



Guam Community College
P.O. Box 23069, Barrigada, Guam 96921
www.guamcc.edu

Received
MAY 11 2017

Academic Affairs Division
Vice President's Office

MEMORANDUM

TO: Dr. R. Ray Somera, Academic Vice President
Rosemary Loveridge, Chairperson, Standard IV Leadership & Governance
Wendell Roden, Chairperson, Standard I Institutional Mission & Effectiveness
Christine Matson, Chairperson, Standard II Student Learning Programs & Services
Christie Ginson, Chairperson, Standard III Resources

FROM: Patricia Terlaje, Faculty Senate President ✓
Ricky Tyquiengco (President-Elect) ✓
Sarah Leon Guerrero (Past President) ✓
Donna Cruz (Senator at Large) ✓
Carl Torres II (Senator at Large) ✓

DATE: May 11, 2017

SUBJECT: Faculty Senate Year End Report for AY 2016-2017

- Committee Name: Faculty Senate

| | Initiatives | Completed | Carried Forward | Will Not Pursue | Status Description |
|----|---|-----------|-----------------|-----------------|---|
| 1. | Conduct Elections & Identify committee membership for AY 2016-2017 | X | | | All participatory governance committees have been filled and/or have faculty representation. |
| 2. | Continue and take lead with discussion on 4 year degree | X | X | | VisCom & Tourism submitted progress reports – FA16 & SP17 (attached) |
| 3. | Foster communication among faculty at large | X | X | | Communication through MyGCC announcements, faculty email, faculty meetings, faculty picnics, and/or retreats. |
| 4. | Foster understanding of process and communication among governance committees | X | X | | Faculty Senate provided Committee Chair' Training, attended committee meetings, and assigned oversight |

| | | | | | responsibility. Chairs/members attended FS meetings. |
|-----|---|------------------|----------------------------|----------------------------|--|
| | Initiatives | Completed | Carried Forward | Will Not Pursue | Status Description |
| 5. | Review Faculty Senate Constitution/Bylaws | | X | | FS Constitution /Bylaws yearly updates |
| 6. | Program Credit Requirements | | X | | Collaboration with CDC, LOC, & GENED (see attached timelines) |
| 7. | Review and provide input for Faculty Senate role and responsibilities as outlined in the BOT agreement | X | X | | FS CAT Members/Negotiating Team participated with development of Agreement |
| 8. | Coordinate Active Shooter Training | X | X | | Faculty Requested for Additional Time |
| 9. | Provide Feedback on Student Grievance Process | X | X | | Collaborated with COPSA & CDC: Faculty Senate recommended Administrators be included with Grievance Process regarding Students' academic concerns |
| 10. | Provide Feedback on Sexual Harassment Procedures | X | X | | Gathered Faculty Feedback and submitted to Sexual Harassment working group |
| 11. | Provide Feedback on the CTC Digital Resources Policy | X | X | | Provided guidance with the process of governance |
| 12. | Mediate and serve as an advocate with faculty/committee issues and/or concerns (i.e. lack of wi-fi access in classrooms, selling of older classroom textbook versions, lack of dialogue with academic changes with Accelerated | X | X | | Conducted Special Meetings/Communicated concerns at RPF/CGC |

| | | | | | |
|--|--|--|--|--|--|
| | Math courses, budgetary concerns with classroom resources, etc. | | | | |
|--|--|--|--|--|--|

Self Assessment

- To what degree has Faculty Senate met its roles and responsibilities?

Faculty Senate's activities/tasks are grounded with our mission: Student Success! The group addressed the following various academic and professional matters of the Faculty which impact Student Success:

Older Editions of Classroom Textbooks

Students were being sold older classroom textbook editions despite the DC's/Instructors' request/orders for newer versions. Some textbooks were older than three years. Classes such as taxation/accounting can't operate with older versions. Tax codes differ on an annual basis. Computer Labs were updated, but the students were sold the older operating systems textbook editions. Bookstore personnel insisted on selling the older versions stock prior to selling the current editions. Faculty Senate met with Bookstore Manager and Material Management Supervisor for assistance. Training for ordering textbooks weren't provided in the last couple of years. SOPs and documents were mailed out to DCs during these years. It was agreed that management would provide a textbook ordering training for CDC. The training occurred in Spring 2017. However, after the meeting, the Bookstore insists on selling old inventory of textbooks to Students before selling the current versions. Bookstore personnel recommends DCs purchase older textbook stocks to clear inventory; however, Department budgets are already limited. Faculty Senate brought the issue up with RPF, and the issues will be discussed during Summer 2017.

Accelerated Math Courses

Accelerated Math piloted courses were offered for Spring 2017. However, the discussion on the development and offering of these new courses occurred among the Developmental Education group. Math and English Departments and General Education and Learning Outcomes Committees' Faculty wanted to be involved with the discussion and planning of accelerated developmental courses (i.e. Accelerated Math). The pilot course didn't follow the SOPs outlined in the Curriculum Manual (2015). Faculty Senate called for a Special Meeting for information regarding the offering of the Accelerated Math courses in Spring 2017 and to increase the dialogue among the various entities that would provide invaluable feedback.

Wi-Fi Access in Classrooms

Wi-Fi access was limited to the exterior of classrooms, and if Faculty and Students need internet access, they would need to request for use of a classroom computer lab. Majority of our Students/Faculty have smart phones. Faculty would like to use instructional apps for smart phones. Faculty Senate worked with MIS Administrator in locating classrooms in need of Wi-Fi and routers were installed in Spring 2017. Ideally, FS would like all classrooms equipped with Wi-Fi.

Lack of DC representation Among the Development Education Faculty

Faculty placed under the Developmental Education unit have no Department Chairperson representation. Information shared during the CDC meetings don't filter to the faculty. Faculty Senate recommended to the negotiations team to have all faculty belong to a department. The Faculty continuously requests to belong to a department.

Hiring of Faculty Positions vacated by Faculty Retirement/Resignation

Filling Faculty positions, left by Faculty who retired/resigned, are needed to address academic concerns. For example, one of the most populated student programs, Criminal Justice lost one Faculty. The only Faculty remaining is responsible for curriculum review/updates/assessment as well as over 100 student advisees. In addition, the Accounting program also has one Faculty who is inundated with curriculum updates, assessment, and advisement. When an institution has a permanent Faculty, students are given a Faculty who has vested interest and who has office hours for advisement which Adjunct Faculty don't. FS made repeated requests for these positions to be filled during the RPF meetings.

Active Shooter Training

Faculty requested for Active Shooter Training. FS worked with Safety, CJSS Department, POST, and Staff Senate to provide the training in Fall 2016. Evaluation results revealed the college would like additional training; however, due to changes with trainers' management goals, the Part II Active Shooter Training will reconvene in the upcoming academic year.

Curriculum Manual

During AY15-16 (Spring 2016), the LOC called out for college input (among students, faculty, & administrators) with the proposed AY16-17 Curriculum Manual. FS met and collaboratively worked with the LOC and GENED committee to ensure that the two entities include their IOPs (ensuring they don't duplicate efforts) in the manual. The memorandum citing their IOPs were

provided to FS and AAVP (2016 August). The 2016-2017 Curriculum Manual wasn't allowed to be circulated and/or accessible among curriculum writers. LOC/GENED worked with individual authors in providing the guidance and documents needed to process their program/course review. In addition, LOC provided curriculum and ACALOG training throughout the academic year.

FS Committee Chairpersons' Training

FS provided FS Committee Chairpersons' training in Fall 2016. This training delivered information on the process and structure of participatory governance. In addition, reporting forms and publishing of meeting agendas and minutes were discussed.

Four (4) Year Degree Program Proposals

FS held various meetings/discussions regarding the 4 year degree proposals. FS worked with the VISCOM & TOURISM departments and provided feedback with their plans. DCs met with industry and other advisory committee members to retrieve data. Written progress reports were provided to the AAVP (see attachments).

Programs' Credit Requirements

FS held meetings with the CDC, LOC, & GENED Chairpersons in regards to the program credit requirements. Action plans and timelines were established (see attachment).

Secondary Programs' Limited Resources

During the Spring 2017, Secondary Faculty funding issues were presented to FS. ProStart Faculty mentioned that the moratorium on travel came late (2/8/17) in the academic year, and Faculty and Students were not informed in a timely manner of cancellation of off-island trips which in previous years were funded. Faculty and students used their weekends and/or personal funds to prepare for the island and off-island competitions. Issues were presented by DC and Faculty Senate to RPF where it was reported that a limited faculty's salary was a priority over the students' traveling funds. In addition, Title V funds were no longer an option. Eventually, funding was identified and the ProStart students went on to win 2nd place at the National level. Marketing Faculty and Students were instructed that their student store lab funds would be used for existing Security systems in classrooms as Title V funds were used previously. Faculty and Students give up their break and lunch time to raise store lab funds for student instructional & incentive activities. FS believes that the security of school property is the responsibility of the institution and not student activity funds.

Student Grievance and Sexual Harassment Procedures

FS provided feedback on the Student Grievance Procedures as well as the Sexual Harassment Procedures. On matters of academic concerns, FS supported the Students' recommendations to include administrators in the Grievance Process. Presently, Administrators are requesting that students file concerns with Administrators using the complaint form which lacks clear outline of due process and timelines. Students and Faculty are still waiting for suggestions to be addressed.

Faculty Camaraderie and Professionalism

FS coordinated various Faculty activities to promote camaraderie and professionalism: Welcome Back Merienda (August 2016), Retreat & Ethics Course (April 2017), etc.

Standards Committee Membership

For years, Faculty have been the sole membership/leadership for all four Standard Committees. They were responsible for the drafting of the accreditation mid-term reports. During AY16-17, Staff and Administrators joined the committee membership and provided assistance.

- How could the Faculty Senate improve its effectiveness in regard to meeting its roles and responsibilities?

To become truly effective in meeting Faculty's academic and professional matters, the FS could improve with more members to handle additional concerns brought up throughout the years. In addition, FS should work with Union Negotiations Team to increase FS representation/participatory. The new agreement has the committees and their tasks under the purview of the AAVP.

- How effective was Faculty Senate in completing its initiatives?

Despite the limited Faculty Senate members, the group was effective in completing most of its initiatives. Senators were able to address many issues throughout the years effectively and efficiently without delay and within the least restrictive manner. The time and efforts made by the Senators were beyond the release time provided.

- How might Faculty Senate improve its effectiveness in regard to accomplishing its initiatives?

Faculty Senate can improve its effectiveness by increasing its membership and increase release to two instead of one. This action would ensure that the group would have more time to deal with all the issues brought forth and conduct necessary research and follow up.

- What resources are needed to assist Faculty Senate in achieving its initiatives?

The resources needed for Faculty Senate to achieve its initiatives follows:

- ✓ Increase FS membership
- ✓ Additional Release from One to Two
- ✓ Increase FS Funding
- ✓ Continued Administrative Assistance

Recommendations

- What topics should be addressed by this committee next year?

The following topics should be addressed next year:

- ✓ Older Editions of Classroom Textbooks
- ✓ Wi-Fi Access in Classrooms
- ✓ Hiring of Faculty Positions vacated by Faculty Retirement/Resignation
- ✓ Active Shooter Training
- ✓ Curriculum Manual
- ✓ FS Committee Chairpersons' Training
- ✓ Four (4) Year Degree Program Proposals
- ✓ Programs' Credit Requirements
- ✓ Secondary Programs' Limited Resources

- Are there any additional roles or responsibilities Faculty Senate should be addressing?

Work with Negotiations Team Members in ensuring that faculty academic and professional concerns are addressed using a true participatory governance process.

- What issues, initiatives or work has Faculty Senate identified that other committee(s) and/or departments should address next year?

FS identified the following for other committee(s)/department(s):

- ✓ CTC: Digital Resources Policy, Wi-Fi Access in All Classrooms
- ✓ LOC/GENED: Curriculum Manual, ACALOG and Curriculum Writing Continued training
- ✓ CDC: Continued Review of Program Credit Requirements (work with LOC/GENED)
- ✓ RPF: Budgetary concerns with textbooks, secondary programs' funding shortage, hiring of full time faculty replacements, etc.

Please upload this document to the appropriate GCC site page, and submit an electronic copy to the Office of Assessment, Institutional Effectiveness and Research (AIER) at aier@guamcc.edu

**Guam Community College
Faculty Senate
National Average for Program Credit Requirements
Timeline of Activities**

| Date | Activity | Task Assignment |
|-----------------------|--|---|
| FALL 2016 | VPAA met with FS and discussed "Flagship Assignment" | FS provide feedback |
| FALL 2016 | FS met and discussed with LOC/GENED/CDC Chairs | LOC/GENED/CDC will research, meet with department & advisory to discuss changes to program credit requirements |
| FALL 2016-SPRING 2017 | Some Department Chairs/Authors implemented plans to review curriculum and make the necessary adjustments to the credit requirements | CDC/Department Authors |
| FALL 2016-present | LOC/GENED implemented the review of curriculum documents as per VPAA moratorium on 60/30 credits limit. | LOC/GENED Committee Members |

TO: PATRICIA TERLAJE, PRESIDENT, FACULTY SENATE

FROM: AMADA MANZANA, DEPARTMENT CHAIR, BUSINESS AND VISUAL COMMUNICATIONS

DATE: APRIL 24, 2017

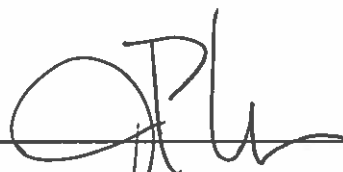
RE: VISUAL COMMUNICATIONS 4-YEAR DEGREE PROPOSAL CLOSE OUT REPORT

Attached is the Visual Communications 4-Year Degree Report, which was submitted on March 1, 2017. Although the current students show strong support, and the industry show some support for the 4-year Viscom degree, the concerns are very valid, as many of the administrator's comments have also pointed out. The costs involved with technology that will be needed, the upkeep of that technology, finding faculty with proper credentials, and long-term viability are great concerns. The department is not confident that a 4-year Viscom program can be sustained.

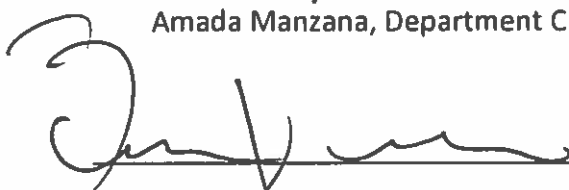
Visual Communications Department:



Amada Manzana, Department Chair



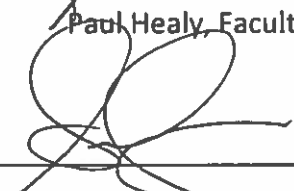
Nita Jeannette Cepeda, Faculty



Paul Healy, Faculty



Jooho Lee, Faculty



Sean Lizama, Faculty

VISUAL COMMUNICATIONS 4-YEAR DEGREE PROPOSAL REPORT

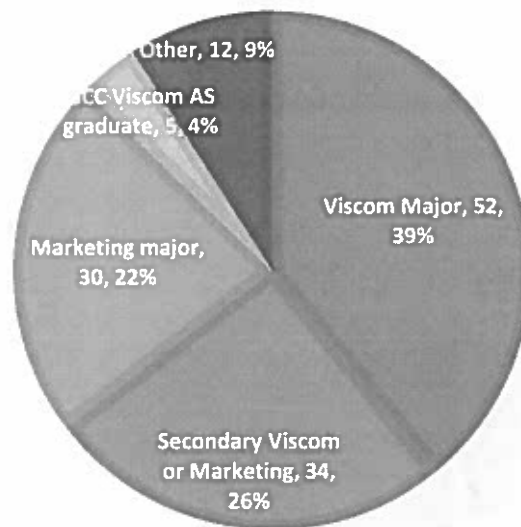
INTRODUCTION

A survey was conducted from February 13-26, 2017 to assess students and industry needs to determine the viability of a 4-year Visual Communications degree program. The survey links were emailed and posted on MyGCC, as well as various GCC social media outlets. There were 124 student respondents and 18 industry respondents.

STUDENTS SURVEY RESULTS

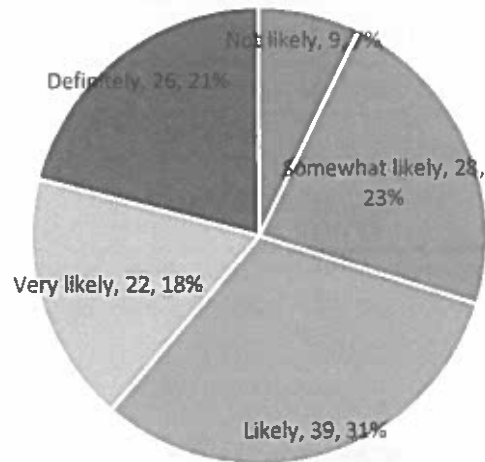
Of the 124 students, 52 were current Visual Communications majors, 34 were secondary students in the Visual Communications and Marketing programs, 30 were current Marketing majors, 5 were graduates of the GCC AS Visual Communications Programs, and 12 others.

STUDENTS' EDUCATION LEVEL



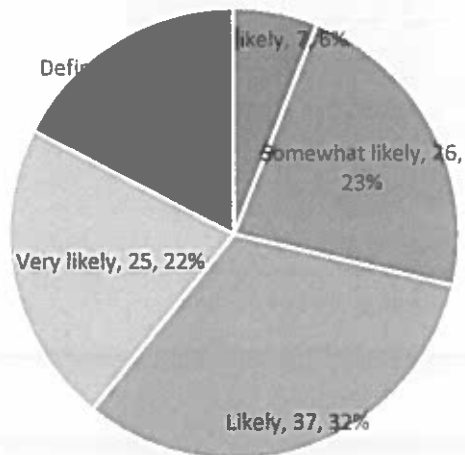
When asked how likely the students will pursue a 4-year degree in Visual Communications if offered at GCC, 26 students said “definitely”, 22 students said “very likely”, 30 said “likely”, and so on.

How likely are you to pursue a 4-year degree in Visual Communications at GCC?

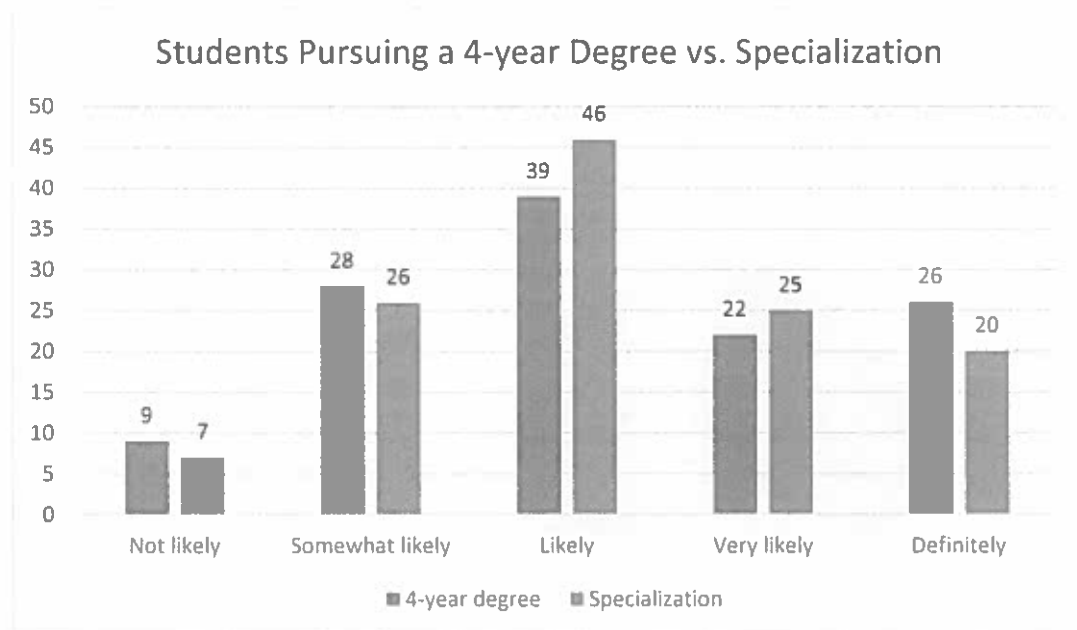


Students were also asked regarding Specialized Certification in Visual Communications. Responses were as follows:

How likely are you to pursue a Specialized Certification in Visual Communications?



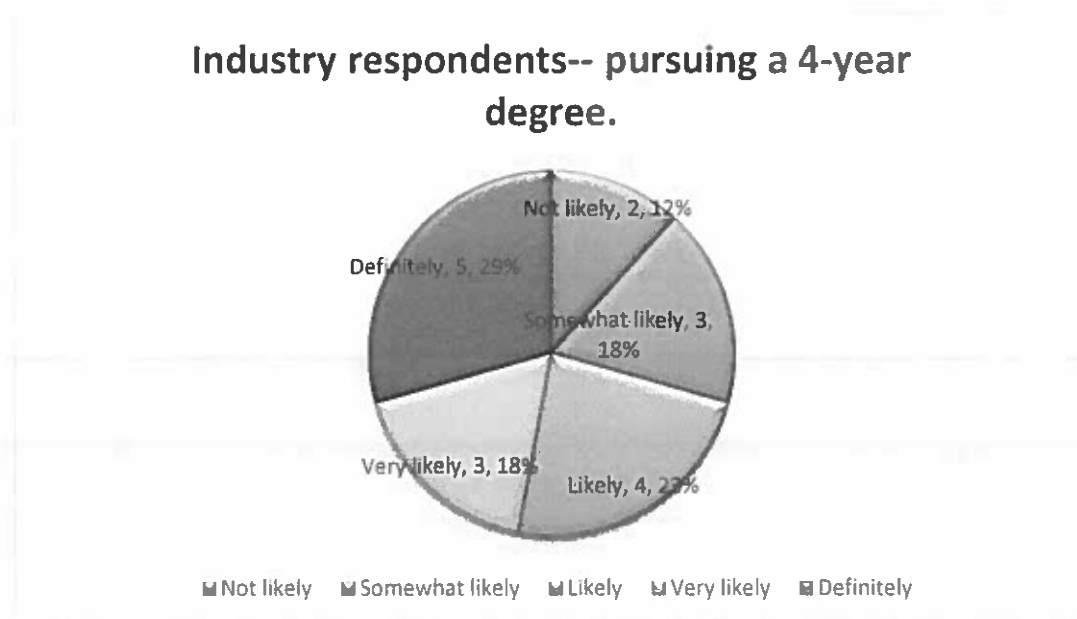
Below is a comparison of students' interest in a 4-year degree vs. specialized certification. There is about the same interest in a 4-year degree and specialization certificate.



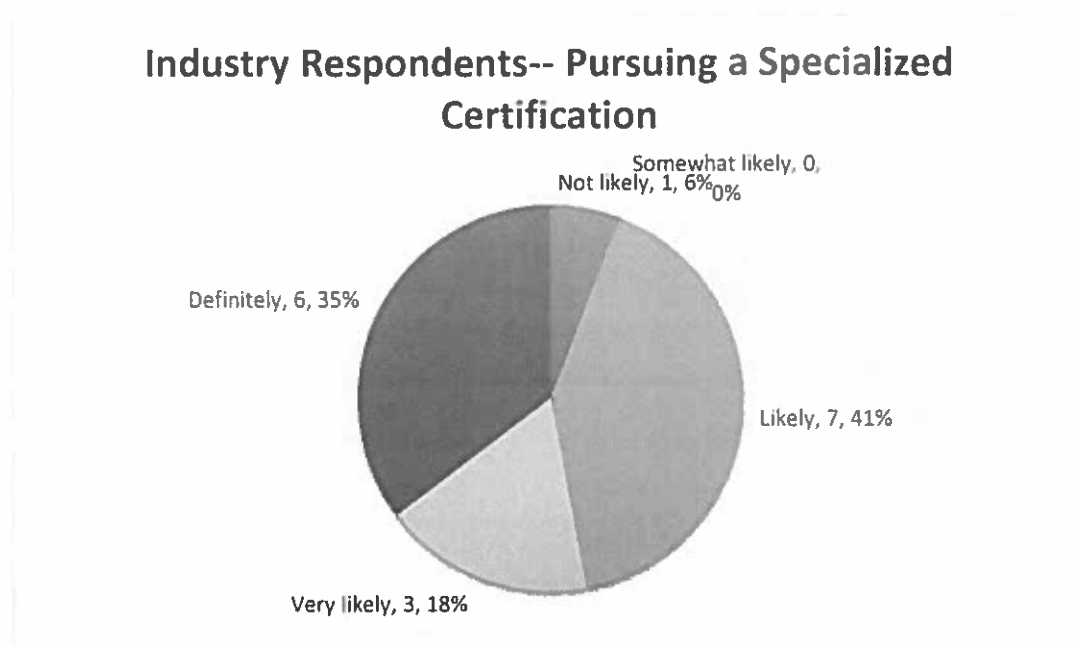
The top areas of specialization that students identified were: Photography, Video Production, Print/Digital Publishing, and Advertising.

INDUSTRY SURVEY RESULTS

With the Industry respondents, the highest education completed were: 10, Associate Degree, 3 Bachelor's Degree, 3 high school diploma, and 2 other. When asked how likely the industry respondents will pursue a 4 year degree in Visual Communications at GCC, 5 said definitely, 3 very likely, 4 likely, 3 somewhat likely, and 2 not likely.



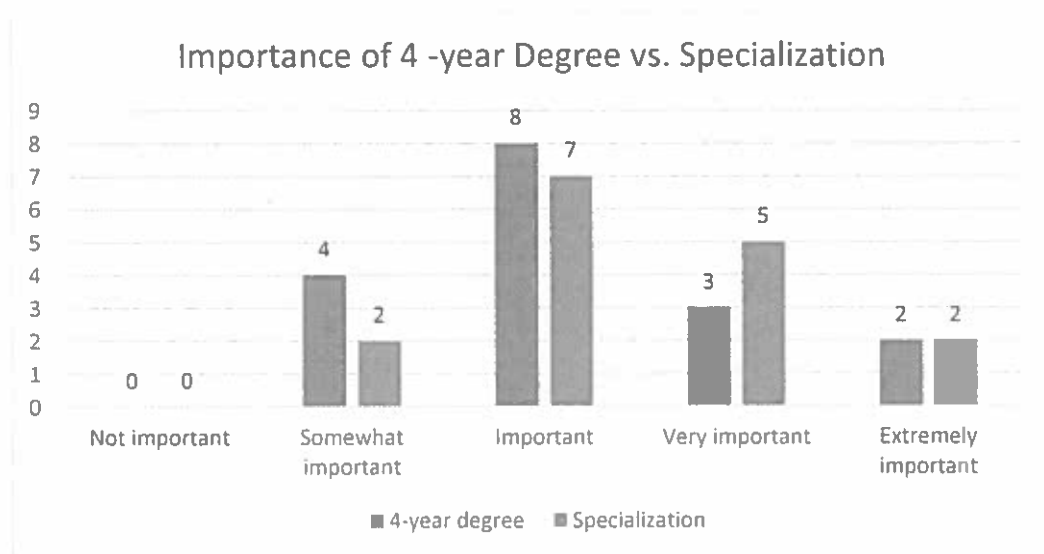
When asked how likely they would pursue a specialized certification in Visual Communications, 6 said definitely, 3 said very likely, 7 said likely, 0 said somewhat likely, and 1 said not likely.



The top areas of specialization industry respondents indicated are: Photography, Print and Digital Publishing, Video Production, Advertising, Motion Graphics.

The industry was also asked regarding the importance of a 4 year degree when hiring. The responses were: 2 extremely important, 2 very important, 8 important, 4 somewhat important, 0 not important. When asked regarding the importance of Specialized Certification, industry respondents said: 2 extremely important, 5 very important, 7 important, 2 somewhat important, and 0 not important.

The chart below shows the importance of 4-year degree vs. specialization. It appears that the industry places slightly higher importance in specialization over a 4-year degree, possibly because they are already in a stable employment position, and a 4-year degree may not suit they're schedule. Also, most of the industry respondents indicated that they improve their skills through online sources, conferences, and work shops.



Many of the industry respondents indicated that they outsource some work related to visual communications on Guam, as well as outside of Guam. When asked if these skill sets needed are available on Guam, 100% of the respondents said they would hire locally.

CONCLUSION

While students and industry members do support the implementation of a 4-year degree Visual Communications program, they also indicated a strong interest in Specialized Certifications. Both students and industry agree in the areas of specialization, which are: Photography, Video Production, Print/Digital Publishing, and Advertising.

During the last Advisory Committee meeting, the Business and Visual Communications department and Advisory Committee members discussed some concerns with the 4-year degree. These concerns include facilities, equipment, and budget. There are already issues with the current facilities and equipment. With the addition of possibly 20 courses, budget needs to be identified to assure facilities and equipment will be available. Furthermore, there is a concern regarding finding faculty with master's degree that can teach the courses. With the current survey, the highest degree achieved by industry respondents is bachelor's degree. In addition, there is the concern of the long-term viability of the 4-year program, assuring that there are enough students for each of the additional classes each semester.

NEXT STEPS

If the proposal for a 4-year degree in Visual Communications is approved, a thorough research is necessary to formulate the entire 4 years of course work. The curriculum documents then need to be developed and approved. Funding sources would also have to be identified.

May 10, 2017

TO: Dr. Rene Ray Somera

VIA: Patricia Terlaje
President, Faculty Sentate

FROM: Marivic C. Schrage
Chair, Tourism and Hospitality

SUBJECT: Suspension of the Department Pursuit to Offer a Four-Year Degree Program

Our department is suspending our pursuit to offer a Four-Year Degree Program for the following reasons:

1. Current program enrollment and/or student completion rates will not provide for a sustainable and viable Four-Year Degree Program. Department top priorities for the next three years include increase in program enrollment and improve student completion rate.
2. There was no unanimous expression of full support and commitment from the Advisory Committee members when this matter was presented at the Advisory Committee meeting held on October 28, 2016. Further study is needed to ascertain industry demand for a bachelor degree holder.
3. A comprehensive survey is needed to ascertain students' level of desire to pursue a four-year degree in Culinary or Hospitality/Travel and to determine the number of students interested in each program.
4. Duplication of UOG's Bachelor of Business Administration -International Tourism and Hospitality Concentration.

This initiative will be revisited as soon as the department priorities are met.

Marivic C. Schrage
Doreen Blas
Eric Chong
Carol Cruz
Bertrand Haurillon
Eric Ji
Paul Kerner
Frank Evangelista
Norman Aguilar

| | | |
|--------------------|-------------------------|------------------|
| <i>Marivic</i> | <i>Yes</i> | <i>5/10/2017</i> |
| <i>Don</i> | <i>Yes</i> | <i>5/10/2017</i> |
| <i>Eric</i> | <i>Yes</i> | <i>5/10/2017</i> |
| <i>Carol</i> | <i>request for ext.</i> | <i>5/10/2017</i> |
| <i>Bertrand</i> | <i>Yes</i> | <i>5/10/2017</i> |
| <i>Eric Ji</i> | <i>Yes</i> | <i>5/10/2017</i> |
| <i>Paul Kerner</i> | <i>Yes</i> | <i>5/10/2017</i> |
| <i>Frank</i> | <i>Yes</i> | <i>5/10/2017</i> |
| <i>Norman</i> | <i>No</i> | <i>5/10/2017</i> |

May 10, 2017

TO: Dr. Rene Ray Somera

VIA: Patricia Terlaje
President, Faculty Senate

FROM: Marivic C. Schrage
Chair, Tourism and Hospitality

SUBJECT: Suspension of the Department Pursuit to Offer a Four-Year Degree Program

Our department is suspending our pursuit to offer a Four-Year Degree Program for the following reasons:

1. Current program enrollment and/or student completion rates will not provide for a sustainable and viable Four-Year Degree Program. Department top priorities for the next three years include increase in program enrollment and improve student completion rate.
2. There was no unanimous expression of full support and commitment from the Advisory Committee members when this matter was presented at the Advisory Committee meeting held on October 28, 2016. Further study is needed to ascertain industry demand for a bachelor degree holder.
3. A comprehensive survey is needed to ascertain students' level of desire to pursue a four-year degree in Culinary or Hospitality/Travel and to determine the number of students interested in each program.
4. Duplication of UOG's Bachelor of Business Administration –International Tourism and Hospitality Concentration.

This initiative will be revisited as soon as the department priorities are met.

Marivic C. Schrage
Doreen Blas
Eric Chong
Carol Cruz
Bertrand Haurillon
Eric Ji
Paul Kerner

Myson 5/10/2017
My for Eric Chong see email 5/10/2017
My for Eric Ji see email 5/10/2017

March 2, 2017

TO: Dr. Rene Ray Somera
Academic Vice-President

VIA: Patricia Terlaje
President, Faculty Senate

FROM: Marivic C. Schrage
Chair, Tourism and Hospitality

SUBJECT: **Progress Report: Tourism and Hospitality Department 4-Year Degree Proposal**

Introduction

From February 20-24, 2017, a survey of students enrolled in Tourism and Travel, International Hotel Management, Food and Beverage, and Culinary programs was conducted to determine students level of desire to pursue a Bachelor's degree in Foodservice and Culinary Arts or Tourism and Hospitality. Management. **The survey was also conducted in response to the question brought up at the Hospitality Advisory Committee meeting held in October 29, 2016 at the Hyatt Hotel, "...are there interest to pursue a four-year degree from Tourism and Hospitality students?"**

Survey Methodology

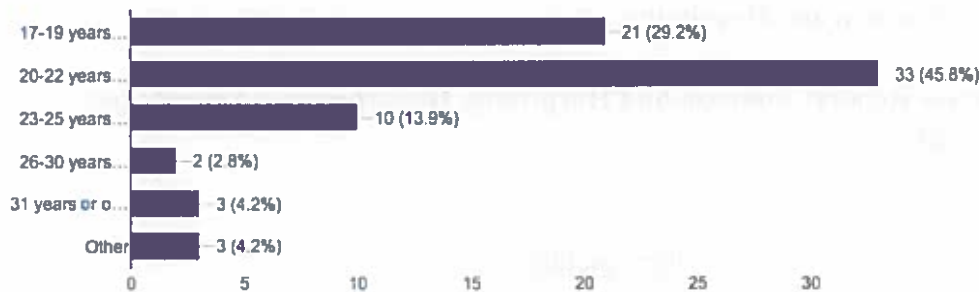
Using Google Forms, an online survey was created to determine (1) How likely Tourism and Hospitality students are to pursue a Bachelor degree in Foodservice and Culinary Arts Management or Tourism and Hospitality Management; (2) What could be the motivation for desiring to pursue a Bachelor degree. (3) What would be the reason for not going further than an Associate Degree. On February 21, 2017, the survey was emailed to 58 postsecondary students enrolled in Tourism and Hospitality courses, with 100% response rate received. Additionally, ProStart and LMP instructors were asked to disseminate the survey to juniors and seniors. Out of 120 juniors and seniors in the ProStart and LMP programs, 14 responded to the survey.

Demographics

Information gathered about the respondents included age group, gender, and education.

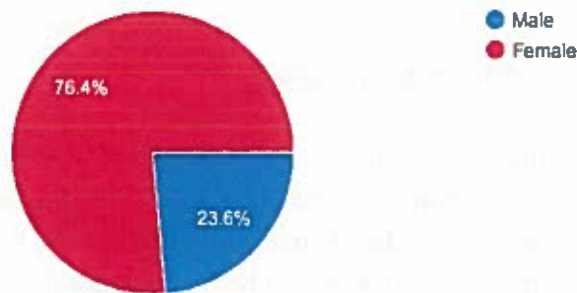
Age. Out of 72 respondents, 45.8% are in the age range of 20-22 years; 29.2% are 17-19 years, and 13.9% are in 23-25 years category.

1. What is your age? (72 responses)



Gender. Out of 72 respondents, 76.4% are female students.

2. What is your gender? (72 responses)



Education. Majority of the respondents are Tourism and Travel major (32%), followed by Culinary students (20.8%). These figures are directly proportional to the enrollment in Tourism and Travel and Culinary programs.

Question #5 What is your motivation for desiring to obtain a Bachelor's degree?

1. *It's better than an Associate Degree; better paying job or more pay; higher position; I'd like to see myself move up; better future; it better opportunities; better chances of getting hired, higher degree means better pay.*
2. *My motivation is to be successful, and the key to success is through education.*
3. *I am hoping to become a General Manager someday.*
4. *Confidence in pursuing a career in the tourism and travel management field.*
5. *I love GCC!*
6. *There is a demand.*
7. *Better understanding of the field.*
8. *The challenge*
9. *My passion for culinary, cooking, baking, travel, tourism, F&B, hospitality business.*
10. *It will be a dream.*
11. *I want my parents to be proud of me.*
12. *I'm currently a Hotel Ops major, and I want to take a step further with my education. GCC has been a great place to attend college, and I'd love to pursue a Bachelor's degree here. UOG's tuition is too high.*

Finally, “*affordability*”, “*satisfied with an Associate degree*”, and “*moving to another program*” are reasons why a quarter of students surveyed do not have plans of going further than an Associate degree.

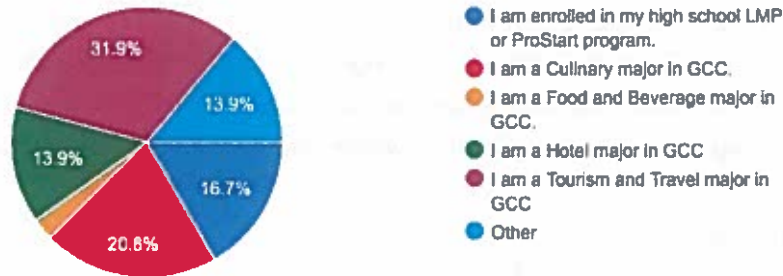
Conclusion

Based on the results, indeed, there is an overwhelming interest among Tourism and Hospitality students to earn a Bachelor's degree diploma. Better pay, better job opportunities and/or career advancement are the top motivations for desiring to go further in their education. **Although result of the survey is encouraging, a GCC Bachelor's Degree in Tourism and Hospitality program will duplicate and compete with that of UOG Bachelor of Business Administration - International Tourism and Hospitality Concentration.** Currently, most states baccalaureate policies include “limiting on the type and number of bachelor degrees that community college can offer to avoid program duplication” (Fulton, 2015). This policy is reflected on the AVP's memo dated 2/27/2017. **For these reasons, I am suspending our department's pursuit to offer a baccalaureate degree in Tourism and Hospitality.**

Reference:

Fulton, Mary, *Community colleges expanded role into awarding bachelor's degree* (Denver, Colorado: Education Commission of the State Education, April 2015)
<http://files.eric.ed.gov/fulltext/ED556034.pdf>.

3. Education (72 responses)



Key Findings

Seventy percent (70%) of the respondents had indicated that they are more likely to pursue a Bachelor's degree. Half of the students who responded favorably to a Bachelor's degree program, indicated the "career advancement , better job, better pay, better position and other opportunities", as reasons for desiring to pursue a Bachelor's degree.

4. How likely are you to pursue a Bachelor degree in Food Service and Culinary Arts Management or Tourism and Hospitality Management?

(72 responses)

