without interruption
- ...gives a presentation on the need for professional ethical standards
- ...prioritizes time to meet the needs of the group
- ...explain the importance of confidentiality in the professional-client relationship
- ...shows self-reliance when working independently

EXAMPLES OF STUDENT SERVICE UNIT OUTCOMES (SSUOs)

For Student Service Unit Outcomes (SSUOs), program outcomes are written to identify what the program staff want the students to be able to do after completion of a service.

Administrative support for our students' learning can be either direct or indirect. Administrative Unit Outcomes (AUOs) identify what we want students to be able to do after completion of an administrative unit's direct service or they identify how the unit functions indirectly to support student learning.

Examples- Upon successful completion of services rendered, students will be able to:

- ...access and successfully submit the FAFSA online.
- ...identify the steps in the student complaint process.
- ...complete a plan of action for the upcoming academic year.
- ...identify resources and procedures needed to organize a student event.
- ...apply for and receive a supplemental grant.
- ...register online using the Banner system.
- ...apply strategies and interventions to overcome barriers to academic success.
- ...identify accommodations related to his/her disability.
- ...complete the financial aid application independently.
- ...apply positive strategies for reducing stress and anxiety.
- ...locate a variety of library resources for information specific to topic/assignment.
- ...apply study skill techniques for reading textbooks and other course materials.
- ...use a time management schedule to complete assignments.
- ...identify their own learning styles.

SLO STATEMENT STEMS

Upon successful completion of services rendered by (Student Service Unit), students will be able to:

Upon successful completion of (name of program), students will be able to:

Upon successful completion of (name of the course), student will be able to:

WHAT ARE THE SIMILARITIES/DIFFERENCES BETWEEN OBJECTIVES, GOALS, AND OUTCOMES?

Similarities	<p style="text-align: center;"><u>Objectives:</u></p> <ul style="list-style-type: none"> Use the language of outcomes Describe intended purposes and expected results of teaching activities Are <u>intended</u> results or consequences of instruction, curricula, program, or activities Express intended results in <u>specific</u> terms <p><i>*Key distinguishing feature between objectives & goals is the level of specificity</i></p>	<p style="text-align: center;"><u>Goals:</u></p> <ul style="list-style-type: none"> Use the language of outcomes Describe intended purposes and expected results of teaching activities Express <u>intended</u> results *(in <i>general</i> terms) 	<p style="text-align: center;"><u>Outcomes:</u></p> <ul style="list-style-type: none"> Are <u>achieved</u> results or consequences of what was learned Are more precise, specific, clear, and focus on the ability to demonstrate learning on the part of the student Usually expressed as knowledge, skills, attitudes, or values Specifies an action by the student that must be <u>observable, measurable,</u> and able to be <u>demonstrated</u>
	<ul style="list-style-type: none"> Brief, clear statements that describe the desired learning outcomes of instruction i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals May also reflect different levels of learning or specific types of performances: <u>Mastery</u>—those learning tasks/skills that must be mastered before moving on to the next level of instruction <u>Developmental</u>—those learning tasks students can be expected to demonstrate at varying degrees of progress <u>Instructional</u>—describe in detail the behaviors that students will be able to perform at the conclusion of a unit of instruction and the conditions and criteria which determine the acceptable level of performance Written more in terms of teaching intentions and usually indicate the subject content that the instructor intends to cover 	<ul style="list-style-type: none"> Statements about general aims or purposes of education that are broad, long-range intended outcomes and concepts 	<ul style="list-style-type: none"> Statements that describe significant and essential learning that learners have achieved and can demonstrate at the end of a course or program Identifies what the learner will know and be able to do as a result of a learning activity Base program and curriculum design, content, delivery, and assessment on an analysis of the integrated knowledge, skills, and values needed by both students and society <u>Is student-centered:</u> describes what the <u>learner should learn</u> Support the goal(s) <u>Focus on student behavior</u> (it is not about what the instructors can provide but what the students can demonstrate)

HOW DO I FIX A STUDENT LEARNING OUTCOME?

Again, the **2-Question Test** has to be applied:

1. Can it be measured?

2. Is learning being demonstrated?

Examples follow to illustrate whether the SLO passes the 2-Question test:

-Participants will understand the 6 reasons for conducting a complete diagnostic test.

learning is being demonstrated, but the extent of understanding will be difficult to measure

The fix: Students will list the six reasons for conducting a complete diagnostic test.

-The student will understand the importance of arriving on time during the internship period.

can be measured, but learning is not necessarily being demonstrated

The fix: The student will articulate the necessity of maintaining office hours during the internship period.

-Students will develop an appreciation of cultural diversity in the workplace.

Cannot be measured—you would have to know how a student will demonstrate appreciation and define what is meant by appreciation

The fix: Students will summarize in writing their feelings about cultural diversity in the workplace.

-Students will gain knowledge of architectural skills

Too broad: what knowledge will be gained and which architectural skills?

The fix: Students will create variations of two and three dimensional designs

-develop an understanding of current payroll methods and procedures

How will understanding be measured and which payroll methods and procedures will be learned?

The fix: Students will be able to calculate wages.

Students will maintain employees' earning records

Students will process a four-month payroll period using manual and computerized methods.

WHAT ARE THE CHARACTERISTICS OF A GOOD SLO?

- ⇒ Contains an **action** verb that describes an **observable** or **identifiable** action
- ⇒ Is **learner-centered; focus is on the student as the performer** (or as the learner/alignment to institutional goal of student-centered education: what students are able to know, do, think/feel)
- ⇒ Is **specific** (to institutional and/or program level)
- ⇒ Is **easy to measure**
- ⇒ Is **written in a clear, concise, explicit manner** and is easily understood by multiple audiences (**free of ambiguities**)
- ⇒ Is in **alignment** with the course description, industry standards, and ILOs
- ⇒ **Emphasis is on critical thinking skills** and/or obvious progression to higher order thinking skills is evident (alignment to institutional goal of providing quality education)
- ⇒ Is **receptive to feedback** or comments on the quality and utility of the information provided
- ⇒ Is **constructively aligned** (with instructional/learning activities and method (s) of assessment)
- ⇒ Is **updated regularly** to ensure currency and responsiveness

SLO CHECKLIST

Once you create your SLO, use this checklist to verify its effectiveness and to determine whether revision is needed:

- | | | |
|-----|---|-------|
| 1. | Are the outcomes aligned with the vision, mission, values, and goals? | Y N |
| 2. | Does the outcome describe what the program intends for students to know (cognitive), think (affective/attitudinal), and do (behavioral/performance)? | Y N |
| 3. | Is the outcome important/worthwhile? | Y N |
| 4. | Is the outcome | |
| | a. specific? | Y N |
| | b. clear/easy to understand? | Y N |
| | c. written using an action verb? | Y N |
| | d. measurable? | Y N |
| | e. a result of student learning? | Y N |
| 5. | Do you have or can you create a learning activity that will facilitate students to learn the desired outcome? | Y N |
| 6. | Taken together, would the indicators associated with the outcomes accurately reflect the key results of the programs, operations, or service offered by your unit or program? | Y N |
| 7. | Are the outcomes stated which makes it possible to use a single method to measure the outcome? | Y N |
| 8. | Are the outcomes states do that outcomes requiring different assessment methods are not bundled into one statement? | Y N |
| 9. | Does the language describe student rather than teacher behaviors? | Y N |
| 10. | Does the language describe a learning outcome and not a process? | Y N |

Appendix G
GCC Assessment Handbook
AY 2014-2015

Guam Community College

Assessment

Handbook



AY 2014-2015

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 Misión (Chamorro translation)

Guiya i Kulehon Kumunidât Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikât na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananâgui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

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Introduction

GCC's assessment initiative has evolved over time and through the regular evaluation of the systematic assessment processes in place and the outcomes of assessment, the initiative continues to grow, evolve, and mature. The assessment evidence that guides improvements at the course, program, and institutional levels has grown more robust and richer over the years since the comprehensive assessment initiative was implemented. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College.

Building an institutional assessment culture requires a massive effort of mobilizing campus resources and energy. At the core of this effort lies the firm commitment to student learning and its continuous improvement. The necessity of creating an institutional infrastructure to support the components of the institution's assessment system is vital and must be given utmost priority. The developed infrastructural components of protocols, templates, and timelines provide the necessary guideline and tools needed to achieve the desired goal of effectively integrating assessment into all aspects of the College's educational and workforce development program to accomplish its mission.

Assessment is a shared responsibility at GCC. In September 2002, GCC formalized its assessment initiative through Board of Trustees (BOT) Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees (Appendix A) which provides the institutional mandate that drives all campus-wide assessment activities. The success and high level of efficiency of GCC's institutional assessment processes are accomplished through the hard work and commitment of the College's administrators, faculty, staff, students and the Board.

The Committee on College Assessment (CCA), an institution-level committee, was first created under the terms of the 2000-2005 Board-Union Agreement to monitor assessment activities on campus. The Office of Assessment, Institutional Effectiveness & Research (AIER) and the CCA enforces and monitors the College's Comprehensive Assessment Initiative. To come up with an established timeframe guideline for assessing educational courses, programs and services, the Committee on College Assessment (CCA) created a two-year assessment cycle schedule (Appendix C) which identifies the assessment requirements and the respective deadlines for the campus.

The College's AIER Office was created in 2004 to develop and sustain assessment momentum through capacity building efforts that will empower constituents to use assessment results for accountability and improvement and to systematize assessment protocols, processes and policies.

TracDat, the assessment data management software which records assessment activities and outcomes, has allowed the College to implement an embedded assessment system. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year round. The assessment software has allowed the College to learn more about its students. The data gathered provides the baseline for dialogue and improvement at the institutional and program levels. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College's assessment efforts is the program review process, which guides improvements throughout the College.

The assessment infrastructure of the College is built around student learning outcomes at the course, program, student support services, administrative offices, and institutional levels. TracDat provides the mechanism for assessment plans and reports to link outcomes and goals at all levels of the institution including the accreditation standards established by the Accrediting Commission for Community and Junior College.

The assessment process at GCC is driven by the College's mission statement in which institutional goals are created to enhance, strengthen, and continuously improve educational programs and services to the community. Embedded in the mission statement are core values which express GCC's philosophy and beliefs in:

1. Diversity, which embraces diverse points of view;
2. Accountability, which fosters responsibility and transparency;
3. Service, which contributes to the College, students, and community;
4. Integrity, which holds high standards of character;
5. Learning-Centered, which fosters intellectual flexibility, knowledge, and skills;
6. Student-Focused, which promotes lifelong learning, civic and social responsibility, leadership and career growth.

College Mission and Goals

Being the only community college on Guam, GCC offers post-secondary and secondary educational services and workforce development training programs. The College was created by the Community College Act of 1977 (Public Law 14-77) with a four-fold purpose: (1) to consolidate and strengthen many of the existing manpower training programs administered by the government of Guam under one governing board; (2) to expand and strengthen career education within the territory; (3) to expand short-term and extension programs in skill training; and (4) to strengthen the formal secondary and post-secondary education programs in the vocational-technical fields. With this mandate, the College offers ten career and technical education programs to five public high schools and also provides postsecondary career and

technical education programs, adult and continuing education, community education, and short-term specialized training. These programs are delivered both on and off campus, in satellite programs and on site at businesses as needed.

The College also serves as the State Agency for Career and Technical Education, and provides instructional support to the Apprenticeship Training Program of the U.S. Department of Labor. In addition, the College offers a variety of community service and special programs to prepare students for college experiences to include English-as-a-Second Language, Adult Basic Education, General Education Development (GED) preparation and testing, and an Adult High School Diploma program.

To stay true to its mandate, the mission of the College reads: “Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia”. To achieve success in accomplishing the mission, the mission statement is supported with four strategic goals that are designed to direct critical steps in achieving overall excellence in educational programs and career and technical workforce development. These goals are as follows:

- 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 facility conducive 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 processes that provide for the allocation of resources based on assessment results and college-wide priorities in order to boost improvement and accountability; and,
- Goal 4: Visibility and Engagement: Promote the Guam Community College brand to achieve regional, national, and international recognition.

In maintaining a student-centered, open door learning environment, GCC is committed to providing the best academic and student support services possible to assist students in achieving their educational goals and to instill amongst its employees the value of hard work and a true commitment to student access and success.

Adding strength and support to the mission, GCC’s Institutional Learning Outcomes (ILOs) were developed as a task of the General Education Committee with input from all faculty, the Faculty Senate, the College Governing Council (CGC), and the Board. These ILOs represent what knowledge, skills/abilities, and values students should develop and acquire as a result of their overall experiences with any aspect of the College. There are 5 defined ILOs published in the College catalog. The proclamation of the College’s ILOs, are as follows:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology

Ability to access, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally

Student learning outcomes (SLOs) and Institutional Learning Outcomes (ILOs) are integral components of the assessment process in which all activities of the College are measured for its effectiveness. The assessment results of courses, programs, and support units provide the data on the ongoing quest to continually improve delivery of education and related services to students.

These ILOs are assessed continuously through the program and course level SLO assessment process via TracDat whereby program and course SLOs are linked and/or related to at least one of the defined ILOs. GCC's Institutional Strategic Master Plan (ISMP) for 2014-2020 was developed through a facilitated process of guided discussions with faculty, staff, and administrators at GCC. The ISMP goals are consistent with the mission of the College and include measurable tasks which are assessed on an annual basis. The ISMP's four goals of Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement are made available in TracDat for assessment authors to link/relate each AUO, SSUO and SLO to at least one of the five ILOs and at least one of the four ISMP goals.

The annual budget submission process requires the departments of the College to develop Budget Related Goals, Budget Related Performance Indicators, and Budget Related Proposed Outcomes which assessment authors utilize to link their assessment plans and reports to their budget and resource needs based on the findings of assessment as reflected in *GCC's Model of Linking Program Review to Integrated Institutional Planning* diagram found on page 13 of this handbook. This organizing framework of assessment at GCC allows every constituent to locate him or herself in the entire assessment process and thereby address the important assessment questions appropriate for each level.

Course level SLOs are required to link to program level SLOs. All assessment plans are required to link or relate to at least one of the ACCJC Accreditation Standards and to at least one of the goals from the following: Institutional Strategic Master Plan (ISMP), institutional learning outcome (ILO), budget program review goal (PRG), division level budget program review goal, and school level budget program review goal. This linking of outcomes and related goals is possible because of TracDat's capability to generate this kind of report.

Overview of Assessment¹

Higher education institutions in recent years have demonstrated their full commitment to the teaching and learning process by recognizing the importance of assessment. This entails documenting what and how much students are learning and utilizing this information to improve the educational experiences being offered.

As educators, we have been engaging in assessment at the most basic level when we articulate the main objectives of the course, check to see whether students achieved them, and use the results to improve our courses. Guam Community College is capitalizing on what we are already doing by instituting a systematic and formalized process, creating a culture in which institutional effectiveness and student learning are highly valued by the college community, and encouraging an organizational-wide culture of dialogue, assessment, reflection, and collective effort.

Student Learning Outcomes (SLOs) were first formally published at GCC in the Spring of 2009 in an effort to sustain improvement in teaching and learning. In conjunction with the Institutional Learning Outcomes (ILOs), SLOs serve an important role by guiding our programs to ensure alignment with industry standards, to establish a baseline of consistency in the quality of education that students receive, to stimulate dialogue, and to establish high expectations for all. By 2010, all programs had established SLOs. By the Fall of 2011, the Student Learning Outcomes and Curriculum Mapping Booklet was published.

It is critical that the review and revision of SLOs be a systematic and a continuous process as clear articulation of learning outcomes provides a solid foundation for evaluating our effectiveness in the teaching and learning endeavor. The Student Learning Outcomes Handbook serves two main purposes: 1) To provide all members of our college community with a valuable resource tool; 2) To provide consistent guidance for the SLO review and revision process.

Guam Community College publishes all program and course SLOs in the College's academic catalog. These SLOs and the College's electronic assessment records are maintained within TracDat, the College's assessment data management software. Guided by the College's Two Year Assessment Cycle Schedule, the regular and systematic assessment of courses, degree

¹ This section is also found in the Guam Community College Student Learning Outcomes Handbook.

programs, student services units, administrative units, and the overall institution along with the accompanying evidence may be found in TracDat (<http://tracdat.guamcc.edu/tracdat/>). The college defines student learning outcomes for student services units as student services unit outcomes (SSUOs) and administrative units as administrative unit outcomes (AUOs).

Course and program level SLOs are included in the course and program guide. As part of the program guide, faculty members must also complete the SLO map. This map connects course level SLOs to program level SLOs and the ILOs. Faculty members are primarily responsible for creating student learning outcomes, with input from workforce advisory committees as appropriate. This method ensures that student learning outcomes are at the collegiate level. In addition, faculty members articulate a plan on how to assess course- and program-level student learning outcomes, collect data, report the findings, and then describe how the results will be used for program improvement. Assessment authors are also required to input information on budget implications into TracDat. The Two-Year Assessment Cycle Schedule guides when program and course level outcomes should be assessed.

The College's assessment process is based on student learning outcomes and all course, program, student services unit, and administrative unit outcomes are available in the assessment data management system, TracDat, for the campus to access and utilize in data-driven decision-making and planning processes. Course syllabi detail the SLOs and the evaluation process. Syllabi are reviewed every semester by the department chairperson and the adjunct associate dean and a sample of each course syllabi is required to be uploaded into TracDat under the course related documents.

As validated by the visiting team during our March 2012 Comprehensive accreditation visit, GCC is operating at the level of sustainable continuous quality improvement (Level 4) as outlined by the Commission. The College has established and communicated to students and the community student learning outcomes. The College's two-year cycle for the assessment of SLOs at the course, program, certificate, degree, student support services, administrative offices, and the institutional levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The College is committed to student success and demonstrates this commitment regularly through the strategic initiatives found in planning documents and institutional decision-making processes. The College encourages an open dialogue amongst constituents through the governance structures and processes established and embedded into the framework of the institution. Our July 2012 reaffirmation of accreditation by ACCJC testifies to the College's commitment to continue this effort with zeal, tenacity and dedication.

Defining Assessment

The definition of assessment comes in various contexts as in education, health, tax and risk. On the education context, assessment is defined as “the process of documenting (usually in measurable terms), knowledge, skills, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational institutional system as a whole”.² Assessment can also be defined as “the process of utilizing data-driven *results* which provide faculty members, administrators, trustees, and stakeholders with evidence, numerical or otherwise, from which they can develop useful information about their students, institutions, programs and courses”. Assessment results provide information that can help make informed decisions about student learning and development, professional effectiveness, and program quality. Overall, assessment is a process to evaluate and improve the effectiveness of programs and services, achievement of institutional mission, goals, and plans, and compliance with accreditation standards.

Through the regular and systematic process of assessing various aspects of the College using tools such as the Student Ratings of Instruction Survey, the President’s Performance Appraisal Survey, the Institutional Effectiveness Survey, the Board of Trustees and Foundation Board of Governors Survey, and various other surveys, AIER is able to gather and report statistics related to key components of the institution and provide a thorough analysis and meaningful recommendations for improvement based on the data available.

The CCA is tasked with reviewing the information inputted into TracDat by departments/units and making recommendations for improved assessment processes. This committee is comprised of faculty members, including one post-secondary faculty member who chairs the committee, as well as administrators and staff, along with a student representative.

AIER reports have grown in depth and complexity through the years, demonstrating how assessment has become an integral part of the College’s daily activities and provides evidence of the impact of assessment on successful student learning outcomes and quality institutional reflection, planning and decision-making. The AIER Office also provides institutional data that has been sufficiently disaggregated for use in various planning initiatives.

Examples of some comprehensive assessment reports that continue to be produced are: Board of Trustees and Foundation Board of Governors Assessment Reports, Consolidated Administrators’ Assessment Reports, Faces of the Future Reports, Fact Books, Faculty Senate Effectiveness Survey Reports, IDEA Student Ratings of Instruction Survey Reports, Institutional Effectiveness Survey Reports, President’s Performance Appraisal Survey Reports, CCESQ Survey Report, Student Questionnaire Report, General Education Impact Study Assessment Report, Guam

² Wikipedia, (a web-based free-free content encyclopedia)

Employers' Survey. The annual assessment reports attest to the College's commitment to continuous institutional self evaluation and reflection with realistic plans and initiatives for improvement.

Building and Organizing the Assessment Process at GCC

Assessment at Guam Community College is viewed as a collective effort to demonstrate accountability as well as to improve program and institutional processes. Building on this philosophy, GCC's Comprehensive Assessment Plan was launched in fall 2000 (Appendix B). At the core of the plan is the improvement of student learning through the relevant linking of assessment processes with planning and budgeting decisions that specifically support student learning at the course, program, and institutional levels. Performing assessment at the College is simply geared to improve programs and services that will, in the long run, advance student learning.

Prior to AY2000-2001, assessment at the College had been sporadic and unorganized. Because the culture of assessment had never existed, assessment attempts had been episodic at best. Since the implementation of the comprehensive institutional assessment plan, the College has accomplished major assessment milestones. One of the milestones was the creation on the Committee on College Assessment (CCA) under the terms of the Board-Union Agreement which recognized the central role that assessment plays in all aspects of the College's functioning. CCA is an institution level committee created under the terms of the 2000-2006 Board of Trustees-Faculty Union Agreement that took effect in fall 2000. Since its creation, CCA has developed protocols, processes, and timelines to meaningfully guide all constituents in fulfilling their assessment requirements. In addition, CCA has also developed its own mission and goals to assert the committee's commitment to and support of the assessment process. The committee's mission and goals are as follows:

Mission: The committee's mission is to build and sustain a campus-wide culture of evidence which promotes, fosters and improves student learning outcomes at the course, programs, and institutional levels.

Goals:

To lead in capacity building efforts that aim to raise the level of awareness of faculty, staff and others involved in assessment regarding perspectives and methods of effective practice;

To guide and assist campus constituents to fulfill their assessment requirements by disseminating useful assessment information, models, and examples;

To monitor assessment compliance on campus, following a balanced system and sanctions;

To model sound assessment practice through productive feedback that highlight the work of individuals, departments, and units; and

To generate longitudinal data or evidence that helps the college meet its accreditation requirements vis-à-vis the integration of ongoing cycle of assessment that is woven into the functioning of all aspects of institutional life.

Throughout the fall and spring semesters, academic programs, administrative units, and student services units are engaged in assessment activities. These units are delineated into four (4) groups (Appendix D): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs³).

Since improvements always demand continuous adjustments and modifications as necessary, CCA recognizes that questions and concerns about assessment processes arise and are usually brought up during assessment workshops and training sessions spearheaded by CCA. Some of the frequently asked questions (FAQ) are in the following areas:

“The purpose of doing assessment at GCC”

There are two major reasons that drive all assessment at GCC: accountability and improvement. Board of Trustees Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and the Board of Trustees is the institutional mandate that fuels all campus-wide assessment activities.

On the March 2000 WASC accreditation report, the accreditation team wrote: “Despite specific recommendations related to a variety of assessments, the absence of systematic reviews of educational programs, student services, and overall institutional effectiveness continues. The responsibility for and contribution to assessment must be assumed by all segments of the institution”. In light of the Team’s findings, the Vice President for Academic Affairs rose to the challenge and the GCC Comprehensive Institutional Assessment Plan was launched in fall 2000.

“Assessment helps improve student learning”

Ted Marchese says that “assessment is a rich conversation about student learning informed by data.” Along this vein, the transformative power of assessment has contributed largely to the

³ Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

many pockets of conversations on learning that has gradually swept the campus. For example, the implementation of the General Education core requirements in all Associate and Certificate degree programs in fall 2003 was the result of spirited campus dialogue on the value of General Education in a vocationally-oriented environment. Henceforth, the General Education Committee and Curriculum Committee have joined forces in 2010 and are now known as the Learning Outcome Committee (LOC).

The College's institutional assessment process has brought forth a multitude of activities. Ongoing training of campus constituents on the Curriculum Manual is an attempt to align student learning outcomes at the course, program, and institutional levels. At the department level, program guides are being revisited, capstone courses are being developed, and in some cases, the sequence of courses in a program is being changed as a result of program assessment results. At the class level, course guides are being re-written, syllabus components are being standardized, and teaching methods are continually being improved in order to address various learning styles of students. The development and transformation of these assessment-fueled strategies will gradually contribute to an environment conducive for student learning.

“Defining student learning”

Various definitions of “student learning outcome” abound in the assessment literature. One author defines it as a set of statements that describe what a student will be able to do with what he or she knows as a result of a set of learning experiences. Another author considers it as a measurement of the degree whereby students are learning what educators believe students are learning. In the academic area, student learning outcomes assessment measures whether the learning objectives set by faculty in their respective classes or programs are being met. In the non-academic area, it is a little bit more complicated since evidence of student learning is indirect and implicit at best. In both areas, how to measure student learning outcomes is the greatest challenge in doing assessment. Thoughtful consideration of the assessment instruments, tools, and methods must align with the learning that is being measured so that meaningful feedback and results may inform improvements in pedagogy, teaching methods, and other teaching strategies.

At the core of the assessment process are three (3) important questions that are asked regarding student learning: What do students know? What do they value and think? What can they do? These three questions correspond to the cognitive, affective, and behavioral domains of student learning.

“The use of assessment”

Assessment is used as a decision-making tool for planning, budgeting, and resource allocation. GCC is committed to a dynamic linking of assessment with planning and budgeting processes. Assessment pinpoints strengths, weaknesses, and needs for program improvement. Planning, in turn, draws upon identified needs to determine priorities for human and fiscal resource allocation. In short, assessment results are used for informed decision-making processes that impact student learning and institutional effectiveness.

“Performing assessment and the impact on the performance evaluation of faculty”

The fundamental reason for doing assessment is the improvement of student learning. Since the focus of assessment is student learning outcomes, the 2010-2016 Board-Union agreement included the provision that all permanent faculty are to be evaluated on the content and expertise in engaging in institutional assessment. Their participation in assessment may involve the updating of curricula and it may also involve the use of assessment results to effectuate improvement or change in a department strategic plan just to name a few.

“The need of establishing assessment deadlines”

The college’s established two-year cycle for assessment indicates specific semester goals that move assessment processes from assessment planning to implementation of assessment improvements based on the results. The two-year cycle consists of four (4) semesters of assessment work: Semester One is to formulate or modify an assessment plan; Semester Two is to gather data continuously; Semester Three is intended for the reporting of assessment results and findings; and, Semester Four is utilized to implement improvements based on assessment results.

Using these semester goals as markers, timelines have been developed for the purpose of regularizing assessment submissions in an organized way. Deadlines are necessary to bring everyone into rhythm with the established assessment cycle, as much as possible.

“Assessment effort is not an infringement on academic freedom”

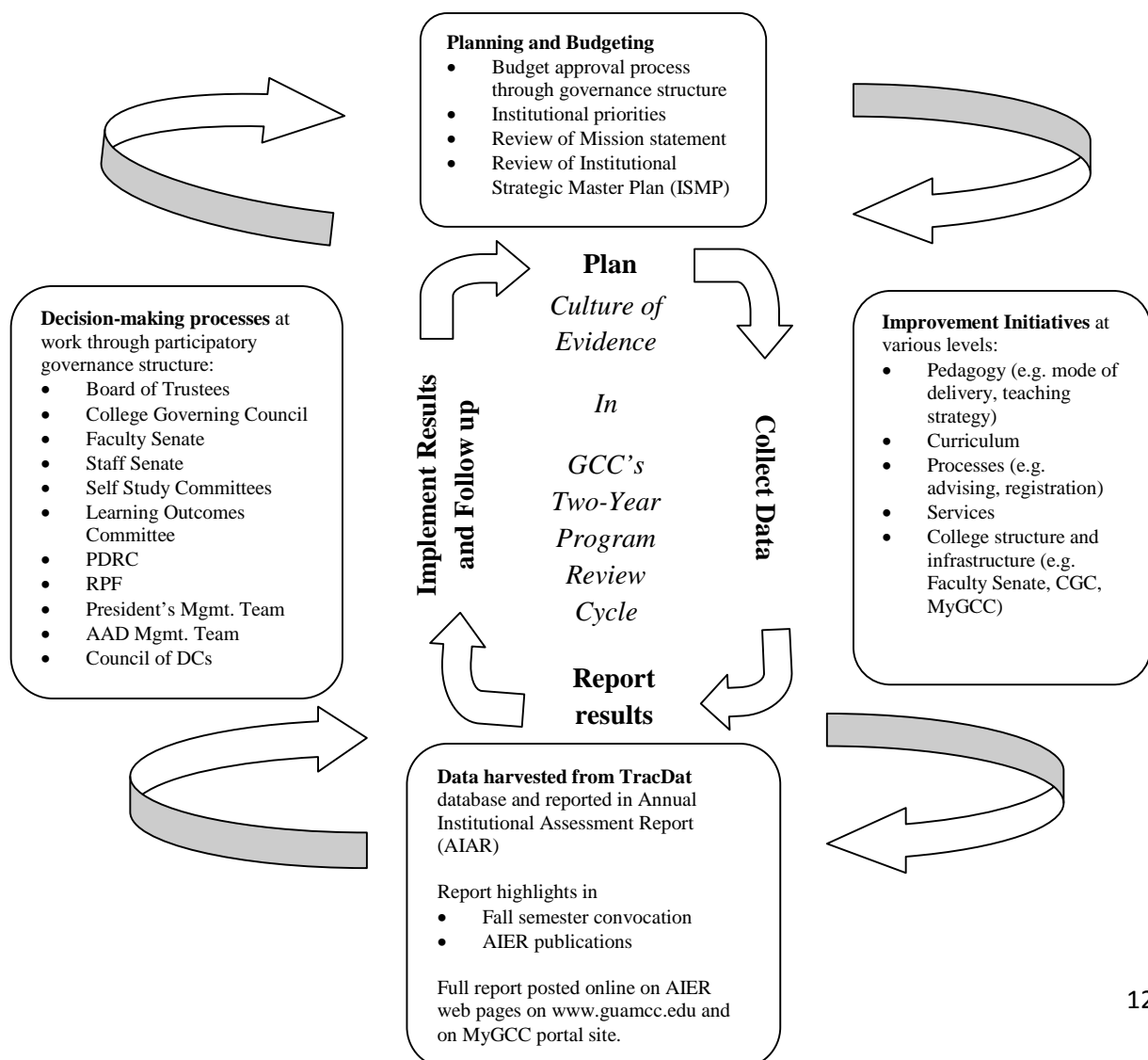
Assessment is not an infringement of academic freedom since it systematically seeks meaningful information to improve student learning across the institution. The Board-Union agreement (2010-2016) clearly states that the intent of Article VII (Participatory Governance) is to “establish and implement a means for providing broad participation by faculty, staff,

administrators, and students in the decision-making processes that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the Board and the College President”. Furthermore, the new faculty job specifications identify assessment and program evaluation as a key faculty responsibility. Engagement in this collaborative effort is therefore crucial and expected.

“The measures used to gather the data needed”

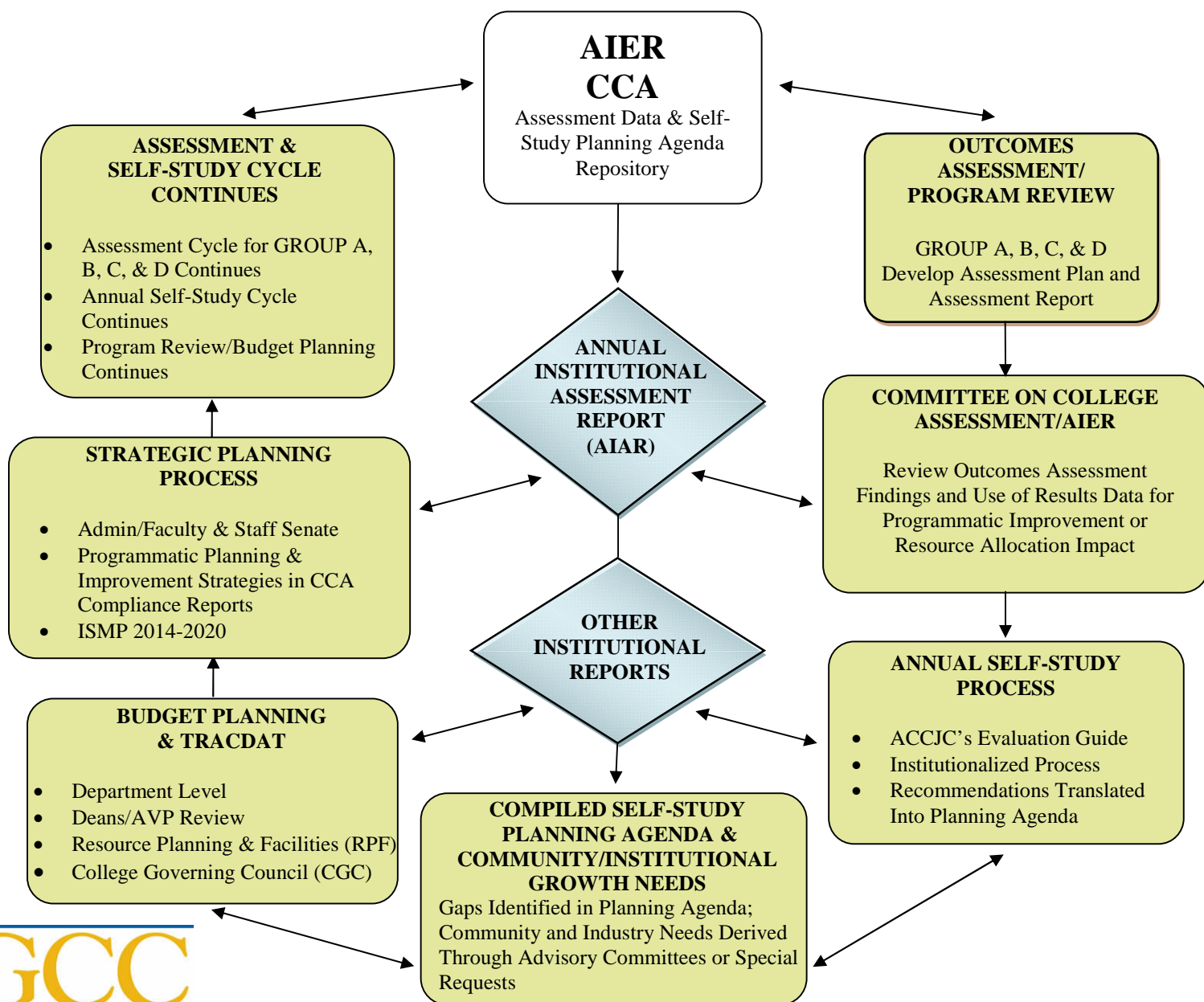
The measures we use are dictated by the assessment questions we pose. In assessing student learning, there are direct measures, indirect measures, and so-called non-measures. Because we are always striving towards a triangulation of methods, we must use all the measures we can, but even within these strategies, there is a wide array of options. Faculty are charged with creating direct measures for assessing student learning within the classroom.

GCC’s Model of Linking Program Review to Integrated Institutional Planning



GCC's Data Driven Dedicated Planning (3DP) Process

Course and program assessment are tied directly to the annual program review process, and the assessment practice of linking assessment results to improvements leads to budget allocation through the planning process. The College's Data-Driven Dedicated Planning (3DP) Framework models this data-driven approach to planning, decision-making, and resource allocation. The program review process guides improvements and plays a key role in resource allocation and decision-making processes. As culled from the TracDat database, the most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment.



APPENDICES

APPENDIX A

Board of Trustees Policy 306

**GUAM COMMUNITY COLLEGE
Board of Trustees**

**COMPREHENSIVE ASSESSMENT OF INSTRUCTIONAL PROGRAMS,
STUDENT SERVICES, ADMINISTRATIVE UNITS AND THE BOARD OF TRUSTEES**

WHEREAS, Guam Community College remains steadfast in its commitment to provide the citizens of Guam and the region with quality educational programs and services that undergo systematic and continual assessment, and

WHEREAS, Board Policy 305, adopted on April 6, 1994, provided for a 5-year cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and vocational training;

Ensure wise allocation of resources;

Determine the program's effectiveness and to implement program improvement strategies, and

WHEREAS, newly-approved accreditation standards mandate a more comprehensive assessment process for all instructional programs, student services and administrative units on campus, and

WHEREAS, assessment of student learning outcomes must be the cornerstone of all assessment activities, as indicated in new accreditation standards, and

WHEREAS, the regular cycle of assessment should be on an annual or two-year cycle as determined by a staggered assessment schedule of programs, services, and administrative units, and

WHEREAS, the Board of Trustees and its sub-group, the Foundation Board, shall set an example of compliance with the new accreditation standards.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees assigns the responsibility to the President and/or his designee, with consultation from the Committee on College Assessment, to refine, monitor and strengthen the campus-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders of the college, and

BE IT FURTHER RESOLVED, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees Policy shall supercede Board Policy 305, and shall take effect in the 2002-2003 Academic Year and each academic year thereafter.

**Amended & Adopted: November 17, 2008
Resolution 58-2008**

**Adopted: September 4, 2002
Resolution 13-2002**

APPENDIX B

**Comprehensive Institutional Assessment
Plan**

Guam Community College

Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees⁴

*(with the integration of TRACDAT, an assessment data management tool since 2003)

The purpose of this document is to provide guidance to assessment and evaluation processes at Guam Community College for the expressed purpose of marking accomplishment and informing institutional planning. Though institutional assessment is the responsibility of the Office of the Vice President for Academic Affairs, its implementation falls under the Office of Assessment, Institutional Effectiveness and Research (AIER)⁵. The AIER office reports its findings in the *Guam Community College Annual Institutional Assessment Report*. In this regard, assistance to AIER is provided by the Committee on College Assessment (CCA), made up of a representative body of faculty, staff and administrators as established in a provision of the Board of Trustees-GCC Faculty Union contract in 2000 then in 2005, and further strengthened in the 2010-2016 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees Guam Community College. A policy document passed by the Board of Trustees (*Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees*) is the institutional mandate that drives all campus-wide assessment activities. Furthermore, effective fall 2004 and henceforth, CCA added a student representative to its membership.

There are numerous assumptions about Institutional Assessment:

- The process is messy and inexact, but must be done as precisely as possible
- The curriculum is the process, not the outcome
- The process should be minimally intrusive for both faculty and students
- Outcomes measures should be as direct as possible, although indirect methods, such as industry perceptions, must be included
- Assessment should somehow use existing artifacts or examples of student work
- Industry-specific professional testing measures of competence may be applied
- Student grades may not be used as evidence of student outcomes
- Assessment must inform the curriculum, policy, and planning
- Decisions arising out of assessment results are not meant to be punitive; rather, they are to be used for program and service improvements

⁴ Updated February 2011, Revisited January 2009, Revisited December 2005, Revisited March 2004, Revisited September 2002, Revisited December 2001, Original document approved October 2000.

⁵ The Office of Assessment and Institutional Effectiveness (AIE) was renamed the Office of Assessment, Institutional Effectiveness and Research (AIER) to include the research component of the assessment process. Effective October 1, 2010, the name change was officially implemented when the Board of Trustees approved the current organizational chart at its September 2010 meeting.

The College “borrowed” James Nichols’ 5-Column Model for assessing and reporting the vitality of academic programs and institutional services; including as a major component, the assessment of student outcomes. The five-column model essentially provides the framework that all programs and units must use in designing their assessment plans. The first three columns consist of the Institutional Mission (Column 1), Intended Student Learning Outcome (Column 2), and Means of Assessment & Assessment Criteria (Column 3). The assessment plan is laid out in these 3 columns. The last two columns, Data Collection Status/Summary of Results (Column 4) and Use of Assessment Results/Implementation Status (Column 5), primarily complete the assessment report. For review of the program and/or course-level reports, CCA runs the Unit Assessment Report - Four Column and Unit Course Assessment Report - Four Column due to redundancy of the Assessment Report showing how each assessment unit is supporting the goals of the institution.

Following an institutional decision to automate the assessment process, the college purchased the site license of the software called **TracDat** in 2003, and began its limited implementation through sustained training of users in that same year. With its campus-wide implementation in fall 2004, TracDat has greatly helped in managing the entire assessment process, at the course, program, and institutional levels. Although careful attention was made in mapping the existing assessment process with the new system, the transition from the hard copy to the online environment for assessment also necessitated certain adjustments that required the revisiting of existing templates for assessment plans and reports, as well as Assessment committee artifacts. The protocols that follow are descriptions of the assessment hard copy process, and are retained here, but followed by a note about its relevant TracDat application (Version 4 implemented January 2008), whenever necessary and appropriate.

Portions of the report on academic programs provide descriptive information about the program goals, faculty and their respective role in assessment, advisory committees, and courses offered in the program, as well as the currency of the courses. In TracDat, these can be found in the Unit Definition Setup for each of the individual programs, services and administrative units. The report also includes program outcomes (usually three or more), as well as tools that measure such outcomes. The core component of the report includes the assessment of student learning outcomes, reflecting the emphasis of the ACCJC accreditation standards. Portions of the report on student or administrative services provide descriptive information about service or administrative outcomes, tools for measuring outcomes, and staff members and their respective roles in assessment. The Unit Definition Setup in TracDat contains all this information, and must be inputted by the responsible staff member in the department or unit. Assessing the quality of academic support services as they impact student learning outcomes are also included in the report.

For Academic Programs, Services and Administrative Units Preparing for the Annual Instructional Program Assessment Plan and Report

There are two distinct components of the Annual Instructional Program Assessment Plan and Report: I. Assessing Program and Course Level Student Learning Outcomes and, II. Program

Review. Program review is a process analyzing the effectiveness of an educational program with the intent of improving institutional effectiveness and student learning. Regular program review involves the review of a degree or certificate program and comprehensive program review involves the review of a coherent educational experience (i.e., Work Experience program).

Comprehensive Program Reviews should examine a broad range of indicators and it is a periodic, detailed report on the historical development, current activities and performance, goals and needs of a specific program – qualitative, quantitative and financial – and a statement of how that program’s content and activities related to the College Mission and Goals. The Deans decide on program review assignments and timelines depending on program or institutional need.

Program review through the systematic assessment process is an institutionalized process on a two-year cycle. The process includes four steps: planning, data collection, reporting, and use of results. Student Learning Outcomes identified at the program level are the primary focus of this type of systematic review. Tools, criteria of success are all identified at the outset.

Preparing for Program Review

Each academic program, service environment, and administrative division or unit in the College will be reviewed on an ongoing basis. The Office of Assessment, Institutional Effectiveness and Research will report findings to the Vice President for Academic Affairs, which is responsible for institutional assessment as a whole. Each academic program will input into TracDat their program assessment plan, collect and summarize data collected, report the results, address/report how results will be used for improvement, and discuss implementation of program improvement governing the measurement of programmatic success and benchmarks of satisfactory performance. If results show constancy or improvement each year, the program or service will need no further review. If however, key results record a decline or abnormality, then a more comprehensive review will be instituted. Administrative and student services units will implement a client satisfaction survey, as well as other relevant measures, on various categories identified in the assessment plan. A program review will be a necessary complement of the other identified assessment measures.

These components are similar for non-instructional programs, student services and administrative units. The only difference is that student services and administrative units are “administrative unit outcomes (AUOs)” and “student services unit outcomes (SSUOs)” as the equivalent of “SLOs” in order to delineate the distinction between a direct impact to student learning (as instructional programs are bound to have on students, hence the term, SLO) and **indirect** impact on student learning, as student services and administrative units are meant to induce.

For academic programs:

For academic programs, departmental committees convened for this purpose will input all the necessary information for a program assessment plan using TracDat. Once this process is completed a TracDat Data Input Memo available for download in TracDat under the Documents

tab is to be submitted to the CCA via aiier@guamcc.edu. CCA review teams assigned to various instructional programs will review and critique the assessment plans and reports and recommend improvement strategies to the CCA general membership for final rating. A CCA Checklist and Consolidated Feedback Sheet (or CFS), a form created by the CCA, serves the purpose of reporting the CCA's rating to the department. Deadline to input the recommended changes to the plans and reports are addressed in the CFS.

For student services:

For the student service areas, departmental or unit assessment plans will be the responsibility of the unit's head to convene and agree on the unit's plan inputted into TracDat. Plans will undergo review and critique by the CCA, and prompt feedback will be communicated to the departments before they can begin implementing their assessment activities for the year. The process of review by CCA is the same as indicated for the academic programs.

For administrative units:

An Administrative Unit Assessment Plan will be the responsibility of the unit administrator in formulating their unit's respective administrative objectives/outcomes. The CCA review process is the same as the academic program above.

For the Board of Trustees:

Though the Chairperson of the Board of Trustees (BOT) will have primary responsibility for the assessment of Board activities, the CCA will lend assistance to the Board in the administration of surveys and other measures deemed necessary to assess the effectiveness of the college's Board. The integration of outside voices will form an integral part of BOT assessment processes. Assessment protocols are consonant with the rest of the constituents undergoing systematic and regularized assessment at the college. Review of the BOT's assessment submission by CCA is the same. A similar process will be followed in the assessment of Foundation Board of Governors.

This is the GCC assessment model which combines both outcomes assessment and program review in order to regularize campus-wide evaluation of educational programs and services on an annual basis, instead of the traditional 5-year cycle for program review or evaluation. The reports generated from the various departments and units subsequently form the basis for the annual publication of the Guam Community College *Annual Institutional Assessment Report (AIAR)*, which is distributed at the beginning of each academic year. Each department, service area or administrative unit will incorporate assessment findings into their yearly planning routine.

It is important to note that the College has an established review process for all assessment plans and reports entered into TracDat. First, assessment authors submit a TracDat Data Input Memo to AIER. The AIER staff then advises the CCA Review Team via email to review the plan/report and adds the program or unit to the CCA agenda for deliberation. CCA then deliberates on the plan/report and rates it as either *approved* or *resubmit*. After an assessment plan or report is rated, the CCA Review Team prepares a CCA Checklist and Consolidated Feedback Sheet (CFS) with comments and suggestions and submits a copy to AIER. A copy of

the CFS is then forwarded to the assessment author. The assessment author then makes changes in TracDat based on the CFS and discussions with the review team. After changes are made, the author then submits another TracDat Data Input Memo to CCA no later than the deadline indicated on the CFS indicating that the changes have been made.

Preparing to Assess Student Learning Outcomes

The Fundamental Questions

What evidence can the department provide that demonstrates an accurate appraisal of how well students are learning what we said we would teach?

As each student reaches a programmatic milestone in their education he or she must be able to demonstrate the tenets of their education in two distinct areas: General Education Outcomes and Discipline-Specific Outcomes.

General Education Outcomes

Recognizing the necessity for its students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness, and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each degree program.

Guam Community College believes that general education provides the academic foundation necessary for students to achieve their life goals. General education is intended to offer students a breadth of quality student learning experiences, encourage their respect for cultural heritage, promote their ethical and responsible social behavior and facilitate their life-long learning.

The General Education program strives to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication.

Guam Community College believes that high quality general education opportunities for all citizens are necessary for democratic principles and practices to exist and for a sound economy to flourish. The College continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire hope, opportunity and responsibility in all its constituencies.

Institutional Learning Outcomes (ILOs)

In keeping with its mission that Guam Community College be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia, the College community has established the following Institutional Learning Outcomes⁶. During academic year 2008-2009 the General Education Committee facilitated the development of GCC's six (6) Institutional Learning Outcomes (ILOs) which derived from the previously-existing 28 GenEd SLOs and was approved by the Board of Trustees on December 9, 2009. To align the original 28 SLOs, the ILOs were categorized with an acronym as follows:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology

Ability to assess, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally

Two-Year Assessment Cycle Schedule

The schedule for formulating instructional program assessment plans and completing assessment reports in TracDat is listed in an annually-produced poster, GCC's Two-Year Assessment Cycle Schedule. In this two semester cycle, a semester goal always guides any assessment activity, as follows:

1st semester: Review existing plan and incorporate modifications; TracDat input required

2nd semester: Gather data continuously; input status of data collection in TracDat

3rd semester: Prepare and submit assessment report; TracDat input required

4th semester: Implement use of assessment results; input status of implementation in TracDat

Attached is the Assessment Review Flow Process which describes the above assessment activities.

⁶ Recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees (December 2, 2009)

This cycle repeats every two-years, which means that a full cycle is comprised of four semesters. For better management of this whole cycle, the Committee on College Assessment (CCA) divided the programs⁷, services and administrative units into four distinct groups which came to be known as the college's Assessment Taxonomy. These groups include the following:

Group A: Associate Degree Programs

Group B: Certificate Programs

Group C: Student Services and Administrative Units

Group D: Special Programs (includes secondary, GE, developmental courses that do not have specific programs, and federally-funded programs)

Each of these groups is at different stages in the assessment cycle, and has different requirements every semester. Likewise, in order to establish a rhythm to the assessment schedule, there is only one assessment deadline during each semester. This occurs in March and October of each year. Programs or services that are out of sync with the schedule are also given assistance by the CCA to get back on track whenever possible.

Discipline-Specific Program Outcomes

Each department establishes discipline-specific outcomes. Measurement methods may include activities embedded in different course assignments, capstone course, real world experiences, a departmental exit exam created locally or using industry standards, or any method the department may devise that demonstrates and documents measurement.

TracDat has specific tabs that address each of these components, such as Assessment Plan and Task/Implementation Status, and requires careful input of information by the user.

For Student Services Preparing for the Annual Student Services Assessment Plan and Report

Criteria for assessing non-academic student services revolve on needs assessment and client satisfaction measures on existing student services. TracDat is used to set up the components of an assessment plan, as well as the alignment of student services outcomes to higher level outcomes. For example, each student services outcome must be related to the division level goal (e.g. Academic Affairs), to the school goal (e.g. Technology and Student Services or Trades and Professional Services), Board of Trustees, President/CEO goal, Program, Student Services or Administrative Unit goal, then to the institutional level (e.g. college goal), and finally, to the external unit level (e.g. WASC standard). The set up of an assessment report begins with

⁷ In response to ACCJC's requirement to assess courses as well as programs, CCA approved a temporary four-year assessment cycle schedule in order for programs to identify and assess course level SLOs. Once course SLOs have been identified and assessed for all courses, the institution will continue to use the two-year assessment cycle schedule where program and course SLOs will alternate. CCA approved a motion to have all instructional programs assess fifty percent of their technical requirements for each associate degree and certificate program. At least one SLO per selected course must be assessed. This requirement was made effective Fall 2010. During the November 19, 2010 CCA meeting, CCA approved a motion to combine the deadline for the Data Collection Status and the Assessment Report.

inputting information into the Data Collection Status/Summary of Results (N=?) tab, and the Use of Assessment Results & Implementation Status field/box. Documents, like student artifacts and other relevant materials, can also be uploaded in the Related Document Link so that the assessment evidence is immediately accessible to anyone with TracDat user access.

For Administrative Units

Preparing for the Administrative Unit Assessment Plan and Report

The assessment of administrative units focuses on four thematic areas. These are support for instructional programs, quality of service, interaction with other departments/units and planning/budgeting processes. All of these components of an assessment plan and report are addressed by the various tabs available in TracDat, as discussed in an earlier section of this document.

For the Board of Trustees

Preparing the Annual Assessment Plan and Report

As stipulated in the BOT Policy 306, the Board of Trustees must also complete an assessment plan and report, as well as follow the college's assessment cycle, in consonance with the other constituents undergoing assessment at the college. The Office of Assessment, Institutional Effectiveness and Research (AIER) provides guidance to the Board in its articulation of administrative outcomes, data collection and consequent data analysis. Although portions of the results may be included in the AIAR, a separate report is written by AIER which is largely focused on Board concerns and other issues. The Foundation Board of Governors is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness.

Reporting Assessments Results

Reporting format for programs, services and administrative units will be guided by the TracDat formatting of reports. Though several formats are available, the most common and most popular is the Unit Assessment Report – Four Column. Following the comprehensive assessment plan outlined above, two components – student learning outcomes and program review – will comprise the assessment report. All three areas – programs, services and administrative units – will report their assessment findings to the Committee on College Assessment utilizing the five-column model, as developed by Dr. James Nichols, former Director of the University Planning and Institutional Research of the University of Mississippi. The software TracDat is capable of simulating this given format because it was mapped with then-existing processes at the college to minimize confusion during the transition from the hard copy to the online environment.

This five-column model format will cover the results of the student learning outcomes or SLOs, as well as administrative and student services outcomes, in various departments and units at the college. All the hard copy templates that have been developed early on in the assessment process have been essentially replaced by TracDat, but are kept posted at the AIER website for historical purposes. The website dedicated to GCC assessment (<http://www.guamcc.edu/aie>)

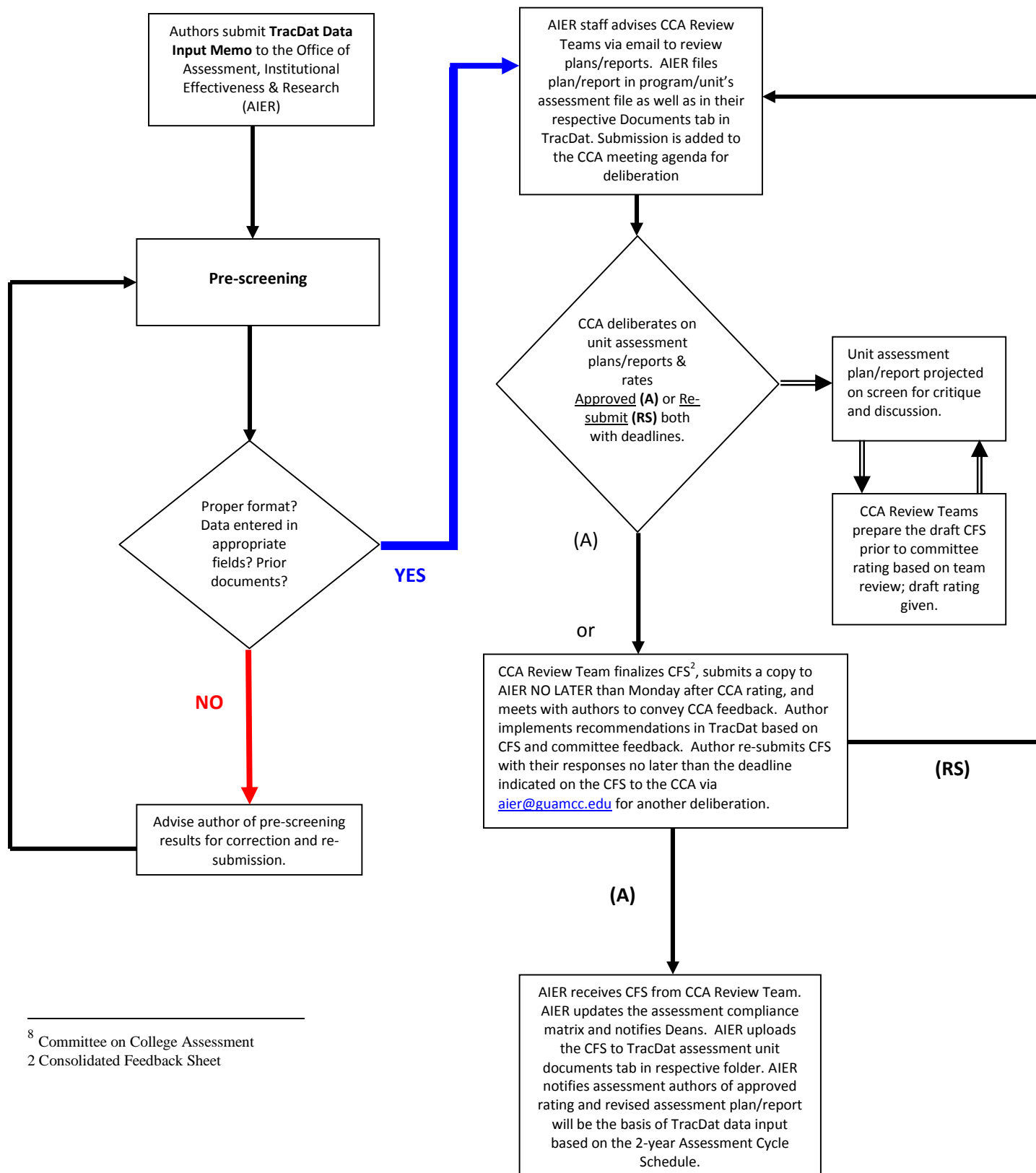
serves to document the development and evolution of the college's assessment initiative, and also houses TracDat, the data management tool available for use by all GCC constituents who are responsible for assessment.

Submission of departmental/unit assessment reports will follow the schedule set by the committee for this purpose. Although the cycle is continuous, assessment reporting will be done in a two-year cycle, each at the program, administrative, student services level and course level. The reports submitted at any given semester are harvested in TracDat and are used as valuable aggregate data in preparation of the annual report. This consolidated report is released to the campus community as the *Guam Community College Annual Institutional Assessment Report* (AIAR) at the beginning of each academic year. This report is then utilized as one critical document to guide and inform relevant divisions, departments, or units so they can be guided in their annual planning activities, as reflected in the Data-Driven Dedicated Planning (3DP) Framework (see Attachment B).

Central Repository

The **Office of Assessment, Institutional Effectiveness and Research** serves as the central repository office that systematizes assessment data collection and analysis efforts of the college's comprehensive assessment initiative. In close collaboration with the Vice President of Academic Affairs, this office's Assistant Director is primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services and administrative units.

Attachment A:
CRITIQUING PLANS/REPORTS by the CCA⁸:
ASSESSMENT REVIEW FLOW PROCESS
 Revised September 2012



⁸ Committee on College Assessment
 2 Consolidated Feedback Sheet

APPENDIX C

**GCC Two-Year Assessment Cycle
Schedule**

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

EFFECTIVE FALL 2014

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
FALL 2014	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: October 13, 2014	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 13, 2014	Admin/Student Services Unit AUO/SSUO Assessment Report Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab DEADLINE: October 13, 2014	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 13, 2014
SPRING 2015	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 9, 2015	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: March 9, 2015	Admin/Student Services Unit AUO/SSUO Implementation Status Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 9, 2015	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 9, 2015
FALL 2015	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 12, 2015	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 12, 2015	Admin/Student Services Unit AUO/SSUO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and each Sub-tab and enter data in each field/box for the new cycle DEADLINE: October 12, 2015	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 12, 2015
SPRING 2016	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 14, 2016	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 14, 2016	Admin/Student Services Unit AUO/SSUO Data Collection Status Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 14, 2016	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: March 14, 2016

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

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

EFFECTIVE Fall 2016

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
FALL 2016	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: October 10, 2016	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 10, 2016	Admin/Student Services Unit AUO/SSUO Assessment Report Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab DEADLINE: October 10, 2016	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 10, 2016
SPRING 2017	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field box for the new cycle DEADLINE: March 13, 2017	Admin/Student Services Units AUO/SSUO Implementation Status Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017
FALL 2017	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 16, 2017	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 16, 2017	Admin/Student Services Unit AUO/SSUO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle DEADLINE: October 16, 2017	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017
SPRING 2018	Program & Course SLO Implementation Status Input the status of Implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 12, 2018	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 12, 2018	Admin/Student Services Unit AUO/SSUO Data Collection Status Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 12, 2018	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course –Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: March 12, 2018

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



Office of Assessment, Institutional Effectiveness
& Research

APPENDIX D

GCC Assessment Taxonomy

GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2014-2015

GROUP A Associate Degree Programs

Accounting AS	Hotel Operations & Management AS
Automotive Service Technology AS & Certificate	Interdisciplinary Arts and Sciences AA
Civil Engineering Technology AS	Marketing AS
Computer Networking AS	Medical Assisting AS & Certificate
Computer Science AS & Certificate	Office Technology AS & Certificate
Criminal Justice AS & Certificate	Pre-Architectural Drafting AS
Culinary Arts AA	Supervision & Management AS & Certificate
Early Childhood Education AS & Certificate	Surveying Technology AS & Certificate
Education AA & Certificate	Tourism & Travel Management AS
Food & Beverage Management AS	Visual Communications AS

GROUP B Certificate Programs

Computer Aided Design & Drafting Certificate	Practical Nursing Certificate
Construction Technology Certificate	Pre-Nursing Certificate
Family Services Certificate	
Fire Science Technology Certificate	
Medium/Heavy Truck Diesel Technology Certificate	

GROUP C Administrative & Student Services Units

Academic Technologies*	Facilities
Accommodative Services	Foundation Board +
Admissions & Registration Office	Health Services Center
Apprenticeship Training Program	Human Resources Office*
Assessment & Counseling	Learning Resources Center
Board of Trustees +	Management Information Systems Office*
Business Office*	Materials Management*
Center for Civic Engagement	Office of the President +
Center for Student Involvement	Peace Officer Standards and Training (P.O.S.T.)
College Access Challenge Grant Program	Planning & Development Office
Communications & Promotions Office	Project AIM/TRiO
Continuing Education & Workforce Development	Student Financial Aid*
Development & Alumni Relations Office	Student Support Services
Environmental Health & Safety*	Work Keys

*Units under Finance & Administration are due November 5th and April 1st of every year.

+These administrative units do not follow the standardized assessment schedule. They report every other year.

GROUP D

Special Programs

(All federally funded instructional programs, general education, developmental courses, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult High School Diploma Program (AHS)	Tourism & Hospitality Department Courses (CH, CI, HS, JA, KE)
Adult Basic Education (ABE)	Tourism (Lodging Management Program) (Secondary)
Allied Health (Introduction to Health Occupations) (Secondary)	Tourism (ProStart) (Secondary)
Automotive (Automotive Service Technology) (Secondary)	Transportation Department Courses (AST, ME, MHT)
Automotive (Collision Repair & Refinishing Technology) (Secondary)	Visual Communications (Secondary)
Business Department Courses (AC, MK, SM, VC)	Work Experience (Secondary)
Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	
Construction Trades (Carpentry & AutoCAD) (Secondary)	
Early Childhood Education (Secondary)	
Education/Cosmetology Department Courses (ASL, CD, ED, CM)	
Electronics-Computer Networking (Secondary)	
English Department (EN,TH) Courses	
General Education Development Test Program (GED)	
Health Career & Science (Secondary)	
Marketing (Secondary)	
Math & Science Department Courses (MA, SI)	
Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	
Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY SO, SS)	
Technology Department Courses (CS, EE, OA, PV, RE)	

This handbook was prepared by the Office of
Assessment, Institutional Effectiveness & Research
(AIER), in consultation with R. Ray D. Somera, Ph.D.,
Vice President for Academic Affairs.



Appendix H
ACCJC Letter



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
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

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SUSAN B. CLIFFORD

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KRISTA JOHNS

Vice President
GARMAN JACK POND

Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

June 29, 2015

Dr. Mary Okada
President/CEO
Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Dear President Okada:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 3-5, 2015, reviewed the Midterm Report submitted by Guam Community College. The Midterm Report was certified by college leadership, including the chair of the governing board, the college president, Accreditation Liaison Officer, and leaders of the faculty, staff, and student organizations.

Based on the College Midterm Report and evidence submitted, the Commission finds that the College has sustained the work accomplished after the last comprehensive evaluation and has maintained compliance with Standards previously identified in the comprehensive team report and linked to Recommendations 1 through 4. The Midterm Report also provided an update on the Self-identified Actionable Improvement Plans from the 2012 Self Evaluation Report.

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year cycle. It is expected that the changes and improvements noted in the Midterm Report will be sustained. This will be verified at the time of the next regularly scheduled visit. The College will submit its Institutional Self Evaluation of Educational Quality and Institutional Effectiveness Report in preparation for the comprehensive review in **spring 2018**.

The Midterm Report submitted in spring 2015 will become part of the accreditation history of the College. The Commission requires that you give the Midterm Report and this letter appropriate dissemination to your College staff and to those who were signatories of your Midterm Report. This group should include the campus leadership and the Board of Trustees. The Commission also requires that these documents be made available to students and the public by placing a copy on the College website. *Please*

Dr. Mary Okada
Guam Community College
June 29, 2015

note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no more than one click from the institution's home page.

On behalf of the Commission, I wish to encourage your continued work to ensure Guam Community College's educational quality and to support students' success. Professional self-regulation is the responsibility of an accredited college and the accreditor. Thank you for sharing in that responsibility.

Sincerely,

A handwritten signature in cursive script, reading "Barbara A. Beno".

Barbara A. Beno, Ph.D.
President

BAB/tl

Appendix I
College Assembly



INSTITUTIONAL STRATEGIC MASTER PLAN (ISMP) 2014-2020

PROGRESS REPORT

Friday, November 21, 2014
Multi-Purpose Auditorium

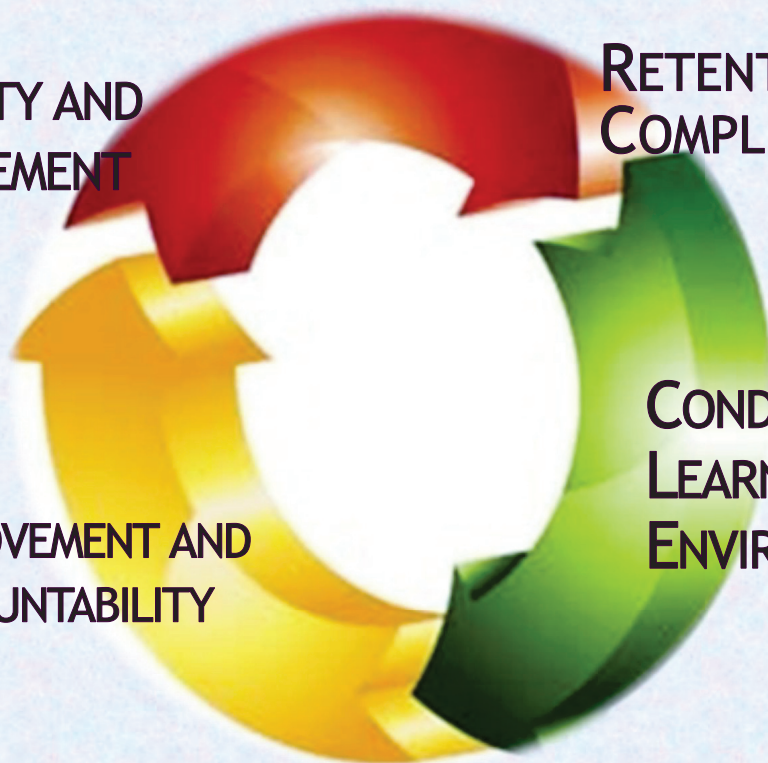
ISMP 2014~2020

**VISIBILITY AND
ENGAGEMENT**

**RETENTION AND
COMPLETION**

**IMPROVEMENT AND
ACCOUNTABILITY**

**CONDUCTIVE
LEARNING
ENVIRONMENT**



GOAL 1 - Retention and Completion

Student-Centered Learning

Annual Curriculum Review Cycle

- **Regular and systematic cycle of review**
- **Updates to programs and course guides**

Project Win-Win

- **Identify students without degree but with 45+ credits**
- **Convince them to complete GCC degree**

GOAL 1 - Retention and Completion

Professional Development

Assessment Leadership Summit

- **Student Learning Outcomes Handbook**
- **In 2008, SLOs incorporated into curriculum - revisit and revise**

Comprehensive Institutional Professional Development Plan

- **Institutional Priorities for Professional Development**
- **Results of IDEA surveys for teaching effectiveness**

GOAL 2 - Conducive Learning Environment

Physical Master Plan

Facilities Master Plan

- **Update scheduled for 2015**
- **Upgrades to campus buildings**

Sustainability

- **New recycle bins**
- **Dedicated sustainability coordinator**
- **Efforts to include in curriculum**

GOAL 2 - Conducive Learning Environment

Participatory Governance

Participatory Governance Structure Handbook

- **Handbook on MyGCC**
- **Campus training scheduled for Spring 2015**

MyGCC Committee Sites

- **Committee minutes, agendas, and resources available online**

GOAL 3 - Improvement and Accountability

Resource Allocation

**Data Driven Dedicated
Planning (3DP)
Process**

- **Budget requests updated to include alignment of goals, indicators, and outcomes**

**Budget and
Assessment**

- **TracDat updated to include new budget and assessment links**

GOAL 3 - Improvement and Accountability

Financial/Resource Allocation Master Plan

**Automation of Manual
Processes**

- **Automation of Curriculum Approval Process through Acalog**

**ITSP-Information
Technology Strategic
Plan**

- **College Technology Committee**
- **Campus multimedia projector project upgrade and replacement cycle**

GOAL 4-Visibility and Engagement

The GCC Brand

5-yr Marketing Plan

- New Logo design group
- Redesign website for 40th anniversary in 2017

Series of 1 to 2-minute Videos

- Highlight classroom action
- Student success testimonials
- Showcase modernized facilities

GOAL 4-Visibility and Engagement

Promote Internationalizing GCC

Articulation Agreements

- 2+2 agreements
- 2+1 agreements

Curriculum

- Infuse international elements/components
- Work with consulate offices

Midterm Report

Due to ACCJC on March 15, 2015

Midterm Report

- **Draft 5 being finalized by Standard Committees**
- **Final draft by December 15th**
- **Board review and approval by January 2015 meeting**

Appendix J

2014 Graduate Employment Report

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*

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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 Pathways*	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.

Appendix K
Workforce Advisory Committee Handbook



Workforce Advisory Committee Handbook

2014-2016



**GCC is accredited by the Accrediting Commission
of Community and Junior Colleges (ACCJC),
Western Association of Schools and Colleges
(WASC).**

Should you have any recommendations for improvements to this document, please direct them to the Associate Deans of Trades and Professional Services.

Latest Revision: August 2014

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President's Message

One of the central tenets of Guam Community College's mission is to provide programs that respond to the needs of our community. Two critical questions we ask are:

What are employers and industries in Guam and the region looking for?

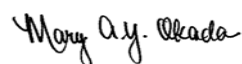
What kind of employees do they want to hire?

Advisory Committees can be an effective mechanism for ensuring that the College accurately answers these questions.

Advisory Committees are designed to provide a unique perspective and an informed viewpoint, ensuring that the curriculum remains relevant to business and industry needs. These committees should serve as a critical link between GCC, the community, and the Pacific region. Close cooperation is made possible as business, industry, and labor representatives have a vested interest in helping GCC to provide accurate and innovative education and skills training, and in ultimately, helping students to succeed. Overall, Advisory Committees are not only critical in the successful implementation of career and technical programs, but they also play a vital role in guiding, strengthening, and improving these programs.

The expertise that members of various career and technical fields can provide our students will enable them to be prepared to meet the challenges of their chosen careers. These industry partnerships are the college's reassurance to the community that our graduates will be capable of performing competitively in our dynamic job market. Such input also provides a better understanding for faculty and staff of the needs of the occupations for which we prepare our students.

The Guam Community College Board of Trustees, the college staff and I appreciate the valuable service these Advisory Committees can provide. We encourage you to partner with us as a member of a GCC Advisory Committee, and we thank you for the time and dedication invested in our students and our community.



Mary A. Y. Okada, Ed D.

President

Who We Are

Vision

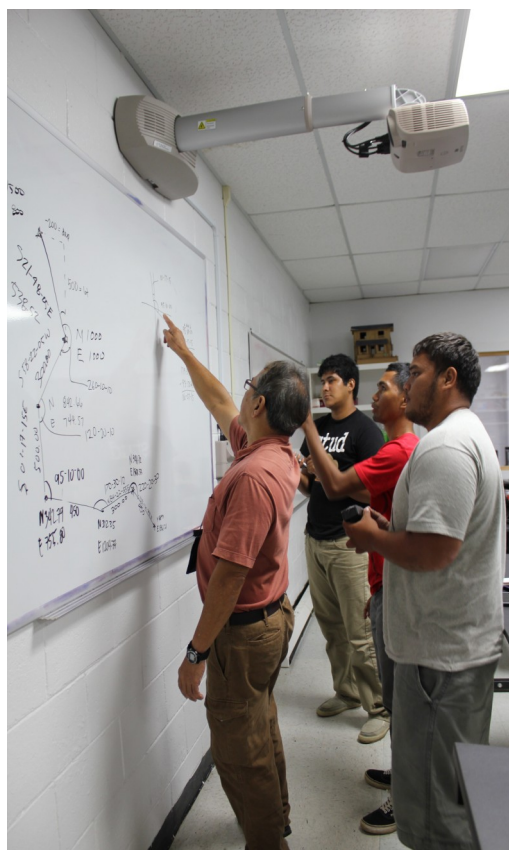
Guam Community College will be the premiere educational institution for providing globally recognized educational and workforce development programs.

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.

Sinagan Misión (Chamorro translation)

Guiya i Kulehon Kumunidât Guåhan, i mas takhiló mamanaguen finá chéchó yan i teknikât na kinahuló i manfáfachéchó ya u ná guáguaha nu i manakhiló yan manmaolek na tiningó ni i manmafananâgui yan i finánâguen chóchó



Core Values

GCC's strength and success are driven by:

Diversity

We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

Accountability

We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

Service

We support and recognize service at all levels of the College, striving to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

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.

Student-Focused

We are committed to education, inquiry, and service in order to meet our students' ever-growing and changing needs.



GCC's Goals & Initiatives

Goal 1—Retention & Completion

Strengthen and improve curriculum and educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom.

Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered method.

Goal 2—Conducive Learning Environment

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

Initiative 1: Enhance and monitor the College's facilities master plan to keep pace with institutional growth projections and priorities.

Initiative 2: Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance.

Goal 3—Improvement and Accountability

Enhance the existing integrated planning, review and evaluation processes that provide for the allocation of resources based on assessment result and college-wide priorities, in order to boost improvement and accountability.

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

Initiative 2: Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process.

Goal 4—Visibility and Engagement

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

Initiative 1: Market and highlight the GCC brand.

Initiative 2: Promote internationalizing our campus.

Purpose

The Advisory Committee serves to strengthen the Career and Technical (CTE) programs. They are advisory and have no legislative, administrative, or programmatic authority. The committees work cooperatively with college officials in planning and carrying out their work. An Advisory Committee is established to perform the following:

- **Advise** - The Advisory Committee assesses specific areas of the CTE program. Recommendations made by the committee are designed to improve particular content areas;
- **Assist** - The Advisory Committee may help instructors and/or administrators carry out specific activities;
- **Support** - The Advisory Committee provides support for the CTE program it serves;
- **Advocate** - The Advisory Committee promotes the CTE programs throughout the community.

Role

The primary purpose of the Advisory Committee is to help the College ensure that the program is relevant to the community, address current industry standards and workforce needs, and has appropriate resources to support high quality student outcomes.

Individuals who comprise the committee are volunteers who have expert knowledge and experience in the career tasks and competency requirements in the occupational field the program serves. To be effective, members should have a clear sense of trends in the field. They moreover, should be able to identify skills that will ensure employability of the program’s graduates, and be able to identify jobs that don’t exist but are likely to in the near future. Having this ability ensures that the program is kept on the cutting edge. Thus, the role of the committee is to offer recommendations for improvements that will ensure growth and expansion of the program. It accomplishes this purpose by placing its focus on a number of areas as outlined below .

Program Development

- Provide input to and be knowledgeable of the College’s Strategic Plan.
- Determine need for education programs and related continuing education offerings.
- Participate in designing community and/or employer surveys and analysis.
- Recommend appropriate new program development.
- Provide guidance on program delivery.

Program Curriculum

- Identify occupational competencies needed by the workforce.
- Recommend student proficiency standards.
- Review course content, sequencing, assessments, and validation of content.
- Recommend equipment purchases and facility changes.
- Identify new and emerging technologies and jobs.

Student Recruitment, Retention, and Placement

- Recommend program marketing strategies to recruit students.
- Facilitate fieldtrips, internships, and work experience opportunities for students.
- Monitor program placement data.
- Develop resources for scholarships.
- Review student service functions and programs and recommend possible changes and enhancements to these services.
- Assist graduates in the attainment of permanent employment in areas that reflect their educational and occupational backgrounds.

Program Evaluation

- Identify future environmental and industry trends impacting the program.
- Provide concrete recommendations for improvement.
- Monitor annual progress of program improvement plans.

Public Information

- Stimulate public awareness of career and workforce education needs and contributions.
- Participate in public hearings and other legislative activities that impact the program and College.
- Recommend strategies for forging a stronger relationship between the College and the community.
- Promote and advocate for the program in the community.

Facility Improvements

- Review and recommend facility and/or equipment improvements.
- Evaluate and recommend design, space, equipment, and layout of laboratories.

Instructor Guidance

- Facilitate opportunities for cooperative relationships with business and industry.
- Identify community or business resource people.
- Advise on occupational trends and new technologies to help guide instructor development.
- Identify qualifications and assist in the recruitment of instructors.

Structure

Committee Design

Balanced representation in an Advisory Committee is important to its success. The membership should reflect a cross section of business and industry served by the program. It is recommended that the following criteria be taken into consideration when deciding on the committee's composition:

- **Employee/Employer Balance**

A balance between employers and employees is desirable.

- **Educators**

As members of the institution, educators are critical in that they may be called to do more than other committee members. These members should expect to offer clear explanations from the College's perspectives of issues or challenges presented before the committee or to obtain additional information before the next meeting occurs. Also, educators may be asked to prepare reports, do research, or make special arrangements for facility and equipment utilization by the committee.

- **Organized Labor**

Should the career or technical area have an organized union, representation in the committee is recommended.

- **Gender, Age, Minority, & Disability Status**

There is considerable concern regarding gender, age minority, and disability status bias with respect to recruitment of new workers. It can be a great asset to include members who have a good grasp of these issues and who are sensitive to the concerns and viewpoints of special populations.

- **Students**

Former and current students can make a valuable contribution in light of their knowledge and experience in the program.

- **Size/Type of Business Organization**

Depending on the size and type of organization, individuals are hired in the same occupational area with different expectations. The committee should be cognizant of the differences and similarities between them.

Associations

- Some professions, businesses, or industries may have associations established to represent the viewpoints of its members. Representation in the committee is highly recommended.

Qualities to look for when selecting committee members

- Commitment
- Sincere interest
- Garnerers the respect and confidence of other community members
- Dedication to the occupation and community
- Knowledgeable about the field represented
- Good communication skills
- Respectful of the ideas of others
- Ability to work well with others



Size of Committee

The number of members will vary with the nature and size of the program. On one hand, a committee that is too small may result in limited perspective, inadequate information on career fields, and too little diversity. On the other, one that is too large may prove to be unmanageable. It is recommended that there be a minimum of six members and no more than 15 active representatives from business and industry.

Term of Appointment

Members are appointed to serve in an Advisory Committee for a two-year term beginning in August.

Meetings

Frequency of meetings may vary according to the needs of the program. In general, the committee holds at least two meetings each academic year. However, should the need arise, additional meetings may be called by the chair, department chair, or the division Dean.

Also, alternative methods of meeting may be considered, to include online and off-site meetings.

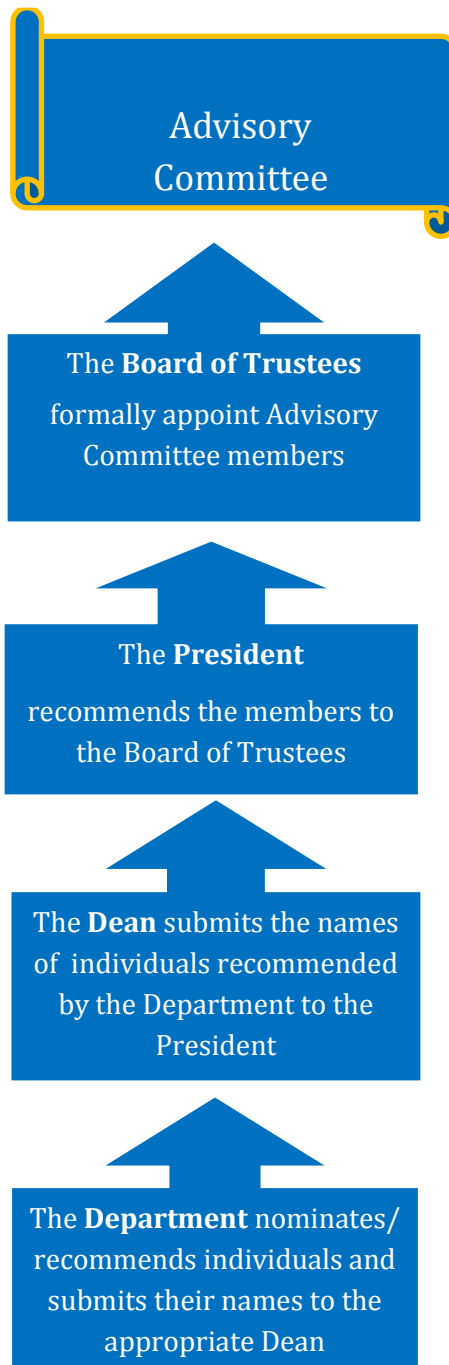
College Representatives

College representatives serve in an ex-officio capacity. The following individuals will be invited to all meetings:

- Campus President or designee
- Vice President of Academic Affairs
- Division Dean/Associate Deans for the program
- Assistant Director of Career and Workforce Development
- Program chair
- Program faculty members



Process of Appointment



Operation

The viability and effectiveness of an Advisory Committee is dependent upon the degree of support it is given not only at the initial stage of organization, but throughout its cycle. A committee's success can be ensured if a mechanism is put in place that facilitates involvement in the instructional program. Active involvement needs to be regular, systematic, and genuine.

General Functions & Guidelines

Overall, the functions of the committee and guidelines for planning and conducting meetings will be the same. The following tasks apply:

- An orientation for members is conducted
- Meetings (time, date, and place) are established
- Meeting agendas are developed and followed
- Records of the meetings are kept
- A notice of meetings is prepared and given to members
- Arrangements for successful meetings are completed (room reservation and setup, materials, refreshments, etc.)
- Minutes of meetings are prepared and distributed to members in a timely manner
- Meetings are conducted in a professional manner (informal but structured climate). Discussion of agenda topics is open and free, but parliamentary procedure is followed when official action is taken
- Space is designated in a file drawer for use by the Advisory Committee
- Communication between the Advisory Committee and the College is reciprocal and continuous
- The committee knows and follows the channels of communication
- Official communications are signed by the chairperson of the advisory committee

Member Orientation

With a newly organized or reorganized advisory committee, it is generally advisable to provide orientation. Typically, this may be done at the first meeting with the educator as chairperson. The following are recommended areas that may be included:

- The role and functions of the Advisory Committee
- Operational Guidelines
- Getting acquainted with other members
- Overview of the educational program
- Program curriculum
- Review of the department and/or program's plan of action
- Distribution of the Advisory Committee Handbook to each member

Meeting Agendas

The agenda is the plan for the meeting and lists the items to be discussed and considered. It also includes a time schedule for accomplishing tasks. Input for agenda items from the members encourages an inclusive process and ownership of agenda topics. The agenda is the responsibility of the chairperson who is encouraged to solicit agenda items at each meeting for the next meeting (Please refer to Appendix for Sample Agenda).

Meeting Minutes

The **minutes are records** of what occurs at a meeting. They should be **brief, factual,** and **objective**. They serve as a reminder of the subjects previously discussed and ensure that pending items or referred questions are not forgotten (Please see Appendix for a sample format). Minutes are significant for the following reasons:

- Agreement as to the action suggested or needed
- Substantiation of the meetings, accomplishments, and accountability
- A vehicle for communication with the committee

Pre-distribution of agendas and post-meeting distribution of minutes, prior to the next meeting are helpful for communication, involvement, and interest. These provide also an opportunity to address other items such as updated information and data, notices, and other matters of interest. A copy of the minutes are submitted to the appropriate Dean.

Advisory Committee Meetings

The initial meeting will be different in scope from subsequent meetings in that most of the time will be spent on orientation of members and the organization of the committee. The first meeting should be carefully planned as it is important to set the tone for future meetings and equally important, to firmly establish effective relationships from the start (Please refer to the Appendix for the First Meeting Agenda sample).

A well-planned, professionally conducted first meeting will set the stage for a productive second meeting. The second meeting may be the time to complete the “Plan of Work” that will guide the committee’s activities. This meeting may also provide educators the opportunity to transfer the leadership to committee members. Hence, the committee becomes operational at this point.

Meetings that follow would be for the purpose of completing the committee’s Plan of Work. The number of meetings decided by the committee is dependent upon the scope of work to accomplish. With a new committee, it is recommended that members begin with goals and objectives that will lead to a relative degree of success. For a re-organized committee, the goals and objectives may be continued from the previous year.

Committee Officers

Committee Officers

An Advisory Committee needs a leadership structure that is functional. A committee should have at minimum, a chairperson and a secretary. The chairperson in particular should possess leadership skills that enables him/her to lead the group in discussion and towards the accomplishment of committee goals and objectives, as well as involve all members. The secretary position can take the form of an “executive” secretary which could extend the role of the educator. The overall role and responsibilities of committee officers and college representatives are outlined below.

Chairperson

- Presides over all committee meetings
- Responsible for and develops the agenda
- Solicits input of members
- Encourages involvement of all members
- Facilitates discussion and work of the committee
- Works with college representatives in planning dates, times, places and agenda/ materials for meetings

Co-Chair

- Conducts meetings in the absence of the chair
- Assists the chair in meeting the goals & objectives of the committee

Secretary

- Prepares the minutes
- Acts as point of contact for regular communication, timely committee (verbal & written) announcements, and dissemination of information
- Produces accurate and neatly prepared reports/documents

College Representatives

Program chairs serve as the designated official representatives of the College for the Advisory Committee. They will take all necessary action in maintaining, planning, and holding meetings of the committee. Duties include:

- Provide support needed for the work of the committee to be carried out (record minutes, assure copies of the minutes, reports, recommendations, notices, and other materials are disseminated to members and other appropriate staff)
- Coordinate meeting room facilities and refreshments for attendees
- Provide statistical and descriptive information concerning the College, program, and its performance, and other materials as needed
- Present concerns about the program to the advisory committee for discussion and recommendations
- Work with members to develop and implement a “Plan of Work” for the committee
- Present to the committee any action taken as a result of the committee recommendations
- Maintain a current file on advisory committee businesses/organizations

Appendices

- Appendix A: Public Law 14-77
Board of Trustees Policy 335
- Appendix B: Guam Community College Policy Statement
- Appendix C: 1st Meeting Agenda
- Appendix D: Agenda Format
- Appendix E: Minutes: Sample Format
- Appendix F: Advisory Committee By-Laws
- Appendix G: Advisory Committee Plan of Work

P.L. 14-77 & Policy 335

Public Law 14-77

Public Law 14-77, Fourteenth Guam Legislature (Bill 499), Section 11964 states: Advisory Committee. The Board shall establish Craft Committees for each of the different career programs or levels of instruction and appoint committee members from among people in the community who can best advise the Board in their area of expertise or on matters

GCC Board of Trustees Policy 335

Craft Advisory Committees for Vocational-Technical Education (CTE)

WHEREAS, the beneficial role and function of Vocational Advisory Committees is nationally recognized as a means of ensuring quality in Vocational Education; and

WHEREAS, the vocational education programs of Guam Community College will benefit from the advisory assistance of such committees.

NOW, THEREFORE, BE IT RESOLVED, that there shall be established one functioning Craft Advisory Committee for each vocational, education program of the College.

BE IT FURTHER RESOLVED, that the President of the Guam Community College shall have the authority for appointing members to the various craft advisory committees upon recommendation by the department in each vocational area.

Amended & Adopted: November 17, 2008
Resolution 64-2008

Adopted: April 6, 1994
Resolution 28-94

GCC Policy Statement

Each Advisory Committee member recognizes that the role of the Advisory Committee is to “assist” and “advise”.

Each Advisory Committee will organize itself, determine its meeting times, select officers and subcommittees (if needed), and formulate its programs and meeting agendas following current Guam Community College Board of Trustees policies.

The President, as authorized by the Board, will notify advisory committee members of official appointment by letter.

Advisory Committee recommendations will be made in writing and presented to the appropriate Dean for review by other College officials and the Board.

Instructors and other individuals will have the opportunity to suggest agenda items.

Each Advisory Committee will meet at least two times a year.

Committee records will be kept on file at the College.

First Meeting Agenda

- I. Opening remarks and introductions
The educator should assume responsibility as the temporary chairperson.
- II. Appointment of a temporary secretary
- III. Explanation of the Advisory Committee concept
The educator can give a brief overview of the role of the Advisory Committee Handbook and give examples of what other committees have done. The description may also include a general description of the program and where documents can be found.
- IV. Explanation of the steps to be taken in establishing an operating structure
The educator can explain the need for a set of rules of operation and appoint an ad hoc subcommittee to develop a proposed set of rules to be considered at the next meeting.
- V. Election of Officers
- VI. Plans for the next meeting
The educator should have the committee set the date, time, and for the next meeting as well as remind members the rules of operation will be on the agenda and that the committee will need to begin developing an annual program of work.
- VII. Adjournment

Sample Agenda Format

(Name of Advisory Committee) Agenda			
Date:		Time:	
Location:			
Facilitator:			
Attendees:			
Agenda			
Item #	Topics/Discussion	Action Points	Individual Responsible
	Old Business		
	New Business		

Minutes: Sample Format

(Name of Advisory Committee) Minutes

Date:

Time:

Location:

Facilitator:

Attendees:

Minutes (Highlight main points)

**Item
#**

Topics/Discussion

Action Points

**Individual
Responsible**

Advisory Committee By-Laws

Advisory Committee By-Laws

ARTICLE I: Name

The name of this committee shall be _____
Advisory Committee for the Guam Community College.

ARTICLE II: Purpose

The purpose of this advisory committee is to provide a link between Guam Community College's instructional program and the community through coordinated activities. The Committee will assist and advise the institution regarding the quality of the _____ educational program and services.

ARTICLE III: Membership

Section 1: Membership—The Advisory Committee shall consist of _____ members, appointed by the President, as delegated by the GCC Board of Trustees and based upon recommendations of the individuals involved in the instructional program and the administrators of the program.

Section 2: Term of Membership—The term of membership shall be for two years with a replacement plan devised by the Committee during its first year of operation.

Section 3: Membership Year—The membership year shall be from August 8 through August 7 of each year.

ARTICLE IV—Officers

Section 1: Officers—The officers of the _____ Advisory Committee shall consist of a Chairperson, Co-Chairperson, and Secretary. Officers shall be elected by the members of the committee at the first meeting. Other officers may be elected if the committee desires.

Section 2: Ex-Officio Members—Ex Officio members shall consist of the Assistant Director of Continuing Education and Workforce Development, Dean, or Associate Dean, and other key support personnel.

ARTICLE V: Duties of Officers

Section 1: Duties of the Chairperson—The duties of the chairperson shall be those usually pertaining to the office as set forth in Robert's Rules of Order. The chairperson shall preside at all meetings and develop an agenda for each meeting.

Section 2: Duties of the Co-Chairperson—The duties of the co-chairperson shall be to preside over meetings in the absence of the President and to assist the chairperson in conducting the business of the committee.

Section 3: Duties of the Secretary—The secretary shall keep accurate minutes of all meetings of the advisory committee and to prepare and distribute minutes, announcements, etc.

ARTICLE VI: Meetings

Committee meetings will not be regularly scheduled except the first meeting of the school year which will normally be held in August.

Plan of Work

A “Plan of Work” helps make the operation of the advisory committee efficient and effective. The plan is a guide for activities in which the committee will undertake to continue improving the program.

Before a committee can develop its “Plan of Work”, members need to become familiar with the instructional program’s curriculum, goals, and objectives. With this basis of understanding, the committee may address the activities and strategies identified below, and adds any additional activities and strategies that may be needed.

Usually, a “Plan of Work” is developed annually or biannually by the advisory committee. The Program Chair is responsible for recommending efficient operating procedures to the committee and reporting the results of the plan.

PLAN OF WORK

Name of Advisory Committee: _____

Year: _____

1. ACTIVITIES

Review the goals and objectives of the program and serve as a communication link between the College and community.

STRATEGIES

1. Review the mission and demographics of GCC.
2. Review information about the program and program demographics.

Target Date

RESULTS

2. ACTIVITIES

Identify community resources that will help support or contribute to the success of the program.

Target Date

STRATEGIES

1. Provide back-to industry experience for faculty (when appropriate).
2. Review potential for sponsoring student scholarships, recognition programs, foundation programs and other program enhancements.

RESULTS

3. ACTIVITIES

Inform the college staff of changes and trends in the and local economy and workforce.

Target Date

STRATEGIES

1. Share information related to changes, trends, and issues occurring in your business or organization and in the field.
2. Identify job openings with organizations.
3. Validate and identify job titles related to the program.
4. Identify program entry-level and average salaries.

RESULTS

4. ACTIVITIES

Assist in recruitment, providing work-based learning opportunities, and in placing graduates with prospective employers.

Target Date

STRATEGIES

1. Market and promote the program by sharing information about the program with staff for upward mobility.
2. Identify work sites for internships and and placements for students.
3. Promote the program throughout the community.
4. Conduct career forum (employability skills) for students.

RESULTS

5. ACTIVITIES

Review and recommend revisions in the program curriculum.

Target Date

STRATEGIES

1. Validate skills and knowledge offered in the course or program curriculum with standards required by professional agencies.
2. Review course/program skills and knowledge and determine their relevancy to business and industry needs.

RESULTS

6. ACTIVITIES

Review and recommend facility and/or equipment improvements

Target Date

STRATEGIES

1. Review the facility and equipment utilized for the program.
2. Identify new technology and developments that should be used in the program.
3. Recommend equipment and software needs for the program.

RESULTS



Guam Community College
Fiscal Year 2017
Budget Request

**BUREAU OF BUDGET AND MANAGEMENT RESEARCH
FISCAL YEAR 2017
BUDGET DOCUMENT CHECKLIST**

[BBMR BDC-1]

Department/Agency: Guam Community College
Division/Program: _____

Date Received by BBMR: _____
Date Reviewed: _____

	Department/Agency		BBMR	
	Yes	No	Yes	No
General				
Is the department/agency request within the Governor's established ceiling?	N/A			
Does the SUMMARY digest totals equal the totals on the detail pages?	x			
Are the required budget forms attached?	x			
a. Agency Budget Certification [BBMR ABC]	x			
b. Agency Narrative Form [BBMR AN-N1]	x			
c. Decision Package [BBMR DP-1]	x			
d. Program Budget Digest Forms [BBMR BD-1, BBMR TA-1, BBMR 96A - REVISED]	x			
e. FY 2017 (Proposed) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	x			
f. FY 2016 (Current) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	x			
g. Federal Program Inventory Form [BBMR FP-1]	x			
h. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]	x			
i. Prior Year Obligation Form [BBMR PYO-1]	N/A			
Are the E-Files attached for all budget forms?	x			
I. Agency Budget Certification [BBMR ABC]				
1. Is the budget certified as to its accuracy and BBMR requirements.	x			
II. Agency Narrative Form [BBMR AN-N1]				
1. Is the mission statement correct and consistent with the department/agency's enabling act?	x			
2. Are the goals and objectives correct and consistent with the department/agency's mission?	x			
III. Decision Package [BBMR DP-1]				
1. Is activity description correct?	x			
2. Is major objective correct?	x			
3. Are short term goals correct?	x			
4. Is workload output reflected correctly?	x			
IV. Program Budget Digest Forms [BBMR BD-1, BBMR TA-1, BBMR 96A - REVISED]				
A.) Budget Digest Form [BBMR BD-1]				
<u>Personnel Services</u>				
1. Are figures reflected consistent with the attached staffing pattern(s)?	x			
2. Are amounts reflected in each column accurate?	x			
3. Are computations correct?	x			
<u>Operations</u>				
1. Are the amounts reflected under columns, "Governor's Request," for each object category consistent with respective schedules (Schedule A - E) as detailed in the budget digest subforms (BBMR TA-1 & BBMR 96A - REVISED)?	x			
2. Are amounts reflected in each column accurate?	x			
3. Are computations correct?	x			
<u>Utilities</u>				
Are amounts reflected in each column correct?	x			
<u>Capital Outlay</u>				
Are amounts reflected under columns, "Governor's Request," consistent with schedule F as detailed in the budget digest subform, [BBMR 96A - REVISED]?	x			
<u>Full Time Equivalencies (FTEs)</u>				
Are the number of FTEs for both "Unclassified" and "Classified" accurately reflected under each column?	x			
B.) Off-Island Travel Form [BBMR TA-1] (Schedule A)				
1. Is the purpose/justification for travel defined?	x			
2. Is/Are the travel date(s) and number of travelers reflected?	x			
3. Is/Are the position title(s) of the traveler(s) reflected?	x			
4. Are all columns (Air Fare, Per Diem, Registration, and Total Cost) accurate?	x			
C.) Operations Schedules Form [BBMR 96A - REVISED] (Schedules B~F)				
1. Are "Items" under schedules B - F listed in detail?	x			
2. Is the "Quantity" and "Unit Price" under schedules B - F reflected for respective items?	x			
3. Are corresponding FY 2016 authorized levels under schedules B - F indicated?	N/A			

**BUREAU OF BUDGET AND MANAGEMENT RESEARCH
FISCAL YEAR 2017
BUDGET DOCUMENT CHECKLIST**

[BBMR BDC-1]

Department/Agency: Guam Community College
Division/Program: _____

Date Received by BBMR: _____
Date Reviewed: _____

	Department/Agency		BBMR	
	Yes	No	Yes	No
V. Agency Staffing Pattern Forms [BBMR SP-1]				
1. Are position titles correct?	x			
2. Are all LTA and Temp. positions properly identified?	x			
3. Are position numbers reflected?	x			
4. Are the salary levels consistent with the Government of Guam Competitive Wage Act of 2014 and/or Public Safety and Law Enforcement Pay Schedule (40%)?				
5. Are filled positions funded?	x			
6. Are increment amounts reflected?	x			
7. Are rates reflected under "Benefits" correct?	x			
8. Are computations correct?	x			
VI. Federal Program Inventory Form [BBMR FP-1]				
Is the form complete and accurate?	x			
VII. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]				
1. Is the description of the equipment and/or capital item(s) detail?	x			
2. Is the "quantity" and "percentage of use" reflected?	x			
3. Are space requirements descriptive and total space reflected and accurate?	x			
VIII. Prior Year Obligation Form [BBMR PYO-1]	N/A			

CERTIFIED AS TO COMPLETENESS AND ACCURACY

DEPARTMENT:

Prepared By: _____

Amelia K. Santos
Date: 2/9/16

Approved By: _____

Mary A. Okada
Mary A. Okada, Ed.D., President
Date: 2/9/2016

BBMR ACTION:

Recommendation

☐ Approval
☐ Disapproval

Analyst

Date

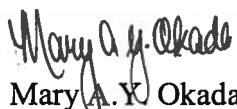
MEMORANDUM

Mr. Jose S. Calvo, Director
Bureau of Budget & Management Research
P.O. Box 2980
Hagatna, GU 96932

SUBJECT: FY 2017 Budget Submission

Transmitted herewith is the budget digest for FY 2017 for your budgeting purposes. The college will be submitting its full budget to the Guam Legislature by February 12, 2017. Our complete budget packet will be submitted to you once the GCC Board of Trustees has approved it.

If there are any questions, please contact me at 735-5700.



Mary A. Y. Okada, Ed.D.
President

CKS:vdc

Attachment

**Government of Guam
Fiscal Year 2017**

Agency Budget Certification

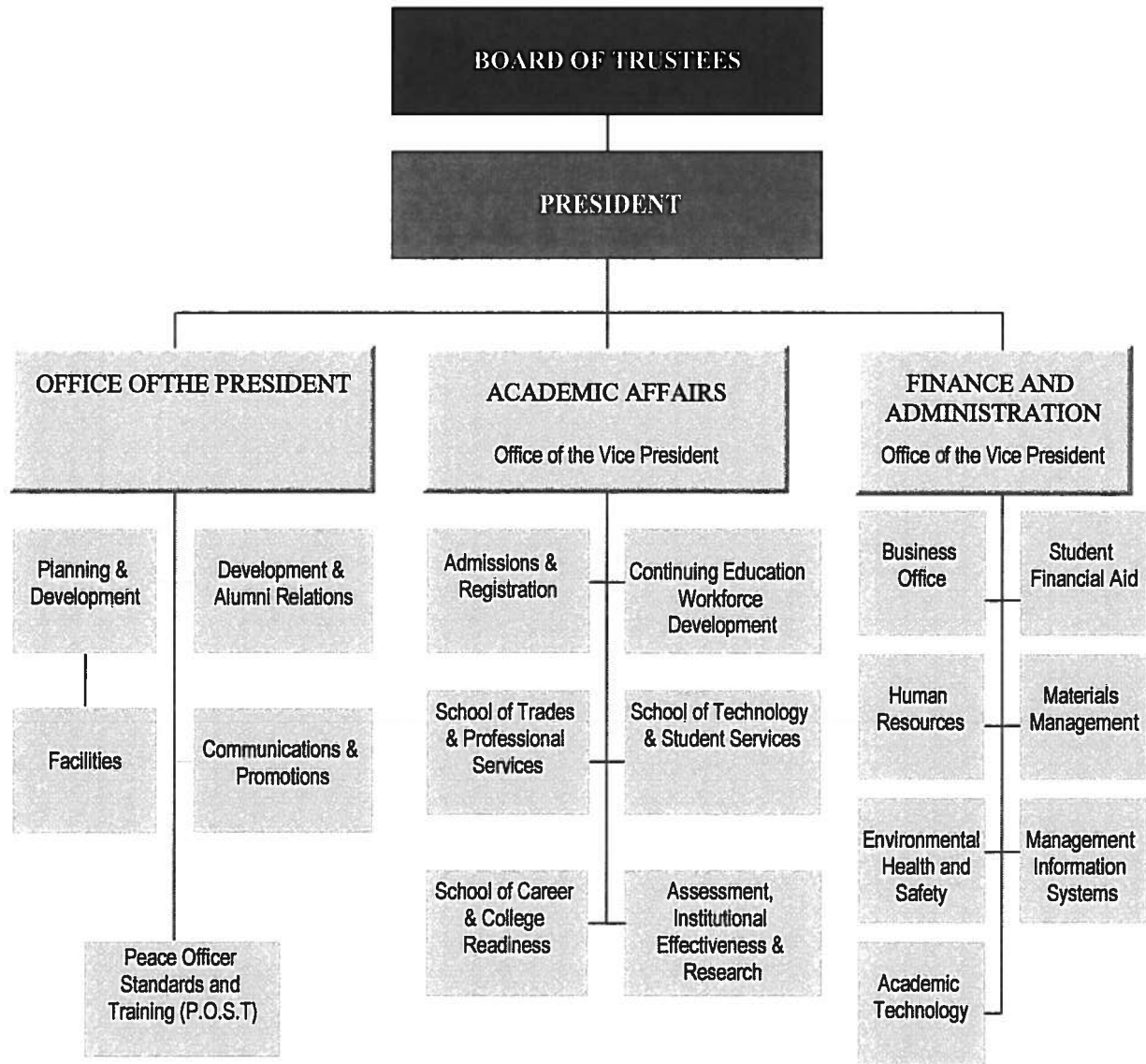
Agency: Guam Community College

Agency Head: Mary A.Y. Okada, Ed. D.

I certify that the attached budget, submitted herewith, has been reviewed for accuracy and that all requirements by the Bureau of Budget & Management Research (BBMR) have been met. I also acknowledge that this budget document will be returned to this department if any of the **BBMR requirements** is not met and/or if there are **inaccuracies** contained therein.

Agency Head: Mary A.Y. Okada Date: 02.09.2016
(Signature)

Guam Community College Organizational Chart



*Administrative Structure

** Operational Structures

Government of Guam
Fiscal Year 2017 Budget
 Department/Agency Narrative

Function: Education and Culture

Agency: GUAM COMMUNITY COLLEGE

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.

Sinangan Misi6n (Chamorro translation):

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfafache'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananagui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

GOALS AND OBJECTIVES:

To meet the mandates of our mission and the enabling act "The Community College Act of 1977", Public Law 14-77, and now updated through Public Law 31-99, we are submitting our Fiscal Year 2017 budget request. This FY2017 budget represents a request that allows the College to continue providing, at a minimal level, the same basic career and technical education for the postsecondary and secondary environments. At the same time the College anticipates the island's economic conditions will continue to create increased demands for educational services, as individuals and organizations pursue additional skill and education levels to improve their competitiveness in the workforce and to meet the needs of the anticipated military expansion. The College will continue to assess the need for courses to meet these demands.

As outlined in our Institutional Strategic Master Plan (ISMP) for 2014-2020, the College identified the following initiatives:

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.

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.

Improvement and Accountability: Enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on assessment result and college-wide priorities in order to boost improvement and accountability.

Visibility and Engagement: Promote the Guam Community College brand to achieve regional, national, and international recognition.

DECISION PACKAGE
Fiscal Year 2017

[BBMR DP-1]

Department/Agency *GUAM COMMUNITY COLLEGE* *Division/Section*

ACTIVITY DESCRIPTION:

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

MAJOR OBJECTIVES:

To impart knowledge and skills that would enable students to successfully compete for high-wage or high-demand careers in a technologically global economy.

Retention and Completion: Moving from traditional teaching toward student-centered learning; student-centered model of teaching requires that instructors see each learner as distinct and unique; providing a student-centered educational experience that fosters retention and success.

Conducive Learning Environment: Transformation of our campus into a conducive facility for learning and teaching and fostering a sense of family oriented employees committed to student access and success through a well-developed facilities master plan.

Improvement & Accountability: Enhance and strengthen the College's existing integrated planning, review, and evaluation process in order to evaluate resource allocation and determine appropriate adjustments through the development of a financial/resource allocation master plan.

Visibility and Engagement: Expand the College's horizon to be internationally and globally recognized as a premier higher education institution that provides quality and proven educational and workforce development programs.

SHORT TERM GOALS:

Workload Output

Workload Indicator	FY2015 Level of Accomplishment	FY2016 Anticipated Level	FY2017 Projected Level
Retention & Completion – Incorporate the student-centered learning model into the curriculum and the classroom.	Analyze the assessment reports and implementation results of course and program data to highlight strengths and best practices in incorporating the student-centered learning model into the curriculum and the classroom. Project Win-Win developed to include the identification of students in three highest degree programs, who have not receive a formal award from GCC, and who have 45 GPA credits or more, and encourage completion.	Monitor and support the implementation of the annual curriculum review cycle and continue to evaluate the effectiveness of the established cycle. Expand list to next three highest programs and provide communications with students to encourage completion	Since its adoption, the College has completed the review and update of 101 program and course guides or 20% of the total goal of a 100% review by March of 2018, our next Accreditation site review. Curriculum Review Completed: 101 (20%) Curriculum Review Pending: 299 (60%) Assessment Complete: 99 (20%) Total postsecondary and Secondary Program and Course Guides: 499

DECISION PACKAGE

Fiscal Year 2017

[BBMR DP-1]

Department/Agency

GUAM COMMUNITY COLLEGE

Division/Section

Workload Indicator	FY2015 Level of Accomplishment	FY2016 Anticipated Level	FY2017 Projected Level
			Continue to expand list to next three highest programs until all programs are assessed and provide communications with students to encourage completion.
Retention & Completion – Strengthen the professional development support for faculty to effectively implement the student-centered teaching method.	<p>Training sessions to be held on the incorporation of the SLO best practices into the regular semester. The Spring 2015 Assessment Day will have a focused session on SLO development and measurement.</p> <p>Completion of the unified professional development plans. Implementation and review of year-end reports.</p>	<p>Compile and analyze the assessment reports and implementation results for recommendations on improving the alignment of SLO's best practices into the curriculum.</p> <p>Adoption of the Comprehensive Professional Development Plan. Review of year-end reports summarizing activities funded in the academic year to ensure the alignment to the academic year's Institutional Priorities identified.</p>	<p>Implement best practices and recommendations for the alignment of SLO's into the curriculum. Continuous assessment review.</p> <p>Implementation of the Comprehensive Professional Development Plan across the institution.</p> <p>Continued review of year-end reports.</p>
Conducive Learning Environment – Enhance and monitor the College's facilities master plan to keep pace with institutional growth and educational projections and priorities.	<p>As part of the annual institutional assessment study, the "closing the loop" data will reflect the effectiveness of the College's program review framework in supporting data driven decisions for accountability and improvement.</p> <p>Administration of the Community College Survey of Student Engagement (CCSSE), which provides information on student engagement, a key indicator of learning and of the quality of community college.</p>	<p>Extract data to support the Facilities Master Plan and its updates. Recommendation included in the annual institutional assessment study will be incorporated into the next planning cycle for relevant units.</p> <p>CCSSE survey to be completed. Analysis of the results of the survey to identify what students do in and out of the classroom, knowing students' goals, and understanding external responsibilities.</p>	<p>Review Tech Plan, Facilities Plan, etc. Review of Physical Master Plan, GCC Enterprise Architectural Plan and the Information Technology Strategic Plan.</p> <p>Creation of new environments and refinement of existing institutional practices that will enhance learning, development, and student success.</p>
Conducive Learning Environment – Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance.	<p>A campus-wide training on the Participatory Governance Structure Handbook in 2015.</p> <p>Coordinate the documentation and recording of the activities</p>	<p>Campus-wide study and reporting targeted for academic year 2015-2016, with the formalized documentation of the participatory governance structure through the handbook.</p> <p>Provide training to ensure that the documentation and recording</p>	<p>Revisit and update of the governance structure based on BOT/Union negotiations and assessment results.</p> <p>The annual comprehensive year-end</p>

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Fiscal Year 2017

[BBMR DP-1]

Department/Agency

GUAM COMMUNITY COLLEGE

Division/Section

Workload Indicator	FY2015 Level of Accomplishment	FY2016 Anticipated Level	FY2017 Projected Level
	and accomplishments of each governance unit. (50% completed)	of governance units are done in a regular and systematic archive of evidence and can be reviewed online on the MyGCC portal.	reports from the faculty senate, the staff senate, and the Council on Postsecondary Student Affairs, will reflect the accomplishments, challenges, and recommendations for improvements.
Improvement & Accountability – 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.	<p>Link assessments to departmental and institutional plans by identification of key initiatives to refine and automate manual processes. (ongoing)</p> <p>Revisit and update the College Information Technology Strategic Plan and its priorities. (ongoing)</p>	<p>Annual updates and comprehensive progress reports on the College's existing plans will be incorporated into the regular planning agenda. A revisit of standard operating procedures and paper-driven processes may present opportunities for improvement in student support services and administrative services at the College.</p> <p>Update of the College Information Technology Strategic Plan will be continuous and ongoing</p>	<p>Student services will undergo transformational change to support College-wide initiatives of 100% student success.</p> <p>Exploration of the assessment management system in the ITSP priorities and goals data use.</p>
Improvement & Accountability - Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process.	Update of the program review process 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. The update and training of the GCC Data Driven Dedicated Planning (3DP) framework which represents the resource allocation model. (ongoing)	Continued budget and assessment training that expressly utilizes the 3DP process diagram and includes specific examples of the process.	Recommendation included in the annual institutional assessment study will be incorporated into the next planning and resource allocation cycles for all departments and programs.
Visibility & Engagement –Market and highlight the GCC brand.	<p>Development of a 5-year marketing plan to promote the GCC brand and to provide awareness of the educational and workforce development programs that the College has to offer. (100% completed)</p> <p>Creation of short marketing videos that highlight GCC's real time classroom action and showcase the College's modernized facilities. (ongoing)</p>	<p>Components of marketing plan to be procured and launched. Implementation of components of the plan on an annual basis.</p> <p>Promote program and attendance at GCC after high school through the completion and viewing of the marketing videos.</p>	<p>The College's pledge to completion and commitment to student success will be evidenced in the increase in program completers.</p> <p>The College will utilize the public website analytics tools report the growth in the number of customers visiting the College's</p>

DECISION PACKAGE

Fiscal Year 2017

[BBMR DP-1]

Department/Agency *GUAM COMMUNITY COLLEGE* *Division/Section*

Workload Indicator	FY2015 Level of Accomplishment	FY2016 Anticipated Level	FY2017 Projected Level
			website for information and other institutional data.
Visibility & Engagement – Promote internationalizing our campus.	<p>Expand articulation agreements and other collaborative partnerships with higher education institutions in the Asia-Pacific region, as well as the U.S. mainland. (ongoing)</p> <p>Strengthen curriculum through meaningful exchanges (e.g. faculty, students) that provide international exposure and increase educational opportunities for GCC stakeholders. (ongoing)</p>	<p>Network with more institutions to foster collaboration and cooperation in areas of mutual interest.</p> <p>Revise curriculum to ensure that international elements or components to various topical areas are infused.</p>	<p>Develop and complete a Guam Community College Biography, including data on the diverse community that the College has become.</p> <p>Establish performance metrics to measure success in improving local, regional and international awareness of the “GCC Brand.”</p>

Government of Guam
Fiscal Year 2017
Budget Digest

[BBMR BD-1]

Function:
Department/Agency:
Program:

SUMMARY

A B C D E F G H I J K L																
AS400 Account Code	Appropriation Classification	GENERAL FUND			MDF/TA/SPECIAL FUND			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)					
		FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances (A + D + G)	FY 2016 Authorized Level (B + E + H)	FY 2017 Governor's Request (C + F + I)			
PERSONNEL SERVICES																
111	Regular Salaries/Increments/Special Pay:	10,692,464	10,867,207	10,908,656	277,617	285,274	292,657	0	0	0	10,970,081	11,152,481	11,201,313			
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0			
113	Benefits:	4,030,000	3,967,000	3,862,031	98,929	95,545	93,706	0	0	0	4,128,929	4,062,545	3,965,737			
	TOTAL PERSONNEL SERVICES	\$14,722,464	\$14,834,207	\$14,770,687	\$376,546	\$380,819	\$386,363	\$0	\$0	\$0	\$15,099,010	\$15,215,026	\$15,157,050			
OPERATIONS																
220	TRAVEL - Off-Island/Local Mileage Reimburs:	29,840	29,202	6,250	0	0	0	0	0	0	29,840	29,202	6,250			
230	CONTRACTUAL SERVICES:	1,489,215	846,652	1,206,209	15	27,700	28,700	0	0	0	1,489,230	874,352	1,234,909			
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0			
240	SUPPLIES & MATERIALS:	170,759	217,206	224,415	20,185	94,000	86,500	0	0	0	190,944	311,206	310,915			
250	EQUIPMENT:	88,376	100,426	104,128	13,617	73,440	91,926	0	0	0	101,993	173,866	196,054			
270	WORKERS COMPENSATION:	0	0	0	0	0	0	0	0	0	0	0	0			
271	DRUG TESTING:	0	0	0	0	0	0	0	0	0	0	0	0			
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0			
290	MISCELLANEOUS:	729,966	1,308,384	50,176	416,921	582,869	1,852,131	0	0	0	1,146,887	1,891,253	1,902,307			
	TOTAL OPERATIONS	\$2,508,156	\$2,501,870	\$1,591,178	\$450,738	\$778,009	\$2,059,257	\$0	\$0	\$0	\$2,958,894	\$3,279,879	\$3,650,435			
UTILITIES																
361	Power:	934,505	1,656,900	1,400,040	0	0	0	0	0	0	934,505	1,656,900	1,400,040			
362	Water/ Sewer:	66,583	92,400	93,600	0	0	0	0	0	0	66,583	92,400	93,600			
363	Telephonal Toll:	82,765	92,400	93,600	0	0	0	0	0	0	82,765	92,400	93,600			
	TOTAL UTILITIES	\$1,083,852	\$1,841,700	\$1,587,240	\$0	\$0	\$0	\$0	\$0	\$0	\$1,083,852	\$1,841,700	\$1,587,240			
450	CAPITAL OUTLAY	7,260	60,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,260	\$60,000	\$0			
TOTAL APPROPRIATIONS		\$18,321,733	\$19,237,777	\$17,948,105	\$827,284	\$1,158,828	\$2,448,620	\$0	\$0	\$0	\$19,149,018	\$20,396,605	\$20,394,725			
1/ Specify Fund Source																
FULL TIME EQUIVALENCIES (FTEs)																
UNCLASSIFIED:		2	2	2	0	0	0	0	0	0	2	2	2			
CLASSIFIED:		208	202	202	5	5	5	0	0	0	213	207	207			
TOTAL FTEs		210	204	204	5	5	5	0	0	0	215	209	209			

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Budget Digest

[BBMR BD-1]

Function:
Department/Agency:
Program:

		A		B		C		D		E		F		G		H		I		J		K		L	
		GENERAL FUND						MANPOWER DEVELOPMENT FUND						FEDERAL MATCH						GRAND TOTAL (ALL FUNDS)					
AS400 Account Code	Appropriation Classification	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances (A + D + G)	FY 2016 Authorized Level (B + E + H)	FY 2017 Governor's Request (C + F + I)									
PERSONNEL SERVICES																									
111	Regular Salaries/Increments/Special Pay:	10,176,154	10,285,838	10,316,665	277,617	285,274	292,657	0	0	0	0	0	0	10,453,771	10,571,112	10,609,322									
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
113	Benefits:	3,830,185	3,744,519	3,640,236	98,929	95,545	93,706	0	0	0	0	0	0	3,928,114	3,840,064	3,733,942									
	TOTAL PERSONNEL SERVICES	\$14,006,339	\$14,030,357	\$13,956,901	\$376,546	\$380,819	\$386,363	\$0	\$0	\$0	\$0	\$0	\$0	\$14,382,885	\$14,411,176	\$14,343,264									
OPERATIONS																									
220	TRAVEL- Off-Island/Local Mileage Reimburs:	29,759	29,202	6,250	0	0	0	0	0	0	0	0	0	29,759	29,202	6,250									
230	CONTRACTUAL SERVICES:	813,257	834,352	1,188,859	15	27,700	28,700	0	0	0	0	0	0	813,272	862,052	1,217,559									
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
240	SUPPLIES & MATERIALS:	165,108	209,706	220,915	20,185	94,000	86,500	0	0	0	0	0	0	185,293	303,706	307,415									
250	EQUIPMENT:	82,220	88,476	93,353	13,617	73,440	91,928	0	0	0	0	0	0	95,837	161,916	185,279									
270	WORKERS COMPENSATION:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
271	DRUG TESTING:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
290	MISCELLANEOUS:	272,699	933,433	50,176	316,921	303,947	1,573,209	0	0	0	0	0	0	589,620	1,237,380	1,623,385									
	TOTAL OPERATIONS	\$1,363,043	\$2,095,169	\$1,559,553	\$350,738	\$499,087	\$1,780,335	\$0	\$0	\$0	\$0	\$0	\$0	\$1,713,781	\$2,594,256	\$3,339,888									
UTILITIES																									
361	Power:	934,505	1,656,900	1,400,040	0	0	0	0	0	0	0	0	0	934,505	1,656,900	1,400,040									
362	Water/ Sewer:	66,583	92,400	93,600	0	0	0	0	0	0	0	0	0	66,583	92,400	93,600									
363	Telephone/ Toll:	82,765	92,400	93,600	0	0	0	0	0	0	0	0	0	82,765	92,400	93,600									
	TOTAL UTILITIES	\$1,083,852	\$1,841,700	\$1,587,240	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,083,852	\$1,841,700	\$1,587,240									
450	CAPITAL OUTLAY	\$7,260	\$60,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,260	\$60,000	\$0									
	TOTAL APPROPRIATIONS	\$16,460,484.88	\$18,027,226	\$17,103,684	\$727,284	\$878,906	\$2,166,698	\$0	\$0	\$0	\$0	\$0	\$0	\$17,187,779	\$18,907,132	\$19,270,392									
1/ Specify Fund Source																									
FULL TIME EQUIVALENCIES (FTEs)																									
UNCLASSIFIED:		2	2	2	0	0	0	0	0	0	0	0	0	2	2	2									
CLASSIFIED:		196	190	190	5	5	5	0	0	0	0	0	0	201	195	195									
TOTAL FTEs		198	192	192	5	5	5	0	0	0	0	0	0	203	197	197									

A B C D E F G H I J K L																
AS400 Account Code	Appropriation Classification	GENERAL FUND (LPNVOC GUIDANCE)				SPECIAL FUND			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)				
		FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances (A + D + G)	FY 2016 Authorized Level (B + E + H)	FY 2017 Governor's Request (C + F + I)			
PERSONNEL SERVICES																
111	Regular Salaries/Increments/Special Pay:	515,070	581,369	591,991	0	0	0	0	0	0	515,070	581,369	591,991			
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
113	Benefits:	199,815	222,481	221,795	0	0	0	0	0	0	199,815	222,481	221,795			
	TOTAL PERSONNEL SERVICES	\$714,885	\$803,850	\$813,786	\$0	\$0	\$0	\$0	\$0	\$0	\$714,885	\$803,850	\$813,786			
OPERATIONS																
220	TRAVEL- Off-Island/Local Mileage Reimburs:	81	0	0	0	0	0	0	0	0	81	0	0			
230	CONTRACTUAL SERVICES:	2,047	12,300	17,350	0	0	0	0	0	0	2,047	12,300	17,350			
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0			
240	SUPPLIES & MATERIALS:	5,651	7,500	3,500	0	0	0	0	0	0	5,651	7,500	3,500			
250	EQUIPMENT:	6,155	11,950	10,775	0	0	0	0	0	0	6,155	11,950	10,775			
270	WORKERS COMPENSATION:	0	0	0	0	0	0	0	0	0	0	0	0			
271	DRUG TESTING:	0	0	0	0	0	0	0	0	0	0	0	0			
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0			
280	MISCELLANEOUS:	0	0	0	100,000	278,922	278,922	0	0	0	100,000	278,922	278,922			
	TOTAL OPERATIONS	\$13,934	\$31,750	\$31,625	\$100,000	\$278,922	\$278,922	\$0	\$0	\$0	\$113,934	\$310,672	\$310,547			
UTILITIES																
361	Power:	0	0	0	0	0	0	0	0	0	0	0	0			
362	Water/ Sewer:	0	0	0	0	0	0	0	0	0	0	0	0			
363	Telephone/ Toll:	0	0	0	0	0	0	0	0	0	0	0	0			
	TOTAL UTILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
450	CAPITAL OUTLAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
	TOTAL APPROPRIATIONS	\$728,819	\$835,600	\$845,411	\$100,000	\$278,922	\$278,922	\$0	\$0	\$0	\$828,819	\$1,114,622	\$1,124,333			
1/ Per PL 31-229 and PL 32-120 USDA loan repayment from Liquid Fuel Tax Revenues and Real Property Tax Valuation, respectively.																
FULL TIME EQUIVALENCIES (FTEs)																
	UNCLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0			
	CLASSIFIED:	12	12	12	0	0	0	0	0	0	12	12	12			
	TOTAL FTEs	12	12	12	0	0	0	0	0	0	12	12	12			

Government of Guam
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Budget Digest

[BBMR BD-1]

Function:
Department/Agency:
Program:

A B C D E F G H I J K L													
GENERAL FUND (GCC Apprenticeship Program)				MDF/TA/SPECIAL FUND			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)			
AS400 Account Code	Appropriation Classification	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2015 Expenditures & Encumbrances	FY 2016 Authorized Level	FY 2017 Governor's Request	FY 2014 Expenditures & Encumbrances	FY 2015 Authorized Level	FY 2016 Governor's Request	FY 2014 Expenditures & Encumbrances (A + D + G)	FY 2015 Authorized Level (B + E + H)	FY 2016 Governor's Request (C + F + I)
PERSONNEL SERVICES													
111	Regular Salaries/Increments/Special Pay:	1,240	0	0	0	0	0	0	0	0	1,240	0	0
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0
113	Benefits:	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL PERSONNEL SERVICES	\$1,240	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,240	\$0	\$0
OPERATIONS													
220	TRAVEL - Off-Island/Local Mileage Reimburs:	0	0	0	0	0	0	0	0	0	0	0	0
230	CONTRACTUAL SERVICES:	673,911	0	0	0	0	0	0	0	0	673,911	0	0
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0
240	SUPPLIES & MATERIALS:	0	0	0	0	0	0	0	0	0	0	0	0
250	EQUIPMENT:	431	0	0	0	0	0	0	0	0	431	0	0
270	WORKERS COMPENSATION:	0	0	0	0	0	0	0	0	0	0	0	0
271	DRUG TESTING:	0	0	0	0	0	0	0	0	0	0	0	0
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0
290	MISCELLANEOUS:	457,267	374,951	0	0	0	0	0	0	0	457,267	374,951	0
	TOTAL OPERATIONS	\$1,131,609	\$374,951	\$0	0	\$0	\$0	\$0	\$0	\$0	\$1,131,609	\$374,951	\$0
UTILITIES													
361	Power:	0	0	0	0	0	0	0	0	0	0	0	0
362	Water/ Sewer:	0	0	0	0	0	0	0	0	0	0	0	0
363	Telephone/ Toll:	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL UTILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
450	CAPITAL OUTLAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL APPROPRIATIONS	\$1,132,860	\$374,951	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,132,860	\$374,951	\$0
1/													
FULL TIME EQUIVALENCIES (FTEs)													
	UNCLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0
	CLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL FTEs	0	0	0	0	0	0	0	0	0	0	0	0

Government of Guam

[BBMR TA-1]

Schedule A - Off Island Travel

Department/Agency: Guam Community College

Purpose / Justification for Travel
Off-island - CALEA and IADLEST conference Local Mileage - out of office meetings-reimbursement

Travel Date:

*** No. of Travelers:**

Position Title of Traveler(s)	Air Fare	Pet Diem	Registration	Total Cost
POST Administrator	3,000.00	1,000.00		\$4,000.00
Local Mileage				\$ 500.00

* Provide justification for more than one traveler to the same conference / training / workshop / etc.

Government of Guam

[BBMR96A]

SCHEDULE B - Contractual Executive Office

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
ANNUAL MEMBERSHIP DUES: ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES & COLLEGES	1	2,440	2,440
ANNUAL MEMBERSHIP DUES: ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT)	1	2,975	2,975
BOARD OF TRUSTEES	7	600	4,200
INSTITUTIONAL MEMBERSHIP DUES (ACCJC, AACCC, PPEC, ETC) & SUBSCRIPTIONS, COST FOR LEGAL SERVICES FOR THE COLLEGE'S ATTORNEY	1	33,725	33,725
MEMBERSHIP DUES: CALEA (COMMISSION ON ACCREDITATION FOR LAW ENFORCEMENT AGENCIES) AND IADLEST (INTERNATIONAL ASSOCIATION OF DIRECTORS OF LAW ENFORCEMENT STANDARDS AND TRAINING); PRINTING OF MEETING NOTICES IN NEWSPAPER OF GENERAL CIRCULATION.	1	2,000	2,000
COMPUTER - GROWTH	1	3,300	3,300
WEB SITE HOSTING, BACKUP AND MAINTENANCE COST FOR ONE YEAR.	12	1,300	15,600
ADVERTISING: MEDIA CONTRACTS FOR SPRING & FALL 2017	1	9,000	9,000
ANNUAL REPORT PRINTING	1	900	900
NCMPR DUES	1	250	250
SOCIAL MEDIA ADVERTISING	10	20	200
WEB SITE ADDITIONAL COSTS - GROWTH	12	200	2,400
CONTRACTUAL	1	150	150
CONTRACTUAL	1	2,000	2,000
Total Contractual			79,140

Government of Guam**[BBMR96A]****SCHEDULE B - Contractual
Finance and Administration****Department/Agency:** Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
DISTANCE EDUCATION SUPPORT	1	17,750	17,750
ANNUAL MEMBERSHIP -EDUCAUSE, ISTE, LEAGUE OF INNOVATION	1	1,768	1,768
SOFTWARE	1	1,065	1,065
MEMBERSHIP	1	4,037	4,037
EQUIPMENT NON-CAPITAL	1	500	500
SUPPLIES & MATERIALS	5	500	2,500
CONTRACTUAL - POSTAGE	12	125	1,500
CONTRACTUAL- PRINTING	3	500	1,500
CONTRACTUAL - PRINTING	3	500	1,500
CONTRACTUAL - POSTAGE	12	375	4,500
CONTRACTUAL - AUDIT FIRM	1	28,500	28,500
ERP SYSTEM CLOUD STARTUP AND HOSTING - GROWTH	1	200,000	200,000
DISTANCE EDUCATION MOODLE REMOTE HOSTING & SERVICES	1	10,000	10,000
ORACLE ACTIVE DATA GUARD LICENSING VIA ELLUCIAN SUPPORT INC.	1	66,000	66,000
NETWORK SYSTEMS PENETRATION TESTING SERVICES	1	15,000	15,000
CLOUD MIGRATION PROJECT - GROWTH	1	60,000	60,000
CUPA MEMBERSHIP	1	1,000	1,000
SHRM MEMBERSHIP	1	1,000	1,000

Government of Guam**[BBMR96A]****SCHEDULE B - Contractual
Finance and Administration****Department/Agency:** Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
PROPERTY, AUTO, CRIME INSURANCE PREMIUMS	1	115,000	115,000
EDUCATORS INSURANCE PREMIUMS- PGL, ELL, UL, LPL	1	144,000	144,000
BROKERS FEE & SURPLUS LINES	1	16,000	16,000
PRINTING SERVICES (BUILDING PLANS)	1	1,000	1,000
ADVERTISEMENTS	2	2,000	4,000
DUES AND SUBSCRIPTIONS	1	1,300	1,300
TRAINING MATERIALS	1	1,000	1,000
CONTRACTUAL	4	5,000	20,000
VEHICLE MAINTENANCE	1	3,200	3,200
VEHICLE INSPECTION REGISTRATION	5	30	150
POSTAL BOX RENTAL	1	938	938
POSTAL METER RENTAL	1	946	946
COPIER LEASE	12	7,966	95,592
COMMUNICATION SYSTEMS	1	2,784	2,784
SECURITY SERVICES	12	12,517	150,204
Total Contractual			974,234

Government of Guam

[BBMR96A]

SCHEDULE B - Contractual Academic Affairs Division

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
COLLEGE CATALOG / SLO BOOKLET / ASSESSMENT HANDBOOK	10	520	5,200
CONTRACTUAL SERVICES	2	500	1,000
COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (CAEL) MEMBERSHIP	1	500	500
AACRAO - BI-ANNUAL MEMBERSHIP DUES	1	800	800
HIGHER EDUCATION DIRECTORY PUBLICATION (ONLINE EDITION)	2	300	600
SEVIS - ANNUAL MEMBERSHIP DUES	1	600	600
LRP PUBLICATIONS (FERPA ANSWER BOOK)	1	200	200
DIGITAL ARCHITECTURE ANNUAL MAINTENANCE FEES	1	5,000	5,000
NATIONAL STUDENT CLEARINGHOUSE	1	300	300
FACT BOOK, PRESIDENT'S ASSESSMENT, BOT ASSESSMENT, FOUNDATION BOARD ASSESSMENT, MISSION, GOVERNANCE ASSESSMENT REPORTS	1	3,000	3,000
CCSSE SURVEY	1	5,550	5,550
IDEA STUDENT SURVEY & PROCESSING	1	4,500	4,500
TRACDAT MAINTENANCE	1	7,500	7,500
PROF. ORG. MEMBERSHIP/ASSOCIATION FOR INSTITUTIONAL RESEARCHER	2	150	300
ANNUAL SURVEY MONKEY SUBSCRIPTION	1	500	500
Total Contractual			35,550

Government of Guam**[BBMR96A]****SCHEDULE B - Contractual
Trades and Professional Services****Department/Agency:** Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
CALIBRATION OF METERS AND A/C	1	200	200
SERVICE PUBLICATION SUBSCRIPTION DUES	1	1,000	1,000
WASTE DISPOSAL	1	700	700
EMT MEDICAL DIRECTOR	1	4,500	4,500
BLS CARDS	1	800	800
OFFICE SUPPLIES	2	500	1,000
COMPUTER SUPPLIES & SOFTWARE	5	500	2,500
INSTRUCTIONAL MATERIALS & SUPPLIES	12	500	6,000
RESOURCES FOR ESL FACULTY	1	500	500
ACCREDITATION FEE	1	2,000	2,000
BIOHAZARD WASTE DISPOSAL	1	300	300
NATIONAL NURSING LEAGUE MEMBERSHIP	1	2,000	2,000
MEDICAL DIRECTOR	1	3,000	3,000
EQUIPMENT REPAIR	1	3,500	3,500
INDUSTRY MEMBERSHIPS: PATA,GVB, GHRA,MCA, ASIA CHRIE, ACF	1	2,000	2,000
ANSUL RECERTIFICATION FOR CULINARY LAB	2	2,500	5,000
OFFICE SUPPLIES	5	500	2,500
INSTRUCTIONAL MATERIALS & SUPPLIES	6	500	3,000

Government of Guam

[BBMR96A]

SCHEDULE B - Contractual Trades and Professional Services

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
COMPUTER SUPPLIES & SOFTWARE	8	500	4,000
OFFICE SUPPLIES	3	500	1,500
INSTRUCTIONAL MATERIALS	3	500	1,500
INSTRUCTIONAL MATERIALS & SUPPLIES	3	500	1,500
Total Contractual			49,000

Government of Guam

[BBMR96A]

**SCHEDULE B - Contractual
Technology and Student Services****Department/Agency:** Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
RADIO/CELLULAR, MAINTENANCE, RECURRING MONTHLY BILLS	1	3,200	3,200
MEDICAL ADVISOR FEE AND MEDICAL WASTE MANAGEMENT	2	1,550	3,100
PRINTING OF DEPARTMENT BROCHURES	1	1,000	1,000
MEMBERSHIP DUES	4	225	900
CHOICES LICENSE RENEWAL	1	900	900
BUSINESS CARDS	3	45	135
PLACEMENT TEST ADMINISTRATION	1	3,800	3,800
WIFI SERVICES	5	500	2,500
SIGNAGE, BANNERS, DISPLAYS FOR RECRUITMENT	5	1,000	5,000
BUSINESS CARDS	5	45	225
MEMBERSHIP DUES	5	225	1,125
RENEW LICENSES FOR COMPUTER PROGRAMS	3	500	1,500
SERVICE PROVIDERS FOR STUDENTS WITH DISABILITIES	52	500	26,000
EBSCO FULL TEXT PERIODICAL DATABASE	1	5,500	5,500
3M SERVICE CONTRACT FOR SECURITY GATE	1	5,200	5,200
PRINT PERIODICAL SUBSCRIPTION	1	3,500	3,500
EBSCO ACADEMIC E-BOOKS SUBSCRIPTION	1	3,500	3,500
LOCAL SUBSCRIPTIONS	1	1,200	1,200
Total Contractual			68,285

Government of Guam

[BBMR96A]

SCHEDULE C - Supplies and Materials Executive Office

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
SUPPLIES & MATERIALS	3	500	1,500
SUPPLIES & MATERIALS	3	500	1,500
MISCELLANEOUS	1	650	650
SUPPLIES & MATERIALS	1	200	200
SUPPLIES & MATERIALS	12	600	7,200
SUPPLIES & MATERIALS	12	250	3,000
SUPPLIES & MATERIALS	12	3,872	46,464
SUPPLIES & MATERIALS	12	877	10,524
SUPPLIES & MATERIALS	12	1,394	16,728
Total Supplies Materials			87,766

Government of Guam**[BBMR96A]****SCHEDULE C - Supplies and Materials
Finance and Administration****Department/Agency:** Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
OFFICE SUPPLIES	4	500	2,000
SUPPLIES & MATERIALS	7	500	3,500
TECHNICAL LEARNING / TRAINING MANUALS / BOOKS / SUBSCRIPTIONS	1	525	525
TAPE CARTRIDGES	1	2,625	2,625
GENERAL OFFICE SUPPLIES & MATERIALS	2	500	1,000
SAFETY GEAR/WEAR & SUPPLIES	2	500	1,000
UPS BACKUP BATTERY REPLACEMENT	10	500	5,000
SYSTEM PREVENTIVE MAINTENANCE	10	500	5,000
ADVERTISEMENT	1	500	500
PRINTING	1	500	500
TRAINING SUPPLIES	1	500	500
OFFICE SUPPLIES	2	500	1,000
OFFICE SUPPLIES	4	2,000	8,000
LABELS FOR TAGGING	2	1,000	2,000
OFFICE SUPPLIES	1	500	500
SUPPLIES & MATERIALS	2	2,000	4,000
SUPPLIES & MATERIALS	1	6,000	6,000

**SCHEDULE C - Supplies and Materials
Finance and Administration**

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
OFFICE SUPPLIES	5	500	2,500
Total Supplies Materials			46,150

Government of Guam

[BBMR96A]

SCHEDULE C - Supplies and Materials Academic Affairs Division

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
SUPPLIES AND MATERIALS	7	500	3,500
LASER PRINTER AND SCANNER MAINTENANCE	1	559	559
HP LASERJET TONER	4	1,200	4,800
OFFICE SUPPLIES, POSTAGE, OFFICIAL LETTERHEAD & ENVELOPES, TRANSCRIPT PAPER	12	500	6,000
SUPPLIES	2	500	1,000
TRACDAT TAPES	14	35	490
Total Supplies Materials			16,349

**SCHEDULE C - Supplies and Materials
Trades and Professional Services**

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
OFFICE SUPPLIES	3	500	1,500
SUPPLIES	2	500	1,000
SUPPLIES	2	500	1,000
CRIMINAL JUSTICE INSTRUCTIONAL SUPPLIES	1	2,000	2,000
SOCIAL SCIENCE INSTRUCTIONAL SUPPLIES	1	500	500
OFFICE SUPPLIES	1	500	500
HUMAN SERVICES INSTRUCTIONAL SUPPLIES	1	500	500
FACULTY INSTRUCTIONAL SUPPLIES	1	500	500
FACULTY INSTRUCTIONAL SUPPLIES	1	500	500
OFFICE SUPPLIES	2	500	1,000
INSTRUCTIONAL SUPPLIES	1	500	500
OFFICE SUPPLIES	2	500	1,000
SUPPLIES	1	200	200
DRY CLEANING SERVICES	1	500	500
CLEANING CHEMICALS FOR KITCHEN LAB	10	500	5,000
CULINARY KITCHEN LAB: LP GAS	6	500	3,000
OFFICE SUPPLIES	4	500	2,000

Government of Guam

[BBMR96A]

SCHEDULE C - Supplies and Materials Trades and Professional Services

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
Total Supplies Materials			21,200

Government of Guam

[BBMR96A]

SCHEDULE C - Supplies and Materials Technology and Student Services

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
CLASSROOM SUPPLIES FOR DEPARTMENT	1	1,000	1,000
REPLACE JAPANESE INSTRUCTOR'S INSTRUCTIONAL COMPUTER	1	1,000	1,000
REPLACE CLASSROOM PRINTER	1	1,000	1,000
OFFICE SUPPLIES	4	500	2,000
INSTRUCTIONAL & OPERATIONAL SUPPLIES	12	500	6,000
INSTRUCTIONAL & LAB EQUIPMENT	8	500	4,000
GENERAL OFFICE SUPPLIES: (FOLDERS, PENS, PAPER, PENCILS, NOTEPADS, FLASHLIGHTS, KEY LABELS, STAPLES, COLOR PAPER, ETC.)	1	500	500
TONERS/CARTRIDGES - SSS OPERATIONS	6	500	3,000
TONERS/CARTRIDGES - STUDENT SUCCESS CENTER	7	250	1,750
XEROX PAPERS	6	500	3,000
U.S. AND GUAM FLAGS	1	500	500
IDENTIFICATION CARDS	1	1,000	1,000
SUPPLIES & MATERIALS	1	10,000	10,000
SUPPLIES	1	500	500
INSTRUCTIONAL MATERIALS & SUPPLIES	4	500	2,000
SUPPLIES	4	500	2,000

**SCHEDULE C - Supplies and Materials
Technology and Student Services**

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
SUPPLIES	4	500	2,000
SUPPLIES	1	500	500
ADMINISTRATIVE/INSTRUCTIONAL SUPPLIES	3	500	1,500
SUPPLIES AND MATERIALS	1	1,000	1,000
SUPPLIES AND MATERIALS	3	500	1,500
INSTRUCTIONAL SUPPLIES	1	2,000	2,000
OFFICE SUPPLIES	1	2,000	2,000
EBSCO COMMUNITY COLLEGE E-BOOKS SUBSCRIPTION - GROWTH	1	3,200	3,200
Total Supplies Materials			52,950

Government of Guam

[BBMR96A]

SCHEDULE D - Equipment Executive Office

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
LAPTOP COMPUTER	1	1,600	1,600
Total Equipment			1,600

Government of Guam

[BBMR96A]

**SCHEDULE D - Equipment
Finance and Administration****Department/Agency:** Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
IT EQUIPMENT - NON CAPITAL	1	1,250	1,250
MISCELLANEOUS IT EQUIPMENT	2	4,613	9,226
MAC COMPUTERS	2	3,000	6,000
COMPUTER UPGRADE / REPLACEMENT	2	2,100	4,200
NETWORK DIAGNOSTIC FIELD EQUIPMENT/TOOLS	1	1,050	1,050
TAGGING MACHINE	1	4,000	4,000
OFFICE CHAIRS - STUDENT	3	75	225
OFFICE CHAIRS- EMPLOYEES	3	200	600
TRAINING	1	1,200	1,200
TRAINING	1	1,800	1,800
Total Equipment			29,551

Government of Guam

[BBMR96A]

SCHEDULE D - Equipment Academic Affairs Division

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
PC LAPTOP	1	1,500	1,500
LAPTOP	1	1,600	1,600
Total Equipment			3,100

**SCHEDULE D - Equipment
Trades and Professional Services**

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
DESKTOP COMPUTER WITH EXTERNAL HARD DRIVE	1	2,000	2,000
IT EQUIPMENT (GCC COMPUTER BID) - GROWTH	1	1,198	1,198
INSTRUCTIONAL EQUIPMENT - GROWTH	1	1,500	1,500
INSTRUCTIONAL EQUIPMENT	1	500	500
IT EQUIPMENT	1	1,250	1,250
VEHICLE MAINTENANCE	1	1,000	1,000
INSTRUCTIONAL EQUIPMENT	2	3,000	6,000
CLASSROOM/LAB SMALLWARES	4	1,000	4,000
Total Equipment			17,448

Government of Guam

[BBMR96A]

SCHEDULE D - Equipment Technology and Student Services

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
IMAC COMPUTER	1	3,000	3,000
LAPTOP COMPUTER	1	2,000	2,000
COURSE DVDS	1	500	500
DESKTOP	1	1,250	1,250
EQUIPMENT	1	125	125
DESKTOP COMPUTER	1	2,100	2,100
DESKTOP COMPUTER	1	1,400	1,400
FLASH DRIVE	5	55	275
DESKTOP COMPUTER	3	2,100	6,300
SPEAKER SYSTEM	5	200	1,000
LAPTOP COMPUTER	2	1,600	3,200
AUXILIARY AIDS	4	500	2,000
AUXILIARY AIDS	2	500	1,000
LAPTOP	1	1,600	1,600
COMPUTER -- FACULTY USE	2	2,100	4,200
EQUIPMENT/NON-CAPITAL	2	1,250	2,500
AUDIO-BOOKS/CLASS SET OF NOVELS	1	3,000	3,000
BOOKS - GROWTH	1	16,979	16,979
Total Equipment			52,429

Government of Guam

[BBMR96A]

SCHEDULE E - Miscellaneous Finance and Administration

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
FINANCIAL AID PUBLIC RELATIONS MATERIALS: TABLE CLOTH, SIGNAGE	1	1,000	1,000
Total Miscellaneous			1,000

Government of Guam

[BBMR96A]

SCHEDULE E - Miscellaneous Trades and Professional Services

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
FUEL	2	500	1,000
AHS REGISTRATION FEE	100	162	16,200
AHS REGISTRATION FEE	100	162	16,200
AHS TUITION & FEE (OA101)	12	574	6,888
AHS TUITION & FEE (OA101)	12	574	6,888
Total Miscellaneous			47,176

**SCHEDULE E - Miscellaneous
Technology and Student Services**

Department/Agency: Guam Community College

Item	Quantity	Unit Price	FY 2017 Request
PD & PROMOTION ACTIVITIES	2	500	1,000
WORKSHOP DEVELOPMENT	2	500	1,000
Total Miscellaneous			2,000

Government of Guam

[BBMR96A]

SCHEDULE F - Capital Outlay

Department/Agency: Guam Community College

Item	Quantity	Unit Price	Total Price
Total Capital Outlay			0

FUNCTIONAL AREA:

Education and Culture

DEPARTMENT/AGENCY:

Guam Community College

PROGRAM:

Institutional

General Fund and MDF

FUND:

Input by Department																																					
No.	Position Number	Position Title I/	(C)	(B)	(A)			(D)	(E)		(F)		(G)	(H)		(I)	(J)	(K)			(L)			(M)			(N)			(O)			(P)			(R)	(S)
					Grade/Step	Salary	Overtime		Special*	Date	Inc.	Retirement (J + 21.67%) I/		Relire (DDI)*58PP (19.01*58PP)	Social Security (6.2% * J)			Medicare (1.45% * J)	Life	Medical (Premium)	Dental (Premium)	Total Benefits (J + R)	(K thru Q)	TOTAL													
GENERAL FUND																																					
1.	PRE004	Administrative Secretary II	Guerrero, Bertha M.	I-6	34,439.00	0	0	19-Mar-2017	761	35,200	9,740	495	0	0	510	178	2,583	224	13,730	48,931																	
2	PRE005	President	Olveda, Mary A.	R-12-a	158,094.00	0	0	1-Jan-2017	4,150	162,244	44,893	0	0	0	2,353	178	4,128	1,236	52,788	215,031																	
3	PRE006	Private Secretary	Muna, Esther A.	I-10	39,255.00	0	0	1-Apr-2017	623	39,878	11,034	495	0	0	578	178	0	0	12,285	52,163																	
4	PRE007	Program Specialist	**Vacant-Santo Tomas, D.	K-7-c	52,820.00	0	0	Vacant	0	52,820	14,615	495	0	0	766	178	6,510	404	22,968	75,788																	
5	PRE002	Assistant Director	Flores, Jayne T.	O-5-b	81,569.00	0	0	1-Jan-2017	2,141	83,710	23,163	495	0	0	1,214	178	1,924	240	27,213	110,923																	
6	ASD033	Facilities Engineer Administrator	**Vacant-Perez, L.	N-3-a	65,422.00	0	0	Vacant	0	65,422	18,102	495	0	0	949	178	0	0	19,724	85,146																	
7	ASD001	Administrative Assistant	Arceo, Josephine T.	J-14	48,338.00	0	0	14-Aug-2017	256	48,594	13,446	495	0	0	705	178	4,688	299	19,810	68,404																	
8	ASD016	Program Specialist	Johns, Priscilla C.	K-11-a	60,715.00	0	0	1-Jan-2017	1,594	62,309	17,241	0	0	0	903	178	2,583	224	21,129	83,438																	
9	ASD021	Assistant Director	Perez, Doris C.	O-8-b	91,914.00	0	0	1-Jan-2017	2,413	94,327	26,100	0	0	0	1,368	178	2,583	224	30,453	124,780																	
10	AAD079	Test Examiner	Cruz, Evangeline P.	I-9	38,048.00	0	0	10-Dec-2017	0	38,048	10,528	495	0	0	552	178	4,688	299	16,245	54,293																	
11	ASD009	Refrigeration Mechanic II	Quichocho, Joseph R.	I-9	38,048.00	0	0	27-Dec-2017	0	38,048	10,528	495	0	0	552	178	4,688	299	16,245	54,293																	
12	ASD022	Maintenance Worker	Toves, Albert S.	H-4	29,650.00	0	0	27-Jun-2017	375	30,025	8,308	495	0	0	435	178	0	0	9,416	39,441																	
13	ASD034	Maintenance Worker	Mangiona, Richard R.	H-2	27,525.00	0	0	1-Jun-2017	348	27,873	7,712	495	0	0	404	178	0	0	8,790	36,662																	
14	ASD036	Maintenance Worker	Roberto, Joey C.	H-3	28,568.00	0	0	10-Oct-2013	1,082	29,650	8,204	495	0	0	430	178	2,583	224	12,114	41,764																	
15	ASD037	Maintenance Specialist	Quenga, Benny John R.	I-4	31,970.00	0	0	1-Aug-2017	202	32,172	8,902	495	0	0	466	178	3,176	404	13,621	45,793																	
16	ASD041	Maintenance Supervisor	Pritchard, Richard W.	L-2	38,506.00	0	0	23-Feb-2017	973	39,479	10,924	495	0	0	572	178	6,510	404	19,083	58,562																	
17	ASD048	Maintenance Worker	Tyquengco, Jon J.	H-4	29,650.00	0	0	24-Jun-2017	375	30,025	8,308	495	0	0	435	178	2,583	224	12,223	42,248																	
18	ASD026	Refrigeration Mechanic I	Mantanoza, Jonathan P.	H-3	28,568.00	0	0	7-Apr-2017	541	29,109	8,054	495	0	0	422	178	6,510	404	16,064	45,173																	
19	AAD036	Program Specialist	Gima, Wesley T.	K-10-b	58,292.00	0	0	1-Jan-2017	1,530	59,822	16,553	495	0	0	867	178	1,404	224	19,721	79,543																	
20	BF0013	Administrative Assistant	Cruz, Vivian D.	J-9	41,349.00	0	0	11-Mar-2017	765	42,114	11,653	0	0	0	611	178	0	0	12,442	54,556																	
21	BF0022	Vice President	Santos, Carmen K.	P-10-a	112,340.00	0	0	1-Jan-2017	2,949	115,289	31,900	495	0	0	1,672	178	6,510	404	41,159	156,448																	
22	BF0003	Accountant I	Mayo, Lucille A.	K-1	39,911.00	0	0	9-Nov-2016	1,178	35,089	9,709	495	0	0	509	178	0	0	10,891	45,980																	
23	BF0004	Accountant II	Lam, Pik Man	K-4	37,914.00	0	0	16-Aug-2017	239	38,153	10,557	495	0	0	553	178	0	0	11,783	49,937																	
24	BF0005	Accountant II	Guerrero, Carol A.	M-9	54,238.00	0	0	29-Sep-2017	143	54,381	15,047	495	0	0	789	178	2,583	224	19,316	73,697																	
25	BF0008	Cashier II	Borja, Levenne G.	F-4	25,906.00	0	0	14-Feb-2017	655	26,561	7,349	495	0	0	385	178	6,510	404	15,321	41,882																	
26	BF0009	Accounting Technician I	Mesa, Catherine S.	H-4	29,650.00	0	0	3-Jun-2017	375	30,025	8,308	495	0	0	435	178	3,940	240	13,596	43,621																	
27	BF0010	Accountant II	Santos Torres, Linda	M-8	52,570.00	0	0	10-Aug-2017	278	52,848	14,623	495	0	0	766	178	2,583	224	18,869	71,717																	
28	BF0012	General Accounting Supervisor	San Nicolas, Cheryl B.	P-4	62,037.00	0	0	18-Feb-2017	1,567	63,604	17,599	0	0	0	922	178	0	0	18,700	82,304																	
29	BF0015	Accounting Technician II	**Vacant-Mayo, L.	I-3	30,803.00	0	0	Vacant	0	30,803	8,523	495	0	0	447	178	0	0	9,643	40,446																	
30	BF0029	Controller	Lumitaco, Edwin E.	N-7-c	78,255.00	0	0	1-Jan-2017	2,054	80,309	22,222	495	0	0	1,164	178	1,924	240	26,223	106,532																	
31	BF0030	Accounting Technician I	Sablan, Darlynn T.	H-4	29,650.00	0	0	25-Mar-2017	656	30,306	8,386	495	0	0	439	178	1,924	240	11,662	41,968																	
32	ASD002	Systems Programmer	Bautista, Kenneth C.	N-10	61,796.00	0	0	6-Jun-2018	0	61,796	17,099	0	0	0	896	178	2,583	224	20,980	82,776																	
33	ASD005	Computer Operator II	David, Margarita Q.	I-16	47,347.00	0	0	22-Nov-2017	0	47,347	13,101	0	0	0	687	178	2,285	0	16,250	63,597																	
34	ASD006	Computer Technician II	De Roca, Victor F.	J-2	32,253.00	0	0	27-Jul-2017	306	32,559	9,009	495	0	0	472	178	3,176	0	13,330	45,889																	
35	ASD007	Teleprocessing Network Coord	Reyes, Richard J.	K-4	37,914.00	0	0	29-Jul-2017	359	38,273	10,590	495	0	0	555	178	2,583	224	14,625	52,898																	
36	ASD008	Computer Systems Analyst II	Rivera, Dean C.	M-6	49,093.00	0	0	16-Nov-2016	1,705	50,798	14,056	0	0	0	737	178	6,510	404	21,884	72,872																	
37	ASD010	Data Processing Systems Admin	Camacho, Francisco C.	N-8-a	79,828.00	0	0	1-Jan-2017	2,095	81,923	22,668	0	0	0	1,188	178	6,510	404	30,948	112,872																	
38	ASD011	Teleprocessing Network Coord	Cascho, Christopher J.	K-6	40,841.00	0	0	17-Sep-2017	129	40,970	11,336	495	0	0	594	178	3,176	404	16,183	57,153																	
39	ASD025	Computer Technician I	De Leon, Benedict C.	J-4	34,744.00	0	0	30-Apr-2017	659	35,403	9,796	495	0	0	513	178	1,404	224	12,610	48,013																	
40	ASD027	Computer Systems Analyst II	Dacanay, Gerard L.	M-12	59,566.00	0	0	4-Jun-2017	630	60,196	16,656	0	0	0	873	178	1,404	224	19,335	79,531																	
41	ASD039	Systems Programmer	**Vacant-Solidum, C.	N-2	46,720.00	0	0	Vacant	0	46,720	12,927	495	0	0	677	178	2,583	224	17,085	63,805																	
42	BF0006	Human Resources Administrator	Muna, Joann W.	N-10-c	88,180.00	0	0	1-Jan-2017	2,315	90,495	25,040	0	0	0	1,312	178	1,924	240	28,694	119,189																	
43	BF0007	Personnel Specialist IV	San Nicolas, Apolline C.	O-3	53,750.00	0	0	30-Nov-2016	1,866	55,616	15,389	495	0	0	806	178	1,404	224	18,496	74,113																	
44	BF0023	Personnel Specialist II	**Vacant-San Nicolas, A.	L-1	37,100.00	0	0	Vacant	0	37,100	10,266	495	0	0	538	178	6,510	404	18,391	55,491																	
45	BF0025	Personnel Specialist I	Siguenza, Rose Marie L.	K-10	46,553.00	0	0	12-Jan-2018	0	46,553	12,881	495	0	0	675	178	2,583	224	17,036	63,589																	
46	BF0031	Personnel Assistant I	Manibusan, Doreen M.	G-12	36,136.00	0	0	25-Feb-2017	765	36,901	10,210	495	0	0	535	178	0	0	11,418	48,319																	
47	BF0011	Proc & Inventory Administrator	Evangeliista, Joleen M.	M-8-d	72,146.00	0	0	1-Jan-2017	1,894	74,040	20,487	495	0	0	1,074	178	1,404	0	23,637	97,677																	
48	BF0016	Buyer II	Duenas, Debbie C.	I-3	30,803.00	0	0	15-Jul-2017	292	31,095	8,604	495	0	0	451	178	2,285	0	12,013	43,108																	
49	BF0017	Inventory Management Officer	Rios, Theda R.	J-3	33,476.00	0	0	1-Nov-2016	1,162	34,638	9,584	495	0	0	502	178	2,583	224	13,567	48,205																	
50	BF0018	Supply Expediter	Blas, Jerome M.	E-10	28,959.00	0	0	8-Jan-2017	689	29,648	8,204	495	0	0	430	178	1,404	0	10,711	40,359																	

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(A)		(B)		(C)		(D)		(E)		(F)		(G)		(H)		(I)		(J)		(K)		(L)		(M)		(N)		(O)		(P)		(Q)		(R)		(S)	
No.	Position Number	Position Title I/	Name of Incumbent	Grade/Step	Salary	Overtime	Special*	Increment		Retirement (J * 27.67%) U/	Social Security (6.2% * J)	Medicare (1.45% * J)	Life	Medical (Premium)	Dental (Premium)	Total Benefits (K thru Q)	(J + R) TOTAL	Subtotal	(E+F+G+H)	Retiree (DD)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life	Medical (Premium)	Dental (Premium)	Total Benefits (K thru Q)	(J + R) TOTAL										
								Date	Amt.																												
51	BFD020	Buyer I	Palacios, Patricia U.	H-4	29,650	0	0	11-Jan-2017	843	8,437	0	0	442	178	3,940	240	13,238	43,731	30,493	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
52	BFD001	Bookstore Manager	Okada, Daniel T.	L-4	41,479	0	0	8-Aug-2017	262	11,550	495	0	605	178	0	0	12,828	54,569	41,741	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
53	BFD014	Records & Registration Technician	Rachielug, Benedict	H-3	28,568	0	0	10-Feb-2017	721	8,104	495	0	425	178	3,176	404	12,782	42,071	29,289	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
54	BFD026	Coordinator, Financial Aid	Rios, Esther A.	L-6-c	57,865	0	0	1-Jan-2017	1,519	16,432	495	0	861	178	2,285	299	20,550	79,934	51,492	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
55	BFD027	Program Coordinator II	Guerrero, Vivian C.	M-7	50,953	0	0	30-Jun-2017	539	14,248	495	0	747	178	2,583	224	17,979	69,471	51,492	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
56	ASD003	Environ Health & Safety Admin	Mangiona, Gregorio T.	L-7-c	60,215	0	0	1-Jan-2017	1,581	17,099	495	0	896	178	0	0	18,668	80,464	61,796	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
57	ASD020	Safety Inspector I	Diaz, John L.	L-5	33,182	0	0	24-Apr-2017	629	9,355	495	0	490	178	0	0	10,519	44,329	33,811	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
58	ASD017	Administrative Assistant	Salas, Frank C.	J-10	42,661	0	0	3-Oct-2017	0	11,804	0	0	619	178	0	0	12,601	55,262	42,661	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
59	AA0077	Administrative Officer	Atoligue, Ana Mari C.	L-4	41,479	0	0	8-Jul-2017	393	11,586	495	0	607	178	0	0	12,866	54,738	41,479	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60	AA0078	Vice President	Someira, Rene Ray D.	P-11-d	120,444	0	0	1-Jan-2017	3,162	34,202	495	0	1,792	178	3,940	240	40,847	164,453	123,606	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
61	AA0001	Administrative Aide	Uitallan, Frances E.	F-4	25,906	0	0	8-Aug-2017	1,64	7,213	495	0	378	178	2,583	224	11,071	37,141	26,070	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
62	AA0003	Coordinator, Admissions & Reg.	Clymer, Patrick L.	M-7-d	69,331	0	0	1-Jan-2017	1,820	19,687	495	0	1,032	178	2,583	224	24,198	95,350	17,151	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
63	AA0005	Records & Registration Tech	Paulus, Vincent K.	H-6	31,940	0	0	2-Apr-2017	605	9,005	495	0	472	178	0	0	10,150	42,695	32,545	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
64	AA0007	Program Coordinator II	Camacho, Johanna L.	M-4	45,574	0	0	7-Jun-2017	576	12,770	495	0	669	178	2,583	224	15,919	63,068	46,150	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
65	AA0008	Records & Registration Tech	Masnayon, Edgar C.	H-7	33,150	0	0	18-Mar-2017	614	9,342	495	0	490	178	2,583	224	13,312	47,076	33,764	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
66	AA0184	Records & Registration Superv	Concepcion, Marilyn L.	J-9	41,349	0	0	10-Jul-2017	328	11,532	495	0	604	178	2,583	224	13,121	56,798	41,677	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
67	AA0016	Assistant Director	Montague, Marianna O.	O-5-a	80,761	0	0	1-Jan-2017	2,120	22,933	495	0	1,202	178	0	0	24,808	107,689	82,881	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
68	AA0213	Administrative Assistant	Agumon, Evangeline M.	J-5	36,061	0	0	3-Jun-2017	455	10,104	495	0	529	178	1,924	240	13,471	49,587	36,516	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
69	ASD004	Planner IV	Benavente, Joseph L.	N-8	58,053	0	0	16-Dec-2016	1,335	15,488	0	0	864	178	0	0	17,530	77,118	59,588	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
70	AA0038	Assistant Director	Perez, Rowena Ellen	O-3-d	76,841	0	0	1-Jan-2017	2,017	21,820	495	0	1,143	178	2,583	224	25,948	104,803	17,858	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
71	AA0128	Program Coordinator II	Artero, Pascual S.	M-4	45,574	0	0	31-Jul-2017	432	12,730	495	0	667	178	2,583	224	16,877	62,883	46,006	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
72	ASD012	Program Specialist	Sison, Christine B.	K-10-d	60,114	0	0	1-Jan-2017	1,578	17,070	495	0	895	178	3,176	404	22,218	83,910	61,692	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
73	AA0187	Program Specialist	**Vacant-Sablan, Fernina A.	K-6-b	50,256	0	0	Vacant	0	13,906	495	0	729	178	3,940	240	19,488	71,464	50,256	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
74	AA0040	Dean	Tudela, Virginia C.	O-9-a	94,699	0	0	1-Jan-2017	2,486	26,891	495	0	1,409	178	6,510	404	35,887	133,072	97,185	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
75	AA0091	Associate Dean	Williams, Pilar A.	N-5-d	72,990	0	0	1-Jan-2017	1,916	20,726	495	0	1,086	178	2,583	224	25,293	100,199	74,900	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
76	AA0191	Associate Dean	**Vacant-Cruz, A.	F-15	37,186	0	0	Vacant	0	10,289	495	0	539	178	2,583	224	13,814	51,000	37,186	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
77	AA0204	Associate Dean	Diego, Elizabeth A.	N-6-b	74,457	0	0	1-Jan-2017	1,954	21,143	495	0	1,108	178	2,583	224	25,731	102,143	76,411	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
78	AA0112	Associate Dean	**Vacant-Flores, J.	N-5-c	72,267	0	0	Vacant	0	19,996	495	0	1,048	178	1,404	224	23,345	95,612	72,267	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
79	AA0015	Assistant Instructor	Cruz, Jesse G.	L-7-b	40,241	0	0	1-Aug-2017	235	40,476	495	0	587	178	3,940	240	16,640	57,115	40,476	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
80	AA0032	Instructor	Flores, Joseph L.	J-9-a	49,184	0	0	1-Aug-2017	287	13,689	495	0	717	178	3,940	240	18,764	62,691	49,184	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
81	AA0041	Instructor	Pajarillo, Lyndon B.	J-9-a	49,184	0	0	1-Aug-2017	287	13,689	495	0	717	178	3,940	240	18,764	62,691	49,184	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
82	AA0141	Assistant Instructor	Memo, Charles Roy M.	L-11-d	48,134	0	0	1-Aug-2017	281	13,396	495	0	702	178	0	0	14,276	62,691	48,134	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
83	AA0144	Instructor	Tabunara, James M.	J-9-a	49,184	0	0	1-Aug-2017	287	13,689	495	0	717	178	3,940	240	18,764	62,691	49,184	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
84	AA0150	Instructor	Perez, Jonathan J.	J-3-c	39,514	0	0	1-Aug-2017	230	39,744	495	0	576	178	1,404	224	13,903	53,745	39,744	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
85	AA0151	Assistant Instructor	Lawcock, Danilo J.	L-15-c	55,882	0	0	1-Aug-2017</																													

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	Position Number	Position Title I/	Name of Incumbent	Grade/ Step	Salary	Overtime	Special*	Increment		Benefits		(J)		(K)		(L)		(M)		(N)		(O)		(P)		(Q)		(R)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Position Number	Position Title I/	Name of Incumbent	Grade/Step	Salary	Overtime	Special*	Increment		(E+F+G+I)	Subtotal	Retirement (J * 27.67%) I/	Redire (DDI) 39.01*26PP	Social Security (6.2% * J)	Medicare (1.45% * J)	Life	Medical (Premium)	Dental (Premium)	Total Benefit (K thrn Q)	(J + R) TOTAL
169	AAD0071	Program Specialist	K-9-d	57,768	0	0	1-Jan-2017	1,516	59,284	16,404	495	0	860	178	1,404	224	19,565	78,849	
170	AAD2000	School Aide I	E-6	25,406	0	0	6-Aug-2017	161	25,567	7,074	495	0	371	178	1,404	224	9,746	35,312	
171	AAD0014	Professor	M-13-a	85,443	0	0	1-Aug-2017	498	85,941	23,780	495	0	1,246	178	1,404	224	27,327	113,269	
172	AAD0020	Instructor	J-16-b	65,636	0	0	1-Aug-2017	383	66,019	18,267	0	0	957	178	1,404	224	21,031	87,050	
173	AAD0021	Assistant Professor	K-9-a	58,346	0	0	1-Aug-2017	340	58,686	16,239	0	0	851	178	1,404	224	18,895	77,582	
174	AAD0025	Assistant Professor	Tam, Wilson W.	57,196	0	0	1-Aug-2017	334	57,530	15,918	0	0	834	178	1,404	224	20,511	78,040	
175	AAD0081	Professor	M-12-d	92,655	0	0	1-Aug-2017	540	93,195	25,787	0	0	1,351	178	1,404	224	28,945	122,140	
176	AAD0084	Instructor	J-3-a	38,735	0	0	1-Aug-2017	226	38,961	10,780	495	0	565	178	1,404	224	14,825	53,786	
177	AAD0087	Associate Professor	L-12-d	74,208	0	0	1-Aug-2017	433	74,641	20,653	495	0	1,082	178	1,404	240	26,093	100,734	
178	AAD0146	Associate Professor	L-11-b	69,907	0	0	1-Aug-2017	408	70,315	19,456	495	0	1,020	178	1,404	240	23,956	94,270	
179	AAD0194	Assistant Professor	K-9-a	56,069	0	0	1-Aug-2017	327	56,396	15,605	495	0	818	178	1,404	240	20,176	78,281	
180	AAD0088	Instructor	J-3-d	39,309	0	0	Vacant	0	39,909	11,043	495	0	579	178	1,404	240	16,731	66,284	
181	AAD0109	Assistant Professor	K-5-c	48,778	0	0	Vacant	0	48,778	13,497	495	0	707	178	1,404	240	21,791	70,569	
182	AAD0022	Assistant Professor	K-9-d	57,768	0	0	1-Aug-2017	337	58,105	16,078	495	0	843	178	1,404	240	20,176	78,281	
183	AAD037	Assistant Professor	Atalg, Adrian M.	49,266	0	0	1-Aug-2017	287	49,553	13,711	495	0	719	178	1,404	224	16,731	66,284	
184	AAD161	Instructor	J-13-d	65,078	0	0	1-Aug-2017	380	65,458	18,112	495	0	949	178	1,404	240	21,898	87,356	
185	AAD166	Assistant Professor	K-17-c	78,642	0	0	Vacant	0	78,642	21,760	0	0	1,140	178	1,404	0	24,483	103,125	
186	AAD169	Assistant Instructor-LTA	I-2-c	33,309	0	0	LTA	0	33,309	9,217	495	0	483	178	1,404	224	13,180	46,489	
187	AAD172	Instructor-LTA	J-3-a	38,735	0	0	LTA	0	38,735	10,718	495	0	562	178	1,404	224	18,867	57,602	
188	AAD095	Assistant Professor	K-9-d	68,773	0	0	1-Aug-2017	401	69,174	19,140	495	0	1,003	178	1,404	240	27,730	96,904	
189	AAD096	Associate Professor	L-9-d	78,400	0	0	1-Aug-2017	457	78,857	21,820	495	0	1,143	178	1,404	224	26,443	105,300	
190	AAD097	Library Technician Supervisor	J-10	42,661	0	0	23-Feb-2018	0	42,661	11,804	0	0	619	178	1,404	224	16,181	58,842	
191	AAD099	Library Technician II	H-8	34,202	0	0	30-Mar-2017	633	34,835	9,639	495	0	505	178	1,404	224	12,445	47,280	
192	AAD100	Library Technician I	F-2	24,049	0	0	Vacant	0	24,049	6,654	495	0	349	178	1,404	0	7,676	31,725	
193	AAD0042	Assistant Professor	M-9-a	32,7	0	0	1-Aug-2017	327	32,7	56,396	0	0	818	178	1,404	0	18,005	74,401	
194	AAD043	Nursing & Allied Health Admini	M-b	73,569	0	0	1-Jan-2017	1,931	75,500	20,891	495	0	1,095	178	1,404	240	29,573	105,073	
195	AAD050	Instructor-LTA	J-7-a	39,842	0	0	LTA	0	39,842	11,024	495	0	578	178	1,404	0	12,275	52,117	
196	AAD058	Administrative Assistant	J-3	33,475	0	0	6-Dec-2016	1,057	33,475	9,555	495	0	501	178	1,404	299	15,716	50,249	
197	AAD083	Instructor	K-11-a	60,715	0	0	1-Aug-2017	354	61,069	16,898	495	0	886	178	1,404	0	18,456	79,526	
198	AAD162	Instructor	J-6-b	44,084	0	0	Vacant	0	44,084	12,198	495	0	639	178	1,404	240	20,424	64,508	
199	AAD196	Instructor	J-3-a	38,735	0	0	Vacant	0	38,735	10,718	495	0	562	178	1,404	224	18,867	57,602	
200	AAD049	Instructor	J-3-a	38,735	0	0	1-Aug-2017	226	38,961	10,781	495	0	565	178	1,404	224	18,457	79,526	
201	AAD163	Assistant Professor	K-11-a	60,715	0	0	1-Aug-2017	354	61,069	16,898	495	0	886	178	1,404	224	18,456	79,526	
202	AAD170	Instructor	J-3-a	38,735	0	0	1-Aug-2017	226	38,961	10,781	495	0	565	178	1,404	224	18,456	79,526	
203	AAD187	Assistant Professor	K-11-a	60,715	0	0	1-Aug-2017	354	61,069	16,898	495	0	886	178	1,404	224	18,456	79,526	
204	AAD195	Instructor	J-4-d	41,530	0	0	1-Aug-2017	242	41,772	11,558	495	0	606	178	1,404	240	15,071	64,508	
205	AAD004	Administrative Assistant	J-7	38,845	0	0	3-Dec-2016	1,027	39,872	11,033	495	0	578	178	1,404	224	15,091	54,963	
206	AAD112	Program Specialist	K-18-c	81,835	0	0	1-Jan-2017	2,148	83,983	23,238	0	0	1,218	178	1,404	224	27,441	111,424	
207	AAD15	Instructor	J-12-a	60,699	0	0	1-Aug-2017	354	61,053	16,893	495	0	885	178	1,404	0	18,452	79,505	
208	AAD18	Assistant Instructor	J-11-d	52,718	0	0	1-Aug-2017	308	53,026	14,672	495	0	769	178	1,404	0	16,114	69,140	
209	AAD02	Instructor	J-9-b	11,074,906	0	0	1-Aug-2017	317	11,201,312	3,059,404	78,745	0	15,142	178	1,404	0	16,608	71,331	
Grand Total:										11,201,312	3,059,404	78,745	0	162,419	37,202	437,343	44,673	9,055,787	15,167,048

FUNCTIONAL AREA: Education and Culture

DEPARTMENT/AGENCY: Guam Community College

PROGRAM: Institutional

FUND: Federal and NAF

Input by Department																																					
(A)		(B)		(C)		(D)		(E)		(F)		(G)		(H)		(I)		(J)		(K)		(L)		(M)		(N)		(O)		(P)		(Q)		(R)		(S)	
No.	Position Number	Position Title	Name of Incumbent	Grade/Step	Salary	Overtime	Special*	Increment		Subtotal	Retirement (J * 27.67%) I/	Retire (DDI) (\$19.01*26PP) 2/	Social Security (6.2% * J)	Medicare (1.45% * J)	Life	Medical (Premium)	Dental (Premium)	Total Benefits (K thru Q)	(J + R)																		
								Date	Amnt.										(K thru Q)	(J + R)																	
210	NAF043	Graphic Artist Technician I	Cabrera, Angela S.	G-2	25,666.0		0	27-Feb-2017	648	26,314	7,281	495	382	178	2,583	224	11,143	37,457	37,457																		
211	PRE001	Assistant Director	Blong, Danilo Philbert C.	O-2-a	35,836.0		0	1-Jan-2017	941	36,777	10,176	495	533	178	1,970	120	13,472	50,249	50,249																		
212	NAF033	Sustainability & Project Coord	Palacios, Francisco E.	L-6-b	57,292.0		0	1-Jan-2017	1,504	58,796	16,269	495	853	178	2,285	299	20,378	79,174	79,174																		
213	NAF044	Administrative Aide	**Vacant-New	F-1	23,171.0		0	Vacant		23,171		495	336	178	0	0	7,420	30,591	30,591																		
214	NAF014	Computer Technician I	Elliacas, Morris E.	H-1	26,520.0		0	5-Oct-2016	1,005	27,525	7,616	495	399	178	2,583	224	11,495	39,020	39,020																		
215	NAF030	Buyer I	Camacho, John J.	H-3	28,568.0		0	24-Feb-2017	721	29,289	8,104	495	425	178	6,510	404	16,116	43,405	43,405																		
216	NAF002	Word Processing Secretary II	Blas, Barbara J.	H-4	29,650.0		0	15-May-2017	468	30,118	8,394	495	437	178	0	0	9,443	39,562	39,562																		
217	NAF042	Program Coordinator I	**Vacant-Camacho, L.	K-1	33,911.0		0	Vacant		33,911	9,383	495	492	178	0	0	10,548	44,459	44,459																		
218	AAD039	Institutional Researcher	Parker, Aaron T.	L-4-a	52,384.0		0	1-Jan-2017	1,375	53,759	14,875	495	780	178	1,404	0	17,732	71,491	71,491																		
219	NAF010	Administrative Assistant	Aguilar, Marina C.	J-5	36,061.0		0	24-Jul-2017	342	36,403	10,073	495	528	178	2,583	224	14,080	50,483	50,483																		
220	NAF010	Instructor	Cajiao, Jose L.	J-13-a	57,672.0		0	1-Aug-2017	336	58,008	16,051	0	841	178	6,510	404	23,984	81,992	81,992																		
221	NAF009	Assistant Professor	**Vacant-Mendiola, F.	K-4-c	46,875.0		0	1-Aug-2017	273	47,148	13,046	495	684	178	3,940	240	18,593	65,731	65,731																		
222	NAF048	Instructor	**Vacant-New	J-3-a	38,735.0		0	Vacant		38,735	10,718	495	562	178	1,404	224	13,581	52,316	52,316																		
223	NAF045	Instructor	**Vacant-New	J-3-a	38,735.0		0	Vacant		38,735	10,718	495	562	178	1,404	224	13,581	52,316	52,316																		
224	AAD054	Assistant Professor	Roberto, Joachim P.	K-4-d	47,344.0		0	1-Aug-2017	276	47,620	13,177	495	690	178	2,583	224	17,347	64,967	64,967																		
225	NAF041	Assistant Professor	Santos, KristiAnna T.	K-4-b	46,411.0		0	1-Aug-2017	271	46,682	12,917	495	677	178	1,404	224	15,895	62,576	62,576																		
226	NAF020	Assistant Instructor	Healy, Paul J.	L-5-c	37,523.0		0	1-Aug-2017	219	37,752	10,446	495	547	178	3,940	240	15,846	53,598	53,598																		
227	NAF040	Instructor	Cepeda, Nita Jeannette P.	J-3-a	38,735.0		0	1-Aug-2017	236	38,961	10,780	495	565	178	0	0	12,018	50,979	50,979																		
228	AAD059	Instructor	Kerner, Paul N.	J-9-c	50,172.0		0	1-Aug-2017	293	50,465	13,964	495	732	178	1,404	224	16,996	67,461	67,461																		
229	NAF049	Instructor	**Vacant-New	J-3-a	38,735.0		0	Vacant		38,735	10,718	495	562	178	1,404	224	13,581	52,316	52,316																		
230	NAF028	Administrative Aide	Quinata, Christine D.	F-2	24,049.0		0	20-Apr-2017	456	24,505	6,780	495	355	178	4,688	299	12,796	37,300	37,300																		
231	NAF045	Instructor	**Vacant-New	J-3-a	38,735.0		0	Vacant		38,735	10,718	495	562	178	1,404	224	13,581	52,316	52,316																		
232	NAF047	Instructor	**Vacant-New	J-3-a	38,735.0		0	Vacant		38,735	10,718	495	562	178	1,404	224	13,581	52,316	52,316																		
233	AAD120	Administrative Aide	Aquinde, Rosemarie C.	F-3	24,960.0		0	1-Aug-2017	158	25,118	6,950	0	364	178	1,924	240	9,656	34,774	34,774																		
234	NAF021	Instructor	Unten, Trisha D.	J-4-a	40,308.0		0	1-Aug-2017	235	40,543	11,218	495	588	178	0	0	12,479	53,022	53,022																		
235	NAF024	Instructor	Maloney, Kathryn I.	J-3-a	38,735.0		0	1-Aug-2017	226	38,961	10,780	495	565	178	3,176	404	15,598	54,559	54,559																		
236	NAF022	Instructor	Paulino, Ronald M.	J-3-a	38,735.0		0	1-Aug-2017	226	38,961	10,780	495	565	178	1,404	224	13,646	52,607	52,607																		
237	AAD002	Administrative Assistant	Mesa, Genevieve P.	J-3	33,478.0		0	1-Aug-2017	1,268	34,744	9,614	495	504	178	1,924	240	12,954	47,698	47,698																		
238	AAD137	Assistant Professor	Bollinger, Simone E.	K-5-d	49,266.0		0	1-Aug-2017	287	49,553	13,711	495	719	178	3,940	0	19,043	68,596	68,596																		
239	NAF023	Assistant Professor	Deia Cruz, Tressa C.	K-4-d	47,344.0		0	1-Aug-2017	276	47,620	13,177	495	690	178	2,285	299	17,124	64,744	64,744																		
240	NAF025	Instructor	**Vacant-Naholowa, L.	J-3-a	38,735.0		0	Vacant		38,735	10,718	495	562	178	2,583	224	14,825	53,766	53,766																		
241	NAF026	Instructor	Leon Guerrero, Bertha M.	J-3-a	38,735.0		0	1-Aug-2017	226	38,961	10,780	495	565	178	3,176	404	15,598	54,559	54,559																		
242	NAF027	Instructor	Ventura, Desiree T.	J-4-d	41,530.0		0	1-Aug-2017	242	41,772	11,558	495	606	178	0	0	12,837	54,609	54,609																		
243	AAD201	Library Technician I	Cayabab, Dolores T.	F-3	24,960.0		0	22-Jan-2017	710	25,670	7,103	0	372	178	1,404	224	7,653	33,322	33,322																		
244	FED032	Program Coordinator II-LTA	Fernandez, Janna B.	M-1	40,762.0		0	LTA		40,762	11,279	495	591	178	1,404	224	14,171	54,933	54,933																		
245	NAF031	Administrative Aide-LTA	**Vacant-Castro, A.	F-1	23,171.0		0	LTA		23,171	6,411	495	336	178	0	0	7,420	30,591	30,591																		
246	AAD122	Program Specialist	Guerrero, Philip C.	K-6-d	51,266.0		0	1-Jan-2017	1,346	52,612	14,558	495	763	178	6,510	404	22,908	75,519	75,519																		
247	NAF001	Program Specialist	**Vacant-Perez, R.	X-10-b	58,929.0		0	Vacant		58,929	16,306	495	854	178	3,176	404	21,413	80,342	80,342																		
248	NAF003	Program Specialist	Smith, Tishawna P.	F-3	24,960.0		0	14-Apr-2017	473	25,433	7,037	495	369	178	3,940	240	12,259	37,692	37,692																		
249	NAF013	Test Examiner	**Vacant-Pascua, T.	H-2	27,525.0		0	Vacant		27,525	7,616	495	399	178	2,583	224	11,495	39,020	39,020																		
250	NAF004	Program Specialist	Datuin, Bonnie Mae M.	K-8-b	54,420.0		0	1-Jan-2017	1,429	55,849	15,453	495	810	178	1,970	120	13,472	50,249	50,249																		
251	PRE001	Assistant Director	Blong, Danilo Philbert C.	O-2-a	35,836.0		0	1-Jan-2017	941	36,777	10,176	495	533	178	1,970	120	13,472	50,249	50,249																		
252	FED042	Instructor-LTA	Gozo, Krida Arienne L.	K-1	33,911.0		0	LTA		33,911	9,383	495	492	178	2,583	224	13,355	47,266	47,266																		
253	FED001	Administrative Assistant	Perez, Kenneth R.	J-3-a	38,735.0		0	LTA		38,735	10,718	495	562	178	0	0	11,953	50,688	50,688																		
254	FED024	Administrative Assistant	Chamberlain, Antonia M.	J-12	45,411.0		0	29-Jan-2017	1,081	46,492	12,864	0	674	178	3,940	240	17,896	64,388	64,388																		
255	FED016	Administrative Assistant-LTA	Damilan, Eleanor A.	J-1	31,076.0		0	LTA		31,076	8,599	495	451	178	3,940	240	13,902	44,978	44,978																		
256	FED039	Office Aide-LTA	Camacho, Sheena Ann G.	C-1	17,769.0		0	LTA		17,769	4,917	495	258	178	3,176	404	9,427	27,196	27,196																		

Input by Department														
No.	Position Number	Position Title	Name of Incumbent	Grade/Step	Salary	Overtime	Special*	Increment		(J)	(K)	(L)	(M)	(N)
								Date	Amt.					
256	FED040	Program Coordinator I	Joker, Darwin K.	K-3	36,530	0	0	15-Nov-2016	1,269	37,799	10,459	495	0	548
257	FED043	Program Specialist	Garcia, Ava M.	K-7-b	52,297	0	0	1-Jan-2017	1,373	53,670	14,950	495	0	778
258	FED038	Program Coordinator I	Quan, Jaclyn L.	K-2	35,196	0	0	4-May-2017	556	35,752	9,893	495	0	518
259	FED011	Program Specialist-LTA	Ulloa-Heath, Julie	K-6-b	50,256	0	0	LTA	0	50,256	13,906	495	0	729
260	FED012	Administrative Aide-LTA	Fernandez, Stephanie Ann C.	F-1	23,171	0	0	LTA	0	23,171	5,411	495	0	336
261	FED018	Program Coordinator II-LTA	Fathal, James	M-1	40,762	0	0	LTA	0	40,762	11,279	495	0	591
262	FED004	Program Coordinator I-LTA	Pangellinan, Hannah M.	K-1	33,911	0	0	LTA	0	33,911	9,383	495	0	492
263	FED007	Program Coordinator I-LTA	Delos Santos, Phillip A.	K-1	33,911	0	0	LTA	0	33,911	9,383	495	0	492
264	FED008	Program Coordinator I-LTA	Cruz, Gerald A.	M-1	40,762	0	0	LTA	0	40,762	11,279	495	0	591
265	FED013	Administrative Aide-LTA	Mafnas, Tasi Marina B.	F-1	23,171	0	0	LTA	0	23,171	6,411	495	0	336
266	FED015	Instructor-LTA	Palomares, Marylee P.	J-3-a	38,735	0	0	LTA	0	38,735	10,718	495	0	562
267	FED019	Program Specialist	Sablan, Fermina A.	K-6-d	51,266	0	0	1-Jan-2017	1,346	52,612	14,558	495	0	763
268	FED020	Administrative Assistant-LTA	Eclavae, Mary Ann A.	J-1	31,076	0	0	LTA	0	31,076	8,599	495	0	451
269	FED022	Program Coordinator II-LTA	Mabazza, Pamela D.	M-1	40,762	0	0	LTA	0	40,762	11,279	495	0	591
270	FED031	Office Aide-LTA	San Nicolas, Vincent A.	C-1	17,769	0	0	LTA	0	17,769	4,917	495	0	258
271	FED034	Instructor-LTA	Palomo, Chad A.	J-3-a	38,735	0	0	LTA	0	38,735	10,718	495	0	562
272	FED001	Assistant Instructor	Espina, Ronny Pro C.	I-7-a	39,842	0	0	1-Aug-2017	232	40,074	11,089	495	0	581
273	FED041	Assistant Instructor-LTA	Miranda, Kennilyn C.	I-2-b	32,979	0	0	LTA	0	32,979	9,125	495	0	478
274	FED044	Program Coordinator II-LTA	Duenas, Leilani V.	M-1	40,768	0	0	LTA	0	40,768	11,541	495	0	591
Grand Total:										2,517,231	696,779	30,690	0	36,500
													161,299	12,684
													949,522	3,466,752
													15,860	53,659
													23,216	76,885
													12,712	48,464
													18,115	68,371
													7,420	30,591
													16,723	57,485
													10,548	44,459
													12,543	53,305
													7,420	30,591
													14,760	53,495
													18,158	70,769
													16,636	47,712
													15,350	56,112
													7,475	25,244
													15,893	54,628
													14,926	55,000
													10,276	43,255
													6,510	404
													19,542	60,310

FUNCTIONAL AREA:

Education and Culture

DEPARTMENT/AGENCY:

Guam Community College

PROGRAM:

Institutional

FUND: General and MDF (as of 01.01.2016)

Input by Department																								
(A)		(B)		(C)	(D)		(E)	(F)	(G)	(H)	(I)	(J)	(K)		(L)	(M)	(N)		(O)	(P)		(Q)	(R)	(S)
No.	Position Number	Position Title		Incumbent	Grade/Step	Salary	Overtime	Special*	Increment			(E+F+G+H)	Retirement (J * 28.16%)	Redire (DDI) (\$19.01*26PP)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life I/	Medical (Premium)	Dental (Premium)	Total Benefits (K thru Q)		(J + R)		
1	PRE004	Administrative Secretary II	Guerrero, Bertha M.	I-5	33,176	0	0	0	0	19-Mar-2016	733	33,909	9,549	495	0	492	178	2,583	224	13,520	47,429			
2	PRE005	President	Okada, Mary A.	R-12-a	159,094	0	0	0	0	16-Jun-2016	0	158,094	44,519	0	0	2,292	178	4,128	1,236	52,354	210,448			
3	PRE006	Private Secretary	Muna, Esther A.	I-10	39,250	0	0	0	0	01-Apr-2017	0	39,250	11,053	495	0	569	178	0	0	12,295	51,544			
4	PRE007	Program Specialist	**Vacant-Santo Tomas, D.	K-7-c	52,811	0	0	0	0	Vacant	0	52,811	14,872	495	0	766	178	6,510	404	23,224	76,036			
5	PRE002	Assistant Director	Flores, Jayne T.	O-5-b	81,569	0	0	0	0	01-Jan-2017	0	81,569	22,970	495	0	1,183	178	1,924	240	26,989	108,558			
6	ASD033	Facilities Engineer Administra	**Vacant-Perez, L.	N-3-a	65,416	0	0	0	0	Vacant	0	65,416	18,421	495	0	949	178	0	0	20,042	85,458			
7	ASD001	Administrative Assistant	Arceo, Josephine T.	J-14	48,339	0	0	0	0	14-Aug-2017	0	48,339	13,612	495	0	701	178	4,688	299	19,973	68,312			
8	ASD016	Program Specialist	Johns, Priscilla C.	K-10-a	58,346	0	0	0	0	01-Jan-2017	0	58,346	16,430	0	0	846	178	2,583	224	20,261	78,607			
9	ASD021	Assistant Director	Perez, Doris C.	O-8-b	91,914	0	0	0	0	01-Jan-2017	0	91,914	25,883	0	0	1,333	178	2,583	224	30,201	122,115			
10	AA0079	Test Examiner	Cruz, Evangelina P.	I-8	36,878	0	0	0	0	10-Jun-2016	390	37,268	10,495	495	0	540	178	4,688	299	16,695	53,964			
11	ASD009	Refrigeration Mechanic II	Quichocho, Joseph R.	I-8	36,878	0	0	0	0	27-Jun-2016	361	28,919	8,144	495	0	419	178	0	0	9,236	38,155			
12	ASD022	Maintenance Worker	Toves, Albert S.	H-3	28,558	0	0	0	0	01-Jun-2016	188	26,708	7,521	495	0	387	178	0	0	8,581	35,289			
13	ASD034	Maintenance Worker	Mangiona, Richard R.	H-1	26,520	0	0	0	0	10-Oct-2016	0	28,558	8,042	495	0	414	178	2,583	224	11,936	40,495			
14	ASD036	Maintenance Worker	Roberto, Joey C.	H-3	30,805	0	0	0	0	01-Aug-2016	292	31,097	8,757	495	0	451	178	3,176	404	13,461	44,558			
15	ASD037	Maintenance Specialist	Quenga, Benny John R.	I-3	37,107	0	0	0	0	23-Feb-2016	933	38,040	10,712	495	0	552	178	6,510	404	18,851	56,891			
16	ASD041	Maintenance Supervisor	Pritchard, Richard W.	L-1	37,107	0	0	0	0	23-Feb-2016	933	38,040	10,712	495	0	552	178	6,510	404	18,851	56,891			
17	ASD048	Maintenance Worker	Tyquengco, Jon J.	H-3	28,558	0	0	0	0	24-Jun-2016	361	28,919	8,144	495	0	407	178	2,583	224	12,043	40,962			
18	ASD206	Refrigeration Mechanic I	Mantanoa, Jonathan P.	H-2	27,518	0	0	0	0	07-Apr-2016	522	28,040	7,896	495	0	419	178	6,510	404	15,890	43,930			
19	AA0036	Program Specialist	Gima, Wesley T.	K-10-b	58,292	0	0	0	0	01-Jan-2017	0	58,292	16,415	495	0	845	178	1,404	224	19,561	77,853			
20	BFD013	Administrative Assistant	Cruz, Vivian D.	J-9	41,350	0	0	0	0	11-Mar-2017	0	41,350	11,644	0	0	600	178	0	0	12,422	53,772			
21	BFD022	Vice President	Santos, Carmen K.	P-10-a	112,940	0	0	0	0	01-Jan-2017	0	112,940	31,635	495	0	1,629	178	6,510	404	40,851	153,191			
22	BFD003	Accountant I	Mayo, Lucille A.	K-1	33,904	0	0	0	0	09-Nov-2016	0	33,904	9,547	495	0	492	178	0	0	10,712	44,516			
23	BFD004	Accountant I	Lam, Pik Man	K-3	36,525	0	0	0	0	16-Aug-2016	231	36,756	10,350	495	0	533	178	0	0	11,556	48,312			
24	BFD005	Accountant II	Guerrero, Carol A.	M-8	52,562	0	0	0	0	29-Mar-2016	973	53,535	15,075	495	0	776	178	2,583	224	19,332	72,866			
25	BFD008	Cashier II	Borja, Leovonne G.	F-3	24,960	0	0	0	0	14-Feb-2016	631	25,591	7,206	495	0	371	178	6,510	404	15,164	40,755			
26	BFD009	Accounting Technician I	Mesa, Catherine S.	H-3	28,558	0	0	0	0	03-Jun-2016	361	28,919	8,144	495	0	419	178	3,940	240	13,416	42,335			
27	BFD010	Accountant II	Santos Torres, Linda	M-7	50,960	0	0	0	0	10-Feb-2016	1,078	52,038	14,654	495	0	755	178	2,583	224	18,888	70,926			
28	BFD012	General Accounting Supervisor	San Nicolas, Cheryl B.	P-3	59,779	0	0	0	0	18-Feb-2016	1,509	61,288	17,259	0	0	889	178	0	0	18,325	79,614			
29	BFD015	Accounting Technician II	**Vacant-Mayo, L.	I-3	30,805	0	0	0	0	Vacant	0	30,805	8,675	495	0	447	178	0	0	9,794	40,599			
30	BFD029	Controller	Lumtaco, Edwin E.	N-7-c	78,255	0	0	0	0	01-Jan-2017	0	78,255	22,037	495	0	1,135	178	1,924	240	26,008	104,263			
31	BFD030	Accounting Technician I	Sablan, Darlynn T.	H-3	28,558	0	0	0	0	25-Mar-2016	631	29,189	8,220	495	0	423	178	1,924	240	11,480	40,669			
32	ASD002	Systems Programmer	Bautista, Kenneth C.	N-9	59,904	0	0	0	0	06-Jun-2016	634	60,538	17,048	0	0	878	178	2,583	224	20,910	81,448			
33	ASD005	Computer Operator II	David, Margarita O.	J-1	47,341	0	0	0	0	22-Nov-2017	0	47,341	13,331	495	0	686	178	2,285	0	16,481	63,821			
34	ASD006	Computer Technician II	De Roca, Victor F.	K-3	36,525	0	0	0	0	29-Jul-2016	346	36,871	10,383	495	0	535	178	2,583	224	14,397	51,268			
35	ASD007	Teleprocessing Netw Coord	Rivera, Dean C.	M-6	49,088	0	0	0	0	16-Nov-2016	0	49,088	13,823	0	0	712	178	6,510	404	21,627	70,715			
36	ASD008	Computer Systems Analyst II	Camacho, Francisco C.	N-8-a	79,828	0	0	0	0	01-Jan-2017	0	79,828	22,480	0	0	1,158	178	6,510	404	30,729	110,557			
37	ASD010	Data Processing Systems Admin	Camacho, Christopher J.	K-5	39,354	0	0	0	0	17-Sep-2016	124	39,478	11,117	495	0	572	178	3,176	404	15,942	55,420			
38	ASD011	Teleprocessing Netw Coord	De Leon, Benedict C.	J-3	33,467	0	0	0	0	30-Apr-2016	634	34,101	9,603	495	0	494	178	1,404	224	12,398	46,500			
39	ASD025	Computer Technician II	Dacanay, Gerard L.	M-12	59,571	0	0	0	0	04-Jun-2017	0	59,571	16,775	0	0	864	178	1,404	224	19,445	79,016			
40	ASD027	Computer Systems Analyst II	**Vacant-Solidum, C.	N-2	46,717	0	0	0	0	Vacant	0	46,717	13,155	495	0	677	178	2,583	224	17,313	64,030			
41	ASD039	Systems Programmer	Muna, Joann W.	N-10-c	88,180	0	0	0	0	01-Jan-2017	0	88,180	24,831	0	0	1,279	178	1,924	240	28,452	116,632			
42	BFD006	Human Resources Administrator	San Nicolas, Apolline C.	O-3	53,750	0	0	0	0	30-Nov-2016	0	53,750	15,136	495	0	779	178	1,404	224	18,216	71,966			
43	BFD007	Personnel Specialist IV																						

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									Incumbent	Grade/Step						Salary	Overline		Special*	Date			
101	AA0019	Instructor-LTA	Lee, Jocho	I-2-b	32,978	0	0	0	0	0	32,978	9,287	495	0	478	178	2,583	224	13,245	46,223			
102	AA0188	Administrative Aide	**Vacant-Mendiola, E.	F-1	23,171	0	0	0	0	0	23,171	6,525	495	0	396	178	6,510	404	14,448	37,619			
103	AA0056	Instructor	Uchima, Katsuyoshi	J-11-d	54,869	0	0	0	0	0	54,869	15,556	495	0	801	178	6,510	404	23,944	79,183			
104	AA0156	Assistant Professor	delos Santos, Maria Cecilia H.	K-13-b	66,410	0	0	0	0	0	66,410	18,828	0	0	969	178	1,924	240	22,139	88,998			
105	AA0157	Instructor	Romulo, Dan-Michael B.	J-5-d	43,210	0	0	0	0	0	43,210	12,168	495	0	627	178	2,583	224	16,274	59,484			
106	AA0158	Instructor	Dumchus, Karen I.	J-13-a	57,674	0	0	0	0	0	58,064	16,351	495	0	842	178	1,404	224	19,494	77,558			
107	AA0159	Instructor	Mafias, Barbara C.	J-13-b	58,246	0	0	0	0	0	58,540	16,485	495	0	849	178	0	0	18,007	76,546			
108	AA0029	Instructor	Korenko, William E.	J-17-d	69,670	0	0	0	0	0	70,022	19,718	0	0	1,015	178	2,583	224	23,718	93,740			
109	AA0055	Associate Professor	Blas, Doreen J.	L-11-d	71,316	0	0	0	0	0	71,676	20,184	0	0	1,039	178	6,510	404	28,315	99,991			
110	AA0057	Assistant Professor	Schrago, Marivic C.	K-12-d	65,100	0	0	0	0	0	65,425	18,424	495	0	949	178	0	0	20,045	85,470			
111	AA0060	Instructor	Pollquit, Christopher D.	J-3-b	39,127	0	0	0	0	0	39,325	11,074	495	0	570	178	1,404	224	13,945	53,270			
112	AA0062	Assistant Professor	Aguilar, Norman L.	K-10-c	65,191	0	0	0	0	0	65,409	18,419	495	0	948	178	2,583	224	22,848	88,257			
113	AA0063	Professor	Chong, Eric K.	M-12-d	84,605	0	0	0	0	0	85,178	23,986	495	0	1,235	178	2,285	299	28,478	113,656			
114	AA0065	Instructor	Evangelista, Frank F.	J-12-a	55,423	0	0	0	0	0	55,703	15,686	495	0	808	178	1,924	240	19,034	75,034			
115	AA0066	Instructor	Ji, Eric Y.	J-3-a	38,741	0	0	0	0	0	38,741	10,909	495	0	562	178	3,176	404	15,724	54,465			
116	AA0067	Instructor-LTA	Dingcong, David John P.	J-3-a	38,741	0	0	0	0	0	38,741	10,909	495	0	562	178	4,688	0	16,832	55,573			
117	AA0068	Assistant Professor	Cruz, Carol R.	K-11-b	61,320	0	0	0	0	0	61,735	17,385	0	0	895	178	2,285	299	21,042	82,777			
118	AA0069	Instructor-LTA	Cosico, Narciso H.	J-3-a	38,741	0	0	0	0	0	38,741	10,909	0	0	562	178	3,176	404	15,229	53,970			
119	AA0070	Administrative Aide	Blas, Joanne M.	F-5	26,894	0	0	0	0	0	27,319	7,693	495	0	396	178	2,583	224	11,569	38,889			
120	AA0098	Assistant Instructor-LTA	Haurillon, Bertrand J.	I-4-c	36,070	0	0	0	0	0	36,070	10,157	495	0	523	178	3,176	0	14,529	50,599			
121	AA0017	Emergency Instructor-LTA	Tenorio, Leonard A.	I-3-a	31,382	0	0	0	0	0	31,382	8,837	495	0	455	178	0	0	9,965	41,348			
122	AA0035	Assistant Instructor	Santos, Ronald T.	I-6-b	38,674	0	0	0	0	0	38,804	10,927	495	0	563	178	2,583	224	14,970	53,773			
123	AA0030	Associate Professor	San Nicolas, Anthony C.	L-12-a	72,022	0	0	0	0	0	72,386	20,384	0	0	1,050	178	6,510	404	28,525	100,911			
124	AA0132	Associate Professor	Leon Guerrero, Catherine U.	L-9-d	65,856	0	0	0	0	0	66,189	18,639	0	0	960	178	1,404	224	21,405	87,594			
125	AA0134	Instructor	Quintanilla, John J.	J-11-c	39,441	0	0	0	0	0	39,578	11,445	495	0	789	178	3,176	404	19,872	74,295			
126	AA0135	Assistant Instructor	Olson, Todd A.	I-6-d	39,441	0	0	0	0	0	39,578	11,445	495	0	789	178	3,176	404	19,872	74,295			
127	AA0138	Assistant Instructor	Santos, David T.	I-9-c	44,016	0	0	0	0	0	44,163	12,436	0	0	640	178	1,404	0	14,659	58,822			
128	AA0142	Instructor	Zillan, John E.	J-10-a	51,173	0	0	0	0	0	51,258	14,434	495	0	743	178	2,583	224	18,657	69,915			
129	AA0012	Assistant Professor	Tam, Yvonne	K-11-b	61,320	0	0	0	0	0	61,735	17,385	495	0	895	178	2,583	224	21,760	83,495			
130	AA0023	Assistant Instructor	Chargualaf, Katherine M.	I-9-a	43,142	0	0	0	0	0	43,360	12,210	495	0	629	178	0	0	13,512	56,872			
131	AA0030	Assistant Professor	Roberson, Robin P.	K-11-b	67,160	0	0	0	0	0	67,503	19,009	495	0	979	178	1,404	224	22,289	89,792			
132	AA0031	Instructor	Perez, Merita R.	J-12-d	57,103	0	0	0	0	0	57,489	16,189	495	0	834	178	1,404	224	19,324	76,813			
133	AA0033	Associate Professor	Manzana, Amada A.	L-11-c	70,610	0	0	0	0	0	71,088	20,018	478	0	1,031	178	3,176	404	24,807	95,896			
134	AA0034	Assistant Professor	Guerrero, Norma R.	K-5-c	48,770	0	0	0	0	0	49,100	13,827	0	0	712	178	3,940	240	18,997	67,997			
135	AA0018	Associate Professor	Pangellman, Pilar C.	L-11-c	70,610	0	0	0	0	0	71,088	20,018	495	0	1,031	178	0	0	21,722	92,811			
136	AA0027	Assistant Professor	Tupaz, Frederick Q.	K-15-c	82,384	0	0	0	0	0	82,384	23,199	495	0	1,195	178	1,924	240	19,995	72,807			
137	AA0006	Administrative Aide	Bautista, Kimberly C.	F-5	26,894	0	0	0	0	0	27,319	7,693	495	0	396	178	3,940	240	15,187	64,203			
138	AA0042	Word Processing Secretary II	Cabatic, Antonia M.	H-22	52,811	0	0	0	0	0	52,811	14,872	0	0	766	178	3,940	240	19,995	72,807			
139	AA0110	Dean	Chan, Michael L.	O-5-c	82,384	0	0	0	0	0	82,384	23,199	495	0	1,195	178	1,924	240	19,995	72,807			
140	AA0121	Administrative Assistant	Manibusan, Doris E.	J-8	40,082	0	0	0	0	0	40,718	11,466	0	0	590	178	2,583	224	15,041	55,759			
141	AA0165	Associate Dean	Hartz, Ronald G.	N-6-a	73,720	0	0	0	0	0	73,720	20,760	495	0	1,069	178	2,583	224	25,308	99,028			
142	AA0101	Instructor	Torres, Carl E.	J-6-b	48,282	0	0	0	0	0	48,533	13,667	495	0	704	178	0	0	15,044	63,576			
143	AA0164	Instructor	Lopez, Jose B.	J-4-b	40,706	0	0	0	0	0	40,912	11,521	495	0	593	178	2,583	224	15,594	56,507			
144	AA0171	Instructor	Roden, Wendell M.	J-3-a	38,741	0	0	0	0	0	38,937	10,965	495	0	565	178	1,404	224	13,830	52,767			
145	AA0173	Instructor	Ginson, Christie Marie F.	J-3-a	38,741	0	0	0	0	0	39,003	10,983	495	0	566	178	2,285	299	14,806	53,809			
146	AA0174	Associate Professor	Lam, Steve S.	L-9-a	63,924	0	0	0	0	0	64,357	18,123	495	0	933	178	3,176	404	23,309	87,666			
147	AA0175	Associate Professor	Datuin, Theresa Ann H.	L-6-c	57,859	0	0	0	0	0	58,251	16,404	495	0	845	178	2,583	224	20,728	78,979			
148	AA0048	Associate Professor	Sunga, Anthony Jay J.	L-6-d	58,447	0	0	0	0	0	58,742	16,542	495	0	852	178	3,176	404	21,647	80,389			
149	AA0179	Associate Professor	Kerr, Jo Nita Q.	L-9-a	63,924	0	0	0	0	0	64,247	18,092	0	0	932	178	0	0	19,202	83,449			
150	AA0180	Assistant Professor	Josson, John Michael U.	K-6-b	50,249	0	0	0	0	0	50,503	14,222	495	0	732	178	3,176	404	19,207	69,710			
151	AA0114	Clerk Typist III	Santos, Irene J.	F-15	37,190	0	0	0	0	0	37,190	10,473	0	0	539	178	1,924	240	13,354	50,544			
152	AA0117	School Aide II	Cruz, Harold R.	G-3	26,645	0	0	0	0	0	27,150	7,645	495	0	394	178	1,924	240	10,876	38,026			
153	AA0193	School Aide III	Hussey, Loraine R.	H-10	36,400	0	0	0	0	0	36,400	10,250	0	0	528	178	0	0	10,956	47,356			
154	AA0093	Administrative Aide	Cabrillo, Antonita F.	F-13	34,944	0	0	0	0	0	35,591	10,022	0	0	516	178	0	0	10,716	46,307			
155	AA0149	Program Specialist	Hosel, Huan F.	K-7-a	51,779	0	0	0	0	0	51,779	14,581	495	0	751	178	6,510	404	22,919	74,698			
156	AA0216	Licensed Practical Nurse I	Mui, Eva Marie L.	HN-2	28,974	0	0	0	0	0	29,705	8,565	495	0	431	178	6,510	404	16,383	46,088			
157	AA0108	Instructor	Batacan, Emma R.	J-10-a	60,920	0	0	0	0	0	61,228	17,242	0	0	888	178	2,285	0	20,593	81,821			

Input by Department																			
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	
No.	Position Number	Position Title	Incumbent	Grade/Step	Salary	Overtime	Special*	Increment		(E+F+G+I) Subtotal	Retirement (J * 28.16%)	Retire (DDI) (\$19.01*26PP)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life I/	Medical (Premium)	Dental (Premium)	Total Benefit (K thru Q)	(J + R) TOTAL
158	AAD080	Program Specialist	Leon Guerrero, Barbara B.	K-11-b	61,322	0	0	01-Jan-2017	0	61,322	17,268	495	0	889	178	6,510	404	25,744	87,066
159	AAD106	Program Coordinator II	Lizama, Donnie L.	M-3	43,909	0	0	06-Oct-2016	0	43,909	12,365	0	0	637	178	2,583	224	15,986	59,895
160	AAD013	Program Coordinator I	Leon Guerrero, Latisha Ann N.	K-2	35,194	0	0	05-Jan-2016	1,002	36,196	10,193	495	0	525	178	2,583	224	14,198	50,393
161	AAD009	Associate Professor	Balbin, Sandy R.	L-10-a	66,511	0	0	01-Aug-2016	450	66,961	18,856	0	0	971	178	1,404	224	21,633	88,594
162	AAD011	Assistant Professor	Concepcion, Tonirose R.	K-6-a	49,762	0	0	01-Aug-2016	337	50,099	14,108	495	0	726	178	1,404	224	17,135	67,234
163	AAD073	Administrative Assistant	Anderson, Catherine B.	J-4	34,736	0	0	02-Apr-2016	644	35,380	9,963	495	0	513	178	2,583	224	13,956	49,336
164	AAD102	Associate Professor	Sablan, Sally C.	L-11-c	70,610	0	0	01-Aug-2016	478	71,088	20,018	495	0	1,031	178	0	0	21,722	92,811
165	AAD103	Associate Professor	Terfaje, Patricia M.	L-11-b	69,905	0	0	01-Aug-2016	473	70,378	19,818	495	0	1,020	178	0	0	21,512	91,890
166	AAD107	Associate Professor	Roberto, Anthony J.	L-11-b	76,562	0	0	01-Aug-2016	518	77,080	21,706	0	0	1,010	178	0	0	21,307	90,992
167	AAD131	Instructor	Arce, Imelda D.	J-12-d	62,542	0	0	01-Aug-2016	423	62,965	17,731	0	0	913	178	0	0	27,182	104,262
168	AAD071	Program Specialist	Payne, John F.	K-9-d	57,768	0	0	01-Jan-2017	0	57,768	16,267	495	0	838	178	1,404	224	18,922	81,786
170	AAD200	School Aide I	Kowalski, Derrick S.	E-5	24,482	0	0	06-Aug-2016	154	24,636	6,937	495	0	357	178	1,404	224	9,596	34,231
171	AAD014	Associate Professor	Teng, Zhaopei	L-12-a	72,022	0	0	01-Aug-2016	487	72,509	20,418	495	0	1,051	178	1,404	224	23,771	96,279
172	AAD020	Instructor	Setzer, Michael D.	J-15-d	64,344	0	0	01-Aug-2016	216	64,560	18,180	0	0	936	178	1,404	224	20,922	85,482
173	AAD021	Assistant Professor	Flores, Wvonne C.	K-9-a	56,062	0	0	01-Aug-2016	380	56,442	15,894	0	0	818	178	1,404	224	18,518	74,960
174	AAD025	Assistant Professor	Tam, Wilson W.	K-9-a	56,062	0	0	01-Aug-2016	188	56,250	15,840	0	0	816	178	3,176	404	20,414	76,663
175	AAD081	Professor	Baza-Cruz, Lisa A.	M-11-d	89,038	0	0	01-Aug-2015	603	89,641	25,243	0	0	1,300	178	1,404	224	28,349	117,989
176	AAD084	Instructor	Calvo, Vito K.	J-3-a	38,741	0	0	01-Aug-2017	0	38,741	10,909	495	0	562	178	2,583	224	14,951	53,692
177	AAD087	Associate Professor	Toves, Rebecca T.	L-12-a	72,022	0	0	01-Aug-2016	364	72,386	20,384	0	0	1,050	178	3,940	240	25,791	98,177
178	AAD146	Associate Professor	Tenorio, Juanita M.	L-10-d	68,527	0	0	01-Aug-2016	230	68,757	19,362	495	0	997	178	2,583	224	23,839	92,596
179	AAD194	Assistant Professor	De Oro, Vera S.	K-8-b	54,415	0	0	01-Aug-2016	275	54,690	15,401	495	0	793	178	6,510	404	23,781	78,471
180	AAD088	Instructor	**Vacant-Ventura, D.	J-3-d	39,909	0	0	01-Aug-2016	0	39,909	11,238	495	0	579	178	6,510	404	19,404	59,313
181	AAD109	Assistant Professor	**Vacant-Red, C.	K-5-c	48,778	0	0	01-Aug-2016	0	48,778	13,736	495	0	707	178	6,510	404	22,030	70,808
182	AAD022	Assistant Professor	Lee, Hee Suk	K-9-a	56,062	0	0	01-Aug-2016	283	56,345	15,867	495	0	817	178	2,583	0	19,940	76,284
183	AAD037	Instructor	Atalig, Adrian M.	J-5-a	41,950	0	0	01-Aug-2016	212	42,162	11,873	495	0	611	178	1,404	224	14,785	56,947
184	AAD161	Instructor	Kuper, Terry F.	J-13-a	63,167	0	0	01-Aug-2016	319	63,486	17,878	495	0	921	178	1,924	240	21,635	85,121
185	AAD166	Assistant Professor	**Vacant-Valenzuela, R.	K-17-c	78,641	0	0	01-Aug-2016	0	78,641	22,145	0	0	1,140	178	1,404	224	24,868	103,508
186	AAD169	Assistant Instructor-LTA	Calbang, Joelines P.	L-2-c	33,314	0	0	LTA	0	33,314	9,381	495	0	483	178	2,583	224	13,344	46,659
187	AAD172	Instructor-LTA	Lizama, James T.	J-3-a	38,741	0	0	LTA	0	38,741	10,909	495	0	562	178	6,510	404	19,058	57,799
188	AAD095	Assistant Professor	Matson, Christine B.	K-9-a	66,740	0	0	01-Aug-2016	338	67,078	18,889	495	0	973	178	6,510	404	27,449	94,527
189	AAD096	Associate Professor	Neff, Bernard R.	L-9-b	76,860	0	0	01-Aug-2016	257	77,117	21,716	495	0	1,118	178	2,583	224	26,314	103,431
190	AAD097	Library Technician Supervisor	Chambelluri, Juanita I.	J-9	41,350	0	0	23-Feb-2016	0	41,350	11,644	0	0	600	178	3,176	404	16,002	57,352
191	AAD099	Library Technician II	Shelpot, Steve S.	H-7	33,155	0	0	30-Sep-2016	0	33,155	9,337	495	0	481	178	1,404	224	12,118	45,273
192	AAD100	Library Technician I	**Vacant-Echeva, M.	F-2	24,045	0	0	01-Aug-2016	0	24,045	6,771	495	0	349	178	0	0	7,793	31,837
193	AAD024	Assistant Professor	Artero, Jennifer B.	K-8-a	53,878	0	0	01-Aug-2016	365	54,243	15,275	0	0	787	178	1,404	0	17,643	71,886
194	AAD045	Nursing & Allied Health Admini	Maglona, Dorothy-Lou	M-9-b	73,569	0	0	01-Jan-2017	0	73,569	20,717	495	0	1,067	178	6,510	404	29,371	102,940
195	AAD050	Assistant Instructor-LTA	Tyquengco, Roland R.	L-7-a	39,850	0	0	LTA	0	39,850	11,222	495	0	578	178	0	0	12,472	52,322
196	AAD058	Administrative Assistant	Hiura, Tamara Therese T.	J-3	33,467	0	0	06-Dec-2016	0	33,467	9,424	495	0	485	178	4,688	299	15,570	49,037
197	AAD083	Instructor	Loveridge, Rosemary J.	K-10-a	58,346	0	0	01-Aug-2015	395	58,741	16,542	495	0	852	178	6,510	404	18,066	76,808
198	AAD162	Instructor	**Vacant-Malegrito, L.	J-6-b	44,083	0	0	01-Aug-2016	0	44,083	12,414	495	0	639	178	6,510	404	20,640	74,723
199	AAD196	Instructor	**Vacant-Mangiona, D.	J-3-a	38,741	0	0	01-Aug-2016	0	38,741	10,909	495	0	562	178	6,510	404	19,058	57,799
200	AAD049	Assistant Professor	Oliveros, Sharon J.	J-3-a	38,741	0	0	01-Aug-2016	395	39,011	10,985	495	0	566	178	2,583	224	15,031	54,042
201	AAD163	Assistant Professor	Analista, Hernalin R.	K-10-a	58,346	0	0	01-Aug-2016	270	58,741	16,542	495	0	852	178	6,510	404	20,640	76,808
202	AAD170	Instructor	Rosario, Barbara A.	J-3-a	38,741	0	0	01-Aug-2016	395	39,011	10,985	495	0	566	178	2,583	224	15,031	54,042
203	AAD178	Assistant Professor	Nanpei, Rose Marie D.	K-10-a	58,346	0	0	01-Aug-2016	270	58,741	16,542	495	0	852	178	6,510	404	20,640	76,808
204	AAD195	Instructor	Muna, Brian C.	J-3-d	39,917	0	0	01-Aug-2016	395	40,187	11,317	495	0	583	178	1,924	240	14,736	54,923
205	AAD047	Administrative Assistant	Guerrero, Teresita C.	J-7	38,854	0	0	03-Dec-2016	0	38,854	10,941	495	0	563	178	2,583	224	14,985	53,839
206	AAD126	Program Specialist	Barnhart, Terry L.	K-18-c	81,835	0	0	01-Jan-2017	0	81,835	23,045	0	0	1,187	178	2,583	224	17,965	77,421
207	AAD152	Instructor	Dennis, Christopher T.	J-11-b	58,917	0	0	01-Aug-2016	298	59,215	16,675	495	0	859	178	0	0	18,207	77,421
208	AAD160	Assistant Instructor	Yanger, Gill T.	L-11-b	51,686	0	0	01-Aug-2016	173	51,859	14,603	495	0	752	178	0	0	16,028	67,887
209	AAD026	Instructor	Tyquengco, Ricky S.	J-8-b	52,274	0	0	01-Aug-2016	354	52,628	14,820	495	0	763	178	0	0	16,256	68,885
Grand Total:										52,134	10,869,161	74,745	0	157,603	37,201	537,343	44,623	3,912,270	14,781,431

Federal and NAF (as of 01.01.2016)

12/30/15

Input by Department																		
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)
No.	Position Number	Position Title	Incumbent	Grade/Step	Salary	Overtime	Special*	Increment		Subtotal (E+F+G+I)	Retirement (J * 28.16%) (\$19.01*26PP)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life I/	Medical (Premium)	Dental (Premium)	Total Benefits (K thru Q)	(J + R) TOTAL
								Date	Amt.									
251	PRE001	Assistant Director	Bilong, Danilo Philbert C.	O-2-a	35,836	0	0	01-Jan-2017	0	35,836	10,091	247	89	520	1,970	120	13,037	48,873
252	NAF039	Program Coordinator I-LTA	Gozo, Krizia Arianne L.	K-1	33,904	0	0	LTA	0	33,904	0	495	0	492	2,583	224	13,519	47,423
253	FED042	Instructor-LTA	Peraz, Kenneth R.	J-3-a	38,741	0	0	LTA	0	38,741	10,909	495	0	562	0	0	12,144	50,885
254	FED0024	Administrative Assistant	Chamberlain, Antonia M.	J-12	45,406	0	0	29-Jan-2017	0	45,406	12,786	0	658	178	3,940	240	17,803	63,209
255	FED0016	Administrative Assistant-LTA	Damian, Eleanor A.	J-1	31,075	0	0	LTA	0	31,075	8,751	495	0	451	3,940	240	14,034	45,130
255	FED039	Office Aide-LTA	Camacho, Sheena Ann G.	C-1	17,763	0	0	LTA	0	17,763	5,002	495	0	258	3,176	404	9,513	27,276
256	FED040	Program Coordinator I	Joker, Darwin K.	K-3	36,525	0	0	15-Nov-2016	0	36,525	10,285	495	0	530	3,940	240	15,668	52,193
257	FED043	Program Specialist	Garcia, Ava M.	K-7-b	52,297	0	0	01-Jan-2017	0	52,297	14,727	495	0	758	6,510	404	23,072	75,369
258	FED038	Program Coordinator I	Quan, Jaclyn L.	K-1	33,904	0	0	04-May-2016	535	34,439	9,698	495	0	499	1,404	224	12,498	46,937
259	FED011	Program Specialist-LTA	Ullota-Heath, Julie	K-6-b	50,253	0	0	LTA	0	50,253	14,151	495	0	729	2,583	224	18,360	68,613
260	FED0012	Administrative Aide-LTA	Fernandez, Stephanie Ann C.	F-1	23,171	0	0	LTA	0	23,171	6,525	495	0	336	178	0	7,534	30,705
261	FED018	Program Coordinator I-LTA	Fathal, James	M-1	40,768	0	0	LTA	0	40,768	11,480	495	0	591	3,940	240	16,924	57,692
262	FED004	Program Coordinator I-LTA	Pangellian, Hannah M.	K-1	33,904	0	0	LTA	0	33,904	9,547	495	0	492	0	0	10,712	44,616
263	FED007	Program Coordinator I-LTA	Delos Santos, Phillip A.	K-1	33,904	0	0	LTA	0	33,904	9,547	495	0	492	0	0	10,712	44,616
264	FED008	Program Coordinator I-LTA	Cruz, Gerald A.	M-1	40,768	0	0	LTA	0	40,768	11,480	495	0	591	0	0	12,744	53,512
265	FED013	Administrative Aide-LTA	Mafnas, Tasi Marina B.	F-1	23,171	0	0	LTA	0	23,171	6,525	495	0	336	0	0	7,356	30,527
266	FED015	Instructor-LTA	Palomares, Marylee P.	J-3-a	38,741	0	0	LTA	0	38,741	10,909	495	0	562	2,583	224	14,951	53,692
267	FED019	Program Specialist	Sablan, Fermina A.	K-6-d	51,266	0	0	06-May-2016	0	51,266	14,437	495	0	743	1,924	240	18,017	69,283
268	FED020	Administrative Assistant-LTA	Eclaveta, Mary Ann A.	J-1	31,075	0	0	LTA	0	31,075	8,751	495	0	451	178	6,510	16,788	47,864
269	FED022	Program Coordinator II-LTA	Maabazza, Pamela D.	M-1	40,768	0	0	LTA	0	40,768	11,480	495	0	591	2,583	224	15,551	56,319
270	FED031	Office Aide-LTA	San Nicolas, Vincent A.	C-1	17,763	0	0	LTA	0	17,763	5,002	495	0	258	1,404	224	7,561	25,324
271	FED034	Instructor-LTA	Palomo, Chad A.	J-3-a	38,741	0	0	LTA	0	38,741	10,909	495	0	562	3,940	0	16,084	54,825
272	FED001	Assistant Instructor	Esplina, Ronny Pro C.	I-7-a	39,850	0	0	01-Aug-2017	0	39,850	11,222	495	0	578	2,583	0	15,055	54,905
273	FED041	Assistant Instructor-LTA	Miranda, Kennilyn C.	I-2-b	32,978	0	0	LTA	0	32,978	9,287	495	0	478	0	0	10,438	43,416
274	FED044	Program Coordinator II-LTA	Duenas, Lellani V.	M-1	40,768	0	0	LTA	0	40,768	11,480	495	0	591	6,510	404	16,129	60,248
			Grand Total:		2,460,566				0	2,468,534	695,139	30,195	0	35,794	1,612,999	12,684	945,968	3,414,502

FUNCTION:
DEPARTMENT/AGENCY:
PROGRAM:

Education and Culture
GUAM COMMUNITY COLLEGE
Institutional

[illegible]

Government of Guam

[BBMR EL-1]

New Equipment/Capital and Space Requirement

Function: Education and Culture

Agency:

NEW EQUIPMENT / CAPITAL			
Description	Quantity	Percentage of Use	Comments
100%			

SPACE REQUIREMENT (for Personnel and Equipment/Capital)	Total Program Space (Sq. Ft.):		Total Program Space Occupied (Sq. Ft.):	
	Description	Square Feet	Percentage of Total Program Space	Comments

Bureau of Budget Management Research
Prior Year Obligations for FY 2016

BBMR PYO-1

A	B	C	D	E	F	G
Transaction/ Obligation Date	Transaction Type	Vendor	General Fund (\$)	Special Fund (\$)	Federal Fund (\$)	Reasons for Nonsubmittal or Nonpayment
	None/ N/A					
Total			\$0.00	\$0.00	\$0.00	

Note:

Column A: Completion date of transaction or event prior to October 1, 2016.

Column B: Transaction Type such as personnel action, contracts, etc.

Column C: Vendor or Party owed

Column D, E, & F: Identify funding source and dollar amount inclusive of associated penalties or fees; if more than one transaction, need to total all transactions.

Column G: Note item of concern.

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2017 Budget Request by Object (Departmental Level)

GENERAL FUND - 01

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
110 Regular Salaries/Increments	1010 Office of the President	237,322
	1020 P.O.S.T. Commission & Veterans	52,820
	1030 Office of Communications & Promotions	83,710
	1060 Planning and Development	205,229
	1061 High School Equivalency	38,048
	1065 Facilities	321,802
	3000 Office of The Vice President (FAD)	217,225
	3010 Business Office	442,079
	3020 Management Information Systems	495,985
	3030 Human Resources	266,665
	3040 Materials Management	199,914
	3045 Bookstore	41,741
	3060 Student Financial Aid	140,165
	3070 Environmental Health & Safety	95,606
	3080 Administrative Support Services & Security	42,661
	5000 Academic Vice President's Office	165,478
	5020 Admissions and Registration	251,356
	5030 Assessment, Institutional Effectiveness and Res	229,241
	5050 Continuing Education & Workforce Development	186,556
	6000 Dean's Office - TPS	285,688
	6110 Automotive	469,778
	6150 Cosmetology	108,772
	6220 Early Childhood Education	336,971
	6410 Criminal Justice	181,556
	6420 Social Science	108,580
	6550 Visual Communications	32,979
	6610 Adult Basic Education	23,171
	6710 Allied Health	299,171
	6730 Practical Nursing	350,159
	6810 Tourism And Hospitality	712,678
	6950 Construction Trades	406,763
	6970 Marketing	363,914
	6980 Accounting	84,249
	6990 Supervision & Management	50,549
	7000 Dean's Office - TSS	282,332
	7110 Math	300,379
	7120 Science	178,887
	7210 Student Support Services	295,270
	7220 Health Center	63,142
	7420 Center for Student Involvement	146,074
	7510 Office Technology	121,700
	7610 Assessment & Counseling	401,858
	7615 Vocational Guidance Program	241,832
	7630 Office of Accommodative Services & Title IX	84,851
	7710 Computer Science	210,647
	7750 English	391,038
	7760 Developmental Education English	88,687
	7810 Electronics	323,802
	7950 Learning Resource Center	249,576
TOTAL REGULAR SALARIES/INCREMENTS		\$10,908,656
120 Benefits-Full Time	1010 Office of the President	78,803

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2017 Budget Request by Object (Departmental Level)

GENERAL FUND - 01

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
120 Benefits-Full Time	1020 P.O.S.T. Commission & Veterans	22,968
	1030 Office of Communications & Promotions	27,213
	1060 Planning and Development	71,393
	1061 High School Equivalency	16,245
	1065 Facilities	127,775
	3000 Office of The Vice President (FAD)	73,322
	3010 Business Office	156,004
	3020 Management Information Systems	183,232
	3030 Human Resources	94,036
	3040 Materials Management	73,165
	3045 Bookstore	12,828
	3060 Student Financial Aid	51,311
	3070 Environmental Health & Safety	29,187
	3080 Administrative Support Services & Security	12,601
	5000 Academic Vice President's Office	53,713
	5020 Admissions and Registration	90,773
	5030 Assessment, Institutional Effectiveness and Res	75,296
	5050 Continuing Education & Workforce Development	65,043
	6000 Dean's Office - TPS	100,724
	6110 Automotive	179,266
	6150 Cosmetology	38,333
	6220 Early Childhood Education	114,894
	6410 Criminal Justice	59,813
	6420 Social Science	38,578
	6550 Visual Communications	13,083
	6610 Adult Basic Education	14,334
	6710 Allied Health	103,502
	6730 Practical Nursing	133,315
	6810 Tourism And Hospitality	253,620
	6950 Construction Trades	144,573
	6970 Marketing	122,843
	6980 Accounting	25,206
	6990 Supervision & Management	15,393
	7000 Dean's Office - TSS	100,728
	7110 Math	104,914
	7120 Science	60,776
	7210 Student Support Services	108,993
	7220 Health Center	20,850
	7420 Center for Student Involvement	56,589
	7510 Office Technology	39,546
	7610 Assessment & Counseling	127,056
	7615 Vocational Guidance Program	88,480
	7630 Office of Accommodative Services & Title IX	29,311
	7710 Computer Science	67,253
	7750 English	138,339
	7760 Developmental Education English	41,000
	7810 Electronics	115,335
	7950 Learning Resource Center	90,476
	TOTAL BENEFITS-FULL TIME	\$3,862,031
220 Travel: Local Mileage	1020 P.O.S.T. Commission & Veterans	4,500
	6110 Automotive	550

GUAM COMMUNITY COLLEGE

FY2017 Budget Request by Object (Departmental Level)

[GCC-DEPT1]

Includes: Priority 1 & 2
ALL Departments

GENERAL FUND - 01

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
220 Travel: Local Mileage	6820 Culinary Art	1,200
	TOTAL TRAVEL: LOCAL MILEAGE	\$6,250
230 Contractual Services	1000 Board of Trustees	9,615
	1010 Office of the President	33,725
	1020 P.O.S.T. Commission & Veterans	2,000
	1030 Office of Communications & Promotions	31,650
	1060 Planning and Development	150
	1061 High School Equivalency	2,000
	3000 Office of The Vice President (FAD)	24,620
	3010 Business Office	40,500
	3020 Management Information Systems	351,000
	3030 Human Resources	2,000
	3040 Materials Management	280,000
	3060 Student Financial Aid	2,300
	3070 Environmental Health & Safety	20,000
	3080 Administrative Support Services & Security	253,814
	5000 Academic Vice President's Office	6,700
	5020 Admissions and Registration	7,200
	5030 Assessment, Institutional Effectiveness and Res	21,650
	6110 Automotive	1,900
	6430 EMT	5,300
	6550 Visual Communications	9,500
	6640 English As a Second Language (ESL)	500
	6710 Allied Health	2,300
	6730 Practical Nursing	8,500
	6810 Tourism And Hospitality	2,000
	6820 Culinary Art	5,000
	6970 Marketing	9,500
	6980 Accounting	3,000
	6990 Supervision & Management	1,500
	7210 Student Support Services	3,200
	7220 Health Center	3,100
	7610 Assessment & Counseling	6,735
	7615 Vocational Guidance Program	8,850
	7630 Office of Accommodative Services & Title IX	27,500
	7950 Learning Resource Center	18,900
	TOTAL CONTRACTUAL SERVICES	\$1,206,209
240 Supplies & Materials	1000 Board of Trustees	1,500
	1020 P.O.S.T. Commission & Veterans	1,500
	1030 Office of Communications & Promotions	650
	1060 Planning and Development	200
	1065 Facilities	83,916
	3000 Office of The Vice President (FAD)	2,000
	3010 Business Office	3,500
	3020 Management Information Systems	15,150
	3030 Human Resources	2,500
	3040 Materials Management	10,000
	3060 Student Financial Aid	500
	3070 Environmental Health & Safety	10,000
	3080 Administrative Support Services & Security	2,500
	5000 Academic Vice President's Office	3,500

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2017 Budget Request by Object (Departmental Level)

GENERAL FUND - 01

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
240 Supplies & Materials	5020 Admissions and Registration	11,359
	5030 Assessment, Institutional Effectiveness and Res	1,490
	6000 Dean's Office - TPS	1,500
	6210 Education	1,000
	6220 Early Childhood Education	1,000
	6410 Criminal Justice	2,000
	6420 Social Science	500
	6430 EMT	500
	6440 Human Services	500
	6610 Adult Basic Education	500
	6620 Adult High School	500
	6710 Allied Health	1,000
	6730 Practical Nursing	1,500
	6810 Tourism And Hospitality	200
	6820 Culinary Art	10,500
	6830 Chamorro & Foreign Languages	3,000
	7000 Dean's Office - TSS	2,000
	7110 Math	6,000
	7120 Science	4,000
	7210 Student Support Services	9,750
	7220 Health Center	10,000
	7420 Center for Student Involvement	500
	7510 Office Technology	2,000
	7610 Assessment & Counseling	2,000
	7615 Vocational Guidance Program	2,000
	7630 Office of Accommodative Services & Title IX	500
	7710 Computer Science	1,500
	7750 English	2,500
	7760 Developmental Education English	2,000
	7950 Learning Resource Center	5,200
	TOTAL SUPPLIES & MATERIALS	\$224,415
250 Equipment	1020 P.O.S.T. Commission & Veterans	1,600
	3010 Business Office	1,250
	3020 Management Information Systems	20,476
	3040 Materials Management	4,000
	3060 Student Financial Aid	825
	3070 Environmental Health & Safety	3,000
	5000 Academic Vice President's Office	1,500
	5030 Assessment, Institutional Effectiveness and Res	1,600
	6000 Dean's Office - TPS	2,000
	6410 Criminal Justice	2,698
	6420 Social Science	1,750
	6710 Allied Health	1,000
	6820 Culinary Art	10,000
	7000 Dean's Office - TSS	3,000
	7110 Math	2,000
	7120 Science	500
	7210 Student Support Services	1,250
	7420 Center for Student Involvement	125
	7510 Office Technology	2,100
	7610 Assessment & Counseling	1,400

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2017 Budget Request by Object (Departmental Level)

GENERAL FUND - 01

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
250 Equipment	7615 Vocational Guidance Program	10,775
	7630 Office of Accommodative Services & Title IX	3,000
	7710 Computer Science	5,800
	7750 English	2,500
	7760 Developmental Education English	3,000
	7950 Learning Resource Center	16,979
	TOTAL EQUIPMENT	\$104,128
290 Miscellaneous Expense	3060 Student Financial Aid	1,000
	6210 Education	1,000
	6620 Adult High School	46,176
	7110 Math	1,000
	7120 Science	1,000
	TOTAL MISCELLANEOUS EXPENSE	\$50,176
361 Power	1065 Facilities	1,400,040
	TOTAL POWER	\$1,400,040
362 Water/Sewer	1065 Facilities	93,600
	TOTAL WATER/SEWER	\$93,600
363 Telephone/Toll	1065 Facilities	93,600
	TOTAL TELEPHONE/TOLL	\$93,600
TOTAL GENERAL FUND		\$17,949,105

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
BOARD OF TRUSTEES

GOALS AND OBJECTIVES:

1. POLICY REVIEW. EVALUATE AND AMEND PERIODICALLY BOARD POLICIES AND THE CODE OF ETHICS POLICY FOR ALL GCC CONSTITUENTS (INCLUDING THE BOARD) TO ALIGN PROCESSES AND PROCEDURES, AS NECESSARY AND APPROPRIATE.
2. ASSESSMENT. SET AN EXAMPLE BY ENGAGING ALL STAKEHOLDERS IN THE COLLEGE'S CONTINUOUS ASSESSMENT AND PLANNING PROCESSES SO THAT THERE IS A CLEAR UNDERSTANDING OF ROLES AND EXPECTATIONS AMONG ALL CONSTITUENTS.
3. GOVERNANCE EVALUATION. ASSESS THE EFFECTIVENESS OF THE PARTICIPATORY GOVERNANCE STRUCTURE AS A WHOLE THROUGH AN INTEGRATED CAMPUS-WIDE SURVEY THAT BUILDS ON PREVIOUS ASSESSMENT WORK.

PERFORMANCE INDICATORS:

1. FOLLOW AND IMPLEMENT THE ESTABLISHED ANNUAL SCHEDULE FOR EVALUATION OF BOARD POLICIES; ADDRESSING 2012 ACCJC REPORT RECOMMENDATIONS.
2. IMPLEMENT REGULAR SCHEDULE FOR BOARD ASSESSMENT TRAINING TO INCREASE&DEEPEN MEMBERS' KNOWLEDGE OF ASSESSMENT/ACCREDITATION FOR ACCOUNTABILITY & IMPROVEMENT; INCLUDE INPUT/PARTICIPATION OF FACULTY SENATE IN THE GBAQ PROCESS.
3. PARTICIPATE ACTIVELY IN CAMPUS-WIDE GOVERNANCE SURVEY.

PROPOSED OUTCOMES:

1. REVISED BOT POLICIES THAT SEPARATE PROCEDURAL PORTION OF THE POLICIES INTO A COMPANION DOCUMENT OF ADMINISTRATIVE PROCEDURES IN ORDER TO CONSOLIDATE & FACILITATE ADMINISTRATIVE CHANGES.
2. BOARD OF TRUSTEES' FORUM FOR FACULTY SENATE, STAFF SENATE, AND THE COUNCIL ON POSTSECONDARY STUDENT AFFAIRS (COPSA).
3. EVIDENCE OF INPUT BY THE FACULTY, STAFF AND STUDENT REPRESENTATIVES PRESENT AT BOARD MEETINGS WILL REFLECT THEIR CLOSE CONNECTION WITH THE PARTICIPATORY GOVERNANCE PROCESS.

Guam Community College
FY 2017 Budget Request by Department
BOARD OF TRUSTEES

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
3	01	BOARD OF TRUSTEES	7	600	\$4,200	STIPENDS
2	01	ANNUAL MEMBERSHIP DUES: ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES & COLLEGES	1	2,440	\$2,440	MEMBERSHIP RENEWAL
1	01	ANNUAL MEMBERSHIP DUES: ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT)	1	2,975	\$2,975	MEMBERSHIP RENEWAL
			9		\$9,615	3 line item(s)
SUPPLIES & MATERIALS						
4	01	SUPPLIES & MATERIALS	3	500	\$1,500	OFFICE SUPPLIES: MANILA FOLDERS AND ENVELOPES- MEETING PACKETS, COPIER PAPER FOR PRINTING OF DOCUMENTS FOR BOARD MEETINGS, PENS, FASTENERS, FOLDER LABELS, BINDERS, ETC.
			3		\$1,500	1 line item(s)
TOTAL BUDGET REQUESTED			12		\$11,115	4 line item(s)

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF THE PRESIDENT

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. TO PROVIDE LEADERSHIP AND DIRECTION FOR THE ACTIVITIES OF THE INSTITUTION TO ENSURE THAT THE COLLEGE CARRIES OUT ITS MISSION WHILE MAINTAINING ACCREDITATION.
2. TO ENSURE THAT THE COLLEGE RETAINS ITS ESSENTIAL CHARACTERISTICS OF RESPONSIVENESS, ACCESSIBILITY, ACCOUNTABILITY, FLEXIBILITY, RELEVANCE, EXCELLENCE, AND TECHNOLOGICAL ADVANCEMENT.
3. TO ENSURE THE COLLEGE ACQUIRES THE NECESSARY RESOURCES TO SUPPORT ITS MISSION.

PERFORMANCE INDICATORS:

1. INSTITUTIONAL DECISIONS SUPPORT THE COLLEGE'S MISSION.
2. PRESIDENT ENSURES FISCAL RESPONSIBILITY, OPEN FLOW OF INFORMATION; CURRICULUM IS RELEVANT TO GUAM'S WORKFORCE NEEDS.
3. THE COLLEGE MEETS ALL FEDERAL & LOCAL REPORTING REQUIREMENTS.

PROPOSED OUTCOMES:

1. PROGRAMS/COURSES OFFERED REFLECT NEEDS OF THE COMMUNITY.
2. BUDGET IS WELL MANAGED, COLLEGE OPEN DOOR POLICY IS MAINTAINED, AND ADVISORY COMMITTEE HAVE INPUT ON CURRICULUM.
3. DECISIONS REFLECT THE ALIGNMENT OF FINANCIAL RESOURCES WITH STRATEGIC PLANNING.

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF THE PRESIDENT

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
5	01	INSTITUTIONAL MEMBERSHIP DUES (ACCJC, AACC, PPEC, ETC) & SUBSCRIPTIONS, COST FOR LEGAL SERVICES FOR THE COLLEGE'S ATTORNEY	1	33,725	\$33,725	CONTRACT/MEMBERSHIP RENEWAL
			1		\$33,725	1 line item(s)
TOTAL BUDGET REQUESTED			1		\$33,725	1 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
P.O.S.T. COMMISSION & VETERANS

GOALS AND OBJECTIVES:

1. POLICY DEVELOPMENT & REVIEW. DEV., UPDATE & PUBLISH P.O.S.T. COMMISSION POLICIES FOLLOWING ADMINISTRATIVE ADJUDICATION PROCESS FOR ALL LAW ENFORCEMENT & PEACE OFFICER ORGANIZATIONS ON GUAM; MONITOR POLICY COMPLIANCE & ENFORCE AS DEEMED NECESSARY
2. RECORD & ASSESSMENT. SET EXAMPLES ENGAGING COMM.MEMBERS IN CONT. ASSESSMENT/UPDATE OF PLANNING PROCESSES /DEVELOPMENT OF LAW ENFORCEMENT STANDARDS FOR CLEAR UNDERSTANDING OF STRATEGIC DIRECTION & OVERALL EXPECTATION FROM LAW ENFORCEMENT COMMUNITY
3. COMPLIANCE&EVAL.ASSESS COMPLIANCE TO POST POLICIES&STANDARDS BY LAW ENFORCEMENT COMMUNITY&LEVERATE SURVEYS TO IDENTIFY/ADDRESS WEAKNESS&EFFECTIVE OF PARTICIPATORY GOVERNANCE STRUCTURE THROUGH INTEGRATED CAMPUS WIDE SURVEY THAT BUILDS ON PREVIOUS ASSESSME

PERFORMANCE INDICATORS:

1. CONDUCT P.O.S.T. COMMISSION MEETINGS ON A REGULAR BASIS, PREFERABLY MONTHLY BUT, AT A MINIMUM, QUARTERLY IN ACCORDANCE WITH 17GCA, CHAPTER 51, PEACE OFFICER STANDARDS AND TRAINING COMMISSION
2. ESTABLISH SUBCOMMITTEES W/TASKS/TIMELINES & REPORT TO POST; SHARE INFO.FOR POLICY DEVELOPMENT & UPDATE TO LAW ENFORCEMENT STANDARDS; COLLABORATE & SHARE TRNG. RESOURCES FOR MAX. TRNG. YIELD; ADHERE TO P.O.S.T. STANDARDS &ENSURE OFFICERS IN FULL COMPLIANCE
3. IMPLEMENT SURVEYS TO OBTAIN FEEDBACK FROM THE LAW ENFORCEMENT COMMUNITY ON THE POLICIES AND STANDARDS BEING ESTABLISHED AND ENFORCED BY THE COMMISSION

PROPOSED OUTCOMES:

1. P.O.S.T. ADMINISTRATIVE RULES THAT CLEARLY DEFINE THE STANDARDS FOR PEACE OFFICERS IN THE AREAS OF TRAINING, CONDUCT, FITNESS AND RETENTION; THESE RULES ARE SUBJECT TO REVISION AND UPDATE AS DEEMED NECESSARY BY THE COMMISSION
2. CONDUCT P.O.S.T. MEETINGS ON A REGULAR BASIS, PREFERABLY MONTHLY BUT, AT A MINIMUM, QUARTERLY
3. P.O.S.T. COMMISSION USE THE SURVEY FEEDBACK TO HEAR THE CONCERNS OF THE LAW ENFORCEMENT COMMUNITY TO ENSURE THEIR OPINIONS AND CONCERNS ARE BEING LISTENED TO AND PROPERLY ADDRESSED

Guam Community College
FY 2017 Budget Request by Department
P.O.S.T. COMMISSION & VETERANS

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
TRAVEL: LOCAL MILEAGE						
8	01	TRAVEL: OFF ISLAND CONFERENCE	1	4,000	\$4,000	CALEA AND IADLEST CONFERENCES: (AIR/GROUND; CONFERENCE FEE/PER DIEM; ROOM/BOARD)
6	01	TRAVEL: LOCAL MILEAGE	1	500	\$500	OUT OF OFFICE MEETINGS-REIMBURSEMENT
			2		\$4,500	2 line item(s)
CONTRACTUAL SERVICES						
7	01	MEMBERSHIP DUES: CALEA (COMMISSION ON ACCREDITATION FOR LAW ENFORCEMENT AGENCIES) AND IADLEST (INTERNATIONAL ASSOCIATION OF DIRECTORS OF LAW ENFORCEMENT STANDARDS AND TRAINING); PRINTING OF MEETING NOTICES IN NEWSPAPER OF GENERAL CIRCULATION.	1	2,000	\$2,000	MEMBERSHIP RENEWAL
			1		\$2,000	1 line item(s)
SUPPLIES & MATERIALS						
10	01	SUPPLIES & MATERIALS	3	500	\$1,500	FOLDERS FOR MEETING PACKETS, DOCUMENT PROTECTORS, BINDERS, INK/COPIER PAPER SUPPLIES FOR PRINTING OF P.O.S.T. DOCUMENTS, BUSINESS CARDS, PENS, MARKERS, FLASHDRIVES, CDS, LABELS AND OTHER OFFICE SUPPLIES REQUIRED FOR OFFICE OPERATIONS; COMPUTER SUPPLIES A
			3		\$1,500	1 line item(s)
EQUIPMENT						
9	01	LAPTOP COMPUTER	1	1,600	\$1,600	LAPTOP COMPUTER WITH MONITOR AND KEYBOARD FOR CERTIFIED PEACE OFFICER STANDARDS DATABASE AND WIFI PROJECTOR
			1		\$1,600	1 line item(s)
TOTAL BUDGET REQUESTED			7		\$9,600	5 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF COMMUNICATIONS & PROMOTIONS

GOALS AND OBJECTIVES:

1. DESIGN A NEW LOGO FOR GCC AND INCORPORATE IT INTO A RE-BRANDING CAMPAIGN FOR FALL 2016 THAT INCLUDES USING MORE SOCIAL MEDIA TO MARKET GCC EVENTS AND PROGRAMS.
2. REDESIGN THE GCC WEB SITE SO THAT IT IS MOBILE RESPONSIVE AND MORE USER FRIENDLY.
3. USE :30 CANDID VIDEOS AS MARKETING VIDEOS ON SOCIAL MEDIA THAT SHOWCASE THE COLLEGE'S FACILITIES, REAL TIME CLASSROOM ACTION, STUDENT TESTIMONIALS, AND THE DIVERSITY OF OUR CAMPUS.

PERFORMANCE INDICATORS:

1. INCREASED LEVEL OF ENROLLMENT IN FALL 2016 (3-4%)
2. INCREASED NUMBER OF HITS ON PAGES ON NEW WEB SITE (10%)
3. INCREASE IN NUMBER OF LIKES, VIEWS, SHARES, ETC. ON GCC SOCIAL MEDIA OUTLETS.

PROPOSED OUTCOMES:

1. HELP TO SUSTAIN RECORD POSTSECONDARY ENROLLMENT NUMBERS.
2. NEW WEBSITE DRAWS PEOPLE TO GCC. IT BECOMES THE INFORMATION DISSEMINATION CENTER FOR THE COLLEGE.
3. INCREASED SOCIAL MEDIA ENGAGEMENT WITH STUDENTS AND COMMUNITY ABOUT GCC.

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF COMMUNICATIONS & PROMOTIONS

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
20	01	WEB SITE ADDITIONAL COSTS - GROWTH	12	200	\$2,400	ADDITIONAL MONTHLY MAINTENANCE/HOSTING COST
19	01	COMPUTER - GROWTH	1	3,300	\$3,300	MACBOOK PRO REPLACEMENT.
18	01	SOCIAL MEDIA ADVERTISING	10	20	\$200	BOOST FB POSTS
16	01	NCMPR DUES	1	250	\$250	MEMBERSHIP RENEWAL
15	01	ANNUAL REPORT PRINTING	1	900	\$900	PRINT ANNUAL REPORT
14	01	ADVERTISING: MEDIA CONTRACTS FOR SPRING & FALL 2017	1	9,000	\$9,000	ADVERTISE FALL & SPRING REGISTRATION
13	01	WEB SITE HOSTING, BACKUP AND MAINTENANCE COST FOR ONE YEAR.	12	1,300	\$15,600	NEW WEB SITE WILL BE MOBILE RESPONSIVE.
			38		\$31,650	7 line item(s)
SUPPLIES & MATERIALS						
17	01	MISCELLANEOUS	1	650	\$650	FLASH DRIVES, BATTERIES, INDESIGN UPGRADES, EXTERNAL HARD DRIVES
			1		\$650	1 line item(s)
TOTAL BUDGET REQUESTED			39		\$32,300	8 line item(s)

Guam Community College
FY 2017 Budget Request by Department
PLANNING AND DEVELOPMENT

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. UPON SUCCESSFUL COMPLETION OF RECEIVING SERVICES FROM THE PLANNING AND DEVELOPMENT OFFICE, STUDENTS WILL BENEFIT FROM PROGRAMS THAT INCORPORATE CORE STANDARDS.
2. UPON SUCCESSFUL COMPLETION OF RECEIVING SERVICES FROM THE PLANNING AND DEVELOPMENT OFFICE, STUDENTS WILL BE ABLE TO RECEIVE GRADUATE FOLLOW UP SURVEY RESULTS.
3. UPON SUCCESSFUL COMPLETION OF RECEIVING SERVICES FROM THE PLANNING AND DEVELOPMENT OFFICE, STUDENTS WILL BE INFORMED OF ISMP ACTIVITIES.

PERFORMANCE INDICATORS:

1. EIGHTY PERCENT (80%) OF WORKSHOP PARTICIPANTS WHO COMPLETE A SURVEY WILL INDICATE "SATISFIED" OR "SOMEWHAT SATISFIED" WITH THE INFORMATION AND KNOWLEDGE GAINED FROM THE WORKSHOP.
2. AT LEAST EIGHTY PERCENT (80%) OF DEPARTMENT CHAIRS WILL PROVIDE STUDENTS WITH THE "REPORT CARD" (WHERE ARE THEY NOW?).
3. AT LEAST EIGHTY PERCENT (80%) OF DEPARTMENT CHAIRS WILL INDICATE THEY PROVIDED STUDENTS WITH ISMP UPDATES.

PROPOSED OUTCOMES:

1. CONDUCT WORKSHOPS; PARTICIPANTS WILL INDICATE "STRONGLY AGREE" THAT SESSIONS WERE HELPFUL.
2. DISSEMINATE "WHERE ARE THEY NOW" TO DEPARTMENT CHAIRS. ASSURE CONTINUED RECEIPT OF LOCAL AND FEDERAL FUNDS. ASSURE CONTINUED LEVEL OF FEDERAL OR LOCAL FUNDS. RECOGNIZE GCC AS PROVIDER OF QUALITY EDUCATIONAL AND JOB TRAINING
3. PROVIDE REPORT FOR MEET THE PRESIDENT SESSIONS.

Guam Community College
FY 2017 Budget Request by Department
PLANNING AND DEVELOPMENT

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
21	01	CONTRACTUAL	1	150	\$150	SUBSCRIPTIONS
			1		\$150	1 line item(s)
SUPPLIES & MATERIALS						
22	01	SUPPLIES & MATERIALS	1	200	\$200	OFFICE AND INFORMATIONAL SUPPLIES AND MATERIALS
			1		\$200	1 line item(s)
TOTAL BUDGET REQUESTED			2		\$350	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
HIGH SCHOOL EQUIVALENCY

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. THE HSE OFFICE WILL PROVIDE COMPUTER BASED TEST (CBT) RESULTS FOR AWARENESS AND TO ASSIST IN STRENGTHENING CURRICULA.
2. THE HSE OFFICE WILL PROVIDE INFORMATION REGARDING CAREER PATHWAY FOR ADULT LEARNERS WORKSHOP AND COLLEGE ACCESS GRANT PROGRAM TO THOSE IN PURSUIT OF POSTSECONDARY EDUCATION AND OR TRAINING.
3. THE HSE OFFICE WILL ANALYZE WHETHER CANDIDATES ARE OFFERED THE COMPUTER BASED TEST AT A CONVENIENT DAY/TIME.

PERFORMANCE INDICATORS:

1. ONE HUNDRED PERCENT (100%) OF TEST CANDIDATES THAT TOOK THE 2014 CBT VERSION WILL BE REPORTED ON IN THE LOGBOOK.
2. ONE HUNDRED PERCENT (100%) OF TEST CANDIDATES THAT TOOK THE 2014 CBT VERSION WILL BE PROVIDED INFORMATION REGARDING CAREER PATHWAY FOR ADULT LEARNERS AND COLLEGE ACCESS GRANT PROGRAM. A LIST OF INTERESTED CANDIDATES WILL BE FORWARDED TO THE APPROPRIATE OF
3. ONE HUNDRED PERCENT (100%) OF TEST CANDIDATES THAT TOOK THE 2014 CBT VERSION WILL INDICATE WHETHER TEST HOURS ARE CONVENIENT.

PROPOSED OUTCOMES:

1. MAINTAIN LOGBOOK AND MONITOR PROGRAM TEST SCHEDULING.
2. REFER CLIENTS' CAREER PATHWAY TO DEAN'S OFFICE.
3. ASSURE RECEIPT OF JURISDICTIONAL MEMORANDUM OF UNDERSTANDING TO PROVIDE SERVICES THAT MEET THE NEEDS OF CLIENTS.

Guam Community College
FY 2017 Budget Request by Department
HIGH SCHOOL EQUIVALENCY

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
23	01	CONTRACTUAL	1	2,000	\$2,000	ANNUAL LICENSE (GED, JOSTENS)
			1		\$2,000	1 line item(s)
TOTAL BUDGET REQUESTED			1		\$2,000	1 line item(s)

Guam Community College
FY 2017 Budget Request by Department
FACILITIES

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. UPON SUCCESSFUL COMPLETION OF RECEIVING SERVICES FROM THE FACILITY/MAINTENANCE OFFICE, STUDENTS WILL BENEFIT BY HAVING A SAFE LEARNING ENVIRONMENT.
2. UPON SUCCESSFUL COMPLETION OF RECEIVING SERVICES FROM THE FACILITY/MAINTENANCE OFFICE, STUDENTS WILL BENEFIT BY HAVING WORK ORDERS ADDRESSED WITHIN FIFTEEN (15) BUSINESS DAYS.
3. UPON SUCCESSFUL COMPLETION OF RECEIVING SERVICES FROM THE FACILITY/MAINTENANCE OFFICE, STUDENTS WILL BENEFIT BY HAVING TIMELY COMPLETION OF CIP PROJECTS AND THEREBY A SAFE LEARNING ENVIRONMENT.

PERFORMANCE INDICATORS:

1. AT LEAST NINETY PERCENT (90%) OF THE MAINTENANCE STAFF WILL SUBMIT A PM&I FORM MONTHLY.
2. EIGHTY PERCENT (80%) OF THE INDIVIDUALS WHO COMPLETED A SURVEY WILL INDICATE THAT THEY WERE SATISFIED WITH THE RESPONSIVENESS AND WORKMANSHIP RECEIVED.
3. NINETY PERCENT (90%) OF PROJECTS WILL BE COMPLETED BY AUGUST 30 ANNUALLY.

PROPOSED OUTCOMES:

1. TIMELY RESPONSE TO WORK ORDERS AND ENHANCE ENVIRONMENT FOR THOSE WHO WORK AND LEARN AT GCC BY SUBMISSION, COMPLETION, AND INSPECTION OF PM AND INSPECTION FORMS.
2. INCREASE THE NUMBER OF WORK ORDER SURVEY RESPONDENTS AND MINIMIZE RESPONSE THAT SERVICE RENDERED IS "MARGINAL" OR "POOR".
3. CIP PROJECTS WILL BE COMPLETED BY AUGUST 30, 2017.

Guam Community College
FY 2017 Budget Request by Department
FACILITIES

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
28	01	SUPPLIES & MATERIALS	12	3,872	\$46,464	CUSTODIAL
27	01	SUPPLIES & MATERIALS	12	877	\$10,524	PLUMBING [4]
26	01	SUPPLIES & MATERIALS	12	1,394	\$16,728	ELECTRICAL [3]
25	01	SUPPLIES & MATERIALS	12	600	\$7,200	CARPENTRY [1]
24	01	SUPPLIES & MATERIALS	12	250	\$3,000	A/C & REFRIGERATION SUPPLIES
			60		\$83,916	5 line item(s)
POWER						
29	01	UTILITIES	12	116,670	1,400,040	POWER [5]
			12		\$1,400,040	1 line item(s)
WATER/SEWER						
30	01	UTILITIES	12	7,800	\$93,600	WATER/SEWER [7]
			12		\$93,600	1 line item(s)
TELEPHONE/TOLL						
31	01	UTILITIES	12	7,800	\$93,600	TELEPHONE - (DSL & VOIP)
			12		\$93,600	1 line item(s)
TOTAL BUDGET REQUESTED			96		\$1,671,156	8 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF THE VICE PRESIDENT (FAD)

GOALS AND OBJECTIVES:

1. TO PROVIDE LEADERSHIP AND GUIDANCE TO ENSURE THAT FINANCIAL PLANNING REALISTICALLY ALIGNS WITH AVAILABLE RESOURCES, INSTITUTIONAL PLANS, AND INSTITUTIONAL PRIORITIES.
2. TO ENSURE THE COORDINATION OF THE OPERATIONS OF GCC'S FINANCE AND ADMINISTRATION DIVISION.
3. TO ENSURE THE FINANCIAL INTEGRITY OF THE INSTITUTION AND RESPONSIBLE ALLOCATION AND USE OF FINANCIAL RESOURCES.

PERFORMANCE INDICATORS:

1. DEVELOPMENT OF AN ANNUAL BUDGET THAT ENSURES THE FINANCIAL REQUESTS ARE LINKED TO INSTITUTIONAL PLANS, PRIORITIES AND TIMELINES.
2. MONTHLY REPORTING REQUIREMENTS THAT ARE COMPLETED WITHIN THE REQUIRED TIMEFRAMES, AND POLICIES AND PROCEDURES ARE MAINTAINED AND CONTINUALLY UPDATED.
3. ANNUAL BUDGET, FEDERAL REPORTING REQUIREMENTS AND AUDIT ARE COMPLETED WITHIN THE REQUIRED TIMEFRAME AND WITH MINIMAL NEGATIVE RESPONSES OR FINDINGS.

PROPOSED OUTCOMES:

1. THE COLLEGE'S BUDGET ALLOCATION ARE SUFFICIENT TO MEET THE NEEDS OF THE INSTITUTIONAL, AND FOLLOWS THE INSTITUTIONAL PLANS AND PRIORITIES WITHIN THE AVAILABLE RESOURCES.
2. THE POLICIES AND PROCEDURES ENSURE MAINTENANCE OF EFFECTIVE CONTROLS OVER THE OPERATIONS OF THE DIVISION.
3. THE COLLEGE MAINTAINS ITS FINANCIAL INTEGRITY AND RESPONSIBLY MANAGES ITS RESOURCES.

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF THE VICE PRESIDENT (FAD)

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
36	01	SOFTWARE	1	1,065	\$1,065	
35	01	ANNUAL MEMBERSHIP -EDUCAUSE, ISTE, LEAGUE OF INNOVATION	1	1,768	\$1,768	
34	01	DISTANCE EDUCATION SUPPORT	1	17,750	\$17,750	DISTANCE EDUCATION THIRD PARTY HOSTING, TRAINING AND DEVELOPMENT.
32	01	MEMBERSHIP	1	4,037	\$4,037	ANNUAL MEMBERSHIP (AGA, CCBO, NACUBO, FI360 PACIFIC LF
			4		\$24,620	4 line item(s)
SUPPLIES & MATERIALS						
33	01	OFFICE SUPPLIES	4	500	\$2,000	
			4		\$2,000	1 line item(s)
TOTAL BUDGET REQUESTED			8		\$26,620	5 line item(s)

Guam Community College
FY 2017 Budget Request by Department
BUSINESS OFFICE

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. THE BUSINESS OFFICE WILL PROVIDE FINANCIAL INFORMATION TO GCC DEPARTMENT HEADS TO BETTER SUPPORT STUDENT LEARNING PROGRAMS AND SERVICES THROUGH BUDGET MONITORING AND PERFORMANCE.
2. THE BUSINESS OFFICE WILL SUBMIT MONTHLY FINANCIALS TO THE MANAGEMENT, LEGISLATURE AND POSTED TO MYGCC COMMUNITY WEBSITE TO BETTER INFORM OF GCC'S FINANCIAL POSITION AND RESOURCES.
3. BUSINESS OFFICE WILL ACCURATELY ACCOUNT FOR COLLEGE'S ACTIVITY THROUGH KEEPING FINANCIAL RECORDS IN COMPLIANCE WITH GAAP AND US OMB CIRCULAR REQUIREMENTS TO ENSURE FINANCIAL INFORMATION ARE IN CONSISTENT WITH THE COLLEGE'S MISSION AND GOALS.

PERFORMANCE INDICATORS:

1. THE ACCOUNTANTS WILL ENSURE THAT BUDGETS ARE LOADED PRIOR TO START OF NEW FISCAL YEAR AND EACH RESPECTIVE DEPARTMENT HEADS ARE INFORMED OF THE BUDGET LOAD.
2. THE ACCOUNTANTS WILL PREPARE THE MONTHLY FINANCIAL STATEMENTS. THE GENERAL ACCOUNTING SUPERVISOR AND CONTROLLER WILL REVIEW THE F/S PRIOR TO MONTHLY SUBMITTAL AND WEB POSTING
3. THE ACCOUNTING STAFF WILL PREPARE THE AUDIT SCHEDULE AND DOCUMENTS FOR ANNUAL F/S AND COMPLIANCE AUDIT. THE CONTROLLER WILL WILL PREPARE THE PRELIMINARY F/S FOR AUDIT

PROPOSED OUTCOMES:

1. ENSURING BUDGET LOADS ARE COMPILED AND APPROVED BY THE MANAGEMENT, BOT AND LEGISLATURE ON A TIMELY MANNER. ALSO, ENSURES THAT BUDGETS ARE LOADED WITHIN TWO WEEKS OF NEW FISCAL YEAR TO SUPPORT COLLEGE OPERATION.
2. THE MONTHLY REPORTING ENSURES THAT THE COLLEGE COMMUNITIES ARE AWARE OF COLLEGE FINANCIAL STABILITY AND AVAILABLE FINANCIAL RESOURCES.
3. TO BETTER INFORM THE STAKEHOLDERS OF THE FINANCIAL STATUS OF THE COLLEGE AND AVAILABLE RESOURCES VIA SOCIAL MEDIA OR MYGCC WEBSITE. THIS WILL ENSURES THE STAKEHOLDERS TO BE UPDATED AND PREPARED TO CARRY OUT THE COLLEGE MISSION AND GOALS.

Guam Community College
FY 2017 Budget Request by Department
BUSINESS OFFICE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
45	01	EQUIPMENT NON-CAPITAL	1	500	\$500	CCTV ADDITIONAL CAMERA
44	01	SUPPLIES & MATERIALS	5	500	\$2,500	OFFICE SUPPLIES (TONERS, BANKER BOXES, COLORED PAPER, DEPOSIT BAGS, CHECKS)
43	01	CONTRACTUAL - POSTAGE	12	125	\$1,500	POSTAGE STAMP-ACCOUNT STATEMENT, 1099, 1098, W2
42	01	CONTRACTUAL- PRINTING	3	500	\$1,500	PRINTING OF ENVELOPES WITH WINDOW
39	01	CONTRACTUAL - PRINTING	3	500	\$1,500	PRINTING OF ENVELOPES WITH WINDOW
38	01	CONTRACTUAL - POSTAGE	12	375	\$4,500	POSTAGE STAMP - ACCOUNT STATEMENT, 1099, 1098, W-2
37	01	CONTRACTUAL - AUDIT FIRM	1	28,500	\$28,500	AUDIT SERVICES FY 2017
			37		\$40,500	7 line item(s)
SUPPLIES & MATERIALS						
40	01	SUPPLIES & MATERIALS	7	500	\$3,500	OFFICE SUPPLIES (TONERS, BANKER BOXES, COLORED PAPERS, DEPOSIT BAGS, CHECKS)
			7		\$3,500	1 line item(s)
EQUIPMENT						
41	01	IT EQUIPMENT - NON CAPITAL	1	1,250	\$1,250	REPLACE OLD LAPTOP TO PC (ACCOUNTANT I - PAYROLL)
			1		\$1,250	1 line item(s)
TOTAL BUDGET REQUESTED			45		\$45,250	9 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
MANAGEMENT INFORMATION SYSTEMS

GOALS AND OBJECTIVES:

1. IT MANAGEMENT. PROVIDE EFFECTIVE MANAGEMENT OF COMPUTER TECHNOLOGY AND RELATED RESOURCES IN ORDER FOR THE COLLEGE TO CARRY OUT ITS MISSION AND TO PROVIDE STUDENTS ACCESS TO TOOLS THAT WILL HELP THEM MEET THEIR EDUCATIONAL GOALS.
2. IT SUPPORT. TO PROVIDE SUFFICIENT TECHNOLOGY SUPPORT BY HIRING, TRAINING, AND RETAINING MANAGERIAL, TECHNICAL, AND OPERATIONAL PERSONNEL, OR OUTSOURCING SERVICES, TO HELP MEET THE COMPUTER NEEDS OF STUDENTS, PROGRAMS AND SERVICE AREAS.
3. IT INFRASTRUCTURE. TO MANAGE THE ACQUISITION, INTEGRATION, DEPLOYMENT, AND MAINTENANCE OF COMPUTER HARDWARE, SOFTWARE, AND RELATED EQUIPMENT AND APPLICATIONS TO CONTINUALLY ENHANCE THE INFORMATION TECHNOLOGY INFRASTRUCTURE OF THE COLLEGE.

PERFORMANCE INDICATORS:

1. LAB AND OFFICE COMPUTERS, THE INTERNET, MYGCC PORTAL, AND RELATED TECHNOLOGY WILL BE AVAILABLE WHEN NEEDED BY STUDENTS AND EMPLOYEES AT LEAST 95% OF THE TIME.
2. THE WORK ORDER SYSTEM WILL REPORT THAT 90% OF ALL COMPUTER TECHNOLOGY WORK ORDERS AND RELATED PROFESSIONAL TECHNICAL SERVICES WERE COMPLETED FOR THE FISCAL YEAR.
3. GCC'S IT ERP SYSTEM, WHICH IS ELLUCIAN'S BANNER PLATFORM, WILL HAVE ITS PRODUCTION ORACLE DATABASE REPLICATED OFFSITE IN A SECURED ENVIRONMENT AND ACCESSIBLE FOR DISASTER RECOVERY AND CONTINUITY OF OPERATIONS, IF AND WHEN NECESSARY.

PROPOSED OUTCOMES:

1. MIS WILL ENSURE SUFFICIENT BANDWIDTH TO ACCOMMODATE DISTANCE EDUCATION, CLOUD-BASED RESOURCES, THE INTERNATIONALIZATION INITIATIVE, AND ANY OTHER FUTURE PROJECTS AS NEEDED AND PLANNED FOR.
2. MIS WILL ENSURE ERP SYSTEM RESOURCES, ARE SUFFICIENT AND OPTIMAL TO MEET THE NEEDS OF LEARNING, TEACHING, COLLEGE-WIDE COMMUNICATIONS, RESEARCH, AND OPERATIONS IN SUPPORT OF SLO'S, AUO'S, & SSUO'S.
3. MIS WILL IMPROVE GCC'S EA AND IT ERP SYSTEMS' REDUNDANCY AND DATA PROTECTION BY IMPLEMENTING AN OFFSITE DATABASE REPLICATION SOLUTION FOR DISASTER RECOVERY (DR) AND CONTINUITY OF OPERATIONS (COOP).

Guam Community College
FY 2017 Budget Request by Department
MANAGEMENT INFORMATION SYSTEMS

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
47	01	ORACLE ACTIVE DATA GUARD LICENSING VIA ELLUCIAN SUPPORT INC.	1	66,000	\$66,000	ACTIVE ORACLE DATABASE DISASTER RECOVERY SOFTWARE LICENSE & MAINTENANCE
46	01	NETWORK SYSTEMS PENETRATION TESTING SERVICES	1	15,000	\$15,000	SECURITY IMPROVEMENTS & VULNERABILITY ASSESSMENT
60	01	ERP SYSTEM CLOUD STARTUP AND HOSTING - GROWTH	1	200,000	\$200,000	ERP SYSTEM CLOUD HOSTING SERVICE / RENEWAL
59	01	CLOUD MIGRATION PROJECT - GROWTH	1	60,000	\$60,000	TECHNICAL SERVICES FOR MOVEMENT OF ERP SYSTEM TO CLOUD.
58	01	DISTANCE EDUCATION MOODLE REMOTE HOSTING & SERVICES	1	10,000	\$10,000	MOODLE ENVIRONMENT HOSTING & SERVICES FOR DISTANCE EDUCATION
			5		\$351,000	5 line item(s)
SUPPLIES & MATERIALS						
53	01	UPS BACKUP BATTERY REPLACEMENT	10	500	\$5,000	BACKUP BATTERIES FOR SERVERS' UPS
52	01	TECHNICAL LEARNING / TRAINING MANUALS / BOOKS / SUBSCRIPTIONS	1	525	\$525	EDUCATIONAL / TRAINING SUPPLIES
51	01	TAPE CARTRIDGES	1	2,625	\$2,625	BACKUP TAPES FOR LEGACY AND ENTERPRISE SERVERS
50	01	SYSTEM PREVENTIVE MAINTENANCE	10	500	\$5,000	PREVENTIVE MAINTENANCE (PARTS, SUPPLIES, MATERIALS)
49	01	SAFETY GEAR/WEAR & SUPPLIES	2	500	\$1,000	ANNUAL SAFETY GEARS/WEAR & SUPPLIES
48	01	GENERAL OFFICE SUPPLIES & MATERIALS	2	500	\$1,000	ANNUAL OFFICE SUPPLIES
			26		\$15,150	6 line item(s)
EQUIPMENT						
57	01	MISCELLANEOUS IT EQUIPMENT	2	4,613	\$9,226	MISCELLANEOUS IT EQUIPMENT - NON-CAPITAL (PCS AND LEGACY SERVER PARTS, POWER COMPONENTS, MONITORS, KEYBOARDS, MICE, SCANNERS, ETC.)
56	01	MAC COMPUTERS	2	3,000	\$6,000	UPGRADE / REPLACE PERSONNEL MAC COMPUTERS
55	01	COMPUTER UPGRADE / REPLACEMENT	2	2,100	\$4,200	PC DESKTOP COMPUTERS
54	01	NETWORK DIAGNOSTIC FIELD EQUIPMENT/TOOLS	1	1,050	\$1,050	FOR NETWORK MAINTENANCE, TROUBLESHOOTING & REPAIR
			7		\$20,476	4 line item(s)
TOTAL BUDGET REQUESTED			38		\$386,626	15 line item(s)

Guam Community College
FY 2017 Budget Request by Department
HUMAN RESOURCES

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. TO PROVIDE EFFECTIVE SUPPORT FOR THE PRIMARY HUMAN RESOURCES FUNCTIONS AT THE COLLEGE: HIRING, PERIODIC PERFORMANCE EVALUATION, AND PROMOTION. THESE ACTIVITIES ARE PERFORMED FOR FACULTY, STAFF AND ADMINISTRATORS.
2. TO PROVIDE TO MANAGEMENT RESPONSES TO QUESTIONS ABOUT HUMAN RESOURCES ISSUES AS WELL AS SUPPORT FOR THE DEVELOPMENT AND NEGOTIATIONS OF TERMS AND CONDITIONS OF EMPLOYMENT.
3. TO ENSURE THE COLLEGE HIRES AND PROMOTES BASED ON MERIT, PROVIDES EQUAL EMPLOYMENT OPPORTUNITY TO ALL: COMPLIES WITH THE PROVISION OF TITLE 4 AND 17 OF THE GUAM CODE; FOLLOWS EMPLOYMENT AGREEMENTS; AND FOLLOWS OTHER APPLICABLE LAWS AND REGULATIONS.

PERFORMANCE INDICATORS:

1. REVIEW AND UPDATE PERSONNEL RULES & REGULATIONS WITH BOT APPROVAL. NEGOTIATE AND UPDATE GCC BOT & FACULTY AGREEMENT WITH BOT APPROVAL.
2. COORDINATES AND/OR CONDUCTS SUPERVISOR AND EMPLOYEE TRAINING, AND OTHER TRAININGS AS NEEDED.
3. MANAGEMENT, SECURITY AND BACK-UP OF EMPLOYMENT AND PERSONNEL FILES.

PROPOSED OUTCOMES:

1. UPDATE PERSONNEL RULES & REGULATIONS WITH BOT APPROVAL.
2. COORDINATOR AND/OR CONDUCTS QUARTERLY SUPERVISOR AND EMPLOYEE TRAINING.
3. 100% OF ALL FULL-TIME EMPLOYEE RECORDS SHALL BE UPDATED AND CONVERTED INTO THE BANNER DOCUMENT MANAGEMENT SYSTEM.

Guam Community College
FY 2017 Budget Request by Department
HUMAN RESOURCES

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
66	01	SHRM MEMBERSHIP	1	1,000	\$1,000	REFERENCE MATERIALS & ON-LINE SERVICES
65	01	CUPA MEMBERSHIP	1	1,000	\$1,000	REFERENCE MATERIALS & ON-LINE SERVICES
			2		\$2,000	2 line item(s)
SUPPLIES & MATERIALS						
64	01	PRINTING	1	500	\$500	PRINTING (I.E. ENVELOPES)
63	01	ADVERTISEMENT	1	500	\$500	JOB ANNOUNCEMENT
62	01	TRAINING SUPPLIES	1	500	\$500	SUPPLIES FOR TRAINING
61	01	OFFICE SUPPLIES	2	500	\$1,000	GENERAL OFFICE SUPPLIES
			5		\$2,500	4 line item(s)
TOTAL BUDGET REQUESTED			7		\$4,500	6 line item(s)

Guam Community College
FY 2017 Budget Request by Department
MATERIALS MANAGEMENT

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. TO SUPPORT EDUCATIONAL PROGRAMS BY COMMUNICATING AND WORKING CLOSELY WITH THE CAMPUS COMMUNITY
2. TO SUPPORT EDUCATIONAL PROGRAMS BY ENSURING THE TIMELY PROCUREMENT OF SUPPLIES , EQUIPMENT, AND SERVICES NEEDED IN SUPPORT OF COLLEGE PROGRAMS AND ACTIVITIES
3. TO SUPPORT EDUCATIONAL PROGRAMS THROUGH OVERSIGHT OF THE PROCUREMENT PROCESS, MM ENSURES THAT THE COLLEGE FOLLOWS LOCAL CAN FEDERAL RULES AND REGULATIONS IN PROCURING GOODS AND SERVICES.

PERFORMANCE INDICATORS:

1. MM WILL CONDUCT TRAINING ON THE PROCUREMENT PROCESS FOR DEPARTMENT CHAIRS, ADMINISTRATIVE ASSISTANTS, AND STAFF WHO PREPARE AND PROCESS REQUISITIONS
2. MM WILL CONTINUE TO CONDUCT A MONTHLY REVIEW OF THE REQUISITIONS RECEIVED AND PROCESSED INTO PURCHASE ORDERS BY REVIEWING AND UPDATING THE REQUISITION LOG.
3. CONTINUE TO REVIEW AND UPDATE CONTRACTS FOR SMALL CONSTRUCTION, CAPITAL IMPROVEMENT PROJECTS FOR THE COLLEGE AND CONTRACTUAL AGREEMENTS WILL BE IN PLACE PRIOR TO THE START OF THE PROJECT.

PROPOSED OUTCOMES:

1. 80% OF THE FACULTY, STAFF, AND ADMINISTRATORS WILL ATTEND AT LEAST ONE (1) PROCUREMENT TRAINING EACH YEAR.
2. 90% OF REQUISITIONS WILL BE PROCESSED WITHIN 7 BUSINESS DAYS. TRAINING WILL ASSIST FACULTY AND STAFF ON THE PROCUREMENT PROCESS. THE SUCCESS OF THIS TRAINING WILL BE MEASURED BY THE NUMBER OF SUCCESSFUL REQUISITIONS PROCESSED
3. 100% OF THE SMALL CONSTRUCTION, CONTRACTUAL SERVICES, OR CAPITAL IMPROVEMENT PROJECTS FOR THE COLLEGE WILL HAVE CONTRACTUAL AGREEMENTS IN PLACE PRIOR TO THE START OF THE PROJECT.

Guam Community College
FY 2017 Budget Request by Department
MATERIALS MANAGEMENT

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
71	01	ADVERTISEMENTS	2	2,000	\$4,000	IFB, RFP, RFQ, RFI ADVERTISEMENTS
70	01	PRINTING SERVICES (BUILDING PLANS)	1	1,000	\$1,000	PRINTING PLANS
69	01	BROKERS FEE & SURPLUS LINES	1	16,000	\$16,000	FEE CHARGED FOR UE COVERAGE
68	01	EDUCATORS INSURANCE PREMIUMS- PGL, ELL, UL, LPL	1	144,000	\$144,000	UNITED EDUCATOR COVERAGE
67	01	PROPERTY, AUTO, CRIME INSURANCE PREMIUMS	1	115,000	\$115,000	INSURANCE COVERAGE FOR COLLEGE PROPERTY
			6		\$280,000	5 line item(s)
SUPPLIES & MATERIALS						
73	01	LABELS FOR TAGGING	2	1,000	\$2,000	SUPPLIES FOR TAGGING EQUIPMENT
72	01	OFFICE SUPPLIES	4	2,000	\$8,000	PO PAPER, FLASH DRIVES FOR BIDS, TAGS, LABELS, TONER, AND OTHER SUPPLIES FOR OFFICE OPERATIONS
			6		\$10,000	2 line item(s)
EQUIPMENT						
74	01	TAGGING MACHINE	1	4,000	\$4,000	FOR TAGGING OF EQUIPMENT AND CAPITAL OUTLAY/FIXED ASSETS
			1		\$4,000	1 line item(s)
TOTAL BUDGET REQUESTED			13		\$294,000	8 line item(s)

Guam Community College
FY 2017 Budget Request by Department
STUDENT FINANCIAL AID

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. FINANCIAL AID WILL BE AWARDED IN A FAIR, CONSISTENT, AND EFFICIENT MANNER BECAUSE THE POLICIES AND PROCEDURES MANUAL IS ACCURATE AND CURRENT.
2. PROVIDE NEW STUDENTS WITH INFORMATION TO ACCESS FINANCIAL AID.
3. IMPLEMENT GUIDELINES AND RESOURCES FOR A STUDENT SELF HELP BINDER PROGRAM.

PERFORMANCE INDICATORS:

1. A COMPLETE, BASIC, OVERARCHING POLICIES AND PROCEDURES MANUAL WILL BE COMPLETED.
2. A HIGH INDICATION OF AGREEMENT WITH HAVING OBTAINED KNOWLEDGE OF THE BASICS OF FINANCIAL AID SERVICES FOR NEW STUDENTS WILL LEAD TO BETTER DISTRIBUTION OF TITLE IV FUNDS.
3. PROVIDING CLEAR INSTRUCTIONS ENABLES STUDENTS TO OBTAIN SERVICES NEEDED IN A TIMELY MANNER AND TEACHES THEM THE SKILL TO OBTAIN THEIR INFORMATION INDEPENDENTLY.

PROPOSED OUTCOMES:

1. SATISFIED STUDENTS ARE RETAINED AND THE SCHOOL RECEIVES THE TITLE IV FUNDS.
2. STUDENTS ARE PROVIDED INFORMATION ABOUT THE FINANCIAL AID PROCESS AT ENTRY AND INFORMED WHERE AND HOW TO SEEK HELP AND FUNDING.
3. STUDENTS WILL BECOME ACTIVE PARTICIPANTS IN THE PROCESSING OF THEIR FEDERAL STUDENT AID AND WITH GREATER KNOWLEDGE OF THE PROCESS, EMPOWERED TO MAKE BEST DECISIONS.

Guam Community College
FY 2017 Budget Request by Department
STUDENT FINANCIAL AID

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
76	01	DUES AND SUBSCRIPTIONS	1	1,300	\$1,300	ENHANCE CURRENT KNOWLEDGE
75	01	TRAINING MATERIALS	1	1,000	\$1,000	PROVIDE REQUIRED INFORMATION
			2		\$2,300	2 line item(s)
SUPPLIES & MATERIALS						
77	01	OFFICE SUPPLIES	1	500	\$500	MAINTAIN OFFICE FUNCTIONS
			1		\$500	1 line item(s)
EQUIPMENT						
80	01	OFFICE CHAIRS - STUDENT	3	75	\$225	MAINTAIN STUDENT SERVICES
78	01	OFFICE CHAIRS- EMPLOYEES	3	200	\$600	MAINTAIN STUDENT SERVICES
			6		\$825	2 line item(s)
MISCELLANEOUS EXPENSE						
79	01	FINANCIAL AID PUBLIC RELATIONS MATERIALS: TABLE CLOTH, SIGNAGE	1	1,000	\$1,000	MAINTAIN STUDENT SERVICES
			1		\$1,000	1 line item(s)
TOTAL BUDGET REQUESTED			10		\$4,625	6 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
ENVIRONMENTAL HEALTH & SAFETY

GOALS AND OBJECTIVES:

1. TRAINING: IMPLEMENT NEW TRAINING SUBJECTS AND COORDINATE THROUGH RESPECTIVE DEPARTMENTS. HUMAN RESOURCES - NEW EMPLOYEE ORIENTATION, WORKPLACE VIOLENCE. ACCOMMODATIVE SERVICES - NON-VIOLENCE CRISIS. GUAM POLICE DEPT. SHOOTER ON CAMPUS AND TITLE IX.
2. SCHEDULE THE ENVIRONMENTAL HEALTH & SAFETY INSPECTION PROCEDURES FOR THE COLLEGE AND SATELLITE HIGH SCHOOLS.
3. ENVIRONMENTAL HEALTH & SAFETY AND OSH/ADA TASK FORCE TO IMPROVE AWARENESS OF OPERATIONAL SAFETY PROCEDURES.

PERFORMANCE INDICATORS:

1. REFRESHER MINI TRAININGS WILL CONDUCTED ON A REGULAR BASIS TO ENSURE CONTINUED AWARENESS AND COMPLIANCE OF LOCAL AND FEDERAL REGULATIONS.
2. CONTINUE TO INVESTIGATE ALL FORMS OF ACCIDENT/INJURY.
3. THE TASK FORCE WILL MEET QUARTERLY OR AS NEEDED TO REVIEW/ADDRESS INCIDENT REPORTS AND OSH/ADA ISSUES.

PROPOSED OUTCOMES:

1. REDUCTION IN STUDENTS, FACULTY, AND STAFF ACCIDENT/INJURY BY 95%
2. IMPLEMENTATION OF SAFETY INSPECTION PROGRAM BY 90%
3. STUDENTS, FACULTY, AND STAFF TO RECEIVE SAFETY TRAINING BETWEEN 70% TO 80%.

Guam Community College
FY 2017 Budget Request by Department
ENVIRONMENTAL HEALTH & SAFETY

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
81	01	CONTRACTUAL	4	5,000	\$20,000	SAFETY BANNERS, SIGNS, POSTERS, AND BROCHURE HAND-OUTS, TESTING & REMOVAL OF HAZMAT, FIRE ALARM MAINT.
			4		\$20,000	1 line item(s)
SUPPLIES & MATERIALS						
83	01	SUPPLIES & MATERIALS	1	6,000	\$6,000	PURCHASE AND REPLACE CAMPUS FIRE EXTINGUISHERS PER NFPA STANDARDS.
82	01	SUPPLIES & MATERIALS	2	2,000	\$4,000	PPE
			3		\$10,000	2 line item(s)
EQUIPMENT						
85	01	TRAINING	1	1,800	\$1,800	SAFETY INSPECTOR NSC TRAINING
84	01	TRAINING	1	1,200	\$1,200	TITLE IX/EH&S TRAINING
			2		\$3,000	2 line item(s)
TOTAL BUDGET REQUESTED			9		\$33,000	5 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
ADMINISTRATIVE SUPPORT SERVICES & SECURITY

GOALS AND OBJECTIVES:

1. TO PROVIDE SERVICES IN THE MOST EFFICIENT AND COST EFFECTIVE MANNER TO THE COLLEGE.
2. TO COORDINATE SECURITY SERVICES FOR THE CAMPUS TO ENSURE THAT COLLEGE PERSONNEL, STUDENTS AND PROPERTY ARE SECURE.
3. TO IMPROVE STANDARDS FOR COPYING SERVICES TO BETTER MEET CAMPUS REQUIREMENTS.

PERFORMANCE INDICATORS:

1. INCREASE SECURITY TO REDUCE THE INCIDENCE OF CRIME ON CAMPUS.
2. TO REDUCE FEWER SECURITY CONCERNS ON CAMPUS.
3. TO ATTAIN QUALITY AND PROMPT COPYING SERVICE.

PROPOSED OUTCOMES:

1. ESTABLISH SYSTEM TO REDUCE CRIME ON CAMPUS.
2. REDUCTION OF SECURITY RELATED CONCERNS.
3. ESTABLISH STANDARDS TO PRIORITIZE AND IMPROVE PROMPT AND QUALITY COPYING SERVICE.

Guam Community College
FY 2017 Budget Request by Department
ADMINISTRATIVE SUPPORT SERVICES & SECURITY

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
92	01	VEHICLE MAINTENANCE	1	3,200	\$3,200	
91	01	VEHICLE INSPECTION REGISTRATION	5	30	\$150	
90	01	POSTAL BOX RENTAL	1	938	\$938	
89	01	POSTAL METER RENTAL	1	946	\$946	
88	01	COPIER LEASE	12	7,966	\$95,592	
87	01	COMMUNICATION SYSTEMS	1	2,784	\$2,784	
86	01	SECURITY SERVICES	12	12,517	\$150,204	
			33		\$253,814	7 line item(s)
SUPPLIES & MATERIALS						
93	01	OFFICE SUPPLIES	5	500	\$2,500	
			5		\$2,500	1 line item(s)
TOTAL BUDGET REQUESTED			38		\$256,314	8 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
ACADEMIC VICE PRESIDENT'S OFFICE

GOALS AND OBJECTIVES:

1. ARRANGE FOR ACADEMIC LINKAGES WITH OFF-ISLAND COLLEGES THAT STRENGTHEN QUALITY OF PROGRAM OFFERINGS THROUGH ARTICULATION AND INFORMATION EXCHANGE.
2. MAINTAIN EDUCATIONAL EXCELLENCE THROUGH CONTINUOUS REVIEW AND UPDATE OF PROGRAMS AND COURSES NOT ONLY TO MAINTAIN CURRENCY OF CURRICULUM BUT TO MAXIMIZE CURRICULUM RELEVANCE THAT WILL GREATLY AID IN PRODUCING WORK-READY AND EMPLOYABLE STUDENTS.
3. INFUSE INTERNATIONALIZING COMPONENTS IN CURRICULUM AND FACULTY PROFESSIONAL DEVELOPMENT TO EXPOSE THE ENTIRE COLLEGE TO ENRICHING LEARNING EXPERIENCES BROUGHT ABOUT BY AN INTERNATIONAL SCHOLAR ON CAMPUS.

PERFORMANCE INDICATORS:

1. DEVELOPMENT OF MOA'S THAT PROVIDES FOR MUTUAL BENEFITS BETWEEN GCC AND OTHER INSTITUTIONS.
2. 80-100% COMPLIANCE OF AAD DEPARTMENTS AND UNITS WITH THE REVAMP AND UPDATES OF PROGRAM AND COURSE GUIDES TO ALIGN WITH CURRICULUM AND ASSESSMENT REQUIREMENTS. A WELL TRAINED FACULTY IN SLO AND CURRICULUM WRITING WILL ALSO ASSIST GREATLY IN THIS TASK.
3. REVAMPED CURRICULUM IN ONE PROGRAM WILL HAVE INTERNATIONALIZING COMPONENTS THAT WILL PROVIDE STUDENTS AN INTERNATIONAL PERSPECTIVE, HELPING THEM ACQUIRE A BROADER WORLDVIEW THAT WILL PREPARE THEM TO MEET GLOBAL WORKFORCE DEMANDS.

PROPOSED OUTCOMES:

1. IMPLEMENTATION OF ARTICULATION AGREEMENTS AND PARTNERSHIPS THAT PROMOTE STUDENT SUCCESS IN VARIOUS PROGRAMS.
2. INCREASED FACULTY COMPLIANCE WITH THE UPDATING OF PROGRAM AND COURSE GUIDES WHICH LEADS TO GREATER STUDENT LEARNING AND SUCCESS VIA COURSE AND PROGRAM COMPLETION.
3. AVP APPROVAL OF ONE PROGRAM'S INTERNATIONALIZED CURRICULUM THAT WILL ENRICH THE LEARNING EXPERIENCES OF STUDENTS AND OF THE WHOLE GUAM COMMUNITY.

Guam Community College
FY 2017 Budget Request by Department
ACADEMIC VICE PRESIDENT'S OFFICE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
97	01	COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (CAEL) MEMBERSHIP	1	500	\$500	ANNUAL MEMBERSHIP FOR PLA INITIATIVE
96	01	CONTRACTUAL SERVICES	2	500	\$1,000	AVP ISMP REVISION, MISSION/VISION POSTER
95	01	COLLEGE CATALOG / SLO BOOKLET / ASSESSMENT HANDBOOK	10	520	\$5,200	PRINTING OF AAD PUBLICATIONS FOR ACCREDITORS, VETERAN'S OFFICE, ARTICULATION AFFILIATES AND PARTNER
			13		\$6,700	3 line item(s)
SUPPLIES & MATERIALS						
94	01	SUPPLIES AND MATERIALS	7	500	\$3,500	OFFICE SUPPLIES REPLENISHMENT FOR DAILY OPERATIONS
			7		\$3,500	1 line item(s)
EQUIPMENT						
98	01	PC LAPTOP	1	1,500	\$1,500	COMPUTER REPLACEMENT
			1		\$1,500	1 line item(s)
TOTAL BUDGET REQUESTED			21		\$11,700	5 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
ADMISSIONS AND REGISTRATION

GOALS AND OBJECTIVES:

1. DATA SECURITY: ASSURE THAT STUDENT RECORDS ARE CENTRALIZED, MAINTAINED, SECURED AND DIGITIZED BY ADMISSIONS & REGISTRATION OFFICE
2. DATA QUALITY ASSURANCE: THE OFFICE WILL MAINTAIN UP-TO-DATE STUDENT DATA FILES AND MAKE THIS INFORMATION AVAILABLE AS APPROPRIATE AND IN COMPLIANCE TO FERPA REGULATIONS, LOCAL LAWS AND COLLEGE POLICIES
3. FERPA TRAINING: THE OFFICE WILL CONDUCT TRAINING AND AN AWARENESS CAMPAIGN ON CAMPUS TO INFORM FACULTY, ADMINISTRATORS AND STAFF ABOUT THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT; AND PROVIDE ACALOG TRAINING FOR FACULTY.

PERFORMANCE INDICATORS:

1. 100% OF ALL BANNER STUDENT PINS CONFORM WITH COLLEGE POLICY REGARDING PASSWORD FORMAT AND STRENGTH, AND ALL STUDENT RECORDS ARE DIGITIZED FOR SECURITY AND EASE OF ACCESS.
2. OVER 80% OF RECORDS EXAMINED WILL BE FOUND TO BE ACCURATE AND COMPLETE.
3. 100% OF OFFICES AND DEPARTMENTS RESPONSIBLE FOR ENTERING OR REVIEWING PERSON, NON-PERSON, OR STUDENT DATA WILL RECEIVE TRAINING IN FERPA REGULATIONS. ALSO, 80% OF ALL PERSONS WITH ACCESS TO STUDENT INFORMATION HAVE EITHER PARTICIPATED IN FERPA TRAINING OR

PROPOSED OUTCOMES:

1. PERTINENT MEMORANDUMS ASSIGNING ALL SILO RECORD KEEPING TO ADMISSIONS & REGISTRATION AND DOCUMENTS RELATIVE TO EFFORTS ENSURING ACCESS TO STUDENT RECORDS IS SECURE AND DIGITIZED.
2. TRAINED STAFF, FACULTY, AND ADMINISTRATORS ARE KNOWLEDGEABLE ABOUT FERPA AND ARE CONFIDENT IN THE USE OF ACALOG .
3. INFORMATIONAL SESSIONS WILL BE HELD THROUGHOUT THE FALL OR SPRING TERMS TO INFORM AND PROVIDE A FORUM FOR DISCUSSION ON FERPA TOPICS.

Guam Community College
FY 2017 Budget Request by Department
ADMISSIONS AND REGISTRATION

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
103	01	SEVIS - ANNUAL MEMBERSHIP DUES	1	600	\$600	MEMBERSHIPS
102	01	LRP PUBLICATIONS (FERPA ANSWER BOOK)	1	200	\$200	SUBSCRIPTIONS
101	01	HIGHER EDUCATION DIRECTORY PUBLICATION (ONLINE EDITION)	2	300	\$600	SUBSCRIPTIONS
100	01	DIGITAL ARCHITECTURE ANNUAL MAINTENANCE FEES	1	5,000	\$5,000	ELECTRONIC CATALOG (ACALOG)
99	01	AACRAO - BI-ANNUAL MEMBERSHIP DUES	1	800	\$800	MEMBERSHIPS
			6		\$7,200	5 line item(s)
SUPPLIES & MATERIALS						
106	01	OFFICE SUPPLIES, POSTAGE, OFFICIAL LETTERHEAD & ENVELOPES, TRANSCRIPT PAPER	12	500	\$6,000	FOR DAILY OPERATIONS
105	01	LASER PRINTER AND SCANNER MAINTENANCE	1	559	\$559	EQUIPMENT MAINTENANCE
104	01	HP LASERJET TONER	4	1,200	\$4,800	FOR STUDENTS REGISTRATION PRINTING
			17		\$11,359	3 line item(s)
TOTAL BUDGET REQUESTED			23		\$18,559	8 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
ASSESSMENT, INSTITUTIONAL EFFECTIVENESS AND RESEARCH

GOALS AND OBJECTIVES:

1. MAINTAIN THE PROCESSES AND SYSTEMS NECESSARY FOR THE ELECTRONIC STORAGE AND VIRTUAL ACCESSIBILITY OF INSTITUTIONAL DATA RELATED TO RESEARCH AND DECISION SUPPORT.
2. IMPLEMENT ASSESSMENT INNOVATIONS AND IMPROVEMENTS TO SUSTAIN CAMPUS LEADERSHIP IN INSTITUTIONAL QUALITY AND EFFECTIVENESS.
3. FACILITATE THE ADOPTION OF HIGH IMPACT STRATEGIES, TOOLS, AND PRACTICES WHICH SUPPORT STUDENT SUCCESS AND ARE FOUNDED ON ASSESSMENT RESULTS.

PERFORMANCE INDICATORS:

1. 90%-100% COMPLETION OF INSTITUTIONAL DATA REQUESTS AND RESEARCH PARTICIPATION REQUESTS.
2. 50% INCREASE IN ASSESSMENT AND CURRICULUM COMPLIANCE BASED ON THE TWO-YEAR ASSESSMENT CYCLE AND THE ANNUAL CURRICULUM REVIEW CYCLE SCHEDULES.
3. 50% IMPROVEMENT IN STUDENT LEARNING OUTCOME STATEMENTS THAT ARE MEASUREABLE AND DEMONSTRATE LEARNING BASED ON THE COLLEGE'S SLO GUIDELINES.

PROPOSED OUTCOMES:

1. COMPLETED STUDIES, PUBLISHED REPORTS, AND CAMPUS-WIDE DISSEMINATION OF INSTITUTIONAL ASSESSMENT RESULTS WHICH ARE AVAILABLE TO INTERNAL AND EXTERNAL STAKEHOLDERS OF THE COLLEGE.
2. CAMPUS-WIDE ASSESSMENT LEADERSHIP SUMMITS AND ASSESSMENT DAYS LEAD BY THE COMMITTEE ON COLLEGE ASSESSMENT (CCA) AND LEARNING OUTCOMES COMMITTEE (LOC)
3. STUDENT SUCCESS IS AT THE FOREFRONT OF PLANNING AND DISCUSSIONS ACROSS THE COLLEGE'S GOVERNANCE FRAMEWORK.

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
ASSESSMENT, INSTITUTIONAL EFFECTIVENESS AND RESEARCH

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
113	01	NATIONAL STUDENT CLEARINGHOUSE	1	300	\$300	TO ESTABLISH A METHOD OF TRACKING STUDENT PROGRESS AFTER LEAVING GCC.
112	01	FACT BOOK, PRESIDENT'S ASSESSMENT, BOT ASSESSMENT, FOUNDATION BOARD ASSESSMENT, MISSION, GOVERNANCE ASSESSMENT REPORTS	1	3,000	\$3,000	FOR PROFESSIONAL PRINTING OF THE AIER REPORTS AND POSTERS.
111	01	CCSSE SURVEY	1	5,550	\$5,550	TO ADMINISTER STUDENT SURVEY TO GENERATE CRITICAL ACCREDITATION DATA.
110	01	IDEA STUDENT SURVEY & PROCESSING	1	4,500	\$4,500	TO OBTAIN FEEDBACK FROM STUDENTS REGARDING THEIR EXPERIENCES AT THE COLLEGE FOR FACULTY EVALUATION PURPOSES.
109	01	TRACDAT MAINTENANCE	1	7,500	\$7,500	TO MAINTAIN THE AUTOMATED TRACDAT ASSESSMENT SYSTEM.
108	01	PROF. ORG. MEMBERSHIP/ASSOCIATION FOR INSTITUTIONAL RESEARCHER	2	150	\$300	TO KEEP ABREAST OF INSTITUTIONAL ASSESSMENT TRENDS. RESEARCH
107	01	ANNUAL SURVEY MONKEY SUBSCRIPTION	1	500	\$500	TO PAY THE ANNUAL FEE IN ORDER TO UTILIZE THE SURVEY ENGINE FOR THE ACCJC-SUGGESTED COMPREHENSIVE GOVERNANCE SURVEY ON CAMPUS
			8		\$21,650	7 line item(s)
SUPPLIES & MATERIALS						
115	01	TRACDAT TAPES	14	35	\$490	TO BACKUP TRACDAT SERVER.
114	01	SUPPLIES	2	500	\$1,000	TO REPLENISH OFFICE SUPPLIES.
			16		\$1,490	2 line item(s)
EQUIPMENT						
116	01	LAPTOP	1	1,600	\$1,600	TO BE USED BY THE AIER ASSISTANT DIRECTOR
			1		\$1,600	1 line item(s)
TOTAL BUDGET REQUESTED			25		\$24,740	10 line item(s)

Guam Community College
FY 2017 Budget Request by Department
DEAN'S OFFICE - TPS

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. SUPPLY APPROPRIATE ADMINISTRATIVE AND TECHNOLOGICAL ASSISTANCE TO FACULTY AND PROGRAMS.
2. SUPPLY ADEQUATE ASSISTANCE TO PROGRAM GROWTH VIA THE CURRICULUM PROCESS FOR BOTH THE COURSE AND PROGRAM LEVEL.
3. SUPPLY ASSISTANCE FOR INSTITUTIONAL LEARNING OUTCOMES THROUGH SERVICE LEARNING AND INSTITUTIONAL ACTIVITIES TO SERVICE STUDENTS.

PERFORMANCE INDICATORS:

1. APT. PROCESSING OF REQUISITIONS, DOCUMENT SUBMISSIONS, AND ORGANIZED DOCUMENT RECOVERY SYSTEM.
2. TIMELY SUBMISSION AND REVIEW FOR CURRICULUM AND PROGRAM DOCUMENTS.
3. DESIGNATED STAFF AND PERSONNEL WILL COORDINATE ACTIVITIES FOR SERVICE LEARNING AND INSTITUTIONAL ACTIVITIES TO SERVICE STUDENTS

PROPOSED OUTCOMES:

1. DOCUMENTS WILL BE PROCESSED IN A TIMELY MANNER AND ROUTED ACCORDINGLY, NOT EXCEEDING THREE DAYS. DOCUMENTS PROCESSED THROUGH WILL BE LOGGED INTO THE SYSTEM.
2. CURRICULUM DOCUMENTS WILL CONTINUE TO BE MAINTAINED AND DOCUMENTS WILL REMAIN CURRENT WITHIN THE FIVE-YEAR CYCLE
3. QUALIFIED STAFF WILL PROCESS THE NECESSARY DOCUMENTS WITHIN THREE DAYS OF RECEIPT IN ORDER FOR FACULTY TO PROVIDE OPPORTUNITIES FOR STUDENTS TO DEMONSTRATE THE ILOS THROUGH SERVICE LEARNING AND STUDENT SERVICES ACTIVITIES.

Guam Community College
FY 2017 Budget Request by Department
DEAN'S OFFICE - TPS

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
117	01	OFFICE SUPPLIES	3	500	\$1,500	COLLECT, ORGANIZE, PROCESS, AND RESPOND TO REQUISITIONS, CURRICULUM DOCUMENTS, AND CORRESPONDENCE
			3		\$1,500	1 line item(s)
EQUIPMENT						
118	01	DESKTOP COMPUTER WITH EXTERNAL HARD DRIVE	1	2,000	\$2,000	EFFECTIVELY STORE AND LOCATE ARCHIVED AND CURRENT RELEVANT MATERIALS SUBMITTED TO AND PREPARED BY THE DEAN'S OFFICE.
			1		\$2,000	1 line item(s)
TOTAL BUDGET REQUESTED			4		\$3,500	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
AUTOMOTIVE

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. RECRUIT STUDENTS FROM SECONDARY PROGRAM INTO POSTSECONDARY
2. FULLFILL INDUSTRY NEEDS
3. INCREASE INVENTORY OF NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION (NATEF) REQUIRED TOOLS & EQUIPMENT.

PERFORMANCE INDICATORS:

1. NUMBER OF STUDENTS FROM SECONDARY PROGRAM ENROLLING IN POST-SECONDARY PROGRAM
2. THROUGH MEETINGS WITH ADVISORY COMMITTEE
3. THROUGH INVENTORY MANAGEMENT

PROPOSED OUTCOMES:

1. 5% OF GRADUATING SENIORS WILL TRANSITION INTO POST-SECONDARY PROGRAM
2. CONSENSUS FROM ADVISORY COMMITTEE THAT PROGRAM IS FULLFILLING INDUSTRY NEEDS
3. 10% INCREASE IN INVENTORY OF NATEF REQUIRED TOOLS

Guam Community College
FY 2017 Budget Request by Department
AUTOMOTIVE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
TRAVEL: LOCAL MILEAGE						
119	01	MILEAGE DC AND SATELLITE FACULTY	1	550	\$550	TRANSPORTATION DEPARTMENT
			1		\$550	1 line item(s)
CONTRACTUAL SERVICES						
122	01	SERVICE PUBLICATION SUBSCRIPTION DUES	1	1,000	\$1,000	TO SUPPORT AUTO SHOP
121	01	CALIBRATION OF METERS AND A/C	1	200	\$200	TO SUPPORT AUTO SHOP
120	01	WASTE DISPOSAL	1	700	\$700	TO SUPPORT AUTO SHOP
			3		\$1,900	3 line item(s)
TOTAL BUDGET REQUESTED			4		\$2,450	4 line item(s)

Guam Community College
FY 2017 Budget Request by Department
EDUCATION

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. RECRUIT AND RETAIN STUDENTS IN THE EDUCATION PROGRAM.
2. PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPLORE EDUCATIONAL CAREER OPPORTUNITIES.
3. PROVIDE QUALITY SERVICES IN EDUCATION.

PERFORMANCE INDICATORS:

1. INCREASE IN THE NUMBER OF NEW STUDENTS ENTERING THE PROGRAM.
2. AS ENROLLMENT INCREASES, ADVISEMENT OF THESE STUDENTS WILL BE ENHANCED.
3. NUMBER OF FACULTY AND STAFF PARTICIPATING IN PROFESSIONAL DEVELOPMENT ACTIVITIES.

PROPOSED OUTCOMES:

1. INCREASE GRADUATION RATES
2. AS A PROGRAM REQUIREMENT, STUDENTS WILL PARTICIPATE IN AT LEAST ONE OFF-SITE CLASSROOM OBSERVATION.
3. UPON COMPLETION OF THE PROGRAM, STUDENTS WILL BE EQUIPPED TO PURSUE FURTHER EDUCATION AND/OR CAREER PLACEMENT.

Guam Community College
FY 2017 Budget Request by Department
EDUCATION

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
123	01	SUPPLIES	2	500	\$1,000	INSTRUCTIONAL PURPOSES
			2		\$1,000	1 line item(s)
MISCELLANEOUS EXPENSE						
124	01	FUEL	2	500	\$1,000	FOR PRACTICUM TEACHERS WHO DO OBSERVATIONS.
			2		\$1,000	1 line item(s)
TOTAL BUDGET REQUESTED			4		\$2,000	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
EARLY CHILDHOOD EDUCATION

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. SPONSOR RECRUITMENT ACTIVITIES EACH SEMESTER.
2. FACULTY WILL KEEP ABREAST OF CURRENT TRENDS IN THE FIELD OF THE EARLY CHILDHOOD EDUCATION.
3. FACULTY & STUDENTS WILL FURTHER EXPLORE ECE OR RELATED CAREERS WITHIN THE FIELD.

PERFORMANCE INDICATORS:

1. NUMBER OF RECRUITMENT ACTIVITIES SPONSORED BY THE DEPARTMENT.
2. NUMBER OF FACULTY AND STAFF PARTICIPATING IN PROFESSIONAL DEVELOPMENT ACTIVITIES.
3. IDENTIFY A LIST OF CAREER OPPORTUNITIES ASSOCIATED WITH ECE.

PROPOSED OUTCOMES:

1. INCREASE ENROLLMENT OF NEW STUDENTS.
2. EACH FACULTY MEMBER WILL ATTEND A MINIMUM OF TWO PROFESSIONAL DEVELOPMENT ACTIVITIES WITHIN THE ACADEMIC YEAR.
3. DEVELOP, COMPILE, AND DISSEMINATE TO ALL STUDENTS A LIST OF NATIONAL AND LOCAL CAREERS IN ECE .

Guam Community College
FY 2017 Budget Request by Department
EARLY CHILDHOOD EDUCATION

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
125	01	SUPPLIES	2	500	\$1,000	INSTRUCTIONAL PURPOSES
			2		\$1,000	1 line item(s)
TOTAL BUDGET REQUESTED			2		\$1,000	1 line item(s)

Guam Community College
FY 2017 Budget Request by Department
CRIMINAL JUSTICE

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. FACULTY WILL HAVE NECESSARY RESOURCES TO MEET STUDENT LEARNING OUTCOMES.
2. COURSE CURRICULA REVIEWED EVERY 3 TO 5 YEARS FOR CURRENCY AND RELEVANCE.
3. PROVIDE COURSES AND SECTIONS NECESSARY TO COMPLETE STUDENT EDUCATIONAL PLANS
4. IMPROVE STUDENT ADVISEMENT.

PERFORMANCE INDICATORS:

1. REVIEW OF ASSESSMENT DATA.
2. 75% OF COURSE GUIDES WILL BE IDENTIFIED FOR REVIEW AND UPDATED.
3. CONDUCT STUDENT SURVEYS TO DETERMINE NECESSARY COURSE OFFERINGS
4. NUMBER OF STUDENTS MEETING WITH ADVISORS.

PROPOSED OUTCOMES:

1. RESULTS WILL BE USED FOR PROGRAM IMPROVEMENT.
2. CURRICULUM DOCUMENTS WILL BE UP-TO-DATE.
3. FEWER THAN 5% OF STUDENTS WILL REQUEST FOR SPECIAL PROJECTS OR NEED TO OPEN ADDITIONAL SECTIONS.
4. IMPROVED RETENTION AND COMPLETION RATES.

Guam Community College
FY 2017 Budget Request by Department
CRIMINAL JUSTICE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
126	01	CRIMINAL JUSTICE INSTRUCTIONAL SUPPLIES	1	2,000	\$2,000	PAPER, PENS, MARKERS
			1		\$2,000	1 line item(s)
EQUIPMENT						
128	01	IT EQUIPMENT (GCC COMPUTER BID) - GROWTH	1	1,198	\$1,198	COMPUTER (NEW FACULTY)
127	01	INSTRUCTIONAL EQUIPMENT - GROWTH	1	1,500	\$1,500	HDMI CORD, MAC PROJECTOR ADAPTER CORD, PORTABLE DISK DRIVES PC, ACADEMY TEXTBOOKS
			2		\$2,698	2 line item(s)
TOTAL BUDGET REQUESTED			3		\$4,698	3 line item(s)

Guam Community College
FY 2017 Budget Request by Department
SOCIAL SCIENCE

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. FACULTY WILL HAVE NECESSARY RESOURCES TO MEET STUDENT LEARNING OUTCOMES.
2. COURSE CURRICULA REVIEWED EVERY 3 TO 5 YEARS FOR CURRENCY AND RELEVANCE.
3. PROVIDE COURSES AND SECTIONS NECESSARY TO COMPLETE STUDENT EDUCATIONAL PLANS

PERFORMANCE INDICATORS:

1. REVIEW OF ASSESSMENT DATA.
2. 75% OF COURSE GUIDES WILL BE IDENTIFIED FOR REVIEW AND UPDATED.
3. CONDUCT STUDENT SURVEYS TO DETERMINE NECESSARY COURSE OFFERINGS

PROPOSED OUTCOMES:

1. RESULTS WILL BE USED FOR PROGRAM IMPROVEMENT.
2. CURRICULUM DOCUMENTS WILL BE UP-TO-DATE.
3. FEWER THAN 5% OF STUDENTS WILL REQUEST FOR SPECIAL PROJECTS OR NEED TO OPEN ADDITIONAL SECTIONS.

Guam Community College
FY 2017 Budget Request by Department
SOCIAL SCIENCE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
129	01	SOCIAL SCIENCE INSTRUCTIONAL SUPPLIES	1	500	\$500	PAPER, PENS, MARKERS
			1		\$500	1 line item(s)
EQUIPMENT						
131	01	IT EQUIPMENT	1	1,250	\$1,250	COMPUTER (NEW FACULTY)
130	01	INSTRUCTIONAL EQUIPMENT	1	500	\$500	INSTRUCTIONAL RESOURCES, DVDS, CD.
			2		\$1,750	2 line item(s)
TOTAL BUDGET REQUESTED			3		\$2,250	3 line item(s)

Guam Community College
FY 2017 Budget Request by Department
EMT

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. PROVIDE LEARNING EXPERIENCES FOR STUDENTS THAT LEAD TO EMPLOYMENT OR CONTINUED HIGHER EDUCATION AS AN EMERGENCY MEDICAL TECHNICIAN.
2. ENSURE THAT CURRICULA REFLECTS NATIONAL AND PRACTICE IN THE EMERGENCY FIELD.
3. ENSURE THAT INSTRUCTORS ARE ACADEMICALLY PREPARED AND NATIONALLY CERTIFIED WITH KNOWLEDGE AND SKILLS IN CONTENT AREA.

PERFORMANCE INDICATORS:

1. 70% OF STUDENTS WHO COMPLETE THE COURSE WILL BE EMPLOYED AS MEDICAL TECHNICIANS.
2. 70% WILL PASS THE EMT NATIONAL STANDARDS EXAMINATION.
3. UTILIZE FUNDING THROUGH VARIOUS SOURCES TO UPGRADE INSTRUCTORS KNOWLEDGE AND SKILLS AS WELL AS EQUIPMENT FOR EFFECTIVE INSTRUCTION AND LEARNING.

PROPOSED OUTCOMES:

1. STUDENTS WHO ARE EMPLOYED AS EMERGENCY MEDICAL TECHNICIANS WILL INDICATE THEY ARE WELL PREPARED TO WORK AS EMT'S.
2. CURRICULA WILL BE UPDATED EVERY THREE TO FIVE YEARS AS NEEDED ACCORDING TO NATIONAL STANDARDS.
3. FACULTY WILL RECEIVE INFORMATION ON PROFESSIONAL DEVELOPMENT AND SUPPORT RESOURCES AVAILABLE TO GAIN AWARENESS OF CURRENT PRACTICES IN THEIR FIELD.

Guam Community College
FY 2017 Budget Request by Department
EMT

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
133	01	EMT MEDICAL DIRECTOR	1	4,500	\$4,500	MEDICAL OVERSIGHT OF PROGRAM IS A ESSENTIAL COMPONENT FOR ALL ASPECTS OF THE TRAINING PROGRAM
132	01	BLS CARDS	1	800	\$800	CPR CERTIFICATION ALL COURSES
			2		\$5,300	2 line item(s)
SUPPLIES & MATERIALS						
134	01	OFFICE SUPPLIES	1	500	\$500	ADMIN/FACULTY SUPPLIES
			1		\$500	1 line item(s)
TOTAL BUDGET REQUESTED			3		\$5,800	3 line item(s)

Guam Community College
FY 2017 Budget Request by Department
HUMAN SERVICES

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. FACULTY WILL HAVE NECESSARY RESOURCES TO MEET STUDENT LEARNING OUTCOMES.
2. COURSE CURRICULA REVIEWED EVERY 3 TO 5 YEARS FOR CURRENCY AND RELEVANCE.
3. PROVIDE COURSES AND SECTIONS NECESSARY TO COMPLETE STUDENT EDUCATIONAL PLANS
4. IMPROVE STUDENT ADVISEMENT.

PERFORMANCE INDICATORS:

1. REVIEW OF ASSESSMENT DATA.
2. 75% OF COURSE GUIDES WILL BE IDENTIFIED FOR REVIEW AND UPDATED.
3. CONDUCT STUDENT SURVEYS TO DETERMINE NECESSARY COURSE OFFERINGS
4. NUMBER OF STUDENTS MEETING WITH ADVISORS.

PROPOSED OUTCOMES:

1. RESULTS WILL BE USED FOR PROGRAM IMPROVEMENT.
2. CURRICULUM DOCUMENTS WILL BE UP-TO-DATE.
3. FEWER THAN 5% OF STUDENTS WILL REQUEST FOR SPECIAL PROJECTS OR NEED TO OPEN ADDITIONAL SECTIONS.
4. IMPROVED RETENTION AND COMPLETION RATES.

Guam Community College
FY 2017 Budget Request by Department
HUMAN SERVICES

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
135	01	HUMAN SERVICES INSTRUCTIONAL SUPPLIES	1	500	\$500	PAPER, PENS, MARKERS
			1		\$500	1 line item(s)
TOTAL BUDGET REQUESTED			1		\$500	1 line item(s)

Guam Community College
FY 2017 Budget Request by Department
VISUAL COMMUNICATIONS

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. EQUIP VISCOM CLASSROOMS AND LABS WITH STATE-OF-THE-ART TECHNOLOGY.
2. UTILIZE CURRENT RESOURCES IN THE DELIVERY OF INSTRUCTION.
3. INCORPORATE UP-TO-DATE SOFTWARE IN THE DELIVERY OF INSTRUCTION IN ALL COURSES.

PERFORMANCE INDICATORS:

1. STUDENTS WILL RECEIVE INSTRUCTION UTILIZING STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL RECEIVE INSTRUCTION THAT IS BASED ON CURRENT RESOURCES/INFORMATION.
3. PROCURE AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL FOR ALL INSTRUCTORS.

PROPOSED OUTCOMES:

1. ALL VISCOM CLASSROOMS AND LABS WILL BE EQUIPPED WITH STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL BE RECIPIENTS OF RELEVANT DATA AND UPDATED INFORMATION FOR USE IN RESEARCH, PROJECTS, AND ASSIGNMENTS.
3. AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL WILL BE USED BY ALL INSTRUCTORS.

Guam Community College
FY 2017 Budget Request by Department
VISUAL COMMUNICATIONS

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
138	01	OFFICE SUPPLIES	2	500	\$1,000	SUPPORT INSTRUCTION
137	01	COMPUTER SUPPLIES & SOFTWARE	5	500	\$2,500	SUPPORT INSTRUCTION
136	01	INSTRUCTIONAL MATERIALS & SUPPLIES	12	500	\$6,000	SUPPORT INSTRUCTION
			19		\$9,500	3 line item(s)
TOTAL BUDGET REQUESTED			19		\$9,500	3 line item(s)

Guam Community College
FY 2017 Budget Request by Department
ADULT BASIC EDUCATION

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. INCREASE ENROLLMENT IN THE ADULT BASIC SKILLS COURSES.
2. INCREASE THE NUMBER OF COMMUNITY PARTNERS.
3. REVISE ALL ABE COURSE GUIDES TO ALIGN WITH COMMON CORE STANDARDS.

PERFORMANCE INDICATORS:

1. NUMBER OF ABE STUDENTS ENROLLED IN FALL 2016
2. NUMBER OF APPROVED MEMORANDUM OF AGREEMENTS
3. APPROVED COURSE GUIDES BY LEARNING OUTCOME COMMITTEE

PROPOSED OUTCOMES:

1. AN INCREASE OF 300 NEW PARTICIPANTS ENROLLED INTO THE VARIOUS ABE COURSES.
2. AN INCREASE OF AT LEAST 3 NEW COMMUNITY PARTNERS.
3. TRAINING/ORIENTATION WILL BE CONDUCTED WITH ABE ADJUNCT FACULTY REGARDING THE REVISED ABE COURSE GUIDES.

Guam Community College
FY 2017 Budget Request by Department
ADULT BASIC EDUCATION

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
139	01	FACULTY INSTRUCTIONAL SUPPLIES	1	500	\$500	ENSURE ABE FACULTY ARE EQUIPPED WITH SUPPLIES TO CARRY OUT INSTRUCTIONAL ACTIVITIES.
			1		\$500	1 line item(s)
TOTAL BUDGET REQUESTED			1		\$500	1 line item(s)

Guam Community College
FY 2017 Budget Request by Department
ADULT HIGH SCHOOL

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. INCREASE ENROLLMENT PER SEMESTER INTO THE AHS PROGRAM.
2. INCREASE AHS COMPLETION RATE BY 30%.
3. REVISE AHS PROGRAM AND COURSE DOCUMENT TO ALIGN TO COMMON CORE/CAREER READINESS STANDARDS.

PERFORMANCE INDICATORS:

1. NUMBER OF STUDENTS ENROLLED IN THE AHS PROGRAM FA16 AND SP17.
2. NUMBER OF AHS STUDENTS WHO COMPLETE AND GRADUATION IN AY16-17.
3. APPROVED COURSE GUIDES BY LEARNING OUTCOME COMMITTEE

PROPOSED OUTCOMES:

1. AN INCREASE OF 250 STUDENTS INTO AHS IN AY16-17
2. AT LEAST 60 AHS STUDENTS WILL GRADUATE IN AY16-17.
3. TRAINING/ORIENTATION WILL BE CONDUCTED WITH AHS ADJUNCT FACULTY REGARDING THE REVISED ABE COURSE GUIDES.

Guam Community College
FY 2017 Budget Request by Department
ADULT HIGH SCHOOL

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
140	01	FACULTY INSTRUCTIONAL SUPPLIES	1	500	\$500	ENSURE ABE FACULTY ARE EQUIPPED WITH SUPPLIES TO CARRY OUT INSTRUCTIONAL ACTIVITIES.
			1		\$500	1 line item(s)
MISCELLANEOUS EXPENSE						
144	01	AHS TUITION & FEE (OA101)	12	574	\$6,888	SUPPORT STUDENTS' EFFORTS TO COMPLETE AHS GRADUATION REQUIREMENTS.
143	01	AHS TUITION & FEE (OA101)	12	574	\$6,888	SUPPORT STUDENTS' EFFORTS TO COMPLETE AHS GRADUATION REQUIREMENTS.
142	01	AHS REGISTRATION FEE	100	162	\$16,200	SUPPORT STUDENTS' EFFORTS TO COMPLETE AHS GRADUATION REQUIREMENTS.
141	01	AHS REGISTRATION FEE	100	162	\$16,200	SUPPORT STUDENTS' EFFORTS TO COMPLETE AHS GRADUATION REQUIREMENTS.
			224		\$46,176	4 line item(s)
TOTAL BUDGET REQUESTED			225		\$46,676	5 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
ENGLISH AS A SECOND LANGUAGE (ESL)

GOALS AND OBJECTIVES:

1. REVISE AND IMPLEMENT PROGRAM AND COURSE GUIDES FOR ATTAINING A HIGH SCHOOL DIPLOMA/EQUIVALENCY, PREPARING FOR COLLEGE PLACEMENT, ENHANCE WORKPLACE LANGUAGE SKILLS.
2. INCORPORATE USE OF TECHNOLOGY IN ESL INSTRUCTION.
3. GATHER, ORGANIZE, AND REPORT ON EVIDENCE OF EFFECTIVE ESL INSTRUCTION.

PERFORMANCE INDICATORS:

1. DEVELOPMENT AND REVIEWS OF ESL PROGRAMS AND COURSE GUIDES.
2. DOCUMENT USE OF TECHNOLOGY IN THE ESL CLASSES.
3. RATES OF ATTAINING HIGH SCHOOL DIPLOMA/EQUIVALENCY, RATE OF PLACEMENT IN COLLEGE CREDIT-LEVEL COURSES, WORKKEYS ASSESSMENT RESULT.

PROPOSED OUTCOMES:

1. PROGRAM AND COURSE GUIDES REFLECT ATTENTION TO EARNING A HIGH SCHOOL DIPLOMA/EQUIVALENCY, PREPARING FOR COLLEGE PLACEMENT, AND DEVELOPMENT OF CAREER READINESS SKILLS.
2. ASSESSMENTS OF USES OF TECHNOLOGY WILL INDICATE POSITIVE RESULTS DUE TO THE USES OF THE TECHNOLOGY IN THE CLASSES.
3. ESL STUDENTS WILL INCREASE RATES OF ATTAINING A HIGH SCHOOL DIPLOMA/EQUIVALENCY, PLACEMENT IN COLLEGE CREDIT-LEVEL CLASSES, ATTAINMENT OF CAREER READINESS CERTIFICATES THROUGH WORKKEYS.

Guam Community College
FY 2017 Budget Request by Department
ENGLISH AS A SECOND LANGUAGE (ESL)

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
145	01	RESOURCES FOR ESL FACULTY	1	500	\$500	MEMBERSHIP RENEWAL
			1		\$500	1 line item(s)
TOTAL BUDGET REQUESTED			1		\$500	1 line item(s)

Guam Community College
FY 2017 Budget Request by Department
ALLIED HEALTH

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. PROVIDE LEARNING EXPERIENCES FOR ALL STUDENTS THAT LEAD TO EMPLOYMENT OR CONTINUED HIGHER EDUCATION IN THE MEDICAL ASSISTANT FIELD.
2. ENSURE THAT CURRICULA REFLECT CURRENT PRACTICE AND INFORMATION IN THE MEDICAL ASSISTANT FIELD.
3. ENSURE THAT INSTRUCTORS ARE ACADEMICALLY PREPARED AND POSSESS CURRENT KNOWLEDGE AND SKILLS IN CONTENT AREA.

PERFORMANCE INDICATORS:

1. 90% OF GRADUATES WILL BE EMPLOYED AS MEDICAL ASSISTANTS OR WILL CONTINUE TO HIGHER EDUCATION IN THE HEALTHCARE FIELD.
2. 70% WILL PASS THE CERTIFIED MEDICAL ASSISTANT EXAM.
3. UTILIZE PROFESSIONAL DEVELOPMENT FUNDING THROUGH PDRC OR OTHER SOURCES TO ENHANCE INSTRUCTOR CREDENTIALS AND CURRICULUM DEVELOPMENT.

PROPOSED OUTCOMES:

1. STUDENTS EMPLOYED AS MEDICAL ASSISTANTS WILL INDICATE THAT THEY WERE WELL-PREPARED FOR ENTRY LEVEL WORK THROUGH GRADUATE AND POST-GRADUATE SURVEYS.
2. CURRICULA WILL BE UPDATED EVERY THREE TO FIVE YEARS OR AS NEEDED ACCORDING TO THE CERTIFICATION PROCESS ASSOCIATED WITH MEDICAL ASSISTANTS.
3. FACULTY WILL RECEIVE INFORMATION ON PROFESSIONAL DEVELOPMENT AND SUPPORT RESOURCES AVAILABLE TO GAIN AWARENESS OF CURRENT PRACTICES IN THEIR FIELD.

Guam Community College
FY 2017 Budget Request by Department
ALLIED HEALTH

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
147	01	ACCREDITATION FEE	1	2,000	\$2,000	TO MAINTAIN ACCREDITATION OF MA PROGRAM
146	01	BIOHAZARD WASTE DISPOSAL	1	300	\$300	TO DISPOSE OF MEDICAL SHARPS SUPPLIES PER JACHO REQUIREMENT
			2		\$2,300	2 line item(s)
SUPPLIES & MATERIALS						
148	01	OFFICE SUPPLIES	2	500	\$1,000	ADMIN/FACULTY SUPPLIES
			2		\$1,000	1 line item(s)
EQUIPMENT						
149	01	VEHICLE MAINTENANCE	1	1,000	\$1,000	ALLIED HEALTH DEPARTMENT VEHICLE MAINTENANCE (VEHICLE PURCHASED 2006)
			1		\$1,000	1 line item(s)
TOTAL BUDGET REQUESTED			5		\$4,300	4 line item(s)

Guam Community College
FY 2017 Budget Request by Department
PRACTICAL NURSING

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. TO PROVIDE LEARNING EXPERIENCES FOR STUDENTS THAT LEAD TO EMPLOYMENT OR CONTINUED HIGHER EDUCATION IN THE NURSING FIELD.
2. ENSURE THAT CURRICULA REFLECT CURRENT PRACTICE AND INFORMATION IN THE PRACTICAL NURSING FIELD.
3. ENSURE THAT INSTRUCTORS ARE ACADEMICALLY PREPARED AND POSSESS CURRENT KNOWLEDGE AND SKILLS IN CONTENT AREA.

PERFORMANCE INDICATORS:

1. 70% OF GRADUATING STUDENTS WILL PASS THE NCLEX-PN EXAM OR WILL CONTINUE TO HIGHER EDUCATION IN THE HEALTHCARE FIELD.
2. 85% OF STUDENTS WILL PASS LAB & CLINICAL SKILLS NECESSARY FOR ENTRY LEVEL WORK IN THE HEALTHCARE FIELD AS DEMONSTRATED THROUGH SKILLS TESTS AND CLINICAL EVALUATIONS.
3. UTILIZE PROFESSIONAL DEVELOPMENT FUNDING THROUGH PDRC OR OTHER FUNDING SOURCES TO UPGRADE INSTRUCTORS KNOWLEDGE AND SKILLS IN THEIR CONTENT AREA.

PROPOSED OUTCOMES:

1. STUDENTS EMPLOYED AS LPN'S WILL REFLECT THAT THEY ARE WELL PREPARED FOR THE NCLEX-PN EXAM AND ENTRY LEVEL NURSING.
2. CURRICULA WILL BE UPDATED EVERY THREE TO FIVE YEARS OR AS NEEDED ACCORDING TO THE AMERICAN NURSES ASSOCIATION STANDARDS.
3. FACULTY WILL RECEIVE INFORMATION ON PROFESSIONAL DEVELOPMENT AND SUPPORT RESOURCES AVAILABLE TO GAIN AWARENESS OF CURRENT PRACTICES IN THEIR FIELD.

Guam Community College
FY 2017 Budget Request by Department
PRACTICAL NURSING

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
152	01	MEDICAL DIRECTOR	1	3,000	\$3,000	TO OVERSEE ALLIED HEALTH DEPARTMENT
151	01	EQUIPMENT REPAIR	1	3,500	\$3,500	TO MAINTAIN AND REPAIR EXISTING EQUIPMENT USE BY DEPARTMENT FOR INSTRUCTIONAL USE (IE: MANIKINS, LABORATORY EQUIP, MULTIMEDIA)
150	01	NATIONAL NURSING LEAGUE MEMBERSHIP	1	2,000	\$2,000	MEMBERSHIP PROVIDES RESOURCES THAT WILL GUIDE STUDENTS TOWARD SUCCESSFULLY PASSING THE NCLEX EXAM.
			3		\$8,500	3 line item(s)
SUPPLIES & MATERIALS						
154	01	INSTRUCTIONAL SUPPLIES	1	500	\$500	TO COVER FOR COSTS FOR COURSE SUPPLIES FOR USE BY STUDENTS
153	01	OFFICE SUPPLIES	2	500	\$1,000	ADMIN/FACULTY SUPPLIES
			3		\$1,500	2 line item(s)
TOTAL BUDGET REQUESTED			6		\$10,000	5 line item(s)

Guam Community College
FY 2017 Budget Request by Department
TOURISM AND HOSPITALITY

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. INSTITUTE NEW INTERNATIONAL HOTEL MANAGEMENT PROGRAM
2. UPDATE THE TOUR AND TRAVEL MANAGEMENT PROGRAM AND COURSE DOCUMENTS. SUBMIT TO LOC
3. DEVELOP A FOUR YEAR DEGREE PROPOSAL FOR SCHOOL OF HOSPITALITY AND CULINARY PROGRAM

PERFORMANCE INDICATORS:

1. NEW PROGRAM WILL BE ALIGNED WITH THE AMERICAN HOTEL AND LODGING EDUCATIONAL INSTITUTE (AHLEI)
2. THE TOUR AND TRAVEL PROGRAM WILL BE REVISITED AND UPDATED INCLUDING ALL COURSE OFFERED.
3. WILL PRESENT A PLAN FOR A TOURISM AND HOSPITALITY FOUR YEAR PROGRAM TO THE FACULTY SENATE FOR THEIR EVALUATION OF ITS MERITS.

PROPOSED OUTCOMES:

1. STUDENTS THAT SCORE 70% OR BETTER WILL RECEIVE A CERTIFICATE FROM AHLEI. THESE CERTIFICATE ARE STACKABLE.
2. A REVAMPED TOUR AND TRAVEL MANAGEMENT PROGRAM WILL BE SUBMITTED IN FALL 2016 FOR IMPLEMENTATION IN FALL 2017.
3. A FOUR YEAR BACHELORS PROGRAM FOR HOSPITALITY AND CULINARY WILL BE PROPOSED.

Guam Community College
FY 2017 Budget Request by Department
TOURISM AND HOSPITALITY

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
156	01	INDUSTRY MEMBERSHIPS: PATA,GVB, GHRA,MCA, ASIA CHRIE, ACF	1	2,000	\$2,000	ADVISORY GROUP AND INDUSTRY MEMBERSHIPS
			1		\$2,000	1 line item(s)
SUPPLIES & MATERIALS						
155	01	SUPPLIES	1	200	\$200	SUPPORT OFFICES AND COURSES
			1		\$200	1 line item(s)
TOTAL BUDGET REQUESTED			2		\$2,200	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
CULINARY ART

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. INSTITUTE THE NEW CULINARY PROGRAM THAT IS ALIGNED WITH AMERICAN CULINARY FEDERATION
2. DEVELOP A SUMMER HACCP CERTIFICATION PLAN TO INCREASE INDUSTRY CAPABILITY
3. REPLACE SMALLWARES AND TOOLS THAT ARE MORE THAN 5 YEARS IN USE.

PERFORMANCE INDICATORS:

1. CULINARY CLASSES WITH CUL PREFIX WILL BE PUT ONLINE AND AT THE SAME TIME CULINARY CLASSES WITH HS PREFIX WILL BE ARCHIVED.
2. THE DEPARTMENT WILL CONVENE A HACCP CERTIFICATION CLASS FOR FACULTY AND INDUSTRY.
3. PROGRAMMED SCHEDULE FOR THE REPLACEMENT OF CULINARY LAB SMALLWARES THAT ARE OLD, DAMAGED OR BROKEN.

PROPOSED OUTCOMES:

1. THE NEW CULINARY ARTS PROGRAM WILL BE FULLY IMPLEMENTED DURING SY2016-2017.
2. CULINARY INSTRUCTORS WILL BE HACCP CERTIFIED.
3. STUDENTS WILL BE ABLE TO UTILIZE NEW AND CURRENT INDUSTRY SMALLWARES AND TOOLS.

Guam Community College
FY 2017 Budget Request by Department
CULINARY ART

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
TRAVEL: LOCAL MILEAGE						
159	01	LOCAL MILEAGE REIMBURSEMENT	6	200	\$1,200	FOR FOOD PURCHASING WITH POV
			6		\$1,200	1 line item(s)
CONTRACTUAL SERVICES						
157	01	ANSUL RECERTIFICATION FOR CULINARY LAB	2	2,500	\$5,000	ANNUAL FIRE DEPT. CODE REQUIREMENT (SIX MOS)
			2		\$5,000	1 line item(s)
SUPPLIES & MATERIALS						
164	01	DRY CLEANING SERVICES	1	500	\$500	MAINTAIN CULINARY LINENS
161	01	CLEANING CHEMICALS FOR KITCHEN LAB	10	500	\$5,000	TO SUPPORT THE CULINARY PROGRAM
160	01	OFFICE SUPPLIES	4	500	\$2,000	TO SUPPORT THE CULINARY PROGRAM
158	01	CULINARY KITCHEN LAB: LP GAS	6	500	\$3,000	REQUIRED ITEM FOR CULINARY LABS
			21		\$10,500	4 line item(s)
EQUIPMENT						
163	01	CLASSROOM/LAB SMALLWARES	4	1,000	\$4,000	TO SUPPORT THE CULINARY PROGRAM
162	01	INSTRUCTIONAL EQUIPMENT	2	3,000	\$6,000	TO SUPPORT THE CULINARY PROGRAM
			6		\$10,000	2 line item(s)
TOTAL BUDGET REQUESTED			35		\$26,700	8 line item(s)

Guam Community College
FY 2017 Budget Request by Department
CHAMORRO & FOREIGN LANGUAGES

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. PROVIDE ADEQUATE TECHNOLOGICAL RESOURCES TO SUPPORT STUDENT LEARNING AND FACULTY INSTRUCTION. .
2. PROVIDE ADEQUATE RESOURCES TO SUPPORT THE CURRICULAR NEEDS OF FACULTY AND STUDENTS.
3. PROVIDE SUPPLEMENTAL RESOURCES FOR STUDENT AND TEACHER USE.

PERFORMANCE INDICATORS:

1. STUDENTS WILL BE GIVEN AN OPPORTUNITY TO ENHANCE LESSON ACQUISITION BY THE UTILIZATION OF PRINT DOCUMENTS.
2. STUDENTS WILL AGREE THAT THE THEIR INSTRUCTOR PROVIDES SUFFICIENT RESOURCES TO SUPPORT THE CURRICULUM.
3. STUDENTS WILL REPORT SUCCESS IN DEMONSTRATING THE NECESSARY INFORMATION.

PROPOSED OUTCOMES:

1. CHAMORRO AND FOREIGN LANGUAGE WILL HAVE ADEQUATE LEARNING RESOURCES TO MEET STUDENT NEEDS
2. STUDENTS WILL BECOME COMPETENT USERS OF CLASSROOM RESOURCES
3. STUDENTS WILL DEMONSTRATE EFFECTIVE INFORMATION ACQUISITION

Guam Community College
FY 2017 Budget Request by Department
CHAMORRO & FOREIGN LANGUAGES

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
167	01	CLASSROOM SUPPLIES FOR DEPARTMENT	1	1,000	\$1,000	SUPPORT CHAMORRO AND FOREIGN LANGUAGE CLASSES
166	01	REPLACE JAPANESE INSTRUCTOR'S INSTRUCTIONAL COMPUTER	1	1,000	\$1,000	SUPPORT JAPANESE LANGUAGE CLASSES
165	01	REPLACE CLASSROOM PRINTER	1	1,000	\$1,000	SUPPORT COURSES CHAMORRO AND JAPANESE
			3		\$3,000	3 line item(s)
TOTAL BUDGET REQUESTED			3		\$3,000	3 line item(s)

Guam Community College
FY 2017 Budget Request by Department
MARKETING

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. EQUIP MARKETING CLASSROOMS AND LABS WITH STATE-OF-THE-ART TECHNOLOGY.
2. UTILIZE CURRENT RESOURCES IN THE DELIVERY OF INSTRUCTION.
3. INCORPORATE UP-TO-DATE SOFTWARE IN THE DELIVERY OF INSTRUCTION IN ALL COURSES.

PERFORMANCE INDICATORS:

1. STUDENTS WILL RECEIVE INSTRUCTION UTILIZING STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL RECEIVE INSTRUCTION THAT IS BASED ON CURRENT RESOURCES/INFORMATION.
3. PROCURE AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL FOR ALL INSTRUCTORS.

PROPOSED OUTCOMES:

1. ALL MARKETING CLASSROOMS AND LABS WILL BE EQUIPPED WITH STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL BE RECIPIENTS OF RELEVANT DATA AND UPDATED INFORMATION FOR USE IN RESEARCH, PROJECTS, AND ASSIGNMENTS.
3. AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL WILL BE USED BY ALL INSTRUCTORS.

Guam Community College
FY 2017 Budget Request by Department
MARKETING

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
170	01	OFFICE SUPPLIES	5	500	\$2,500	SUPPORT INSTRUCTION
169	01	COMPUTER SUPPLIES & SOFTWARE	8	500	\$4,000	SUPPORT INSTRUCTION
168	01	INSTRUCTIONAL MATERIALS & SUPPLIES	6	500	\$3,000	SUPPORT INSTRUCTION
			19		\$9,500	3 line item(s)
TOTAL BUDGET REQUESTED			19		\$9,500	3 line item(s)

Guam Community College
FY 2017 Budget Request by Department
ACCOUNTING

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. EQUIP ACCOUNTING CLASSROOMS AND LABS WITH STATE-OF-THE-ART TECHNOLOGY.
2. UTILIZE CURRENT RESOURCES IN THE DELIVERY OF INSTRUCTION.
3. INCORPORATE UP-TO-DATE SOFTWARE IN THE DELIVERY OF INSTRUCTION IN ALL COURSES.

PERFORMANCE INDICATORS:

1. STUDENTS WILL RECEIVE INSTRUCTION UTILIZING STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL RECEIVE INSTRUCTION THAT IS BASED ON CURRENT RESOURCES/INFORMATION.
3. PROCURE AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL FOR ALL INSTRUCTORS.

PROPOSED OUTCOMES:

1. ALL ACCOUNTING CLASSROOMS AND LABS WILL BE EQUIPPED WITH STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL BE RECIPIENTS OF RELEVANT DATA AND UPDATED INFORMATION FOR USE IN RESEARCH, PROJECTS, AND ASSIGNMENTS.
3. AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL WILL BE USED BY ALL INSTRUCTORS.

Guam Community College
FY 2017 Budget Request by Department
ACCOUNTING

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
172	01	OFFICE SUPPLIES	3	500	\$1,500	SUPPORT INSTRUCTION
171	01	INSTRUCTIONAL MATERIALS	3	500	\$1,500	SUPPORT INSTRUCTION
			6		\$3,000	2 line item(s)
TOTAL BUDGET REQUESTED			6		\$3,000	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
SUPERVISION & MANAGEMENT

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. EQUIP SUPERVISION AND MANAGEMENT CLASSROOM WITH STATE-OF-THE-ART TECHNOLOGY.
2. UTILIZE CURRENT RESOURCES IN THE DELIVERY OF INSTRUCTION.
3. INCORPORATE UP-TO-DATE SOFTWARE IN THE DELIVERY OF INSTRUCTION IN ALL COURSES.

PERFORMANCE INDICATORS:

1. STUDENTS WILL RECEIVE INSTRUCTION UTILIZING STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL RECEIVE INSTRUCTION THAT IS BASED ON CURRENT RESOURCES/INFORMATION.
3. PROCURE AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL FOR ALL INSTRUCTORS.

PROPOSED OUTCOMES:

1. ALL SUPERVISION AND MANAGEMENT CLASSROOMS AND LABS WILL BE EQUIPPED WITH STATE-OF-THE-ART TECHNOLOGY.
2. STUDENTS WILL BE RECIPIENTS OF RELEVANT DATA AND UPDATED INFORMATION FOR USE IN RESEARCH, PROJECTS, AND ASSIGNMENTS.
3. AUTOMATED TEST BANKS, ELECTRONIC PRESENTATION SOFTWARE, AND OTHER TECHNOLOGY-DRIVEN INSTRUCTIONAL MATERIAL WILL BE USED BY ALL INSTRUCTORS.

Guam Community College
FY 2017 Budget Request by Department
SUPERVISION & MANAGEMENT

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
173	01	INSTRUCTIONAL MATERIALS & SUPPLIES	3	500	\$1,500	SUPPORT INSTRUCTION
			3		\$1,500	1 line item(s)
TOTAL BUDGET REQUESTED			3		\$1,500	1 line item(s)

Guam Community College
FY 2017 Budget Request by Department
DEAN'S OFFICE - TSS

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. SUPPLY APPROPRIATE ADMINISTRATIVE AND TECHNOLOGICAL ASSISTANCE TO FACULTY AND PROGRAMS
2. SUPPLY ADEQUATE ASSISTANCE TO PROGRAM GROWTH VIA THE CURRICULUM PROCESS FOR BOTH THE COURSE AND PROGRAM LEVEL
3. SUPPLY ASSISTANCE FOR INSTITUTIONAL LEARNING OUTCOMES THROUGH SERVICE LEARNING AND INSTITUTIONAL ACTIVITIES TO SERVICE STUDENTS

PERFORMANCE INDICATORS:

1. APT. PROCESSING OF REQUISITIONS, DOCUMENT SUBMISSIONS, AND ORGANIZED DOCUMENT RECOVERY SYSTEM.
2. TIMELY SUBMISSION AND REVIEW FOR CURRICULUM AND PROGRAM DOCUMENTS.
3. DESIGNATED STAFF AND PERSONNEL WILL COORDINATE ACTIVITIES FOR SERVICE LEARNING AND INSTITUTIONAL ACTIVITIES TO SERVICE STUDENTS.

PROPOSED OUTCOMES:

1. DOCUMENTS WILL BE PROCESS IN A TIMELY MANNER AND ROUTED ACCORDINGLY, NOT EXCEEDING THREE DAYS, DOCUMENTS PROCESSED THROUGH WILL BE LOGGED INTO THE SYSTEM.
2. CURRICULUM DOCUMENTS WILL CONTINUE TO BE MAINTAINED AND DOCUMENTS WILL REMAIN CURRENT WITHIN THE FIVE-YEAR CYCLE.
3. QUALIFIED STAFF WILL PROCESS THE NECESSARY DOCUMENTS WITHIN THREE DAYS OF RECEIPT IN ORDER FOR FACULTY TO PROVIDE OPPORTUNITIES FOR STUDENTS TO DEMONSTRATE THE ILOS THROUGH SERVICE LEARNING AND STUDENT SERVICES ACTIVITIES.

Guam Community College
FY 2017 Budget Request by Department
DEAN'S OFFICE - TSS

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
174	01	OFFICE SUPPLIES	4	500	\$2,000	COLLECT, ORGANIZE, PROCESS & RESPOND TO REQUISITION: CURRICULUM DOCUMENTS & CORRESPONDENCE
			4		\$2,000	1 line item(s)
EQUIPMENT						
175	01	IMAC COMPUTER	1	3,000	\$3,000	EFFECTIVE STORE & LOCATED ARCHIVED AND CURRENT RELEVANT MATERIALS SUBMITTED TO & PREPARED BY THE DEAN'S OFFICES.
			1		\$3,000	1 line item(s)
TOTAL BUDGET REQUESTED			5		\$5,000	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
MATH

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. CONTINUE TO SUPPORT THE LOGISTICAL AND INSTRUCTIONAL NEEDS OF FACULTY BOTH IN THE CLASSROOM AND LAB TO FULFILL THE COVERAGE OF SLO'S FOR EACH COURSE.
2. EXPLORE AND DEVELOP NEW COURSES TO MEET THE NEEDS OF VARIOUS TRADES OF THE COLLEGE.
3. ENCOURAGE ALL FULL-TIME PERMANENT FACULTY MEMBERS ATTEND OR PARTICIPATE IN AT LEAST ONE PROFESSIONAL DEVELOPMENT ACTIVITY EITHER ON ISLAND OR OFF-ISLAND.

PERFORMANCE INDICATORS:

1. CONDUCT COMPREHENSIVE COURSE ASSESSMENT TO SHOW THE CRITERIA OF THE COURSE SLOS ARE MET.
2. COURSE GUIDES FOR THE MATH COURSES WILL BE COMPLETED, APPROVED, AND IMPLEMENTED.
3. MOST, IF NOT ALL, FULL-TIME PERMANENT FACULTY MEMBERS WILL ATTEND OR PARTICIPATE IN AT LEAST ONE PROFESSIONAL DEVELOPMENT ACTIVITY EITHER ON ISLAND OR OFF-ISLAND AS ATTENDEE AND/OR PRESENTER.

PROPOSED OUTCOMES:

1. EACH OF THE COURSES' ASSESSMENT REPORT SHOWS THAT 70% OF THE STUDENTS WHO COMPLETED THE RESPECTIVE COURSES WITH A 70% PASSING RATE.
2. NEWLY DEVELOPED MATH COURSE GUIDES WILL BE ADOPTED BY SOME, IF NOT ALL, OF THE TRADE PROGRAMS.
3. FACULTY WILL CONDUCT WORKSHOPS WITHIN AND/OR OUTSIDE THE DEPARTMENT TO PRESENT THEIR LEARNING FROM THE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT HE/SHE PARTICIPATED.

Guam Community College
FY 2017 Budget Request by Department
MATH

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
176	01	INSTRUCTIONAL & OPERATIONAL SUPPLIES	12	500	\$6,000	CLASSROOM AND FACULTY OFFICE SUPPLIES FOR APPROX 30 CLASSES IN AY2017.
			12		\$6,000	1 line item(s)
EQUIPMENT						
177	01	LAPTOP COMPUTER	1	2,000	\$2,000	REPLACEMENT OF FACULTY'S OFFICE OBSOLETE COMPUTER
			1		\$2,000	1 line item(s)
MISCELLANEOUS EXPENSE						
178	01	PD & PROMOTION ACTIVITIES	2	500	\$1,000	ACTIVITIES TO PROMOTE MATH DEPARTMENT AND SUBSIDIZE FOR FACULTY TO PARTICIPATE ON-ISLAND WORKSHOPS/CONFERENCES.
			2		\$1,000	1 line item(s)
TOTAL BUDGET REQUESTED			15		\$9,000	3 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
SCIENCE

GOALS AND OBJECTIVES:

1. CONTINUE TO SUPPORT THE LOGISTICAL AND INSTRUCTIONAL NEEDS OF FACULTY BOTH IN THE CLASSROOM AND LAB TO FULFILL THE COVERAGE OF SLO'S FOR EACH COURSE.
2. REVISE AND UPDATE SCIENCE COURSE GUIDES TO BETTER SERVE THE NEEDS OF THE STUDENTS.
3. PROMOTE AND SUPPORT ENVIRONMENTAL TECHNICIAN PROGRAM.
4. ENCOURAGE ALL FULL-TIME PERMANENT FACULTY MEMBERS ATTEND OR PARTICIPATE IN AT LEAST ONE PROFESSIONAL DEVELOPMENT ACTIVITY EITHER ON ISLAND OR OFF-ISLAND.

PERFORMANCE INDICATORS:

1. CONDUCT COMPREHENSIVE COURSE ASSESSMENT TO SHOW THAT CRITERIA OF THE COURSES' SLOS ARE MET.
2. COURSE GUIDES FOR MOST, IF NOT ALL, OF SCIENCE COURSES WILL BE REVISED OR UPDATED, APPROVED, AND IMPLEMENTED.
3. IMPLEMENTATION OF THE ENVIRONMENTAL TECHNICIAN PROGRAM IN FALL 2015 AND PROGRAM ASSESSMENT WILL BE CONDUCTED IN SPRING 2017.
4. MOST, IF NOT ALL, FULL-TIME FACULTY MEMBERS WILL ATTEND OR PARTICIPATE IN AT LEAST ONE PROFESSIONAL DEVELOPMENT ACTIVITY EITHER ON ISLAND OR OFF-ISLAND AS ATTENDEE AND/OR PRESENTER.

PROPOSED OUTCOMES:

1. EACH OF THE COURSES' SLOS SHOWS THAT AT LEAST 70% OF THE STUDENTS WHO COMPLETED THE RESPECTIVE COURSES WITH A 70% PASSING RATE.
2. THE CHANGES OF THE REVISED OR UPDATED SCIENCE COURSE GUIDES WILL BE REFLECTED IN EACH OF THE COURSE SYLLABI.
3. COMPLETION RATE OF THE ENVIRONMENTAL TECHNICIAN PROGRAM WILL BE 60% OR MORE.
4. FACULTY WILL CONDUCT WORKSHOPS WITHIN AND/OR OUTSIDE THE DEPARTMENT TO PRESENT THEIR LEARNING FROM THE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT THEY PARTICIPATED.

Guam Community College
FY 2017 Budget Request by Department
SCIENCE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
179	01	INSTRUCTIONAL & LAB EQUIPMENT	8	500	\$4,000	CLASSROOM, FACULTY OFFICES, AND LABS SUPPLIES FOR CLASSES AND LABS.
			8		\$4,000	1 line item(s)
EQUIPMENT						
180	01	COURSE DVDS	1	500	\$500	CLASSROOM INSTRUCTION NEEDS
			1		\$500	1 line item(s)
MISCELLANEOUS EXPENSE						
181	01	WORKSHOP DEVELOPMENT	2	500	\$1,000	SUBSIDIZE FACULTY TO PARTICIPATE IN ON-ISLAND WORKSHOPS AND ACTIVITIES
			2		\$1,000	1 line item(s)
TOTAL BUDGET REQUESTED			11		\$5,500	3 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
STUDENT SUPPORT SERVICES

GOALS AND OBJECTIVES:

1. UPON SUCCESSFULLY RECEIVING SERVICES, STUDENTS WILL HAVE A CLEARER UNDERSTANDING OF THE PROCESSES AND PROCEDURES OF THE STUDENT SUPPORT SERVICES OFFICE.
2. ENSURE THAT ALL SAFETY INFORMATION IS UPDATED THROUGHOUT THE CAMPUS.
3. PROVIDE VARIOUS BANNER TRAINING TO ALL SSS STAFF ON THE NEWLY IMPLEMENTED ROOM UTILIZATION (EVENTS MANAGEMENT) AND OTHER MODULES ON BANNER THAT PERTAIN TO STUDENTS.
4. RESPOND AND ADDRESS ALL CAMPUS ISSUES AND EMERGENCIES IN A TIMELY MANNER.

PERFORMANCE INDICATORS:

1. AMEND OFFICE SOPS TO ENSURE THAT PROCESSES AND PROCEDURES ARE EFFECTIVE AND EFFICIENT FOR ALL GCC CONSTITUENTS (STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS).
2. UPDATE EMERGENCY EVACUATION PROCEDURES, POSTERS/FLYERS, AND EMERGENCY CONTACT INFORMATION.
3. CREATE A STEP-BY-STEP PROCESS FOR THE ROOM UTILIZATION (EVENTS MANAGEMENT) AND THE OTHER STUDENT MODULES.
4. ALL STAFF AND ADMINISTRATORS WILL HAVE THE NECESSARY EQUIPMENT TO EFFECTIVELY AND EFFICIENTLY COMMUNICATE IN ORDER TO ADDRESS ISSUES AND EMERGENCIES.

PROPOSED OUTCOMES:

1. THROUGH A SURVEY, 70% OF STUDENTS WILL INDICATE THAT THEY HAVE A CLEARER UNDERSTANDING OF THE PROCESSES AND PROCEDURES OF THE STUDENT SUPPORT SERVICES OFFICE.
2. 100% OF ALL THE EMERGENCY EVACUATION PROCEDURE BROCHURES, POSTERS/FLYERS, AND EMERGENCY CONTACT INFORMATION WILL BE UPDATED AND DISSEMINATED THROUGHOUT THE CAMPUS.
3. 100% OF ALL SSS STAFF WILL RECEIVE TRAINING FOR THE NEWLY IMPLEMENTED ROOM UTILIZATION (EVENTS MANAGEMENT) MODULE IN BANNER.
4. CAMPUS ISSUES AND EMERGENCIES WILL BE RESOLVED WITH THE ASSISTANCE OF COMMUNICATION DEVICES.

Guam Community College
FY 2017 Budget Request by Department
STUDENT SUPPORT SERVICES

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
182	01	RADIO/CELLULAR, MAINTENANCE, RECURRING MONTHLY BILLS	1	3,200	\$3,200	PROVIDE EFFECTIVE COMMUNICATION WITH SECURITY ON-CAMPUS AND AFTER HOURS TO ENSURE THE SAFETY OF ALL GCC CONSTITUENTS AS WELL AS FACILITIES.
			1		\$3,200	1 line item(s)
SUPPLIES & MATERIALS						
188	01	GENERAL OFFICE SUPPLIES: (FOLDERS, PENS, PAPER, PENCILS, NOTEPADS, FLASHLIGHTS, KEY LABELS, STAPLES, COLOR PAPER, ETC.)	1	500	\$500	DAILY OPERATIONAL USAGE
187	01	U.S. AND GUAM FLAGS	1	500	\$500	AS REQUIRED BY FEDERAL AND LOCAL LAW.
186	01	XEROX PAPERS	6	500	\$3,000	OFFICE OPERATIONAL USAGE, INSTRUCTIONAL SUPPORT - PRINT IDS, ETC.
185	01	TONERS/CARTRIDGES - STUDENT SUCCESS CENTER	7	250	\$1,750	PROVIDE ACCESS AND SUPPORT FOR STUDENTS TO PRINT THEIR ASSIGNMENT OR PROJECTS IN STUDENT SUCCESS CENTER.
184	01	TONERS/CARTRIDGES - SSS OPERATIONS	6	500	\$3,000	PRINT IDS FOR STUDENTS AND EMPLOYEES
183	01	IDENTIFICATION CARDS	1	1,000	\$1,000	PROVIDE POSTSECONDARY AND CROSS-ENROLLED SATELLIT SECONDARY STUDENTS, EMPLOYEE, AND CONTRACTOR IDENTIFICATION CARDS FOR SAFETY AND EMERGENCY PURPOSES.
			22		\$9,750	6 line item(s)
EQUIPMENT						
189	01	DESKTOP	1	1,250	\$1,250	COMPUTER UPGRADE
			1		\$1,250	1 line item(s)
TOTAL BUDGET REQUESTED			24		\$14,200	8 line item(s)

Guam Community College
FY 2017 Budget Request by Department
HEALTH CENTER

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. PROVIDE QUALITY NURSING CARE TO THE ILL AND INJURED ON CAMPUS.
2. PROVIDE PREVENTATIVE HEALTH CARE SERVICES.
3. PROVIDE QUALITY HEALTH EDUCATION / COUNSELING ON CAMPUS.

PERFORMANCE INDICATORS:

1. HEALTH REQUIREMENTS SURVEY INCLUDES SPECIFIC QUESTIONS RELATED TO HEALTH REQUIREMENTS.
2. THE HEALTH SERVICES CENTER SATISFACTION SURVEY INCLUDES A QUESTION ON THE STRENGTH OF THE HSC, WHICH WILL SHOW THE BENEFITS OF THE IMMUNIZATION FLIER.
3. HEALTH REQUIREMENTS SURVEY INCLUDES SPECIFIC QUESTIONS RELATED TO HEALTH REQUIREMENTS.

PROPOSED OUTCOMES:

1. UPON SUCCESSFUL COMPLETION OF INTAKE AT THE HEALTH SERVICES CENTER, STUDENTS WILL DEMONSTRATE UNDERSTANDING OF THE HEALTH REQUIREMENTS OF THE COLLEGE.
2. UPON SUCCESSFUL COMPLETION OF THE HEALTH CERTIFICATE REQUIREMENTS, SUCH AS UPDATED TB SHOTS (WITHIN 3 MONTHS) AND CLEARANCES FOR CLINICAL ROTATIONS, STUDENTS WILL UNDERSTAND THE IMPORTANCE OF COMMUNICABLE DISEASE PREVENTION AND SPREAD.
3. UPON SUCCESSFUL RECEIPT OF SERVICES AT THE HEALTH SERVICES CENTER, STUDENTS WILL COMMUNICATE IDEAS AND RECOMMENDATIONS ON HEALTH-RELATED SERVICES, WHICH THE COLLEGE MAY UTILIZE TO ENHANCE AND IMPROVE GCC'S LEARNING ENVIRONMENT.

Guam Community College
FY 2017 Budget Request by Department
HEALTH CENTER

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
190	01	MEDICAL ADVISOR FEE AND MEDICAL WASTE MANAGEMENT	2	1,550	\$3,100	CONTRACTUAL SERVICES TO FACILITATE PATIENT CARE.
			2		\$3,100	1 line item(s)
SUPPLIES & MATERIALS						
191	01	SUPPLIES & MATERIALS	1	10,000	\$10,000	PURCHASE OF MEDICAL/NURSING SUPPLIES AND OTHER MATERIALS (I.E. PPD SOLUTION, GLOVE PREP PADS, OTC MEDS, AED PADS, CHOLESTEROL GLUCOSE STRIPS, BATTERIES, XEROX PAPER, FOLDERS, STAPLES, WATER SUPPLY, ETC.) TO FACILITATE PATIENT CARE.
			1		\$10,000	1 line item(s)
TOTAL BUDGET REQUESTED			3		\$13,100	2 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
CENTER FOR STUDENT INVOLVEMENT

GOALS AND OBJECTIVES:

1. PROVIDE TRNG FOR THE COUNCIL ON POSTSECONDARY STUDENT AFFAIRS (COPSA) OFFICERS: ON THEIR ROLES AND RESPONSIBILITIES AS THE REPRESENTATIVE VOICE FOR THE STUDENT BODY TO FACILITATE CONCERNS TO ADMINISTRATION AND THE COMMUNITY; AND TO PLAN AND IMPLEMENT CAM
2. PROVIDE GUIDANCE AND A RESOURCE SYSTEM FOR ALL STUDENT ORGANIZATIONS
3. PROVIDE TRAINING OPPORTUNITIES TO EMPOWER AND EQUIP OUR STUDENTS WITH SKILLS THEY CAN UTILIZE IN THE CLASSROOM AND IN THE WORKPLACE.

PERFORMANCE INDICATORS:

1. COPSA OFFICERS WILL SIT ON COLLEGE COMMITTEES TO ENSURE STUDENT REPRESENTATIVE VOICE AND THE NUMBER OF CAMPUS-WIDE ACTIVITIES OFFERED TO STUDENTS.
2. TRAINING AND DOCUMENTS AVAILABLE FOR STUDENT ORGANIZATIONS.
3. REGULAR OFFERINGS OF WORKSHOPS / TRAINING SESSIONS FOR STUDENTS TO DEVELOP AND APPLY THEIR LEADERSHIP AND EMPLOYABILITY SKILLS.

PROPOSED OUTCOMES:

1. COPSA OFFICERS PROPERLY ROUTE STUDENT CONCERNS TO THE ADMINISTRATION AND CONDUCT CAMPUS-WIDE STUDENT ACTIVITIES.
2. TRAINING FOR STUDENT ORGANIZATION LEADERS AND MEMBERS IS PROVIDED EACH SEMESTER AND ALL RELEVANT DOCUMENTS NEEDED WILL BE AVAILABLE AS HARD COPIES AND ON-LINE.
3. EVALUATION SURVEYS AFTER WORKSHOPS/TRAINING SESSIONS WILL INDICATE THAT STUDENTS HAVE GAINED USABLE SKILLS/KNOWLEDGE THAT WILL HELP THEM WITH THEIR PERSONAL, EDUCATIONAL, AND/OR CAREER GOALS.

Guam Community College
FY 2017 Budget Request by Department
CENTER FOR STUDENT INVOLVEMENT

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
192	01	SUPPLIES	1	500	\$500	SUPPORT OFC FUNCTIONS
			1		\$500	1 line item(s)
EQUIPMENT						
193	01	EQUIPMENT	1	125	\$125	SUPPORT OFC FUNCTIONS
			1		\$125	1 line item(s)
TOTAL BUDGET REQUESTED			2		\$625	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
OFFICE TECHNOLOGY

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. REVIEW AND UPDATE PROGRAM CURRICULUM TO REFLECT CURRENT STANDARDS/PRACTICES IN THE WORKPLACE LOCALLY, NATIONALLY AND/OR GLOBALLY.
2. PROMOTE OFFICE TECHNOLOGY TO INCREASE STUDENT ENROLLMENT.
3. STRENGTHEN INDUSTRY PARTNERSHIPS.

PERFORMANCE INDICATORS:

1. NUMBER OF COURSE GUIDES FOR THE DEPARTMENT.
2. NUMBER OF INSTITUTIONAL OUTREACH ACTIVITIES SUPPORTED EACH YEAR.
3. NUMBER OF STUDENTS WHO HAVE COMPLETED THE TECHNICAL AND/OR PROGRAM REQUIREMENTS AND ARE GIVEN THE OPPORTUNITY TO PARTICIPATE IN JOB SHADOWING, PRACTICUM, AND/OR COOPERATIVE EDUCATION/WORK LEARN.

PROPOSED OUTCOMES:

1. REVIEW AND UPDATE 100% OF THE COURSE GUIDES THAT ARE OVER FIVE (5) YEARS OLD OR AS NEEDED, WITH INPUT FROM THE ADVISORY COMMITTEE.
2. THE NUMBER OF STUDENTS ENROLLED IN THE OFFICE TECHNOLOGY PROGRAM WILL INCREASE BY 5%.
3. AT LEAST 70% OF THE PARTICIPANTS WILL INDICATE THAT THEIR RESPECTIVE COURSE/PROGRAM REQUIREMENTS PREPARED THEM FOR THE WORK FORCE EXPERIENCE AND/OR MAY LEAD TO EMPLOYMENT WITH THE RESPECTIVE COMPANY/ORGANIZATION.

Guam Community College
FY 2017 Budget Request by Department
OFFICE TECHNOLOGY

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
194	01	INSTRUCTIONAL MATERIALS & SUPPLIES	4	500	\$2,000	INSTRUCTIONAL
			4		\$2,000	1 line item(s)
EQUIPMENT						
195	01	DESKTOP COMPUTER	1	2,100	\$2,100	FACULTY USE/INSTRUCTIONAL
			1		\$2,100	1 line item(s)
TOTAL BUDGET REQUESTED			5		\$4,100	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
ASSESSMENT & COUNSELING

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. KNOWLEDGE OF REQUIREMENTS FOR PROGRAM COMPLETION
2. UNDECLARED CONTINUING STUDENTS DECLARATION OF PROGRAM
3. USE OF CAREER INTEREST ASSESSMENTS IN GUIDING CTE PROGRAM PLACEMENT

PERFORMANCE INDICATORS:

1. STUDENTS WILL GAIN KNOWLEDGE OF REQUIREMENTS FOR PROGRAM COMPLETION.
2. AFTER MEETING WITH A COUNSELOR, CONTINUING UNDECLARED STUDENTS WILL BE ABLE TO IDENTIFY AND DECLARE THEIR POST SECONDARY PROGRAM OF STUDY.
3. UPON COMPLETION OF A CAREER INTEREST ASSESSMENT AND PARTICIPATION IN A CAREER PRESENTATION CONDUCTED BY A GCC CAREER COUNSELOR, PRESENTATION PARTICIPANTS WILL BE ABLE TO ANALYZE THEIR CAREER ASSESSMENT RESULTS

PROPOSED OUTCOMES:

1. FIFTY PERCENT (50%) OF STUDENTS WHO MEET WITH A COUNSELOR FOR PRE-ENROLLMENT COUNSELING WILL COMPLETE AN EDUCATIONAL PLAN FOR THEIR PROGRAM OF STUDY.
2. THIRTY PERCENT (30%) OF THE CONTINUING UNDECLARED STUDENTS WHO MEET WITH A COUNSELOR FOR A CAREER COUNSELING SESSION WILL COMPLETE AN APPLICATION FOR ADMISSION AS A DECLARED STUDENT.
3. CAREER PRESENTATIONS WILL BE CONDUCTED IN EACH PUBLIC HIGH SCHOOL WITH AT LEAST 10% OF THE SITE SCHOOL'S FRESHMAN POPULATION OR PROSPECTIVE CTE STUDENT POOL. FROM THIS GROUP OF PRESENTATION PARTICIPANTS, 70% WILL BE ABLE TO RECOGNIZE THE TOP THREE SCORES

Guam Community College
FY 2017 Budget Request by Department
ASSESSMENT & COUNSELING

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
202	01	CHOICES LICENSE RENEWAL	1	900	\$900	SITE LICENSE RENEWAL
199	01	PRINTING OF DEPARTMENT BROCHURES	1	1,000	\$1,000	STAKEHOLDER INFORMATION DISSEMINATION
198	01	PLACEMENT TEST ADMINISTRATION	1	3,800	\$3,800	ADMINISTRATIVE UNITS FOR MATH & ENGLISH PLACEMENT TEST
197	01	MEMBERSHIP DUES	4	225	\$900	COUNSELING PROFESSIONAL ASSOCIATION AND RELATED AREA DUES
196	01	BUSINESS CARDS	3	45	\$135	DISTRIBUTE TO ALL STAKEHOLDERS
			10		\$6,735	5 line item(s)
SUPPLIES & MATERIALS						
200	01	SUPPLIES	4	500	\$2,000	OFFICE SUPPLIES TO SUPPORT COUNSELING OPERATIONS
			4		\$2,000	1 line item(s)
EQUIPMENT						
201	01	DESKTOP COMPUTER	1	1,400	\$1,400	UPGRADED COMPUTER NEEDED FOR COUNSELOR FUNCTION
			1		\$1,400	1 line item(s)
TOTAL BUDGET REQUESTED			15		\$10,135	7 line item(s)

Guam Community College
FY 2017 Budget Request by Department
VOCATIONAL GUIDANCE PROGRAM

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. USE OF CAREER INTEREST ASSESSMENTS IN GUIDING CTE PROGRAM PLACEMENT
2. COUNSELING SERVICES REVIEW OF CTE COUNSELORS PROGRAM INITIATIVES
3. BROADEN DOE HIGH SCHOOL STUDENTS' UNDERSTANDING OF GCC CTE PROGRAMS

PERFORMANCE INDICATORS:

1. UPON COMPLETION OF A CAREER INTEREST ASSESSMENT AND PARTICIPATION IN A CAREER PRESENTATION CONDUCTED BY A GCC CAREER COUNSELOR, PRESENTATION PARTICIPANTS WILL BE ABLE TO ANALYZE THEIR CAREER ASSESSMENT RESULTS AND APPLY THE INFORMATION WHEN SELECTING A SE
2. REGULAR REVIEWS, DISCUSSIONS AND ANALYSIS OF STRATEGIC PLAN INITIATIVES AND ASSESSMENT GOALS ARE CONDUCTED THROUGH MEETINGS, PEER CONSULTATIONS.
3. RESULTS OF SURVEYS FROM DOE FRESHMEN

PROPOSED OUTCOMES:

1. 70% OF STUDENTS WHO ATTEND CTE PRESENTATIONS AND COMPLETE A CAREER INTEREST INVENTORY USING THE HOLLAND CODE WILL BE ABLE TO ALIGN THEIR RIASEC CODE TO CTE PROGRAMS OFFERED IN THEIR RESPECTIVE HIGH SCHOOLS.
2. REVISION OF STRATEGIC PLAN AND IMPROVEMENT OF SERVICES WILL OCCUR BASED ON ANALYSES OF DATA FROM ON CALL DUTIES AND ONLINE INQUIRIES.
3. AT LEAST 30% OF DOE HIGH SCHOOL FRESHMEN WILL REPORT BEING AWARE OF GCC SECONDARY CTE PROGRAMS

Guam Community College
FY 2017 Budget Request by Department
VOCATIONAL GUIDANCE PROGRAM

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
206	01	BUSINESS CARDS	5	45	\$225	DISTRIBUTE TO ALL STAKEHOLDERS
205	01	MEMBERSHIP DUES	5	225	\$1,125	COUNSELING PROFESSIONAL ASSOCIATION AND RELATED AREA DUES
204	01	WIFI SERVICES	5	500	\$2,500	SERVICE NEEDED WHEN AT REMOTE SITES
203	01	SIGNAGE, BANNERS, DISPLAYS FOR RECRUITMENT	5	1,000	\$5,000	NEEDED TO SUPPORT CTE ACTIVITIES AT HIGH SCHOOL SITES AND OTHER VENUES
			20		\$8,850	4 line item(s)
SUPPLIES & MATERIALS						
207	01	SUPPLIES	4	500	\$2,000	OFFICE AND COMPUTER SUPPLIES TO SUPPORT CTE ACTIVITIES
			4		\$2,000	1 line item(s)
EQUIPMENT						
211	01	SPEAKER SYSTEM	5	200	\$1,000	FOR PRESENTATIONS IN CLASSROOMS AND OTHER VENUES
210	01	DESKTOP COMPUTER	3	2,100	\$6,300	REPLACE BROKEN, UNREPAIRABLE DESKTOP AT JFK AND SSF
209	01	LAPTOP COMPUTER	2	1,600	\$3,200	REPLACE BROKEN, UNREPAIRABLE LAPTOPS
208	01	FLASH DRIVE	5	55	\$275	COUNSELOR USE FOR PORTABILITY AT CTE ACTIVITIES
			15		\$10,775	4 line item(s)
TOTAL BUDGET REQUESTED			39		\$21,625	9 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF ACCOMMODATIVE SERVICES & TITLE IX

GOALS AND OBJECTIVES:

1. STUDENTS WITH DISABILITIES WHO ARE REGISTERED WITH THE OFFICE OF ACCOMMODATIVE SERVICES WILL RECEIVE REASONABLE ACCOMMODATIONS IN THE CLASSROOM AND OTHER SERVICES TO ADDRESS LEARNING AND OTHER BARRIERS IN ORDER TO ACCESS EDUCATIONAL MATERIALS AT GUAM COM
2. OAS WILL PROVIDE FACULTY, STAFF, AND ADMINISTRATORS TRAINING OPPORTUNITIES AND MATERIALS TO BETTER UNDERSTAND, COMMUNICATE WITH, AND PROVIDE SERVICES TO STUDENTS WITH DISABILITIES.
3. THE TITLE IX COORDINATOR WILL PROVIDE TRAINING OPPORTUNITIES, MATERIALS, AND GUIDANCE TO FACULTY, STAFF, AND STUDENTS IN REGARDS TO TITLE IX AND CAMPUS SAFETY. WHILE EFFORTS WILL BE MADE TO CONDUCT AS MANY TRAININGS ON-ISLAND AND ONLINE, SOME OF THESE TR

PERFORMANCE INDICATORS:

1. FOLLOW AND IMPLEMENT ALL ESTABLISHED FEDERAL AND LOCAL LAWS IN PROVIDING SERVICES TO STUDENTS WITH DISABILITIES.
2. IMPLEMENT REGULARLY SCHEDULED TRAINING OPPORTUNITIES FOR FACULTY, STAFF, STUDENTS, AND ADMINISTRATORS TO DEEPEN THEIR KNOWLEDGE OF DISABILITIES AND BEST EDUCATIONAL PRACTICES FOR STUDENTS' WITH DISABILITIES TO ACCESS SERVICES IN PURSUIT OF THEIR EDUCATION
3. FOLLOW, IMPLEMENT, AND SCHEDULE TRAINING AND AWARENESS OPPORTUNITIES FOR FACULTY, STAFF, STUDENTS, AND ADMINISTRATORS ON THE LATEST REQUIREMENTS AND POLICIES ON TITLE IX TO INCREASE THEIR KNOWLEDGE.

PROPOSED OUTCOMES:

1. STUDENTS WITH DISABILITIES RECEIVING SERVICES WILL REPORT IMPROVED ACCESS TO EDUCATIONAL MATERIALS AND COURSES AS EVIDENCED THROUGH THEIR COMMENTS IN SURVEYS PROVIDED TO THEM AND THROUGH THEIR GPAS OF 2.0 OR BETTER.
2. FACULTY, STAFF, AND ADMINISTRATORS WILL REPORT THAT THEY HAVE RECEIVED TRAINING TO IMPROVE THEIR UNDERSTANDING OF AND KNOWLEDGE IN PROVIDING SERVICES TO PERSONS WITH DISABILITIES.
3. SURVEYS, REPORTS, AND SIGN-IN SHEETS WILL INDICATE EVIDENCE THAT THE TITLE IX COORDINATOR HAS INCREASED THE AWARENESS, KNOWLEDGE, AND COMPETENCY IN WORKING WITH TITLE IX FOR FACULTY, STAFF, STUDENTS, AND ADMINISTRATORS.

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
OFFICE OF ACCOMMODATIVE SERVICES & TITLE IX

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
213	01	RENEW LICENSES FOR COMPUTER PROGRAMS	3	500	\$1,500	COMPUTER PROGRAMS FOR STUDENTS WITH DISABILITIES IN SUPPORT OF THEIR ACADEMIC SUCCESS
212	01	SERVICE PROVIDERS FOR STUDENTS WITH DISABILITIES	52	500	\$26,000	CONTRACTS FOR INTERPRETERS FOR THE DEAF/HARD OF HEARING AND FOR NOTE-TAKERS FOR OTHER STUDENTS W/DISABILITIES.
			55		\$27,500	2 line item(s)
SUPPLIES & MATERIALS						
214	01	SUPPLIES	1	500	\$500	TO SUPPORT THE OPERATIONS OF THE OFFICE OF ACCOMMODATIVE SERVICES
			1		\$500	1 line item(s)
EQUIPMENT						
216	01	AUXILIARY AIDS	4	500	\$2,000	COMPUTER PROGRAMS FOR STUDENTS WITH DISABILITIES IN SUPPORT OF THEIR ACADEMIC SUCCESS
215	01	AUXILIARY AIDS	2	500	\$1,000	ASSISTIVE DEVICES FOR STUDENTS WITH DISABILITIES IN SUPPORT OF THEIR ACADEMIC SUCCESS
			6		\$3,000	2 line item(s)
TOTAL BUDGET REQUESTED			62		\$31,000	5 line item(s)

Guam Community College
FY 2017 Budget Request by Department
COMPUTER SCIENCE

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. TO INCREASE STUDENT RETENTION IN THE COMPUTER SCIENCE PROGRAM.
2. TO INCREASE STUDENT COMPLETION IN THE COMPUTER SCIENCE PROGRAM.
3. TO MEET THE NEEDS OF THE COMMUNITY.

PERFORMANCE INDICATORS:

1. ENROLLMENT NUMBERS AND THE NUMBER OF CANCELLED CLASSES EACH SEMESTER.
2. NUMBER OF STUDENTS GRADUATING WITH COMPUTER SCIENCE ASSOCIATE DEGREES.
3. COMPUTER SCIENCE ADVISORY COMMITTEE MEETING MINUTES.

PROPOSED OUTCOMES:

1. TO REDUCE THE NUMBER OF CANCELLED CLASSES PER SEMESTER.
2. INCREASED NUMBER OF STUDENTS GRADUATING FROM THE COMPUTER SCIENCE PROGRAM ANNUALLY.
3. ADDRESS THE NEEDS/CONCERNS IDENTIFIED IN THE ADVISORY COMMITTEE MEETING MINUTES.

Guam Community College
FY 2017 Budget Request by Department
COMPUTER SCIENCE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
217	01	ADMINISTRATIVE/INSTRUCTIONAL SUPPLIES	3	500	\$1,500	COMPUTER SCIENCE PROGRAM
			3		\$1,500	1 line item(s)
EQUIPMENT						
219	01	LAPTOP	1	1,600	\$1,600	FACULTY USE/INSTRUCTIONAL- (UPGRADE)
218	01	COMPUTER – FACULTY USE	2	2,100	\$4,200	FACULTY USE/INSTRUCTIONAL- (UPGRADE)
			3		\$5,800	2 line item(s)
TOTAL BUDGET REQUESTED			6		\$7,300	3 line item(s)

Guam Community College
FY 2017 Budget Request by Department
ENGLISH

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. IMPROVE THE QUALITY OF CLASSROOM INSTRUCTION BY USING TECHNOLOGY AND PROVIDING OPPORTUNITIES FOR STUDENT WORK TO BE DISPLAYED.
2. CONTINUE EFFORTS OF ARTICULATION WITH THE UNIVERSITY OF GUAM.
3. REVIEW THE EFFECTIVENESS OF SLOS FOR EN110, EN111, EN125, EN194, EN210, AND TH101 COURSES.

PERFORMANCE INDICATORS:

1. FACULTY WILL UTILIZE MULTIMEDIA OPTIONS IN CLASSROOM INSTRUCTION TO PROMOTE AND RECOGNIZE VARIED LEARNING STYLES AND ENHANCE STUDENT LEARNING. HIGHLIGHT AND/OR SHOWCASE STUDENT WORK AT ON AIR (ON ART IN RESEARCH) AND OTHER VENUES.
2. EXPLORE AND CREATE FINE ARTS AND HUMANITIES COURSES TO ENHANCE GENERAL EDUCATION REQUIREMENTS AND OPTIONS, IN ORDER TO MEET THE EDUCATIONAL NEEDS OF STUDENTS IN THE LIBERAL STUDIES PROGRAM (FORMERLY KNOWN AS THE INTERDISCIPLINARY ARTS & SCIENCES PROGRAM)
3. ASSESSMENT DATA INPUTTED INTO TRACDAT FOR EN110, EN111, EN125, EN194, EN210, AND TH101 SLOS.

PROPOSED OUTCOMES:

1. ONE HUNDRED PERCENT (100%) OF FACULTY WILL UTILIZE MULTIMEDIA EQUIPMENT AS EVIDENCED IN INSTRUCTION. STUDENT WORK WILL BE DISPLAYED.
2. ONE HUNDRED PERCENT (100%) OF COURSE GUIDES WILL BE UP-TO-DATE AND NINETY (90%) WILL ARTICULATE TO THE UNIVERSITY OF GUAM.
3. ONE HUNDRED PERCENT (100%) OF COURSE SLOS WILL BE REVIEWED, ANALYZED AND MODIFIED IF NECESSARY BASED ON FACULTY EXPERTISE; EVIDENCE COLLECTED AND ENTERED INTO TRACDAT.

Guam Community College
FY 2017 Budget Request by Department
ENGLISH

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
221	01	SUPPLIES AND MATERIALS	3	500	\$1,500	TO PURCHASE SUPPLEMENTAL INSTRUCTIONAL MATERIALS: EXTENSION CORDS, POSTER BOARDS, EASELS, MULTI-PLUG STRIPS, PAINTER'S TAPE.
220	01	SUPPLIES AND MATERIALS	1	1,000	\$1,000	TO PURCHASE INSTRUCTOR AND CLASSROOM SUPPLIES/MATERIALS
			4		\$2,500	2 line item(s)
EQUIPMENT						
222	01	EQUIPMENT/NON-CAPITAL	2	1,250	\$2,500	TO PURCHASE IPADS AND/OR LAPTOPS FOR INSTRUCTIONAL PURPOSES IN CLASSROOMS NOW EQUIPPED WITH MULTIMEDIA PROJECTORS FOR EFFECTIVE AND INTERACTIVE PRESENTATIONS TO STUDENTS
			2		\$2,500	1 line item(s)
TOTAL BUDGET REQUESTED			6		\$5,000	3 line item(s)

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department
DEVELOPMENTAL EDUCATION ENGLISH

GOALS AND OBJECTIVES:

1. IMPROVE THE QUALITY OF CLASSROOM INSTRUCTION BY USING TECHNOLOGY AND PROVIDING OPPORTUNITIES FOR STUDENT WORK TO BE DISPLAYED.
2. CONTINUE RESEARCH EFFORTS OF BEST PRACTICES IN ORDER FOR STUDENTS TO TRANSITION INTO COLLEGE LEVEL MATH AND ENGLISH AT A MORE EFFECTIVE PACE.
3. REVIEW THE EFFECTIVENESS OF SLOS FOR EN100W, EN100R, AND EN100B

PERFORMANCE INDICATORS:

1. FACULTY WILL UTILIZE MULTIMEDIA OPTIONS IN CLASSROOM INSTRUCTION TO PROMOTE AND RECOGNIZE VARIED LEARNING STYLES AND ENHANCE STUDENT LEARNING. HIGHLIGHT AND/OR SHOWCASE STUDENT WORK AT ON AIR (ON ART IN RESEARCH) AND OTHER VENUES.
2. EXPLORE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR OUR FACULTY IN ORDER TO DETERMINE WHAT BEST PRACTICES SUIT OUR STUDENTS AND OUR NEEDS.
3. ASSESSMENT DATA INPUTTED INTO TRACDAT FOR EN100R, EN100W, AND, EN100B

PROPOSED OUTCOMES:

1. ONE HUNDRED PERCENT (100%) OF FACULTY WILL UTILIZE MULTIMEDIA EQUIPMENT AS EVIDENCED IN INSTRUCTION. STUDENT WORK WILL BE DISPLAYED.
2. ONE HUNDRED PERCENT (100%) OF COURSE GUIDES WILL BE UP-TO-DATE TO REFLECT BEST PRACTICES WHERE NECESSARY.
3. ONE HUNDRED PERCENT (100%) OF COURSE SLOS WILL BE REVIEWED, ANALYZED AND MODIFIED IF NECESSARY BASED ON FACULTY EXPERTISE; EVIDENCE COLLECTED AND ENTERED INTO TRACDAT.

Guam Community College
FY 2017 Budget Request by Department
DEVELOPMENTAL EDUCATION ENGLISH

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
223	01	INSTRUCTIONAL SUPPLIES	1	2,000	\$2,000	TO PURCHASE INSTRUCTOR AND CLASSROOM SUPPLIES/MATERIALS
			1		\$2,000	1 line item(s)
EQUIPMENT						
224	01	AUDIO-BOOKS/CLASS SET OF NOVELS	1	3,000	\$3,000	TO PURCHASE FOR AUDIOBOOKS AND ACCOMPANYING NOVELS FOR LARGE GROUP INSTRUCTION
			1		\$3,000	1 line item(s)
TOTAL BUDGET REQUESTED			2		\$5,000	2 line item(s)

Guam Community College
FY 2017 Budget Request by Department
LEARNING RESOURCE CENTER

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. PROVIDE SUFFICIENT PRINT, DIGITAL AND TECHNOLOGICAL RESOURCES TO SUPPORT STUDENT LEARNING AND FACULTY INSTRUCTION. .
2. PROVIDE SUFFICIENT RESOURCES TO SUPPORT THE CURRICULAR NEEDS OF FACULTY AND STUDENTS.
3. PROVIDE INFORMATION LITERACY INSTRUCTION TO ENSURE STUDENTS BECOME EFFECTIVE LIBRARY USERS, INFORMATION CONSUMERS AND LIFELONG LEARNERS.

PERFORMANCE INDICATORS:

1. 80% OF STUDENTS WILL AGREE THAT THE LIBRARY PROVIDES SUFFICIENT PRINT, DIGITAL AND TECHNOLOGICAL RESOURCES.
2. 80% OF STUDENTS WILL AGREE THAT THE LIBRARY PROVIDES SUFFICIENT RESOURCES TO SUPPORT THE CURRICULUM.
3. 80% OF STUDENTS WILL REPORT SUCCESS IN DEMONSTRATING THE NECESSARY INFORMATION LITERACY SKILLS.

PROPOSED OUTCOMES:

1. GCC LIBRARY WILL HAVE SUFFICIENT LEARNING RESOURCES TO MEET STUDENT NEEDS
2. STUDENTS WILL BECOME COMPETENT USERS OF LIBRARY RESOURCES.
3. STUDENTS WILL DEMONSTRATE EFFECTIVE INFORMATION LITERACY SKILLS.

Guam Community College
FY 2017 Budget Request by Department
LEARNING RESOURCE CENTER

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
229	01	3M SERVICE CONTRACT FOR SECURITY GATE	1	5,200	\$5,200	SECURITY FOR LIBRARY ITEMS
228	01	EBSCO ACADEMIC E-BOOKS SUBSCRIPTION	1	3,500	\$3,500	RESOURCES FOR STUDENT LEARNING
227	01	EBSCO FULL TEXT PERIODICAL DATABASE	1	5,500	\$5,500	RESOURCES FOR STUDENT LEARNING
226	01	PRINT PERIODICAL SUBSCRIPTION	1	3,500	\$3,500	RESOURCES FOR STUDENT LEARNING
225	01	LOCAL SUBSCRIPTIONS	1	1,200	\$1,200	GUAM AND MICRONESIAN PERIODICALS TO SUPPORT STUDENT LEARNING
			5		\$18,900	5 line item(s)
SUPPLIES & MATERIALS						
232	01	EBSCO COMMUNITY COLLEGE E-BOOKS SUBSCRIPTION - GROWTH	1	3,200	\$3,200	RESOURCES FOR STUDENT LEARNING. NEEDED TO SUPPORT ASSESSMENT GOAL SSUC#3
230	01	OFFICE SUPPLIES	1	2,000	\$2,000	TO SUPPORT LIBRARY SERVICES FOR STUDENTS
			2		\$5,200	2 line item(s)
EQUIPMENT						
231	01	BOOKS - GROWTH	1	16,979	\$16,979	TO SUPPORT LEARNING IN ALLIED HEALTH AND EDUCATION
			1		\$16,979	1 line item(s)
TOTAL BUDGET REQUESTED			8		\$41,079	8 line item(s)

GUAM COMMUNITY COLLEGE

[GCC-DEPT1]

FY2017 Budget Request by Object (Departmental Level)

MANPOWER DEVELOPMENT FUND - 04

Includes: Priority 1 & 2
ALL Departments

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
110 Regular Salaries/Increments	6110 AUTOMOTIVE	61,053
	6910 APPRENTICESHIP	123,855
	6950 CONSTRUCTION TRADES	53,026
	7810 ELECTRONICS	54,723
	TOTAL REGULAR SALARIES/INCREMENTS	\$292,657
120 Benefits-Full Time	6110 AUTOMOTIVE	18,452
	6910 APPRENTICESHIP	42,532
	6950 CONSTRUCTION TRADES	16,114
	7810 ELECTRONICS	16,608
	TOTAL BENEFITS-FULL TIME	\$93,706
230 Contractual Services	6910 APPRENTICESHIP	27,700
	6950 CONSTRUCTION TRADES	1,000
	TOTAL CONTRACTUAL SERVICES	\$28,700
240 Supplies & Materials	6110 AUTOMOTIVE	15,000
	6910 APPRENTICESHIP	55,000
	6950 CONSTRUCTION TRADES	16,500
	TOTAL SUPPLIES & MATERIALS	\$86,500
250 Equipment	6110 AUTOMOTIVE	20,100
	6910 APPRENTICESHIP	39,000
	6950 CONSTRUCTION TRADES	32,826
	TOTAL EQUIPMENT	\$91,926
290 Miscellaneous Expense	6910 APPRENTICESHIP	1,573,209
	TOTAL MISCELLANEOUS EXPENSE	\$1,573,209
TOTAL MANPOWER DEVELOPMENT FUND		\$2,166,698

[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department (MDF)
AUTOMOTIVE

GOALS AND OBJECTIVES:

1. RECRUIT STUDENTS FROM SECONDARY PROGRAM INTO POSTSECONDARY
2. FULLFILL INDUSTRY NEEDS
3. INCREASE INVENTORY OF NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION (NATEF) REQUIRED TOOLS & EQUIPMENT.

PERFORMANCE INDICATORS:

1. NUMBER OF STUDENTS FROM SECONDARY PROGRAM ENROLLING IN POST-SECONDARY PROGRAM
2. THROUGH MEETINGS WITH ADVISORY COMMITTEE
3. THROUGH INVENTORY MANAGEMENT

PROPOSED OUTCOMES:

1. 5% OF GRADUATING SENOIRS WILL TRANSITION INTO POST-SECONDARY PROGRAM
2. CONSENSUS FROM ADVISORY COMMITTEE THAT PROGRAM IS FULLFILLING INDUSTRY NEEDS
3. 10% INCREASE IN INVENTORY OF NATEF REQUIRED TOOLS

Guam Community College
FY 2017 Budget Request by Department (MDF)
AUTOMOTIVE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
SUPPLIES & MATERIALS						
1	04	AUTOMOTIVE SUPPLIES	30	500	\$15,000	TO SUPPORT AUTO SHOP
			30		\$15,000	1 line item(s)
EQUIPMENT						
15	04	TOOL ROOM SHELVES	5	200	\$1,000	TO SUPPORT AUTO SHOP
14	04	EXHAUST AND COOLING FANS FOR SHOP	1	2,500	\$2,500	TO SUPPORT AUTO SHOP
13	04	VEHICLE SCAN TOOL	1	2,500	\$2,500	TO SUPPORT AUTO SHOP
12	04	VEHICLE LIFT	1	5,000	\$5,000	TO SUPPORT AUTO SHOP
11	04	GRINDERS	10	200	\$2,000	TO SUPPORT AUTO SHOP
10	04	REPLACEMENT OF BROKEN TOOLS	1	500	\$500	TO SUPPORT AUTO SHOP
9	04	STEERING AND SUSPENSION SERVICE TOOLS	2	450	\$900	TO SUPPORT AUTO SHOP
8	04	HVAC SERVICE TOOLS	6	100	\$600	TO SUPPORT AUTO SHOP
7	04	TRANSMISSION SERVICE TOOLS	4	150	\$600	TO SUPPORT AUTO SHOP
6	04	ENGINE SERVICE TOOLS	1	500	\$500	TO SUPPORT AUTO SHOP
5	04	TRANSMISSION SERVICE TOOLS	1	800	\$800	TO SUPPORT AUTO SHOP
4	04	WELDING OUTFIT REPLACEMENT PARTS	1	300	\$300	TO SUPPORT AUTO SHOP
3	04	MIG WELDER REPLACEMENT PARTS	1	1,250	\$1,250	TO SUPPORT AUTO SHOP
2	04	AUTO BODY SERVICE TOOLS	1	1,650	\$1,650	TO SUPPORT AUTO SHOP
			36		\$20,100	14 line item(s)
TOTAL BUDGET REQUESTED			66		\$35,100	15 line item(s)

Guam Community College
FY 2017 Budget Request by Department (MDF)
APPRENTICESHIP

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. INCREASE EMPLOYER PARTICIPATION IN THE APPRENTICESHIP PROGRAM.
2. INCREASE THE NUMBER OF APPRENTICESHIP COMPLETERS.
3. INCREASE THE NUMBER OF ACTIVE APPRENTICES IN THE PROGRAM

PERFORMANCE INDICATORS:

1. THERE WILL BE A POSITIVE INCREASE IN THE NUMBER OF ACTIVE EMPLOYERS REGISTERED WITH THE PROGRAM
2. THERE WILL BE AN INCREASE IN THE NUMBER OF APPRENTICES WHO RECEIVE THEIR COMPLETION CERTIFICATES.
3. THERE WILL BE A STEADY INCREASE IN THE NUMBER OF ACTIVE APPRENTICES IN THE PROGRAM.

PROPOSED OUTCOMES:

1. 10% OF ACTIVE EMPLOYERS WILL HAVE EMPLOYEES REGISTERED IN THE PROGRAM.
2. 10% OF APPRENTICES WILL RECEIVED COMPLETION CERTIFICATE.
3. 10% INCREASE IN THE NUMBER OF ACTIVE APPRENTICES ENROLLED IN THE PROGRAM.

Guam Community College
FY 2017 Budget Request by Department (MDF)
APPRENTICESHIP

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
31	04	GCC PLACEMENT TEST	350	22	\$7,700	PLACEMENT REQUIREMENT FOR ADVISEMENT (\$20.00 PER PLACEMENT TESTING)
30	04	CONTRACTUAL SERVICES	4	5,000	\$20,000	SUPPORT CURRICULUM FOR PROGRAMS
			354		\$27,700	2 line item(s)
SUPPLIES & MATERIALS						
40	04	TOURISM SUPPLIES	10	500	\$5,000	SUPPORT TOURISM, CULINARY ARTS PROGRAM (CLASSROOM USE)
32	04	APPRENTICE GRADUATION PROMOTION	10	500	\$5,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
33	04	SUPPLIES FOR COPIER, PRINTER	6	500	\$3,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
34	04	IT SCIENTIFIC/GRAPHIC CALCULATORS	15	500	\$7,500	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
35	04	AUTOMOTIVE SERVICE TECHNOLOGY SUPPLIES	10	500	\$5,000	SUPPORT AUTO COLLISION REPAIR, AUTOMOTIVE, AUTO BODY PROGRAMS (CLASSROOM USE)
36	04	CONSTRUCTION TRADES SUPPLIES	20	500	\$10,000	SUPPORT CONSTRUCTION, ELECTRICAL, ARCHITECTURAL ENGINEERING, WELDING PROGRAMS (CLASSROOM USE)
37	04	ELECTRONICS SUPPLIES	10	500	\$5,000	SUPPORT ELECTRONICS PROGRAMS (CLASSROOM USE)
39	04	OFFICE TECHNOLOGY SUPPLIES	10	500	\$5,000	SUPPORT OFFICE TECHNOLOGY PROGRAMS (CLASSROOM USE)
41	04	APPRENTICE GRADUATION PROMOTION	2	2,000	\$4,000	GOWNS, T-SHIRTS, TASSEL AND SASHES
42	04	OFFICIAL VEHICLE	1	500	\$500	MAINTENANCE (OIL CHANGE, SAFETY INSPECTION, ETC.)
38	04	MATHEMATICS SUPPLIES	10	500	\$5,000	SUPPORT MATHEMATICS PROGRAM (CLASSROOM USE)
			104		\$55,000	11 line item(s)
EQUIPMENT						
43	04	AUTOMOTIVE SERVICE TECHNOLOGY EQUIPMENT	1	7,000	\$7,000	SUPPORT AUTO COLLISION REPAIR, AUTOMOTIVE, AUTO BODY PROGRAMS (CLASSROOM USE)
44	04	CONSTRUCTION TRADES EQUIPMENT	1	7,000	\$7,000	SUPPORT CONSTRUCTION, ELECTRICAL, ARCHITECTURAL ENGINEERING, WELDING PROGRAMS (CLASSROOM USE)
45	04	ELECTRONICS EQUIPMENT	1	7,000	\$7,000	SUPPORT ELECTRONICS PROGRAMS (CLASSROOM USE)
46	04	OFFICE TECHNOLOGY EQUIPMENT	1	7,000	\$7,000	SUPPORT OFFICE TECHNOLOGY PROGRAMS (CLASSROOM USE)
47	04	NOTEBOOK COMPUTER, PC	2	2,500	\$5,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
48	04	COLOR PRINTER	2	3,000	\$6,000	SUPPORT PROGRAM FUNCTIONS/ACTIVITIES/ACADEMICS
			8		\$39,000	6 line item(s)
MISCELLANEOUS EXPENSE						
49	04	MISCELLANEOUS	1	1,573,209	1,573,209	TUITION, BOOKS, FEES

Guam Community College
FY 2017 Budget Request by Department (MDF)
APPRENTICESHIP

[GCC-DEPT3]

1 \$1,573,209 1 line item(s)

TOTAL BUDGET REQUESTED	467	\$1,694,909	20 line item(s)
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[GCC-DEPT3]

Guam Community College
FY 2017 Budget Request by Department (MDF)
CONSTRUCTION TRADES

GOALS AND OBJECTIVES:

1. PREPARE STUDENTS TO WORK IN THE CONSTRUCTION INDUSTRY AS SEMI-SKILLED CRAFTS PEOPLE.
2. PROVIDE STUDENTS WITH NATIONALLY RECOGNIZED CERTIFICATIONS.
3. PROVIDE COURSES FOR ADVANCEMENT, CERTIFICATION AND PERSONAL ENRICHMENT.

PERFORMANCE INDICATORS:

1. INCREASE IN ENROLLMENT FOR ALL CERTIFICATE AND DEGREE PROGRAMS UNDER CONSTRUCTION TRADES.
2. ASSESSMENT RESULTS REPORTED IN TRACDAT.
3. NUMBER OF PROGRAMS AND CERTIFICATES WITH NATIONAL ARTICULATION.

PROPOSED OUTCOMES:

1. INCREASED ENROLLMENT IN CONSTRUCTION TRADES, ENGINEERING OR SURVEYING COURSES AND PROGRAMS.
2. INCREASE IN INSTRUCTIONAL CADRE.
3. ASSESSMENT OBJECTIVES ARE MET AND EVEN SURPASSED.

Guam Community College
FY 2017 Budget Request by Department (MDF)
CONSTRUCTION TRADES

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
CONTRACTUAL SERVICES						
16	04	PROMOTIONAL ITEMS	2	500	\$1,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
			2		\$1,000	1 line item(s)
SUPPLIES & MATERIALS						
25	04	WOOD LAMINATES	8	500	\$4,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
24	04	LUMBER	5	500	\$2,500	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
23	04	CONSUMABLE WELDING SUPPLIES	2	500	\$1,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
22	04	OFFICE SUPPLIES	2	500	\$1,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
21	04	FUEL	1	500	\$500	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
20	04	TRUCK DRIVING PROGRAM SUPPLIES	1	3,000	\$3,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
19	04	HEAVY EQUIPMENT SUPPLIES	1	2,500	\$2,500	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
18	04	ELECTRICAL SUPPLIES	1	1,000	\$1,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
17	04	PLUMBING SUPPLIES	1	1,000	\$1,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
			22		\$16,500	9 line item(s)
EQUIPMENT						
29	04	LAPTOPS	10	1,600	\$16,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
28	04	SHOP EQUIPMENT HVAC	1	6,826	\$6,826	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
27	04	HAND TOOLS	1	5,000	\$5,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
26	04	STAND UP HEAVY DUTY COMPRESSOR	1	5,000	\$5,000	TO SUPPORT APPRENTICESHIP COURSES UNDER CONSTRUCTION TRADES PROGRAM
			13		\$32,826	4 line item(s)
TOTAL BUDGET REQUESTED			37		\$50,326	14 line item(s)

GUAM COMMUNITY COLLEGE
FY2017 Budget Request by Object (Departmental Level)

[GCC-DEPT1]

Includes: Priority 1 & 2
ALL Departments

SPECIAL FUND

OBJECT CODE / CATEGORY	DEPARTMENT	AMOUNT REQUESTED
290 Miscellaneous Expense	3010 BUSINESS OFFICE	278,922
	TOTAL MISCELLANEOUS EXPENSE	\$278,922
TOTAL GENERAL FUND		\$278,922

Guam Community College
FY 2017 Budget Request by Department SF
BUSINESS OFFICE

[GCC-DEPT3]

GOALS AND OBJECTIVES:

1. THE BUSINESS OFFICE WILL OBTAIN FINANCIAL SUPPORT FOR BUILDING 100 AND FORENSIC LAB CONSTRUCTIONS VIA USDA LOAN.

PERFORMANCE INDICATORS:

1. THE ACCOUNTING TECH WILL ENSURE THAT MONTHLY AMORTIZATION PAYMENT IS PROPERLY DISBURSED. THE CONTROLLER WILL ENSURE THAT FUNDING IS AVAILABLE FOR PAYMENT.

PROPOSED OUTCOMES:

1. THE CONTROLLER WILL ENSURE THAT THE COLLEGE IS IN COMPLIANCE WITH THE LOAN COVENANT AGREEMENT. THE BUILDINGS WILL PROVIDE BETTER FACILITY AND UPDATED TECHNOLOGY TO THE COLLEGE STAKEHOLDERS.

Guam Community College
FY 2017 Budget Request by Department SF
BUSINESS OFFICE

[GCC-DEPT3]

REQ#	FUND	DESCRIPTION	QTY	UNIT	COST	JUSTIFICATION
MISCELLANEOUS EXPENSE						
1	01	LOAN REPAYMENT	4	69,731	\$278,922	PER PL 32-120 USDA LOAN REPAYMENT REAL PROPERTY VALUATION
			4		\$278,922	1 line item(s)
TOTAL BUDGET REQUESTED			4		\$278,922	1 line item(s)

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Friday, March 11, 2016, 11:00 a.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of February 9, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. Board of Trustees Election
2. RIF Committee Review and Plan
3. BOT Policy 185 - update
4. 27th Pay Period

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

**GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of February 9, 2016**

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on February 9, 2016, was called to order at 12:15 p.m., by Chairperson Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Swearing In and Administration of the Oath of Office for elected GCC Trustee

Student Member. Adrian Davis was sworn as the new Student Trustee.

2. Roll Call. Trustees Present: Ms. Deborah C. Belanger; Mr. Frank P. Arriola; Mr. Richard P. Sablan; Mr. Eloy P. Hara; Ms. Gina Ramos; Mr. Adrian Davis, Student Trustee; Mr. Frederick Tupaz, Faculty Advisory was represented by Mr. Michael Setzer; Mr. Kenneth Bautista, Support Staff Advisory Member. Not in attendance: Mr. John Benito (schedule conflict).

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President Academic Affairs Division; Ms. Carmen Santos, Vice President, Finance and Administration; Dr. Michael Chan, Dean, TSS; Dr. Gina Tudela, Dean, TPS; Ms. Jayne Flores, Assistant Director, Communications and Promotions; Ms. Doris Perez, Assistant Director, Planning & Development; Attorney Rebecca Wrightson, Legal Counsel; COPSA representatives: Shawn Fernandez, Chrystel Baguion, Adrian Flores, Nikki Del Castillo, Liza Ann San Agustin; COPSA Advisors: Troy Lizama, Carl Torres II; COPSA Co-Advisor: Kristianna Santos; CSI representatives: Latisha Ann Leon Guerrero, Donnie Lizama.

3. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – January 14, 2016

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, AND SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD APPROVE THE MEETING MINUTES OF JANUARY 14, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED.
(Voting: 6 ayes, 0 nays)

III. COMMUNICATIONS– None.

IV. PUBLIC DISCUSSION – None.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2015: This is status quo as far as the College still collecting for FY2015 appropriations with a balance owed the College of \$2.7 Million.

FY2016: No allotments has been received for this fiscal year but the President and Vice President Carmen Santos from Finance & Administration have met with representatives from DOA and the Governor's Office regarding concerns of non-receipt of appropriations for FY2016.

Capital Improvement Projects and other activities: President Okada reported the following:

- Request for quotations for window blinds for Building E classrooms have been issued.
- Will be retrofitting open yard between Building 500 and Building 600 to free up the space in Building 300 in relocating maintenance. Once this is done, including the completion of the drawings, this project will go out for bid. Tourism and Hospitality have already been relocated into some of the administration offices.

Other activities:

- The College received a \$15,000 grant from APIASF. This grant is in support of technology and online education at AANAPISIs. Working with Dr. Ray Somera and Dr. Michael Chan and with the Coastline Community College.
- The College also submitted a response to a RFP to GVB to upgrade tourism and hospitality training (tour guide training) for Guam.
- Launched with the Judiciary of Guam a recertification and training for 69 probation officers and marshals beginning February 1, 2016 with GCC and completing the POST Commission certification requirement to include physical fitness training.
- ACCJC called out a request for new evaluators due to some who have retired and whose terms have expired. VP Carmen Santos, Marlena Montague, our Institutional Researcher and Dr. Virginia Tudela will undergo training with ACCJC as evaluators. BOT members are encouraged to become evaluators and if interested, names will be submitted to be trained accordingly.
- GCC Administrators have completed training relating to transformational leadership. This will be made part of a percentage of their performance evaluation beginning 2016.
- The College has been participating in the Governor's Climate Change Task Force.

2. Monthly Activities Report

Student Trustee: Trustee Adrian Davis had none to report at this time.

Faculty Advisory Member: Mr. Frederick Tupaz was represented by Mr. Michael Setzer who reported the following:

- Faculty are prepared for the 2016 Spring Semester and going well.
- As last reported, currently working on the RIF Committee review for Cosmetology.
- Thanking the President for the Professional Development regarding transformation focusing on student success and faculty are looking forward in working collaboratively with this initiative and anticipate breakout sessions in future professional development training.

Support Staff Advisory Member: Mr. Kenneth Bautista reported the following:

-Attended and appreciated the Professional Development on February 8, 2016 regarding transformation presented by Dr. Souder and Dr. Betances. Employees were also updated on preventing sexual harassment plus safety on campus. HR informed employees they will be participating in part two of the online training regarding preventing sexual harassment.

-Staff Senate is currently going through with its election process.

3. Board of Trustees Community Outreach Report.

-GCC Management Team Negotiation weekly meetings at the College: Trustee Deborah Belanger continues to attend these meetings.

-Feb. 2, 2016, confirmation hearings at the Guam Legislature for Trustee Frank Arriola and Trustee Gina Ramos: Attended by Trustees Eloy Hara, Arriola and Ramos.

-Guam Airport Authority 40th Anniversary Celebration: Attended by Trustees Richard Sablan and Frank Arriola.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

Bldg. 100. Bid is already out for this and six (6) prospective bidders picked up bid packets, including attending a mandatory pre-bid conference. Site visits were conducted on January 21 and 26, 2016. Bid opening is March 3, 2016. Amendments were issued such as 1) identify completion dates and upcoming Government of Guam holidays and contractors to be aware of the GCC Academic Calendar during the construction period; 2) Certain forms have to be completed for compliance purposes with USDA; 3) Address the mitigation asbestos issue and removal of steel beams; 4) Clarification of the digital control points for the electrical drawings.

Forensic Lab. Once the construction for Building 100 is underway, the College anticipates the bid for the Forensic Lab to go out sometime towards the end of 2016.

-Building 300. As reported, the college is working on relocating the maintenance offices and awaiting the final specifications. As soon as the plans are done, this project will go out for bid.

Wellness Center. As last reported, the design for this project is 100% complete. Construction will begin on this project when construction on Building 100 is done.

-GCC Annex. This is status quo as last reported, currently working on finalizing the bid specifications for additional property near the GCC campus. There is a separate landowner interested in this project and a potential land donor for another project.

Due to a public law, a certain percentage is owed to CAHA for government projects totaling a certain amount. The College is currently communicating with CAHA regarding its campus projects. GCC will decide whether to incorporate cultural art when building or pay what will be

owed to CAHA.

VII. NEW BUSINESS.

1. FY2017 Budget Request. The Board was presented with the proposed Fiscal Year 2017 budget for the College to include the 2017 NAF Budget Request and NAF Special Projects Budget Request. Due to some costs savings and even with its growth budget, the College will be submitting a lower budget request. After several discussions, the following motion was made:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA AND SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE PROPOSED GUAM COMMUNITY COLLEGE FISCAL YEAR 2017 BUDGET, NAF BUDGET REQUEST AND NAF SPECIAL PROJECTS BUDGET REQUEST, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

2. President's Travel Request (February-April 2016)

At this time, the President informed the Board of the following travel requests:

1. ACCJC meeting, February 19-21, 2016, sponsored by Accreditation Commission for Community College and Junior Colleges (ACCJC) in San Francisco, California. This is 100% reimbursable by ACCJC.

2. PPEC Meeting/Regional Visit Barbara Beno, President ACCJC, April 21-22, 2016, sponsored by Pacific Postsecondary Education Council (PPEC) in Palau. This is 50% reimbursable by PPEC.

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

At approximately 12:55 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 1:19 p.m., the meeting reconvened to open session.

At this time, the Board made the following motions:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

At this time, Chairwoman Belanger extended the following:

1. Thanking GCC for conducting a Professional Development on Monday, February 8, 2016 with regards to "Transformation."
2. Kudos for the College's participation in the Governor's Climate Change Task Force.

IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION


IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE MEETING OF FEBRUARY 9, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

There being no further discussions, the meeting of February 9, 2016, adjourned at approximately 1:20 p.m.

SUBMITTED BY:


BERTHA M. GUERRERO MAR 11 2016
Recording Secretary

ATTESTED BY:


FRANK P. ARRIOLA MAR 11 2016
Secretary

APPROVED BY:


DEBORAH C. BELANGER MAR 11 2016
Chairperson

MEMORANDUM

TO: Dr. Mary A. Y. Okada
President

FROM: Dr. R. Ray D. Somera
Chair, Reduction-in-Force (RIF) Committee for Cosmetology

Fred Q. Tupaz
Co-Chair, Reduction-in-Force (RIF) Committee for Cosmetology

SUBJECT: RIF Committee Report & Plan of Action

Date: March 4, 2016

Guam Community College
RECEIVED

MAR 04 2016

PRESIDENT'S OFFICE
Initials: 

Pursuant to your memo on 15 January 2016 convening the Reduction-in-Force Committee for the Cosmetology program, we are respectfully submitting this RIF Committee Report & Plan of Action.

This document was prepared jointly by all members of the committee, namely: Dr. R. Ray D. Somera, Chair; Fred Q. Tupaz, Co-Chair; and the following members: Dr. Virginia C. Tudela, Donna M. Cruz, Dr. Michael L Chan, Robin P. Roberson, Joann W. Muna, and Imelda D. Arce.

We thank all offices and individuals who provided valuable data and information that assisted the committee in its review and analysis.

Per Article XV.D.6 of the BOT-Faculty Union Agreement, it has also gone through the participatory governance process with letters of transmittal sent to the Faculty Senate President and College Governing Council Chair.

CC: Virginia Tudela, Donna Cruz, Michael Chan, Robin Roberson, Joann Muna, Imelda Arce.

GUAM COMMUNITY COLLEGE

**REPORT FOR
PROGRAMMATIC REDUCTION-IN-FORCE REVIEW
OF COSMETOLOGY PROGRAM**

Submitted to:

**Dr. Mary A. Y. Okada
President**

Submitted by:

REDUCTION-IN-FORCE COMMITTEE MEMBERS

**Dr. R. Ray D. Somera, Chair
Fred Q. Tupaz, Co-chair
Dr. Virginia C. Tudela
Donna M. Cruz
Dr. Michael L. Chan
Robin P. Roberson
Joann W. Muna
Imelda D. Arce**

March 4, 2016

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REPORT FOR PROGRAMMATIC REDUCTION-IN-FORCE REVIEW OF COSMETOLOGY PROGRAM

INTRODUCTION

This report seeks to fulfill the mandate stipulated in President Mary Okada's memo dated 15 January 2016 (see Appendix A) convening the Reduction-in-Force Committee (henceforth, referred to as RIF Committee) for a programmatic review of the *Industry Certification in Cosmetology* at Guam Community College.

Purpose

The objective of this programmatic reduction-in-force review process is to ensure a comprehensive, fair and impartial review of programs and curricular offerings as part of Guam Community College's mission as a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. The RIF committee was tasked with evaluating the Cosmetology program and providing recommendations in accordance with Article XV.D of the Board of Trustees-Faculty Union Agreement, 2010-2016 (henceforth, referred to as the Agreement).

Composition

The Agreement specifically states the following:

The College President, with the concurrence of the Board of Trustees shall initially convene a Faculty Reduction in Force Committee in the case of **Other Circumstances**, as defined in Article XV. B4 below:

Other circumstances – instances involving program deletions or cutbacks due to prolonged diminished enrollment or prolonged inability to hire sufficient faculty numbers in a program, program deletions or cutbacks as a result of well documented changing needs, and/or the reorganization of degree or curricular offerings or requirements resulting from change in the mission, academic requirements of the College, or technological changes. Instances such as these involve changes occurring over the course of more than one academic year. (BOT-Faculty Union Agreement, p. 70)

The committee shall meet within five (5) duty days of being convened by the President and shall be comprised of the following college personnel:

1. Vice President for Academic Affairs
2. Deans (TPS & TSS)
3. Human Resources Administrator
4. GCC Faculty Union President
5. Equal number of faculty representing non-instructional, post-secondary instructional, and faculty assigned to secondary programs, as appointed by the Union President

The Agreement also states that the Programmatic RIF Review may also provide a basis for the following actions:

1. Shared load between departments and/or programs
2. Reassignment to another department and/or program
3. Supplement assigned duties with alternative duties
4. Demotion
5. Reduction in salary
6. Transfer within the college
7. Inter-agency transfer
8. Early retirement
9. Involuntary transfer, demotion, or reduction in salary
10. Reprogramming of college-wide budget

Basic Principles

The Programmatic RIF Review process is based on the following:

1. The Academic Vice-President and the Faculty Union President shall serve as co-Chairpersons
2. Minutes are kept and made available for review by faculty and administrators
3. Review is based on relevant information including, but not limited to:
 - a. Program needs
 - b. Enrollment patterns and projections
 - c. Efficiency of program
 - d. Program staffing requirements
 - e. Current level of support and future program plans
 - f. Assessment
 - g. College planning documents
 - h. Stakeholder interviews
4. Programmatic needs of the College are considered
5. Faculty staffing essential to the program is reviewed
6. Alternatives are identified in accordance with Article XVD. 4

Timelines

1. Initial meeting within five (5) duty days of being convened by the College President
2. Prior to submitting to the College President, review of the Plan of Action must be conducted by:
 - a. Faculty Senate
 - b. College Governing Council

*Written comments and/or recommendations (if any) will be appended to the Plan
3. Within forty-five (45) calendar days submit its review and recommendations to the College President

Process

The Programmatic RIF Review committee shall ensure that:

1. Meeting timelines are set
2. Data is gathered and analyzed
3. Stakeholders are provided an opportunity to provide input
4. The Programmatic Review should maintain the needs of the college first and foremost to ensure degree or curricular offerings are of high standards of excellence for academic and career and technical curricula
5. Input is provided by all stakeholders and evaluated to ensure consistency with the strategic objectives and goals of the college and the department
6. Evidentiary documentation necessary to substantiate or refute any actions or alleged perceptions of program
7. Formal rationale shall be the basis for selection of alternatives and providing recommendations

RIF COMMITTEE REPORT

This section of the report is a result of the careful and thoughtful review of secondary data and evidence (e.g. curriculum documents, Banner reports, IDEA surveys, etc.) made available to all members of the RIF committee during its initial meeting on January 22, 2016. For report writing purposes, the committee divided up the work into sections, based on an initial outline agreed upon by all committee members, with writing assignments given to each member. Gaps in the data analysis were supplemented by primary interview data provided by the key stakeholders of the program. Interview questions were jointly developed by both faculty and management teams (see Appendix B for questions, and Appendix C for answers). An Action Plan, incorporating the key recommendations of the committee, was developed out of the RIF Committee Report.

Background of the Program

The first program document related to the Cosmetology program was submitted in the Fall of 1992. The document was a pilot program for a Certificate in Cosmetology submitted by the Special Needs Department of the college at that time. The pilot program consisted of nine courses, with a total of 43 credit hours. The program was developed to meet the educational standards set by the Guam Board of Cosmetology as a prerequisite to taking the licensure examination. Upon its development in 1992, it would undergo a pilot period of the first full three-semester instructional cycle that was to be completed in December 1994. When the pilot period was completed in December 1994, six students received their Certificate in Cosmetology. In addition, three students also completed the program and received their certificate after having transferred to GCC from other institutions. As a result of the pilot period, changes to the program document were submitted in 1995. The changes requested included the following: 1) reduce semester credits of CM116 Intermediate Cosmetology Lab and CM215 Advanced Cosmetology Lab from seven to six credits; 2) schedule laboratory course sections in three-hour blocks so that students may enroll in one or both sections during a semester; and 3) shift permanent wave and hair color content from courses to be taken later in the student's program to earlier courses.

The Spring 1995 revision to the Certificate in Cosmetology program was submitted by the Cosmetology Department under the School of Technology and Human Services. The revised program was comprised of nine technical courses, with 38-41 total required credits. After eleven years of its existence as a Certificate program, an overhaul to the program document was submitted for approval in 2006 to remain competitive within the community in order to meet the 1600 hours of training as required by the Guam Board of Cosmetology. The major revisions included consolidating theory classes from five courses to two courses: CM105 and CM110 were restructured and became CM101, as a lecture/lab class and CM106. CM111, and CM210 were combined and as a result, it became CM201 as a lecture/lab class. The lab structure at the time was also revamped in the 2006 revised program document. The six individual sections of lab, per level, were replaced with one six-hour block period. This allowed students to enroll in only one course per level, CM102L Salon I and CM202L Salon II for a total of six credits per level. The Spring 2006 substantive revision included the combining of multiple courses into lecture/lab classes and the inclusion of a Co-op course. This revision resulted in 38 total required credits for the program, with a minimum of 1600 total contact hours.

In Spring 2008 and Spring 2009, two non-substantive curriculum revisions related to SLO mapping were submitted. This was followed by a program substantive revision, which was submitted in May 2012. Because this was intended to address issues identified in the 2010 Barbering and Cosmetology Act as enacted by the Guam Legislature, a comprehensive program review was spearheaded by the Adjunct Associate Dean, in consultation with the program faculty as curriculum authors. The recommendations of the program review included consolidation of courses, course revisions, revision of lab fees, and the implementation of running a cohort cycle where no new cycle begins until the previous cycle has been completed. The revision changed the program from a *Certificate in Cosmetology* to *Industry Certification in Cosmetology*. The revised program was cohort-based and consisted of four courses, totaling 17 credits. One of the courses was a practicum course. The last program revision was submitted in Spring 2015. This revision resulted in the removal of the practicum requirement and an increase in total clock hours from 1600 to 1800.

As of the Spring 2016 semester, the cohort cycle of the Cosmetology program is still in practice with a course revision submitted in 2015 for CM104a Cosmetology III and a program revision submitted to change the clock hours from 250 to 450 and to split CM104 into two parts – 104A and 104B.

Personnel/ Program Faculty

Since the inception of the program in 1992, there have been several personnel changes in the Cosmetology program. The faculty profiles described below give the reader a glimpse of the educational credentials and experience of the teaching faculty in the program since the enactment of the Cosmetology Act of 2010:

Faculty A has been employed with the Guam Community College for twenty six (26) years. A was hired on January 8, 1990 as a limited term Assistant Instructor with the Special Needs Department - Cosmetology. On August 16, 1990, A was placed on probationary status as an Associate Instructor. On August 16, 1991, A was placed on permanent status as an Instructor. On October 1, 1992, A received a promotion to Assistant Professor. On October 1, 1997, A received a promotion and became Associate Professor. A has been an Associate Professor in

Cosmetology for the past 18 years. A's current salary is \$67,180 for nine (9) months. A has received a satisfactory or better performance evaluation for the past twenty six (26) years. A's credentials include the following: HS Diploma from Abbeville High School in Louisiana, B.S. General Studies from the University of Louisiana, Cosmetology Diploma from the Institute of Cosmetology, Trichology & Esthetics. A held a cosmetology license in Louisiana in the 1980s, and currently holds a cosmetology license on Guam since 1990.

Faculty B was employed with the Guam Community College for fifteen (15) years. B was hired on January 18, 2000 as a limited term Assistant Instructor with the Business & Professional Services – Cosmetology. On January 16, 2002 B competed for the position and was given probationary status as an Assistant Instructor. On January 7, 2003, B was placed on permanent status as an Assistant Instructor. B retired on September 28, 2015 under the Defined Contribution Retirement Plan. B's last salary was \$40,643 for nine (9) months. B received a satisfactory or better performance evaluation during B's fifteen (15) years of employment with GCC. B's credentials include the following: HS Diploma from John F. Kennedy High School on Guam. B attended the Trendsetters Beauty College in Pearl City Hawaii and completed 1800 hours. B held a cosmetology license in Hawaii in the 1990s, and also a cosmetology license on Guam since 1996.

Faculty C was employed with the Guam Community College for one (1) year as a limited term Assistant Instructor for the Trades & Professional Services – Cosmetology. C's salary was \$35,712 for nine (9) months. C's credentials include the following: Certificate in Cosmetology from the Guam Community College, Cosmetology Instructor Diploma from Mariacy Beauty Academy, and BS in Criminal Justice from the University of Guam. C has held a cosmetology license on Guam since 2003.

Personnel files at the Human Resources Office indicate the pattern of movement for the Cosmetology services/program through the years. In 1990, an Occupational Education Services, Special Needs, Cosmetology, existed within the Academic Affairs Division. In 1997, Cosmetology was listed under the School of Technology & Human Services in personnel files. then in 1998, it was under the School of Business & Professional Services. The Cosmetology program found a home in the School of Trades & Student Services in 2003 and then in 2011, it was placed under the School of Trades & Professional Services.

Instructor Credentials

As indicated in the Cosmetology Act of 2010 (P.L. 30-152), subsection 18120 Eligibility and Qualifications for Cosmetology Instructor, the following provisions are stated:

The Board *shall* admit to examination for license as a cosmetology or barbering instructor any person who has made an application to the Board in the proper form, who has paid the fee required by this Chapter, and who meets the following qualifications:

- (a) is *not less than* eighteen (18) years of age;
- (b) has completed the twelfth (12th) grade, or an accredited senior high school course of study in the Guam public schools or its equivalent;
- (c) holds a valid Guam license in good standing to practice cosmetology or barbering;
- (d) has done one (1) of the following:

- (1) completed a cosmetology or barbering instructor-training course in an approved school on Guam, or equivalent training in a school outside Guam approved by the Board;
 - (2) completed not less than the equivalent of six hundred (600) hours of practice as a teacher assistant or teacher aide in a school approved by the Board; or
 - (3) completed six (6) semester hours in vocational teaching methods or vocational curriculum; and
- (e) who has actively engaged in at least three (3) years in the occupation as a cosmetologist, or any branch thereof, on Guam or in any jurisdiction having standards for registration substantially equivalent to those of Guam.

Subsection 18128 (Schools; License) of the same Act specifies the parameters of the Board of Cosmetology for licensing schools that offer a Cosmetology program, as described below:

Sets the requirements for the license for a school of cosmetology on Guam.

Sets the number of licensed instructors and requires courses of instruction in cosmetology of not less than one thousand six hundred (1,600) hours extending over a period of not less than nine (9) months, and maintains such courses in both practical and technical instruction.

At least one (1) licensed instructor must be present on the school premises at all times students are present.

There shall be no more than twenty (20) students present for each instructor. Of the twenty (20) students permitted per instructor, no more than three (3) shall be student instructors.

To qualify for an instructional position for the Cosmetology program at GCC, the applicant must meet the minimum qualifications stated above plus the minimum qualifications as defined in the Faculty Job Specifications, GCC BOT & Faculty Union Agreement, 2010-2016 (see Appendix C).

Budget/Resources

As shown in Table 1 below, for the past five fiscal years (FY2011 to FY2015), the Cosmetology program experienced an overall loss of \$257,840.71 and only showed one year of profit of \$72,557.53 in FY2012. This table reflects direct expenditures only and does not account for indirect costs for building, maintenance, cleaning, utilities, and administrative costs. Column A reveals that revenue from tuition and fees decreased by 68.31% from \$269,472.00 in FY2012 to \$85,408.00 in FY2013. It then increased by 38.05% from \$85,408.00 in FY2013 to \$117,910.00 in FY2014 and decreased by 70.91% from \$117,910.00 in FY2014 to \$34,300.00 in FY2015. Revenue from tuition and fees are based on student enrollment. Consequently, changes in enrollment directly correlate with changes in revenue.

Table 1. Cosmetology Profit/Loss Comparison, FY 2011 – FY 2016

	A	B	C = A - B	D = C/A
	Revenue			
	Tuition & Fees	Actual Expenditures	Profit/(loss)	%
FY2011	\$ 150,002.00	\$ 177,407.92	(\$27,405.92)	-18%
FY2012	\$ 269,472.00	\$ 196,914.47	\$72,557.53	27%
FY2013	\$ 85,408.00	\$ 162,704.18	(\$77,296.18)	-91%
FY2014	\$ 117,910.00	\$ 172,633.17	(\$54,723.17)	-46%
FY2015	\$ 34,300.00	\$ 178,461.51	(\$144,161.51)	-420%
FY2016 (as of 02/18/16)	\$ 25,300.00	\$ 52,111.46	(\$26,811.46)	-106%
TOTAL	\$ 682,392.00	\$ 940,232.71	(\$257,840.71)	

Source: GCC Controller, Finance & Administration Division

The table below reveals that actual expenditures were less than what was budgeted in FY2012 through FY2015. In FY2011, the program's actual expenditures exceeded the budgeted amount by \$8,159.22. Expenditures for FY2016 are currently ongoing. This table reveals that the program had adequate budgeted financial resources overall from FY2012 to FY2015.

Table 2. Comparison of Budget versus Actual Expenditures

	A	B	C = A - B	D = C/B
	Budget (Fund 1,5,11,12)	Actual Expenditures	Over/(Short) Budget	Budget change
FY2011	\$ 169,248.70	\$ 177,407.92	\$ (8,159.22)	-5%
FY2012	\$ 269,834.97	\$ 196,914.47	\$ 72,920.50	37%
FY2013	\$ 232,038.51	\$ 162,704.18	\$ 69,334.33	43%
FY2014	\$ 176,306.33	\$ 172,633.17	\$ 3,673.16	2%
FY2015	\$ 179,866.33	\$ 178,461.51	\$ 1,404.82	1%
FY2016	\$ 171,131.82	\$ 52,111.46	\$ 119,020.36	228%
Total	\$ 1,198,426.66	\$ 940,232.71	\$ 258,193.95	27%

Source: GCC Controller, Finance & Administration Division

Prior to Fall 2015, the Cosmetology program was housed on the GCC campus in Building 100. At the end of Spring 2015, the program had to be relocated because of scheduled renovations to Building 100. In August 2015, the College entered into a rental agreement with EM Chen to provide a facility for the cosmetology program. In Fall 2015, \$14,500.00 in rent was paid (\$2,900.00 per month). Another \$14,500.00 in rent will be spent this Spring 2016. Since August 2015, the College spent a total of \$8,395.13 in utilities (power, water, telephone) and custodial services to support the program at the EM Chen Building. Funding for this was paid out of the Facilities budget. Payment for utilities and custodial services will continue throughout this Spring 2016 semester.

Enrollment Statistics

As seen in the table below, unduplicated enrollment in each individual course from Fall 2005 to summer 2009 was less than twenty students, with enrollments in some courses being as low as one student. Although in Fall 2009 to Spring 2016, enrollment in some courses exceeded twenty students, there continued to be a number of courses with low enrollment (less than 13 students) through the years, as Table 3 below shows:

Table 3: Enrollment Statistics for the Cosmetology Program, 1995-2009

Cosmetology Program – Unduplicated Enrollment by Course (Fall 2005-Spring 2016)		
Semester	Course	Unduplicated Enrollment
Spring 2016	CM104B	10
Fall 2015	CM104	9
Spring 2015	CM102	13
Fall 2014	CM101	20
Summer 2014	CM104	10
	CM292	10
Spring 2014	CM104	11
Fall 2013	CM102	13
Spring 2013	CM101	23
	CM292	7
Fall 2012	CM201	12
	CM202L	9
	CM203L	6
Summer 2012	CM102L	14
	CM202L	10
Spring 2012	CM101	13
	CM102L	13
	CM201	12
	CM202L	12
Fall 2011	CM101	15
	CM102L	15
	CM201	18
	CM202L	19
	CM203L	2
	CM204L	7
Summer 2011	CM103L	12
	CM203L	13
Spring 2011	CM101	20
	CM102L	20
	CM201	21
	CM202L	23
	CM203L	6

Fall 2010	CM101	21
	CM102L	18
	CM117	2
	CM198	1
	CM201	21
	CM202L	24
	CM203L	9
	CM204L	1
Summer 2010	CM103L	7
	CM203L	8
Spring 2010	CM101	11
	CM102L	11
	CM103L	1
	CM117	1
	CM118	4
	CM198	1
	CM201	19
	CM202L	23
	CM203L	3
Fall 2009	CM101	23
	CM102L	21
	CM117	2
	CM118	3
	CM201	6
	CM202L	10
	CM203L	3
	CM204L	1
Summer 2009	CM103L	2
Spring 2009	CM101	10
	CM102L	10
	CM118	4
	CM201	10
	CM202L	12
	CM203L	2
	CM204L	1
Fall 2008	CM101	13
	CM102L	14
	CM201	11
	CM202L	13
	CM203L	4
Summer 2008	CM103L	5
	CM198	3
	CM203L	1
Spring 2008	CM101	11
	CM102L	10

	CM117	1
	CM118	4
	CM198	1
	CM201	4
	CM202L	5
	CM203L	4
Fall 2007	CM101	10
	CM102L	9
	CM117	1
	CM201	4
	CM202L	9
Spring 2007	CM101	14
	CM102L	14
	CM117	1
	CM119	2
	CM201	11
	CM215	11
Fall 2006	CM106	6
	CM111	6
	CM116	8
	CM210	13
	CM215	13
Summer 2006	CM115	7
	CM116	6
	CM215	5
Spring 2006	CM105	10
	CM106	7
	CM110	10
	CM111	7
	CM115	10
	CM116	7
	CM210	11
	CM215	12
Fall 2005	CM105	10
	CM106	7
	CM110	10
	CM111	7
	CM115	10
	CM116	8
	CM210	6
	CM215	9

Source: Operational Data Store (ODS), Banner Database

Article XVIII (Post-Secondary Instructional Faculty Workload) of the current Agreement between the Faculty Union and the GCC Board of Trustees, states that “the total enrollment of a faculty’s classes shall equal a number that is an average of thirteen (13) students overall that shall be determined no later than the first (1st) day of classes.” The following table shows that since Fall 2010, there have been eight semesters where at least one faculty member has had an average student enrollment of less than 13 at the start of the semester. Three of these semesters were not cohort based (prior to Spring 2013) and five were cohort-based.

Table 4: Average Enrollment for FT Faculty at the Start of the Semester (Fall 2010 to Spring 2016)

Semester	Full-Time Faculty	Full-time Load (enrollment at the start of the semester)	Average Enrollment at the start of the semester
Fall 2010	Faculty A	CM101- 15 students CM102L- 13 students CM202L- 20 students	16
	Faculty B	CM201- 18	18
Spring 2011	Faculty A	CM102L- 18 CM202L- 21 CM203L- 5	14.67
	Faculty B	CM102L-18 CM202L- 21 CM203L- 5	14.67
	LTA Faculty	CM101- 18 CM102L- 18	18
Fall 2011	Faculty A	CM202L- 14 CM203L- 2 CM204L-4	*6.67
	Faculty B	CM201- 17 CM202L- 14	15.50
	LTA Faculty	CM101- 12 CM102L-12	*12
Spring 2012	Faculty A	CM102L- 11	*11
	Faculty B	CM201- 10 CM102L- 11	*10.50
Fall 2012	Faculty A	CM203L-3	*3
	Faculty B	CM201- 10 CM202L- 9	*10.50
Spring 2013	Faculty A	CM101- 17	17
	Faculty B	CM101- 17	17
Fall 2013	Faculty A	CM102- 9	*9
	Faculty B	CM102-9	*9
Spring 2014	Faculty A	CM104- 10	*10
	Faculty B	CM104-10	*10

Fall 2014	Faculty A	CM101- 19	19
	Faculty B	CM101- 19	19
Spring 2015	Faculty A	CM102- 12	*12
	Faculty B	CM102- 12	*12
Fall 2015	Faculty A	CM104- 8	*8
Spring 2016	Faculty B	CM104B-7	*7

Source: Operational Data Store (ODS), Banner Database Note: There was only one FT faculty in Fall 2015 and Spring 2016.

Student Evaluations

The figures reflected in Table 5 below were derived from the IDEA's Student Ratings of Instruction System, which provides feedback from students and can be used to evaluate faculty. The focus of the instrument is on student learning and not opinions by students on how well they are taught. The data was derived from Spring 2011 and Fall semesters of 2011 through 2014.

Table 5. IDEA Student Ratings of Instruction System. Spring 2011 to Fall 2014

	SPRING 2011				FALL 2011		FALL 2012		FALL 2013		FALL 2014		TOTALS		% 5-Point Scale	
	CS0100830		CS010053		CS80059		Cosmetic Services		CS080529		CS080241					
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Progress on Relevant Objectives	2.2	1.9	3.9	3.4	1.5	1.8	3.1	2.5	3.7	3.3	2.8	2.6	2.9	2.6	57%	52%
Excellent Teacher	1.6	1.6	1.9	1.7	1.4	1.9	4.2	3.8	3.5	3.3	2.6	2.5	2.5	2.5	51%	49%
Excellent Course	2.6	1.8	3.3	2.4	2.4	2.8	4.4	3.6	4.1	3.3	3.3	2.7	3.4	2.8	67%	55%
Average of B&C	2.1	1.7	2.6	2.1	1.9	2.4	4.3	3.7	3.8	3.3	3.0	2.6	2.9	2.6	59%	52%
Summary Evaluation (Average of A&D)	2.2	1.8	3.3	2.7	1.7	2.1	3.7	3.1	3.8	3.3	2.9	2.6	2.9	2.6	58%	52%

Source: Office of Assessment, Institutional Effectiveness and Research (AIER) Note: Due to budgetary constraints, no IDEA surveys were administered in Spring 2012, 2013 and 2014.

On a scale of 1 to 5, the full time faculty in this program scored a raw score of 2.5 or 51% on average in terms of considered to be an "Excellent Teacher." When adjusted, the score remained relatively the same at 2.5 but dropped to 49%. The scores for "Excellent Course" reflected 3.4 on a 5-point scale for 67% and 2.8 on an adjusted basis or 55%.

While the data in Table 5 is not sufficient to draw conclusions about the effectiveness of the faculty in the program, it appears that the program itself, based on the course data, may require faculty to improve the delivery of the curriculum provided to GCC students.

Summary of Student Comments

A compilation of student complaints and instructional surveys were gathered for review and summarization, specifically, student complaints from Spring 2011 and Spring 2015, as well as IDEA Student Ratings data from Fall 2013 and Fall 2015. The data suggests a mixed experience relative to instructors. Based on the information collected, there isn't a unified view on the quality and effectiveness of the instructors. However, at least one consistent view was identified despite the limited data. Students were disappointed with the lack of support for the Cosmetology program. Disappointment was expressed due to lack of supplies, the condition of facilities, and the general lack of support from faculty and administration. (Note: Data from Table 2, however, do not support these perceptions).

Open-ended student feedback from the IDEA surveys included the following:

Fall 2013

- Good teacher
- Strict but fair
- Old fashioned...but...wants us do well
- Genuine
- Concerned with student success
- Makes classroom experience enjoyable
- Obtains supplies whenever needed

Fall 2015

- Lack of admin support
- Inadequate classroom facilities
- Instruction quality among instructors is inconsistent

Student written complaints included the following:

Spring 2011

- Paying for supplies in addition to lab fees
- Rules are created randomly, or changed, or not enforced consistently
- Students want a voice when applying or changing rules
- Faculty speaks unprofessionally to students

Spring 2015

- Student is not getting credit for clock hours
- Complaint was not given proper attention; communication was lacking

SWOT Analysis

Table 6 below presents a Strengths Weaknesses Opportunities and Threats (SWOT) analysis for the Cosmetology program. A narrative discussion about the various components of the SWOT analysis follows the table below.

Table 6. SWOT Analysis for the Cosmetology program

<p>Strengths (highlight these)</p> <ul style="list-style-type: none"> • ACCJC accreditation • Local industry certification • Industry pioneer • Satisfying industry need • Affordable rates for courses • Financial aid available for those who qualify • Qualified and experienced faculty and staff • Central location of School • Independent cosmetology lab • High student interest and demand • Milady curriculum 	<p>Weaknesses (mitigate these)</p> <ul style="list-style-type: none"> • Changes in the Cosmetology law in 2010 • Mandated maximum of 20 students per instructor • Federal Pell Grant requirements incongruous with new law • Lack of a dedicated cosmetology laboratory, equipment and supplies • Conflicts between traditional credit hours vs. clock hours • Cohort vs. non-cohort • Multiple inter-department transfers • Eroding faculty reputation in the industry • Internal conflicts amongst faculty • Mixed student reviews of faculty ratings
<p>Opportunities (exploit these)</p> <ul style="list-style-type: none"> • High student interest and demand • Available learning resources on campus to ensure academic excellence • Explore offering under continuing education format to better align with industry • Hire new faculty with reputable industry presence to develop and operate program • Create a dedicated modern facility with adequate space, equipment and supplies to compete within the industry • Explore growth for program • Implement strategic plan to address student enrollment and retention • Expansion of program to weekends • Explore outreach opportunities with high schools (DCAPS) 	<p>Threats (defend against these)</p> <ul style="list-style-type: none"> • Reputable competitor and loss of market share • Waning faculty reputation in the industry • Temporary housing of program • Students purchasing supplies • Low student retention rate • Low student completion rate • Longer clock hours above the minimum set by local standards to meet Pell Grant requirements • Unrealistic adherence to traditional model • Unresponsive to changing needs of students

Strengths

The Cosmetology program has many strengths to highlight. It is the workforce pioneer that has been fulfilling the industry needs for skills and training in barbering, cosmetology, makeup artistry, nail technology, esthetics and other cosmetology related curricula since 1992. It has been the dominant competitor that has held the lion's share of the market unopposed for many years. It is the only local program that is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and has aligned its program to meet local industry certification as administered by the Guam Board of Barbering and Cosmetology. It has high student interest and demand and the program offers affordable rates for courses and provides federal financial aid for those who qualify. Faculty and staff are qualified, reputable, and collectively have over forty years of experience. The program is centrally located with an independent cosmetology lab that is equipped with adequate space, equipment and limited supplies to train students for the barbering and cosmetology field. The program boasts adherence to the Milady's curriculum that is the oldest and biggest name in beauty education and graduates of the program have successful careers as local salon owners and independent stylists and artists.

Weaknesses

A program review conducted in May of 2012, analysis of financial data, and interviews with the program stakeholders identified several weaknesses of the program to include: changes in the law in 2010 that mandated 1600 clock hours that is incongruous to the traditional semester model, the imposition by law of a maximum number of twenty (20) students per instructor limiting class size, the College implementation of an 1800 clock hour requirement to meet the minimum hours imposed by Federal Pell Grant requirements with some flexibility, introduction of student cohorts that only temporarily addressed low student enrollment, low student retention rate with students opting to leave the program prior to completion to sit for the Cosmetology licensure examination, internal conflicts with faculty eroding program reputation in the industry, mixed student reviews of faculty lowering student confidence in the program, and multiple inter-department transfers of the program limiting the program's stability with a speculative sense of sustainability for the future.

Opportunities

There are several opportunities to consider to improve the program to include: exploring and weighing the benefits of transferring the program under the Continuing Education department for better alignment with local industry standards, hiring new faculty with credible industry reputations to infuse new energy into the program, designing and creating a permanent modern facility with adequate space, equipment and supplies to be more competitive in the industry, generating and executing new strategic plans that specifically address student enrollment and retention, crafting marketing plans that explore growth for the program to include weekend offerings and high school programs.

Threats

Upon review of the data and interviews with the relevant stakeholders several threats continue to loom to include: a reputable competitor who has garnered and captured a large portion of the market, temporary housing of program with students purchasing supplies, internal conflicts between faculty members, waning industry reputation of the program, delay in the development of well-defined plans to address low student enrollment, nonresponsive solutions to low student

completion rates, and the continued adherence to prolonged clock hours making the program unpopular and unrealistic to meet student needs.

PROGRAMMATIC NEEDS: Issues And Challenges

Based on a careful review of curriculum documents, enrollment and retention rates and other relevant evidence (i.e., existing public laws on Cosmetology), the Cosmetology program is replete with challenges. This is brought about by both internal and external factors that undoubtedly impact the program's effective implementation. These challenges can be summarized in four (4) key areas:

- (1) Class size restriction, per Guam's Public Law;
- (2) The conflict between credit hour versus clock hour;
- (3) Criteria for student eligibility for Pell grant funding; and
- (4) Variable curriculum for cosmetology instruction on Guam.

Challenge #1: With the amendment of a 2000 public law on the practice of cosmetology on Guam, the qualifications of all persons engaged in cosmetology services was mandated by / *Lehislaturan Guahan* in order to "promote, preserve, and protect the public health, safety, and welfare by and through the effective control and regulation of the practice" of cosmetology on island. The law further adds that the "licensure of all persons who perform cosmetology...are declared to be necessary to ensure that only qualified persons be permitted to engage in the practice of cosmetology, barbering, barber-stylist, esthetics, electrology and nail technology at facilities meeting appropriate standards."

With the May 2010 implementation of Public Law 30-152, also known as the Barbering and Cosmetology Act of 2010, a change in class size at GCC became necessary in order to comply with the following sections of the law:

There shall be no more than twenty (20) students present for each instructor. Of the twenty (20) students permitted per instructor, no more than three (3) shall be student instructors.

All students and student instructors shall be under the supervision of a licensed instructor throughout the entire course of instruction.

With the passage of this law, the Guam Board of Cosmetology mandated that students must complete 1600 hours of practical and technical instruction and must be supervised by certified Cosmetology instructors in a classroom that has no more than twenty (20) students. Consequently, this class size restriction impacted the number of students enrolling in this program, as well as the hiring of additional faculty to address the law's requirements.

Challenge #2: Since the 1992 implementation of the Cosmetology program, it has always been published in the student catalog as a *Certificate* program. This was true for 19 years of the program's existence, when students enrolled in the program were receiving postsecondary credits (up to 43 credits in 1992), and at the same time, required to complete clock hours to ensure hands on knowledge of the various domains of cosmetology services. As such, the program was considered like any other postsecondary program offering; a student enrolled in 3 credits for one

class was receiving 45 hours of instruction, in the classroom and/or in the lab. Students in the Cosmetology program, however, earn clock hours, as opposed to credit hours. A clock hour is sixty (60) minutes in length while a credit hour is equal to fifteen (15) hours of instruction. Additionally, the clock hours are designed to cover a wide variety of specific domains of knowledge in Cosmetology ranging from Theory, Hairdressing and Shampooing, to Scalp and Hair Treatment and Hair Straightening. These domains or topics comprise the substantive skill sets that students must learn prior to taking the licensure exam in order to become a full-fledged license holder in Cosmetology.

It was only in 2011 when, after a thorough program review process conducted by a former Associate Dean that the program was revamped and rebranded as an *industry certification* program. This was necessary to resolve the issue of non-completers of the Certificate program. It may be true that students were issued transcripts of completion of clock hours during those years (a requirement for them to apply for the Cosmetology Board exam) but they were not considered as having completed the Certificate program because they did not take the English and Math requirements that were necessary for completion of the Certificate credential. The rebranding of the program from Certificate to Industry Certification was a solution that was deemed necessary from the accreditation standpoint. As a result, the curriculum documents were completely restructured to comply with the required number of clock hours to complete the program.

The credit hour framework for offering the program often conflicted with the requirement of clock hours that were necessary for board exam eligibility. The program's restructuring was intended to resolve the issue of student non-completion, as well as reduce the number of credits to align with the 1600 clock hour requirement by the Board of Cosmetology.

Challenge #3: This issue was not completely resolved however even after the "new" industry certification program was reduced in terms of number of credits (from 43 in 1992 to 17 in 2012). Originally, the new structure of the program provided for 450 clock hours for three (3) semesters and a Practicum course for 250 clock hours during the summer. Soon thereafter, it was realized by program faculty that students needed a buffer of about 200 more clock hours in order to provide opportunity for all students to complete the clock hour requirements of the program, in case unforeseen circumstances prevent them from achieving the required number of clock hours within the designated time frame. The "3-semesters, 1-summer" schedule was such a tight schedule that it was deemed necessary to revise the curriculum documents anew. Hence, as it stands, the program is now a 4-semester program with 450 clock hours that can be earned per semester, and with additional 200 clock hours that can be earned in an as-needed, flexible timeframe.

Challenge #4: In order to provide GCC students an opportunity to complete their clock hours in case of unforeseen circumstances (e.g., illness, deployment, death in the family, etc.), and in anticipation of an upcoming RIF review process for the Cosmetology program, the Academic Vice President and the Dean of the School of Trades and Professional Services reached out to Mariacy Beauty Academy, the only other school on island that offers a Cosmetology program in order to discuss the possibility of a partnership agreement. Several meetings were held between the owner and School Director of Mariacy and GCC administrators named above between October and December of last year. On January 15, 2016, Mrs. Maria Delisle (Owner and CEO

of Mariacy Beauty Academy) and GCC President Mary Okada executed a Memorandum of Understanding between the two institutions with the intent to “provide and administer a continuing laboratory component for GCC Cosmetology students to gain practical learning experiences on a salon floor in preparation for the licensure examination by the Guam Board of Barbering and Cosmetology.”

It was discovered during these meetings between GCC and Mariacy that these two institutions have been implementing two different program curricula in all the years that they have co-existed on island. Since 1992, GCC has adopted the Milady curriculum, which dates back to 1927 when it was first developed as a formal Cosmetology curriculum. Mariacy, on the other hand, has opted to adopt a newer curriculum called Pivot Point, developed in 1962, with a “unique scientific approach to education that brings together the concepts of art and science within a sound educational foundation.” There is a lot of useful and substantive information online that compares these two curriculum approaches in the training of cosmetologists.

The challenge, of course, with two cosmetology programs on Guam that differ in curriculum is the lack of a viable option for students, if and when they are faced with unforeseen barriers that prevent them from completing their required clock hours, whatever their reasons may be. The alignment of curriculum between Mariacy and GCC seems to be the practical and logical solution to this problem. It is therefore incumbent upon the lead faculty of the GCC Cosmetology program to learn more about the latter curriculum and explore ways to reach out to the other school that offers the cosmetology program in order to build a bridge (instead of a wall) that would ultimately redound to the benefit of students in both institutions.

Alternatives and Rationale

As a result of eight (8) RIF Committee meetings, in addition to the substantial amount of time and effort reading and analyzing the data made available to the team, the Committee proffers the following alternatives and rationale for these action steps:

ALTERNATIVES	RATIONALE
Discontinue the Cosmetology program.	This action is not viable since demand for the program exists and the College has the basic infrastructure to continue the program.
Continue the Cosmetology program.	<p>To meet the demand and strengthen its competitiveness factor, the Cosmetology program should:</p> <ul style="list-style-type: none"> a. start cohort(s) in secondary program(s) b. offer multiple short term certifications (e.g. electrologists, manicurists, estheticians, barbering) c. eliminate non-technical courses in order to reduce the number of hours necessary for completion of the cosmetology certification d. require all faculty to complete team-building training e. explore the feasibility of increasing course fees f. allow for open enrollment

	<p>Offer Cosmetology courses through Continuing Education (CE):</p> <ul style="list-style-type: none"> a. offer multiple short term certifications (e.g. electrologists, manicurists, estheticians, barbering) b. eliminate non-technical courses in order to reduce the number of hours necessary for completion of the cosmetology certification c. require all faculty to complete team-building training d. explore the feasibility of increasing course fees e. allow for open enrollment <p>Offer Cosmetology courses in partnership with a private entity</p>
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PLAN OF ACTION

Alternatives

The RIF committee considered the following alternatives for recommendation to the President:

Option 1: Continue the Cosmetology program.

To meet the demand and strengthen its competitiveness factor, the Cosmetology program should:

- a. Offer multiple short term certifications (e.g. electrologists, manicurists, estheticians, barbering)
- b. Eliminate non-technical courses in order to reduce the number of hours necessary for completion of the cosmetology certification
- c. Require all faculty to complete team-building training
- d. Explore the feasibility of increasing course fees
- e. Allow for open enrollment
- f. Pursue the option of starting cohort(s) in secondary program(s)

Option 2: Offer Cosmetology courses in partnership with a private entity

Option 3: Discontinuance of the Cosmetology Program (which is not recommended)

Recommendation

After considering the options outlined above, it is the recommendation of the RIF committee that the President continues the College's Cosmetology program under the following conditions:

1. Exhaust the current cohort and suspend implementation of a new cohort until a full program review or "make-over" is conducted to include updating and realigning curriculum in line with industry standards, best practices and methods.
2. Faculty shall report directly to the Dean, TPS for the duration of this plan of action.
3. Faculty shall participate in team building, conflict resolution, interpersonal relations, attitude adjustment, and customer service classes that are approved by the college's Human Resources Administrator.
4. Faculty shall agree to balancing of workload, which may occur from time to time, and that workload shall be mutually agreed upon between Faculty and Dean, TPS.
5. Faculty shall agree that failure to adhere to the plan of action mutually agreed upon between the Dean of TPS and Faculty that may adversely affect the Cosmetology program may result in adverse action taken against Faculty, to include but not be limited to, reduction in pay, demotion, and/or termination.
6. The College may exercise its right to discontinue, suspend, archive, or take other appropriate actions regarding the Cosmetology program for failure of Faculty to adhere to the plan of action set forth in this section.

7. The College may conduct a review at the end of Fall 2018 or earlier if conditions are not met as set forth in the plan of action, to determine further course of action for the program. This may include but not limited to: 1) return or reassignment to department; or 2) discontinue, suspend, or archive program; 3) or take other appropriate actions regarding the Cosmetology program.

Plan of Action: Timelines

The following are the proposed timelines and plan of action to complete the “Make Over” of GCC’s Cosmetology program:

Fall 2016

1. Under supervision of the TPS Dean, Faculty will be required to update the Cosmetology Program and Course guides and perform other duties and responsibilities as deemed necessary by TPS Deans. Goals in updating the curriculum shall include, but not be limited to:
 - a. Eliminating non-technical courses in order to reduce the required number of hours for completion of the cosmetology certification, within the parameters outlined in P.L. 30-152 aka the “Cosmetology Act of 2010”
 - b. Identifying provisions for certificates in specialized areas (e.g. electrologists, manicurists, estheticians, barbering, etc.)
 - c. Identifying parameters for open enrollment during start of school semesters
 - d. Identifying provisions for multiple cohorts, within the parameters outlined in P.L. 30-152 aka the “Cosmetology Act of 2010”
 - e. Incorporating the latest trends and technology into the delivery of instruction
 - f. Articulation and/or partnership(s) with private cosmetology schools and training facilities (e.g. Pivot Point vs. Milady)
 - g. Inclusion of weekend lab hours either on campus or at private cosmetology schools and training facilities
 - h. Coordination with Continuing Education (CE) to offer “catch-up” courses
 - i. Timelines (this may be adjusted by TPS Dean and Faculty upon mutual agreement):
 - i. 8/12/16 – TPS Dean and faculty meet to embark on curriculum update
 - ii. 9/9/16 – First draft of curriculum documents due to TPS Dean
 - iii. 9/16/16 – TPS Dean provides comments to faculty
 - iv. 9/30/16 – Second draft of curriculum documents due to TPS Dean
 - v. 10/14/16 – TPS Dean provides comments to faculty
 - vi. 10/30/16 – Final draft of curriculum documents to be reviewed by DC (may be optional), Registrar, TPS Dean, and Academic VP, for final submission to LOC.
 - vii. Revised Cosmetology Program to be approved by LOC for Fall 2017 implementation.

2. Cosmetology Faculty shall attend training (approved by the Human Resources Administrator) including, but not limited to: team-building, conflict resolution, attitude adjustment, and customer service

Spring 2017

1. Faculty to conduct recruitment efforts for Fall 2017 cohort(s). Plan of recruitment efforts will be discussed with TPS Dean and be mutually agreed upon with Faculty.
2. Faculty to schedule Fall 2017 course offerings
3. TPS Dean shall recruit additional faculty, if needed, to ensure full complement of instructors for Fall 2017 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Fall 2017 start date
5. Cosmetology Faculty shall complete training (approved by the Human Resources Administrator) including, but not limited to: team-building, conflict resolution, attitude adjustment, and customer service
6. Faculty to conduct advisement and prepare educational plans for students

Fall 2017

1. TPS Dean and Faculty to conduct recruitment efforts for Spring 2018 cohort(s)
2. TPS Dean and faculty to schedule Spring 2018 course offerings
3. TPS Dean to recruit faculty, if needed, to ensure full compliment of instructors for Spring 2018 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Spring 2018 start date
5. Faculty to conduct advisement and prepare educational plans for students
6. Continue incorporating the latest trends and technology into the delivery of instruction
7. Continue articulation and/or partnership(s) agreements with private cosmetology schools and training facilities
8. Continue weekend lab hours either on campus or at private cosmetology schools and training facilities
9. Continue coordination with Continuing Education (CE) to offer "catch-up" courses

Spring 2018

1. TPS Dean and Faculty to conduct recruitment efforts for Fall 2019 cohort(s)
2. TPS Dean and Faculty to schedule Fall 2019 course offerings
3. TPS Dean to recruit faculty, if needed, to ensure full compliment of instructors for Fall 2019 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Fall 2019 start date
5. Faculty to conduct advisement and prepare educational plans for students
6. Continue incorporating the latest trends and technology into the delivery of instruction
7. Continue articulation and/or partnership(s) agreements with private cosmetology schools and training facilities

8. Continue weekend lab hours either on campus or at private cosmetology schools and training facilities
9. Continue coordination with Continuing Education (CE) to offer “catch-up” courses

Fall 2018

1. TPS Dean and Faculty to conduct recruitment efforts for Spring 2019 cohort(s)
2. TPS Dean and faculty to schedule Spring 2019 course offerings
3. TPS Dean to recruit faculty, if needed, to ensure full compliment of instructors for Spring 2019 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Spring 2019 start date
5. Faculty to conduct advisement and prepare educational plans for students
6. Continue incorporating the latest trends and technology into the delivery of instruction
7. Continue articulation and/or partnership(s) with private cosmetology schools and training facilities
8. Continue weekend lab hours either on campus or at private cosmetology schools and training facilities
9. Continue coordination with Continuing Education (CE) to offer “catch-up” courses
10. College to reassess Cosmetology program upon completion of Fall 2018 semester and determine further action

REFERENCES

IDEA Student Ratings of Instruction System Surveys, Spring 2011 to Fall 2014, Assessment, Institutional Effectiveness & Research (AIER) Office

Interview Notes, RIF Meeting 5

GCC Controller's Report, Finance & Administration Division

Mead, Barry L. *Program Review: Cosmetology*, 2011

Operational Data Store (ODS), Banner Database, Guam Community College

Program Documents

Pilot Program or Course: Certificate in Cosmetology, October 1992

Program Guide for Cosmetology: Certificate in Cosmetology, March 2006

Non-Substantive Revision: Certificate in Cosmetology – SLO Map, May 2008

Program Guide for Cosmetology: Industry Certification in Cosmetology, May 2012

Course Guides for Cosmetology: CM101, CM102, CM104-A, CM104-B

Public Law 30-152, *Barbering and Cosmetology Act of 2010*, signed into law on May 25, 2010

RIF Committee Meeting Minutes

RIF Meeting 1, January 22, 2016

RIF Meeting 2, January 26, 2016

RIF Meeting 3, February 1, 2016

RIF Meeting 4, February 15, 2016

RIF Meeting 5, February 18, 2016

RIF Meeting 6, February 22, 2016

RIF Meeting 7, February 25, 2016

RIF Meeting 8, February 29, 2016

APPENDIX A



*Office of the President
Mary A.Y. Okada, Ed.D*

JAN 15 2016

MEMORANDUM

To: Donna Cruz, Imelda Arce, Robin Roberson, Fred Tupaz
Dr. Ray Somera, Dr. Virginia Tudela, Dr. Michael Chan, Joann Muna

From: President *Wynada*

Subject: Faculty Reduction-in-Force (RIF) Committee for the Cosmetology Program

This is an official notification that I have convened the Faculty Reduction in Force (RIF) Committee for the Cosmetology Program and you have been identified to serve .

This RIF Committee will be co-chaired by Dr. R. Ray D. Somera, Vice President for Academic Affairs and Mr. Fred P.Q. Tupaz, GCC Faculty Union President.

The initial meeting of the committee will be on January 22, 2016 at 2:30 pm in the President's Conference Room.

APPENDIX B

Interview Questions

1. What factors do you think contributed to the low enrollment and retention in cosmetology over the past years, even prior to the cohort-based model?
2. If you believe the program should continue, what would it take to ensure the successful continuation and growth of the program?
3. Please react to this statement, "The GCC cosmetology program should be phased out because...."
4. What is your personal opinion regarding the Reduction-in-force for the program, and why?
5. Has the curriculum kept pace with the developments in the field? How does the curriculum compare with those of comparable institutions?
6. What are the program's weaknesses and where could it most improve?
7. What are the strengths of the program?
8. What are your thoughts of the Cosmetology program running through the regular semester vs. running through Continuing Education?

APPENDIX C

Interview Notes

Interviewee 1 answers to questions:

1. Heard so many problems because worked with the DC who oversaw the program prior as well as the Dean at the time. What the interviewee heard over and over again, was that the problem was with the two instructors themselves arguing, fighting amongst themselves in front of students. The major problem, Faculty A, was lack of teaching, Interviewee 1 says. Students claimed "If it wasn't for Faculty B, they would not be there". Students claimed Faculty A never taught. Interviewee 1 walked into the shop and noticed that Faculty B was on task, lecturing, etc, and saw Faculty A would always be at the desk. Interviewee 1 also stated that this still goes on today with Faculty A; A would be at the desk, and with the way EM Chen is designed, would not be able to observe the students' progress. Interviewee A's first factor is the instructor, and the second is the cohort design factor.
2. Change of instructors is the recommendation. Interviewee 1 asked the advisory committee members what their feedback was, and they stated that the instructors need to be replaced. Both advisory members have offered to provide statements on their recommendations. No minutes were taken during advisory committee meeting on February 15, 2016.
3. It is perfect timing because Interviewee 1 feels it needs to be revamped and revisited. Should continue the delivery and bring it back to continuous enrollment and not cohort. But must be careful with this because of the law requirement of hours. Retention is very important. Interviewee 1 stated we have the number of student who want to come on board. Retention is the problem.
4. Doesn't want to see the program go. Although Interviewee 1 is not in the industry, Interviewee 1 has heard out in the community that it is going to be discontinued. Which means there are concerns out there in the community that this program may be phased out. Would like to see the program revamped and revised. It's fit for the program, but not the personnel.
5. It has kept pace in that we are compliant with the law. Interviewee 1 asked what do they see with our students entering the field. They stated that our students are lacking certain things. The opportunity is there, we just have to make our training more specialized: like a certain number of hours on certain skills.
6. One of the weaknesses is the conflict with the instructors. Another weakness is the balance of the workload by both instructors. There's a lot of recruitment activities out there, one instructor goes above and beyond: they go out into the community and provide haircuts and services to schools and establishments. The other instructor always complaints and usually has a conflict, and will come to just take a photo and leave. The

third weakness is lack of control in the classroom. Who is in control? Students are taking over the class, they are dictating how the design of the place, the hours, the services provided. Students are in control of the whole area. Interviewee 1 even received a complaint from the landlord about why are the students telling them where to put the exhaust fan.

7. It's a very viable program. We have a reputable program. They lack skills, but the students out there are really pushing for the program. Former students are salon owners, salon managers, salon workers, etc.
8. CE has its advantages because we can get different teachers teaching different specialties. We've had teachers say they only want to teach the nails aspect. The problem though is that there are not a lot of teachers out there. They are licensed cosmetologists, but not licensed teachers. It's a limited pool to choose from.

Interviewee 2 answers to questions:

1. The change of the program from the regular to the cohort. That didn't allow for students to come in every semester.
2. The past 16 years, Interviewee 2 tried to work with Faculty A. Interviewee 2 struggled and had to put up with it and had to work there all these years. When Faculty A was asked if we are a school or a business, Faculty A stated we have a business to run. Everything Interviewee 2 was doing was being hampered and sabotaged. Interviewee 2 would smile and put up with it. Everything Interviewee 2 tried to do, it was sabotaged and undermined by Faculty A. Interviewee 2 did not want to file a written report with the Dean because Interviewee 2 wanted the program to continue. Removal and bring new people in will be the key to continuing this program. There is no continuity with the work the students do. Interviewee 2 has the first half, and then when Faculty A comes in, Faculty A would ask them to remove what they have done and to begin the way Faculty A wants it.
3. Doesn't think it should be phased out. Stated that there is a community need for the Cosmetology program.
4. Feels maybe we couldn't get another instructor, possibly low enrollment? Administration is doing what is necessary.
5. Feels we are doing better than the competitor. We have a number of alumni who have now opened their own shops. We focus on men's cuts, and the competitor does not.
6. Going to go back with getting instructors that are well rounded and must have instructors willing to work as a team. Stated it was great when we had a team that can do and teach multiple skills and have respect for each other, it can make a big difference. There was a

lot of undermining with how things were going in the past. Faculty A would discourage the students from completing the Math and English requirements.

7. The labs, the motor skills, working with clients are the strengths of the program and what it is known for.
8. Doesn't see anything wrong with going through Continuing Education. Feels it will be better for the program so the students can come in for the 1600 hours requirement.

Interviewee 3 answers to questions:

1. We did not offer the theory courses. Cohort will work, but you have to have a minimum of two cohorts happening at the same time. Interviewee 3 claims they've never had low enrollment.
2. Give the program a facility, and it should work. Claims their recruitment process was never a problem; never had a problem recruiting students. It's that GCC never provided facilities.
3. Absolutely not.
4. Interviewee 3 question is, "Why is Cosmetology targeted?"
5. We're using the standard that's the oldest and most widely used publisher in the field of Cosmetology.
6. Feels that are treated like the step child of the campus. They've been thrown around. Where do you see Cosmetology in graduation?
7. Educationally, Interviewee 3 feels we do the best job on Guam. The leaders in Cosmetology on Guam are now locals because of our program.
8. Didn't answer question: talked about the cost to attend our program being drastically reduced. Interviewee 3 asked the committee what benefits CE would have vs. the regular semester. Pointed out that the competitor holds class year round.

APPENDIX D

DUTIES AND RESPONSIBILITIES FOR INSTRUCTIONAL FACULTY RANKS

EMERGENCY INSTRUCTOR

Appointment to this position is on a limited-term basis and is valid for not more than one (1) academic year at a time to meet the emergency need of the College.

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Emergency Instructor rank are as follows:

Under close supervision by the Dean and regular consultation with the Department Chair:

1. Conducts courses of instruction:
Follows syllabus and lesson plans.
Provides effective instruction.
Ensures that classroom is neat and maintenance department is notified of problems.
2. Supports department activities:
Participates in department meetings.
Maintains inventory of assigned books and equipment.
Prepares requests for books and equipment.
3. Is accessible for student consultation:
Maintains office hours for postsecondary classes.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR EMERGENCY INSTRUCTOR

1. An Associate's Degree in the field of study or related area; OR
2. A high school diploma, plus professional certification or license (i.e. Journeyworker Certificate) from a recognized organization in the field, with a minimum of six (6) years of employment, four (4) of which must be in the field of study or related area.
3. A high school diploma, with a minimum of ten (10) years of employment in the field of study or related area.

ASSISTANT INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment.
Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines. Prepares requests for books and equipment.
Participates in department assessment.
Reviews and revises curriculum.
Participates in the promotions of College programs and recruitment of students.
3. *Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
5. Identifies and implements a professional development plan: Completes courses necessary for advancement.
Participates in relevant workshops,
Participates in relevant professional development activities. Participates in faculty development days.
*Participates in the College's mentoring program.

*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

**MINIMUM EXPERIENCE AND TRAINING
REQUIREMENTS FOR ASSISTANT INSTRUCTOR**

1. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR
2. An Associate's Degree in the field of study or related area, plus professional certification or license from a recognized organization in the field, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus four (4) years of employment in the field of study or related area.
3. A high school diploma, with six (6) credit hours in CTE methods, plus professional certification or license (i.e. Journeyworker Certificate) from a recognized organization in the field, with a minimum of six (6) years of employment in the field of study or related area; as a condition of employment, a degree must be completed within three years upon hiring; the timeline for completion of degree will be approved by the supervising Dean and the Academic Vice President. Any timeline beyond three years must be approved by the Academic Vice President.

INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems. Make their expectations for high-quality work very clear and provide models of student work that meets those standards.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment. Prepares requests for books and equipment.
Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines. Reviews and revises curriculum.
Participates in the promotions of College programs and recruitment of students.
3. *Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
*Advises student activities or clubs or organizations.
5. Identifies and implements a professional development plan:
Completes courses necessary for advancement.
Participates in relevant workshops.
Participates in relevant professional development activities.
Participates in faculty development days.
*Participates in the College's mentoring program.

*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR INSTRUCTOR

1. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods (a Master's Degree is the minimum requirement for all faculty teaching English, Mathematics, Social Science, and Science, with the exception of Adult Education courses.)
OR
2. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus
 - a. Eighteen (18) credit hours beyond the Bachelor's degree in the field of study or related area, professional education or any combination thereof; OR
 - b. Six (6) credit hours beyond the Bachelor's degree in a related area or professional education, and three (3) years of employment in the field of study or related area;
OR
 - c. Six (6) years of employment in the field of study.
3. An Associate's Degree in the field of study or related area, plus a current professional certification or license from a recognized organization in the field, and twenty four (24) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area.

ASSISTANT PROFESSOR.

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems.
Maintains a high standard of teaching.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment.
Prepares requests for books and equipment.
Reviews, writes or revises curriculum documents.
Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
Participates in the promotions of College programs and recruitment of students.
*Serves as department chairperson.
3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
Advises student activities or clubs or organizations.
5. Identifies and implements a professional development plan.
Completes courses necessary for advancement.
Participates in relevant workshops.
Participates in relevant professional development activities
Participates in faculty development days.
*Serves as a mentor in the College's mentoring program.
6. Performs community service in his/her area of expertise or as it relates to the institution.

<p>*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.</p>

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR ASSISTANT PROFESSOR

1. A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR
2. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and four (4) years of employment in the field of study or related area, at least two (2) years of which must have been teaching at the College's Instructor level or equivalent; and must show evidence of work consistent with the Advancement in Rank Promotions Criteria in the Agreement within sixty (60) calendar days from the initial date of employment; OR

3. Must serve a full term on a committee as recognized in the Participatory Governance section of the Agreement, AND

A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, and two (2) years teaching at the College's Instructor level or equivalent; Plus (a) or (b) below:

- a. Twenty-four (24) credit hours, with a minimum of twelve (12) credit hours at the upper division or graduate level in the field of study or related area or professional education, or any combination thereof.
- b. Twelve (12) credit hours in the field of study or related area or professional education, and six (6) years of employment in the field of study or related area.

ASSOCIATE PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Associate Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems.
Maintains a superior standard of teaching.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment.
Prepares requests for books and equipment.
Reviews, writes or revises curriculum documents.
Assumes leadership role to ensure that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
Participates in the promotions of College programs and recruitment of students.
*Serves as department chairperson.
3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
Advises student activities or clubs or organizations.
Identifies and implements a professional development plan:
5. Completes courses necessary for advancement.
Participates in relevant workshops.
Participates in relevant professional development activities.
Participates in faculty development days.
*Serves as a mentor in the College's mentoring program.
6. *Performs community service in his/her area of expertise or as it relates to the institution.

<p>*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.</p>

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR ASSOCIATE PROFESSOR

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1. A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus three (3) years teaching experience at the College's Assistant Professor level or equivalent; OR
2. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus fifteen (15) credit hours of upper division to include nine (9) credit hours at the graduate level earned after the granting of the Master's Degree, and six (6) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Assistant Professor level or equivalent; OR
3. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, plus thirty-six (36) credit hours of course work at the upper division or graduate level in professional education, field of study or related area, of which eighteen (18) credit hours must be at the graduate level, and twelve (12) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Assistant Professor level or equivalent; additionally, a Master's Degree must be completed within three years upon attainment of rank; the timeline for completion of degree will be approved by the supervising Dean and the Academic Vice President. Any timeline beyond three years must be approved by the Academic Vice President.

PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Professor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

The following are the minimum duties and responsibilities required of Professor. Some activities may overlap in more than one area.

1. Conducts courses of instruction:
 - Prepares syllabus and lesson plans.
 - Follows course guide.
 - Provides effective instruction.
 - Teaches current information in the field.
 - Ensures that classroom is neat and maintenance department is notified of problems.
 - Maintains a superior standard of teaching.
 - Provides leadership and assistance to colleagues in becoming more effective teachers.
2. Supports department activities:
 - Participates in department meetings.
 - Prepares schedules.
 - Maintains inventory of assigned books and equipment.
 - Prepares requests for books and equipment.
 - Reviews, writes or revises curriculum documents.
 - Participates in the promotions of College programs and recruitment of students.
 - Assumes leadership role to ensure that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
 - *Serves as department chairperson.
3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
 - Advises assigned students.
 - Is accessible for student consultation.
 - Maintains office hours for postsecondary classes.
 - Advises student activities or clubs or organizations.
5. Identifies and implements a professional development plan:
 - Completes courses necessary for advancement.
 - Participates in relevant workshops.
 - Participates in relevant professional development activities.
 - Participates in faculty development days.
 - Provides leadership in professional development projects.
 - *Publishes books or articles relevant to their field.
 - *Serves as a mentor in the College's mentoring program.
6. Performs community service in his/her area of expertise or as it relates to the institution.

*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR PROFESSOR

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1. A Doctorate Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Associate Professor level or equivalent, OR
2. A Master's Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and thirty (30) credit hours of related college credits after the granting of the Master's Degree, to include fifteen (15) credit hours at the graduate level, plus eight (8) years of employment in the field of study or related area, of which five (5) years must have been teaching at the Associate Professor level.

APPENDIX E

MEMORANDUM

March 2, 2016

To: Dr. Ray Somera, Chair, Reduction -In-Force (RIF) Committee for Cosmetology
Mr. Fred Tupaz, Co-Chair, Reduction -In-Force (RIF) Committee for Cosmetology

From: Sarah Leon Guerrero, Faculty Senate President

Subject: Faculty Senate Recommendations for Reduction -In-Force (RIF) Committee for Cosmetology

Please find the recommendations from Faculty Senate regarding the Plan of Action as recommended by the Reduction-In- Force Committee.

Faculty Senate thanks you for the opportunity to provide feedback to the Plan of Action.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sarah Leon Guerrero', with a stylized flourish at the end.

Sarah Leon Guerrero

Faculty Senate Recommendations

To Action Plans

- 1. FS is in complete agreement that the Cosmetology Program should be continued with conditions.**
- 2. Include "All Cosmetology Faculty..." to all items.**
- 3. The Plan is detailed with specified timelines without any room for flexibility. There should be some consideration for limited flexibility when justified on an as needed basis (force majeure, illness, emergencies etc.).**
- 4. The program should be provided with the necessary administrative support (resources, budget, staff, faculty, educational equipment, supplies etc.) to ensure successful execution and completion of the Plan.**
- 5. Meet with the relevant stakeholders (all Cosmetology Faculty, DC, and Dean) to discuss and implement the Plan as the program is vetted to its transformation.**
- 6. Impose and provide monthly written appraisal reports to foster timely attainment and implementation of the Plan.**
- 7. Include DC in all dialogue with all cosmetology faculty and Dean with the development of curriculum and other action plans.**
- 8. Upon completion of the HR recommended training, all Cosmetology Faculty and staff must apply and bolster the reputation of the program and college.**
- 9. Page 22, item #3 should be professionally reworded. Interpersonal relations covers all behavioral challenges to include attitude adjustment, team building, and conflict resolution, etc.**

10. Refrain from inter-department transfers without going through the participatory governance process. In addition, the program should be reevaluated for its proper placement within the college.
11. To ensure sustainability of the program, a permanent dedicated facility should be identified (constructed and fully operational). Faculty (cosmetology and department DC) should be allowed to provide input prior to this restructuring.
12. Page 23, #1. Add: and continue to meet Pell Grant requirements.
13. Make the year correction on page 24. Under Spring 2018 all reference to Fall 2019 should read: Fall 2018.
14. Prior to the implementation of the Plan, provide Faculty Senate with a final copy.

GUAM COMMUNITY COLLEGE
College Governing Council

March 2, 2016

Received




MAR 02 2016

Academic Affairs Division
Vice President's Office

MEMORANDUM

TO: Dr. Ray D. Somera and Fred Q. Tupaz
RIF Committee Chair and Co-Chair

FROM: Carmen Santos
Sarah Leon Guerrero 
Latisha Ann Leon Guerrero
CGC Co-Chairs

SUBJECT: RIF Committee's Plan of Action

The College Governing Council met Tuesday, 3/2/16 to discuss agenda item above. The following is a compilation of the comments and/or recommendations based on the RIF Committee Plan of Action.

- Option 1.a - Suggestion to include that this will be obtained through Continuing Education
- Option 1.b – non-technical - Suggestion to include; except for English/Math for further clarification.
- Recommendations 2. - Does this mean the faculty will be relocated from their current office location? If so, is there an office identified to house them?
- Coordination with CE to offer "catch-up" courses. - Perhaps provide clarification that this is for stop-out students who decide to come back.
- Page 23 i. Timelines vi. - I know that per discussion yesterday, we wanted to include the deadline for the Registrar, August 31, 2016 was the deadline mentioned. If this is the deadline, will the Faculty have enough time to do the research necessary to get it to the Registrar?
- During the meeting, it was mentioned that the deadline for the Registrar is on August 31, 2016. But the final draft of the curriculum documents is to be submitted by Oct. 30, 2016 by the faculty from Cosmetology. The dates seem to conflict with each other. Are we allowing them time to turn in that final draft to the Registrar?
- Page 7 – For consistency may want to include Faculty C's date of employment in addition to "...for one (1) year".
- Page 14 – Consider including the breakdown of the scale score. For example, "On a scale of 1 to 5", five being the highest as the reader may interpret "1" as the highest score.
- Page 22 – Recognizing the need for professional development consider including language such as "Faculty shall participate in" no less than 40 hours of team building, conflict resolution....

- Page 22, Option 1.d. – The recommendation to explore the feasibility of increasing course fees was not clearly identified and supported in the report.
- Page 23, Recommendation 7 – A review should be completed at a minimum with the faculty on a monthly basis, even if it is informal. The review should be to determine where the Faculty is in line with the plan and that the Faculty is being properly monitored. If there are any issues then they can be addressed expeditiously so that the program timeline will not be delayed. The plan requirements for the program should be reviewed at a minimum on a semester basis.
- Page 23, Plan of Action: Timelines – The word “Make Over” is not a strong enough word for this process. The entire program needs to be revamped and changed. Consider using transform.

Carmen K. Santos

Carmen K. Santos, Chair

3/2/16

Date

Syrrus

Sarah Leon Guerrero, Co-Chair

3/2/16

Date

Latisha Ann Leon Guerrero

Latisha Ann Leon Guerrero, Co-Chair

3/2/16

Date

**GUAM COMMUNITY COLLEGE
Board of Trustees**

SEXUAL HARASSMENT AND SEXUAL DISCRIMINATION PREVENTION

WHEREAS, Guam Community College is committed to maintaining a safe, comfortable and non-discriminatory learning and working environment for all members of the College community – students, employees, visitors, applicants, and third-party vendors; and

WHEREAS, sexual harassment, sexual assault, and fraternization are forms of sex discrimination that can undermine the foundation of trust and mutual respect that must prevail if the College is to fulfill its educational mission; and

WHEREAS, per Title VII of the Civil Rights Act of 1964, the College adopts the following definition of sexual harassment: “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects individual’s employment or educational environment, unreasonably interferes with an individual’s work or educational performance, or creates an intimidating, hostile, or offensive work or educational environment.” Sexual harassment occurs when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational benefits or services.
2. Submission to or rejection of such conduct is used for the basis for employment or academic decisions affecting the individual’s welfare.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s professional or academic performance or creating an intimidating, hostile, or offensive educational school experience or working environment.
4. Such conduct is sufficiently severe or pervasive as to alter the conditions of an individual’s employment or education or create an abusive working, learning environment; and

WHEREAS, sexual assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Sexual assault is a form of sexual harassment; and

WHEREAS, fraternization at the College is defined as a situation in which an employee engages in an emotional, romantic, or sexual relationship with a student or an employee for whom he or she has a professional responsibility as a faculty, staff, or administrator; and

WHEREAS, the College complies with the Title VII of the Civil Rights Act of 1964, all local and federal laws (as amended), and all executive orders and other applicable regulations which protect its students, applicants, employees, visitors, and third party vendors against sexual harassment, sexual assault and fraternization,

NOW, THEREFORE, BE IT RESOLVED, that the College hereby adopts zero tolerance toward sexual harassment, sexual assault and fraternization in any part of the College’s programs, services, and activities. Zero tolerance means any proven sexual harassment, sexual assault or fraternization will result in immediate and appropriate action to stop such action and prevent its recurrence. No employee should engage in any romantic or sexual relationship with a student or employee for whom he or she has a professional responsibility as an instructor, advisor, evaluator, or supervisor. Disciplinary action such as demotion, suspension, or dismissal will be imposed upon employees, students, or other members of the College community who violate this policy, in accordance with the Guam Community College adopted employee/student codes of conduct and disciplinary procedures, personnel rules and regulations, guidelines contained in employee/student handbooks, the College catalogue, Board/Union collective bargaining agreements, local and federal laws, and other procedures established by the College for purposes of implementing this policy. Zero tolerance also will apply to an employee who fails to report a witnessed (visual or verbal) incident of sexual harassment, sexual assault or fraternization.

GCC Board of Trustees Policy 185 – Sexual Harassment and Sexual Discrimination Prevention

BE IT FURTHER RESOLVED, that no faculty, administrator, staff, applicant for employment, or student be subject to restraint or reprisal for action taken in good faith seeking advice concerning a sexual harassment matter, filing a complaint, or serving as a witness or a panel member in a sexual harassment complaint.

BE IT FURTHER RESOLVED, that a complainant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action and/or charges in a separate case.

BE IT FURTHER RESOLVED, that sexual harassment, sexual assault and fraternization may involve the behavior of a person of either sex against a person of the opposite or same sex. Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcomed sexual propositions, invitations, solicitations and flirtations.
2. Threats or insinuations that a person's employment, wages, academic grade, promotional opportunities, classroom work or assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
3. Unwelcome verbal, written or digitally sent expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls, emails, text messages, or website publications.
4. Sexually suggestive objects, pictures, posters, videotapes, audio recordings or literature, placed in the work or study area that may embarrass or offend individuals.
5. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
6. Examples of sexual assault are sexual activities including, but not limited to, forced sexual intercourse, forcible sodomy, incest, fondling, and attempted rape.

BE IT FURTHER RESOLVED, that this policy sets forth the framework for victim-centered procedural guidelines regarding issues of sexual harassment, sexual assault and fraternization.

BE IT FURTHER RESOLVED that the College adheres to affirmative consent with regard to sexual activity. Affirmative consent is defined as an understandable exchange of affirmative words that indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It shall not be a valid excuse for the accused to allege belief that the complainant consented to sexual activity while the accused was intoxicated or reckless, or for the accused to not have taken reasonable steps to ascertain whether the complainant affirmatively consented. It is the policy of the College that a person cannot render affirmative consent while asleep, unconscious, or incapacitated due to the influence of drugs (including medication) or alcohol, or due to inability to communicate because of a physical or mental condition. *It is hereby the policy of the College to adopt the standard of preponderance of evidence with regard to elements of a sexual assault or harassment complaint.

BE IT FURTHER RESOLVED, that any questions about Title IX of the Education Amendments of 1972, which states that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance," can be directed to the College Title IX Coordinator.

*legal consultation on this term

DRAFT Resolution: March 1, 2016

Amended & Adopted: July 24, 2014
Resolution 38-2014

Amended & Adopted: September 5, 2008
Resolution 33-2008

Adopted: April 20, 1994
Resolution 46-94

MAR 11 2016

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GUAM COMMUNITY COLLEGE
Board of Trustees

SEXUAL HARASSMENT AND SEXUAL DISCRIMINATION PREVENTION

WHEREAS, Guam Community College is committed to maintaining a safe, comfortable and non-discriminatory learning and working environment for all members of the College community – students, employees, visitors, applicants, and third-party vendors, and

WHEREAS, sexual harassment, sexual assault, and fraternization are forms of sex discrimination that can undermine the foundation of trust and mutual respect that must prevail if the College is to fulfill its educational mission; and

WHEREAS, per Title VII of the Civil Rights Act of 1964, the College adopts the following definition of sexual harassment: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects individual's employment or educational environment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating, hostile, or offensive work or educational environment." Sexual harassment occurs when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational benefits or services;
2. Submission to or rejection of such conduct that is used for the basis for employment or academic decisions affecting the individual's welfare;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's professional or academic performance or creating an intimidating, hostile, or offensive educational school experience or working environment;
4. Such conduct is sufficiently severe or pervasive as to alter the conditions of an individual's employment or education or create an abusive working, learning environment.

WHEREAS, sexual assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Sexual assault is a form of sexual harassment; and,

WHEREAS, fraternization at the College is defined as a situation in which an employee engages in an emotional, romantic, or sexual relationship with a student or an employee for whom he or she has a professional responsibility as a faculty, staff, or administrator; and

WHEREAS, the College complies with the Title VII of the Civil Rights Act of 1964, and all local and federal laws (as amended), and all executive orders and other applicable regulations which protect its students, applicants, employees, visitors, and third-party vendors against sexual harassment, sexual assault and fraternization.

NOW, THEREFORE, BE IT RESOLVED, that the College hereby adopts zero tolerance toward sexual harassment, sexual assault and fraternization in any part of the College's programs, services, and activities. Zero tolerance means any proven sexual harassment, sexual assault or fraternization will result in immediate and appropriate action to stop such action and prevent its recurrence. No employee should engage in any romantic or sexual relationship with a student or employee for whom he or she has a professional responsibility as an instructor, advisor, evaluator, or supervisor. Disciplinary action such as demotion, suspension, or dismissal will be imposed upon employees, students, or other members of the College community who violate this policy, in accordance with the Guam Community College adopted employee/student codes of conduct and disciplinary procedures, personnel rules and regulations, guidelines contained in employee/student handbooks, the College catalogue, Board/Union collective bargaining agreements, local and federal laws, and other procedures established by the College for purposes of implementing this policy. Zero tolerance also will apply to an employee who fails to report a witnessed (visual or verbal) incident of sexual harassment, sexual assault or fraternization.

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GCC Board of Trustees Policy 185 – Sexual Harassment and Sexual Discrimination Prevention

BE IT FURTHER RESOLVED, that no faculty, administrator, staff, applicant for employment, or student be subject to restraint or reprisal for action taken in good faith seeking advice concerning a sexual harassment matter, filing a complaint, or serving as a witness or a panel member in a sexual harassment complaint.

BE IT FURTHER RESOLVED, that a complainant whose allegations are found to be both false and brought with malicious intent may be subject to disciplinary action and/or charges in a separate case.

BE IT FURTHER RESOLVED, that sexual harassment, sexual assault and fraternization may involve the behavior of a person of either sex against a person of the opposite or same sex. Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcomed sexual propositions, invitations, solicitations and flirtations.
2. Threats or insinuations that a person's employment, wages, academic grade, promotional opportunities, classroom work or assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
3. Unwelcome verbal, written or digitally sent expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls, emails, text messages, or website publications.
4. Sexually suggestive objects, pictures, posters, videotapes, audio recordings or literature, placed in the work or study area that may embarrass or offend individuals.
5. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
6. Examples of sexual assault are sexual activities including, but not limited to forced sexual intercourse, forcible sodomy, incest, fondling, and attempted rape.

BE IT FURTHER RESOLVED, that this policy sets forth the framework for victim-centered procedural guidelines regarding issues of sexual harassment, sexual assault and fraternization.

BE IT FURTHER RESOLVED that the College adheres to affirmative consent with regard to sexual activity. Affirmative consent is defined as an understandable exchange of affirmative words that indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It shall not be a valid excuse for the accused to allege belief that the complainant consented to sexual activity while the accused was intoxicated or reckless, or for the accused to not have taken reasonable steps to ascertain whether the complainant affirmatively consented. It is the policy of the College that a person cannot render affirmative consent while asleep, unconscious, or incapacitated due to the influence of drugs (including medication) or alcohol, or due to inability to communicate because of a physical or mental condition. It is hereby the policy of the College to adopt the standard of preponderance of evidence with regard to elements of a sexual assault or harassment complaint.

BE IT FURTHER RESOLVED, that any questions about Title IX of the Education Amendments of 1972, which states that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance," can be directed to the College Title IX Coordinator.

*legal consultation on this term

DRAFT Resolution: March 1, 2016

Amended & Adopted: 2016
Resolution -2016

Amended & Adopted: July 24, 2014

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BE IT FURTHER RESOLVED, that sexual harassment is defined as unwelcomed sexual advances, or request for sexual favors, or other physical or expressive behavior of a sexual nature when ¶

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1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational benefits or services.
2. Submission to or rejection of such conduct that is used for the basis for employment or academic decisions affecting the individual's welfare.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's professional or academic performance or creating an intimidating, hostile, or offensive educational school experience or working environment.
4. Such conduct is sufficiently severe or pervasive as to alter the conditions of an individual's employment or education or create an abusive working, learning environment.

BE IT FURTHER RESOLVED, that sexual assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Sexual assault is a form of sexual harassment.

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Page 2

GCC Board of Trustees Policy 185 – Sexual Harassment and Sexual Discrimination Prevention

Sexual relationships where such relationships lead to favoritism of a student or subordinate employee with whom the teacher or superior is sexually involved and where such favoritism may adversely affect other students or employees.

7.

can be directed to the Title IX Coordinator, John Payne at john.payne2@guamcc.edu: 735-5597, Location: Rooms 2138 & 2139, 1st Floor of Building 2000, or to the Office of Civil Rights (OCR).

Resolution 38-2014

**Amended & Adopted: September 5, 2008
Resolution 33-2008**

**Adopted: April 20, 1994
Resolution 46-94**

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Friday, April 8, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of March 11, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

BOT - Meeting Agenda
April 8, 2016
Page 2

VII. NEW BUSINESS

1. BOT Policies – Series 100 - updates
2. President's Travel Request (May 2016)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of March 11, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on March 11, 2016, was called to order at 11:35 a.m., by Chairperson Deborah Belanger, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Ms. Deborah C. Belanger; Mr. Frank P. Arriola; Mr. Richard P. Sablan; Mr. Eloy P. Hara; Ms. Gina Ramos. Not in attendance: Mr. John Benito (schedule conflict); Mr. Adrian Davis, Student Trustee (schedule conflict-attending conference); Mr. Kenneth Bautista, Support Staff Advisory Member (on sick leave); Mr. Frederick Tupaz, Faculty Advisory (schedule conflict).

Others in attendance: Dr. Mary A.Y. Okada, President; Ms. Carmen Santos, Vice President, Finance and Administration; Dr. Michael Chan, Dean, TSS; Dr. Gina Tudela, Dean, TPS; Ms. Doris Perez, Assistant Director, Planning & Development; Ms. Joann Muna, Human Resources Administrator; Attorney Rebecca Wrightson, Legal Counsel.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – February 9, 2016

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, AND SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD APPROVE THE MEETING MINUTES OF FEBRUARY 9, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED.
(Voting: 5 ayes, 0 nays)

III. COMMUNICATIONS– Letter dated February 22, 2016, from Acting Speaker Benjamin J.F. Cruz from the Guam Legislature to Governor Edward J.B. Calvo, consenting to the nominations of Mr. Frank P. Arriola and Ms. Gina Y. Ramos to serve as members of the Guam Community College Board of Trustees by Legislative action on February 18, 2016.

IV. PUBLIC DISCUSSION – None.

V. REPORTS

1. President's Report: President Okada reported on the following:
Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2015: 100% of the appropriations for this calendar year were received.

FY2016: No allotments has been received for this fiscal year. The College is currently communicating with DOA with a schedule of projected cash for a month-to-month total projection for the remainder of this calendar year. As projected, the College anticipates receiving approximately \$3 Million in March 2016 and will still have outstanding receivables of approximately \$5 Million by September 30, 2016, the end of this fiscal year.

Capital Improvement Projects and other activities: President Okada reported the following:

-There was a call for capital improvement projects for on campus projects. The call out period has expired and the office of Planning and Development will compile this and provide a proposal to the Board.

-As part of the technology upgrade, several labs will receive new computers. A total of approximately 105 new computers will be installed during the summer.

Other activities:

-On February 26, 2016, the President signed three (3) promotions, which will be effective October 2016. Ms. Simone Bollinger, Ms. Tressa Dela Cruz and J. Peter Roberto were recommended by the promotions committee.

-As part of the 2016 GCC Mes Chamorro activities, the faculty, staff and administrators have put together a luncheon for this afternoon, March 11, 2016, in the MPA. BOT members are invited to attend.

-A "Students Leading Students" conference is also taking place today, March 11, 2016 at the Westin, which the Student Trustee is currently attending.

-A new GCC logo will be launched in conjunction with a new GCC website before the beginning of the next academic year and anticipate this will happen during the summer.

-The Reduction in Force (RIF) Committee for the Cosmetology program have submitted a report and plan of action for the Board's consideration for today's meeting. Anticipate this will be a template for future RIF committees.

-As a result of the completion of the RIF Committee's report, recruitment for personnel for vacant positions will resume. Recruitment was on hold during the RIF Committee's review.

2. Monthly Activities Report

Student Trustee: Trustee Adrian Davis is currently attending the Student Leading Students conference today, March 11, 2016.

Faculty Advisory Member: Mr. Frederick Tupaz was absent.

Support Staff Advisory Member: Mr. Kenneth Bautista is on sick leave.

3. Board of Trustees Community Outreach Report.

-GCC Management Team Negotiation weekly meetings at the College: Trustee Deborah Belanger continues to attend these meetings.

-Trustee Gina Ramos attended a meeting last week with Mr. Ron Rhinehart from the U.S. Office of Personnel Management.

-March 5, 2016, E.M.C. Cancer Foundation event: Trustee Frank Arriola, Trustee Deborah Belanger attended.

-March 5, 2016, Marianas Yigo Association retirement tournament: Trustee Frank Arriola attended, which involved off-island participants, including a Sensei from Tokai University and a team from Palau.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

- o Bldg. 100. Bid opening was held on March 10, 2016 attended by four (4) bidders and bid submissions are currently being reviewed.

-The College will be requesting from the Guam Attorney General the extension of the delegated authority for legal counsel's review for this project, plus all of GCC projects over \$500,000.

- o Forensic Lab. As last reported, the College anticipates the bid for the Forensic Lab to go out sometime towards the end of 2016.

-Building 300. The College has met with the architects to provide them with an initial idea of the designs for this project. The intent for this entire building is for a single-story multipurpose auditorium for an approximate seating of 500 with tables, and approximately 700 without tables. Restrooms will also be included in this building. Design for this project should be finalized within sixty (60) days.

-Wellness Center. This is status quo as far as the design for this project is 100% complete, however, the College is still seeking funding for this construction.

-GCC Annex. This project is currently on hold.

VII. NEW BUSINESS.

1. Board of Trustees Election. The Guam Community College Board of Trustees nominated and elected new officers for a term of two (2) years for 2016-2017. A motion was then made, as follow:

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN AND SECONDED BY TRUSTEE GINA RAMOS THAT THE FOLLOWING TRUSTEES BE NOMINATED TO BE VOTED AS THE GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES OFFICERS FOR A TWO-YEAR TERM FOR 2016 THROUGH 2017:

TRUSTEE RICHARD SABLAN NOMINATED FRANK ARRIOLA AS THE CHAIRPERSON; TRUSTEE GINA RAMOS NOMINATED TRUSTEE RICHARD SABLAN AS THE VICE CHAIRPERSON; TRUSTEE RICHARD SABLAN NOMINATED TRUSTEE ELOY HARA AS TREASURER; TRUSTEE FRANK ARRIOLA NOMINATED TRUSTEE GINA RAMOS AS SECRETARY.

THERE BEING NO FURTHER NOMINATIONS THE FOLLOWING WERE VOTED AS THE NEWLY ELECTED OFFICERS OF THE GCC BOARD OF TRUSTEES:

**-FRANK ARRIOLA, CHAIRPERSON
-RICHARD SABLAN, VICE CHAIRPERSON
-GINA RAMOS, SECRETARY
-ELOY HARA, TREASURER.**

NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

2. RIF Committee Review and Plan. President Okada explained that on January 2016, the Board approved for the Reduction in Force (RIF) Committee to convene for the GCC Cosmetology Program. The RIF Committee comprised of Dr. Ray Somera as the Chair; Mr. Fred Tupaz, Co-Chair; and other members, Dr. Virginia Tudela, Dr. Michael Chan, and Joann Muna represented Management; Ms. Donna Cruz, Mr. Robin Roberson and Ms. Imelda Arce represented Faculty. The RIF Committee held several meetings within the required period of forty-five (45) days.

The RIF Committee provided its findings with a Report and Plan of Action. Appendices are attached to the Report. The Faculty Senate and the College Governing Council were given an opportunity to provide comments, which are also attached for the Board's consideration.

The RIF Committee provided three (3) options in its report such as 1) Continue the Cosmetology Program; 2) Offer Cosmetology courses in partnership with a private entity; and 3) although this was an option, it is not recommended to discontinue the cosmetology program.

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE FOLLOWING, WITH CORRECTIONS: TWO (2) RECOMMENDATIONS BY THE REDUCTION IN FORCE (RIF) COMMITTEE'S PLAN OF ACTION FOR THE GCC COSMETOLOGY PROGRAM TO CONTINUE; THAT ALL GCC PROGRAMS WILL CONTINUE TO RECEIVE PROGRAM REVIEWS; AND THAT THE BOARD FURTHER APPROVE THE RIF'S RECOMMENDATION TO INCORPORATE THE COMMENTS BY THE COLLEGE GOVERNING COUNCIL AND THE FACULTY SENATE, ATTACHED AS APPENDICES, TO BE IMPLEMENTED AT THE DISCRETION OF THE DEAN. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

3. **BOT Policy 185 – update.** An updated copy of BOT Policy 185 was presented to the Board for consideration. The President explained that included in the review process of Policy 185 were volunteers from faculty, administrators and staff, including a student. As to the procedure portion, there is currently a working group reviewing this and said procedures will be updated as well. When this update is complete, it will be provided as a reference to the Board.

There was a question on Page 2 of the updated Policy 185 that required a legal counsel review concerning the “standard of preponderance of evidence.” The legal counsel conducted a research and advised that the standard of preponderance of evidence is recommended by the U.S. DOE and should be adopted as part of the policy.

Ms. Joann Muna, HR Administrator, asked legal counsel to provide the working group a “clear definition of preponderance” to assist them in their review. The BOT Chair suggested including “beyond a reasonable doubt” should also be given a “clear definition” for the working group in moving forward with updating the procedures for this policy.

A question was brought up regarding employee training concerning sexual harassment. The President informed the Board that training is currently conducted during new employee orientations and at each mandatory professional development. A mandatory online training was recently implemented. It was recommended that the Board should be included in the online training. The GCC Human Resource office will set this up.

After further discussions, a motion was made, as follows:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, AND SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE UPDATED GCC BOARD OF TRUSTEES POLICY 185, “SEXUAL HARASSMENT AND SEXUAL DISCRIMINATION PREVENTION,” WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

4. **27th Pay Period.** The President explained to the Board there is an additional pay period for this fiscal year due to 2016 being a leap year. The pay period shifts during a leap year. This shift added one (1) more pay period making a 27th pay period for 2016.

In order for the College to pay out the increment from the last academic year, it requires the Board’s action when it previously approved to freeze increments.

Referencing a letter from the Faculty Union dated October 2015, it identifies and outlines what the College is now requesting for Board’s approval. AY2014-2015 is what is being proposed to pay out this 27th pay period in a lump sum in July 2016. Faculty held a meeting regarding this and 70 members attended representing 66% of the faculty. Votes were cast representing 62.8% of the faculty. Funding is available and the payout will be a total of approximately \$300,000 for

faculty currently employed with the College for increments for AY2014-2015. This payment is not cumulative and is a one-time lump sum payment from the FY2016 budget. After some discussions, a motion was made, as follows:

MOTION

IT WAS MOVED BY TRUSTEE FRANK ARRIOLA, AND SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE APPROPRIATION FOR THE 27TH PAY PERIOD. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At approximately 12:20 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 12:47 p.m., the meeting reconvened to open session.

At this time, the Board made the following motions:

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At this time, Chairwoman Belanger extended the following:

1. Congratulations to the newly elected Board of Trustees officers, Frank Arriola, Richard Sablan, Eloy Hara and Gina Ramos.
2. Congratulations to Ms. Simone Bollinger, Ms. Tressa Dela Cruz and Mr. J. Peter Roberto on their promotions.

The BOT members also extended their appreciation to Chairwoman Belanger for her leadership and a job well done as the BOT Chair for the last couple of years.

IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE FRANK ARRIOLA, THAT THE MEETING OF MARCH 11, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

There being no further discussions, the meeting of March 11, 2016, adjourned at approximately 12:50 p.m.


SUBMITTED BY:


BERTHA M. GUERRERO APR 08 2016
Recording Secretary

ATTESTED BY:


GINA Y. RAMOS APR 08 2016
Secretary

APPROVED BY:


FRANK P. ARRIOLA APR 08 2016
Chairperson

PRESIDENT'S TRAVEL SCHEDULE
May 2016

Conference Title	Date	Location	Sponsor:
May 2016 Commission Meeting	May 3-4, 2016	Washington, DC	WHIAAPI

Funding Source in order of travel: 100% reimbursed by the White House Initiative on Asian Americans & Pacific Islanders

**Guam Community College
Board of Trustees**

Mission Statement

WHEREAS, Guam Community College was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) to provide secondary, postsecondary and adult educational programs and career-technical training that is premised on lifelong learning. The College's strength and success are driven by its core values. It is also guided by the College's vision statement as follows:

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

WHEREAS, the College values diversity: an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

WHEREAS, the College values accountability: a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

WHEREAS, the College values service: supporting and recognizing service at all levels of the College, striving to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

WHEREAS, the College values integrity: holding high standards of character and integrity as the foundation upon which the College is created.

WHEREAS, the College is learning-centered: fostering 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.

WHEREAS, the College is student-centered: committed to education, inquiry and service in order to meet our students' ever growing and changing needs, promoting lifelong learning, civic and social responsibility, leadership, and career growth.

NOW THEREFORE, BE IT RESOLVED, that the following Mission Statement be endorsed and adopted by the Board, subject to a simultaneous review of the College's Institutional Strategic Master Plan every six years.

Guam Community College 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.

Sinangan Misi3n (Chamorro translation)

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfafache'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafanangui yan i fina'na'guen cho'cho' para Maikronesiha.

The mission is achieved by accomplishing the following goals:

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 in order to boost improvement and accountability.

Goal 4: Visibility and Engagement

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

Amended & Adopted: April 8, 2016; Resolution 2-2016

Amended & Adopted: January 10, 2014; Resolution 3-2014

Amended & Adopted: May 5, 2011 (Chamorro translation)

Re-examined & Adopted: February 9, 2011; Resolution 5-2011

Adopted: March 11, 2009; Resolution 17-2009

Amended & Adopted: September 5, 2008; Resolution: 12-2008

Re-examined & Adopted: January 25, 2007; Resolution 1-2007

Adopted: February 9, 2005; Resolution 3-2005

**GUAM COMMUNITY COLLEGE
Board of Trustees**

**ADOPTION OF
BOARD OF TRUSTEES MEMBERSHIP HANDBOOK,
BOARD OF TRUSTEES STANDING COMMITTEES,
PARLIAMENTARY PROCEDURES AT A GLANCE
(By: O. Garfield Jones)**

WHEREAS, as part of the College's Institutional Assessment, the Board of Trustees has developed an Assessment Activity Strategy & Timeline that outlines major goals and objectives related to ACCJC/WASC goals; and

WHEREAS, these major goals include the development & implementation of a Board Development Plan, improving the conduct of Board business and meetings, strengthening of institutional relationships, establishment of standing committees within the Board, and improvement of the relationship with the GCC Foundation Board; and

WHEREAS, of the major goals of the Board, a number of objectives have been accomplished such as the development of a Membership Handbook; the establishment of ground rules for conducting and managing meetings utilizing the Parliamentary Procedures at a Glance publication as the Board's official reference and guidance; the establishment of Standing Committees of the Board that include their duties & responsibilities expected from each committee member; the Student Trustee continues to represent constituents by reporting activities and concerns at regularly scheduled Board meetings; and the Board of Trustee Chairperson continues to work closely with the Foundation Board members to strengthen relationships between the Trustees and Foundation board members; and

WHEREAS, the Board continues to move forward with its efforts to fulfill the objectives identified as a part of its own assessment process in compliance with ACCJC/WASC standards, and as mandated by BOT Policy 306.

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees adopts the following for immediate implementation and use:

- GCC Board of Trustees Membership Handbook;
- GCC Board of Trustees ACCJC/WASC Standing Committees:
 - Academic Affairs Standing Committee
 - Finance & Administration Standing Committee
- Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," latest edition.

BE IT FURTHER RESOLVED, that the above documents and processes, as deemed necessary, are subject to review, updating and amendment by the Board of Trustees.

Reviewed, no changes: April 8, 2016 (updated)

**Amended & Adopted: July 24, 2014
Resolution 27-2014**

**Amended & Adopted: September 5, 2008
Resolution 15-2008**

**Adopted: August 1, 2006
Resolution 12-2006**

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ACTING PRESIDENT

WHEREAS, the President serves in a dual capacity as President of the College and as Executive Officer of the Board of Trustees; and

WHEREAS, it is sometimes necessary for the President to be off-island; and

WHEREAS, there may be occasions when the President is unable to perform his/her duties due to absence, illness, or incapacitation; and

WHEREAS, it is vital that leadership and responsibility for the overall operation of the College be maintained despite the absence, illness, or incapacitation of the President;

NOW, THEREFORE, BE IT RESOLVED, that when it becomes necessary for the President to travel off-island, the President shall appoint an Acting President from among the Vice Presidents or other designated Academic Administrator and shall advise the Board; and

BE IT FURTHER RESOLVED, that should the President be unable to perform his/her duties in case of an emergency, the Board of Trustees Chairperson, in consultation with the other Board Members, shall appoint an Acting President from among the Vice Presidents or other designated Academic Administrator who shall serve until such time that the President is able to return to work; and

BE IT FURTHER RESOLVED, that an employee who is appointed to serve temporarily in an acting capacity as President of the College shall be compensated during the period of such services by a payment differential to be added to his/her base rate of pay, measured by the difference in amount between the step in the pay grade he/she holds and the salary paid the President; and

BE IT FURTHER RESOLVED, that compensation following appointment in an acting capacity shall not be less than 30 calendar days and not to exceed one year. Payment differential shall be deferred until the employee has served 30 consecutive calendar days in an acting capacity.

Reviewed, no changes: April 8, 2016

Amended & Adopted: January 10, 2014

Resolution 4-2014

Amended & Adopted: September 5, 2008

Resolution 21-2008

Adopted: July 20, 1994

Resolution 49-94

Amended: July 1, 1998

Amended: June 7, 2000

**GUAM COMMUNITY COLLEGE
Board of Trustees**

IDENTITY SYSTEM MANUAL

WHEREAS, Guam Community College has experienced phenomenal growth and greatly diversified since its inception in 1977; and

WHEREAS, the College is now one of the major post secondary educational institutions of the Territory of Guam and its surrounding region; and

WHEREAS, there should be consistency in the various publications, announcements, and other official papers of the College; and

WHEREAS, readily recognizable logos help to establish institutional identity and loyalty; and

WHEREAS, the diversity and complexity of the Colleges offerings far surpass the images of the hard hat and drafting tool on the official seal; and

WHEREAS, an Identity System Manual has been developed which includes a new logo system, sets college colors and various other standards that dictate the image of the College,

NOW, THEREFORE, BE IT RESOLVED, that the Identity System Manual shall serve as the official guide for the use of the logo, college colors and similar matters on all College print, video and electronic communications, and signage.

Reviewed & Adopted: April 8, 2016
Resolution ____-2016

Reviewed & Adopted: September 5, 2008
Resolution 23-2008

Adopted: March 16, 1994
Resolution 8-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

MEDIA RELATIONS

WHEREAS, the College's image as perceived by the community is of the utmost importance to the Board of Trustees; and

WHEREAS, the Board of Trustees believes that a coherent image of the College must be presented to the public at all times in print, social, and broadcast media; and

WHEREAS, the College relies on community support to effectively carry out its mission; and

WHEREAS, articles, news stories, and social media affect the way in which people regard the College, its programs, faculty, staff, and students; and

WHEREAS, the College logo must be on all print, video and social media/electronic materials that promote the College;

NOW, THEREFORE, BE IT RESOLVED, that it is the policy of the Board of Trustees that all broadcast, electronic and print items that promote the College, must be approved by the President's Office, Communications and Promotions, before release to the public; and

BE IT FURTHER RESOLVED, that responses to media inquiries regarding institutional position on issues will be handled by the President, Chairperson of the Board of Trustees, or the Assistant Director for Communications and Promotions. College employees who receive inquiries from the media are to direct the inquiries to the Assistant Director for Communications and Promotions, President's Office; and

BE IT FURTHER RESOLVED, that the College's communication with the media will, at all times, remain on a professional level.

**Amended & Adopted: April 8, 2016
Resolution ____-2016**

**Amended & Adopted: September 5, 2008
Resolution 24-2008**

**Adopted: July 20, 1994
Resolution 51-94**

**GUAM COMMUNITY COLLEGE
Board of Trustees**

GCC PROTOCOL GUIDE

WHEREAS, Guam Community College holds a number of graduation ceremonies and other institutional special events; and

WHEREAS, Government officials, local and off-island dignitaries, heads of organizations, and the College's Board of Trustees and administrative heads at various times attend these events, some as participants. These public events require protocol considerations. This guide is to be used as a basis for such considerations. But, in the absence of the written word, common sense and tactfulness shall be the basis of protocol and good manners. Regarding recommendations and references to acceptable international, national and territorial social usage and local customs see the Official Protocol Guide for the Territory of Guam (copy available in the President's Office and the Library).

NOW, THEREFORE, BE IT RESOLVED, that at any official GCC event, those listed in the Order of Precedence, when present, shall always be officially recognized. When the situation warrants, other protocol considerations should be given based on the Orders of Precedence.

BE IT FURTHER RESOLVED, that the orders of preference are:

Graduation Order of Precedence

Governor
Lieutenant Governor
Speaker of the Guam Legislature
Chief Justice, District Court of Guam
Chief Justice, Supreme Court of Guam
Presiding Judge, Superior Court of Guam
Delegate to the U.S. Congress
Senators of the Guam Legislature
Board of Trustees Chairperson
Foundation Board of Governors Chairperson
Board of Trustees Vice Chairperson
Foundation Board of Governors Vice Chairperson
Members, Board of Trustees
Members, Board of Governors
President

Territorial Order of Precedence (Source: Official Protocol Guide, Territory of Guam)

Governor
Lieutenant Governor
Speaker of the Guam Legislature
Presiding Judge, Superior Court of Guam
Delegate to the U.S. Congress
Former Governors (in order of seniority)
Consulates (in order of the presentation of their credentials)
Widows of Former Governors (in order of deceased husbands' seniority)
Senators of the Guam Legislature
President, Mayor's Council
Military: Admiral/General, Active (by date of rank)
Bishops (led by the Archbishop of the Diocese of Agaña)
Judge of the District Court of Guam (Federal)
Judges of the Superior Court of Guam (in order of seniority, concluded by Traffic Court Judge)

Page 2: GCC Board of Trustees Policy 155 – GCC PROTOCOL GUIDE

Mayors of Guam

Governor's Cabinet (by line of succession, unless otherwise specified by Governor)----Note: check with Governor's Office for desired arrangements, if any.

Former Lt. Governors (in order of seniority)

Former Speakers (in order of seniority)

Retired Presiding Judges (in order of seniority)

Former Delegates to the U.S. Congress (in order of seniority)

Former Senators

Former Judges

Former Mayors

Boards, Commissions, and Councils

GCC Order of Precedence

Board of Trustees Chairperson

Board of Trustees Vice Chairperson

Foundation Board of Governors Chairman

Foundation Board of Governors Vice Chairman

Members, Board of Trustees

Members, Foundation Board of Governors

President

Vice President of Academic Affairs

Vice President of Finance and Administration

Former Board of Trustees Members

Former Foundation Board of Governors Members

Former Presidents

Deans

Assistant Directors (Apprenticeship and Training, Planning and Development, Communications & Promotions, Development & Alumni Relations, and Assessment & Institutional Effectiveness)

Associate Deans

Faculty Senate President

Faculty Emeritus

BE IT FURTHER RESOLVED, that title shall be used as follows: "The Honorable" should be conferred on the following positions: Governor, Lt. Governor, Speaker, Presiding Judge, Delegate to Congress, heads of consular missions, other judges and senators. It is used in platform introductions and in correspondence when written out in full.

Honorific titles should be used before an individual's name in platform introductions and correspondence. Such titles are: Doctor, Professor, Reverend, Mr., Mrs., Miss, etc.

BE IT FURTHER RESOLVED, that seating precedent, based on official position, shall be the determining factor of seating arrangements for all official functions.

Following is an example of a platform seating arrangement.

VP	VP	VP	FBOG VChair	FBOG Chair	President	Gov	BOT Chair	BOT VChair	Dean	Dean	Dean	Faculty Senate President
13	11	9	7	5	3	1	2	4	6	8	10	12

Amended & Adopted: April 8, 2016

Resolution No. ____-2016

Amended & Adopted: September 5, 2008

Resolution No. 25-2008

Adopted: March 16, 1994

Resolution 10-94

Amended: May 6, 1998

**GUAM COMMUNITY COLLEGE
Board of Trustees**

CAMPUS CRIME AND SECURITY

WHEREAS, Congress has enacted the Crime Awareness and Campus Security Act of 1990; and

WHEREAS, the Board of Trustees of Guam Community College intends to comply with the requirements of that Act;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby directs the administration to prepare, publish, and distribute policy statements that comply with the letter and spirit of the Crime Awareness and Campus Security Act of 1990. Policy statements shall be issued covering the following areas:

- (1) Procedures for students to report criminal activities;**
- (2) Security at campus facilities;**
- (3) Availability and authority of campus law enforcement;**
- (4) Programs available to inform students about security and the prevention of crime;**
- (5) Recording of crime through local police agencies; and**
- (6) Possession, use and sale of alcohol and drugs.**

BE IT FURTHER RESOLVED, that the administration shall prepare, publish, and distribute statistical reports that identify the occurrence of campus crimes and the number of campus arrests for crimes specified in the Crime Awareness and Campus Security Act of 1990.

These policy statements and statistical reports should be published in publications or mailings that are available to students and employees, as well as prospective students and the higher education community, upon request.

Reviewed, no changes: April 8, 2016
Reviewed & Adopted: September 5, 2008
Resolution 28-2008

Adopted: November 24, 1992
Resolution 2-93

**GUAM COMMUNITY COLLEGE
Board of Trustees**

**GCC AS A TOBACCO PRODUCT, ELECTRONIC CIGARETTE
AND BETELNUT-FREE CAMPUS**

WHEREAS, tobacco is a legally available consumer product which kills people when used entirely as intended; and

WHEREAS, second-hand smoke contains poisonous chemicals such as arsenic, hydrogen cyanide, ammonia, and carbon monoxide; and

WHEREAS, the Environmental Protection Agency has classified secondhand smoke as a Group A carcinogen, a substance known to cause cancer in humans, and the EPA does not recognize a safe level of exposure to Group A carcinogens; and

WHEREAS, indisputable scientific evidence exists that links tobacco use and exposure to second-hand tobacco smoke to pulmonary and cardiovascular diseases and cancer; and

WHEREAS, over 60 percent of all Guam cancer deaths are tobacco related; and

WHEREAS, the percentage of Guam's people who smoke is one of the highest of all U.S. states and territories; and

WHEREAS, smoking rates among Guam adults continue to increase despite the fact that over half of the current smokers have recently attempted to quit; and

WHEREAS, 23.3% of middle school students and 31.6% of high school students in Guam are current smokers, according to the 2003 Youth Risk Behavior Survey, and

WHEREAS, Guam Public Law 21-139, Guam's Clean Indoor Air Act of 1992, prohibits smoking in all enclosed public places and requires restaurants to designate at least 50% of their restaurant seating as non-smoking; and

WHEREAS, Guam Public Law 28-20, the Natasha Perez Protection Act of 2005, prohibits smoking in Guam restaurants, except for restaurants that turn into bars late at night; and

WHEREAS, Guam Community College is committed to promoting the health, wellness and social well-being of its students, staff, faculty and the people of Guam and the Western Pacific; and

WHEREAS, betelnut and tobacco products, when chewed and expectorated, represent a significant health hazard by increasing the opportunity for exposure to various communicable diseases through saliva and air borne contaminants; and

WHEREAS, the use of any electronic cigarette (e-cigs) devices are prohibited on campus; and

WHEREAS, GCC desires to set a good public example as a responsible, health conscious public institution; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees approves the ban of Tobacco products, electronic cigarette (e-cigs) devices, and the use of betelnut on the GCC campus.

Reviewed, no changes: April 8, 2016
Amended & Adopted: May 30, 2013
Resolution No: 6-2013

Amended & Adopted: September 5, 2008
Resolution No: 31-2008

Adopted: March 9, 2006
Resolution 3-2006

DRAFT

**Guam Community College
Board of Trustees**

Mission Statement

WHEREAS, Guam Community College was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) to provide secondary, postsecondary and adult educational programs and career-technical training that is premised on lifelong learning. The College's strength and success are driven by its core values. It is also guided by the College's vision statement as follows:

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

WHEREAS, the College values diversity: an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

WHEREAS, the College values accountability: a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

WHEREAS, the College values service: supporting and recognizing service at all levels of the College, striving to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

WHEREAS, the College values integrity: holding high standards of character and integrity as the foundation upon which the College is created.

WHEREAS, the College is learning-centered: fostering 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.

WHEREAS, the College is student-~~focused~~centered: committed to education, inquiry and service in order to meet our students' ever growing and changing needs, promoting lifelong learning, civic and social responsibility, leadership, and career growth.

NOW THEREFORE, BE IT RESOLVED, that the following Mission Statement be endorsed and adopted by the Board, subject to a simultaneous review of the College's Institutional Strategic Master Plan every six years.

Guam Community College 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.

Sinangan Misi3n (Chamorro translation)

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfafache'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananagui yan i fina'na'guen cho'cho' ~~gi-tya~~ para Maikronesiha.

The mission is achieved by accomplishing the following goals:

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 in order to boost improvement and accountability.

Goal 4: Visibility and Engagement

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

Amended & Adopted: April 8, 2016; Resolution 2-2016

Amended & Adopted: January 10, 2014; Resolution 3-2014

Amended & Adopted: May 5, 2011 (Chamorro translation)

Re-examined & Adopted: February 9, 2011; Resolution 5-2011

Adopted: March 11, 2009; Resolution 17-2009

Amended & Adopted: September 5, 2008; Resolution: 12-2008

Re-examined & Adopted: January 25, 2007; Resolution 1-2007

Adopted: February 9, 2005; Resolution 3-2005

**GUAM COMMUNITY COLLEGE
Board of Trustees**

IDENTITY SYSTEM MANUAL

WHEREAS, Guam Community College has experienced phenomenal growth and greatly diversified since its inception in 1977; and

WHEREAS, the College ~~is now represents~~ one of the major post secondary educational institutions of the Territory of Guam and its surrounding region; and

WHEREAS, there should be consistency in the various publications, announcements, and other official papers of the College; and

WHEREAS, readily recognizable logos help to establish institutional identity and loyalty; and

WHEREAS, the diversity and complexity of the Colleges offerings far surpass the images of the hard hat and drafting tool on the official seal; and

WHEREAS, an Identity System Manual has been developed which includes a new logo system, sets ~~school-college~~ colors and various other standards that dictate the image of the College,

NOW, THEREFORE, BE IT RESOLVED, that the Identity System Manual shall serve as the official guide for the use of the logo, ~~school-college~~ colors and similar matters on all College print, video and electronic communications, and signage.

Reviewed & Adopted: April 8, 2016
Resolution -2016

Reviewed & Adopted: September 5, 2008
Resolution 23-2008

Adopted: March 16, 1994
Resolution 8-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

MEDIA RELATIONS

WHEREAS, the College's image as perceived by the community is of the utmost importance to the Board of Trustees; and

WHEREAS, the Board of Trustees believes that a coherent image of the College must be presented to the public at all times in print, social, and broadcast media; and

WHEREAS, the College relies on community support to effectively carry out its mission; and

WHEREAS, ~~print~~ articles, ~~and~~ news stories, and social media affect the way in which people regard the College, its programs, faculty, staff, and students; and

WHEREAS, the College logo must be on all ~~printed~~ print, video and social media/electronic ~~and televised~~ materials that promote the College;

NOW, THEREFORE, BE IT RESOLVED, that it is the policy of the Board of Trustees that all broadcast, electronic and print items that promote the College, must be approved by the President's Office, Communications and Promotions, before release to the public; and

BE IT FURTHER RESOLVED, that responses to media inquiries regarding institutional position on issues will be handled by the President, Chairperson of the Board of Trustees, or the Assistant Director for Communications and Promotions. College employees who receive inquiries from the media are to direct the inquiries to the Assistant Director for Communications and Promotions, President's Office; and

BE IT FURTHER RESOLVED, that the College's communication with the media will, at all times, remain on a professional level.

Amended & Adopted: April 8, 2016
Resolution -2016

Amended & Adopted: September 5, 2008
Resolution 24-2008

Adopted: July 20, 1994
Resolution 51-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

Policy 155

GCC PROTOCOL GUIDE

WHEREAS, Guam Community College holds a number of graduation ceremonies and other institutional special events; and

WHEREAS, Government officials, local and off-island dignitaries, heads of organizations, and the College's Board of Trustees and administrative heads at various times attend these events, some as participants. These public events require protocol considerations. This guide is to be used as a basis for such considerations. But, in the absence of the written word, common sense and tactfulness shall be the basis of protocol and good manners. Regarding recommendations and references to acceptable international, national and territorial social usage and local customs see the Official Protocol Guide for the Territory of Guam (copy available in the President's Office and the Library).

NOW, THEREFORE, BE IT RESOLVED, that at any official GCC event, those listed in the Order of Precedence, when present, shall always be officially recognized. When the situation warrants, other protocol considerations should be given based on the Orders of Precedence.

BE IT FURTHER RESOLVED, that the orders of preference are:

Graduation Order of Precedence

Governor
Lieutenant Governor
Speaker of the Guam Legislature
Chief Justice, District Court of Guam
Chief Justice, Supreme Court of Guam
Presiding Judge, Superior Court of Guam
Delegate to the U.S. Congress
Senators of the Guam Legislature
Board of Trustees Chairperson
Foundation Board of Governors Chairperson
Board of Trustees Vice Chairperson
Foundation Board of Governors Vice Chairperson
Members, Board of Trustees
Members, Board of Governors
President

Territorial Order of Precedence (Source: Official Protocol Guide, Territory of Guam)

Governor
Lieutenant Governor
Speaker of the Guam Legislature
Presiding Judge, Superior Court of Guam
Delegate to the U.S. Congress
Former Governors (in order of seniority)
Consulates (in order of the presentation of their credentials)
Widows of Former Governors (in order of deceased ~~husbands'~~ seniority)
Senators of the Guam Legislature
President, Mayor's Council
Military: Admiral/General, Active (by date of rank)
Bishops (led by the Archbishop of the Diocese of Agaña)
Judge of the District Court of Guam (Federal)
Judges of the Superior Court of Guam (in order of seniority, concluded by Traffic Court Judge)

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Page 2: GCC Board of Trustees Policy 155 – GCC PROTOCOL GUIDE

Mayors of Guam
 Governor's Cabinet (by line of succession, unless otherwise specified by Governor)—Note: check with Governor's Office for desired arrangements, if any
 Former Lt. Governors (in order of seniority)
 Former Speakers (in order of seniority)
 Retired Presiding Judges (in order of seniority)
 Former Delegates to the U.S. Congress (in order of seniority)
 Former Senators
 Former Judges
 Former Mayors
 Boards, Commissions, and Councils

GCC Order of Precedence

Board of Trustees Chairperson
 Board of Trustees Vice Chairperson
 Foundation Board of Governors Chairman
 Foundation Board of Governors Vice Chairman
 Members, Board of Trustees
 Members, Foundation Board of Governors
 President
 Vice President of Academic Affairs
 Vice President of Finance and Administration
 Former Board of Trustees Members
 Former Foundation Board of Governors Members
 Former Presidents
 Deans
 Assistant Directors (Apprenticeship and Training, Planning and Development, Communications & Promotions, Development & Alumni Relations, and Assessment & Institutional Effectiveness)
 Associate Deans
 Faculty Senate President
Faculty Emeritus

BE IT FURTHER RESOLVED, that title shall be used as follows: "The Honorable" should be conferred on the following positions: Governor, Lt. Governor, Speaker, Presiding Judge, Delegate to Congress, heads of consular missions, other judges and senators. It is used in platform introductions and in correspondence when written out in full.

Honorific titles should be used before an individual's name in platform introductions and correspondence. Such titles are: Doctor, Professor, Reverend, Mr., Mrs., Miss, etc.

BE IT FURTHER RESOLVED, that seating precedent, based on official position, shall be the determining factor of seating arrangements for all official functions.

Following is an example of a platform seating arrangement.

VP	VP	VP	FTBOT VChair	FTBOT Chair	President	Gov	BOT Chair	BOT VChair	Dean	Dean	Dean	Faculty Senate President
11	11	9	7	5	3	1	2	4	6	8	10	12

Amended & Adopted: April 8, 2016

Resolution No. -2016

Amended & Adopted: September 5, 2008

Resolution No. 25-2008

Adopted: March 16, 1994

Resolution 10-94

Amended: May 6, 1998

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GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Friday, May 20, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Swearing In and Administration of the Oath of Office for re-elected GCC Trustee Student Member, Adrian Davis
2. Roll Call
3. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of April 8, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. BOT Policy 114 (Naming Opportunities) - update
2. 5-Year Academic Calendar (updated)
3. ACCT Annual Leadership Congress, New Orleans, LA
(October 2016)
4. President's Travel Request (June 2016)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT


GUAM COMMUNITY COLLEGE
Board of Trustees

OATH OF OFFICE

I, ADRIAN DAVIS, do solemnly swear in the presence of almighty God that I will well and faithfully support the Constitution of the United States, the laws of the United States applicable to Guam, and the laws of Guam, and that I will conscientiously and impartially discharge my duties as:

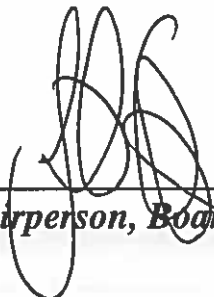
MEMBER, BOARD OF TRUSTEES
Guam Community College

***Pursuant to 6 GCA 4308, I declare that the foregoing is true and correct,
Executed at Mangilao-Guam Community College on May 20, 2016.***



Member (Signature)

The Oath of Office was administered by the Chairperson, Board of Trustees.



Chairperson, Board of Trustees (Signature)

Certificate of Election



GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan
Accredited by the
Western Association of
Schools and Colleges

Awarded to:
ADRIAN DAVIS

Duly elected by the students of GCC and certified by the election committee, the above named individual is sworn in this 20th day of May 2016 as the student member of the Board of Trustees, to serve until April 2017.

A handwritten signature in black ink, appearing to be 'J. S. S.', is written over a horizontal line. Below the line, the text 'Chairperson' and 'Board of Trustees' is printed in a serif font.

Chairperson
Board of Trustees

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of April 8, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on April 8, 2016, was called to order at 12:00 p.m., by Chairperson Frank P. Arriola, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Mr. Frank P. Arriola; Mr. Richard P. Sablan; Ms. Gina Ramos; Mr. Eloy P. Hara; Ms. Deborah C. Belanger; Mr. Adrian Davis, Student Trustee; Mr. Kenneth Bautista, Support Staff Advisory Member; Mr. Frederick Tupaz, Faculty Advisory. Not in attendance: Mr. John Benito (off-island).

Others in attendance: Dr. Mary A.Y. Okada, President; Ms. Carmen Santos, Vice President, Finance and Administration; Ms. Joann Muna, Human Resources Administrator; Attorney Rebecca Wrightson, Legal Counsel; Ms. Monica Aguon; Mr. Michael Setzer; Mr. Chris Dennis; Mr. Robin Roberson; Ms. Sally Sablan; Ms. Patty Terlaje; Mr. Barry Mead.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES –March 11, 2016

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, AND SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE MEETING MINUTES OF MARCH 11, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

III. COMMUNICATIONS– Letter dated April 4, 2016 from the Speaker, Guam Legislature to Governor Edward J.B. Calvo, consenting to the nomination of Mr. Richard Sablan as a member of the Guam Community College Board of Trustees effective April 2, 2016.

IV. PUBLIC DISCUSSION – No request.

V. REPORTS

1. President's Report: President Okada reported on the following:
Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2015: As last reported, the remainder of allotments for this fiscal year were received in March 2016.

FY2016: Based on the appropriations, the College received \$4.49 Million covering all funds, which amounts to 20% of the total allotment for the year. There is an allotment schedule with DOA and funds have been released subject to this schedule.

Capital Improvement Projects and other activities: President Okada reported the following:

- The scope of work for the bid for the installation of sustainable window blinds for Building E are complete.
- Bid was issued for the acquisition of collateral equipment for classrooms as part of the facility upgrades.
- Bids was issued for acquisition of air-conditioners. Bid opening is scheduled for April 21, 2016. There are approximately 17 prospective bidders for the air-conditioners.

Other activities:

- In partnership with GCC and the Consul General of the Philippines, Ms. Raquel Choa, renowned tablea maker (“chocolatier”) was invited to make a presentation regarding her chocolate making skills before the GCC Culinary Arts and high school ProStart and Marketing students in the MPA on March 9, 2016.
- Ms. Bernadette Howard, Guam’s regional representative from Advanced CTE, a non-profit organization for State Directors for Career and Technical Education recently visited the campus. Ms. Howard is also a former GCC Faculty member. Discussions re CTE programs on a state level were held, which included a campus tour.
- Meeting was held with Dr. Nguyen, Chairman for the Department of Radiology at GMH, to help facilitate some workforce development opportunities for GCC students.
- The College is continuously pursuing a grant with the Economic Development Authority and has met with Ms. Gail Fujita for a proposal to expand the MPA building into a full commercial kitchen to support Culinary, including opportunities for additional projects for EDA grant funding.
- In partnership with Triple J, GCC Automotive department chair, Mr. Chris Dennis, facilitated and secured an MOA for a first brand specific training for the Triple J line to include Ford, Honda and Kia automobiles. This was launched March 23, 2016. Other than the educational and training component, anticipate these students will be secured employment thereafter.
- Prestige Auto also requested for an MOA regarding the Visual Communications and Marketing program.
- As part of the campus sustainable efforts, the EcoWarriors conducted a plant sale during the Spring Festival on March 31, 2016; a carpool and campus clean-up day were also held in conjunction with the GCC Sustainability office.
- The college participated in a roundtable discussion with Speaker Won Pat, which was held at the Guam Legislature to update the College’s and UOG’s sexual harassment policies.
- The Catering and Buffet programs will host a buffet luncheon fundraiser during the month of April 2016.
- A Math Fest was recently held on campus as well as the Spring Fest.
- Anticipate the new GCC logo will be presented during the next Board meeting.

2. Monthly Activities Report

Student Trustee: Trustee Adrian Davis reported the following:

- March 11, 2016, attended the Student Leading Students conference at the Westin. Approximately 250 students attended.
- March 31, 2016, the Spring Festival was held on the GCC campus courtyard.
- March 31, 2016, Student Trustee Election, approximately 492 students participated to vote for new COPSA Officers and a Student Trustee. As a result, Mr. Adrian Davis will be serving another year as a Student Trustee.
- April 7, 2016, karaoke night was held on campus in the Student Center Training Room 5108, which was a success.
- April 8, 2016, preparing schedule for the new COPSA team for new academic year.
- April 8, 2016, will be attending the afternoon roundtable discussion at the Guam Legislature.
- April 14, 2016, lip sync battle, 6pm-9pm in the Student Center courtyard: All BOT members encouraged to attend.
- April 15, 2016: Final COPSA membership meeting for this academic year ending with a potluck to also celebrate the success of all the student organizations this academic year.
- May 12, 2016, student luncheon/graduation rehearsals at UOG Calvo Field House.
- May 13, 2016, graduation day.

Faculty Advisory Member: Mr. Frederick Tupaz mentioned and reported the following:

- Congratulating Trustee Frank Arriola as the newly elected Chairperson for the GCC BOT.
- Thanking Trustee Deborah Belanger for her leadership as the past Chairperson.
- Thanking the Board of Trustees for approving the 27th Pay Period.
- Thanking the Board of Trustees for approval of the RIF Committee recommendations for the Cosmetology Program and updating of the Sexual Harassment Policy.
- Faculty were busy with other activities such as the Spring and Math Festivals on campus; and College Night at the Micronesia Mall to recruit students.
- Kicking off second Foster Families month to be held on campus to host a carnival. Anticipate raising \$2,000.
- Faculty are also busy with the end of the year semester projects closing out the school year.

At this time, Mr. Tupaz mentioned he wanted to bring up concerns and would like to read a statement based on negotiations and asked for the BOT Chairman to accept it.

The BOT Chairman explained he cannot actually accept this and said he appreciated his concern but that the BOT are unable and unwilling to discuss further to avoid a breach of confidential nature in terms of the negotiations.

Mr. Tupaz then asked if he can read this as a statement of record for the board. The legal counsel informed Mr. Tupaz he could submit the letter but because there are other people in the room who are not involved in negotiations, this would breach the confidential nature of it. Mr. Tupaz said it was no problem and that he will be submitting this as a statement of record.

Mr. Tupaz said that what he would like to request is that at the executive session he understands that Labor Management Relations will be discussed at that time and said just to be reminded that in terms of the Sunshine Act, that in the event that something happens, the College should have a

certified court reporter. The BOT Chair acknowledged.

Mr. Tupaz then said he will submit this to the Chairman as a statement of record. Mr. Tupaz also wanted to thank the BOT for recognizing him as the Faculty Advisory to the Board as well as his capacity as a GCC Faculty Union President.

Chairman Arriola thanked Mr. Tupaz.

Support Staff Advisory Member: Mr. Kenneth Bautista reported the following:

- Staff Senate held an election and new term begins June 2016.
- It is nearing the end of the semester and staff are preparing for the new semester.
- All employees should have completed the second portion of the online training for workplace harassment prevention. Further reported this is a very informative training.

3. Board of Trustees Community Outreach Report.

- Trustee Gina Ramos met with Mr. Ron Rheinhardt from OBM while she was in D.C. last week and that President Okada also met with Mr. Rheinhardt for a possible articulation agreement and summit in 2017.
- Trustee Ramos reported she spoke with Mr. Frank Salas from the Insurance Association of Guam who informed her he met with President Okada. Mr. Salas' group are interested in partnering with GCC regarding licensing and continuing education. President Okada explained that Mr. Salas is trying to obtain a CTE requirement for insurance professionals. Mr. Salas is also communicating with UOG regarding this.
- Trustee Deborah Belanger has had companies reach out to her for employment opportunities for GCC students and has relayed this to management.
- Trustee Deborah Belanger continues to attend the GCC Management Team Negotiation meetings at the College.
- Trustee Arriola reported he attended the "Guamanian Magazine" launch. Trustee Arriola also informed the Board that the telecommunications industry are interested in individuals to fill non-entry/management positions. President Okada informed the Board that a meeting is being set up with one of the companies.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

- o Bldg. 100. The prospective bidder was issued a notice of intent to award and has ten (10) days to provide a response with the required documents. This will then go through legal counsel review on behalf of the Attorney General. The GCC legal counsel has received the designation of special attorney general and was accepted by legal counsel. Once the legal counsel review is done, the groundbreaking date will be scheduled. Anticipate this will be sometime in May 2016 while faculty are still here before summer break. USDA has completed and approved its

contractor review and agree with GCC's selection for the contractor. GCC is now awaiting the final review. Once the Notice of Award is issued, the contractor has 450 calendar days to complete this renovation.

- o Forensic Lab. Timing this project after Building 100 and as last reported, the College anticipates the bid for this project to go out before the end of the year.

-Building 300. The College is awaiting final designs from TRMA.

-Wellness Center. As last reported the design for this project is 100% complete but seeking funding for construction.

-GCC Annex. Also as last reported, this project is currently on hold.

VII. NEW BUSINESS.

1. **BOT Policies – Series 100 - updates.** The Board was previously presented with BOT policies, Series 100 for consideration with recommended changes. As part of the accreditation recommendation to review all policies, those without changes were noted as reviewed with no changes.

The following policies were submitted, as follows:

Policy 100-Mission Statement; **Policy 111**-Adoption of Board of Trustees Membership Handbook...; **Policy 135**-Acting President; **Policy 145**-Identity System Manual; **Policy 150**-Media Relations; **Policy 155**-GCC Protocol Guide; **Policy 170**-Campus Crime and Security; **Policy 175**-GCC as a Tobacco Product, Electronic Cigarette and Betelnut-Free Campus.

At this time, a motion was made with recommended changes herein.

MOTION

IT WAS MOVED BY TRUSTEE DEBORAH BELANGER, SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD ADOPT THE UPDATED BOARD OF TRUSTEES POLICIES, SERIES 100, AS FOLLOWS: POLICY 100, POLICY 111, POLICY 135, POLICY 145, POLICY 150, POLICY 155, POLICY 170 AND POLICY 175, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

2. **President's Travel Request (May 2016).**

At this time, the President informed the Board of the following travel request:

1. May 2016 Commission Meeting, May 3-4, 2016, sponsored by the White House Initiative on Asian Americans & Pacific Islanders (WHIAAPI) in Washington D.C. This is 100% reimbursable by WHIAAPI.

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

Mr. Fred Tupaz mentioned that before the Board goes into Executive Session, he said he assumed that the issue that was brought up earlier with regards to their contract and the validity of their contract, asked if they are to assume that their contract is still valid and are supposed to follow those provisions. Mr. Tupaz said only because they recently received a memo citing the contract. The BOT Chair said he cannot comment on it right now because he has not received any information on this prior to the meeting. The BOT Chair explained that the legal counsel will check into this. The BOT Chair asked that they would have to stop further discussions regarding the contract due to the confidential nature of the negotiations.

A motion was made, as follows:

MOTION

IT WAS MOVED BY TRUSTEE DEBORAH BELANGER, SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD GO INTO EXECUTIVE SESSION. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

At approximately 12:30 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 12:45p.m., the meeting reconvened to open session.

At this time, the Board made the following motions:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

At this time, Chairman Arriola extended the following:

1. Congratulations to Trustee Richard Sablan for his reappointment as a BOT member. Trustee Sablan also thanked everyone for their support.
2. Congratulations to Mr. Adrian Davis, elected for the next academic year as the Student Trustee.
3. Thanking the Board and staff for today's meeting attendance.

4. Kudos to President Okada and the sustainability team, including the Student Trustee for their recycling efforts.

IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE MEETING OF APRIL 8, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

There being no further discussions, the meeting of April 8, 2016, adjourned at approximately 12:47 p.m.


SUBMITTED BY:


BERTHA M. GUERRERO MAY 20 2016
Recording Secretary

ATTESTED BY:


GINA Y. RAMOS MAY 20 2016
Secretary

APPROVED BY:


FRANK P. ARRIOLA MAY 20 2016
Chairperson

Guam Community College

Philanthropy at Guam Community College

Guam Community College (hereafter referred to as “the College”) Trustees and President, as well as the Board of Governors of the Guam Community College Foundation, seek private funds to enhance the College’s ability to meet the higher education needs of its community, particularly toward a level of excellence that would otherwise not be possible given government funding levels and restraints on student tuition and fees. To that end, the College seeks to provide appropriate recognition to donors for their generosity. Although such recognition may take many forms (thank you letters, press conferences, etc.), this policy seeks to establish guidelines for the naming of facilities and programs as donor recognition.

Naming Policy

Purpose

This policy serves as a guideline for the Guam Community College Trustees, the President, the Board of Governors of the GCC Foundation (hereafter referred to as “the Foundation”), and Assistant Director of the Development & Alumni Relations Office and outside advisors who assist in the solicitation of gifts. It is established to assure an appropriate reflection of the history of the College as well as consistency, fairness, fitting recognition and good value in exchange for the honor or privilege of name association with a program, fund, or physical aspect of the College. As gift-giving is a personal gesture undertaken by either an individual or a entity, this policy is intended only as a guide and allows for flexibility on a case-by-case basis.

Naming Opportunities

Two circumstances generally give rise to a naming opportunity:

1. Naming in Recognition of Distinguished Service may honor a gift of time or talent that has had a significant positive impact on the College over an extended period of years. Such honor will typically be recommended no less than five years following the end of the individual’s service to the College. The President of the College, or a committee appointed by the President, is charged with determining whether the person proposed is worthy of the honor, as well as the degree of internal and external support for the proposed naming, prior to submitting to the Board of Trustees for approval.

2. A gift of monetary value appropriate to the facility, program or fund being named. Such gifts must comprise a substantial portion of the cost ("substantial" meaning 51% of the cost, or a contribution, while not a majority, is integral to project completion).

Donors

Donors to be honored with naming opportunities may reflect individuals, families, organizations, foundations or corporations.

Endowments for Programs and Scholarships

Endowed funds established for a variety of purposes may also bear the donor's or designee's name. These funds are generally coordinated by the Foundation in accordance with their Investment and Gift Acceptance policies. Endowment minimums are established by the Board of Trustees and are regularly reviewed for currency and appropriateness.

Physical Property

Sponsorship of physical property on campus through monetary gifts may occur:

1. To pay for all or part of a new campus facility or improvement;
2. In conjunction with fundraising efforts on the part of the College or the Foundation.

Giving levels for the naming of physical property should be established through consultation among the College Trustees, Foundation Governors, and President. Some general guidelines include:

1. New construction, buildings or improvements may be named for a donor who has made a substantial monetary gift toward the cost of the project.
2. For existing buildings and facilities, dollar amounts will be established for a selected number of naming opportunities based on institutional priorities set by the President and the College Board of Trustees.
3. Giving levels may be established with either fixed or minimum dollar amounts for sponsorship of other physical property on campus. Such property may include but is not limited to pavers, benches, planters, fountains, gardens, equipment, musical instruments, meeting rooms, lounges, artwork, recreational facilities, and outdoor plazas. Amounts for these naming opportunities will be set and adjusted periodically by the President in consultation with the Foundation Board of Governors and the Board of Trustees.

Rights and Responsibilities

The College President, in consultation with the donor, Foundation Board of Governors and the Board of Trustees, or other appropriate parties shall make decisions related to naming, memorial and tribute gifts, including but not limited to the following:

1. **Public announcements:** the right to determine content, timing, location and frequency of any announcements associated with the gift.
2. **Physical markers:** the right to approve the color, design, and size of any physical marker that provides information about the designee or donor and/or the nature of the gift or honor.
3. **Care and maintenance:** the right and responsibility to determine and carry out the exact nature of any ongoing care and maintenance of any memorial or tribute gifts or their physical markers.

General Provisions

1. Naming recognition should enhance the reputation and prestige of the College and the donor.
2. Where a building or part has been named, the College will continue to use the name so long as the building, part or facility remains in use and serves its original function, unless otherwise stipulated at the time of gift acceptance. When the use of a building, room, or facility is changed such that it must be demolished, substantially renovated or rebuilt, the College may retain the use of the name or name another comparable room or facility.
3. It is the responsibility of individuals negotiating on behalf of the College to advise potential benefactors that naming is subject to approvals and decisions consistent with this policy.
4. Commitments made prior to adoption of this policy shall be honored.

Final Authority

The final authority for any naming, memorial or tribute decision rests with the Board of Trustees. The guidelines set forth in this policy statement are not to be deemed all-inclusive. The Board of Trustees in consultation with the College President and/or the College Foundation Board of Governors reserve the right to consider any and all factors regarding the privilege of name association with the program, fund, or physical aspect of Guam Community College as particular acts and circumstances warrant.

Reviewed, no changes: May 20, 2016

Adopted: April 4, 2012

Resolution No.: 8-2012

**Guam Community College
Five-Year Academic Calendar
AY2016-2017 – AY2020-2021**

FALL TERM	2016	2017	2018	2019	2020
Faculty Start Date	8/12/2016	8/11/2017	8/10/2018	8/9/2019	8/7/2020
First Day of Monday-Wednesday Classes	8/17/2016	8/16/2017	8/15/2018	8/14/2019	8/12/2020
First Day of Tuesday-Thursday Classes	8/18/2016	8/17/2017	8/16/2018	8/15/2019	8/13/2020
First Day of Friday	8/19/2016	8/18/2017	8/17/2018	8/16/2019	8/14/2020
First Day of Saturday Classes	8/20/2016	8/19/2017	8/18/2018	8/17/2019	8/15/2020
Labor Day Holiday (Observed)	9/5/2016	9/4/2017	9/3/2018	9/2/2019	9/7/2020
All Soul's Day Holiday (Observed)	11/2/2016	11/2/2017	11/2/2018	11/1/2019	11/2/2020
Veteran's Day Holiday (Observed)	11/11/2016	11/10/2017	11/12/2018	11/11/2019	11/11/2020
Thanksgiving Break	11/24/16-11/27/16	11/23/17-11/26/17	11/22/18-11/25/18	11/28/19-12/01/19	11/28/20-11-29/20
Our Lady of Camarin Day (Observed)	12/8/2016	12/8/2017	12/7/2018	12/9/2019	12/8/2020
Last Day of Monday-Wednesday Classes	12/5/2016	11/29/2017	12/3/2018	12/2/2019	12/2/2020
Last Day of Tuesday-Thursday Classes	12/1/2016	12/5/2017	11/29/2018	11/28/2019	11/24/2020
Last Day of Friday Classes	12/9/2016	12/15/2017	12/14/2018	12/6/2019	11/29/2020
Last Day of Saturday Classes	12/3/2016	12/9/2017	12/8/2018	12/7/2019	11/21/2020
Grades Due	12/14/2016	12/20/2015	12/19/2018	12/12/2019	12/7/2020
Potential Make-up Days	11/04, 11/18, 12/2	11/03, 11/17, 12/1	11/09, 11/16, 11/30	11/15, 11/22, 12/6	11/13, 11/20, 12/4
SPRING TERM	2017	2018	2019	2020	2021
Faculty Start Date	1/8/2017	1/5/2018	1/4/2019	1/10/2020	1/8/2021
First Day of Monday-Wednesday Classes	1/11/2017	1/10/2018	1/9/2019	1/15/2020	1/13/2021
First Day of Tuesday-Thursday Classes	1/12/2017	1/11/2018	1/10/2019	1/16/2020	1/14/2021
First Day of Friday Classes	1/13/2017	1/12/2018	1/11/2019	1/17/2020	1/15/2021
First Day of Saturday Classes	1/14/2017	1/13/2018	1/12/2019	1/18/2020	1/16/2021
Martin Luther King Jr. (Observed)	1/18/2017	1/15/2018	1/21/2019	1/20/2020	1/18/2021
Guam History & Chamorro Heritage Day - (Observed)	3/6/2017	3/5/2018	3/4/2019	3/2/2020	3/1/2021
Spring Break	04/10/17-04/16/17	03/26/18-04/01/18	04/15/19-04/21/19	04/06/20-04/12/20	03/29/21-04/04/21
Last Day of Monday-Wednesday Classes	5/8/2017	5/7/2018	5/8/2019	5/11/2020	5/10/2021
Last Day of Tuesday-Thursday Classes	5/2/2017	5/1/2018	4/30/2019	5/5/2020	5/4/2021
Last Day of Friday Classes	4/28/2017	4/27/2018	4/26/2019	5/1/2020	4/30/2021
Last Day of Saturday Classes	4/29/2017	4/28/2018	4/27/2019	5/2/2020	5/1/2021
Grades Due	5/11/2017	5/10/2018	5/9/2019	5/14/2020	5/13/2021
Commencement Exercise	5/12/2017	5/11/2018	5/10/2019	5/15/2020	5/14/2021
Memorial Day Holiday (Observed)	5/29/2017	5/28/2018	5/27/2019	5/25/2020	5/31/2021
Potential Make-up Days	04/07, 04/21, 04/28	04/13, 04/20, 04/27	04/05, 04/19, 04/26	04/03, 04/17, 04/24	04/02, 04/16, 04/23
SUMMER TERM	2017	2018	2019	2020	2021
Faculty Start Date / 1st Day of Classes	8/2/2017	8/1/2018	5/31/2019	5/29/2020	5/28/2021
Independence Day Holiday (Observed)	7/4/2017	7/4/2018	7/4/2019	7/3/2020	7/5/2021
Last Day of Classes	7/14/2017	7/13/2018	7/12/2019	7/10/2020	7/9/2021
Liberation Day Holiday (Observed)	7/21/2017	7/20/2018	7/22/2019	7/21/2020	7/21/2021
Grades Due (except Saturday classes)	7/19/2017	7/18/2018	7/17/2019	7/15/2020	7/14/2021
Potential Make-up Days	06/30, 07/07, 07/14	06/29, 07/08, 07/13	06/28, 07/05, 07/12	06/28, 07/03, 07/10	06/25, 07/02, 07/09

NOTES:

- 1) Satellite Program and cross-enrolled classes will follow the official Department of Education schedule for their respective schools.
- 2) Summer Term courses with more than 60 contact hours require additional class sessions.
- 3) Summer Saturday-only classes start the Saturday before the first day of weekday classes.
- 4) This schedule is subject to change.

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. (Board of Trustees Policy 100)

Approved: _____

Frank P. Amador, Chairman
Board of Trustees

Date: 5/20/2016



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2016 ACCT Leadership Congress

Wednesday, October 5, 2016 11:00 am to Saturday, October 8, 2016 11:00 am

United States



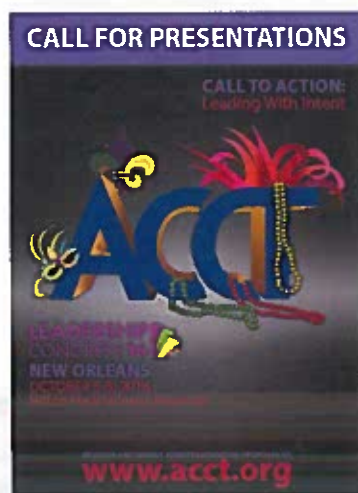
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PRESIDENT'S TRAVEL SCHEDULE
June 2016

Conference Title	Date	Location	Sponsor:
ACCJC Commission Meeting	June 7-11, 2016	San Jose, CA	ACCJC

Funding Source in order of travel: 100% reimbursed by the Accrediting Commission for Community and Junior Colleges

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Friday, July 15, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of May 20, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. BOT Policies – updates (Series 100-*continuation*)
2. President's Travel Request (July 2016)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of May 20, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on May 20, 2016, was called to order at 12:00 p.m., by Chairperson Frank P. Arriola, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Swearing In and Administration of the Oath of Office for re-elected GCC Trustee Student Member. Mr. Adrian Davis was sworn as the re-elected Student Trustee.

2. Roll Call. Trustees Present: Mr. Frank P. Arriola; Ms. Gina Ramos; Mr. Eloy P. Hara; Mr. Adrian Davis, Student Trustee; Mr. Kenneth Bautista, Support Staff Advisory Member; Mr. Frederick Tupaz, Faculty Advisory. Not in attendance: Mr. Richard P. Sablan (schedule conflict); Ms. Deborah C. Belanger (schedule conflict); Mr. John Benito (off-island).

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President Academic Affairs Division; Ms. Carmen Santos, Vice President, Finance and Administration; Dr. Gina Tudela, Dean, TPS; Doris Perez, Assistant Director, Planning & Development; Ms. Liza A. San Agustin, COPSA; Ms. Jayne Flores, Assistant Director, Communications and Promotions; Ms. Angela Cabrera, GCC Graphic Artist; Attorney Rebecca Wrightson; Legal Counsel.

3. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES –April 8, 2016

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, AND SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE MEETING MINUTES OF APRIL 8, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

III. COMMUNICATIONS– None.

IV. PUBLIC DISCUSSION – No request.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2016: To date, the College collected \$6.1 Million of its appropriation covering all funds, compared to the total amount which is billed at \$13.8 Million. This leaves the College behind with

\$7.7 Million. The last cash allotment received was on May 2, 2016. Anticipate receiving additional funding based on an allotment schedule with DOA. The College is still in communication with DOA, however, based on GCC's total appropriations, a \$2 Million cash reserve has been set aside but unsure when this will be released.

Capital Improvement Projects and other activities: President Okada reported the following:

-Highlights of sustainability efforts on campus from January-March 2016:

- There is a tracking of power consumption on campus due to a reporting requirement to the Guam Energy Office. Due to the solar panels on campus, the College saved approximately \$14,550 during the last quarter, which averages to \$4,800 a month.
- As a result of these savings, the FY2017 budget will not be requesting for an increase for power.
- Additionally, the College has recycled 310 lbs. of aluminum, 254 lbs. of plastic, 1500 lbs. of mixed paper, 787 lbs. food waste, approximately 190 lbs. of green waste, and 27 printer cartridges were also collected.

-The College has been working on the current CIP lists, as follows.

- Waiting on final proposals for the air-conditioners.
- Upgrading classrooms: collateral equipment, IT, painting and electrical upgrades where necessary.
- Working with the Habitat for Humanity to assist with facilities improvement on campus.

Other activities:

-The May 13, 2016 GCC graduation had the highest number of graduates, which was filled to capacity at the Field House. As a result, the Field House had to be closed. This issue would need to be addressed before the next graduation.

-Students from the cycle 12 and 13 Culinary Arts program will be participating in the Festival of the Pacific Arts (FestPac) activities. Some students will be at the Inarajan "hotno" or the old GMH site at the "Sagan Kotturan Chamoru," including presentations on campus.

-Discussions with Mr. Tom Manglona from the U.S. Navy are ongoing relating to Advanced EMT Courses with GCC. Mr. Manglona initially contacted Kapiolani Community College and was referred to GCC as part of the agreement as a college member with PPEC.

-As part of the FestPac activities, the Criminal Justice program is offering special courses during the summer for credit. Areas to be covered are Pacific cultures, interpersonal relations, and introduction to community services and social values. This will be made part of the service learning program.

-Currently working with revitalization projects. Ms. Doris Perez from P&D has identified the classroom furniture that can be utilized in different areas on campus.

-A preview of the new logo will be presented to the BOT members during today's meeting.

2. Monthly Activities Report

Student Trustee: Trustee Adrian Davis reported the following:

-In April 2016, the last event COPSA leaders prepared was the GCC Graduation rehearsal held on Thurs., May 12, 2016.

-To encourage more students to participate in the graduation ceremony, additional efforts were

BOT - Meeting of May 20, 2016

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made to spread the word via social media such as WhatsApp, and a small video clip of different students interviewed explaining “Why I’m Walking” in GCC’s FaceBook.

-May 11, 2016: New COPSA officers were inducted.

- June-July 2016: Summer training for the new COPSA officers will be scheduled.

Faculty Advisory Member: Mr. Frederick Tupaz reported the following:

-Approximately 80% of faculty were in full regalia and participated during the May 13, 2016 GCC Graduation.

-Other faculty members will be assisting in the Secondary site schools.

-The Criminal Justice & Social Science (CJSS) are conducting special FestPac classes during the summer.

-Additional classes have also been added to other programs during the summer.

-During the month of April 2016, faculty held various department convocations, including college nights to assist with the student process.

-Secondary faculty are attending a 3-day workshop relating to department strategies. Feedback has been positive.

-GCC contributed \$5,000 to the Foster Families Association as a result of the recent event held on campus. Anticipate this to be a signature GCC event with additional departments participating.

-Thanking the Chairman for having the President reaching out to the Faculty to continue negotiations, including the Chairman’s letter of support and for the Board recognizing the Union.

Support Staff Advisory Member: Mr. Kenneth Bautista reported the following:

-Staff are busy preparing for the summer programs.

-Four (4) classroom computer labs are being upgraded with new systems and software.

-Thanking the support staff for volunteering for the set up and clean up during the May 13, 2016 GCC Graduation.

3. Board of Trustees Community Outreach Report.

-May 1-6, 2016: Trustee Gina Ramos reported she and Chairman Arriola accompanied President Okada on a travel to Washington D.C. to attend several agency meetings and events.

-May 13, 2016, GCC Graduation: Trustees Arriola, Ramos, Hara, and Davis attended.

At this time, the President and Ms. Jayne Flores presented a PowerPoint with a preview of a new GCC logo. Ms. Flores explained that a committee was formed consisting of faculty, staff, administrators and students. Began meeting in November 2014 with a survey, and a contest in 2015. Development of this logo was done in-house by students in the Visual Communications department. The new logo will be launched during the next academic year.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

- o Bldg. 100. The College recently responded to a protest for this project. The appeal deadline for opposing party is May 30, 2016.
- o Forensic Lab. The President received the timeline from Procurement Office for the bid process for this project. Will know by next week if there are any revisions to the design as these were complete a couple of years ago. To avoid changes in the design due to anticipated changes in the building code, this project will proceed. Target date for bid opening is June 1, 2016.

-Building 300. The College received a second rendering from the architects. Part of the art design was incorporated from the new logo and will be hung over the lobby area for this project. As previously reported this will be a full multipurpose area with four (4) breakout rooms, storage, stage, and extra seating capacity. This building will be connected with the current MPA and the Culinary programs.

-Wellness Center. As previously reported the design for this project is 100% complete. Still seeking funding for the construction.

-GCC Annex. Also, as previously reported, this project is on hold.

VII. NEW BUSINESS.

1. **BOT Policy 114 (Naming Opportunities) – update.** The Board was presented with BOT Policy 114 for consideration as reviewed by the GCC Foundation Board of Governors with no changes. A motion was made to approve said policy, as follows:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD ADOPT THE UPDATED BOARD OF TRUSTEES POLICY 114 (NAMING OPPORTUNITIES), WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

2. **5-Year Academic Calendar (updated).** An updated 5-Year Academic Calendar for projected for AY2016-2017 through AY2020-2021 was presented for the Board's consideration. This is subject to changes due to any revisions in holidays, or mandates. A motion was made, as follows:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE UPDATED FIVE-YEAR ACADEMIC CALENDAR FOR AY2016-2017 THROUGH AY2020-2021, SUBJECT TO CHANGES, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

3. **ACCT Annual Leadership Congress, New Orleans, LA (October 2016).** Board training was approved for interested Trustees and the President to attend the Association of Community

College Trustees (ACCT) Annual Leadership Congress in New Orleans, Louisiana, October 4-8, 2016. The early registration deadline is August 1, 2016. Travel authorizations would have to be processed accordingly to meet all deadlines. A motion was then made, as follows:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE TRUSTEES' AND PRESIDENT'S TRAVEL FOR THE 2016 ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT) ANNUAL LEADERSHIP CONGRESS ON OCTOBER 4-8, 2016, IN NEW ORLEANS, LOUISIANA. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

4. President's Travel Request (June 2016). At this time, the President informed the Board of the following travel request:

-Accrediting Commission for Community and Junior Colleges (ACCJC) Commission meeting, June 7-11, 2016, in San Jose, CA, sponsored and 100% reimbursable by ACCJC.

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL FOR JUNE 2016. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

At approximately 12:51 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 1:18 p.m., the meeting reconvened to open session.

At this time, Chairman Arriola extended the following:

1. Appreciation to everyone for a historic graduation, including attendance by the BOT and FBOG Board members, faculty, staff, administrators, students, and volunteers and with 80% faculty attending.
2. Thanking everyone for decorating in preparation for the GCC graduation and breaking down afterwards; and the presence of the student trustee Adrian Davis during the graduation.
3. Recognition to the College for its sustainability efforts to date such as the savings for power and recycling efforts.
4. Thanking the Habit for Humanity for collaborating with the College regarding facilities improvement.
5. Kudos to the Criminal Justice for its special FestPac courses during the summer and to the Culinary programs for its participation in FestPac activities.

6. Recognizing the new GCC logo and anticipate the final results.

At this time, the President mentioned Professor AJ Sunga will be showcasing a robotics event, including a contest at the Father Duenas Phoenix Center on Saturday, May 21, 2016.

Although this event is not a GCC event, Dr. Sunga will submit a proposal to GCC to incorporate this into its curriculum as a GCC project. The BOT were encouraged to attend.

At this time, the Board made the following motion:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

- IX. ADJOURNMENT.** At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE GINA RAMOS, THAT THE MEETING OF APRIL 8, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 4 ayes, 0 nays)

There being no further discussions, the meeting of April 8, 2016, adjourned at approximately 1:20 p.m.


SUBMITTED BY:

 **JUL 15 2016**
BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:

 **JUL 15 2016**
GINA Y. RAMOS
Secretary

APPROVED BY:

 **JUL 15 2016**
FRANK P. ARRIOLA
Chairperson

GUAM COMMUNITY COLLEGE
Board of Trustees

ADOPTION OF THE
GUAM COMMUNITY COLLEGE SEAL

WHEREAS, the GCC Board of Trustees, on July 13, 1978 adopted the Guam Community College Seal; and

WHEREAS, the elements of the seal represent various imageries encapsulated within the inner circle that embodies the GCC Motto “The Island is Our Campus,” which the Board of Trustees adopted on July 27, 1978; and

WHEREAS, within the inner circle there is an open book, which denotes wisdom. In the book, the Latte Stone represents what is native to Guam. Above the Latte Stone is a flame that signifies knowledge. Surrounding the Latte Stone are elements depicting career and technical symbols such as the gear, the T-square, triangle and hard hat. The remaining elements within the book include the mortarboard symbolizing a mark of an educational institution; and

WHEREAS, in the outer circle lies the statutory name of the Guam Community College as created by the Enabling Act, Public Law 14-77 (as amended by Public Law 31-99 in 2011) along with garlands as the symbol of achievement. The seal in its entirety is a circle that encompasses the inclusive nature of the Guam Community College.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees reaffirms its adoption of the Guam Community College Seal.

BE IT FURTHER RESOLVED, that the Chamorro translation of the college’s motto “I Isla i Faneyåkan-måmi” be adopted as an integral part of the seal to reflect the unique cultural identity of the people of Guam.

BE IT FURTHER RESOLVED, that the seal shall be affixed to all resolutions, contracts, diplomas, official academic transcripts, college catalogs, and the distinguished alumni awards.

Reviewed, no changes: July 15, 2016
Amended & Adopted: 2014
Resolution No: 25-2014

Adopted: July 6, 2011
Resolution: 8-2011

**GUAM COMMUNITY COLLEGE
Board of Trustees**

REAFFIRMATION OF AUTONOMY

WHEREAS, Guam Community College was created by Public Law 14-77 (as amended by Public Law 31-99 in 2011); and

WHEREAS, Chapter 1V, Section 11982 of Public Law 14-77, states the following:

"Except as expressly provided for herein and notwithstanding any other law to the contrary, the College shall be autonomous and self-sufficient in matters pertaining to its governance, organization and administration and the promulgation of its rules and regulations, in accordance with the Administrative Adjudication Law (Title XXV of this Code) pertaining to the following:

- (1) courses of instruction;
- (2) issuance of certificates, diplomas, credits and degrees;
- (3) personnel recruitment, appointment, tenure, promotion, dismissal and other personnel matters;
- (4) obligation and disposition of funds, provided that appropriated funds are used for the purpose or purposes provided in the Act appropriating said funds; and
- (5) soliciting, receiving and using gifts of any kind whatsoever for the purposes provided in this Chapter."; and

WHEREAS, the Board of Trustees believes that the autonomy of Guam Community College is vital to fulfilling its responsibilities to the community as mandated by law; and

WHEREAS, the institution's autonomy is also of critical importance in complying with the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges; and

WHEREAS, the Accrediting Commission has expressed concerns regarding GCC's autonomy in its 1984 Accreditation Report and in its 1986 Visiting Team Report; and

WHEREAS, the Governor of Guam and the 19th Guam Legislature have expressed their concern regarding the institution's accreditation by enacting Public Law 19-13; and

WHEREAS, the Board of Trustees realizes that Guam Community College must continue to have substantial autonomy in personnel and fiscal matters if the College is to fulfill its responsibilities.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does, hereby, reaffirm its commitment to maintaining the autonomy of Guam Community College.

BE IT FURTHER RESOLVED, that the Board shall take such reasonable action as is necessary to maintain that autonomy.

Reviewed, no changes: July 15, 2016
Amended & Adopted: July 24, 2014
Resolution No: 26-2014

Reviewed & Adopted: September 5, 2008
Resolution: 13-2008

Adopted: September 21, 1988
Resolution 20-88

**GUAM COMMUNITY COLLEGE
Board of Trustees**

BOARD POLICY DEVELOPMENT AND REVIEW

WHEREAS, the Board of Trustees is vested with the powers to adopt policies and regulations necessary to the sound operation of the College; and

WHEREAS, the sound operation of the College requires that policies and regulations be current and relevant.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees will develop broad institutional policies to encourage and maintain good educational practices throughout the institution; and

BE IT FURTHER RESOLVED, that members of the Board of Trustees may submit proposals for policy development or revision to the Chairperson. Proposals originating elsewhere shall be routed to the President for review and recommendation to the Board; and

BE IT FURTHER RESOLVED, that any new policy shall have first reading at one meeting and be voted upon at a subsequent meeting; and policy changes or amendments to existing policy shall go through the policy review process prior to board approval.

BE IT FURTHER RESOLVED, that the Board of Trustees will conduct a review of policies and regulations to maintain currency on a regular basis as deemed necessary and appropriate.

Reviewed, no changes: July 15, 2016
Amended & Adopted: September 4, 2014
Resolution: 44-2014

Amended & Adopted: September 5, 2008
Resolution 14-2008

Adopted: July 20, 1994
Resolution 50-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ACCESS TO BOARD POLICIES

WHEREAS, the Board of Trustees periodically amends, deletes, or adds policies necessary to the efficient operation of the College; and

WHEREAS, many Board of Trustees policies require the development of rules, regulations and guidelines for the proper administration of the policies; and

WHEREAS, knowledge of current Board policies and subsequently-developed rules, regulations and guidelines is essential to the smooth and efficient operation of the College.

NOW, THEREFORE, BE IT FURTHER RESOLVED, that access to Board policies shall be made available online on the College website (www.guamcc.edu), a complete set of Board of Trustees policies; and

BE IT FURTHER RESOLVED, that the Recording Secretary to the Board of Trustees is responsible to maintain the currency of all said policy handbooks by providing appropriate replacement/additional policies when approved by the Board of Trustees.

**Reviewed, no changes: July 15, 2016
Amended & Adopted: July 24, 2014
Resolution 28-2014**

**Amended & Adopted: September 5, 2008
Resolution 16-2008**

**Adopted: December 7, 1994
Resolution 3-95**

**GUAM COMMUNITY COLLEGE
Board of Trustees**

CODE OF TRUSTEE ETHICS AND CONDUCT

WHEREAS, the Trustees recognize that the education of students is the reason for the College's existence; all other functions must support this purpose; and

WHEREAS, it is the duty of the Board of Trustees of Guam Community College to ensure that students receive the highest quality education in the most efficient manner possible.

NOW, THEREFORE, BE IT RESOLVED, that in the performance of their governance responsibilities, the Board of Trustees shall:

1. Recognize that the primary responsibility of the Board is to govern the College in the best interests of the educational needs of the Territory.
2. Promote and encourage open, mutually supportive and accountable participation of students, faculty and staff in the governance process.
3. Communicate and promote the needs of the community to the College and the needs of the College to the community.
4. Encourage and support open access to the Board while maintaining appropriate and well-defined College communication and decision-making channels.
5. Recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the Board is as a unit; that the majority decisions of the Board shall be supported even when personally opposed; and that a single Board member has no authority to act on behalf of the Board unless so authorized.
6. Develop and maintain good relations with fellow Board members by considering and respecting their opinions and working with each other in a spirit of harmony and cooperation.
7. Maintain consistent and vigilant oversight of the College with emphasis on instructional quality, operational efficiency and fiscal stability.
8. Promote a healthy working relationship with the President through supportive, open and honest communication and regular evaluation.
9. Delegate authority to the President and staff to initiate policy recommendations, administer educational programs, conduct College business and implement Board decisions.
10. Act honestly and openly at all times following the letter and intent of all applicable Local and Federal Laws and keeping the confidentiality of privileged information.
11. Avoid all conflicts of interest and the appearance of conflicts of interest and not using the position as Trustee for personal gain.
12. Devote time to educational and informational activities which will enhance one's personal ability to function effectively as a member of the Board of Trustees.
13. Maintain confidentiality of all board discussions held in closed sessions and recognize that deliberations of the board in closed sessions are not to be released or discussed in public without the prior approval of the board by majority vote.

Reviewed, no changes: July 15, 2016

Reviewed, no changes: July 24, 2014

Reviewed & Adopted: September 5, 2008

Resolution 17-2008

Adopted: March 16, 1994

Resolution 12-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ORIENTATION OF NEW BOARD OF TRUSTEES MEMBERS

WHEREAS, Board members are appointed by the Governor to represent the community; and

WHEREAS, Student trustee is elected by the student members; and

WHEREAS, in order to be effective, each new member appointed or elected needs to have a basic understanding of the roles, functions, and responsibilities of trustee membership; and

WHEREAS, a role of the current trustees is to provide an informational foundation for new members so that new members might better carry out the trusteeship;

NOW, THEREFORE, BE IT RESOLVED, that each person appointed or elected to the Board of Trustees shall be provided with an orientation designed to allow that individual to become a fully-participating Board member within the shortest period of time possible. Said orientation is the joint responsibility of the Chairperson of the Board of Trustees, and the President of the College or their delegates. Said orientation shall take place within one month of the person's appointment to the Board and shall include as a minimum:

1. An explanation of the duties and responsibilities of the Board of Trustees.
2. A tour of the campus.
3. A general orientation to the current status/activities of Guam Community College.
4. An explanation of the GCC Foundation and its relationship with the Board of Trustees.
5. Such materials (provided electronically) as are deemed important to the proper functioning of the new Board member. Such materials may include:
 - A. A copy of the current operational budget and the Non-Appropriated Fund budget.
 - B. A copy of TRUSTEES ROLES AND RESPONSIBILITIES AND TRUSTEE DECISION MAKING.
 - C. Copies of the minutes of all Board of Trustees meetings of the last six months.
6. Public Law 14-77 (Enabling Act of Guam Community College, as amended by Public Law 31-99 in 2011).
7. Board of Trustees Policy Handbook.
8. Board of Trustees Membership Handbook.

**Amended & Adopted: July 15, 2016
Resolution ____-2016**

**Amended & Adopted: July 24, 2014
Resolution 29-2014**

**Amended & Adopted: September 5, 2008
Resolution 18-2008**

**Adopted: March 16, 1994
Resolution 1-93**

**GUAM COMMUNITY COLLEGE
Board of Trustees**

PROFESSIONAL ASSOCIATIONS

WHEREAS, Guam Community College exists as a part of a community of educational institutions; and

WHEREAS, there are benefits to be derived from intellectual dialogue with board members and employees of other educational institutions; and

WHEREAS, it is important to discuss mutual concerns and problems with others similarly involved in an effort to find innovative ways to address these concerns and problems;

NOW, THEREFORE, BE IT RESOLVED, that Guam Community College shall maintain membership in the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT), the Council on Higher Education Accreditation (CHEA), and the Pacific Postsecondary Education Council (PPEC) and other such educational associations as the Board of Trustees may choose; and

BE IT FURTHER RESOLVED, that the Board of Trustees members and Guam Community College employees are encouraged to maintain individual membership and involvement in other educational associations.

Amended & Adopted: July 15, 2016
Resolution ____-2016

Amended & Adopted: July 24, 2014
Resolution 30-2014

Amended & Adopted: September 5, 2008
Resolution 19-2008

Adopted: July 20, 1994
Resolution 48-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

POLICY ON LEGISLATIVE TESTIMONY

WHEREAS, many matters come before the Guam Legislature in the bills proposing new laws; and

WHEREAS, many of these proposed bills directly or indirectly affect Guam Community College; and

WHEREAS, it is the responsibility of the Board of Trustees and the President to develop testimony which represents the best interests of the College community.

NOW, THEREFORE, BE IT RESOLVED, that it shall be the responsibility of the President, or his/her designee, to keep current on proposed bills to determine which may affect the College and provide testimony as deemed necessary and appropriate.

BE IT FURTHER RESOLVED, the President shall advise the Board of testimony given; and whenever possible and as necessary, said testimony will be routed to or discussed with all Board members for their input prior to the final version being developed. All members shall receive a copy of the final version. Said testimony shall be delivered by the person or persons designated by the Board Chairperson.

Reviewed, no changes: July 15, 2016

Amended & Adopted: July 24, 2014

Resolution 31-2014

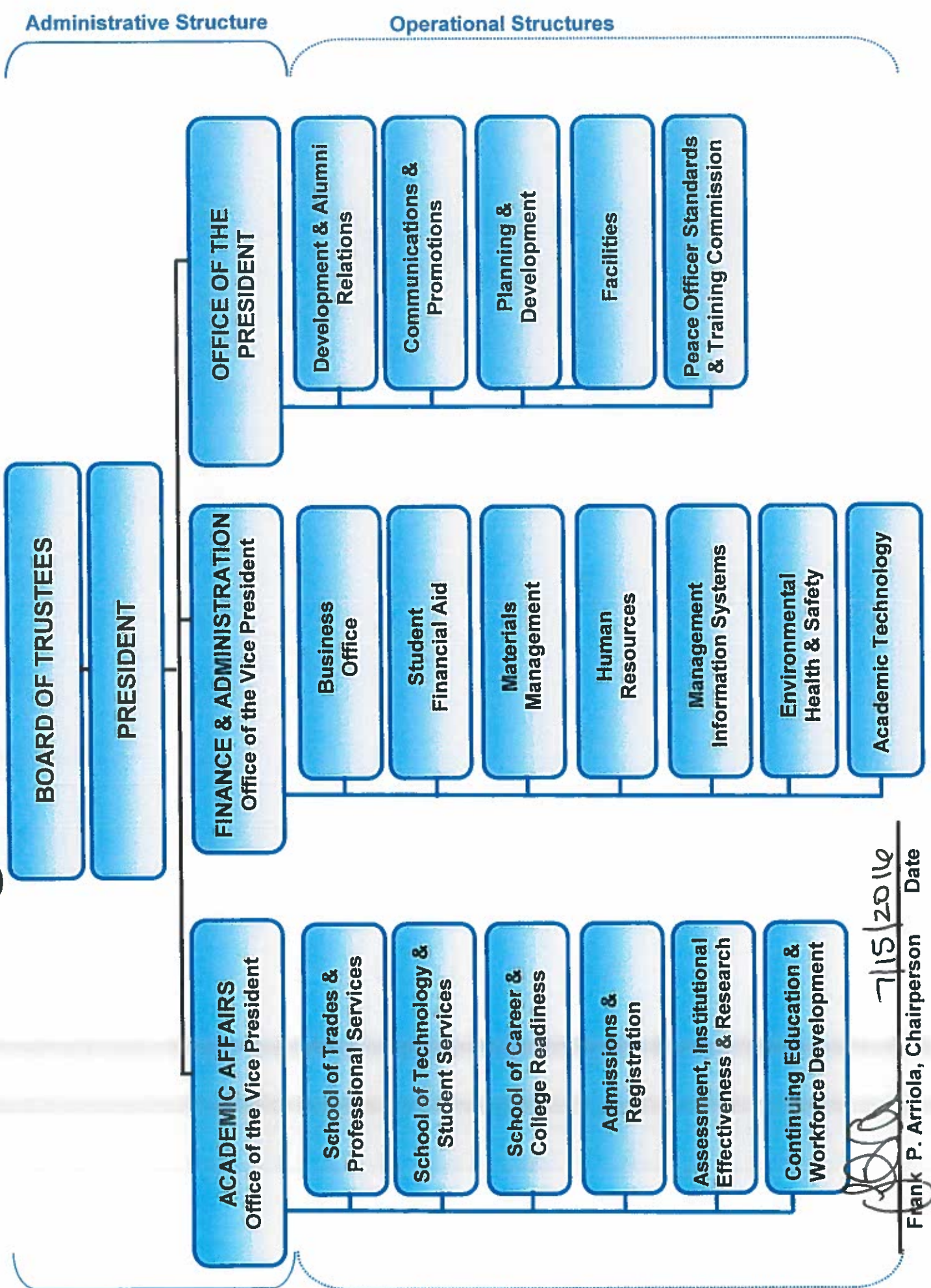
Amended & Adopted: September 5, 2008

Resolution 20-2008

Adopted: March 16, 1994

Resolution 11-94

Guam Community College Organizational Chart



7/15/2016

Frank P. Arriola, Chairperson Date

**GUAM COMMUNITY COLLEGE
Board of Trustees**

Affirmative Action

WHEREAS, the Guam Community College adheres to the policy of equal opportunity and affirmative action in education, training, and employment for all persons regardless of race, religion, color, sex, age, or national origin; and

WHEREAS, the Guam Community College Board of Trustees, by virtue of its authority under Public Law 14-77 (as amended by Public Law 31-99 in 2011), the Community College Act of 1977, does hereby establish a Policy Statement of Affirmative Action for immediate implementation.

NOW, THEREFORE, BE IT RESOLVED, that furthermore, the Guam Community College is committed to comply with all Guam and Federal Statutes, Rules and Regulations which prohibit discrimination in its policies and to direct affirmative action, including but not limited to Title VII of the Civil Rights Act of 1964, as amended; Title IX of the 1978 Education Amendments; Title II, 1976 Education Amendments to Vocational Education Act of 1963; Executive Order 11246, as amended; Public Law 14-46, June 30, 1977; and Executive Order 76-9, March 25, 1976, and the American with Disabilities Act.

Reviewed, no changes: July 15, 2016

Reviewed & Adopted: July 24, 2014

Resolution 33-2014

Reviewed & Adopted: September 5, 2008

Resolution 26-2008

Adopted: March 16, 1994

Resolution 57-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

WHEREAS, Congress has enacted the Americans with Disabilities Act of 1990 and revised in 2010; and

WHEREAS, the Board of Trustees of Guam Community College intends to comply with the requirements of the Americans with Disabilities Act; and

WHEREAS, providing access to education for persons with disabilities is part of the mission of the College;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees that compliance with the Americans with Disabilities Act is a priority of this institution. The Board of Trustees hereby directs the administration to prepare policy statements and procedures for Board approval, prior to publication and distribution to comply with the letter and spirit of the Americans with Disabilities Act and to take prompt action to implement the requirements of the American with Disabilities Act. Policy statements shall be issued and procedures implemented covering the following areas:

- (1) Appointment of at least one individual with sufficient powers, authority, and staffing to oversee compliance with the Americans with Disabilities Act
- (2) Preparation of a comprehensive self-evaluation of all programs and activities of the institution, including employment
- (3) Appointment of a Task Force to assist the A.D.A. Coordinator in his or her functions, in preparation of the self-evaluation, and implementation of a plan of compliance
- (4) Preparation of an institutional budget for the activities of the A.D.A. Coordinator, the self-evaluation, and provision of reasonable accommodation or auxiliary aids and services
- (5) Other steps deemed necessary by the administration to comply with the Americans with Disabilities Act, unless these pose an undue burden or would result in a fundamental alternation of programs of the institution

BE IT FURTHER RESOLVED, that the administration shall solicit the involvement of the community and individuals with disabilities in conducting the self-evaluation and in setting priorities for compliance.

BE IT FURTHER RESOLVED, that the Administration shall report to the Board of Trustees annually on the progress being made towards compliance with the American with Disabilities Act.

Reviewed, no changes: July 15, 2016
Amended & Adopted: July 24, 2014
Resolution No. 34-2014

Amended & Adopted: September 5, 2008
Resolution No. 27-2008

Adopted: April 21, 1993
Resolution 4-93

**GUAM COMMUNITY COLLEGE
Board of Trustees**

PANDEMIC RESPONSE PLAN

WHEREAS, the United States Secretary of Education and United States Secretary for Health and Human Services are asking States, schools, school districts, colleges, and universities to ensure that they have emergency crisis plans that include specific measures to prepare for and deal with an influenza pandemic; and

WHEREAS, it is the responsibility of the Board of Trustees to ensure the safety and welfare of Guam Community College Students, Faculty, and Staff; and

WHEREAS, it is the intent of the Board of Trustees to preserve the College and its ability to meet its workforce development mission now and in the future; and

WHEREAS, it is the intent of the Board of Trustees that the College prepares itself to smoothly resume College operations after a pandemic; and

WHEREAS, planning, education, and the dissemination of information go hand-in-hand to relieve the anxiety of students and employees during times of stress from outside influences.

NOW THEREFORE BE IT RESOLVED, that the College has in place a Pandemic Response Plan that works in concert with the Guam Pandemic Response Plan.

BE IT FURTHER RESOLVED, that the plan calls for the preservation of the economic stability of College employees during a pandemic in ways similar to provisions exercised during typhoons, or as stipulated by the Governor of Guam or his designee in charge of carrying out the Guam Pandemic Response Plan.

BE IT ALSO RESOLVED, that the plan will be periodically reviewed and updated by the GCC Emergency Response Team, as necessary and appropriate.

Reviewed, no changes: July 15, 2016

Amended & Adopted: July 24, 2014

Resolution No. 35-2014

Amended & Adopted: September 5, 2008

Resolution No: 30-2008

Adopted: June 6, 2006

Resolution 9-2006

**GUAM COMMUNITY COLLEGE
Board of Trustees**

RISK CRISIS MANAGEMENT & EMERGENCY PLANS

WHEREAS, the College, due to its geographic location, is subject to natural disasters, and is also subject to manmade disasters; and

WHEREAS, it is necessary to provide an orderly and efficient response to such disasters.

WHEREAS, emergency plans have been developed to cope with these disasters.

NOW, THEREFORE, BE IT RESOLVED, that the Risk Crisis Management and Emergency Plans be made electronically available on the College website (www.guamcc.edu) and be periodically reviewed and updated as deemed necessary.

Reviewed, no changes: July 15, 2016
Amended & Adopted: July 24, 2014
Resolution No. 36-2014

Amended & Adopted: September 5, 2008
Resolution No: 32-2008

Adopted: April 6, 1994
Resolution 45-94

**GUAM COMMUNITY COLLEGE
Board of Trustees**

TRAVEL POLICY

WHEREAS, a legitimate need exists for administrators, faculty, staff, students, and Board of Trustees members to travel on official business; and

WHEREAS, the Board of Trustees has the responsibility to establish a travel policy which meets the need of the College employees and students to attend certain workshops, seminars, meetings and other educational functions off-island and which, at the same time, provides criteria which makes the most efficient use of both local and Federal funds.

NOW, THEREFORE, BE IT RESOLVED, that all College travel must be performed either for the direct benefit of Guam Community College or to fulfill a real and legitimate obligation of the College.

BE IT FURTHER RESOLVED, that all off-island travel of administrators, faculty, staff, and students is to be approved by the President prior to travel. Travel of the Board of Trustees and the President is to be approved by the Board of Trustees.

BE IT FURTHER RESOLVED, that all travel shall be further governed by the travel procedures, updated on a periodic basis.

Reviewed, no changes: July 15, 2016

Amended & Adopted: July 24, 2014

Resolution 39-2014

Amended & Adopted: November 3, 2011

Resolution 4-2012

Amended & Adopted: September 5, 2008

Resolution 34-2008

Adopted: February 1, 1995

Resolution 8-95

**GUAM COMMUNITY COLLEGE
Board of Trustees**

**SELECTION AND APPOINTMENT
OF GUAM COMMUNITY COLLEGE TRUSTEES**

WHEREAS, the Board of Trustees of Guam Community College is committed to maintaining the highest standards of quality, effective governance in fulfilling its responsibilities to the students, staff, faculty, and administrators of the College and to the general Guam community; and

WHEREAS, the Board of Trustees feels that part of this effort is to assure the appointment of new qualified members to the Board of Trustees by communicating its standards to the appointing and confirming authorities, namely the Governor of Guam and the Guam Legislature; and

WHEREAS, the Board of Trustees is directed by Public Law 25-39 to develop procedures for election of the student members; and

WHEREAS, the Association of Community College Trustees (ACCT) has produced guidelines regarding the election and appointment of community college trustees; and

WHEREAS, the Board of Trustees has developed guidelines for student trustee election, in keeping with the ACCT recommendations;

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees hereby adopts the standards and principles of the ACCT guide to assist it in recommending qualified persons to the Governor of Guam;

BE IT FURTHER RESOLVED, that the Board of Trustees adopts the guidelines for student trustee election to the Board of Trustees;

BE IT FURTHER RESOLVED, that except for the Student Trustee, when a vacancy in the Board of Trustees is expected within three months, the Board of Trustees shall forward to the Governor of Guam the name or names of candidates who meet the criteria of the guide and who are representative of the specific category of the potential vacancy as specified in Guam Community College's enabling legislation, Public Law 14-77;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the Chairperson shall communicate said policy and guidelines to the Governor of Guam and the Chairperson of the Education Committee of the Guam Legislature with a letter explaining the intent and purpose of the policy;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the President shall communicate said policy and guidelines for student trustee election to the Board of Trustees and to the Guam Community College faculty, staff, and students.

Amended & Adopted: July 15, 2016
Resolution ____-2016

Amended & Adopted: January 10, 2014
Resolution 5-2014
Amended & Adopted: August 17, 2011
Resolution 9-2011

Amended & Adopted: September 5, 2008
Resolution 35-2008
Adopted: February 7, 1996
Resolution 2-96
Amended: July 14, 1999

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ONLINE POLICY

WHEREAS, the College recognizes the need for standards governing the use of the internet by both employees and students; and

WHEREAS, current standards do not specifically apply to the network usage as College property; and

WHEREAS, such Online Policy will provide parameters within which both employees and students must operate;

NOW, THEREFORE, BE IT RESOLVED, that in the use of the College's network, hardware, and software it is the Employees' and Students' responsibility to commit to the parameters as outlined in the Online Procedures document and promote such practices on the campus. The Board of Trustees adopts the Online Procedures as developed through the College's governance process, updated as deemed necessary and appropriate.

**Reviewed & Adopted: July 15, 2016
Resolution ____-2016**

**Reviewed & Adopted: July 24, 2014
Resolution 37-2014**

**Adopted: December 2, 2009
Resolution 5-2010**

**GUAM COMMUNITY COLLEGE
Board of Trustees**

**GRANTING OF A POSTHUMOUS DEGREE AT
GUAM COMMUNITY COLLEGE**

WHEREAS, the granting of a posthumous degree aims to recognize and celebrate a deceased student's academic achievements at Guam Community College; and

WHEREAS, the granting of the appropriate posthumous degree (when this degree has been very nearly completed by the deceased student), serves as an expression of sympathy and compassion for the family; and

WHEREAS, the granting of posthumous degrees under the guidelines developed by the Office of Admissions and Registration, in consultation with the Vice President for Academic Affairs would in no way undermine the academic standards of the Guam Community College;

NOW, THEREFORE, BE IT RESOLVED, that Guam Community College Board of Trustees adopts the awarding of posthumous degrees in appropriate circumstances in accordance with the criteria laid out in the guidelines.

**Reviewed, no changes: July 15, 2016
Amended & Adopted: July 24, 2014
Resolution No. 40-2014**

**Adopted: February 9, 2011
Resolution No: 4-2011**

**Guam Community College
Board of Trustees**

SOCIAL MEDIA POLICY

WHEREAS, the growing popularity of social media has fundamentally changed the way we communicate as individuals and as an Institution; and

WHEREAS, Guam Community College (“GCC,” “College”) recognizes and embraces the power of social media, and the opportunity social media tools provide to communicate with the GCC community, including students, faculty, staff, administrators, parents, alumni, and other interested parties; and

WHEREAS, it is important to recognize that the use of social media regarding GCC is governed by the same laws, policies, and rules of conduct that apply to all other GCC activities; and

WHEREAS, in order to operate effectively within GCC’s current social media channels (Facebook, YouTube, Twitter, Instagram, LinkedIn and Snapchat) and to add social media outlets as trends dictate, GCC has developed a social media policy to ensure that any and all interactions on behalf of GCC represent the College’s best interests; and

WHEREAS, the College recognizes the need for rules governing the use of social media by GCC students, faculty, staff and administrators;

NOW, THEREFORE, BE IT RESOLVED, that in the use of social media, it is the responsibility of GCC students, faculty, staff and administrators to commit to the parameters as outlined in the Social Media Policy;

BE IT FURTHER RESOLVED, that the Social Media Policy as approved through the College’s governance process shall be updated accordingly, or as needed.

Amended & Adopted: July 15, 2016
Resolution __-2016

Adopted: June 6, 2014
Resolution 24-2014

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ORIENTATION OF NEW BOARD OF TRUSTEES MEMBERS

WHEREAS, Board members are appointed by the Governor to represent the community; and

WHEREAS, Student trustee is elected by the student members; and

WHEREAS, in order to be effective, each new member appointed or elected needs to have a basic understanding of the roles, functions, and responsibilities of trustee membership; and

WHEREAS, a role of the current trustees is to provide an informational foundation for new members so that new members might better carry out the trusteeship;

NOW, THEREFORE, BE IT RESOLVED, that each person appointed or elected to the Board of Trustees shall be provided with an orientation designed to allow that individual to become a fully-participating Board member within the shortest period of time possible. Said orientation is the joint responsibility of the Chairperson of the Board of Trustees, and the President of the College or their delegates. Said orientation shall take place within one month of the person's appointment to the Board and shall include as a minimum:

1. An explanation of the duties and responsibilities of the Board of Trustees.
2. A tour of the campus.
3. A general orientation to the current status/activities of Guam Community College.
4. An explanation of the GCC Foundation and its relationship with the Board of Trustees.
5. Such materials (provided electronically) as are deemed important to the proper functioning of the new Board member. Such materials may include:
 - A. A copy of the current operational budget and the Non-Appropriated Fund budget.
 - B. A copy of TRUSTEES ROLES AND RESPONSIBILITIES AND TRUSTEE DECISION MAKING.
 - C. Copies of the minutes of all Board of Trustees meetings of the last six months.
6. Public Law 14-77 (Enabling Act of Guam Community College, as amended by Public Law 31-99 in 2011).
7. Board of Trustees Policy Handbook.
8. Board of Trustees Membership Handbook.

Amended & Adopted: July 15, 2016
Resolution ____-2016

Amended & Adopted: July 24, 2014
Resolution 29-2014

Amended & Adopted: September 5, 2008
Resolution 18-2008

Adopted: March 16, 1994
Resolution 1-93

**GUAM COMMUNITY COLLEGE
Board of Trustees**

PROFESSIONAL ASSOCIATIONS

WHEREAS, Guam Community College exists as a part of a community of educational institutions; and

WHEREAS, there are benefits to be derived from intellectual dialogue with board members and employees of other educational institutions; and

WHEREAS, it is important to discuss mutual concerns and problems with others similarly involved in an effort to find innovative ways to address these concerns and problems;

NOW, THEREFORE, BE IT RESOLVED, that Guam Community College shall maintain membership in the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT), the Council on Higher Education Accreditation (CHEA), and the Pacific Postsecondary Education Council (PPEC) and other such educational associations as the Board of Trustees may choose; and

BE IT FURTHER RESOLVED, that the Board of Trustees members and Guam Community College employees are encouraged to maintain individual membership and involvement in other educational associations.

Amended & Adopted: July 15, 2016
Resolution -2016

Amended & Adopted: July 24, 2014
Resolution 30-2014

Amended & Adopted: September 5, 2008
Resolution 19-2008

Adopted: July 20, 1994
Resolution 48-94

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**GUAM COMMUNITY COLLEGE
Board of Trustees**

ORGANIZATIONAL CHART OF GUAM COMMUNITY COLLEGE

WHEREAS, the Professional Technological Institute, Office of the Vice President, created by the Board of Trustees on September 16, 1998 is no longer an active Division of the College; and

WHEREAS, the College has merged the functions of the former Professional Technological Institute into the Academic Affairs Division, School of Trades and Professional Services; and

WHEREAS, the President and the Human Resources Office has drafted an Organizational Chart that reflects the current organization of the College.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees formally adopts the Organizational Chart as a current reflection of the institution's structure.

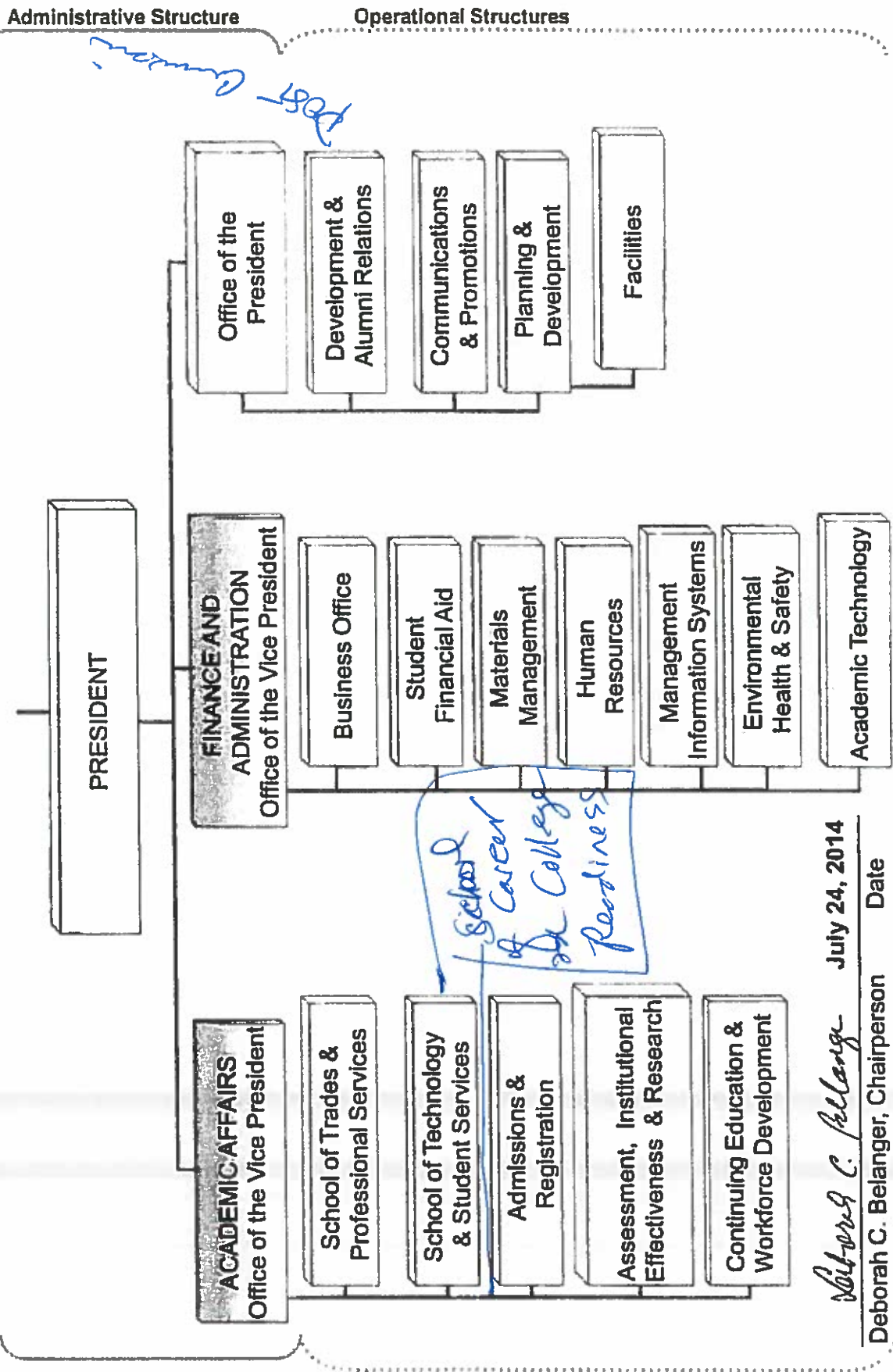
**Amended & Adopted: July 24, 2014
Resolution No: 32-2014**

**Amended & Adopted: September 5, 2008
Resolution No 22-2008**

**Adopted: May 15, 2001
Resolution 5-2001**

Guam Community College Organizational Chart

BOARD OF TRUSTEES



Deborah C. Belanger July 24, 2014
Deborah C. Belanger, Chairperson Date

**GUAM COMMUNITY COLLEGE
Board of Trustees**

**SELECTION AND APPOINTMENT
OF GUAM COMMUNITY COLLEGE TRUSTEES**

WHEREAS, the Board of Trustees of Guam Community College is committed to maintaining the highest standards of quality, effective governance in fulfilling its responsibilities to the students, staff, faculty, and administrators of the College and to the general Guam community; and

WHEREAS, the Board of Trustees feels that part of this effort is to assure the appointment of new qualified members to the Board of Trustees by communicating its standards to the appointing and confirming authorities, namely the Governor of Guam and the Guam Legislature; and

WHEREAS, the Board of Trustees is directed by Public Law 25-39 to develop procedures for election of the student members~~----~~; and

WHEREAS, the Association of Community College Trustees (ACCT) has produced guidelines regarding the election and appointment of community college trustees; and

WHEREAS, the Board of Trustees has developed guidelines for student trustee election, in keeping with the ACCT recommendations;

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees hereby adopts the standards and principles of the ACCT guide to assist it in recommending qualified persons to the Governor of Guam;

BE IT FURTHER RESOLVED, that the Board of Trustees adopts the guidelines for student trustee election to the Board of Trustees;

BE IT FURTHER RESOLVED, that except for the Student Trustee, when a vacancy in the Board of Trustees is expected within three months, the Board of Trustees shall forward to the Governor of Guam the name or names of candidates who meet the criteria of the guide and who are representative of the specific category of the potential vacancy as specified in Guam Community College's enabling legislation, Public Law 14-77;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the Chairperson shall ~~cause to~~ communicate said policy and guidelines to the Governor of Guam and the Chairperson of the Education Committee of the Guam Legislature with a letter explaining the intent and purpose of the policy;

BE IT FURTHER RESOLVED, that upon adoption of this policy, the President shall communicate said policy and guidelines for student trustee election to the Board of Trustees and (add "and" ?) to the Guam Community College faculty, staff, and students.

Amended & Adopted: July 15, 2016
Resolution ____-2016

Amended & Adopted: January 10, 2014
Resolution 5-2014
Amended & Adopted: August 17, 2011
Resolution 9-2011

Amended & Adopted: September 5, 2008
Resolution 35-2008
Adopted: February 7, 1996
Resolution 2-96
Amended: July 14, 1999

Policy 197

GUAM COMMUNITY COLLEGE
Board of Trustees

ONLINE POLICY

WHEREAS, the College ~~recognizes~~ the need for standards governing the use of the internet by both employees and students; and

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WHEREAS, current standards do not specifically apply to the network usage as College property; and

WHEREAS, such Online Policy will provide parameters within which both employees and students must operate;

Deleted:

NOW, THEREFORE, BE IT RESOLVED, that in the use of the College's network, hardware, and software it is the Employees' and Students' responsibility to commit to the parameters as outlined in the Online Procedures document and promote such practices on the campus. The Board of Trustees adopts the Online Procedures as developed through the College's governance process, updated as deemed necessary and appropriate.

Reviewed & Adopted: July 15, 2016
Resolution ____-2016

Reviewed & Adopted: July 24, 2014
Resolution 37-2014

Adopted: December 2, 2009
Resolution 5-2010

Policy 199

Guam Community College
Board of Trustees

SOCIAL MEDIA POLICY

WHEREAS, the growing popularity of social media has fundamentally changed the way we communicate as individuals and as an Institution; and

WHEREAS, Guam Community College ("GCC," "College") recognizes and embraces the power of social media, and the opportunity social media tools provide to communicate with the GCC community, including students, faculty, staff, administrators, parents, alumni, and other interested parties; and

WHEREAS, it is important to recognize that the use of social media regarding GCC is governed by the same laws, policies, and rules of conduct that apply to all other GCC activities; and

WHEREAS, in order to operate effectively within GCC's current social media channels (Facebook, YouTube, Twitter, Instagram, LinkedIn and Snapchat) and to add social media outlets as trends dictate, GCC has developed a social media policy to ensure that any and all interactions on behalf of GCC represent the College's best interests; and

Deleted: and

WHEREAS, the College recognizes the need for rules governing the use of social media by GCC students, faculty, staff and administrators;

Deleted: now, therefore, be it

NOW, THEREFORE, BE IT RESOLVED, that in the use of social media, it is the responsibility of GCC students, faculty, staff and administrators to commit to the parameters as outlined in the Social Media Policy;

Deleted: and be it further

BE IT FURTHER RESOLVED, that the Social Media Policy as approved through the College's governance process shall be updated accordingly, or as needed;

Deleted: developed

Deleted: ; and be it further

Amended & Adopted: July 15, 2016
Resolution -2016

RESOLVED, that the Social Media Policy proposed by the College Governing Council and approved by the President, be adopted by the Guam Community College Board of Trustees.

Adopted: June 6, 2014
Resolution 24-2014

PRESIDENT'S TRAVEL SCHEDULE
July 2016

Conference Title	Date	Location	Sponsor:
From Pre-K to College and Careers: Aligning Education Systems to Ensure Student Success in the Pacific	July 26-27, 2016	Honolulu, HI	McREL

Funding Source in order of travel: 100% reimbursed by McREL.

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Thursday, August 11, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of July 15, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. BOT Resolution re Bldg. 300
2. President's Travel Request (August-September 2016)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of July 15, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on July 15, 2016, was called to order at 12:05 p.m., by Chairperson Frank P. Arriola, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Mr. Frank P. Arriola, Chairperson; Ms. Gina Ramos, Secretary; Mr. Eloy P. Hara, Treasurer; Ms. Deborah C. Belanger; Mr. Adrian Davis, Student Trustee; Mr. Kenneth Bautista, Support Staff Advisory Member; Mr. Frederick Tupaz, Faculty Advisory Member was represented by Ms. Joni Kerr. Not in attendance: Mr. Richard P. Sablan, Vice Chairperson (off-island); Mr. John Benito (off-island).

Others in attendance: Dr. Mary A.Y. Okada, President; Ms. Carmen Santos, Vice President, Finance and Administration; Dr. Michael Chan, Dean, TSS; Dr. Gina Tudela, Dean, TPS; Ms. Jayne Flores, Assistant Director, Communications and Promotions; Attorney Rebecca Wrightson; Legal Counsel.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – May 20, 2016

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, AND SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD APPROVE THE MEETING MINUTES OF MAY 20, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED.
(Voting: 5 ayes, 0 nays)

III. COMMUNICATIONS– None.

IV. PUBLIC DISCUSSION – No request.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2016: To date, the College collected \$7.2 Million of its appropriation, which equates to 42% of the amounts requested, or 35% of the total appropriation for the year. The College is still due approximately \$8.6 Million and is communicating with DOA to try to get some funding. DOA is behind in its funding releases to the College. The College will continue to communicate per the

allotment schedule with DOA.

Capital Improvement Projects and other activities: President Okada reported the following:

- Several bids are currently being worked on.
- Signed off on one bid yesterday, 7/14/16, for facilities upgrade relating to renewable energy.
 - o Upgrade made possible by the savings on power consumption.
 - o The College is using these savings to reinvest back to the College such as changing out light fixtures and installing timers on switches for classrooms.
 - o Classrooms upgraded will be in Buildings A, C and D.
- Additional classroom and laboratory upgrades are also being done by the Maintenance & Facilities and MIS Teams for Buildings A, C and D, including new furniture.
- Funding for these upgrades are being allocated from the tuition and fees, a provision students supported to use for classroom improvements.
- As part of the RIF Committee recommendation, the GCC Cosmetology program is currently going through a curriculum review for the next academic year. This program has also been vacated from the E. M. Chen Building in Barrigada.
- Based on the Sustainability Report:
 - o For power, the College is averaging \$76,000 a month based on its power consumption for April and May 2016.
 - o For renewable energy, the total CO2 emissions reduced or savings per pound is approximately 107,520. As a result, the total savings is approximately \$13,900, or an average of \$4,600 per month.
 - o Recycling: The College continues to monitor the amount of its recyclables, including usage of the water bottle filling stations located on campus.
- Finalizing the fire alarm and mass notification system.
- A photovoltaic walkway is currently being worked on to go out for bid.

Other activities:

- Approximately 41 employees attended a transformational training and leadership academy for half days for 2 weeks. Anticipate all employees to be given an opportunity to attend. All operations on campus will be made a part of this transformational process.
- In partnership with GDOE for the last academic year for the six (6) high schools, the College has issued 185 Certificates of Mastery (completing 3 years of Career & Technical Education with GCC and 180 hours of work experience); 1,048 students were tested for a National Career Readiness Certification and 75% has received either a gold, silver or bronze certification.
- Approximately two weeks ago, representatives from the Philippines visited the campus and the College is currently communicating with the Philippines Embassy regarding their interest in the GCC Criminal Justice program.
- College Access Challenge Grant Programs (CACGP):
 - o As part of the Summer Bridge Program, the Automotive Tech Camp was launched today, July 15, 2016.
 - o Kids in College Kamp began last month as part of the Culinary program.
 - o A STEEP sustainability program included an AutoCAD garden that was highly publicized in the media. Participants also had an opportunity to visit a tilapia farm.
- CACGP activities will expire August 13, 2016. Although the grant funding expires the College will utilize this program for student recruitment so that students may continue to have access to

post-secondary education.

-In June 2016, Building E (formerly Bldg. 200) was designated as a LEED Gold building. The new Assistant Secretary for the Department of Interior was present, which was also her first time on campus.

-ACCJC representatives will provide accreditation Standards training for the Board during the week of October 17, 2016. This will also include guidelines associated with writing an institutional self-evaluation report. This will be a day long training and further details will be provided to the Board.

-Chef Paul Kerner and his team recently competed in the Guam BBQ Block Party competition and placed in all categories.

2. Monthly Activities Report

Student Trustee: Trustee Adrian Davis reported the following:

-Concluding training sessions for the new COPSA team, which Trustee Davis has been attending.

-New ideas and suggestions have been submitted for student activities and conferences, which are being considered.

-Preparing for the new Student Orientation on August 3, 2016.

Faculty Advisory Member: Ms. Joni Kerr had no report to submit at this time.

Support Staff Advisory Member: Mr. Kenneth Bautista reported the following:

-Summer session will be ending soon and staff will be busy preparing for the Fall semester.

-Employees will be attending a Customer Service training July 28 or July 29, 2016, conducted by the GCC Human Resources Team.

-A mandatory Staff/Administrator Development Day is scheduled on Monday, July 25, 2016, 8:00 a.m. – 5:00 p.m., on campus.

At this time President Okada explained the following:

-An employee was recently hired as a Personnel Specialist who will use her expertise to conduct the Customer Service training in July 2016.

-The July 25, 2016 professional development training is related to transformation.

-Convocation is scheduled for August 15, 2016 in the MPA beginning at 4:00 p.m. The change in an earlier time was made to provide opportunity for all employees to attend.

3. Board of Trustees Community Outreach Report.

-June 6, 2016, Tri-Board meeting at UOG: Trustees Arriola, Ramos, Davis and Hara attended.

-June 13, 2016, GCC Building E designation as LEED Gold Building: Trustees Arriola, Sablan and Davis attended.

-July 7, 2016, GCC Fiscal Year 2017 Budget hearing at the Guam Legislature: Trustees Arriola and Hara attended.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

Bldg. 100. The designated attorney is currently reviewing the finalization of the contract. The USDA State Director, Mr. Chris J. Kanazawa, will be visiting Guam in August 2016 and requesting for this groundbreaking. Anticipate groundbreaking to be scheduled after the Convocation. Construction completion is estimated for 450 calendar days.

Forensic Lab. The President met with the Guam Police Chief Joe Cruz this morning, July 15, 2016 to provide the status for this project. Bid should be out soon by the end of July 2016. The President recommended for Chief Cruz to have a GPD representative attend the construction meetings, including the bid process.

-Building 300. The College received from the Government of Guam a pre-award for a FEMA grant. The College has to first pay an indirect cost associated with the grant management by FEMA of approximately \$30,000 before it is awarded \$1 Million to proceed with construction for this project. The design is 50% complete but will be finalized once accounts are set up.

-Wellness Center. As previously reported the design is 100% complete for this project. The College will not begin construction on this project while construction for the Forensic Lab and Building 300 are ongoing. The Wellness Center will be monitored due to possible changes in the building code.

-GCC Annex. As previously reported, this project is on hold due to the construction timeline of other GCC projects.

VII. NEW BUSINESS.

1. BOT Policies –updates (Series 100 – continuation). The Board was previously presented with BOT policies for continued review of Series 100 for consideration with recommended changes. As part of the accreditation recommendation to review all policies, those without changes were noted as reviewed with no changes.

The following policies were submitted, as follows:

Policy 101-Adoption of the Guam Community College Seal; **Policy 105**-Reaffirmation of Autonomy; **Policy 110**-Board Policy Development and Review; **Policy 113**-Access to Board Policies; **Policy 115**-Code of Trustee Ethics and Conduct; **Policy 120**-Orientation of New Board of Trustees Members; **Policy 125**-Professional Associations; **Policy 130**-Policy on Legislative Testimony; Guam Community College Organizational Chart (updated chart-referencing Policy 140); **Policy 160**-Affirmative Action; **Policy 165**-Compliance with the Americans with Disabilities Act; **Policy 172**-Pandemic Response Plan; **Policy 180**-Risk Crisis Management & Emergency Plans; **Policy 190**-Travel Policy; **Policy 195**-Selection and Appointment of Guam Community College Trustees; **Policy 197**-Online Policy; **Policy 198**-Granting of a Posthumous Degree at Guam Community College; **Policy 199**-Social Media Policy.

At this time, a motion was made with recommended changes herein.

MOTION

IT WAS MOVED BY TRUSTEE DEBORAH BELANGER, SECONDED BY TRUSTEE ADRIAN DAVIS, THAT THE BOARD ADOPT THE FOLLOWING UPDATED BOARD OF TRUSTEES POLICIES, SERIES 100, AS PRESENTED: POLICY 101, POLICY 105, POLICY 110, POLICY 113, POLICY 115, POLICY 120, POLICY 125, POLICY 130, POLICY 160, POLICY 165, POLICY 172, POLICY 180, POLICY 190, POLICY 195, POLICY 197, POLICY 198, POLICY 199, INCLUDING AN UPDATED GUAM COMMUNITY COLLEGE ORGANIZATIONAL CHART (REFERENCE TO POLICY 140), WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

2. President's Travel Request (July 2016). At this time, the President informed the Board of the following travel request:

-Meeting with McREL regarding Pre-K to College and Careers: Aligning Education Systems to Ensure Student Success in the Pacific, July 26-27, 2016, in Honolulu, Hawaii, sponsored and 100% reimbursable by McREL.

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL FOR JULY 2016. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At approximately 12:51 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 1:20 p.m., the meeting reconvened to open session.

At this time, the Board made the following motion:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE ELOY HARA, THAT THE MEETING OF JULY 15, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

There being no further discussions, the meeting of July 15, 2016, adjourned at approximately 1:21 p.m.

SUBMITTED BY:


AUG 11 2016
BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:


AUG 11 2016
GINA Y. RAMOS
Secretary

APPROVED BY:


AUG 11 2016
FRANK P. ARRIOLA
Chairperson

GUAM COMMUNITY COLLEGE
Board of Trustees
Resolution 11-2016

**REQUEST TO TRANSFER FUNDS TO THE CAPITAL PROJECTS FUND
AND PROVIDE FUNDING FOR BUILDING 300 RENOVATION &
HARDENING PROJECT**

WHEREAS, the College has embarked on the renovation, hardening, and LEED design of Building 300 consistent with its 2015-2020 Physical Master Plan; and

WHEREAS, the Guam Community College Board of Trustees by Resolution 10-2015 on May 1, 2015, funded the Architectural and Engineering Design of the Building 300 renovation in the amount of \$272,502; and

WHEREAS, a Federal Emergency Management Agency (FEMA) grant has been submitted and GCC has been pre-awarded an initial amount of \$1,190,322; and

WHEREAS, the Board of Trustees has established through Policy 220, that the fund balance available in the Non-Appropriated Fund is reserved for capital projects and can be transferred to the Capital Projects Fund when authorized by the Treasurer; and

WHEREAS, the College has identified the need to use these funds for the construction estimates developed for Building 300 renovation and hardening project; and

NOW, THEREFORE, BE IT RESOLVED, that the College requests that Board of Trustees authorize the transfer of up to \$3,500,000 from the Non-Appropriated fund balance to the Capital Projects Fund; and

BE IT FURTHER RESOLVED, that the Board of Trustees appropriates up to \$3,500,000 from the Capital Projects Fund for the construction of Building 300 renovation and hardening project.

ADOPTED the 11th day of August 2016.



FRANK P. ARRIOLA
Chairperson

ATTESTED BY:



GINA Y. RAMOS
Secretary

PRESIDENT'S TRAVEL SCHEDULE
August-September 2016

Conference Title	Date	Location	Sponsor:
2016 National Meeting for Adult Education State Directors	August 30 – September 1, 2016	Alexandria, VA	U.S. Dept of Education
2016 CNMI Business and Finance Conference	September 15, 2016	Saipan	WHIAAPI

Funding Source in order of travel: 100% state funds; 100% WHIAAPI funds

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Friday, September 30, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of August 11, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. Advisory Committees
2. BOT Fiscal Calendar
3. President's Travel Request (Oct.-Dec. 2016)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of August 11, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on August 11, 2016, was called to order at 12:17 p.m., by Chairperson Frank P. Arriola, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Mr. Frank P. Arriola, Chairperson; Richard P. Sablan, vice Chairperson; Ms. Gina Ramos, Secretary; Mr. Eloy P. Hara, Treasurer; Ms. Deborah C. Belanger; Mr. Adrian Davis, Student Trustee. Not in attendance: Mr. Frederick Tupaz, Faculty Advisory Member (schedule conflict); Mr. Kenneth Bautista, Support Staff Advisory Member (schedule conflict); Mr. John Benito (off-island).

Others in attendance: Dr. Mary A.Y. Okada, President; Dr. R. Ray D. Somera, Vice President Academic Affairs Division; Dr. Michael Chan, Dean, TSS; Ms. Jayne Flores, Assistant Director, Communications and Promotions; Ms. Doris Perez, Assistant Director, Planning and Development; Ms. Joni Kerr, representing Faculty Advisory member.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – July 15, 2016

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, AND SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD APPROVE THE MEETING MINUTES OF JULY 15, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED.
(Voting: 6 ayes, 0 nays)

III. COMMUNICATIONS– None.

IV. PUBLIC DISCUSSION – No request.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2016: To date, the College collected \$8.3 Million of its \$20 Million budget appropriation for FY 2016. DOA is still behind in its funding releases to the College. Due to H2 worker visas not being renewed, the MDF budget will be affected. The College has placed a freeze on the General

Fund, MDF Fund and a separate Apprenticeship Fund. The College recently placed a hiring freeze on all positions except faculty hire. The College will continue to communicate with DOA per the allotment schedule and informed the Board that DOA Director has been very responsive.

Capital Improvement Projects and other activities: President Okada reported the following:

- Waiting to close on the fire alarm system project.
- The College has been unsuccessful in hiring a Facilities Manager but have put several bids together without one.
- With the assistance of the architects, TRMA, two scopes of work were submitted for their review to be finalized for bid.
 - Generators for Building 3000 (Allied Health Building) and Building A.
 - A barrel vault photovoltaic walkway, which will be a pilot project. Based on results, the College will determine if it will continue this throughout the campus.
- As a requirement by USDA, the College would have to hire a Resident Manager to daily monitor the USDA construction projects. TRMA is currently assisting the College in this search. Anticipate hiring on a contract basis due to no interest in the Facilities Manager position.
- The College is finishing up on certain project upgrades on campus: computer lab upgrades, new collateral equipment already received and will be arriving as well.
- Facilities Maintenance has temporarily relocated between Buildings 500 and 600 due to the upcoming construction of Building 300.
- Installation of window blinds in Building E should be installed by August 25, 2016.
- The proposed list of CIP projects for fiscal year 2017 will be submitted to the Board at the next BOT meeting. Health and safety is still the priority.

Other activities:

- Due to the passing of the College Registrar, there will be detailed assignments.
- To date, approximately 2,357 have enrolled for this semester. 88 were dropped for non-payment but are usually reinstated once accounts are cleared.
- There is a shift in campus testing. Accuplacer replaced Compass placement testing due to Compass no longer providing this service.
- The College is identifying and considering non-cognitive assessment this semester for implementation during spring 2017.

2. Monthly Activities Report

Student Trustee: Trustee Adrian Davis reported the following:

- New Student Orientation, August 3, 2016: 252 students attended. Mentioned some were returning students from approximately 5-10 years ago and commented students appreciated the energy efficiency the College has adopted; positive comments were also made with regards to the beautification of the buildings; and to “keep up the good job” to management and all involved in the “facelift” of the College.
- September 2, 2016, Student Government Officer & Advisor induction ceremony and training.

Faculty Advisory Member: Mr. Frederick Tupaz was represented by Ms. Joni Kerr and reported the following:

- The Learning Resource Center (Library) air-conditioning (a/c) unit was down sometime during

the summer.

- At this time the President reported that due to the type of a/c in the Library, parts had to be ordered off-island.
- As a temporary measure, the vendor did an adjustment on the a/c unit and was able to turn the unit on.
- Large fans and portable air-conditioners were brought in.
- Windows were also opened to provide some air flow.
- Ms. Doris Perez reported the vendor informed her that the a/c parts will be arriving August 16, 2016.

-Issue in the faculty office in the Allied Health Building due to a “moldy” smell probably from condensation.

- Chronic problem even with Maintenance constantly monitoring this during the summer.
- Air quality assessment has been done.
- At this time the Chair will recommend another individual that does air quality assessment.
- The President will identify services for another assessment and in the meantime will move the faculty office to Room A6.

Support Staff Advisory Member: There was no report submitted at this time.

3. Board of Trustees Community Outreach Report.

At this time the Chair informed the Board he will make an appearance with the President on Phill's radio show on K57 tomorrow morning, August 12, 2016, with Ms. Jayne Flores as the guest host. Information regarding upcoming events can be brought up during the show.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

Bldg. 100. USDA requested to reschedule the groundbreaking to September 14, 2016. USDA representatives from D.C. will be attending.

- **Forensic Lab.** All documents have been reviewed by the legal counsel, however, the Attorney General's office is still reviewing for final approval. Once approved, this project will go out to bid. Pending item on this project is the Resident Inspector.

-Building 300. The College met with the architect yesterday, August 10, 2016 and would need one more month to work on the designs. A resolution will be submitted for the Board's consideration regarding additional funding for this project.

-Wellness Center. As previously reported the design is 100% complete for this project. The construction for this project is currently on hold due to the construction timeline of other GCC projects. This item will remain on the Agenda as updates are provided.

-GCC Annex. As previously reported, this project is also on hold due to the construction timeline of other GCC projects. This item will remain on the Agenda as updates are provided.

VII. NEW BUSINESS.

1. BOT Resolution re Building 300. The Board was presented with Resolution 11-2016 regarding additional funding for the construction project of Building 300.

After discussions, the following motion was made:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, AND SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD APPROVE RESOLUTION 11-2016, "REQUEST TO TRANSFER FUNDS TO THE CAPITAL PROJECTS FUND AND PROVIDE FUNDING FOR BUILDING 300 RENOVATION & HARDENING PROJECT," WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

2. President's Travel Request (August-September 2016). At this time, the President informed the Board of the following travel request:

- 2016 National meeting for Adult Education State Directors, August 30-September 1, 2016, in Alexandria, Virginia, sponsored 100% by State funds.
- 2016 CNMI Business and Finance Conference, September 15, 2016, in Saipan, sponsored 100% by the White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI).

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN, SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST FOR AUGUST-SEPTEMBER 2016. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

MOTION

IT WAS MOVED BY TRUSTEE DEBORAH BELANGER, SECONDED BY TRUSTEE GINA RAMOS, THAT THE BOARD MOVE TO EXECUTIVE SESSION. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

At approximately 1:01 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**

3. Legal Matters

At 1:37 p.m., the meeting reconvened to open session.

At this time, the following motion was made:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN, SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE MEETING OF AUGUST 11, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 6 ayes, 0 nays)

There being no further discussions, the meeting of August 11, 2016, adjourned at approximately 1:38 p.m.

SUBMITTED BY:



BERTHA M. GUERRERO
Recording Secretary

SEP 30 2016

ATTESTED BY:



GINA Y. RAMOS
Secretary

SEP 30 2016

APPROVED BY:



FRANK P. ARRIOLA
Chairperson

SEP 30 2016

GUAM COMMUNITY COLLEGE

Board of Trustees

Annual Fiscal Year Calendar, October 2016 thru September 2017

Approved by GCC Board of Trustees: September 30, 2016

OCTOBER 2016	NOVEMBER 2016	DECEMBER 2016	JANUARY 2017
<p>01- Sat., GCC PAR EXCELLENCE GOLF TOURNAMENT (Leo Palace) 4-7</p> <p>ACCT Annual Leadership Congress (New Orleans) College Assembly, 8am-4pm</p> <p>24 Thurs., BOT monthly meeting (12pm) campus</p> <p>27 IMPORTANT: TBA <u>BOT POLICY REVIEW</u> Finalize by December 2016</p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> Quarterly BOT Attendance Report to Governor (Per 5GCA §43107)</p> <p>BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>PRESIDENT: Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter.</p> <p>Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §7102.2)</p>	<p>05- Sat., Board of Trustees/Foundation Board)Annual Meeting (Per Board Bylaws, Article III, Section 1)</p> <p>10- IMPORTANT: <u>BOT POLICY REVIEW</u></p> <p>29- Tues., BOT monthly meeting (12pm)</p> <p>TBA Wed., Foundation Board of Governors mtg, 12pm, GCC campus</p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p>	<p>12 Mon., BOT POLICY REVIEW</p> <p>16 Thurs., BOT monthly meeting (12pm)</p> <p>TBA Wed., Foundation Board of Governors mtg, 12pm, GCC campus</p> <p><u>COMPLETE BOT POLICY REVIEW</u></p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>PRESIDENT: GCC's Annual Report to the Governor (**update BOT training)</p> <p>31- **Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(d): Continuing Education for Board and Commission Members. Each year, the members of each board and commission shall, as a form of continuing education, complete the applicable educational program for the board or commission on which they serve. Reminder: BOT Elections 2017</p>	<p>13- Fri, BOT monthly meeting (12pm)</p> <p>TBA Mtg .of the Joint Educational Board (P.L. #19-40, 17 GCA, Chapter 16A)</p> <p>NOTE: (**update BOT training) BOARDS & COMMISSION EDUCATIONAL REQUIREMENT</p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> Quarterly BOT Attendance Report to Governor (Per 5GCA §43107)</p> <p>BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>PRESIDENT: Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter.</p> <p>Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §7102.2)</p>

*Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(c) "...complete the applicable educational program within thirty (30) days of his election and qualification, or his confirmation by *I Liheslatura* to the board or commission."

PLEASE NOTE: Dates are subject to change.

GUAM COMMUNITY COLLEGE

Board of Trustees

Annual Fiscal Year Calendar, October 2016 thru September 2017

Approved by GCC Board of Trustees: September 30, 2016

FEBRUARY 2017	MARCH 2017	APRIL 2017	MAY 2017
<p>3- <u>Fri.</u>, BOT monthly meeting (12pm)</p> <p>11- <u>Sat.</u>, BOT Retreat (Tentative)</p> <p>TBA- GCC Joint Boards Retreat (Date, Time, Venue to be determined)</p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>BOARD: No later than the 15th of February, submittal of GCC's annual operating budget and capital improvement budgets as it finds necessary directly to the Legislature</p>	<p>3- <u>Fri.</u>, BOT monthly meeting (12pm)</p> <p>11- <u>Sat.</u>, BOT Retreat (Tentative)</p> <p>22- <u>Wed.</u>, Foundation Board of Governors mtg, 12pm, GCC campus</p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p>	<p>7- <u>Fri.</u>, BOT monthly meeting (12pm)</p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> Quarterly BOT Attendance Report to Governor (Per 5GCA §43107) BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>PRESIDENT: For FY2015 - Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter. Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §7102.2)</p>	<p>5- <u>Fri.</u>, BOT monthly meeting (12pm) (New Student Trustee sworn in)</p> <p>12- <u>Fri.</u>, <u>GCC</u>, <u>COMMENCEMENT</u>, <u>6:00pm.</u></p> <p>Reports Due:</p> <p><u>BOT CHAIR</u> BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p>

*Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(c) "...complete the applicable educational program within thirty (30) days of his election and qualification, or his confirmation by *I Liheslatura* to the board or commission."

PLEASE NOTE: Dates are subject to change.

GUAM COMMUNITY COLLEGE

Board of Trustees

Annual Fiscal Year Calendar, October 2016 thru September 2017

Approved by GCC Board of Trustees: September 30, 2016

JUNE 2017	JULY 2017	AUGUST 2017	SEPTEMBER 2017
<p>2- Fri, BOT monthly meeting (12pm)</p> <p>10- Sat, BOT Retreat(Tentative)</p> <p>21- Wed, Foundation Board of Governors mtg, 12pm, GCC campus</p> <p>Reports Due:</p> <p>BOT CHAIR BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>PRESIDENT: June 30th - Graduate Employment Report due re Public Law 32-181</p>	<p>7- Fri, BOT monthly meeting (12pm)</p> <p>15- Sat, BOT Retreat(Tentative)</p> <p>Reports Due:</p> <p>BOT CHAIR Quarterly BOT Attendance Report to Governor (Per 5GCA §43107) BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>Quarterly Report to the Public Auditor & Legislative Speaker containing full disclosure of ALL funds under his/her purview and administration for the preceding quarter.</p> <p>Quarterly Report on status of MDF to BOT, ATP Council, Legislature. (22GCA §7102.2)</p>	<p>4- Fri, BOT monthly meeting (6pm)</p> <p>12- Sat, BOT Retreat Assessment work session (Tentative)</p> <p>TBA Convocation</p> <p>Reports Due:</p> <p>BOT CHAIR BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233 BOT Annual Educational Requirements, Public Law #32-031</p>	<p>1- Fri, BOT monthly meeting (12pm)</p> <p>9- Sat, BOT Retreat (Tentative)</p> <p>13- Wed, Foundation Board of Governors mtg, 12pm, GCC campus</p> <p>TBA- Meeting of the Joint Education Boards (P.L. 19-40, Chapter 16A)</p> <p>Reports Due:</p> <p>BOT CHAIR BOT Reporting requirement re meetings to OPA, Legislature & Governor, Public Law#31-233</p> <p>TBA- POLICY REVIEWS</p>

Adopted by the GCC Board of Trustees:

Date:

APPROVED BOARD OF TRUSTEES MEETING OF SEPTEMBER 30, 2016

FRANK P. ARRIOLA, Chairperson

*Public Law #32-031-Boards and Commissions Educational Programs, 5GCA, §43116(c) "...complete the applicable educational program within thirty (30) days of his election and qualification, or his confirmation by *I Liheslatūra* to the board or commission."


PLEASE NOTE: Dates are subject to change.




Kulehon Kumunldát Guáhan

School of Trades and Professional Services

DATE: September 29, 2016

TO: R. Ray Somera, Ph.D. 
Academic Vice President

FROM: Pilar Perez Williams 
TPS Associate Dean

RE: Advisory Committees

Attached you will find recommended Advisory Committee Member listings by Department for Board review. In addition, the Purpose, Composition, and Appointment Process SOP is also attached for your perusal.

Thank you for your assistance.

WORKFORCE ADVISORY COMMITTEES

Purpose, Composition, Appointment Process (8.15.2016)

Public Law 14-77, Fourteenth Guam Legislature (Bill 499), Section 11964 Advisory Committee

The Board shall establish Advisory Committees for each of the different career programs or levels of instruction and appoint committee members from among people in the community who can best advise the Board in their area of expertise or on matters pertaining to the Board's responsibilities as established by law.

The Advisory Committee serves to strengthen the Career and Technical (CTE) programs. They are advisory and have no legislative, administrative, or programmatic authority. The committees work cooperatively with college officials in planning and carrying out their work.

An Advisory Committee is established to perform the following:

Advise – The Advisory Committee assesses specific areas of the CTE program.

Recommendations made by the committee are designed to improve particular content areas;

Assist – The Advisory Committee may help instructors and/or administrators carry out specific activities;

Support – The Advisory Committee provides support for the CTE program it serves;

Advocate – The Advisory Committee promotes the CTE programs throughout the community.

Purpose:

The primary purpose of the Advisory Committee is to help the College ensure that the program is relevant to the community, addresses current industry standards and workforce needs, and has appropriate resources to support high quality student outcomes.

Composition:

Individuals who comprise the committee are volunteers who have expert knowledge and experience in the career tasks and competency requirements in the occupational field the program serves. To be effective, members should have a clear sense of trends in the field. They moreover, should be able to identify skills that will ensure employability of the program's graduates, and be able to identify jobs that don't exist but are likely to in the near future. Having this ability ensures that the program is kept on the cutting edge. Thus, the role of the Committee is to offer recommendations for improvements that will ensure growth and expansion of the

program. Balanced representation in an Advisory Committee is important to its success. The membership should reflect a cross section of business and industry served by the program.

Size of Committee:

The number of members will vary with the nature and size of the program. On one hand, a Committee that is too small may result in limited perspective, inadequate information on career fields, and too little diversity. On the other hand, one that is too large may prove to be unmanageable. It is recommended that there be a minimum of six members and no more than 15 active representatives from business and industry.

Submission of Meeting Minutes:

After each Advisory Committee meeting, agenda and minutes should be submitted to AIER and to the Associate Dean.

Recommendation for meetings - one meeting in October and the other in March; however, Committees should meet more frequently as members deem necessary to address program needs. It is encouraged to invite Associate Dean to Advisory meetings.

Appointment Process:

1. The Department nominates/recommends individuals and submits their names to the appropriate Dean.
2. The Dean submits the names of individuals recommended by the Department to the President via the Academic Vice President.
3. The President recommends the Advisory Committee members to the Board of Trustees.
4. The Board of Trustees formally appoint Advisory Committee members.

Term of Appointment:

Members are appointed to serve on an Advisory Committee for a two-year term.

ALLIED HEALTH DEPARTMENT**Allied Health**

Darren Burrier	Captain	Guam Fire Department
Karen Dumchus	Nursing Faculty, Secondary	Guam Community College
Estella Gapas	BLS Instructor	PNG Life Support Training, Owner
James Gillan	Director	Department of Public Health and Social Services
Rose Grino	RN	American Medical Center
Barbara Mafnas	Medical Assisting Faculty	Guam Community College
Lourdes Evangeline Phillips		FHP
Juliette Quinene	Head Nurse	Guam Department of Education
Gina Ramos	Special Projects Manager	Calvo's Select Care
Renee Veksler	Education Department	Guam Memorial Hospital Association

EDUCATION DEPARTMENT

Education

Lea Santos	Executive Director	Guam Commission for Educator Certification
Cathy Tydingco	School Program Consultant Birth to Five Unit Coordinator	Guam Department of Education
Cathy Schroeder	Headstart Program	Headstart
Dr. Michelle Santos	School of Education	University of Guam
Teresa Taitague		Guam Department of Education
Jeannie Hollis	American Sign Language	
Eloise Sanchez	Curriculum & Instruction	Guam Department of Education
Paula R. Ulloa	Special Education	Guam Department of Education
Clare Camacho	School of Education	University of Guam

Cosmetology

Dion Lizama	Couture Hair Boutique & Spa
Rence Perez	Studio 2-11
Pete Perez	Studio 2-11
Francine Galo	Salon Fusion
Loren Quitano	Salon Fusion
Janice Baker	Salon EnVogue
Rena Chang	Oceans Salon Guam
Ines Bukikosa	GCC

BUSINESS/VISCOM DEPARTMENT

(Accounting, Marketing, Supervision and Management)

Ernie Galito	Marketing & Communications Director	Atkins Kroll, Inc.
Fred Granillo	Business Advisor	SBDC-University of Guam
Denise Mendiola-Hertzlet	Senior Business Counselor and Program Coordinator	SBDC-University of Guam
Letitia Chee Law-Byerly	Marketing/Promotions Specialist	Lotte Duty Free Guam
Cora Yanger Bejado	Managing Director Marketing, Communications, and Retail	GTA
Mark Tokito	Senior Vice President	Guam Commercial Banking Center
Edgar Aguilar	Corporate Controller	Triple J. Enterprise Inc.
Beverly B. Dorion	Consumer Sales Manager	Docomo Pacific
Jon Nathan P. Denight	President & CEO	Guam Visitors Bureau
Ron Castro	Marketing Manager	Nissan Guam

CRIMINAL JUSTICE/SOCIAL SCIENCE DEPARTMENT

Criminal Justice

JonRic Mendiola	Guam Customs and Quarantine Officer	Guam Customs & Quarantine Agency
Mark Aguon	Lieutenant	Department of Agriculture, Fish and Wildlife Conservation and Enforcement
Andrew Quitugua	Lieutenant	Guam Police Department
Joey Terlaje	Captain - Deputy Marshall	Superior Court of Guam

Human Services Advisory Committee

Terry Aguon	Program Administrator	Department of Public Health and Social Services
Athena Ramos	Acting Supervisor	Drug and Alcohol Branch, Guam Behavioral and Wellness Center
Therese Arriola	Executive Director	Sanctuary, Incorporated
Mary Weakley	Program Administrator	Latte Treatment Services

ELECTRONICS / TECHNOLOGY DEPARTMENT**Computer Science**

Carlson, Paul	Network Administrator	Kuentos Communications
Cruz, Ed	Senior Support Engineer	United
Guerrero, Franklin	Operations Manager	Dimensions Systems
Redman, Steven	Executive VP of Operations and Customer Service	GTA TeleGuam

Electronics

Jeffrey Guerrero	Director	NCTS, Base Communications
Paul Ibanez	Manager OPS	GTA dba Teleguam
Randy Reeves	Manager ZUA System Support Ctr. ATO-W Technical Operations	FAA Guam ZUA SSC
Franklin Mesa	Manager Guam NCE SSC	FAA Guam NCE SSC

Office Technology

Imelda Arce	Enrollment Services	GCC Counseling Department
Charlene Calvo	Office Manager	SAIC Field Support Representative DOD Agencies and Commands Customer Group
Ann Marie D. Cruz	Office Manager	Duenas, Camacho & Associates, Inc.
Naomi Ichihara	Executive Secretary	Hyatt Regency Guam
Ann Marie San Agustin	Office and Apprenticeship Program Administrator	GTA TeleGuam

TOURISM & HOSPITALITY DEPARTMENT

Tourism & Travel

Mark Baldyga	CEO	Baldyga Group
Pilar Laguana	Marketing Manager	GVB
Ma. Socorro Perez	Asst. Manager In-flight Services	United
Ma. Teresa Burrier	Sales and Marketing Manager	Lotte Hotel
Jean Arriola	Aiport Services Manager	GIAA
Missy Ngiraklang	Alumna, GCC Tourism and Travel	
Phillip Schrage	VP	Goodwind Dev. Corp./ Micro Mall
Carol Cruz	JFK Instructor and Chair of Committee	GCC

Hotel Advisory

Sophia Chu	General Manager	Hyatt Regency
Jude Diaz	HR Manager	Hilton Hotel
Ele Magdael	Asst. HR Mgr	Nikko Hotel
Missy Ngiraklang	Alumna/Researcher	MR&D Inc
Lea Panes	Learning & Dev. Mgt	Outrigger
William Shinozaki	Asst. General Manager	Hilton
Romer Tabano	F&B Director	Sheraton
Monty McDowell	CEO	Advance Management
David Dingcong	LMP Instructor	GCC
Eric Ji	LMP Instructor	GCC
Narciso Cosico	LMP Instructor	GCC

Restaurant & Culinary

Peter Duenas	Executive Chef/ Owner	Meskla
Eddie Chien	Executive Chef/Owner	Delmonico's/Rotten Apple
Arthur Zantura	Baker/Owner	New Fresh Bread Bakery
Josef Budde	Master Chef/Consultant	Retired Executive Chef
Simplicio JR Taga	Executive Chef	Pacific Islands Club
Leland Feng	Executive Chef	Pacific Star Resort
Monique Generuex	Chef/Owner/Culinary Graduate	MOSA's
Ernie Merfalen	Executive Chef	9 th Street Rotary
Chef Suharto	Executive Pastry Chef	Hyatt Regency
Myra Tiamzon	Pastry Chef/Alumna	Lotte
Jasmine Nadres	Chef De Partie/Alumna	Lotte
Marivic Capati	Pastry Chef/ Alumna	Hilton Resort
Natsumi Kuranami	Pastry Chef/Alumna	Hyatt Regency
Miguel Moral	Executive Chef/Owner	Churrasco
Patricia Torrella	ProStart Teacher/Alumna	GCC
Bertrand Hauillon	Instructor	GCC
Paul Kerner	Instructor	GCC

CONSTRUCTION TRADES

Frank Dumanal	Project Management Inst./Professional Trainer/CEO	GPSI Guam
Mateo Matananc	AutoCAD Draftsman and REVIT Operator	TRMA
Roxie Reyes	Architect	TRMA
Kenneth Rekdahl	Civil Engineer	Duenas & Associates
Jessica Barrett	CEO	Barrett Plumbing
Rudy San Agustin	Master Electrician	Retired Navy 30 years
Paul Santos	Chief Surveyor and Cadastre of Guam and the Marianas	
Michael Taitano	Master Welder and Head of Welding Shop	Port Authority of Guam
Anthony Roberto	Department Chair for Counseling	GCC
Imelda Arce	Apprenticeship Coordinator and Advisor	GCC
Maria Perez		Contractors Licensing Board
Burt Cruz	Journeyman Electrician	DZSP
Raymond Perez	Journeyman Head of HVAC Maintenance	Guam Shipyard
Robert Balajadia	Nationally Certified Welding Instructor Simple Tech Gen Contractor	

AUTOMOTIVE

Zaldy Tobias	Manager	Rainbow Paint Supply
Vincent Medler	Owner	Medlerz' Auto
Michael Fejeran	Technical Training Manager	Triple J Auto Group
Christopher Dennis	Department Chairperson	Guam Community College

PRESIDENT'S TRAVEL SCHEDULE
October-December 2016

Conference Title/Sponsor	Date	Location
Public-Private Partnership (P3) Higher Education Summit	October 3-4, 2016	San Diego, CA
Association of Community College Trustees (ACCT) Leadership Congress	October 5-8, 2016	New Orleans, LA
Pacific Resource for Education and Learning (PREL) Board Meeting	November 15-16, 2016	Honolulu, HI
Asia Pacific Association for Fiduciary Studies (APAFS) Board of Governors' Meeting and Annual Pacific Region Investment Conference	November 30 - December 2, 2016	Manila, PI
White House Initiative on Asian Americans & Pacific Islanders (WHIAAPI) Commission Meeting	December 6-8, 2016	Washington, DC

*Funding Source in order of travel: 100% promo funds; 100% promo funds; 100% PREL funds; \$800 approx reimbursement;
100% WHIAPPI funds*

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Thursday, November 3, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of September 30, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

1. Proposed CIP Projects FY2017
2. Travel Request (January 2017)

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of September 30, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on September 30, 2016, was called to order at 12:00 p.m., by Chairperson Frank P. Arriola, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Mr. Frank P. Arriola, Chairperson; Richard P. Sablan, Vice Chairperson;; Mr. Eloy P. Hara, Treasurer; Ms. Deborah C. Belanger; Mr. Adrian Davis, Student Trustee; Mr. Kenneth Bautista, Support Staff Advisory Member. Not in attendance: Mr. Frederick Tupaz, Faculty Advisory Member (schedule conflict); Ms. Gina Ramos, Secretary (schedule conflict); Mr. John Benito (off-island).

Others in attendance: Dr. Mary A.Y. Okada, President; Ms. Jayne Flores, Assistant Director, Communications and Promotions; Ms. Doris Perez, Assistant Director, Planning and Development; Mr. Michael Setzer, representing Faculty Advisory member; Cedric Cruz, TRMA; Attorney Rebecca Wrightson, Legal Counsel.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – August 11, 2016

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, AND SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD APPROVE THE MEETING MINUTES OF AUGUST 11, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED.
(Voting: 5 ayes, 0 nays)

III. COMMUNICATIONS– None.

IV. PUBLIC DISCUSSION – No request.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2016: Today, September 30, 2016 is the last day of fiscal year 2016. To date, the College collected \$11,327,794.89 out of its \$20,596,605 budget appropriation for FY2016.

-The President and Vice President Carmen Santos had a meeting with DOA to work out a schedule

BOT - Meeting of September 30, 2016

Page 2 of 5

to receive the remaining balance during FY2017. Anticipate to receive this on a weekly basis. This will be without the 10% set aside. The College will continue to communicate with the DOA Director on this matter.

FY2017: The new fiscal year begins tomorrow, October 1, 2016. Anticipate 10% will also be set aside for FY2017. The College is still managing payroll and construction projects are ongoing but will be more diligent in its spending this fiscal year.

Capital Improvement Projects and other activities: President Okada reported the following:

- To date, 2,416 students were enrolled this semester, which is a few more than last year but at this point is stabilizing as far as enrollment.

- Three grants were recently awarded to the College to support some of its programs, as follows: \$230,000 from the Career Prep and Synchronization grant; infusing technology in accounting for \$137,000; and a Telecommunications Post Secondary grant for \$115,000.

- AACC awarded GCC a 2016 AACC Sustainability Education and Economic Development (SEED) Green Genome Strategic Partnerships grant for \$10,000. This will support sustainability efforts on campus coordinated by Mr. Francisco "Kiko" Palacios, the GCC Sustainability Coordinator.

- \$15,000 was received from Matson for scholarships; and \$100,000 was donated by Take Care for scholarships to support Allied Health nursing and science programs.

Other activities:

- Part of the accreditation preparation visit in 2018 is the writing of the accreditation report of how the College has been meeting all the accreditation standards. An Institutional Self Evaluation Report training will be held on campus on October 21, 2016 to assist staff and administrators who will contribute to this report. When this report is complete, it will be presented to the Board for consideration before submission to ACCJC.

- An information session will be scheduled for the BOT to update them regarding the different activities in preparation for the Accreditation visit in 2018. An accreditation calendar will be provided to the Board once it is available.

- At this time, Mr. Cedric Cruz from TRMA presented a PowerPoint to the Board regarding the GCC Physical Master Plan for 2015-2020. Different phases of the Master Plan were presented.

- The bid for generators for the Allied Health and Building C are scheduled to be released in the beginning of FY2017.

- Once the proposed CIP projects for fiscal year 2017 is complete, it will be provided to the Board for its consideration. Some of the projects include painting the buildings in preparation for the 2018 accreditation visit, air-conditioning repairs, ADA walkways and repairs as needed throughout the campus.

2. Monthly Activities Report

Student Trustee: Trustee Adrian Davis reported the following:

- October 27, 2016, 4pm-8pm, Fall Festival, at the Student Center courtyard: This event was a rescheduling due to weather conditions. Activities include food and other entertainment.

- October 7, 2016, 8:30am-4:30pm, "Need to Lead" conference, at the Westin: This training is for students to develop teamwork, team building and communications.

Faculty Advisory Member: Mr. Frederick Tupaz was represented by Mr. Michael Setzer and reported the following:

- Contract negotiations have been held the last couple of weeks and have been very collegial and professional and wanted to express the Local's appreciation to the Board in moving the process forward.
- Faculty are underway with the new semester.
- The Labor Day picnic was a great success with a lot of faculty and staff participation as well as BOT members attending.

Support Staff Advisory Member: Mr. Kenneth Bautista reported as follows:

- Mr. Bautista reported that the Sunday, September 4, 2016 Labor Day was a huge success with a lot of employees participating, including the Board.
- October 24, 2016 is the College Assembly for the staff, faculty and administrators.
- December 10, 2016 is the GCC Employee Association Christmas party at the Westin.
- There were some concerns from employees regarding an issue last week and hope the College will get together regarding alerting employees on such matters.

3. Board of Trustees Community Outreach Report.

- September 11, 2016, GCC Veterans' Club 9/11th event on campus attended by Trustee Hara.
- September 12, 2016: Building 100 groundbreaking attended by Trustees Arriola, Sablan, Hara and Davis.
- September 17, 2016, Red Ball: Attended by Trustees Arriola, Sablan and Belanger.
- September 17, 2016, invite by Governor of Yap to Trustee Hara to attend the naming of a vessel.
- BOT negotiations are ongoing with Trustee Belanger attending.

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

- o Bldg. 100. Groundbreaking was held on September 14, 2016.
- o Forensic Lab. This project is ready to go out for bid and will be scheduled soon.

-Building 300. The bid for this project is anticipated to be completed soon.

-Wellness Center. The design is 100% complete and currently looking for funding for this project. This item will remain on the Agenda as updates are provided.

-GCC Annex. As previously reported, this project is still on hold due to the construction timeline of other GCC projects. This item will remain on the Agenda as updates are provided.

VII. NEW BUSINESS.

1. Advisory Committees. The President explained that the establishment of advisory committees by the Board of Trustees is a requirement in compliance with its enabling law under Title 17 of the Guam Code Annotated in Chapter 31, Section 31102, whereas the BOT shall identify members for the Advisory Committees. The Board was presented with a list of recommended Advisory Committee Members by department for its consideration.

After discussions, the following motion was made:

MOTION

IT WAS MOVED BY TRUSTEE RICHARD SABLAN, AND SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD APPROVE THE ADVISORY COMMITTEE MEMBER LISTING, AS RECOMMENDED, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

2. BOT Fiscal Calendar. The Board was presented with a proposed Board of Trustees Annual Fiscal Calendar for October 2016 through September 2017.

After discussions, the following motion was made:

MOTION

IT WAS MOVED BY TRUSTEE ELOY HARA, AND SECONDED BY TRUSTEE RICHARD SABLAN, THAT THE BOARD APPROVE THE BOARD OF TRUSTEES ANNUAL FISCAL CALENDAR FOR OCTOBER 2016 THROUGH SEPTEMBER 2017, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

3. President's Travel Request (October-December 2016). At this time, the President informed the Board of the following travel request:

- Public-Private Partnership (P3) Higher Education Summit, October 3-4, 2016, in San Diego, California, 100% promotional funds.
- Association of Community College Trustees (ACCT) Leadership Congress, October 5-8, 2016, in New Orleans, Louisiana, 100% promotional funds.
- Pacific Resource for Education and Learning (PREL) Board Meeting, November 15-16, 2016, in Honolulu, Hawaii, 100% PREL funds
- Asia Pacific Association for Fiduciary Studies (APAFS) Board of Governors' Meeting and Annual Pacific Region Investment Conference, November 30 - December 2, 2016, in Manila, Philippines, there is approximately a \$500 reimbursement by APAFS.
- White House Initiative on Asian Americans & Pacific Islanders (WHIAAPI) Commission Meeting, December 6-8, 2016, in Washington, D.C., sponsored 100% WHIAPPI funds.

MOTION

IT WAS MOVED BY TRUSTEE ADRIAN DAVIS, SECONDED BY TRUSTEE DEBORAH BELANGER ADRIAN DAVIS, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST FOR OCTOBER-DECEMBER 2016. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At approximately 12:54 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 1:34 p.m., the meeting reconvened to open session.

MOTION

IX. ADJOURNMENT. At this time, a motion was made to accept the President's Report and adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE ADRIAN DAVIS, SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD ACCEPTS THE PRESIDENT'S REPORT AND THAT THE MEETING OF SEPTEMBER 30, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

There being no further discussions, the meeting of September 30, 2016, adjourned at approximately 1:35 p.m.

SUBMITTED BY:

 **NOV 03 2016**
BERTHA M. GUERRERO
Recording Secretary

ATTESTED BY:

 **NOV 03 2016**
GINA Y. RAMOS
Secretary

APPROVED BY:

 **NOV 03 2016**
FRANK P. ARRIOLA
Chairperson

RECEIVED

OCT 14 2016

PRESIDENT'S OFFICE

Initials: hgs

Memorandum

To: **Mary A.Y. Okada, President**

From: **Carmen K. Santos (Chair)**
Patricia Terlaje (Co-Chair)
Latisha Leon Guerrero (Co-Chair)
College Governing Council

Date: **10/13/16**
Re: **FY17 CIP**

The College Governing Council met Thursday, 10/12/16 to discuss the FY2017 proposed CIP projects that were reviewed and recommended by the RFP Committee and are now being recommended by CGC.

Please let us know if you have any questions regarding the above.

Carmen K. Santos 10/13/16 Patricia Terlaje
Carmen K. Santos, Chair Date Patricia Terlaje, Co-Chair

10/14/16
Date

Latisha Leon Guerrero 10/14/16
Latisha Leon Guerrero, Co-Chair Date

NOV 03 2016

PROPOSED CIP 2017

No	Description
	Building 2000, Reconfiguration of parking structure
	Building 3000, Repair Wall - Structural Cracks
	Building 400, Replacement of 3-each corroded doors
	Building 6000, Build of 1 MW generator set for buildings 6000, 5000 and 4000
	Campus-wide, Assessment of ADA requirements to include 1. Parking stalls (clearly identified and near buildings with appropriate walkways nearby), 2. Accessible entrances and exits (single and double doors, door handles, and door switch bottoms), 3. Door signs with braille, 4. Wireless navigation technology, 5. Principles of Universal Design, and 6. Ready to use equipment (portable emergency evacuation equipment or technology that may be used in all buildings 2 or more stories high for the emergency evacuation of injured persons or persons with disabilities from the higher floors to the ground level.
	Campus-wide, Acquisition of classroom collaterals (e.g., furniture, replacement bulbs, white and tack boards), for improved instruction
	Campus-wide, Installation of directional signs along route 10, Corten Torres, Sesame and Washington streets
	Campus-wide, Installation of power-line conditioners at buildings D, 2000, 5000, E, 6000
	Campus-wide, Installation of water bottle filling stations within buildings 1000, 3000, & 6000
	Campus-wide, Phase-1 Painting of Buildings, 400, 500, 600, 900, 1000, 2000, associated pathways and re-striping of adjacent parking stalls
	Campus-wide, Phase-2 Painting of Buildings, 3000, 4000, 5000, 6000, associated pathways and re-striping of adjacent parking stalls
	Campus-wide, Phase-3 Painting of Buildings, A, B, C, D, associated pathways and re-striping of adjacent parking stalls
	Campus-wide, Repair of solar PV parking/walkway lights (i.e. specified batteries, charge controllers, and lighting system)
	Campus-wide, Replace of air conditioning units as prioritized due to normal wear and tear, useful life with 18 SEER or better
	Campus-wide, Replacement of dilapidated, perimeter fencing and gates
	Campus-wide, Retrofit of a select, dilapidated classroom
	Campus-wide Install emergency buttons or technology in classrooms in the event of a crisis or emergency so that the Student Support Services, Safety Office and Accommodative Services may respond in a timely manner. There are wireless systems already available on island to address this.
	Establishment of green space and an organic garden
	Integration of four (4) more water bottle filling stations on campus to include two (2) stand alone systems and two (2) retrofit stations. Locations will be strategically identified based on student and campus community traffic and other important factors.
16.02	Building 600, Retrofit of the 500-600 Open Yard for Facility Maintenance Relation and Storage
16.03	Building 3000, Restoration of Domestic Water System (i.e., submersible pumps, VFDs, Fittings, Etc.)
16.05	Building 4000, Repair Wall - Structural Cracks
16.06	Retrofit of steep walkway between buildings 500 and 1000 for ADA compliance

BOT FY2017 Approved Budget \$683,000

CIP16 Projects APPROVED by RPF/CGC

CIP17 Projects RECOMMENDED by RPF/CGC - October 12, 2016

NOV 03 2016

PRESIDENT'S TRAVEL SCHEDULE
January 2017

Conference Title/Sponsor	Date	Location
ACCJC Commission Meeting	January 11-13, 2017	Sacramento, CA
WestCare Board of Directors Meeting	January 19-22, 2017	Las Vegas, NV

Funding Source in order of travel: 100% reimbursement; 100% reimbursement

GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES
Monthly Meeting – Wednesday, December 21, 2016, 12:00 p.m.
President's Conference Room, Building 2000

AGENDA

I. CALL TO ORDER

1. Roll Call
2. Recital of 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.

II. APPROVAL OF MINUTES

1. Monthly Meeting of November 3, 2016

III. COMMUNICATIONS

IV. PUBLIC DISCUSSION

V. REPORTS

1. *President's Report:*
 - Financial Status of the College
 - Capital Improvement Projects (CIP)
2. *Monthly Activities Reports:*
 - Student Trustee
 - Faculty Advisory Member
 - Support Staff Advisory Member
3. *Board of Trustees Community Outreach Report*

VI. UNFINISHED BUSINESS

1. Construction Projects Updates
 - Building 100 and Forensic Lab
 - Building 300
 - Wellness Center
 - GCC Annex

VII. NEW BUSINESS

VIII. EXECUTIVE SESSION

1. Personnel Matters
2. Labor Management Relations
3. Legal Matters

IX. ADJOURNMENT

GUAM COMMUNITY COLLEGE
Board of Trustees
Monthly Meeting of November 3, 2016

Minutes

I. CALL TO ORDER

The monthly meeting of the GCC Board of Trustees held on November 3, 2016, was called to order at 12:05 p.m., by Vice Chairperson Richard Sablan, in the President's Conference Room located at the Student Services & Administration Building in Mangilao, Guam.

1. Roll Call. Trustees Present: Mr. Richard P. Sablan, Vice Chairperson; Ms. Gina Ramos, Secretary; Mr. Eloy P. Hara, Treasurer; Ms. Deborah C. Belanger; Mr. Adrian Davis, Student Trustee; Mr. Kenneth Bautista, Support Staff Advisory Member. Not in attendance: Mr. Frederick Tupaz, Faculty Advisory Member (schedule conflict); Mr. Frank P. Arriola, Chairperson (schedule conflict); Mr. John Benito (off-island).

Others in attendance: Dr. Mary A.Y. Okada, President; Ms. Carmen Santos, Vice President, Finance and Administration; Dr. Michael Chan, Dean, TSS; Dr. Gina Tudela, Dean, TPS; Ms. Jayne Flores, Assistant Director, Communications and Promotions; Ms. Doris Perez, Assistant Director, Planning and Development; Attorney Rebecca Wrightson, Legal Counsel; Ms. Isa Baza and Dontana Keraskes, KUAM; Mr. John O'Connor, Guam Daily Post.

2. Recital of Mission Statement. Board members recited the 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.

II. APPROVAL OF MINUTES – September 30, 2016

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, AND SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD APPROVE THE MEETING MINUTES OF SEPTEMBER 30, 2016, WITH CORRECTIONS. NONE OPPOSED, MOTION CARRIED.
(Voting: 5 ayes, 0 nays)

III. COMMUNICATIONS– None.

IV. PUBLIC DISCUSSION – No request.

V. REPORTS

1. President's Report: President Okada reported on the following:

Financial Status: The President provided the Board with a current financial status of the College as follows:

FY2016: To date, the College is still collecting for FY2016; last allotment received was \$300,000 on October 21, 2016; this brings the total collection to 68% with remaining balance to receive which amount to \$6.1 Million. No funds for FY2017 have been received to date.

Capital Improvement Projects and other activities: President Okada reported the following:
-Will be finalizing the installation of the fire alarm and mass notification system project. Will be rescheduling with Guam Fire Department and anticipate testing on November 15, 2016.

Other activities:

- Library is undergoing renovations due to countertop termite infestation and anticipate completion towards the end of November 2016.
- Seven (7) prospective bidders attended a mandatory pre-bid for generators for Buildings 3000 and A on November 8, 2016.
- The proposed FY2017 Capital Improvement Projects list is done.
- The College has extended its Articulation Agreements and included Dong Seoul University in Korea, who also requested for some of their students to attend ESL training on Guam.
- The Policy Advisor for the National Science Foundation will be visiting January 2017 and will work with Dr. Ray Somera. They will visit Dong Seoul for further collaboration with an articulation agreement and other grant opportunities with the NSF.
- College Assembly was held on October 24, 2016 and conducted with a “shooter on campus” training. The second part of this training will be in March 2017 to tie in with the mass notification alarm system to be brought online.
- As of October 28, 2016, there are currently 45 participants comprised of administrators, faculty and staff attending the Cohort II Transformational Leadership Academy.
- President’s forums were held on September 27-28, 2016. The President is reviewing all inquiries.
- Dr. Beno from ACCJC was on campus last week as part of the PPEC meeting to speak with the regional representatives about the college scorecard and some of the difficulties colleges will have based on the College Scorecard and its reporting.
 - All information for this scorecard are derived from the IPEDs data.
 - This data is submitted on an annual basis.
 - Part of the information deals with student completers.
 - This data is available to parents and potential students that have access to federal funds.
 - This provides as an information base as to the status of an institution.
- ACCJC also provided an Institutional Self Evaluation Report (ISER) training on campus. This training will provide the College with an idea of what the different requirements are for the standards. A briefing will be presented to the Board of Trustees and Foundation Board at the next Board Retreat.

2. Monthly Activities Report.

Student Trustee: Trustee Adrian Davis reported the following:

- October 7, 2016, the “Need to Lead” conference was held at the Westin with 102 participants.
- October 27, 2016, the Fall Festival was combined with the Halloween bash. Have had positive comments from students regarding this and looking forward to the Spring Festival.

Faculty Advisory Member: There was no report submitted at this time.

Support Staff Advisory Member: Mr. Kenneth Bautista reported the following:

- The College Assembly on October 24, 2016 was conducted on campus with a “shooter on campus” training and some information regarding transformation.
- Early registration for Spring started October 25, 2016.

3. Board of Trustees Community Outreach Report.

- Trustee Belanger attended the GCC Halloween merienda on campus Oct. 28, 2016.
- BOT negotiations are ongoing with Trustee Belanger attending.
- October 2016 BOT Trainings: Trustees Arriola, Hara, Ramos and Belanger attended the Public-Private Partnership (P3) Higher Education Summit in San Diego, California (10/2-10/4/2016). Trustees Arriola, Sablan, Hara, Ramos and Belanger attended the ACCT Leadership Congress conference in New Orleans, Louisiana (10/4-10/8/2016).

VI. UNFINISHED BUSINESS

1. Construction Projects Updates

President Okada reported on the following:

-Building 100 and Forensic Lab Extension Loan.

Bldg. 100. Construction is progressing as planned with building permit processed; and some demolition is ongoing.

- o Forensic Lab. The mandatory Pre-bid conference was on October 26, 2016; Bid packet out October 31, 2016; Bid Opening is on Nov. 16, 2016, on campus. Bid evaluations will be conducted and proposals will be reviewed by the legal counsel.

-Building 300. There is a meeting to review the final design; partially funded through FEMA; awaiting MOA with Homeland Security, administrators of the FEMA funds; once design is complete, it will be out for bid before the end of the academic year.

-Wellness Center. Will wait for next academic year so as not to interfere with current construction projects and will remain on the Agenda as updates are provided.

-GCC Annex. This project is still on hold due to the construction timeline of other GCC projects and will remain on the Agenda as updates are provided.

VII. NEW BUSINESS.

1. Proposed CIP Projects FY2017. The Board was presented with the Capital Improvement Projects proposed for fiscal year 2017 as approved by the College Governing Council and Resource Facilities Planning (RFP) Committee.

Some projects for consideration include Building 2000-reconfiguration of parking structure; Bldg. 3000-structural cracks on wall for repairs; Bldg. 400-door replacements due to corrosion; Bldgs. 6000, 5000 and 4000-Generator sets; ADA requirement campus-wide assessment; campus-wide acquisition of classroom collateral equipment, etc.; part of logo upgrade-

installation of directional signs leading into campus; and other campus-wide assessment and repairs for power line conditioners; increase water filling stations; prepare for accreditation visit in 2018-painting; PV parking and walkways lights; air-conditioner repairs; perimeter fence repairs. This is estimated at a total of \$683,000. Projects will be prioritized and put out on bid as needed.

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, AND SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE BOARD APPROVE THE LIST OF CAPITAL IMPROVEMENT PROJECTS PROPOSED FOR FISCAL YEAR 2017, AS PRESENTED. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

2. President's Travel Request (January 2017). At this time, the President informed the Board of the following travel request:

-ACCJC Commission Meeting, January 11-13, 2017, Sacramento, California, 100% reimbursable.

-WestCare Board of Directors Meeting, January 19-22, 2017, Las Vegas, Nevada, 100% reimbursable.

MOTION

IT WAS MOVED BY TRUSTEE DEBORAH BELANGER, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD APPROVE THE PRESIDENT'S TRAVEL REQUEST FOR JANUARY 2017. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

At approximately 12:32 p.m., the meeting went into Executive Session.

VIII. EXECUTIVE SESSION

- 1. Personnel Matters**
- 2. Labor Management Relations**
- 3. Legal Matters**

At 12:58 p.m., the meeting reconvened to open session.

At this time, the Vice Chairman Richard Sablan extended "kudos" and congratulations to the following:

1. Dr. Somera for receiving the Education Award from the Filipino Community of Guam (FCG).
2. Supervision and Management class for hosting the November 3, 2016 Senatorial Forum on campus.
3. COPSA and student organizations for hosting the 2016 Fall Festival.
4. GCC Culinary Arts students for earning the World Association of Chefs' Societies (WACS) Recognition of Quality Culinary Education program award.

At this time, the following motion was made:

MOTION

IT WAS MOVED BY TRUSTEE GINA RAMOS, SECONDED BY TRUSTEE ELOY HARA, THAT THE BOARD ACCEPTS THE PRESIDENT'S SEPTEMBER AND OCTOBER 2016 REPORTS. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)


IX. ADJOURNMENT. At this time, a motion was made to adjourn the meeting, as follows:

MOTION

IT WAS MOVED BY TRUSTEE ADRIAN DAVIS, SECONDED BY TRUSTEE DEBORAH BELANGER, THAT THE MEETING OF NOVEMBER 3, 2016, BE ADJOURNED. NONE OPPOSED, MOTION CARRIED. (Voting: 5 ayes, 0 nays)

There being no further discussions, the meeting of November 3, 2016, adjourned at approximately 1:02 p.m.

SUBMITTED BY:


BERTHA M. GUERRERO
Recording Secretary

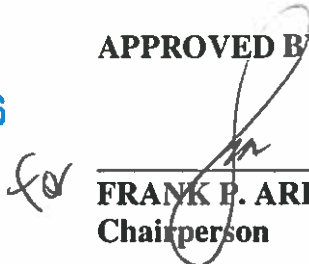
DEC 21 2016

ATTESTED BY:


GINA Y. RAMOS
Secretary

DEC 21 2016

APPROVED BY:


FRANK P. ARRIOLA
Chairperson

DEC 21 2016