

## MEMORANDUM

**TO:** Dr. R. Ray D. Somera, Vice President for Academic Affairs

**FROM:** Joni Q. Kerr

**DATE:** 10 May 2017

**SUBJECT:** Governance Committees' Year End Report for AY 2016-2017

*Instructions: Update the committee's accomplishments for the 2016-2017 year. Complete the self-assessment. Make recommendations for 2017-2018 for this or other committees.*

*NOTE: The committee chair (co-chairs) is (are) responsible for completing reports following dialogue with the committee. As a committee, please assess progress toward these goals. Assessment of the committee's progress toward these goals is a critical part of the annual cycle of assessment where outcomes lead to change and improvement.*

- **General Education Committee**
- **Members: Joni Kerr, Chair; KristiAnna Santos, Co-Chair; Amada Manzana; Vito Calvo; Carl Torres II**

	Initiatives	Completed	Carried Forward	Will Not Pursue	Status Description
1.	ACALOG Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Bylaws and IOPS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Review and Modify GenEd Criteria Forms and submitted GenEd recommendations for Curriculum Manual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	PDRC Brown Bag Session	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Review Existing Courses for inclusion in GenEd Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Members submitted assigned courses to ACALOG. Courses were rejected by moratorium.
6.	UOG GenEd Program Inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Completed GenEd Meetings and Documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Self Assessment

At the start of AY 16-17, the GenEd Committee met with Faculty Senate, the Union President and the Chair of the Learning Outcomes Committee. The meeting resulted in a memorandum from the Chairs of both committees to the President of the Faculty Senate, the President of the Union and the VPAA, dated August 18, 2017 (attachment 1). The memo outlined how the GenEd and LOC committees would work together, how new and existing GenEd courses would be reviewed, and the charge of the GenEd Committee. Below, I provide a narrative of what occurred during the year.

As stated in the memorandum, all members of the GenEd Committee would receive ACALOG training. This was completed by October 10<sup>th</sup>, well before the end of the Fall semester. ACALOG would be configured so that authors could submit their course guides contemporaneously to both committees.

This did not happen and the GenEd Committee did not receive alerts from ACALOG until the Committee took the initiative, logged on and submitted reviews for two new courses, HL190 and MK125, that members knew were seeking GenEd designation. (HL190 was not recommended for approval as a General Education course because of inadequate SLOs; MK125 was approved by the Committee).

While awaiting ACALOG alerts that never came, the Committee completed the following:

- reviewed and modified its General Education Criteria Review forms
- modified its Bylaws and IOPs to reflect the intent of the memorandum
- consulted with the LOC Chair about the GenEd flow chart which was submitted for inclusion into the Curriculum Catalog
- submitted its charge to the contract negotiation team

Also, with regard to existing courses, I compiled a list of courses that appeared to be suitable for inclusion in the General Education listing. The courses were assigned to members according to their discipline, reviewed using the newly modified General Education Course Document Review forms, and submitted to ACALOG for review.

As per the memorandum, the Committee competently completed the tasks that were outlined. However, due to a moratorium placed on General Education courses, the Committee's efforts to add more courses to the GenEd program were not realized.

In addition to complying with the memorandum, the Committee initiated contact with the UOG General Education Review Committee to obtain information about their proposed three-tiered program and how it would affect transferring GCC students. A meeting held September 12<sup>th</sup>, revealed that the program, which took six years to craft, was still in the approval process, but if approved, it would take effect Fall 2017. While student transfers and course articulations were

discussed, it was too soon to tell whether the draft would succeed as written, or if any changes would significantly affect GCC students, thus no practical action could be taken.

The GenEd Committee did not hear from UOG about the matter, until March when I contacted the GenEd Review Committee and found out that the program had been approved. Another meeting was held to find out about any changes. Below is a summary of that meeting:

While there are great changes to their program, which will be implemented in Fall 2017, as long as new GCC students who plan to transfer later to UOG are properly advised, most courses should be accepted. But, it is not certain exactly how they will be affected because of the expiring articulation agreement. Clearly, administrators of both institutions need to address that issue.

The UOG GenEd Review representative showed a worksheet that can be used to assist GCC advisors and new GCC students in planning for an effective course transfer process.

In the case of GCC students who had declared a program major in the past year or two that could be affected by the changes, the UOG GenEd representative was not sure if the 'grandfather period' was 2 or 3 years. That is, there is a certain time period within which their courses would be accepted according to the previous articulation agreement.

Note that not all UOG departments are 'on board' with the new GenEd program. For example, as of the March 27th meeting with a UOG representative, no business courses were included as their business department did not apply for GenEd status for any of their courses. It is anticipated that this will change when others see the advantage of obtaining general education designation.

Other details shared included a couple of changes to the draft of the program, such as placing PY100 Personal Adjustment in the Uniquely UOG category, and that EN213 is only a Uniquely UOG course. All Tier I courses must be passed with a 'C' or better. Based on WASC core competencies, a pre-test will be given for Tier I courses, and a post-test will be administered upon completion of a program.

These points were communicated to the VPAA who agreed that they are similar to his understanding of the UOG program and would be useful in his meeting with the UOG's Senior Vice President.

To address the question of the effectiveness of the GCC General Education Committee, it is necessary to understand two chronic problems that face our General Education Program. These include:

1. Courses that were designated by authors as suitable for General Education, but failed to make the list because of oversights, that is, they fell through the cracks.
2. Limited choices for our students with respect to general education courses.

This year, the General Education Committee made definite progress with the above issues by working with the LOC Committee, completing training in ACALOG, and reviewing new and existing courses for inclusion in the General Education program using the criteria that it had modified.

Further, with great enthusiasm, the GenEd Committee participated in a PDRC Brown Bag session on February 24th, *GE101 Intro to General Education*, to describe how to submit a general education course, promote the GenEd concept amongst faculty, and encourage submission of new General Education courses. This benefits faculty by having them review their courses or develop new courses, with the ultimate goal to provide choices for our students and enhance their educational journeys.

However, the moratorium on adding General Education courses unfortunately created a negative outcome with respect to improving the program and providing choices for our students. The GenEd Committee addressed an end of year memorandum regarding this issue to the Faculty Senate and VPAA (attachment 2).

It is the Committee's position that the moratorium was unnecessary and circumvented our charge to build the General Education curriculum by adding more choices for our students. As it reduces choices for our students, we also consider that the moratorium does not serve the needs of our students, and therefore is not student-centered.

General education curricula vary widely amongst colleges and universities. It would not be fair to GCC students to limit their options by aligning with UOG's general education program. In fact, the program remains limited, as not all departments have joined the program, for example, UOG has no general education business courses. Further, not all potential general education courses have been submitted to their Committee for consideration.

Further, with the first moratorium placed on programs to reduce overall credits, the moratorium on general education courses hampers opportunities for the GCC programs to reduce their credit requirements.

One of the last tasks that the GenEd Committee performed was to ensure that General Education requirements were accurately listed in the AY17-18 College Catalog. (Dr. Ulloa-Heath had sent an email asking department chairs, the LOC Chair, and others to check the draft of the College Catalog for accuracy). I sent a memo to the Department Chairs to check their General Education program requirements. This yielded several corrections that included Automotive, Allied Health, and Computer Networking.

## **Recommendations**

In closing, the GenEd Committee provides the following recommendations for those tasked with ensuring the success of the General Education Program:

Form: gcc\_governance\_year\_end\_report\_template.docx

Version: 1.0

Date: 11/28/2016

- Ensure that the tasks and composition of the GenEd Committee are preserved. The current committee is comprised of faculty who either subject matter experts or represent departments covered by the six GenEd categories - this composition worked well this year.
- Ensure that the General Education designation, or check box, in the course guide template is not buried in the template. There should be a well-defined General Education section that authors can check and reviewers can clearly see. This will ensure that courses are reviewed by the GenEd reviewers. This recommendation was passed on to the Chair of LOC.
- Review the general education criteria published in the Curriculum Catalog with 'fresh eyes' and determine if any modifications are required.
- Obtain training in ACALOG as it is, for now, the best way to keep track of curriculum documents.
- Ensure that General Education reviewers are included in the ACALOG review process. The GenEd Committee was not initially 'in the loop', and time was lost in reviewing new course guides.
- Ensure that all signatories (deans, LOC Chair, Registrar) on course guides are aware that courses designated by authors as suitable for inclusion in General Education, should be forwarded to the General Education Committee for review.
- Lift the moratorium on General Education courses and provide more choices for our students.
- Ensure accuracy of General Education program requirements in the college catalog by communicating with department chairs.
- The General Education Committee AY16-17 provided a logical framework for reviewing general education courses. A next step for the succeeding committee would be to research methods to assess how much general education contributes to student success or learning.

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](mailto:aier@guamcc.edu)





GUAM COMMUNITY COLLEGE

*Kolehon Komunitat Guahan*

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## GUAM COMMUNITY COLLEGE

### MEMORANDUM

**TO:** Patricia Terlaje, Faculty Senate President  
Fred Tupaz, President, GCC Faculty Union  
Dr. Ray Somera, Academic Vice President

**FROM:** Tressa Dela Cruz, Chair, Learning Outcomes Committee  
Joni Kerr, Chair, General Education Committee

**SUBJECT:** General Education Committee and Learning Outcomes Committee

**DATE:** August 18, 2016

The Chairs of the Learning Outcomes and General Education committees met with Fred Tupaz, Patricia Terlaje and Sarah Leon Guerrero on 16 August 2016. Discussion centered on the procedures that the committees will follow with respect to evaluating new and existing course guides. The Chairs amicably agree to the following procedures and timeline.

#### **For new, proposed General Education courses:**

- if an author thinks that a course is suitable for inclusion to the list of General Education courses, the course guide will be submitted in the same time period, that is, contemporaneously, to both the LOC and the GenEd Committee to be evaluated according to their separate criteria via Acalog.
- Acalog can be configured to allow the author to send the course guide to both committees at the same time.
- the LOC dyad will double-check the GenEd checkbox in the course guide and confirm that the GenEd Committee received the course guide. This is to prevent courses from falling through the cracks.
- occasionally, consultation between the committees, or committee leaders, might be necessary for certain courses.

### **For existing General Education courses:**

GenEd Committee members will examine existing general education courses, particularly those due for the 5-year curriculum review, to determine if they align with the GenEd criteria.

The Chairs are satisfied that these procedures will:

- provide efficient review of a course guide, thereby allowing a course to be implemented in a timely manner.
- allow the committees to communicate with each other about any concerns which would benefit the author as well.
- ensure that the GenEd Committee will not duplicate LOC work, or vice-versa, and will avoid violating Section VII, D. b. of the Agreement.

### **Timeline for AY16-17**

- Both committees will be informed about the LOC and GenEd procedure at the first respective committee meetings.
- Both committees will amend their charges and bylaws to recognize the separate duties of each committee and to ensure that they align. Both committees will submit their revised charges to the Union by September 15, which is the deadline for contract negotiations.
- GenEd Committee members will receive training on ACALOG by the end of Fall Semester, or as per availability of the Registrar.
- GenEd Committee will work with the Registrar to build an account in Acalog as per the availability of the Registrar.
- Instructions for GenEd courses will be added to the Curriculum Manual by the end of September.
- GenEd Committee will complete and provide LOC with a copy of their flowchart to be included in the Curriculum Manual by the end of September.

### **Charge of the GenEd Committee**

The following was submitted to the Contract Action Team to be placed in Art. VII of the new contract. Note that slight changes in the previously submitted charge might be necessary to align with this agreement and the bylaws.

The charge of the General Education Committee is as follows:

1. To establish guidelines for general education in all post-secondary programs
2. To ensure courses meet General Education criteria and ILOs
3. To review general education course guides, contemporaneously filed with the Learning Outcomes Committee, and evaluate them according to the respective criteria of each committee
4. To give recommendations regarding general education to the Learning Outcomes Committee, Departmental Chairpersons, Faculty Senate, Committee Chairpersons and administrators as appropriate

Officers: Chair and Chair-Elect/Secretary to be elected by the members of the Committee; the Past-Chair continues as an officer for one more year.

Composition: Post-Secondary Faculty: Not less than five (5), nor more than ten (10) members, unless a request for more members is necessary; additional members may be assigned by the Faculty Senate President if requested by the committee's chairperson; faculty will represent each academic department (English, Math, Science, and Social Science), as well as, one non-instructional faculty, and at least one faculty from Career and Technical Education (CTE).

Staff: 0

Administrators: 0

Term: The Chair shall serve for two (2) academic years; other members shall serve a minimum of two academic years.

Workload: Faculty Instructional hours reduced to 180 per semester.



**GUAM COMMUNITY COLLEGE**  
**Faculty Accountability Report for Committee Work**  
**AY 2017 to 2016**  
**General Education Committee**

Members	Attendance*	Goal 1**	Goal 2**	Goal 3**	Goal 4**	Goal 5**	Goal 6**	Goal 7**	Attendance %	Participation %
		<b>ACALOG TRAINING</b>	<b>Bylaws &amp; IOPs</b>	<b>GenEd Criteria Forms &amp; Contributions to Curriculum Manual</b>	<b>PDRC Brown Bag – GE101 Intro to GenEd</b>	<b>Review existing courses to continue, or include, in GenEd Course List (ACALOG Entries)</b>	<b>UOG GenEd Program</b>	<b>Complete GenEd Meetings and Documents</b>		
Joni Kerr	11/11	Completed 10 Oct 2016	All worked on content	Modified Science GenEd criteria; provided suggestions for course guide template re GenEd designation	Contributed to content	Compiled List of Potential GenEd Courses and distributed amongst members; reviewed HL190, SI131, SI131L	Coordinated meetings with UOG GenEd reps.	Provided agenda; uploaded committee docs to GenEd site. Wrote memos on behalf of Committee	100	100
Vito Calvo	11/11	Completed 10 Oct 2016	All worked on content	Formatted GenEd Criteria Forms; created flow chart for Curriculum Manual; modified English Comp GenEd criteria	Presenter & contributed to content and Powerpoint	MK125, HL202	Participated in discussion	Provided information and participated in discussion	100	100
Amada Manzano	11/11	Completed 10 Oct 2016	All worked on content	Modified Computer Literacy GenEd criteria	Presenter & contributed to content and Powerpoint	EC110	Participated in discussion	Provided information and participated in discussion	100	100
KristiAnna Santos	11/11	Completed 10 Oct 2016	All worked on content	Modified Humanities & Social/Behavioral GenEd criteria	Presenter & contributed to content and Powerpoint	HI121, HM110 HM201	Participated in discussion	Wrote and sent out minutes for each meeting; participated in discussion	100	100
Carl Torres II	7/11	Completed 10 Oct 2016	All worked on content	Modified Math GenEd criteria; provided suggestions that improved GenEd Criteria Forms	Contributed to content and Powerpoint	VC127	Participated in discussion	Provided information and participated in discussion	64 % - Carl was involved in Contract Negotiations, but provided advice, outside of meeting times.	75 % - Carl provided advice and feedback outside of meeting times.

The charge of the General Education Committee is as follows:

1. To establish guidelines for general education in all post-secondary programs

2. To ensure courses meet General Education criteria and ILOs

3. To review general education course guides, contemporaneously submitted to the Learning Outcomes Committee, and evaluate them according to the respective criteria of each committee

4. To give recommendations regarding general education to the Learning Outcomes Committee, Departmental Chairpersons, Faculty Senate, Committee Chairpersons and administrators as appropriate

\* Number of meetings attended out of 11 meetings.


\*\* Full Participation in Specific Committee Goals.



# MEMORANDUM

DATE: 10 May 2017

TO: Patricia M. Terlaje  
President, GCC Faculty Senate

FROM: Joni Kerr   
Chair, General Education Committee

SUBJECT: Moratoria and General Education Curriculum

ATTACHMENT: GenEd Courses Rejected by VPAA

In keeping with the charge of the General Education Committee to identify and approve courses suitable for inclusion in the General Education List published in the College Catalog, the Committee submitted such courses via ACALOG for consideration by LOC, the Registrar and VPAA. These courses were reviewed and approved by GenEd Committee members using criteria established and published in the Curriculum Manual. Unfortunately, the courses were rejected because of the moratorium issued on GenEd courses. It is the Committee's position that the moratorium was unnecessary and circumvented our charge to build the General Education curriculum by adding more choices for our students. As it reduces choices for our students, we also consider that the moratorium does not serve the needs of our students, and therefore is not student-centered.

Further, with the additional moratorium placed on programs to reduce overall credits, the moratorium on general education courses hampers opportunities for the programs to reduce their credit requirements.

The GenEd moratorium likely occurred because during this Academic Year, the UOG General Education Review Committee submitted a three-tiered framework for their General Education Curriculum. The GCC GenEd Committee met with UOG GenEd Review Committee members twice, September 12, 2016 and March 27, 2017. During the first meeting, our GenEd counterparts presented the draft of their proposed framework, which had taken 6 years to develop. The UOG Administration did not yet approve the proposal, and no practical action could be taken last fall.

The second meeting was held after I contacted the UOG GenEd Review Committee in February and found out that their proposal had been approved and would be implemented in Fall 2017. When we met in March, the UOG GenEd Committee noted some changes to the original plan, but the structure was basically the same. During this meeting, GCC GenEd Committee members agreed on the following points:

- While the General Education program at GCC is somewhat affected, it should not mirror UOG's program.

- GCC students who plan to transfer to UOG will require advisement about which courses will be accepted by UOG. This does not necessarily require GCC to limit our General Education offerings as not all GCC students transfer to UOG, some go off-island and others choose to enter the work force. According to the most recent UOG Fact Book AY15-16, 72 GCC students transferred to UOG in FA15 (GCC Fact Book states 68). The number of students who graduated in 2015 with AA/AS degrees was 217. This means that about 33% of our graduates transferred to UOG in 2015.
- General education curricula vary widely amongst colleges and universities. It would not be fair to GCC students to limit their options by aligning with UOG's general education program. In fact, the program remains limited, as not all departments have bought into the program, e.g., Business. Further, not all potential general education courses have been submitted to their Committee for consideration.

Below is the list of GenEd courses affected by the VPAA and rejected for inclusion in the General Education listing. A table is attached with the courses and reasons for rejection extracted from the VPAA's ACALOG memorandum. With the exception of HI121, the other courses would have been new additions to GCC's General Education list and new choices for our students.

VC 127 - Digital Photography (formerly VC 172 Imaging Concepts & Elements)  
 EC 110 - Principles of Economics  
 HL 202 - Nutrition  
 HM 110 - Introduction to Community Services  
 HM 201 - Social Welfare and Development: Global Challenges

HI 121 - History of World Civilization – rejected for inclusion in an additional GenEd category

MK125 – Social Media Marketing - originally approved for inclusion, then rejected as of May 4.

The GenEd Committee submits these concerns to the Faculty Senate and request that they be communicated to the VPAA.

**FROM VPAA ACALOG MEMO DATED 23 FEBRUARY 2017**

	HI 121 (Gen Ed Committee Review)	History of World Civilization I	<b>Rejected/ Disapproved</b> for Humanities and Fine Arts category; Approved only for Social & Behavioral Sciences category (as current catalog reflects). Reason for disapproval: Articulation issues with 4-year institutions.
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**FROM VPAA ACALOG MEMO DATED 23 MARCH 2017**

18	<p>VC 127 Digital Photography (formerly VC 172 Imaging Concepts &amp; Elements)</p> <p>Additional notes: AVP review created initial confusion because course title input into Acalog is VC 172, not VC 127; also Acalog cannot handle multiple requests, so requests should be made separately next time. <i>Important:</i> Any Gen Ed course request must address the following questions: (1) Under what Gen Ed category should this course fall under, and why? (2) How is it linked to the Institutional Learning Outcomes (ILOs) and to what extent does it address a specific outcome or multiple outcomes therein?</p>	<p>Disapproved for inclusion as a Gen Ed course; Disapproved for SR</p>	<p>To Registrar/Gen Ed Committee/author: Reason for disapproval: Moratorium on addition of courses to existing GE curriculum pending alignment of GCC's Gen Ed curriculum with UOG's revamped 3-tier Gen Ed curriculum. <b>Return to Gen Ed /LOC/DC/author.</b></p>
20	<p>EC 110 Principles of Economics</p> <p><i>Important:</i> Any Gen Ed course request must address the following questions: (1) Under what Gen Ed category should this course fall under, and why? (2) How is it linked to the Institutional Learning Outcomes (ILOs) and to what extent does it address a specific outcome or multiple outcomes therein?</p>	<p>Disapproved for inclusion as a Gen Ed course</p>	<p>To Registrar/Gen Ed Committee/: Reason for disapproval: Moratorium on addition of courses to existing GE curriculum pending alignment of GCC's Gen Ed curriculum with UOG's revamped 3-tier Gen Ed curriculum. No document attachment provided in Acalog. <b>Return to LOC/Gen Ed Committee</b></p>

21	<p>HL 202 Nutrition</p> <p><i>Important:</i> Any Gen Ed course request must address the following questions: (1) Under what Gen Ed category should this course fall under, and why? (2) How is it linked to the Institutional Learning Outcomes (ILOs) and to what extent does it address a specific outcome or multiple outcomes therein?</p>	Disapproved for inclusion as a Gen Ed course	To Registrar/Gen Ed Committee/: Reason for disapproval: Moratorium on addition of courses to existing GE curriculum pending alignment of GCC's Gen Ed curriculum with UOG's revamped 3-tier Gen Ed curriculum. <b>Return to LOC/Gen Ed Committee</b>
22	<p>HM 110 Introduction to Community Services</p> <p><i>Important:</i> Any Gen Ed course request must address the following questions: (1) Under what Gen Ed category should this course fall under, and why? (2) How is it linked to the Institutional Learning Outcomes (ILOs) and to what extent does it address a specific outcome or multiple outcomes therein?</p>	Disapproved for inclusion as a Gen Ed course	To Registrar/Gen Ed Committee/: Reason for disapproval: Moratorium on addition of courses to existing GE curriculum pending alignment of GCC's Gen Ed curriculum with UOG's revamped 3-tier Gen Ed curriculum. <b>Return to LOC/Gen Ed Committee</b>
23	<p>HM 201 Social Welfare and Development: Global Challenges</p> <p><i>Important:</i> Any Gen Ed course request must address the following questions: (1) Under what Gen Ed category should this course fall under, and why? (2) How is it linked to the Institutional Learning Outcomes (ILOs) and to what extent does it address a specific outcome or multiple outcomes therein?</p>	Disapproved for inclusion as a Gen Ed course	To Registrar/Gen Ed Committee/: Reason for disapproval: Moratorium on addition of courses to existing GE curriculum pending alignment of GCC's Gen Ed curriculum with UOG's revamped 3-tier Gen Ed curriculum. <b>Return to LOC/Gen Ed Committee</b>

**FROM VPAA ACALOG MEMO DATED 12 APRIL 2017**

8	<p>HM 110 Introduction to Community Services</p>	Disapproved for inclusion as a Gen Ed course	To Registrar/DC/Gen Ed/ LOC: No middle ground at this point until Gen Ed curriculum is revisited and aligned with UOG's 3-tiered GE framework. Moratorium stands.
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