Guam Community College

President's Performance Appraisal Report

May 2011

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Executive Summary

This report provides the results of the *President's Performance Appraisal Survey (PPAS)* completed by Guam Community College (GCC) faculty, support staff, administrators, Board of Trustees (BOT) and Foundation Board of Governors (FBOG) and the *President's Performance Appraisal Survey (PPAS)-For Students* completed by students who attended an open forum with the President. The surveys were developed to assess the President's performance for the past two years.

Survey results reveal that respondents' most positively perceived characteristics of the President are in the following areas: overseeing the College's finances and business operations in a successful manner, demonstrating knowledge of and commitment to GCC's mission, making deliberate decisions which affect the College, ensuring that the College's facilities are maintained and improved, maintaining high educational standards, working well with the Board, seeking opportunities to interact with a wide range of community members, solving problems and dealing with crises, being present at and participating in campus and community activities and functions, and demonstrating a commitment to the philosophy of participatory governance. Reflecting ambivalent perspectives, the least positively perceived characteristics are issues associated with communication, unification, and fairness.

Guiding data analysis and discussion are four themes derived from the following Administrative Unit Outcomes (AUOs) identified in the President's/Chief Executive Officer's (CEO's) Assessment Plan in TracDat[1]:

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[1] TracDat is the College's assessment data management software

- **AUO#1**: Identifying the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey.

- **AUO#2**: Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in meeting student learning outcomes (SLOs).

- **AUO#3**: To improve awareness of the College and increase public support for its vision and activities.

- **AUO#4**: Develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.

  The following recommendations are made based on the findings of the study:

- The President should increase her visibility among campus constituents, particularly with the students.

- The President should engage in more formal and informal interactions with campus constituents, particularly with the staff.

- The President should continue to ensure that the College's physical facilities are continuously maintained.

- The President should periodically inform the campus community of the progress made on the initiatives identified in the ISMP.

2011 PRESIDENT'S PERFORMANCE APPRAISAL REPORT

Introduction and Objectives

This report provides an overview of the findings of two presidential performance appraisal surveys of GCC constituents administered in spring 2011. The following are objectives of the survey(s):

1. To obtain information from GCC constituents regarding their perceptions of the President's performance as an administrator;

2. To assess the President's performance in terms of the four (4) Administrative Unit Outcomes (AUOs) identified in the President's/CEO's Assessment Plan in TracDat (Appendix A); and

3. To gather information about GCC constituents' perceptions of the President's strengths and areas of improvement.

Intended Outcomes

The following four (4) AUOs are identified in the President's/CEO's Assessment Plan in TracDat:

- **AUO#1**: Identifying the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey.

- **AUO#2**: Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in meeting SLOs.

- **AUO#3**: To improve awareness of the College and increase public support for its vision and activities.

- **AUO#4**: Develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.

Format and Methodology:

The principal indirect measures for this particular study are the *President's Performance Appraisal Survey (PPAS)* designed to gather information from full-time faculty, staff, administrators, the Board of Trustees (BOT), and the Foundation Board of Governors (FBOG) and the *President's Performance Appraisal Survey (PPAS)-For Students*. The *PPAS* consists of fourteen (14) Likert-scale items and two open-ended questions (Appendix B). A separate *PPAS* was developed for students. The *PPAS-For Students* consists of nine (9) Likert-scale items and two open-ended questions and is intended for students who participated in an open forum with the President since she became President in 2007[1] (Appendix C). Both survey instruments were created using **Survey Monkey[2]**, a free survey tool that enables users to create their own web-based surveys. Students, faculty, staff, administrators, BOT and FBOG were provided a link to complete the respective surveys via an electronic memo sent in an email message from GCC's Office of Assessment, Institutional Effectiveness, and Research (AIER). Surveys were made available from April 11, 2011 to May 6, 2011. Initially, the survey administration period was scheduled to end on May 2, 2011; however, in order to provide more time for people to respond to the survey, it was extended until May 6, 2011. For employees who hold multiple roles in the

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[1] "Primetime with Your President"-October 1 & 2, 2007; "Do You Know…Your President"-October 27 & 28, 2008; "Investing in Guam's Future with President Mary Okada"-February 17 & 18, 2009; "Investing in Guam's Future with President Mary Okada"-October 20 & 21, 2009; and "Investing in Guam's Future with President Mary Okada"-February 22 & 23, 2010.

[2] AIER purchased an annual subscription to use Survey Monkey's professional plan on an annual basis.

institution (i.e., Board member and staff member), they were instructed to complete the survey only once.

Other indirect measures used in this study include content analysis of the President's speeches; highlights of the President's Town Hall meetings with students; workshop remarks; presentations to civic groups, businesses and government organizations; Chachalani[3]; and GCC's 2008-2009 and 2009-2010 Annual Reports.

<u>Results and Discussion</u>

Of the 324 individuals who were sent an electronic link to complete the online survey (69 students; 241 full-time faculty, staff, administrators; 14 BOT and FBOG)[4], 162 responded to the survey, thus resulting in a 50% response rate.

Table 1 on the next page provides an overview of the profile of students, faculty, staff, and administrator as well as BOT/FBOG respondents. Demographic characteristics are categorized into gender, respondent type, and length of service.

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[3] *Chachalani* is the College's monthly online newsletter posted on *MyGCC*. *MyGCC* is the College's integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system.

[4] The Faculty Advisory Member and Staff Advisory Member of the BOT were included in the 241 full-time employees.

Table 1.

Profile of GCC Survey Respondents by Gender, Respondent Type, and Length of Service (n=158)

	Administrators		Faculty		Support Staff		Student		BOT/FBOG	
	#	%	#	%	#	%	#	%	#	%
Male	8	33	22	40	12	24	9	37	3	60
Female	16	67	33	60	38	74	15	62	2	40
FREQUENCY	**24**		**55**		**50**		**24**		**5**	
% of Respondents	**15%**		**35%**		**32%**		**15%**		**3%**	
Length of Service/Length of Study										
Less than a year	1	4	4	7	6	12	1	4	1	20
1-3 years	16	67	11	20	16	32	16	67	3	60
4-6 years	7	29	6	11	8	16	7	29	1	20
7-9 years	0	0	8	14	5	10	0	0	0	0
10 or more years	0	0	24	44	15	30	0	0	0	0
Not Indicated	0	0	2	4	0	0	0	0	0	0

Note: Four individuals did not indicate respondent type

As shown in Table 1 above, nearly the same number of faculty (55) and support staff (50) responded to the survey, followed by the same number of administrators (24) and students (24) and 5 BOT/FBOG members[5]. As for gender, females (66%) outnumbered males (34%). In terms of length of service, nearly 70% of administrators who responded to the survey have been employed at the College for *1-3 years* (67%) followed by *4-6 years* (29%), and *less than a year*

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[5] The PPAS did not have a separate respondent type category for the FBOG due to an oversight. This may have contributed to a low response rate for BOT/FBOG. Although the survey was made available for one month, however, no member of the FBOG inquired as to what respondent type they should select when completing the PPAS. It is assumed that either they chose not to respond to the survey or they selected the respondent type category of BOT.

(4%). It is interesting to note that administrators who have been employed by the College for seven years or more did not respond to the survey. Conversely, the largest group of faculty who responded to the survey has been employed at the College *10+ years* (44%) followed by *1-3 years* (20%), *7-9 years* (14%), *4-6 years* (11%), and *less than a year* (7%). As for support staff, the two groups with the highest number of responses are those who have been employed by the College for *1-3 years* (32%) and *10+ years* (30%). This is followed by support staff who have been employed by the College for *4-6 years* (16%), *less than a year* (12%), and *7-9 years* (10%). The highest category of student respondents are those who have been attending GCC for *1-3 years* (67%) followed by *4-6 years* (29%), and *less than a year* (4%). As for the BOT and FBOG, out of the five respondents, 60% served on a Board for *1-3 years*, followed by 20% who served on a Board for *less than one year*, and 20% who served on a Board for *4-6 years.*

As seen in Chart 1 below, 96.3% of *PPAS* respondents identified themselves as a full-time employee and 3.7% indicated that they were not an employee or student (BOT/FBOG).

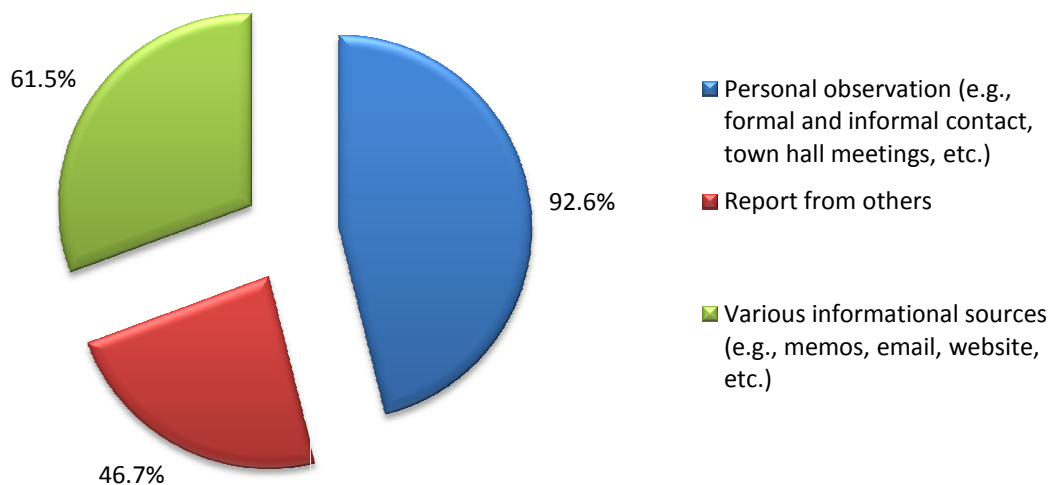**Chart 1. PPAS Respondents' Profile by Status**
n=135
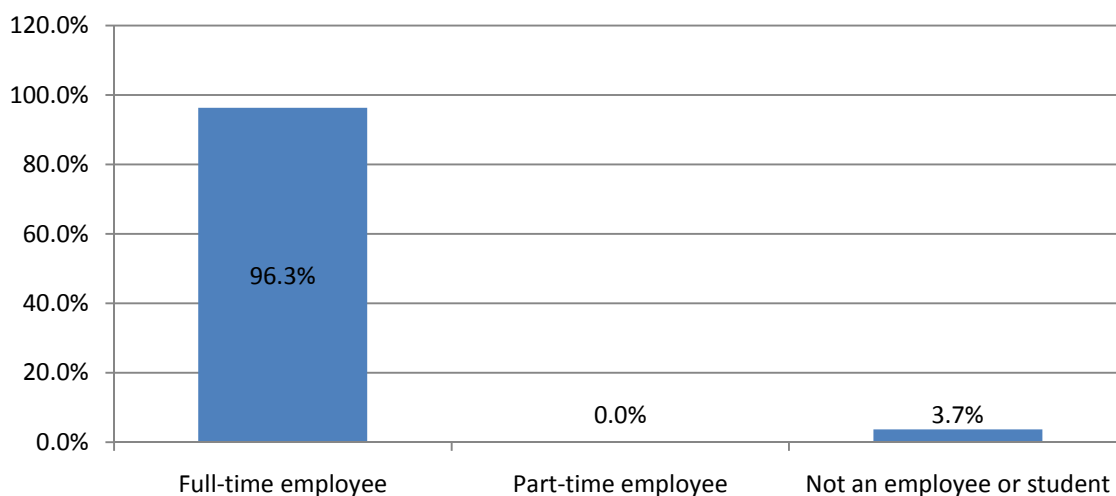
Note: Of the 138 PPAS respondents, three (3) did not identify their *status* on the PPAS

The following discussion focuses on the results of the *PPAS*.

President's Performance Appraisal Survey (PPAS)

Chart 2 below identifies the sources of *PPAS* respondents' perceptions of the President.

Chart 2. Sources of PPAS Respondents' Perceptions of the President, n=135

61.5%

92.6%

46.7%

■ Personal observation (e.g., formal and informal contact, town hall meetings, etc.)

■ Report from others

■ Various informational sources (e.g., memos, email, website, etc.)

Note: Of the 138 PPAS respondents, three (3) did not identify the source of their perceptions about the President.

As shown in Chart 2 above, the most frequently cited source of respondents' perceptions of the President came from *personal observations* including formal and informal contact with the President and town hall meetings with the President (92.6%), followed by *various informational sources* such as memos, email, website (61.5%), and *report from others* (46.7%).

Table 2 on the next page reports the overall mode, mean, and standard deviation of responses to each of the 14 Likert-scale items included in the *PPAS*. Column 2 contains the modal responses to the 14 items. The mode is the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree,

and 6=Strongly Agree. The mean is the average of the value in all responses. As revealed in

Table 2, respondents *agree* with ten (10) of the fourteen (14) presidential qualities or

characteristics and *agree slightly* with the other four (4). It is important to note, however, that

although there were 138 PPAS respondents, the number of responses per survey item varies.

Table 2

**Respondent's OVERALL MODAL RESPONSES, MEANS, AND STANDARD
DEVIATIONS of the 14 Presidential Qualities or Characteristics listed in the PPAS
n=138**

14 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION, or the measure of how widely values are dispersed from the *mean* or the *average* value.
In general, the President demonstrates knowledge of and commitment to Guam Community College's mission as stated below: Our Mission- The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.	6.00	5.28	1.41

14 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION, or the measure of how widely values are dispersed from the *mean* or the *average* value.
The President demonstrates a commitment to the following philosophy of participatory governance: 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 President (source: Article XII BOT/Faculty Agreement updated October 2010).	6.00	5.03	1.33
The President communicates regularly and effectively with students, faculty, administrators, and staff.	5.00	4.76	1.29

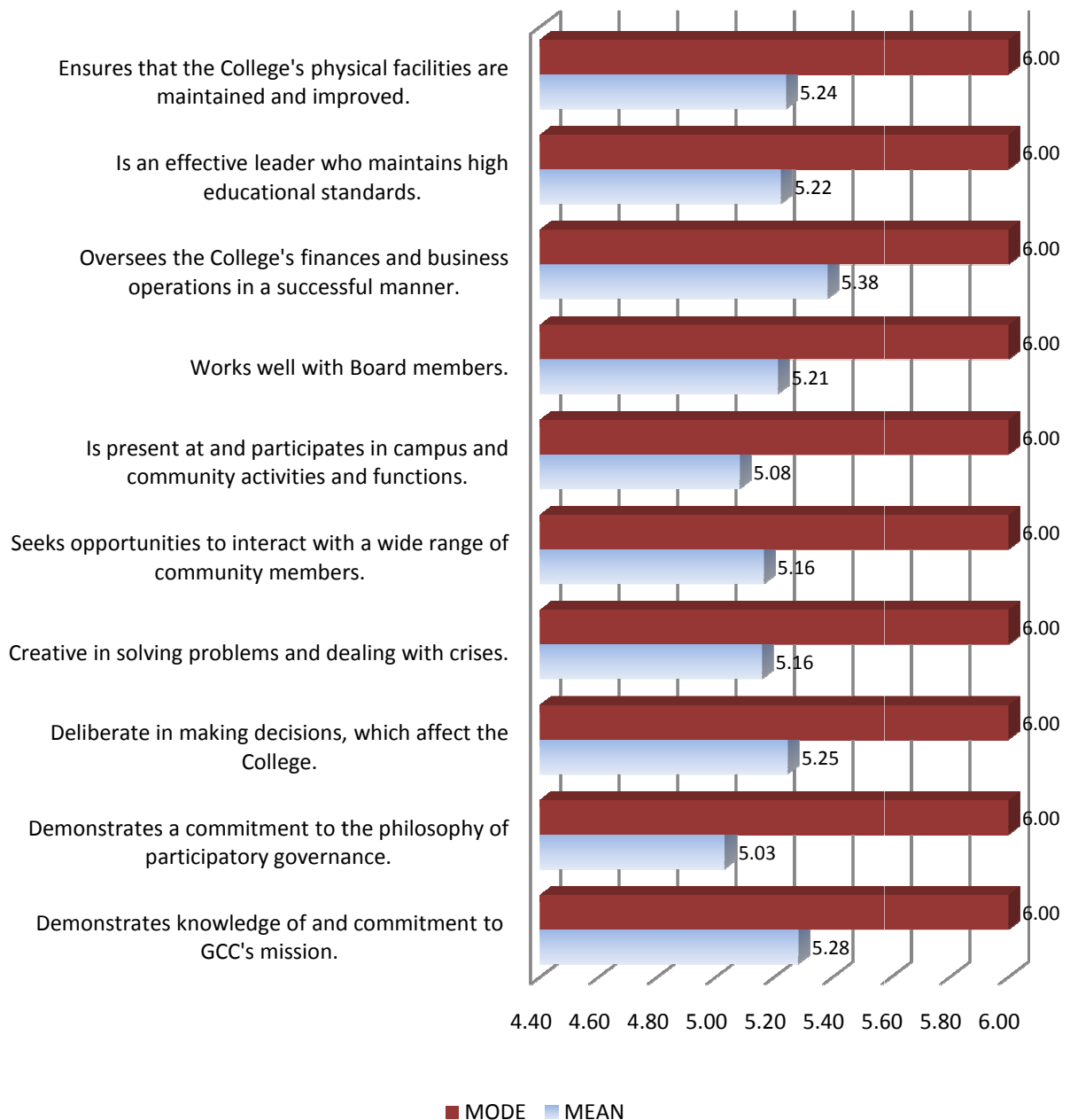| 14 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION, or the measure of how widely values are dispersed from the *mean* or the *average* value.
The President unites students, faculty, administrators, and staff to accomplish the mission of the College.	5.00	4.79	1.35
The President is deliberate in making decisions, which affect the College.	6.00	5.25	1.16
The President is fair in dealing with students, faculty, administrators, and staff.	5.00	4.89	1.30
The President is creative in solving problems and dealing with crises.	6.00	5.16	1.21
The President creates an atmosphere that contributes to a positive learning environment.	6.00	4.98	1.25
The President seeks opportunities to interact with a wide range of community members.	6.00	5.16	1.21
The President is present and participates in campus and community activities and functions.	6.00	5.08	1.28

14 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION, or the measure of how widely values are dispersed from the *mean* or the *average* value.
The President works well with Board members.	6.00	5.21	1.13
The President oversees the College's finances and business operations in a successful manner.	6.00	5.38	1.13
The President is an effective leader who maintains high educational standards.	6.00	5.22	1.19
The President ensures that the College's physical facilities are maintained and improved.	6.00	5.24	1.14

As seen in Table 2, the *PPAS* survey item with the greatest consensus (lowest standard deviation) among respondents is *the President works well with Board members* (mean 5.21, s.d. 1.13) and *the President oversees the College's finances and business operations in a successful manner* (mean 5.38, s.d. 1.13). Although respondents agree that *in general, the President demonstrates knowledge of and commitment to Guam Community College's mission*, this statement has the least consensus (highest standard deviation- s.d. 1.41).

Chart 3 on the following page reveals the positively perceived qualities or characteristics of the President as reported by full-time faculty, administrators, staff, BOT, and FBOG respondents. These qualities or characteristics are ranked according to the item's overall mean on the 6-point scale. As can be seen from the chart, the mode for all positively perceived qualities or characteristics is 6.00.

Chart 3.

POSITIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Full-Time Faculty, Staff, Administrators, BOT, and FBOG (MODE is the most frequently occurring value while the MEAN is the average of the value in all responses on a scale of 1 to 6), n=138

Quality/Characteristic	MEAN	MODE
Ensures that the College's physical facilities are maintained and improved.	5.24	6.00
Is an effective leader who maintains high educational standards.	5.22	6.00
Oversees the College's finances and business operations in a successful manner.	5.38	6.00
Works well with Board members.	5.21	6.00
Is present at and participates in campus and community activities and functions.	5.08	6.00
Seeks opportunities to interact with a wide range of community members.	5.16	6.00
Creative in solving problems and dealing with crises.	5.16	6.00
Deliberate in making decisions, which affect the College.	5.25	6.00
Demonstrates a commitment to the philosophy of participatory governance.	5.03	6.00
Demonstrates knowledge of and commitment to GCC's mission.	5.28	6.00

4.40 4.60 4.80 5.00 5.20 5.40 5.60 5.80 6.00

■ MODE ■ MEAN

Respondents agree with ten (10) of the fourteen (14) qualities or characteristics included in the *PPAS*. The President was most positively perceived in *overseeing the College's finances and business operations in a successful manner* (mean 5.38, s.d. 1.13), followed by *demonstrating knowledge of and commitment to GCC's mission* (mean 5.28, s.d. 1.41), *making deliberate decisions which affect the College* (mean 5.25, s.d. 1.16), *ensuring that the College's facilities are maintained and improved* (mean 5.24, s.d. 1.14), *maintaining high educational standards* (mean 5.22, s.d. 1.19), *working well with Board members* (mean 5.21, s.d. 1.13), *seeking opportunities to interact with a wide range of community members* (mean 5.16, s.d. 1.21), *solving problems and dealing with crises* (mean 5.16, s.d. 1.21), *being present at and participating in campus and community activities and functions* (mean 5.08, s.d. 1.28), and *demonstrating a commitment to the philosophy of participatory governance* (mean 5.03, s.d. 1.33).

Qualitative comments from the *PPAS* support the above positively perceived qualities or characteristics of the President (Appendix D). Regarding the *maintenance and improvement of the College's physical facilities*, a respondent mentioned that one of the strengths of the President is her "ability to focus and identify funding streams for new educational programs and new building structures". Although respondents agree that the President ensures that the College's physical facilities are maintained and improved, one respondent noted that the President should "Adhere the facility and grounds manager to a higher standard. Our grounds look run down at times (overgrown grass), and our restrooms at the MPA are in very poor condition."

In terms of being *an effective leader who maintains high educational standards*, one respondent reported that the President's strength is her "leadership in working with others". Another respondent noted that the President "knows how to balance the needs and demands of the College". A third respondent mentioned, "She is a dynamic leader who is proactive, well organized, and energetic. She is a visionary who thinks about what is best for the College, employees, and students. She thinks outside the box and is not satisfied with status quo. As such, she is looking at ways to constantly improve ourselves." Other respondents described the President as a "very strong leader", a "very capable leader", and an "effective leader".

As for *overseeing the College's finances and business operations in a successful manner*, a number of respondents mentioned that the President's background and knowledge in the business and finance area is one of her greatest strengths. One respondent indicated that the President has a "good knowledge base of how funding or programs can be leveraged to obtain maximum results". Another respondent mentioned that one of the President's strengths is "managing finances and finding funds". A third respondent noted that the President "keeps the College's finances in check". A fourth respondent described the President as an "effective financial manager/advisor". A fifth respondent indicated that the President has a "passion towards not going beyond our means". A sixth respondent noted that she "effectively manages our resources".

In terms of *working well with Board members*, one respondent wrote, "I think she has an excellent relationship with the Board and faculty but not with the staff". Another respondent mentioned, "She is able to interact with the GCC staff, administrators, board members, faculty, students, etc., including the island community in all levels and capacity".

As for being *present and participating in campus and community activities and functions*, although respondents agree that she is present and participates in campus and community activities and functions, one respondent noted that the President "needs to be present at more student functions/events". Another respondent indicated that one of the areas needing improvement for the President is "social interaction at GCC sponsored events for faculty, administration, student body, etc".

In relation to *seeking opportunities to interact with a wide range of community members*, respondents reported that the President is "out in the open", "seen by the public", and "very visible". One respondent noted that one of her strengths is her "ability to address matters of the college to our local leaders with sincerity and integrity". Similarly, another respondent cited her "ability to collaborate with business/govt. leaders" as a strength. Likewise, a third respondent indicated that the President is "always networking at the local, regional, and national level". A fourth respondent identified the President's "ability to network and find opportunities that the campus has benefited from positively" as a strength.

In terms of *creating an atmosphere that contributes to a positive learning environment*, one respondent reported, "she has created a work environment wherein employees can go directly to her with concerns". Another respondent mentioned that the President "is concerned about responding to reasonable requests from students (i.e., hours of student services, etc.)". Additionally, one respondent noted, "she also makes herself available to the students, staff, and faculty". Another respondent mentioned, "the President is a very strong leader who is creative in her approach to problem solving and will continuously go out of her way to find ways to improve the College". A fifth respondent reported that the President "is able to find funding for various school projects & improvements". Similarly, a sixth respondent indicated, "her strengths

are her positive attitude and her ability to identify funding sources and complete needed capital improvement projects".

Regarding being *creative in solving problems and dealing with crises*, as mentioned earlier, a respondent reported that the President is "a very strong leader who is creative in her approach to problem solving and will continuously go out of her way to find ways to improve the College". Another respondent described the President as being "best at finding solutions to the day to day and long term issues of the campus". A third respondent indicated that the President "thinks outside the box". In relation to the economic challenges facing the Government of Guam, respondents have commented on the President's resourcefulness in seeking alternative funding sources for the College. One respondent reported that the President is "always looking for ways to bring in more funding". A second respondent cited the President's "resourcefulness in maintaining college operations through alternative planning for funding" as a strength. Similarly, a third respondent noted that the President is "creative and aggressive in finding funding for GCC needs". A fourth respondent cited the President's "ability to focus and identify funding streams for new educational programs and new building structures" as a strength.

Concerning *being fair in dealing with students, faculty, administrators, and staff,* a respondent mentioned that one of the President's strengths is "being fair with everybody and a good decision maker".

In terms of being *deliberate in making decisions which affect the College*, one respondent reported that the President's "decision-making skills are awesome". Another respondent described the President as a "good decision-maker". A third respondent reported that she "makes informed decisions". A fourth respondent noted that she "makes decisions with

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confidence" and a fifth respondent indicated, "she is energetic, makes tough decisions in these rough economic times".

As for *communicating regularly and effectively with students, faculty, administrators, and staff*, one respondent noted that the President is "personable and communicates well with all shareholders of the College. She keeps us updated with what is going on presently or what is going to happen in the future". Another respondent stated that the President "keeps us posted at all times!" A third respondent indicated that she communicates "directly through town hall meetings with staff, faculty, and students".

In terms of *uniting students, faculty, administrators, and staff to accomplish the mission of the College*, one respondent noted, "she reaches out to all stakeholders for success toward the college's mission". Another respondent mentioned that the President "communicates the college's mission well with administrators, staff, and students".

Regarding *demonstrating a commitment to the philosophy of participatory governance*, one respondent reported that one of the President's strengths is her "ability to be as transparent as possible to the faculty". Another respondent indicated that the President "keeps us updated with what is going on presently or what is going to happen in the future". A third respondent mentioned, "she is personable and communicates well with all shareholders of the College". A fourth respondent described the President as an "includer".

As for *demonstrating knowledge of and commitment to GCC's mission*, one respondent mentioned that the President "aggressively executes the mission of the College, through marketing/networking efforts and overall leadership". A second respondent noted that the President is "committed to ensuring GCC is completing its mission to the island of Guam". A

third respondent indicated, "the strength of our President is her ability to merge human resources, physical resources, and capital resources to advance the overall mission and purpose of the college". A fourth respondent mentioned that "she wants GCC to succeed, not for her own glory, but because she genuinely cares for the College and believes in the mission".

Chart 4 on the next page shows the negatively perceived qualities of the President by full-time faculty, administrators, staff, BOT, and FBOG respondents. Qualities and characteristics are ranked according to the survey item's mean score on a 6-point scale.

Chart 4.

NEGATIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Full-Time Faculty, Staff, Administrators, BOT, and FBOG (MODE is the most frequently occurring value while MEAN is the average of the values in all responses on a scale of 1 to 6), n=138
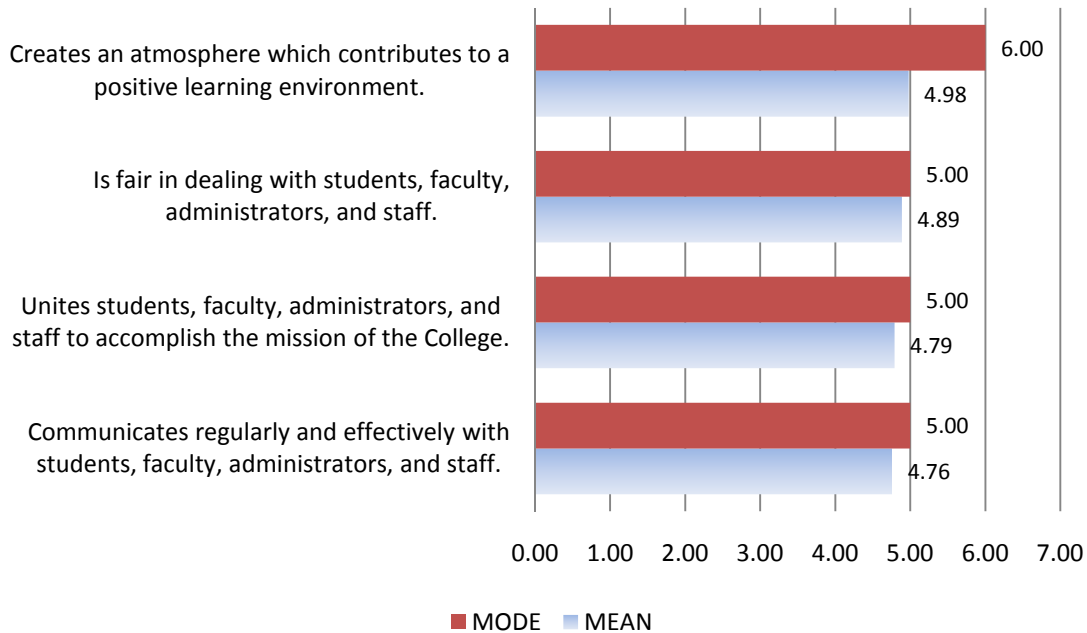
The President was least positively perceived in terms of *communicating regularly and effectively with students, faculty, administrators, and staff* (mean 4.76, s.d. 1.29), followed by *uniting students, faculty, administrators, and staff to accomplish the mission of the College* (mean 4.79, s.d. 1.35); and *fairly dealing with students, faculty, administrators, and staff* (mean 4.89, s.d. 1.30). In terms of *creating an atmosphere that contributes to a positive learning environment, the mean score of 4.98 reveals that respondents* are inclined to agree that the President does in fact create an atmosphere that contributes to a positive learning environment.

With respect to being *fair in dealing with students, faculty, administrators, and staff*, one respondent mentioned, "I think she has an excellent relationship with the Board and faculty but not with the staff." Another respondent wrote, "she needs to acknowledge and take care of staff

level". A third respondent noted, "the President's approach to dealing with people within the College must be tempered with understanding and thoughtfulness as to their challenge". A fourth respondent cited "being fair with students, faculty, and administration" as an area needing improvement.

Regarding *communicating regularly and effectively with students, faculty, administrators, and staff*, qualitative comments suggest that the President needs to engage in more informal communication with campus constituents. One respondent noted that the President "Doesn't socialize. Doesn't talk to the little people". Another respondent reported that an area of improvement is "communication with lower level employees (clerks, aides, etc.)". A third respondent mentioned that her "ability to properly communicate with subordinates" is an area needing improvement. A fourth respondent reported the need for "regular meetings with faculty on current state of the campus".

What are students' perceptions of the President's performance? The following discussion focuses on the results of the *PPAS-For Students*.

President's Performance Appraisal Survey (PPAS) - For Students

Table 3 contains the overall mode, mean, and standard deviation of responses to each of the nine (9) Likert-scale items included in the *PPAS-For Students*. Column 2 contains the modal responses to the nine (9) items. The mode is the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree. The mean is the average of the value in all responses. As revealed in Table 3, respondents *agree slightly* with four (4) of the nine (9) presidential qualities or characteristics and *disagree slightly* with the other five (5).

Table 3

Respondent's OVERALL MODAL RESPONSES, MEANS, AND STANDARD DEVIATIONS of the 9 Presidential Qualities or Characteristics listed in the PPAS-For Students, n=24

| 9 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION, or the measure of how widely values are dispersed from the *mean* or the *average* value.
In general, the President demonstrates knowledge of and commitment to Guam Community College's mission.	1.00	3.22	2.43
The President is fair in dealing with students as reflected in the forums I have attended.	6.00	3.70	2.32
The President is creative in solving problems and dealing with crises.	6.00	4.65	2.08
The President creates an atmosphere that contributes to a positive learning environment.	6.00	3.57	2.39

9 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION, or the measure of how widely values are dispersed from the *mean* or the *average* value.
The President acts professionally.	6.00	3.65	2.44
The President seeks opportunities to interact with a wide range of community members.	6.00	4.26	2.09
The President is present at and participates in campus and community activities and functions.	6.00	4.57	1.88
The President oversees the College's finances and business operations in a successful manner.	6.00	4.26	2.32
The President ensures that the College's physical facilities are maintained and improved.	6.00	3.57	2.27

As shown in Table 3, the *PPAS-For Students* survey item with the greatest consensus is

the President is present at and participates in campus and community activities and functions

(mean 4.57, s.d. 1.88). All other survey items have rather high standard deviations ranging from

2.08 to 2.44. This reveals a divergence of opinion among respondents with respect to these

survey items.

The following Chart identifies the positively perceived qualities or characteristics of the President as reported by student respondents. Students agree slightly with four (4) of the five (5) qualities or characteristics.

Chart 5.

POSITIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Students (MODE is the most frequently occurring value while the MEAN is the average of the value in all responses on a scale of 1-6), n=24
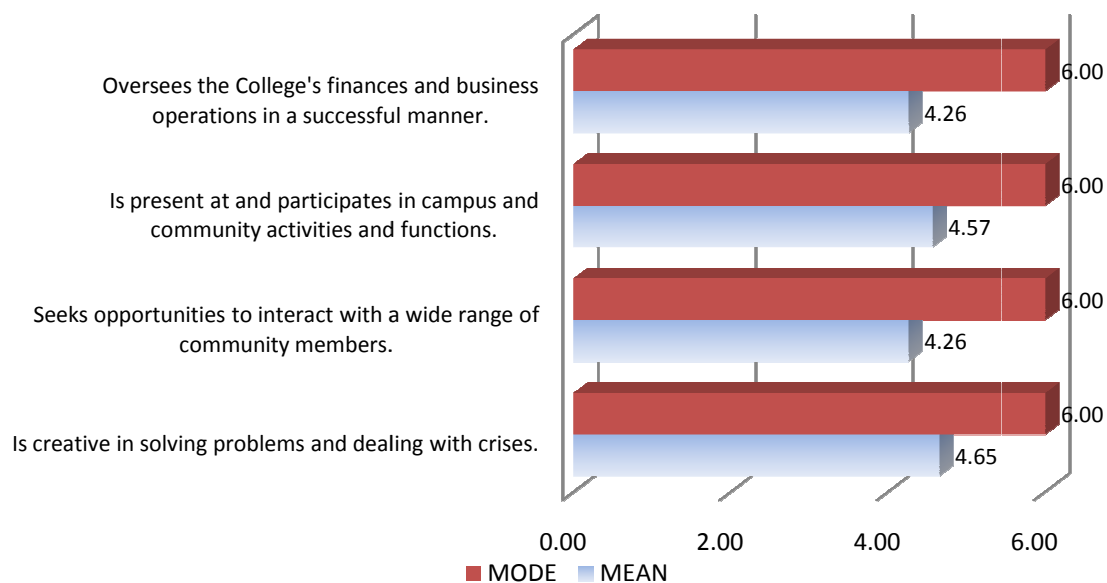
As shown in Chart 5, the President is most positively perceived by students as being *creative in solving problems and dealing with crises* (mean 4.65, s.d. 2.08), followed by *being present at and participating in campus and community activities and functions* (mean 4.57, s.d. 1.88), *overseeing the College's finances and business operations in a successful manner* (mean 4.26, s.d. 2.32), and *seeking opportunities to interact with a wide range of community members* (mean 4.26, s.d. 2.09).

In terms of being *creative in solving problems and dealing with crises*, one student mentioned that the President is "caring for students and how each problem can be solved". As for *being present at and participating in campus and community activities and functions*, a student noted, "President Mary Okada has strengths in all areas! She is the best! She has done everything in all areas, improving our school, listening to the students needs, and being present in every event that I have been to. I am IMPRESSED!". Concerning *overseeing the College's finances and business operations in a successful manner*, a student indicated that one of President Okada's strengths is "improving the campus and making sure we are an accredited college". Another student wrote, "President Okada has improved Guam Community College in so many ways. She is very proactive and attentive regarding our campus, learning".

Students also reported that one of the President's strengths is her willingness to listen to them. One respondent noted, "she was willingly open to questions and provided feedback as best as she can". Another student wrote, "she is open to suggestions! listens to what changes needed to be made". A third student mentioned that the President is "caring for the students and how each problem can be solved". A fourth student indicated that one of the President's strengths is "listening to the students needs".

Chart 6 shows the negatively perceived qualities of the President by student respondents. Qualities and characteristics are ranked according to the survey item's mean score on a 6-point scale. Student respondents disagree slightly with five (5) of the qualities or characteristics identified in the *PPAS-For Students*.

Chart 6.

NEGATIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Students (MODE is the most frequently occurring value while the MEAN is the average of the value in all responses on a scale of 1-6), n=24
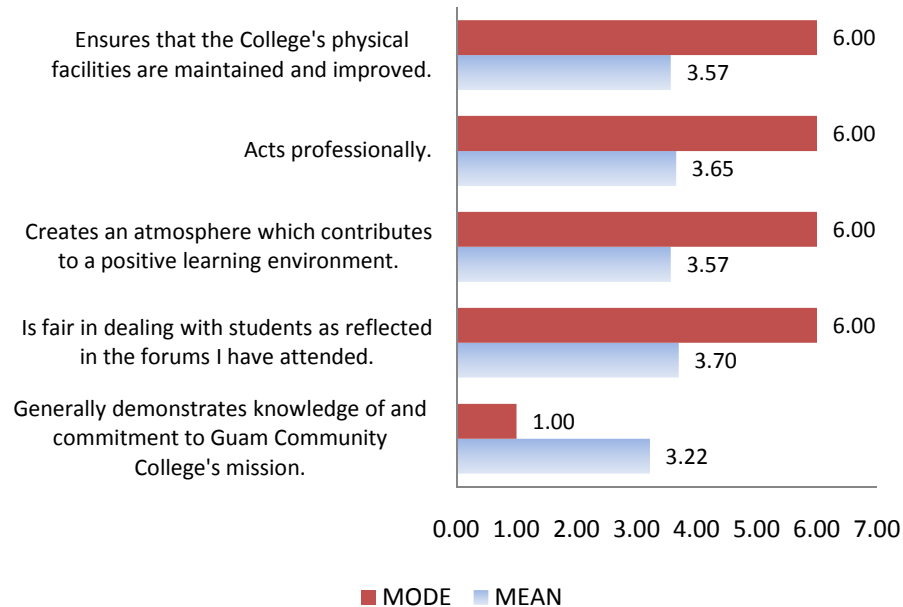
From the student respondents' perspective, the President is least positively perceived in terms of *generally demonstrating knowledge of and commitment to GCC's mission* (mean 3.22, s.d. 2.43), *creating an atmosphere which contributes to a positive learning environment* (mean 3.57, s.d. 2.39), *ensuring that the College's physical facilities are maintained and improved* (mean 3.57, s.d. 2.27), *acting professionally* (mean 3.65, s.d. 2.44), and *fairly dealing with students as reflected in the forums attended* (mean 3.70, s.d. 2.32). The standard deviations are rather high for all five survey items (ranging from 2.27 to 2.44), revealing a divergence of opinion among respondents.

Regarding *ensuring that the College's physical facilities are maintained and improved*, students cited the following areas in need of improvement: restrooms (cleanliness), parking (lack of), and accessibility for the disabled.

Another area that students mentioned needed to be improved is the President's visibility around campus. One student suggested that "maybe she could visit some classes personally sometime during the semester and just talk with the students and find out one-to-one what are some issues they have about the campus". Another student suggested that the President "walk around the campus and mingle with the students".

In addition to perceptions of the President's performance, it is also important to examine the AUOs in the President's Assessment Plan in TracDat. The following is a discussion of how the AUO's are linked to the College's Institutional Strategic Master Plan and the progress made in each initiative.

Link to Institutional Strategic Master Plan (ISMP)

The AUOs in the President's Assessment Plan in TracDat are linked to the four initiatives found in GCC's *Institutional Strategic Master Plan (ISMP): 2009-2014* (Appendix E). These initiatives include **Pioneering**, **Educational Excellence**, **Community Interaction**, and **Dedicated Planning**. AUO#1 (identifying the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey) is linked to the **Pioneering** initiative. In particular, it is linked to the tasks of *coordinating the development of an employer needs assessment focused on training and educational services* and *developing a program to partner with private workforce training providers*. AUO #2 (improvements in program effectiveness and the determination of the

institution's overall effectiveness will be derived from GCC's success in meeting SLOs) is linked to **Educational Excellence**. The specific tasks related to this strategic goal initiative are *to maintain accreditation and enhance student enrichment programs* and *link program effectiveness, institutional effectiveness and resource allocation to SLOs*. AUO #3 (to improve awareness of the College and increase public support for its vision and activities) is linked to **Community Interaction**. The specific tasks related to this initiative are to *develop a marketing plan which helps to enhance GCC's brand identity* and *to increase enrollment and improve student retention at GCC*. AUO #4 (develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review) is linked to **Dedicated Planning**. The tasks related to this initiative are *to create a dedicated planning taskforce to develop a measurement orientation program* and *utilize the existing two-year assessment planning cycle*.

What progress, under the leadership of the President, has been made in achieving these four initiatives? In the *GCC 2009-2010 Annual Report* it was mentioned that "2010 marks the second year of the five-year ISMP and progress has been made on all four initiatives".

Pioneering

In the area of **Pioneering**, the President has stressed the importance of developing partnerships in the community. During the *Meet the President* town hall meetings held on February 15 & 16, 2011, the President told students that as part of Open Campus Day, the College "will be bringing businesses here for a workforce discussion and sessions that highlight our programs, because the more we partner with businesses, the better the situation for you, our students". In her remarks during the Open Campus Day forum entitled *Beyond the Buildup:*

Sustaining Guam's Workforce held on February 18, 2011, she mentioned "the need to further develop partnerships with employers for training and apprenticeship efforts". She reminded industry participants that "the College's Career and Technical Education (CTE) program internships and apprenticeship agreements are all based on partnerships with employers". Furthermore, she mentioned that the College wants to collaborate with industry because it "needs to know which jobs to get our students ready for." She told business representatives "You will shape the design of our workforce training over the next decade, so our partnerships with you are extremely important. We need to know what jobs you will need, what types of training your future employees will need, and the standards by which you judge whether an employee is performing at a satisfactory level, so that we can develop the curriculum to give you an educated, productive workforce." She also noted that a couple of years ago, members of industry reported a need for more surveyors and people skilled in medium/heavy truck diesel technology; consequently, the College began to offer a certificate and associate degree program in surveying technology and a certificate program in medium/heavy truck diesel technology.

The Assistant Director of Continuing Education (CE) and Workforce Development has started to develop a standard operating procedure on establishing private industry and training relationships with individuals outside of GCC. He has also begun to represent the College in relevant business service organizations on a membership basis and has been reporting on planning opportunities gathered from his involvement with these organizations during the weekly President's Management Team Meeting.

Part of the **Pioneering** initiative is the creation of a survey that focuses on perceived employer needs as it relates to training and the quality of their existing workforce. In January 2009, AIER published a report entitled *GCC-GCA Guam Employers Survey Report*.[6] In collaboration with GCC, the Guam Contractors' Association (GCA) administered an employer online survey to its 752 active members from October 22, 2008 to November 23, 2008. The survey consists of 15 questions divided into four categories (respondent profile, company profile, employee training, and employee profile). Survey findings revealed information on training needs of GCA members and their concerns with the cost associated with employee training and time away from work. One of the recommendations made in the report is to expand the sample population of future surveys to include other industry practitioners affiliated with the Guam Chamber of Commerce**.** In response to this recommendation, GCC will be administering an employer needs assessment survey this summer to employers affiliated with the Guam Chamber of Commerce.

The ongoing dialog and interaction with members of the community has resulted in an increase in the number of companies that have joined the GCC apprenticeship program. During the Guam Society of America, Cherry Blossom Coronation in Washington D.C. held on March 19, 2011, the President mentioned that the College has "seen a substantial increase in the number of companies that have joined our program over the past two years- from nearly 50 companies to now close to 70".

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[6] The report can be found online by clicking on the following link: GCC-GCA Guam Employers Survey Report (http://www.guamcc.edu/index.php?option=com_docman&task=doc_view&gid=1785)

Another aspect of **Pioneering** is advisory committees. Department Chairpersons (DCs) and their respective faculty have been continuing to hold department advisory committee meetings each semester in a continuous effort to revise and update curriculum based on industry and community needs.

The **Pioneering** initiative corresponds to the survey item in the *PPAS* that states, "the President seeks opportunities to interact with a wide range of community members". The discussion above, as well as the survey findings reported earlier, indicate that the President is indeed advancing this initiative.

Educational Excellence

There has also been progress in the **Educational Excellence** initiative. An important task related to this initiative is to maintain accreditation and enhance student enrichment programs. In line with this is the development and assessment of SLOs for courses, programs, and the institution. Program and course-level SLOs are published in the College catalog, entered into TracDat and reported in the College's annual institution assessment reports. A *Course-Level SLO Booklet* has been published and lists course-level SLOs extracted from syllabi submitted during summer 2008, fall 2008, and spring 2009. According to the *GCC 2009-2010 Annual Report,* "The Course-Level SLO Booklet project began in fall 2008, and one year later, during Fall Semester 2009, the college reached 51.7 percent of that goal, publishing SLOs for 181 of the 350 courses in the catalog. During Fall Semester 2009, over 60 percent of AA and AS courses, nearly 20 percent of Certificate courses, and about 15 percent of non-technical courses were assessed."

In the December 2, 2009 BOT meeting, the Board adopted six Institutional Learning Outcomes (ILOs) that were recommended by the Faculty Senate and approved by the President. These outcomes have been entered into TracDat and used, along with the ISMP goals, to link with SLOs and program, services, and unit outcomes.

In summer 2010, the College published its first continuing education catalog. The *Continuing Education Catalog 2009-2012* lists non-credit and credit courses offered through the CE Office. Similarly, a catalog for the College's secondary programs was also developed. The *GCC Secondary Programs Career and Technical Education 2010-2011 Catalog* was published in fall 2010. SLOs for each of the secondary programs as well as course-level SLOs are included in the catalog.

In fall 2010, the general education curriculum was expanded to include humanities and fine arts, as recommended by the 2006 ACCJC team report. These general education options were published in the AY2010-2011 College catalog. Additionally, a special program review of the Liberal Arts program was completed in fall 2010. Consequently, existing courses will be revisited and more general education options in Fine Arts are being planned. Likewise, a special program review on the Work Experience, Driver's Education, and Adult High School programs were completed in fall 2010.

Another accomplishment related to the **Educational Excellence** initiative is the establishment of a CTE Career Pathway System for Guam. In June 2009, the College received CTE State Leadership funding to establish this system. According to the *GCC 2009-2010 Annual Report*[7], the project analyzed over 400 secondary and postsecondary CTE and academic

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[7] The report can be found online by clicking on the following link: GCC 2009-2010 Annual Report (http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3189)

courses and programs at the College and in the Guam Department of Education (GDOE). Feedback from businesses that hire GCC graduates was gathered as part of the analysis. Consequently, a Dual Credit Articulated Programs of Study (DCAPS) was adopted. DCAPS enables students to take a sequence of courses in high school and earn college credit for those courses.

An additional task connected to the **Educational Excellence** initiative is the linking of program effectiveness, institutional effectiveness and resource allocation to student learning outcomes. SLOs are being linked to program effectiveness, institutional effectiveness, and planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2010 and subsequently entered into TracDat. This information will be entered into TracDat annually.

Related to the **Educational Excellence** initiative is the *Institutional Effectiveness Survey Report*[8], which was published by AIER in fall 2010. As indicated in the report, "the survey is designed to gauge respondent's level of knowledge about the institution and their awareness of the College's effort to achieve institutional effectiveness as required by ACCJC Standard I.B. (Improving Institutional Effectiveness)".

Community Interaction

Progress has also been reported in the **Community Interaction** initiative. The Assistant Director for the Office of Communications & Promotions has already started to design a branding campaign for the College. In addition, in an effort to increase student enrollment, a

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[8] The report can be found online by clicking on the following link: Institutional Effectiveness Survey Report, August 2010 (http://www.guamcc.edu/aier/index.php?option=com_docman&task=doc_view&gid=727)

number of campus special events have been held to create an awareness of the College. Additionally, the College has produced several advertising campaigns and has utilized free media publicity to inform the island community about its programs and services.

GCC has been actively engaging the community through business and government presentations, village outreaches and other activities. In the January 2010 issue of Chachalani, President Okada noted, "GCC has made a concerted effort, going out to the malls for registration and into the villages with presentations, to let people know what we have to offer and that we are a viable, credible higher education choice".

In August 2009, GCC held its first-ever registration drive at the Micronesia Mall enabling the College to assist over 120 students with registration and/or academic counseling (GCC 2008-2009 Annual Report). In January 2010, it held another registration drive at the Guam Premier Outlet (GPO). According to the January 2010 issue of Chachalani, "Over 60 students registered for classes, obtained academic advising from the department chairs of each of GCC's program divisions, and got financial counseling" during the registration dive at GPO. In academic year 2009-2010, the College held two village outreaches, one in Agat and another in Santa Rita. During these outreach events, representatives from the College informed attendees about the programs and services offered at GCC.

The College has engaged the community through other means as well including its annual Open Campus Day, annual College Fair for high school seniors and parents, High School Summer Bridge Program, youth employment summer program, culinary students' lunch buffets, election forums, service learning projects, and campus tours provided to high school students.

The President, herself, has been instrumental in "spreading the word" about GCC and its mission. In her workshop remarks and presentations to civic groups, businesses and government organizations, she always refers to GCC and its mission. In her opening remarks during Okkodu's High School Career Development Conference on March 26, 2010, she began by saying "If your teachers haven't told you by now, we're all about jobs at Guam Community College. Our mission is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia." Similarly, in her opening remarks at a GCC-sponsored conference entitled *Students Leading Students*, she stated, "If you haven't figured it out by now, we're all about jobs at Guam Community College. Our mission is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia." During GCC's Learning Resource Center groundbreaking ceremony on October 26, 2009, President Okada began her remarks by saying "like a pledge that is recited during many of our events, I would like to reiterate our mission". During her keynote speech at the Guam Society of America, Cherry Blossom Coronation in Washington D.C. on Saturday, March 19, 2011, President Okada again stated the GCC mission. In addition to mentioning the College mission statement during these events, the President has occasionally shown the College's impact video and recruitment video during her presentations. The impact video shows, in numbers, the impact GCC has on the community and the recruitment video includes testimonies of people who have had, or who are enrolled at GCC.

These community outreach efforts have contributed to the increase in enrollment at the College. In the August 2009 issue of Chachalani President Okada mentioned, "We can be proud of the increased enrollment, as it stems from our collective efforts and determination in spreading the word that We Are GCC".

The *GCC 2009-2010 Annual Report* mentioned that "Our 26 percent increase in enrollment over the past two years tells us that more and more people are turning to GCC for the education and training they will need to compete for careers that will sustain them beyond the military buildup." The report goes on to say, "GCC's apprenticeship program is experiencing continued unprecedented growth. The program has approximately 356 apprentices assigned to 54 employers from both the private and public sectors."

In the January 2011 issue of Chachalani, it was noted that "Postsecondary enrollment for the College's spring 2011 semester is at a record breaking 2,359 students, with 205 more students registered than during spring 2010 enrollment, representing a nine percent increase. In the past two years, GCC has experienced a 28 percent increase in its spring semester enrollment, and a 26 percent increase in its fall semester enrollment. Enrollment for fall semester was 2,480 postsecondary students."

The **Community Interaction** initiative relates to the survey items in the *PPAS* that states, "the President demonstrates knowledge of and commitment to Guam Community College's mission" and "the President unites students, faculty, administrators, and staff to accomplish the mission of the College". The above discussion and survey results reveal that the President is committed to promoting this initiative.

Dedicated Planning

As for the **Dedicated Planning** initiative, the Assistant Director for GCC's Planning and Development Office has convened a taskforce to compile, review, and develop a measurement matrix to monitor the ISMP's implementation[9]. The committee is composed of seven individuals representing faculty, staff, and administrators.

Conclusions

This study was designed to assess the performance of the President since spring 2009 when the last *President's Performance Appraisal* study was conducted. The study was intended to address the four (4) Administrative Unit Outcomes identified in the President's/CEO's Assessment Plan which are linked to the initiatives in the ISMP.

The President's highest approval ratings were in the following areas: overseeing the College's finances and business operations in a successful manner, demonstrating knowledge of and commitment to GCC's mission, making deliberate decisions which affect the College, ensuring that the College's facilities are maintained and improved, maintaining high educational standards, working well with Board members, seeking opportunities to interact with a wide range of community members, solving problems and dealing with crises, being present at and participating in campus and community activities and functions, and demonstrating a commitment to the philosophy of participatory governance. Qualitative comments from both the *PPAS* and *PPAS-For Students* (Appendix D) suggest the need for the President to further strengthen her existing relationship with campus constituents (i.e., more informal interaction)

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[9] The purpose of the matrix is to monitor the progress of the tasks associated with each of the four initiatives in the ISMP.

and to increase her visibility around campus even more, particularly among students who desire to see their president in their midst.

<u>Recommendations</u>

The following recommendations are made based on the reported findings:

- The President should increase her visibility among campus constituents, particularly with the students.

- The President should engage in more formal and informal interactions with campus constituents, particularly with the staff.

- The President should ensure that the College's physical facilities are continuously maintained.

- The President should periodically inform the campus community of the progress made on the initiatives identified in the ISMP.

Appendix A

Assessment Plan

Guam Community College
President/CEO

Office of the President

Mission Statement: The Office of the President upholds the college's mission statement through its comprehensive and meaningful oversight of the institution's academic, financial, infrastructure and accreditation requirements.

Vision Statement: The President envisions Guam Community College to be a premier institution committed to providing quality education and vocational training that leads to student success in career and lifelong learning.

Outcome Description: FA09-SP11 AUO#1: Integrating Workforce Development Initiatives (The Pioneer)

AUO#1:
Identifying the community's career and technical as well as basic educational skill requirements and increase capacity for better integration of the opportunites and services offered by GCC with the need of island businesses.

Start Date: 10/12/2009
End Date: 03/14/2011
Outcome Status: Active

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
Analysis of documents that incorporate the activities and project objectives towards meeting GCC's vision for the college's Pioneering strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review	85% of reviewed documents will point to the President's involvement in furthering the strategic initiative Pioneering, especially in the leveraging of public and private resources.	GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Masterplan (ISMP).	Yes

Related Activities

 - Annual Convocation

Related Tasks

* Task Name: VP for Business & Finance

Task Description: The college will remain a visible and important partner in community developments as it attempts to improve the skill levels & ecomonic requirements of its own workforce.

Task: Increase capacity to seek out training partnerships with public and private agencies that will bring new technologies and training techniques available at GCC with the need of island businesses - May 2010

Related Goals

Guam Community College
* Institutional Strategic Master Plan (ISMP) - ISMP GOAL #1
Pioneering:
This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employer's needs assessment in order to improve the skill levels and productivity of the island's workforce.

ACCJC/WASC
* STANDARD I: Institutional Mission and Effectiveness - The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Governing Board (BOT)
* Governing Board Level - The Board of Trustees will continue to establish policies consistent with the college's mission statement in support of the teaching and learning processes in the college.

President/CEO
* The President (CEO) will lead the college in promoting GCC's educational value to the community, and reinforcing the positive image it has earned from its alumni and the community-at-large.

Office of the President
* Program/Unit Level - Goal 1: Fulfill the duties and representations set forth in Section II of employment contract.
* Program/Unit Level - Goal 2: Increase vocational opportunities for students based on labor statistics, institutional statistics, and dialog with and recommendations from program advisory committees and the civilian military Task Force on Education.

* Program/Unit Level - Goal 4: Coordinate an institutional planning event to develop a vision statement and general goals for the college that will be included in the ISMP and will set the agenda for the rest of the college.

Outcome Description: FA09-SP11 AUO#2: Pursuing Accreditation Quality Programs (Educational Excellence)

AUO#2:
Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in meeting student learning outcomes.

Start Date: 10/12/2009
End Date: 03/14/2011
Outcome Status: Active

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	**Criterion (Written in %)**	**Activity Schedule**	**Active**
Documented progress towards meeting the GCC's vision for the college's Educational Excellence strategic goals. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review	85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's reputation and performance.	GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Masterplan (ISMP).	Yes

Related Activities

- Annual Convocation

Related Tasks

* Task Name: VP for Academic Affairs

Task Description: The college systemically strives to improve SLO outcomes and makes results available to appropriate constituents.

Task: The college evaluates courses/programs through an ongoing systematic review of their revelence, appropriateness, currency, and future needs and plans. July 2010

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL#2
Educational Excellence:
This goal is defined by its ability to demonstrate that student learning outcomes (SLOs) are being attained, as gauged by the institutionalized process of systematic and regularized assessment that allows programs and services to identify, analyze, and use assessment results for accountability and program improvement.

ACCJC/WASC

* STANDARD II. Student Learning Programs and Services - The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Governing Board (BOT)

* Governing Board Level - The Board of Trustees will continue to establish policies consistent with the college's mission statement in support of the teaching and learning processes in the college.

President/CEO

* The President (CEO) will promote continuous curriculum development and program improvement efforts leading toward improved student learning outcomes.

Office of the President

* Program/Unit Level - Goal 2: Increase vocational opportunities for students based on labor statistics, institutional statistics, and dialog with and recommendations from program advisory committees and the civilian military Task Force on Education.
* Program/Unit Level - Goal 7: Maintain current accreditation status with the Accrediting Commission for Community and Junior Colleges, ACCJC.

Outcome Description: FA09-SP11 AUO#3: Branding GCC in the Community (Community Interaction)

AUO#3:
To improve awareness of the College and increase public support for its vision & activities.

Start Date: 10/12/2009
End Date: 03/14/2011
Outcome Status: Active

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	**Criterion (Written in %)**	**Activity Schedule**	**Active**
Analysis of documents towards meeting GCC's vision for the college's Community Interaction strategic goal. **Type of Artifact/Instrument/Rubric/Method/Tool:** Document Review	85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Community Interaction. The President will strengthen the college's visibility in the community, by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region.	GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Masterplan (ISMP).	Yes

Related Activities

 - Annual Convocation

Related Tasks

* Task Name: President/CEO

Task Description: The College engages the community through business presentations, village outreach meetings, and presentations to other government entities.

Task: To enforce the brand theme for GCC, a theme that, with its continued use, will increase public support for GCC's vision & mission.
September 2010

Related Goals

Guam Community College

 * Institutional Strategic Master Plan (ISMP) - ISMP GOAL#3
Community Interaction:
This goal aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam.

Governing Board (BOT)

 * Governing Board Level - The Board of Trustees will continue to establish policies consistent with the college's mission statement in support of the teaching and learning processes in the college.

President/CEO

 * The President (CEO) will lead the college in promoting GCC's educational value to the community, and reinforcing the positive image it has earned from its alumni and the community-at-large.

Office of the President

 * Program/Unit Level - Goal 5: Develop a plan to increase and diversify financial resources for college operations.
 * Program/Unit Level - Goal 6: Increase fundraising activities.
 * Program/Unit Level - Goal 10: Enhance Community relationships in the following ways: Work effectively with leaders in K-12, university administrators, government officials, and other community organizations; Ensure college involvement in appropriate civic and community initiatives; Attend, as appropriate, all college activities and events; Regularly appear before and make presentations to civic groups, at conferences, and before businesses and government meetings; Arrange for appropriate representation of the college on various boards and commissions.

Outcome Description: FA09-SP11 AUO#4: Continue efforts for Collobration (Dedicated Planning)

AUO#4:
Develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.

Start Date: 10/12/2009

End Date: 03/14/2011
Outcome Status: Active

<table>
<tr><th colspan="4">Means of Assessment</th></tr>
<tr><th>Artifact/Instrument/Rubric/Method/Tool Description</th><th>Criterion (Written in %)</th><th>Activity Schedule</th><th>Active</th></tr>
<tr>
<td>Analysis of documents that incorporate the activities and project objectives in meeting the College's Dedicated Planning strategic goals.

Type of Artifact/Instrument/Rubric/Method/Tool:
Document Review</td>
<td>80% of reviewed documents will point to the President's involvement in furthering the strategic intiative - Dedicated Planning. The President will facilitate better integration of various stakeholders' voices for advancing the mission & vision of the college through assessment & reaccreditation.</td>
<td>GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Master plan (ISMP).</td>
<td>Yes</td>
</tr>
</table>

Related Activities

- Annual Convocation

Related Tasks

* Task Name: President/CEO

Task Description: Physical resources are used to support student learning programs & services and to improve institutional effectiveness.

Task: Physical resource planning is integrated with institutional planning necessary to support GCC's programs & services.
September 2010

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL#4
Dedicated Planning:
This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.

ACCJC/WASC

* STANDARD IV. Leadership and Governance - The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Office of the President

* Program/Unit Level - Goal 4: Coordinate an institutional planning event to develop a vision statement and general goals for the college that will be included in the ISMP and will set the agenda for the rest of the college.

Appendix B

Dear GCC Constituents:

Your institution is interested in systematically listening to its constituencies. Your honest and thoughtful response to this survey constitute an in the various voices we want to hear about our President. Your honest and thoughtful response to this survey is greatly appreciated.

Thank you for taking the time to complete the survey!

1. Gender:

- ○ Female
- ○ Male

2. Respondent Type:

- ○ Administrator
- ○ Faculty
- ○ Support Staff
- ○ Board of Trustees

3. Length of service at GCC:

- ○ Less than a year
- ○ 1-3 years
- ○ 4-6 years
- ○ 7-9 years
- ○ 10 or more years

4. Status:

- ○ Full-time employee
- ○ Part-time employee
- ○ Not an employee or student

5. In general, the President demonstrates knowledge of and commitment to Guam Community College's mission as stated below:

Our Mission-

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

6. The President demonstrates a commitment to the following philosophy of participatory governance:

Philosophy of participatory governance-
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 President (source: Article XII BOT/Faculty Agreement updated October 2010).

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

7. The President communicates regularly and effectively with students, faculty, administrators, and staff.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

8. The President unites students, faculty, administrators, and staff to accomplish the mission of the College.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

9. The President is deliberate in making decisions, which affect the College.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

10. The President is fair in dealing with students, faculty, administrators, and staff.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

11. The President is creative in solving problems and dealing with crises.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

12. The President creates an atmosphere which contributes to a positive learning environment.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

13. The President seeks opportunities to interact with a wide range of community members.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

14. The President is present at and participates in campus and community activities and functions.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

15. The President works well with Board members.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

16. The President oversees the College's finances and business operations in a successful manner.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

17. The President is an effective leader who maintains high educational standards.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

18. The President ensures that the College's physical facilities are maintained and improved.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

19. Most, if not all, of my responses to the above questions (that is, regarding the President's performance appraisal) are based on: (select all that apply)

☐ Personal observation (e.g., formal and informal contact, town hall meetings, etc.)

☐ Report from others

☐ Various informational sources (e.g., memos, email, website, etc.)

20. Based on what you have personally experienced, read, or heard from others, what do you think are the STRENGTHS of our President?

21. Based on what you have personally experienced, read, or heard from others, what do you think are the AREAS NEEDING IMPROVEMENT for our President?

Appendix C

Dear GCC Student:

Your institution is interested in systematically listening to its constituencies. Your honest and thoughtful response to this survey constitute an in the various voices we want to hear about our President. Your honest and thoughtful response to this survey is greatly appreciated.

Thank you for taking the time to complete the survey!

1. Please indicate which of the following forum or session you have attended since you've been a GCC student:

○ Fall 2007 - "Primetime with your President" (October 1 & 2, 2007)

○ Fall 2008 - "Do you know...Your President" meetings (October 27 & 28, 2008)

○ Spring 2009 - "Investing in Guam's Future!!!..with President Mary Okada" meetings (February 17 & 18, 2009)

○ Fall 2009 - "Investing in Guam's Future with President Mary Okada" meetings (October 20 & 21, 2009)

○ Spring 2010 - "Investing in Guam's Future with President Mary Okada" meetings (February 22 & 23, 2010)

○ Fall 2010 - "Investing in Guam's Future with President Mary Okada" meetings (October 12 & 13, 2010)

○ Did not attend any of the President's open forums

2. Gender:

○ Female

○ Male

3. Length of study at GCC:

○ Less than a year

○ 1-3 years

○ 4-6 years

○ 7-9 years

○ 10 or more years

The following statements reflect my perceptions after hearing the President speak in one of the forums:

4. In general, the President demonstrates knowledge of and commitment to Guam Community College's mission as stated below:

Our Mission-

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

5. The President is fair in dealing with students as reflected in the forums I have attended.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

6. The President is creative in solving problems and dealing with crises.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

7. The President creates an atmosphere which contributes to a positive learning environment.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

8. The President acts professionally.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

9. The President seeks opportunities to interact with a wide range of community members.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

10. The President is present at and participates in campus and community activities and functions.

○ Strongly Disagree

○ Disagree

○ Disagree Slightly

○ Agree Slightly

○ Agree

○ Strongly Agree

11. The President oversees the College's finances and business operations in a successful manner.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

12. The President ensures that the College's physical facilities are maintained and improved.

- ○ Strongly Disagree
- ○ Disagree
- ○ Disagree Slightly
- ○ Agree Slightly
- ○ Agree
- ○ Strongly Agree

13. Based on your impressions from the forums, what do you think are the STRENGTHS of our President?

14. Based on your impressions from the forums, what do you think are the AREAS NEEDING IMPROVEMENT for our President?

Appendix D

President's Performance Appraisal Survey (PPAS)

Page 2, Q20. Based on what you have personally experienced, read, or heard from others, what do you think are the STRENGTHS of our President?

1. Approachable, out in the open, seen by the public, very very very very hard worker, so much better for the college	May 11, 2011 5:39 PM
2. Aggressive, Clear and Concise,	May 5, 2011 11:57 PM
3. Dr. Okada is very articulate. She apparently has a good knowledge base of how funding or programs can be leveraged to obtain maximum results. She also has keen foresight as evidenced by our LEED facilities and campus efforts to go green.	May 5, 2011 10:36 PM
4. no comments	May 5, 2011 9:14 PM
5. Great! Keeps us postage at all times!	May 5, 2011 6:33 PM
6. Her Moral Character and Determination…A real GO-Getter	May 5, 2011 5:33 PM
7. Off-Island Trips	May 5, 2011 5:01 PM
8. Decision-Making skills are awesome.	May 5, 2011 3:48 PM
9. Accounting	May 5, 2011 3:40 PM
10. The president has made herself accessible and approachable to faculty. She has created a work environment wherein employees can go directly to her with concerns.	May 5, 2011 12:16 AM
11. Financial background	May 3, 2011 9:08 PM
12. Making the campus look good but providing the services that the students needs	May 3, 2011 5:23 PM
13. Her financial ability. Her ability to provide leadership to college which results in grants and other support for new college buildings which meet the needs of the students. The president is concerned about responding to reasonable requests from students (hours of students services, etc.)	May 3, 2011 2:01 AM
14. Extremely focused on improving GCC. She seems to be very persistent.	May 2, 2011 10:58 PM
15. Managing finances and finding funds for building on campus.	May 2, 2011 10:33 PM
16. continue to improve and develop the work of GCC service (always has back-up plan), a good role model	May 2, 2011 9:59 PM

17. Being fair with everybody and a good decision maker.	May 2, 2011 9:41 PM
18. Background in accounting/finance	May 2, 2011 2:14 AM
19. She reaches out to all stakeholders for success toward the college's mission.	May 1, 2011 4:21 PM
20. Her background in business and finance, and institutional knowledge of GCC.	Apr 29, 2011 12:01 AM
21. Have sound infrastructure plannings for the College	Apr 28, 2011 5:19 AM
22. Leadership in working with others	Apr 27, 2011 8:03 PM
23. The presidents strengths are financial in nature as is evident by the changing land scape of our college	Apr 27, 2011 3:53 PM
24. She is the hardest working employee at our institution. Her drive is absolutely motivating and catchy. I feel quite honored to be a part of her organization.	Apr 26, 2011 11:11 PM
25. Strengths include: Leadership, Drive, Professionalism. Aggressively executes the mission of the college, through marketing/networking efforts and overall leadership.	Apr 26,2011 6:58 PM
26. She is able to find funding for various school projects & improvements.	Apr 26, 2011 4:40 PM
27. Organized, determined, goal-oriented She puts the college first and is always looking for ways to bring in more funding	Apr 26, 2011 4:07 PM
28. She really knows how to balance the needs and demands of the college	Apr 26, 2011 3:42 PM
29. Focused, pro active, visionary, team player,	Apr 26, 2011 3:41 PM
30. (+) financially supporting GCC as a whole including faculty, administration, student body, etc.	Apr 26, 2011 5:24 AM
31. Her strengths are her positive attitude and her ability to identify funding sources and complete needed capital improvement projects	Apr 25, 2011 11:23 PM
32. She is very knowledgeable in the financial arena and knows where to find the money.	Apr 25, 2011 10:15 PM
33. Her knowledge with finance.	Apr 25, 2011 10:15 PM

President's Performance Appraisal Survey (PPAS)

34. She keeps the college's finances in check. She also makes herself available to the students, staff, and faculty.	Apr 25, 2011 10:12 PM
35. Communicating directly through town hall meetings with staff, faculty and students, participating in college activities, resourcefullness in maintaining college operations through alternative planning for funding.	Apr 25, 2011 9:25 PM
36. Make informed decisions.	Apr 25, 2011 9:21 PM
37. She is very organized, proactive, intelligent and well informed.	Apr 25, 2011 8:27 PM
38. decisive	Apr 25, 2011 7:33 PM
39. Commited to ensuring GCC is completing its mission to the island of Guam.	Apr 25, 2011 7:24 PM
40. She is incredibly resourceful and very politically astute.	Apr 25, 2011 6:54 PM
41. None	Apr 25, 2011 6:44 PM
42. Finding funding sources.	Apr 25, 2011 6:23 PM
43. 1. Will and determination to make GCC the leader in post secondary education. 2. Knowledge of funding availabilities.	Apr 25, 2011 4:31 PM
44. Very resourceful and hard working leader.	Apr 22, 2011 4:24 PM
45. The President is a very strong leader who is creative in her approach to problem solving and will continuously go out of her way to find ways to improve the College.	Apr 21, 2011 4:59 PM
46. Budget accounting…She is a first rate accountant. Her fiscal concerns are her strength. No questions.	Apr 18, 2011 10:15 PM
47. Her tenacity in pursuit of goals and objectives.	Apr 13, 2011 10:20 PM
48. She's trying and has made improvements.	Apr 13, 2011 7:37 PM
49. She stands behind her commitment to the College she is a go-getter, she will find monies or grants to benefit the College. When she knows that there is money she will be the first in line to ask for it and she will come prepared with a list of what she will use the money for.	Apr 13, 2011 6:26 PM
50. Best at finding solutions to the day to day and long term issues of the campus.	Apr 13, 2011 4:45 PM

51. Her drive, love for the college, can do attitude and desire for the college and everyone in it to succeed. As well she believes in following process and in having everyone do their job. She holds people accountable for that which they are responsible, which to me is one the the most important attributes a leader can have.	Apr 13, 2011 2:14 PM
52. Very professional demeanor. Also creative and aggressive in finding funding for GCC needs.	Apr 12, 2011 11:39 PM
53. Focused and a Go-getter. Has done more than all the past presidents combined in raising GCC's image in the community. Very capable leader and visible.	Apr 12, 2011 11:32 PM
54. Fiscal Responsibility and raising and finding money.	Apr 12, 2011 10:30 PM
55. Knowing how to locate fundings to improve the college.	Apr 12, 2011 9:28 PM
56. President Okada represents the best aspects of the college. She has helped develop a strong and positive reputation on our island.	Apr 12, 2011 4:44 PM
57. Financial accountability, ability to find resources to expand the college	Apr 12, 2011 4:21 PM
58. Her strong financial background and the fact that she can relates well with people from different background and culture.	Apr 11, 2011 7:04 PM
59. Her background in Finance, ability to collaborate with business/govt leaders	Apr 11, 2011 6:16 PM
60. Dedicated to her work..	Apr 11, 2011 4:37 PM
61. She is a dynamic leader who is proactive, well organized, and energetic. She is a visionary who thinks about what is best for the College, employees, and students. She thinks outside the box and is not satisfied with "status quo." As such, she is looking at ways to constantly improve ourselves.	Apr 11, 2011 4:32 PM
62. She is able to interact with the GCC staff, administrators, board members, faculty, students, etc., Including the island community in all levels and capacity. Overall, she is an effective leader and financial manager/adviser for both the local and federal gov't at large. She is a very confident and holds her head high. Overall, she exemplifies "PROFESSIONALISM" in all areas. Kudos to her.	Apr 11, 2011 4:24 PM
63. Making a decision for the good of the College and moving forward with it.	Apr 11, 2011 4:06 PM

64. Makes decisions with confidence. Displays an ability to turn weaknesses into strengths.	Apr 11, 2011 3:58 PM
65. Strong leadership, very knowledgeable, and dedicated in bringing improvement to the College (facilities, grants, community services)	Apr 11, 2011 3:35 PM
66. She knows what she is doing and she is the perfect person for this position.	Apr 11, 2011 3:22 PM
67. Communication, Overall perspective of college needs and strengths	Apr 11, 2011 5:53 AM
68. Her strongest strength is her background in finance, which the campus has greatly benefited from. Additional strengths include her 1) length of service time at the College, 2) ability to foster and maintain the respect of the campus community across the board, and 3) her ability to network and find opportunities that the campus has benefited from positively, and will continue to, under her style of leadership.	Apr 10, 2011 11:56 PM
69. Financial Communication	Apr 10, 2011 11:19 PM
70. She has a strong financial background.	Apr 10, 2011 11:10 PM
71. Strong focus and work ethic, financial acumen, demanding performance.	Apr 10, 2011 9:40 PM
72. knowledgeable	Apr 10, 2011 8:34 PM
73. She is working so hard to provide monies to the college whether it'll be through grants or other sources	Apr 10, 2011 8:32 PM
74. Our president is working hard to get more funding for the college (strength)	Apr 10, 2011 8:30 PM
75. She makes informative decisions. Her passion towards not going beyond our means.	Apr 10, 2011 7:37 PM
76. Stabling the Finance status of the college.	Apr 10, 2011 7:29 PM
77. She effectively manages our resources. She actively seeks funding and is always networking, at the local, regional, and national level. She has a strong work ethic. She wants to GCC succeed, not for her own glory, but because she genuinely cares for the College and believes in the mission.	Apr 10, 2011 7:21 PM
78. President Okada's strength of knowledge in financial and business operations is evident in the growth of GCC. This strength is exhibited	Apr 10, 2011 7:16 PM

	in her ability to focus and identify funding streams for new education programs and new building structures. She has earned respect as a leader from her peers, faculty, staff, students as well as the community-at-large.	
79.	She is focused, determined, and accessible.	Apr 10, 2011 6:56 PM
80.	Planning, financial background, networking.	Apr 10, 2011 6:48 PM
81.	Ability to seek funding aggressively to support the needs of the college Ability to speak and be as transparent as possible to the faculty-Ability to address matters of the college to our local leaders with sincerity and integrity	Apr 10, 2011 6:48 PM
82.	Communicates the college's mission well with administrators, staff, and students	Apr 10, 2011 6:35 PM
83.	She is career minded, business oriented, represents GCC well, creative, includer.	Apr 10, 2011 6:26 PM
84.	She is easily approachable and attentive.	Apr 10, 2011 6:19 PM
85.	Strong minded. She knows what BEST for the college and she acts on it. She doesn't just talk about she make it happen.	Apr 10, 2011 6:17 PM
86.	Taking the college forward in all areas.	Apr 10, 2011 6:16 PM
87.	Our present President has done a lot for our community college. You can see it for yourself, new buildings, a lot of donors, etc.	Apr 10, 2011 6:12 PM
88.	She has a "can do", driven attitude that serves the college well. Her actions results in visible facility mprovements, increased student enrollment, and community awareness of the college's impact on education.	Apr 10, 2011 6:11 PM
89.	Strong skills in networking with the community and other stake holders.	Apr 10, 2011 6:09 PM
90.	Process oriented. Good with Numbers, and has a Vision on growing the college.	Apr 10, 2011 6:08 PM
91.	Outstanding lobbying skills at the local and federal levels Ability to find funding sources at the local and federal levels Good rapport and relationships with the Gov. and members of the Legislature	Apr 10, 2011 6:05 PM
92.	Personality, people friendly, open, honest, sincere	Apr 10, 2011 6:05 PM
93.	Finance background.	Apr 10, 2011 5:51 PM

94. Authentic leadership and visionary	Apr 10, 2011 5:50 PM
95. The strength of our President is her ability to merge human resources, physical resources, and capital resources to advance the overall mission and purpose of the college. From my observations, she also is open to ideas from everyone at the college and listens and makes every effort to incorporate ideas for the college and the community to best serve the students and the community of Guam.	Apr 10, 2011 5:51 PM
96. Fiscal management, decision making, representing GCC to stakeholders, securing external funding.	Apr 10, 2011 5:37 PM
97. President is professional in her dealings with the college community as well as the Public.	Apr 10, 2011 5:36 PM
98. Her ownership of the entire college and commitment to improvement.	Apr 10, 2011 5:35 PM
99. President Okada is doing great considering we have yet to get GCC's allotments on time each fiscal year. She is energetic, makes tough decisions in these rough economic times but I think she has the ability to lead confidently despite all GCC's challenges. She is intelligent and has a very clear picture of our financial situation and is looking for all and every opportunity to increase our revenues. Looking around at all the growth and improvements in the past 3-4 years it is evident that President Okada is doing a wonderful job! A former student remarked the other day that he is inspired to come back to GCC because he could see all the visible changes that have happened these past few years and he said "Wow, that President Okada is doing really great things for GCC!"	Apr 10, 2011 5:32 PM
100. Dr. Okada is ambitious, well educated, and most of all, she always put the mission of the college first.	Apr 10, 2011 5:28 PM
101. No comments at this time.	Apr 10, 2011 5:27 PM
102. She is personable and communicates well with all shareholders of the College. She keeps us updated with what is going on presently or wheat is going to happen in the future.	Apr 10, 2011 5:20 PM

Page 2, Q21. Based on what you have personally experienced, read, or heard from others, what do you think are the AREAS NEEDING IMPROVEMENT for our President?

1. N/A	May 5, 2011 11:57 PM

President's Performance Appraisal Survey (PPAS)

2. Rumors fly when not enough information is shared. At least in one situation, not enough information was made available and that led to some incorrect assumptions and perhaps unwarranted criticism of the President. Another question that has come up involves approval of travel request, i.e., all requests need to be approved by her. Frequent off-island travel means that some requests have to wait for her to return. The reason might be due to fiscal constraint, but perhaps the reason, whatever it may be, should be made known. Some have called this "micromanagement", which may not be true. Overall I think that the President is doing an excellent job with the college.	May 5, 2011 10:36 PM
3. No comments	May 5, 2011 9:14PM
4. Great! Keeps us postage at all times!	May 5, 2011 6:33 PM
5. As far as I am concern, She does not have any weakness…She is strong in all areas…	May 5, 2011 5:33 PM
6. Staff overworked and tasked with duties non-related to job specifications example administrative aide/assistants are doing the work of Program Specialist/Program Coordinators, high volume customer services departments are unsupported (example: Admissions and Student Support), additional personnel needed for these areas and not upper management personnel positions	May 5, 2011 5:01 PM
7. N/A	May 5, 2011 3:48 PM
8. Nothing	May 5, 2011 3:40 PM
9. Doesn't socialize. Doesn't talk to the little people.	May 5, 2011 3:10 PM
10. –needs to stop in and talk to (even if just for a minute) all her administrators one-to-one (every now and then) and ask them how they are doing—would be good if she would tell them job well done or comment on quality of work they did – should not have taken away administrators' raises	May 3, 2011 9:08 PM
11. Needs to acknowledge and take care of staff level. Smile! Customer Service training is not only for Staff. It is for all (Mgmt Administrators Faculty AND Staff). What is happening to employee MORAL. Relations too protected; work for their money like everyone else. Administrators to get their raise eff June? Not staff?	May 3, 2011 5:44 PM
12. President needs to be consistance with her decision and not favor people, because she oversees all employees and not just who likes.	May 3, 2011 5:23 PM

13. Understanding the day-to-day needs of faculty and students in the classroom in a post-secondary setting.	May 2, 2011 10:33 PM
14. Needs to be present at more student functions/events.	May 2, 2011 2:14 AM
15. Her rigid and impersonal personality; moody, unpredictable, and cold at times.	Apr 29, 2011 12:01 AM
16. Need to be more approachable and available for GCC employees to contact	Apr 29, 2011 5:19 AM
17. Being Fair with students, faculty and administration	Apr 27, 2011 8:03 PM
18. To occasionally investigate or evaluate the quality of the leadership that is supposed to manage the faculty	Apr 27, 2011 3:53 PM
19. Adhere the facility and grounds manager to a higher standard. Our grounds look run down at times (overgrown grass), and our restrooms at the MPA are in very poor condition.	Apr 26, 2011 11:11 PM
20. None. Focus on continued grow of the college.	Apr 26, 2011 6:58 PM
21. Permanatizing positions within the college.	Apr 26, 2011 4:40 PM
22. Can be more visible around the students and the campus Can be more approachable	Apr 26, 2011 4:07 PM
23. There is always room for improvement.	Apr 26, 2011 3:41 PM
24. (-) Social Interaction at GCC sponsored events for faculty, administration, student body, etc.	Apr 26, 2011 5:24 PM
25. One area of improvement would be in outreach. For example, if the President could develop a Standard Operating Procedure which creates a list of stakeholders such as clinics, insurance companies, hospitals (GMH), and other interested parties and then notify these groups of any upcoming Emergency Room, Trauma or other certification and training programs to ensure these programs are well attended. Subsequently if people sign up but do not attend, then their employer should be notified accordingly.	Apr 25, 2011 11:23 PM
26. She needs to be more personable.	Apr 25, 2011 10:15 PM
27. Communication with the lower level employees (Clerks, Aides, etc.) We are all human too and deserve to be treated as equals regardless of where we stand in our rank.	Apr 25, 2011 10:15 PM
28. The time it takes students to graduate is much too long. ESL students	Apr 25, 2011 10:12 PM

really struggle in their post-secondary English classes.	
29. Prioritizing accessibility that is clean and temparture controlled for the physically challenged to all buildings on campus.	Apr 25, 2011 9:25 PM
30. Interaction with others. Not very sociable.	Apr 25, 2011 9:21 PM
31. None.	Apr 25, 2011 8:27 PM
32. Visiting with the students on a more personal level	Apr 25, 2011 8:07 PM
33. None I can think of	Apr 25, 2011 7:33 PM
34. Be more visible to her GCC community.	Apr 25, 2011 7:24 PM
35. None	Apr 25, 2011 6:44 PM
36. Travels too frequently and doesn't visit departments individually.	Apr 25, 2011 6:23 PM
37. None.	Apr 25, 2011 4:31 PM
38. None	Apr 22, 2011 4:24 PM
39. The President's approach to dealing with people within the College must be tempered with understanding and thoughtfulness as to their personal challenges. Employees are the assets of the College and will make it work or fail.	Apr 21, 2011 4:59 PM
40. Building the college requires more than simply building buildings…We need stronger programs and a wider (not smaller) concerns for more areas of academic applications. The range of the educational mission has been only the traditional vision and "change" to serve more students has suffered. Said another way-the President has only dealt with the easy stuff… (physical construction) but the bigger picture (vision) has failed to reach her subordinates. They do not convey a need to change or a purpose of growth.	Apr 18, 2011 10:15 PM
41. More interaction with faculty and staff. Morale is low. Staff needs their payraises.	Apr 13, 2011 7:37 PM
42. Need regular meetings with faculty on current state of campus.	Apr 13, 2011 4:45 PM
43. She could spend some time in the classroom to have a better understanding of what it is to stand and deliver.	Apr 13, 2011 2:14 PM
44. I have not heard any negative comments about Dr. Okada. All comments are of respect for the job she is doing here.	Apr 12, 2011 11:39 PM

45. May seemed not approachable, perhaps due to her business-like manner of management.	Apr 12, 2011 11:32 PM
46. Understanding Academia. Needs to be less controlling. Needs to not micromanage.	Apr 12, 2011 10:30 PM
47. Need to be more visible on Campus.	Apr 12, 2011 9:28 PM
48. More interaction with faculty	Apr 12, 2011 4:21 PM
49. None	Apr 11, 2011 7:04 PM
50. Secondary students feed in to the Post-Secondary Institution-there is not enough collaboration between the two and the college does not provide enough support or activities for high school students- better transition. The high school students need to feel that they are part of a great institution. More activities are generated for post secondary rather than secondary students.	April 11, 2011 6:16 PM
51. Abolish the old buildings and construct a new one…	Apr 11, 2011 4:37 PM
52. I think she has an excellent relationship with the Board and faculty but not with the staff.	Apr 11, 2011 4:32 PM
53. 2 Minor improvement needed: 1. Greet others with a warm, "Good Morning, Good Afternoon, Good Day, or Hafa Adai." Afterall, we are now implementing the HAFA ADAI SPIRIT. Positive greetings makes a person feel good and important. 2. Smiling helps! Which allows the community college or island community know that she is friendly and approachable. Easy going and easy to talk too.	Apr 11, 2011 4:24 PM
54. None	Apr 11, 2011 4:06 PM
55. Slow down – get some time-off!!!!	Apr 11, 2011 3:58 PM
56. None that I can think of right now.	Apr 11, 2011 3:22 PM
57. Take more time for herself.	Apr 11, 2011 5:53 AM
58. Seeing that the employees are the core strength of the College, it is wise to keep working on motivation, stressing the campus is a family unit. This mindset works well during times of stress and tension. Keep the family unit together and the unit will help defend the cause. On another note, she is extremely busy and the College has benefited greatly – and continues to. I hope she is able to take time out for herself and her own family regularly, as they are at the core of her	Apr 10, 2011 11:56 PM

	character and strength.	
59.	We have a great President.	Apr 10, 2011 11:19 PM
60.	The ability to properly communicate with subordinates is an area needing improvement. She also needs to create an environment of tolerance that is conducive to the development of divergent, creative ideas. There is no current policy being practiced that fosters the professional growth of staff.	Apr 10, 2011 11:10 PM
61.	Not always understanding academic needs.	Apr 10, 2011 9:40 PM
62.	Needs great improvement in personnel interaction, she is usually cold and indifferent	Apr 10, 2011 8:34 PM
63.	None. She's doing a wonderful job. Keep up the Great Work Madam President	Apr 10, 2011 8:32 PM
64.	The Automotive program is constantly expanding so in turn, need a bigger building to expand and get NATEF certified.	Apr 10, 2011 8:30 PM
65.	Keep the distance between faculty and herself closer.	Apr 10, 2011 7:29 PM
66.	I think she needs to come down in jeans and have informal talks with the students, and with faculty members, just to chat or to talk story. Sometimes there is a disconnect between the "hill" and those below – and this will strengthen the connection.	Apr 10, 2011 7:21 PM
67.	None.	Apr 10, 2011 6:56 PM
68.	–address the working environment of the secondary faculty –address the problems with banner –work on full automation (online) with the procurement process –GCC should be lead agency for Title V money – GCC should work on renovation of the older buildings on the Mangilao campus. (Rooms 200 & 300) –GCC aggressively pursue a CTE secondary school.	Apr 10, 2011 6:48 PM
69.	Needs to be more accessible to lower management; administrators and staff, listening to their concerns.	Apr 10, 2011 6:35 PM
70.	None at this time	Apr 10, 2011 6:26 PM
71.	None	Apr 10, 2011 6:19 PM
72.	She is doing a fantastic job!!! I can't think of any.	Apr 10, 2011 6:16 PM
73.	Besides events that students come to meet the president, maybe have something different. President meet the students. Example,	Apr 10, 2011 6:12 PM

have a walk at lower campus, see & talk to students, ask questions & answer questions. Something like outreach. President is too much indoor, maybe a little outdoor too, that's why some students think our GCC president is a GUY, hehe!	
74. She might want to look at training for her upper level administrators so they are better able to effectively deal with employees. Refresher courses in human relations should help the administrators in their interactions with employees.	Apr 10, 2011 6:11 PM
75. No comments	Apr 10, 2011 6:09 PM
76. Seems that a system where everything is trying to fit into a single structure where everyone is rated with the same process. Everyone has strengths in some areas and weaknesses in others. Best to use this rather than have people try to be average in everything.	Apr 10, 2011 6:08 PM
77. Needs to be more accessible to faculty.	Apr 10, 2011 6:05 PM
78. Holding her managerial teams feet to the fire and accountable when the entire campus network goes down in the middle of the semester. That is totally unacceptable!	Apr 10, 2011 5:51 PM
79. She is doing exceptional work as a President of Guam Community College. I could not ask for a better President for Guam Community College and for the Micronesian region. She is a great role model to follow.	Apr 10, 2011 5:41 PM
80. To have a town hall meeting at annually with the ENTIRE college community (students, staff, administrators).	Apr 10, 2011 5:36 PM
81. None	Apr 10, 2011 5:35 PM
82. Given the recent "roll-backs" on salaries there has been a dip in morale. Maybe an increase in opportunities for employees to grow in their professional capacities, teamwork building, activities to increase GCC pride. Overall, nothing specific for President to improve on.	Apr 10, 2011 5:32 PM
83. No comments at this time.	Apr 10, 2011 5:27 PM

President's Performance Appraisal Survey (PPAS) – FOR STUDENTS

Page 4, Q13. Based on your impressions from the forums, what do you think are the STRENGTHS of our President?

1. She was willingly open to questions and provided on feedback as best as she can	May 12, 2011 9:49 PM
2. Doing the best for GCC	May 4, 2011 7:45 AM
3. Public Speaking, student interaction, and getting the job done!	May 2, 2011 7:46 PM
4. She is open to suggestion! Listens to what changes needed to be made	Apr 27, 2011 6:19 PM
5. Caring for the students and how each problem can be solved.	Apr 24, 2011 8:53 PM
6. Open-minded	Apr 22, 2011 6:38 AM
7. as far as the school is concern, improving the campus and making sure we are an accredited college.	Apr 18, 2011 3:33 AM
8. Find an area for people that smoke.	Apr 14, 2011 7:30 PM
9. Havent heard or noticed any particular strengths	Apr 14, 2011 4:52 PM
10. PRESIDENT OKADA HAS IMPROVED GUAM COMMUNITY COLLEGE IN SO MANY WAYS. SHE IS VERY PROACTIVE AND ATTENTIVE REGARDING OUR CAMPUS, LEARNING AND TAKES STUDENTS THOUGHTS, IDEAS AND SUGGESTIONS AND WORKS WITH THEM.	Apr 13, 2011 5:26 PM
11. I am not sure..	Apr 12, 2011 7:07 PM
12. Goal driven and determined to create a comfortable atmosphere for learning.	Apr 12, 2011 4:50 PM
13. Commitment, Organization, and Priorities stand out	Apr 10, 2011 9:08 PM
14. President Mary Okada has strengths in all areas! She is the best! She has done everything in all areas, improving our school, listening to the students needs, and being present in	Apr 10, 2011 6:34 pm

every event that I have been to. I am IMPRESSED!	

Page 4, Q14. Based on your impressions from the forums, what do you think are the AREAS NEEDING IMPROVEMENT for our President?

1. None	May 12 2011 9:49 PM
2. Maybe she could visit some classes personally sometime during the semester and just talk with the students and find out one-to-one what are some issues they have about the campus.	May 2, 2011 7:46 PM
3. None well done!	Apr 27, 2011 6:19 PM
4. Not sure	Apr 24, 2011 8:53 PM
5. To be able to walk around the campus and mingle with the students. To see her around and be involved in student life itself.	Apr 18, 2011 3:33 AM
6. Restrooms needs to attend constantly. Have an area for smokers, inside of having students or employees to stand outside the gate just to take a smoke break. Not a very nice site to see driving and having people puffing away.	Apr 14, 2011 7:30 PM
7. Accessibility for disabled	Apr 14, 2011 4:52 PM
8. NOTHING.	Apr 13, 2011 5:26 PM
9. None…	Apr 12, 2011 7:07 PM
10. Parking areas and designated smoking areas	Apr 12, 2011 4:50 PM
11. A few assessments of the little problems can make a difference	Apr 10, 2011 9:08 PM
12. She's awesome!	Apr 10, 2011 6:34 PM

Appendix E

Guam Community College's Strategic Initiatives
Moving Forward
Institutional Strategic Master Plan: 2009-2014

Informational sessions on the Institutional Strategic Master Plan (ISMP) were conducted on December 1, 2, and 3, 2008, at the GCC multi-purpose auditorium. We thank all the administrators, faculty, staff, and students who participated in these educational sessions.

The Board of Trustees approved the final ISMP document at its December 4, 2008 meeting.

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Hafa Adai!

It gives me great pleasure to provide you with the Guam Community College's Institutional Strategic Master Plan (ISMP) – where you will find information on the college's efforts to develop a vision for growth that looks to the 21st century, but also remains grounded to GCC's past.

The ISMP offers information on the college's strategic plan that proposes strong advances in serving three distinct audiences – our students, the community and employers. While recognizing the differences and similarities in serving these diverse segments, we continue to ensure that the students or individuals who seek our services are provided with practical job skills, academic training that integrates the most advanced technology, opportunities to pursue advanced education, and soft skills that include work ethics and cultural sensitivity.

Guam Community College is preparing for what may be the largest and most dynamic period of economic growth and social change in Guam's history. The United States military is planning to invest $15 billion to upgrade and expand its facilities on the island. The planned construction for defense installations, housing, and infrastructure, as well as the maintenance and operation of these facilities for the long term will create an unprecedented need for skilled and certified trade workers. The strategic plan is intended to prescribe defined programs and activities to accommodate the workforce training needs associated with the economic growth anticipated during the pending military expansion on Guam.

Looking at Guam's future and planning for the unprecedented growth of our island over the next few years, we would like to make certain that we have the resources and capacity available to train and educate an expanding workforce. The long-range campus plan contained in the ISMP will translate these strategic goals into the physical development of GCC's campus so that we can grow into the next decade.

While these are exciting times for Guam and the Guam Community College, I ask that we continue to work together to advance the mission and vision of the college. Thankfully, we now have a functional document that will help set the course for the next several years. Knowing the time and effort invested in the ISMP, I would like to thank everyone who has contributed to this process including our Board of Trustees, task groups and members of the Faculty Senate. Guam Community College looks forward to the continuing communication and dialogue with all stakeholders as we move toward refining and implementing our five-year Institutional Strategic Master Plan.

Senseramente,

MARY A.Y. OKADA
President

MISSION STATEMENT

Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and career-technical training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, career-technical, technological, academic, and continuing education reflective of our community and industry needs.

Board of Trustees Policy 100
Adopted February 9, 2005
Resolution 3-2005
Policy last reviewed: January 25, 2007
Currently under review: February 2009

VISION STATEMENT

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

Section I

Overview

I.   Introduction to the Institutional Strategic Master Plan

The Guam Community College (GCC) is preparing for what may be the largest and most dynamic period of economic growth and social change in Guam's recent history. The United States military is planning to invest $15 billion to upgrade and expand its facilities on the island. During the five-year period of planned investment, the gross receipts of the island's economy will double. The island's population is expected to permanently increase by at least 20% or some 30,000 people, not including expected immigrants from the Freely Associated States of Micronesia, the Commonwealth of the Northern Marianas and the estimated 15,000 temporary H-2 workers that will be brought to Guam during the build-up.

The planned construction for defense installations, housing, and infrastructure, as well as the maintenance and operations of these facilities for the long term, will create an unprecedented need for skilled and certified trade workers. The anticipated need for workers will be so large that the U.S. Congress has lifted restrictions on the number of H-2 visa laborers which can be brought to Guam and the region to meet the need for skilled labor during the period of the build-up. GCC is mandated by Public Law 14-77 to lead the Territory's initiative to train and prepare Guam's workforce to participate in the growth of Guam's economy. As GCC is Guam's most capable adult and technical education resource, the Institutional Strategic Master Plan (ISMP) has been prepared to guide GCC in fulfilling the community's need for technical and adult education training for the next five years.

A. Significance and Purpose

The primary purpose of the Institutional Strategic Master Plan (ISMP) is to serve as a guide to action. It is a strategic plan intended to illustrate long-term goals and initiatives enabling GCC to come closer to realizing its vision. As a public document, it also serves to communicate the College's long-term vision and plan, not only to its staff and student body, but also to the community at large.

B. Scope and Limitation

This strategic plan is intended to prescribe defined programs and activities expected to be relevant for the next five years, from academic year 2009 to 2014, to assist GCC in meeting local workforce training and basic educational needs. In preparing the plan, the Planning Team consisting of faculty, staff, and administrators, envisioned the future long-term needs and opportunities to which the College can and should respond. As a Strategic Plan, the ISMP describes major long-term initiatives. As in the previous master plan (1996-2006), an operational plan must be written each year detailing individual unit objectives in line with the major long-term initiatives described in the plan.

While long-term plans are essential to achieving progress and development, it must be understood that institutions must also change as the times do. Hence, the ISMP is intended to be flexible, supporting progress and change as may be required.

C. Methods

The ISMP was developed through a facilitated process of guided discussions with faculty, staff, and administrators at GCC. The Planning Team reviewed the institution's mission statement and crafted a new vision statement for the College. These statements were devised to embody the core values and provide direction to the mission of the institution. From there, the internal strengths and weaknesses of the organization were reviewed along with external opportunities and threats that existed. Information derived from the self-study process, various reports from the Office of Assessment and Institutional Effectiveness, as well as other secondary sources were used to provide a body of knowledge and data that framed the direction of the plan.

The facilitation process identified five key findings:

o There is no comprehensive needs assessment of actual workforce training requirements on Guam. Workforce training requirements have been determined using broad qualitative assessments proffered through informed estimates made by community representatives. However, a formally researched assessment of local workforce training requirements will be most beneficial to the College's effectiveness in meeting the community's needs.

o The career and technical training services offered by the community both in the private and the public sector are uncoordinated resulting with inconsistent quality and in many ways duplicate services that would be more effectively provided through a cooperative and coordinated approach.

o As with any other government agency, the College defends its annual budget before the Guam Legislature. Because of insufficient endowment funding, the College has been affected by the island's fragile and volatile economy further challenging the College in advancing its mission to increase programs and services. However, the resource challenge can be minimized through justifiable tuition increases, federal grant applications and diversified sources of funding.

o Recent accreditation consultations have revealed the Western Association of Schools and Colleges (WASC) requires a new approach for colleges to maintain their accreditation status. All courses, programs and initiatives must be driven by the pursuit of competent student learning outcomes. Although GCC has made significant progress in meeting these new requirements much remains to be done to clearly link student learning outcomes to institutional effectiveness.

o The GCC "brand" and the College's role in the community needs to reflect current endeavors and initiatives in order for employers and the community at large to be sufficiently informed of the College's vision and activities.

The strategic plan was developed to address these issues as quickly and effectively as possible. The resolution of these items and the implementation and continued refinement of initiatives and programs that are prescribed represent a multi-year endeavor.

II. Institutional Overview

Guam is the largest and most developed island in Micronesia, a region of remote small islands and atolls in the western Pacific Ocean spread out over an area that is larger than the contiguous 48 States. Politically, it is an unincorporated U.S. territory located approximately 1,500 miles south of Japan, 1,500 miles east of the Philippines, 1,500 miles north of Papua New Guinea, and 3,800 miles west of Hawaii. It is, therefore, geographically closer to the Asian Pacific Rim than to the United States. The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west. The Marianas Trench, the deepest water on Earth, lies just off Guam's east coast. Because Guam is west of the International Date Line, local time is 15 hours ahead of Eastern Standard Time and 20 hours ahead of Hawaii. Thus, the island motto is appropriately: "Where America's Day Begins."

Unique by its mandate, GCC was established in 1977 by Public Law 14-77 to serve both secondary and postsecondary student levels. Guam Community College (GCC) is located on a 22-acre site in the central part of the island in the village of Mangilao. GCC is the only community college on Guam and its primary service area is the island. The College enjoys an excellent reputation for quality career and technical education programs and serves a predominant number of Micronesian and Asian students.

The College is responsible for all career-technical education programs on Guam. It has a significant role in the five public high schools by offering programs in Tourism, Marketing, Visual Communications, Allied Health, Construction Trades, Electronics, AutoCad and Automotive Services with an average enrollment of over 2,000 students at any given time. Thirty-seven full-time GCC faculty members provide the instruction using GCC curriculum and four career counselors guide students through their programs. The relationship between the Guam Public School System (GPSS) and the College is managed through a Memorandum of Agreement and monthly joint meetings. GCC programs are often mentioned as highlights in the accrediting reports for each of the schools. On campus the College also offers Adult Education programs: Adult High School, ESL, GED, Basic Skills, and Family Literacy.

A. Mission & Vision

Mission Statement:
The College periodically revises its mission statement to reflect the changing needs of the College. The most recent version of the mission statement, developed in 2005 and reviewed annually, will be reviewed again in January 2009. The mission statement reads:

> *Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and career-technical training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, career-technical, technological, academic, and continuing education reflective of our community and industry needs.*

Vision Statement:
The proposed revision to the College's Vision Statement is as follows:

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

The vision statement was devised to help define the action plan for the College over the near, medium and longer term. It guided the development of the strategic goal initiatives identified in the plan and offers definition to the execution of the mission statement.

B. Commitment Towards its Stakeholders

The ISMP is designed to guide GCC in servicing three distinct audiences in the community. First and foremost will be the delivery of quality career and technical education services as well as basic educational services to its students. The institution will continue to be the premier basic and career and technical education training resource for adults and those students in the GPSS system.

In addition to offering services to students, GCC will be embarking upon the provision of tailored programs for businesses. The ISMP establishes a timeline for Continuing Education to develop a program to offer training services tailored to specific needs of employers. Additionally, partnerships with private training contractors will be established with the goal of facilitating the transfer of sustainable technologies to offer training to the community well after the coming build-up is completed and contractors leave the island.

The ISMP is also designed to fulfill a commitment to the community to offer leadership in the development of local workforce skills. This will be accomplished in three ways. First, the development of an island-wide career and technical training needs assessment has been identified as a component of the Plan. The ISMP identifies a timeline for GCC to facilitate the coordination of all of Guam's educational assets along with the Department of Labor to establish by the medium term, a regular empirical assessment of the community's career and technical training requirements. A comprehensive needs assessment that is regularly updated will provide the means of monitoring skill deficiencies within Guam's workforce and identify areas that require attention as the employment needs of the economy changes. This information will be used to not only assist with refining Student Learning Outcomes but also provide guidance for curriculum development.

Secondly, the ISMP calls for GCC's involvement in facilitating the creation of an island-wide workforce development plan based upon the findings of the needs assessment. The Workforce Development Plan is intended to be a living plan that will guide the coordination of all career and technical training programs currently funded by local and federal resources. It will be designed to guide all of the island's career and technical training resources towards

a single vision and establish consistent educational standards across all of the island's educational assets.

Finally, the ISMP provides guidance on how GCC will reach out to the community offering student enrichment services and better informing students and employers of the opportunities and services available at GCC.

Students

The College's priority is its students. It aims to provide its student body with:
- Job skills
- Academic training
- Civic engagement opportunities
- Opportunities to pursue advanced education
- Soft skills (e.g. Ethics, responsibility, accountability, etc.)

It also aims to answer the following questions:
a. Cognitive: What do students know?
b. Affective: What do students think and value?
c. Behavioral: What can students do?

GCC opens its doors to students regardless of age, gender, ethnicity, or educational background. For students who have dropped out of high school, GCC provides an alternative means to earning a high school diploma (thus improving job opportunities), either through optimal training to pass the GED, or through the adult high school program. For students enrolled in one of the five public high schools, GCC provides an opportunity for career and technical education otherwise not available to them.

Employers

GCC assists the local business community by providing a steady pool of skilled employees, as well as providing additional training services to employers. GCC will seek out training partnerships with companies attracted to Guam during the military build-up that will bring new technologies and training techniques that may be of sustainable use after the buildup is completed. Such partnerships will provide a means of generating revenue for GCC, provide access to technology and expertise not currently available, and assist with better integration of the career and technical training services offered by GCC with the needs of island businesses. This effort will work to keep GCC current with industrial requirements as well as establish and maintain contact with the employer community.

The Community

As the leader in workforce development, GCC aims to accommodate the workforce training needs associated with the economic growth that is anticipated during the pending military expansion on Guam. GCC needs to be able to respond immediately to changing community and economic needs. The leadership that GCC will display in facilitating both an island-wide

adult educational needs assessment, as well as the creation of an island-wide workforce development plan, is evidence of GCC's commitment to meeting the needs of the community's workforce. GCC will also play a key role in community wide projects to enhance and preserve the quality of life of all Guamanians. Through volunteerism and the provision of outreach assistance to organizations and causes which aid the workforce, GCC will remain a visible and important partner in community development.

C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

During the planning process, the GCC Planning Team conducted an analysis of the College's strengths, weaknesses, opportunities, and threats (SWOT). Among its strengths were fiscal responsibility and accountability, its responsiveness to student needs, and its resources in terms of staffing and facilities. Also, GCC has a clear vision, partial autonomy, and possesses strong leadership. However at times, its resources are not consistently abundant which creates a challenge to expand its programs and services and the ability to increase its staff. As with all publicly supported educational institutions, it is dependent on the state of the local economy – if the economy is weak, resources become scarce.

However, the institution is not without opportunities. GCC is currently working with public and private agencies to identify needs and demands common for areas of study and for new courses. Guam is expected to experience significant economic growth in the near future due to the military buildup, which should create an increased demand for jobs – and with it, enrollment.

Threats to GCC are average. Shrinking government revenues and increased competition from private sector providers currently challenge the ability of GCC to maintain its leadership role in the creation and implementation of workforce development programs. In addition, recent changes to WASC accreditation requirements require a systemic change in how the College evaluates and monitors its progress. The linking of student learning outcomes to program and institutional effectiveness is a critical accomplishment, which must be met in the near term.

D. Accreditation Standards

The primary goal of the College is to retain its accreditation status within the Accrediting Commission for Colleges and Junior Colleges (ACCJC.) As these standards are going to be referenced occasionally in the following plan, a summary follows. A full copy of the accreditation standards may be found in Appendix I.

Standard I: Institutional Mission & Effectiveness

A. Mission
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

B. Improving Institutional Effectiveness
    The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs
    The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

B. Student Support Services
    The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

C. Library and Learning Support Services
    Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

III. Situational Analysis

The Guam Community College is at a critical juncture in its history. The institution has been called upon by the Governor to provide leadership in assisting the local workforce to meet the skill and productivity requirements that projected growth of the economy will require over the next five years and beyond. The economy is just now emerging from the grips of a severe economic recession that lasted for nearly ten years. The economic decline was created by the events of September 11, 2001, repeated super-typhoons, and the Asian economic crisis. Gross receipts in the economy shrank by approximately one third, causing the highest bankruptcy and unemployment rates in the nation. Construction and new development activity dried up and the demand for skilled trade workers on Guam dropped to such a level that many were forced to leave Guam to find employment. In the meantime, the Government of Guam attempted to maintain essential public services with ever diminishing tax resources.

In the face of declining resources and difficulty maintaining training services for employment opportunities that were shrinking, GCC was forced to concentrate on maintaining accreditation. It expanded the College's academic curriculum, building its reputation as an academic institution. In doing so, its image began to change as did its relationship with employers and its students in ways the College did not completely understand. The faculty and the administration became increasingly concerned that GCC's affinity with the community and the private sector was drifting. It became apparent that GCC needed to improve its efforts to respond promptly to the needs of the economy.

In the midst of these challenges, significant changes in the accreditation requirements for GCC were dictated by theACCJC. GCC was now required to link student learning outcomes (SLOs) to program and institutional effectiveness. Measures of institutional effectiveness were required to be broader than simply meeting accreditation requirements.

It was at this time that leadership at the highest levels in the institution changed. Concurrently, the military build-up began in a public way through a planning and public relations process to convince employers and the local government that Guam was on the verge of a huge economic boom. The construction industry expressed frustration with the ability of GCC to provide training, even though competent programs existed. The Guam Contractors Association created its own "trades academy" to compete with services that had been provided by GCC in the past. The business community began discussing the need for alternative private sector training programs to augment the training provided by GCC. It was at this juncture that the current ISMP was embarked upon.

In its broadest sense, the ISMP was designed by the Planning Team to address three over riding issues:

1. The need to refocus GCC's efforts so that it clearly meets career and technical needs as well as the basic educational requirements of the local work force.
2. The need to meet the new and more rigorous accreditation requirements of WASC in such a fashion that the effectiveness of the institution as well as its resource allocations can be directly linked to student learning outcomes.

3. The need to improve its ongoing planning and evaluation processes so that GCC can better evaluate its progress in attaining its vision.

The vision for GCC prescribes four major on-going strategic goal initiatives the plan is designed to address:

1. To lead workforce development on Guam as an example to Micronesia. It is best suited to do so because as an institution, it is the most knowledgeable, has a proven performance record, and the greatest ability to acquire necessary resources. (The Pioneer)
2. To continue to improve upon its reputation and performance as the premier secondary, and postsecondary institution available to the community of Guam. (Educational Excellence)
3. To be judged successful because of the educational services it provides students, the service it provides employers, and the assistance it provides the community in improving the quality of Guam's workforce. (Community Interaction)
4. To maintain success by establishing an institutional planning discipline that is dynamic and responsive to community and the workforce development needs of Guam. (Dedicated Planning)

Section II

Strategic Goal Initiatives

I.   Pioneering

Over the past ten years, the economy and the characteristics of the island's workforce have changed dramatically. The loss of employment opportunities caused many skilled trade workers to leave Guam.   At the same time, the economy of the Federated States of Micronesia, particularly in Chuuk State began to experience a long and what appears to be interminable decline. The net result was an increase in immigration from Chuuk State to Guam. The increase of Micronesians in the workforce has been large enough that businesses, particularly in the hospitality industry now target Micronesians for entry-level positions as local residents have moved up the employment ladder as the local economy slowly recovers. No one really knows just how the skill levels of the workforce have changed nor has there ever been any systematic attempt to determine what the skill levels of local workers are.

Without a comprehensive needs assessment, policy makers have had limited means of determining what type of training is needed to better prepare Guam for the pending military buildup. The challenges this creates in determining appropriate curriculum or in identifying adult educational needs are obvious. The ISMP calls for GCC to facilitate the development of an annual or periodic employer's workforce needs assessment survey focused on training opportunities and challenges of various industry classifications. The purpose of the assessment is to establish an empirical understanding of the skill levels of local workers and a qualitative understanding of the skill level requirements of key and emerging industries on Guam.   Until primary data can be collected, secondary empirical sources along with qualitative data collected among businesses on Guam will be used in the interim. The needs assessment, along with the efforts of the CTE Advisory Council, will be used to refine student learning outcomes and will provide a means of linking the curriculum and programs at GCC to the broader economic requirements of the community.

Upon completion of the employer's needs assessment survey, GCC will use this Plan as a guide to establish training programs. The purpose of the Plan is to establish a coordinated approach to improving career and technical training services among all public and private training services. Additionally, the needs assessment survey results will act as the foundation for providing needed policy adjustments to standardize educational and career and technical education standards across both public and private career and technical training services.

The combination of identifying the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey is what constitutes the ISMP's strategic initiative to be a pioneer and offers an example to other islands in the Micronesia region as it attempts to improve the skill levels and productivity of its own workforce.

SPECIFIC TASKS

A. To coordinate the development of an employer needs assessment focused on training and educational services

GCC must work with the Career-Technical Education (CTE) Advisory Council[1] to conduct an employer's needs assessment on Guam through the organizations it represents. Members of the Advisory Council will be trained on how to establish basic educational and career-technical standards.

GCC will assist in establishing a platform from which to develop an employer's needs assessment survey. Once this plan is completed, GCC will also be able to successfully manage the development and communication of the plan's findings to guide the development of training programs and services.

Once the survey is completed, GCC must prepare a set of recommendations to the Board of Trustees based upon the plan to facilitate GCC's development of curriculum, student enrichment programs, and resource enhancements necessary to fulfill GCC's role in the implementation of the plan.

B. To develop a program to partner with private workforce training providers

Regardless of what may happen in the future, GCC will benefit from the existence of a cooperative solicitation program for existing training programs and those anticipated to be coming to Guam.

To begin with, GCC will develop a business plan for a training services program funded through fees charged to businesses that request training services and students who participate in the programs. The private services training initiative should be supported by the Joint Guam Program Office (JGPO), with the results presented to the Naval Facilities Engineering Command (NAVFAC) and selected prime contractors managing the build-up, and how such results can assist contractors. A statutory requirement for the coordination of private and public career and technical training assets should be developed as well.

To improve collaborative efforts between GCC and the private sector, the College will need to develop program identity and a business plan for the College's contract training function. The plan will provide definition to GCC's contract training services and will identify a marketing effort to increase local employer participation in such programs. As part of this plan, key representatives of GCC will join all of Guam's existing business service organizations such as the Chamber of Commerce, the Guam Contractor's Association, the Guam Hotel and Restaurant Association and the Society for Human Resources Management to network and sell contract training services. Training programs expected to come to Guam will be contracted and training partnerships will be explored. Specific sales targets will be established and regularly reviewed.

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[1] See Guam Community College CTE State Plan, 2008-2013. The document is available online at **http://guamcc.edu**, as well as the GCC Planning & Development Office.

II.   Educational Excellence

Based on the Accrediting Commission for Community and Junior Colleges (ACCJC), the primary purpose of an ACCJC-accredited institution is to foster learning of its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and continues to pursue institutional excellence and improvement. According to the standards, an effective institution continues to maintain an ongoing, self-reflective dialogue about its quality and improvement. The institution's mission must demonstrate a strong commitment to placing emphasis on the achievement of student learning. The institution must also demonstrate a conscious effort to produce and support student learning, develop a mechanism to measure learning, assesses how well learning is occurring and make the necessary changes to continuously improve student learning. Additionally, the institution must also assure the quality and improvement of all instructional courses and programs offered in the name of the institution to include collegiate, developmental, and pre-collegiate courses and programs, and continuing education programs. In light of these comprehensive educational standards, GCC is committed to pursuing the following educational excellence initiatives.

Specifically, the ISMP calls upon the faculty senate and the administration to establish student learning outcomes for all of GCC's course offerings. These student learning outcomes are to be evaluated and periodically revised to reflect the changes in economic requirements as identified in the workforce needs assessment. These student learning outcomes would then provide the foundation for evaluating changes in the various programs inclusive of the necessary resources required to assure the attainment of prescribed student learning outcomes.

In addition, the ISMP calls for the expansion of student enrichment programs and to expand the general education curriculum to include more options for students. The expansion and changes to educational services offered at GCC will be presented to students differently in order to breakdown the distinctions between career and technical training and educational skill level attainment. Students will be encouraged to pursue "career paths" which will combine both career and technical educational choices with general educational attainment. These career paths will allow students to take full advantage of GCC's offerings.

Finally, educational excellence at GCC will be defined by its ability to demonstrate that student learning outcomes are being attained. This will be gauged through the formalized process of systematic and rigorous assessments that allows the college to identify, analyze, and deliberate on the strengths and challenges of our programs and courses on a regular basis. Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in implementing the *Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees* (See Appendix A).

SPECIFIC TASKS

A. To maintain accreditation and enhance student enrichment programs

1. Expand the general education curriculum to include humanities and fine arts, as recommended by the 2006 ACCJC team report.
   a. Seek general input from faculty and Deans; initiate a dialogue with the General education committee regarding the expansion of the Gen Ed curriculum to include courses in the humanities.
   b. Task the Liberal Arts faculty in conjunction with the Deans to develop a proposal to add courses on Humanities and Fine arts to the course catalog.

2. Fully undertake the process of developing student learning outcomes for courses, programs and the institution.
   a. Work with various committees of the Faculty Senate (Curriculum Committee, CCA, and Gen Ed Committee) to establish protocols and processes for addressing needed SLO work in linking program SLOs to course syllabi, and eventual publication in student catalog.
      o Examine all existing TSS/TPS program guides to ensure that student learning outcomes become an integral part of the document and make the terminology consistent throughout the guides.
      o Examine every course in all the existing program guides to ensure that student learning outcomes (SLOs) become an integral part of the syllabus in each course offered at GCC.
      o Require that syllabi with SLOs in all courses are collected from all programs in a systematic and organized manner with a specific timeline attached to this process.

3. Expand the College's program level approach to assessment to gradually include course level assessments. Delineate variations between course and program level assessments so that the faculty is properly guided in the transition. Formulate a comprehensive training plan that would expand the faculty's level of comfort in using TracDat to cover course level assessment.
   a. Continue faculty training and staff training for TracDat version 4. Pilot course Level assessment with pre-selected courses.
   b. Identify course level changes at the end of each assessment cycle for each of the programs inputted in TracDat, as required by the 2007 ACCJC template. Develop a template to collect the course level changes necessary to comply with this requirement.
   c. Systematize the mapping of programmatic SLOs to all the courses in each certificate/AS/AA program, as required by the 2007 ACCJC new template.
   d. Systematize the documentation of programs using particular methodologies (by academic year) to comply with the requirements of the annual SLO reporting format at the end of each academic year.
   e. Explore the course assessment feature of TracDat to document assessment activities at the course level.
   f. Design and implement faculty training in TracDat especially in course-level assessment.
   g. Review the existing program guides and their respective student learning outcomes with the view that it will be published in the student catalog. Publish completed SLOs of all Associate and Certificate programs in the student catalog.

    h. Develop a systematic and integrated assessment and monitoring plan for Gen Ed at the College and oversee its implementation.

B. Link program effectiveness, institutional effectiveness and resource allocation to student learning outcomes.

1. Utilize the ACCJC assessment template to incorporate program effectiveness, institutional effectiveness, and resource allocation to show linkage of SLO in each category.
   a. Work with Curriculum Committee to organize and publish an institutional booklet that defines SLOs at both program and course levels.
   b. Provide training to faculty and staff on how to utilize the ACCJC template and continue training to faculty and staff on how to link program effectiveness, institutional effectiveness and resource allocation.

2. Require the linkage of SLOs to program effectiveness, institutional effectiveness, and resource allocation in TracDat, under the leadership of the Committee of College Assessment and the Office of Assessment and Institutional Effectiveness.

3. Devise and maintain the consistent and accurate application of a measurement rubric linking SLOs to program performance, to institutional effectiveness, to resource allocation and the attainment of GCC's vision.
   a. Utilize the ACCJC template as means of measuring SLOs to program performance, institutional effectiveness, and resource allocation.

III. Community Interaction

The planning team believed that awareness of and affinity for GCC had drifted over the past few years. Stagnant enrollment and increasing private sector competition was deemed in large part a result of not adequately communicating with the community about what GCC has to offer. Towards these ends, three specific initiatives are included in the ISMP.

1. <u>Develop the GCC brand</u>: As part of an overall marketing campaign GCC would launch a branding campaign designed to reacquaint the public with the services offered by the College. The campaign will be designed to coordinate all communication channels currently utilized by the College including the My GCC website, advertising and collateral materials to communicate a unified message reflecting GCC's brand attributes. In addition, the services and attributes of the brand would be communicated internally to make sure that all in the College understands and promotes the qualities that GCC offers.

2. <u>Create an employer outreach program</u>: In addition to communicating with the general public a specific program designed for employers on Guam will be created. The program will be designed to inform businesses of the services GCC offers, provide specialized training services for a fee, and establish partnerships with private training efforts who provide training services or technologies deemed to be sustainable beyond the current economic surge. These partnerships would be designed to develop fees for the College and at the same time facilitate technology transfer to improve GCC curriculum offerings.   These partnerships would help to take advantage of under capitalized training facilities at GCC that could be upgraded at a lower cost than building new ones, a distinct benefit to training companies with short term business plans for Guam. Such partnerships may be eligible for Federal funding through the Carl Perkins Act, which is administered by GCC. In addition these partnerships could increase the utilization of GCC faculty, and thus provide distinct cost savings for companies that might wish to train existing faculty instead of importing trainers from other locations. The program will provide tangible direct benefits to businesses to cooperate with GCC in improving the career and technical training services available either through the public or private sectors on Guam.

3. <u>Enrollment Campaign</u>: A formal recruitment campaign will be developed and launched to increase enrollment at GCC. Based upon the branding strategy an overall marketing campaign will be designed and launched specifically to increase enrollment. Currently the facilities at the College are capable of accommodating increased student enrollment and activities.

These efforts are intended to improve awareness of the College and increase public support for its vision. Such actions also are intended to reduce GCC's financial dependence on the Government of Guam. Along with increasing enrollment and increasing private partnerships the ISMP also prescribes establishing a more aggressive grant-writing capability to bring more federal and private funds to GCC. In a similar fashion, the plan calls for more vigorously pursuing the endowment program for the College. For all of these projects, specific performance metrics are to be established to measure success in improving public awareness for GCC,

increasing private employer involvement with the College, and increasing outside funding through offering specialized training services, grant-writing, increased enrollment and endowment fund raising.

SPECIFIC TASKS

A. To develop a marketing plan which helps to enhance GCC's brand identity
One of the main goals of GCC is to become a household name. However, while the GCC image is generally satisfactory, there is a misperception that it exists primarily as a trades institution and its role as an academic provider is not as well recognized. The marketing plan hopes to consolidate positive perceptions of the College, better conveying the College's actual activities and objectives to the public.

The brand identity GCC will develop must be targeted to the general public, the business community, and the College's stakeholders[2]. Further, it must have these other recognizable and measurable characteristics. It must be:

- Clear
- Meaningful
- Consistent
- Recognizable, and;
- Actionable.

To do this, it will be necessary to:

1. **Conduct baseline consumer and business research** – Targeted research of the College's primary audiences must be conducted to identify awareness of, and affinity for the services GCC offers. The study should provide both empirical and qualitative measures of the community's feelings towards GCC.

During the planning meetings, it was suggested that this study needs to be outsourced. As an alternative approach to conducting the research, this can be a prospective project of the College's post-secondary marketing students giving them the opportunity to learn from the experience. At any rate, whatever funding is required for the project should be supplied by the communication/promotion budget. However, to effectively implement any marketing plan, as well as retain effective internal communications, it will be necessary to increase the communications budget significantly based upon the average communication budget of similar institutions and factoring in the increased communications needs of the upcoming military buildup.

2. **Design a branding campaign–** A multi-channel branding campaign will be devised to refresh the existing brand and increase public awareness for the services at GCC.

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[2] The College plays a significant role in achieving the future goals of its stakeholders. In addition to improving the College's image, the marketing plan should also help its stakeholders identify and recognize these goals.

3. **Incorporate all existing communication devices into the new brand** – Changes to internal communications must be made to reflect the new marketing strategy. Particular attention should be given to the MyGCC web portal.

B. To increase enrollment and improve student retention at GCC

GCC needs to develop a targeted sales campaign among GPSS students and employees accessed through GCC's association with business service organizations. The campaign must be ready with television, print, radio and internet messaging.

It should also set enrollment targets based upon financial requirements of the institution and its service capabilities.

An enrollment plan must be geared primarily towards secondary students (including, but not limited to, students from the GPSS). In addition, adult education, postsecondary as well as continuing education students and special populations will be targeted in the campaign.

The enrollment plan must utilize above-the-line advertising activities, such as broadcast and print media. It should also make use of below-the-line direct sales techniques as well including promotions and public appearances. Outreach activities to the villages to inform the community-at-large about GCC's programs and services should also be planned. In similar manner, retention efforts will need to be strengthened.

The Communications and Promotions Office working in concert with the Admissions and Registration Office will be integral to this segment of the Institutional Master Plan. The College is currently in the process of creating a staff position, which will be under the Admissions and Registration Office to assist and coordinate recruitment and retention activities. In addition, the assistance of the Institutional Researcher, the Assessment Team, and the CTE Advisory Council will be required.

IV. Dedicated Planning

The ISMP will build upon GCC's current ongoing planning activities. The ISMP is intended to be a living plan, providing a means to measure progress towards attaining the vision for the College each year through a systematic review process that is integrated into to the regular administrative functions of the College. The planning team recognized that for this to happen, a number of enhancements to the current process must be adopted.

All of the various departments involved in the implementation of the ISMP will be evaluated regularly based upon the metrics that have been established to measure progress in completing their various projects and initiatives. The President will provide each of the self study groups that currently exist a listing of agreed upon benchmarks that will determine success for each department. Reviews of how well each of the prescribed benchmarks will result from reviews by each self study group. A schedule of those reviews are included as part of that plan. The planning team believes that three distinct initiatives would be required to meet the overall planning needs of the College.

1. <u>Improved Data Collection</u>: Dedicated planning is intended to convey a commitment to documented progress towards meeting GCC's vision. For this to occur it is essential that student learning outcomes be established for all curriculum and also specific metrics be established for the College's Pioneering, Educational Excellence, and Community Interaction strategic goal initiatives. These metrics will be a combination of qualitative and empirical measures that will be determined as part of the implementation process. A standardized system of measures will be utilized and added to the existing TracDat measurement system to encompass the activities currently not included. Of particular concern is information needed that must come from GPSS.

2. <u>Support from the Board of Trustees</u>: Progress made by the College in attaining its vision is a primary concern of the Board of Trustees. It is critical that the board be made fully aware of the ISMP and the possible changes it prescribes for the ongoing administration of the College and its role in the overall economic development of Guam. A new orientation and selection process for the Board has been developed and is a part of the ISMP. Additionally the Board will be provided orientations on the nature of the ACCJC, changes to the accreditation process and on the measures of the College's success in meeting not only accreditation standards, but also in implementing the ISMP.

3. <u>The Use of an Overall Measure of Institutional Effectiveness</u>: To be in compliance with expectations of the Western Association of Schools and Colleges (WASC), the Office of Assessment and Institutional Effectiveness (AIE) will utilize the ACCJC-developed Rubric for Evaluating Institutional Effectiveness which incorporates the levels of implementation and the characteristics of institutional effectiveness in program review, characteristics of institutional effectiveness in planning, and characteristics of institutional effectiveness in student learning outcomes, as identified by WASC. This template will be utilized to incorporate the activities and project objectives of the revised ISMP and also measure the progress in meeting both accreditation standards and in completing the strategic goal initiatives identified in the ISMP. This rubric may also

be used as model for developing a more suitable instrument (if necessary) to assess the ISMP's identified initiatives.

SPECIFIC TASKS

A. Create a Dedicated Planning Taskforce to Develop a Measurement Orientation Program

A joint taskforce of faculty and the administration will be convened to agree upon specific metrics of performance for each of the strategic goal initiatives. The key components of each initiative will be assigned a measure indicating progress towards completion and progress in meeting targeted achievements.

Administrators and faculty directly involved in the implementation of the ISMP will be provided an orientation by the planning taskforce as to how each metric was devised and will be applied to their projects and initiatives. The measures based upon qualitative assessments for each of the projects need to be standardized so that comparisons between departments and within departments can be provided for. The Dedicated Planning Taskforce in addition to assigning metrics for success for each of the strategic goal initiatives, will establish a standardized measurement technique so that departments can be assessed individually and with other departments based upon a consistent set of metrics. This will also impact how the information that will constitute the metric should be collected. As the measures are standardized so will the data collection techniques required to create those measures.

B. Utilize the existing Two-year Assessment Planning Cycle

The Planning Team will publish a scheduled timetable for the collection of evaluation data and the submission of metrics for evaluation. The planning cycle will span two years and will culminate with a two-year measure of institutional effectiveness that will be presented to the Board of Trustees.

The overall measure of institutional effectiveness will be an algorithm of the scores obtained in meeting student learning objectives as well as in the College's progress towards attaining its vision. In addition, the matrix of scores that will be combined will provide a means of determining how resource allocation within the College will be made going forward.

Appendix A

Guam Community College Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees

Guam Community College

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

*(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 and Institutional Effectiveness (AIE). The AIE office reports its findings in the *Guam Community College Annual Institutional Assessment Report.* In this regard, assistance to AIE 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 faculty union contract in September 2000, and further strengthened in the 2005-2010 BOT-GFT Agreement. 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 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

The College has "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, Summary of Results (Column 4) and Use of Assessment Results (Column 5), primarily complete the assessment report.

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 campus wide implementation through sustained training of users in that same year. With its full 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, 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 new WASC 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 these 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. 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,* 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.

I. 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.

In December 2003, a Gen Ed Committee was convened by the Vice President of Academic Affairs to revisit the published General Education Policy in the college catalog. This committee was specifically tasked to formulate an assessment plan for the Gen Ed program in light of the new GE core requirements for all associate degree and certificate programs at the college initially implemented in fall 2003. Consequently, the committee identified student learning outcomes that best represent the general education philosophy of the College. As a result of their completion of GCC's General Education Curriculum, students are expected to demonstrate competence in several student learning outcome areas, as presented below by category[1]:

WRITTEN COMMUNICATION
- Use writing to discover, organize and communicate ideas.
- Identify and analyze the audience and purpose for any intended communication.
- Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.

QAUANTITATIVE REASONING
- Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.
- Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.

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[1] TracDat AY2004-2005 Assessment Plan

- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.

INFORMATION LITERACY
- Locate, evaluate and use information effectively.
- Properly use and cite a variety of sources.
- Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.
- Use and assess information ethically and legally, with an understanding of what constitutes plagiarism.

CRITICAL THINKING SKILLS
- Properly identify and state issues, problems, or questions contained in a body of information.
- Identify and analyze assumptions and underlying points of view relating to an issue or problem.
- Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.
- Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
- Synthesize information from various sources, drawing appropriate conclusions.
- Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.

CIVIC ENGAGEMENT
- Complete a civic engagement experience where a service is provided to the community that relates to the academic curriculum.
- Demonstrate an understanding of the need for and value of lifelong civic engagement with their local communities.
- Provide a needed service to their local communities that relates to the academic curriculum.

THE INDIVIDUAL AND SOCIETY
- Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.
- Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.
- Acknowledge opposing viewpoints.
- Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.

ORAL COMMUNICATION
- Properly identify and analyze the audience and purpose of any intended communication.
- Use language, techniques, and strategies appropriate to the audience and occasion.

- Speak clearly and confidently, using the voice, volume, tone and articulation appropriate to the audience and occasion.
- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
- Use competent oral expression to initiate and sustain discussion.

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[2]. 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.

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 programs, 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. 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

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[2] 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.

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 inputting information into the Summary of Results tab, and the Use of Assessment Results & Follow Up tab. Documents, like student artifacts and other relevant materials, can also be uploaded in 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 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 and Institutional Effectiveness (AIE) 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 Guam Community College Annual Institutional Assessment Report, a separate report is written by AIE which is largely focused on Board concerns and other issues. Its subgroup, the Foundation Board, is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness.

II.   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 and Institutional Effectiveness will report findings to the Vice President for Academic Affairs, which is responsible for institutional assessment as a whole. Each academic program will report using a uniform set of "health indicators" made up of fundamental factors governing the measurement of programmatic success and benchmarks of satisfactory performance. Departments may justify and include up to five of their own "health indicators." Service areas will respond to a similar set of "health indicators" focused on measuring effective services. If key health indicators show constancy or improvement each year the program or service will need no further review. If however, key health indicators record a decline or abnormality, then a more comprehensive review will be instituted. Administrative units will implement a client satisfaction survey, as will as other relevant measures, on various categories identified in the assessment plan template. A program review will be a necessary complement of the other identified assessment measures.

These components are similar for instructional programs, student services and administrative units. The only difference is that student services and administrative units are "administrative outcomes (AUOs)" and "student services 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 leaning, 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 aie@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 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 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.

III.   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 AIE website for historical purposes. The website dedicated to GCC assessment (http://www.guamcc.edu/index.php?option=com_content&task=view&id=128&Itemid=273) 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 at the beginning of each academic year. This report is then utilized to

guide and inform relevant divisions, departments, or units so they can be guided in their annual planning activities.

The **Office of Assessment and Institutional Effectiveness** will serve as the central repository office that will systematize 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 will be primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services and administrative units.

CRITIQUING PLANS/REPORTS by the CCA[3]:
ASSESSMENT REVIEW FLOW PROCESS
Revised August 2008

Submit TracDat Data Input Memo to Assessment & Institutional Effectiveness (AIE)
aie@guamcc.edu

↓

AIE prints the plan/report from TracDat and files in program/unit's folder.

↓

Pre-screening

↓

Proper format? Data entered in appropriate fields? Prior documents?

NO →

Go back to author with pre-screening results.

YES →

AIE staff advises CCA review teams via email to review plans/reports & then files plan/report in program/unit's folder.
Add to CCA agenda for

↓

CCA deliberates on plans first then reports & rates Approve (**A**) sometimes with revisions or Re-submit (**RS**) both with deadlines.

⇒ TracDat plan/report projected on screen for critique and discussion.

⇕

CCA Review Teams prepares the CFS prior to rating and report to the committee as a whole; rating given.

(A)

or

(RS)

↓

CCA Review Team prepare CFS[4], submit a copy to AIE and meets with authors to convey (electronic or face-to-face) CCA feedback NO LATER than 5 days after CCA rating. Author makes changes in TracDat based on CFS and personal/electronic feedback. Re-submits TracDat Data Input Memo no later than the deadline indicated on the CFS to CCA for another deliberation.

(A) →

Author updates TracDat based on CFS & re-submits TracDat Data Input Memo to AIE staff.

↓

AIE staff receive, note down and files memo document. Notify CCA Review Teams of receipt date. Revised TracDat plan/report will be the basis of next review.

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[3] Committee on College Assessment
[4] Consolidated Feedback Sheet

Appendix B

Physical Master Plan

CORTEN TORRES STREET

SESAME STREET
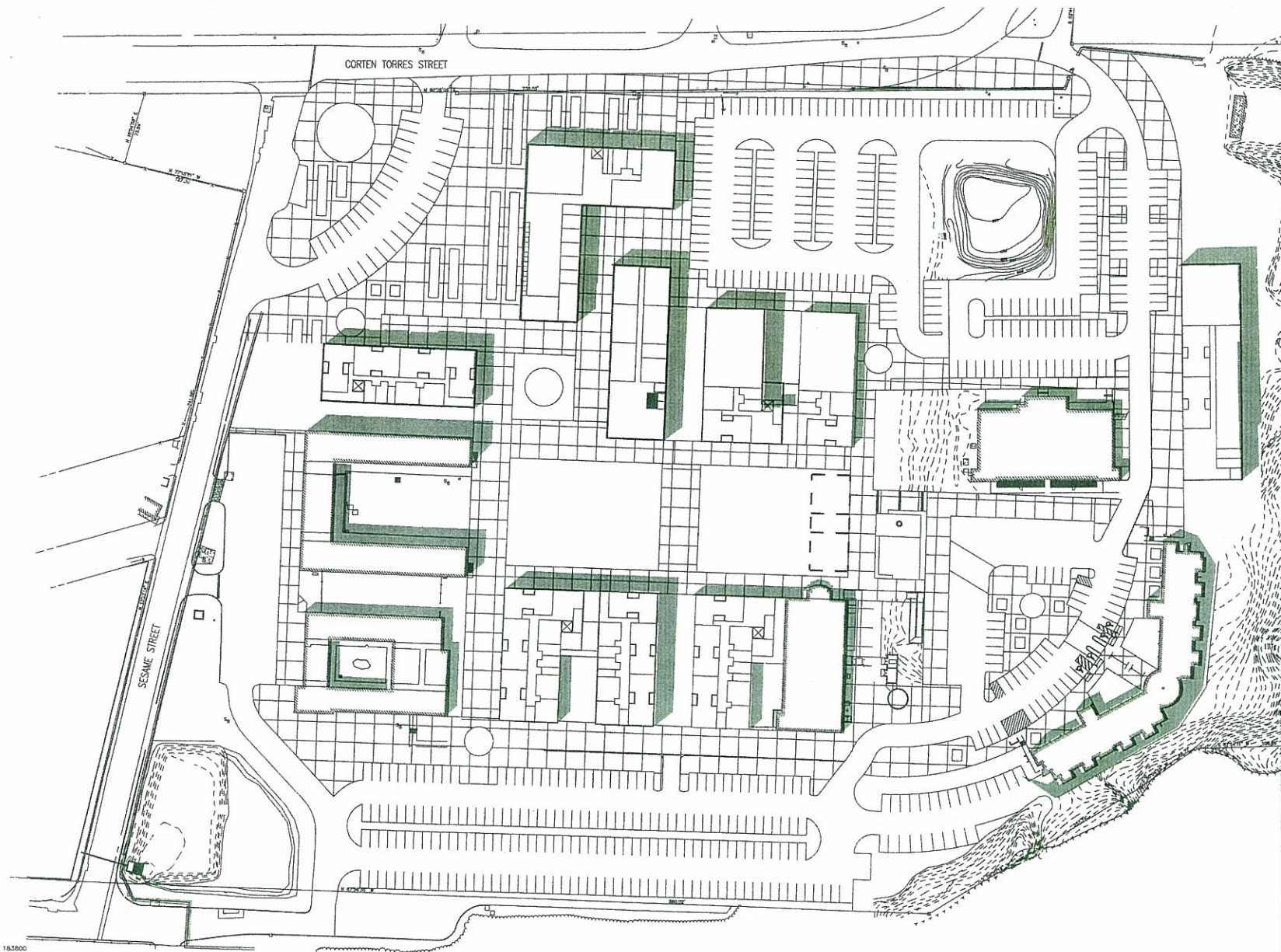
Guam Community College

Campus Master Plan

TRA

Taniguchi Ruth Architects

Guam Community College
2005 PHYSICAL MASTER PLAN REPORT

In March of 2005, TRMA was contracted to provide architectural planning services for GCC. The purpose of this 2005 Physical Master Plan is to map out the general growth of the campus facilities that are necessary to accommodate the College's anticipated needs over the next 15 years.

This Report consists of four sections.

Section 1: This section outlines some of the general background information about the campus location and buildings.

Section 2: This section describes the programmatic requirements for the existing campus programs and new programs, and also itemizes the existing spaces of the campus.

Section 3: This section describes the synthesis of the information from the previous sections into the Master Plan provides the description of each of the phases of the Plan.

Section 4: This section discusses the considerations of the Master Plan with regard to Leadership in Energy and Environmental Design (LEED).

Section 1

Introduction

Like any major institution, the Guam Community College requires a physical master plan to map out the growth of its campus. As the primary vocational institution on Guam and a secondary school, its needs have increased over the years to the point where the existing campus facilities have become insufficient. Growth in student population and the addition of new programs are changes that will continue as GCC responds to the demands of Guam's work force. As the schools curriculum and population grow, so too must the physical campus. Therefore, a strategy, a physical Master Plan, is needed for the growth and change of the campus facilities to ensure that they meet the schools needs and are representative of the character and identity of GCC.

The Master Plan's main objective is to build from the existing campus. Developing the campus is necessary, however it's an undertaking that can be costly if the development is entirely new construction with new infrastructure. In addition to cost, entirely new construction may also interrupt the school's operations. In effect, the optimal strategy is to develop the Master Plan to maximize the potential of the campus's existing facilities and current layout.

Site
The GCC campus site displays many physical characteristics. The campus is located on a 24-acre site. GCC is connected to Vietnam Veterans Highway (Route 10) by Corten Torres Street, which is the northern boundary of the campus. To the north and west of the campus is residential development with some small commercial uses along both Corten Torres Street and Sesame Street. To the east are outcroppings of limestone forest and beyond that is an ocean-side cliff. The south is bounded by limestone forest as well. The site elevation rises from west to east at a 5 percent slope approximately. One ponding basin is located at the northeast corner of the site and another is located at the southwest corner. Much of the site is undeveloped green open space with most of the buildings occupying the western portion of the site

There are fifteen permanent buildings on the site along with several temporary buildings. Of the fifteen buildings, three are generally new

construction. The current administration building, which was originally intended to be housing, was constructed in the 1990's. The new Technology Center and the new Mult-use buildings are refurbishments completed within the last year. The other twelve primary buildings were constructed through the 60', 70's, and 80's. All of the temporary buildings were constructed in the 60's. A building of note is the existing LRC building, which is also known as the Foundation Building and is the only building that was constructed in the 80's. Additionally, Bldg. 900 is currently under renovation.

The GCC campus is comprised of buildings of different construction. Almost half of the existing permanent buildings on the GCC campus are metal buildings. Buildings 100, 200, 300, 500, 600, 900, and the LRC are all pre-engineered metal buildings. Buildings A, B, C, and D, the Multi-use Bldg., the Technology Center, and the Administration Buildings are all concrete structures.

An analysis of the existing campus buildings and their layout reveals a strong organizing concept that the Master Plan should build upon. Based on the research of MCL, the oldest buildings on the campus are Buildings 100, 200, 300, 500, and 600. Shortly after these buildings were built, Building 800 (now demolished) was constructed. These early permanent buildings were organized around a central open space, the center of the campus. Subsequent Buildings A, B, C, and D were built and continued to define this central open space. When the old Administration Building (now the Technology Center), building 900, and the existing LRC were later constructed, available land and site topography were probably the controlling factors in their locations, because these buildings do not relate to the campus center created by the earlier campus buildings. The disconnection is reinforced by the vehicular access roads that run through the campus.

Section 2

Existing Space Analysis

GCC's enrollment information is another basis necessary for the Master Plan. The Guam Community College Programs are primarily the following:

- Apprenticeship
- Industry Certification and Diploma
- Degree Programs
- Secondary School

Table A shows the number of students enrolled in the various programs for the year 2004-2005. The number of enrollees shown per program indicates the number of students enrolled for either the fall or spring semester, whichever was higher. The total number of students for that year is 1959. Most of the College's students are involved in the Industry Certification and Degree Programs. According to the school's enrollment information, the three highest enrollments were for Adult High School, Medical Assisting and Computer Science, and the largest percentage of the enrollees was the undeclared students.

In view of the GCC curriculum and the school's enrollment information, TRMA determined the following:

- The general education courses (English, Science, Math) have the most classes.
- The five programs with the highest enrollments are:
    1. Adult High School (GED)
    2. Medical Assisting
    3. Computer Science
    4. Early Childhood Education
    5. Accounting

As GCC grows, these five programs and the General Education program should be identified as the curriculum that are in most demand.

Initial steps to address the increasing needs of the College have occurred with the recent completion of the Technology Center and the Multi-use Building, and the renovation of Building 900. Recent needs have been identified by GCC which include:

- A Student Center
- Increasing the capacity of the LRC
- A Criminal Justice Building
- An Allied Health Building
- A Crime Lab

As part of the preliminary work of the GCC Master Plan, TRMA conducted working sessions to determine building program needs for the proposed buildings. Table B itemizes the approximate areas of the existing GCC facilities. The proposed buildings and anticipation of 15% growth within the next 15 years will increase the building area of the campus by approximately 75%.

Section 3

Master Plan Concept

The concept of the Master Plan is to reemphasize the original layout of the campus and to connect it to the site given the existing site conditions. There are several issues taken into account for the Plan:

- Creating a "Main Entrance" to the campus to connect the campus to its surroundings.
- Connecting all parts of the campus.

On a larger scale, the School needs a strong connection to the site. This can be done in terms of relation to Corten Torres Street, which is the main thoroughfare that connects GCC to Vietnam Veterans Highway. Where Corten Torres Street meets GCC is where that entrance should be. Within the campus, a series of open spaces with covered walkways and landscaping will be created to unify the campus, with the emphasis on creating a pedestrian promenade from the main entrance through the center of the campus to the Administration Building.

Phasing

A piece-meal approach is taken in terms of the phasing of the Master Plan. The Master Plan will be comprised of phases that are not in completely sequential order and of generally small scale. The Plan's intent is for each phase to be completed without the completion of a previous phase. The order in which the phases our presented is considered the "ideal" scenario. For each phase where a second floor is added, an elevator and the required fire exits will be included in the building.

Phase 1A:
- Reconfigure the access road from Corten Toress Street to the Administration Building.
- Reconfigure the parking adjacent to the Technology Center to accommodate approximately 100 cars.
- Reconfigure the parking lot south of the Multi-use Building to accommodate approximately 225 cars.
- Add covering over open space between buildings 500 and 600: approximately 3500 s.f.

Phase 1B:
- Construction of the New Student Center Building; 2-story building, 11,000 s.f. per floor; pre-cast concrete walls and metal roof.
- Construct Plaza and Student Square, approximately 36,000 s.f.
- Student Center Program:
    1. Lounge/ Lobby—3400 s.f.
    2. Bookstore—1000 s.f.
    3. Rooms—1000 s.f., 9 ea.

4. Storage—800 s.f.
5. Restrooms—600 s.f.

Phase 2A:
- Construct Addition to LRC Building; 2-story, 11,000 s.f. per floor.
- Construct Entrance Plaza.
- LRC Program:
  1. Reading Area/ Collection—14,500 s.f.
  2. Computer Work Areas—1200 s.f.
  3. Computer Lab—2000 s.f.
  4. Group Meeting Rooms—200 s.f., 4 ea.
  5. Large Group Meeting Room
  6. Audio Visual Rooms—225 s.f., 2 ea.
  7. Staff Areas—2000 s.f.
  8. Coffee Bar—800 s.f.

Phase 2B:
- Construct Allied Health Building; 2-story, 11,000 s.f. per floor
- Complete Entrance Plaza.
- Allied Health Building Program:
  1. Classroom Module—2,400 s.f., 4 ea.
  2. Lecture Room—1200 s.f., 2 ea.
  3. Storage—1000 s.f.
  4. Restrooms—600 s.f.

Phase 3A:
- Refurbish Building 100: add second floor; pre-cast concrete wall panels; metal roof.
- Building 100 Program:
  1. Classrooms—1400 s.f., 6 ea.
  2. Offices—550 s.f., 4 ea.
  3. Restrooms—1000 s.f.
  4. Storage—1600 s.f.

Phase 3B:
- Refurbish Building 200; add second floor; pre-cast concrete wall panels; metal roof.
- Building 200 program:
  1. Classrooms—1400 s.f., 6 ea.
  2. Offices—550 s.f., 4 ea.
  3. Restrooms—1000 s.f.
  4. Storage—1600 s.f.

Phase 4A:

- Construct new Criminal Justice Building; 2-story building; 15,000 s.f. per floor.
- Criminal Justice Building program:
    1. Office area—2000 s.f.
    2. Classrooms—1200 s.f., 5 ea.
    3. Assembly area—2000 s.f.
    4. Computer labs—2000 s.f., 2 ea.
    5. Restrooms / Locker rooms—2400 s.f. total
    6. Crime lab—5000 s.f.

Phase 4B:

- Construct Addition to Building 600: 2,200 s.f. total

Phase 5A:

- Construct Maintenance Building, 10,000 s.f. total
- Construct Addition to Building 500: Approx. 2200 s.f.

Phase 5B:

- Refurbish Building 300: Add second floor; pre-cast concrete wall panels; metal roof, 11,800 s.f. total

Phase 6A:

- Construct Maintenance Building, 10,000 s.f. total
- Complete final landscaping, exterior covered walkways, and benches.

Section 4

Introduction

The GCC Masterplan project has incorporated LEED Principals in the design of its existing campus masterplan including site improvements, utility connections, roadways, walkways and related civil, structural, electrical, mechanical, plumbing and architectural systems to be located at the current Mangilao campus on Guam.

One of the primary LEED principals integrated is to reuse the footprints of several of the existing buildings and portions of the buildings themselves where feasible as we increase the campus spaces to meet the growing needs of the College.

❑ By re-using the footprints of the buildings the masterplan minimizes the disturbance of Greenfields (or virgin land).

❑ By programming to reuse portions of the existing building structure and shell the masterplan reduces the creation of debris which might otherwise clog the already overburdened landfills.

❑ Reusing footprints also integrates the use of existing utility and civil infrastructure.

❑ The masterplan as programmed reduces the amount of site disturbance, digging and trenching which reduces erosion and siltation of nearby waterways and storm drainage systems.

❑ The landscape program for the campus includes the use of landscape products that are indigenous to Guam or which have proven sustainability on Guam. The plant products recommended will not require any significant irrigation system which preserves water capacities.

❑ Landscaping is also being programmed for gathering areas and parking and driveway surfaces to help reduce Heat Islands at these locations.

❑ Building Forms were oriented and configured to reduce solar heat gain, where possible.

❑ The primary building material envisioned is concrete, the components of which are available within this region reducing the overland and overseas transport fuel/energy burden.

- Use of Concrete can also reduce post storm debris generated from
  typhoons which dismantle much non-concrete construction.

  - The programmed reuse of several structures can also produce Brownfield advantages. Brownfield advantages occur when a reused site mitigates a known hazardous material. Materials that have been discovered onsite include Lead Paint, asbestos containing products and older non-compliant preservatives, paints, sealants and higher VOC compounds.

  - The programs for the actual buildings are anticipated to maximize use of natural daylighting.

  - Mechanical controls for personal environments will be strategically placed to reduce overall cooling loads. Additionally smaller (and more numerous) cooling zones will be designed into the buildings to allow for more efficient cooling of inhabited spaces.

Additional LEEDS strategies can be implemented that may affect first time costs but will reduce the lifecycle costs. Such strategies include:

- Carbon Monoxide monitoring
- Solar energy augmentation for campus power supply

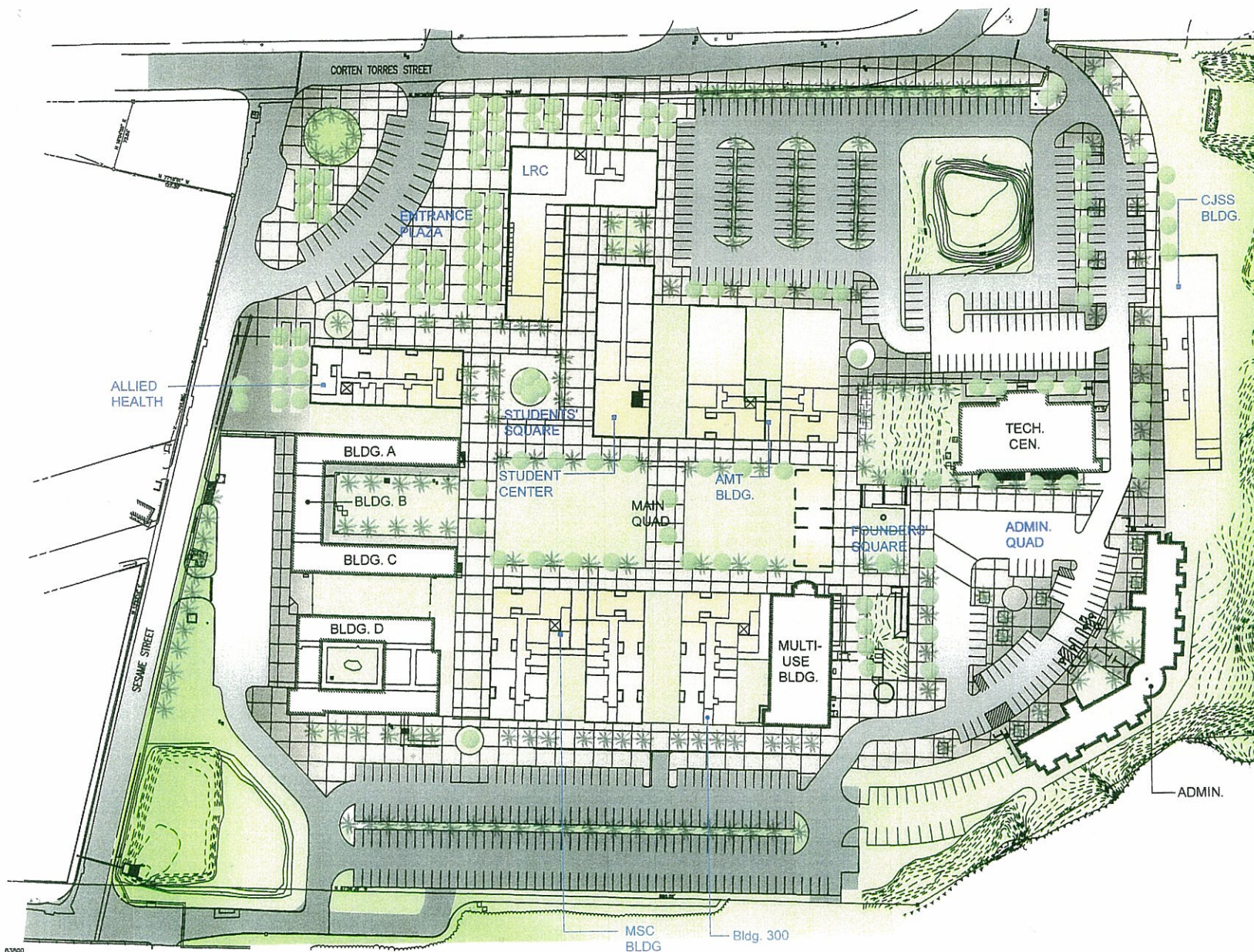Additional strategies that are being recommended to GCC which may are programs that the school could undertake to improve the campus sustainability.

- Recycling programs.
- Introduce a perks or awards program for carpooling, cycling or
  walking to school. Incentives to reduce the amount of single person vehicle use.
- Teaching a course or providing tours/showcasing sustainable design features.

Table A
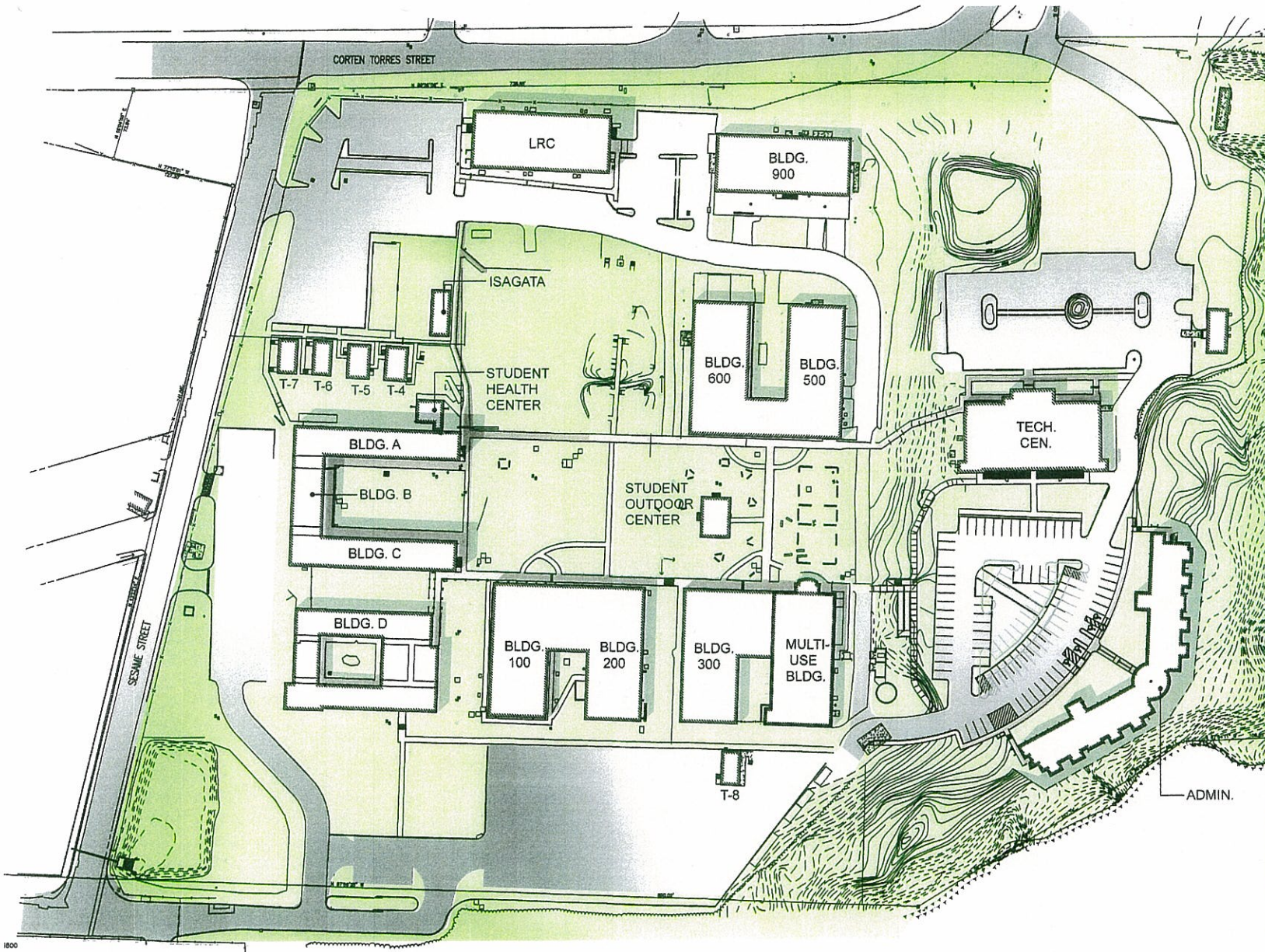**Student Enrollment Fall 2008-Spring 2009**

AA in Culinary Arts	53
AA in Education	81
AA in Liberal Arts	101
Adult High School Diploma Pgm	89
AS Admin of Criminal Justice	41
AS in Accounting	75
AS in AST-General Svc Tech	24
AS in AST-Master Svc Tech	4
AS in Automotive Technology	9
AS in Computer Networking	18
AS in Computer Science	76
AS in Early Childhood Ed	89
AS in Emergency Management	1
AS in Executive Secretary	8
AS in Food & Beverage Mgt	5
AS in General Hospitality	3
AS in Hotel Management	11
AS in Marketing	20
AS in Medical Assisting	93
AS In Medical Secretary	6
AS in Office Technology	6
AS in Supervision & Mgt	42
AS in Travel & Tour Mgt	30
AS in Visual Communications	40
AS Law Enforcement Admin	47
CERT in Accounting	3
CERT in AST-General Svc Tech	9
CERT in AST-Master Svc Tech	1
CERT in Automotive Technology	3
CERT in Computer Networking	1
CERT in Computer Science	4
CERT in Cosmetology	13
CERT in Criminal Justice	28
CERT in Early Childhood Ed	4
CERT in Education	4
CERT in Law Enforcement Admin	2
CERT in Marketing	1
CERT in Medical Assisting	30
CERT in Office Technology	3
CERT in Practical Nursing	24
CERT in Pre-Nursing	3

CERT in Sign Lang Interpreting	3
CERT in Supervision & Mgt	6
CERT in Sys Tech - A+ Cert	2
Criminal Justice Certificate	2
Enrichment	4
Journeyworker Certificate	130
Nursing Assistant Certificate	1
Undeclared	578
Grand Total	**1831**

CORTEN TORRES STREET

LRC

ENTRANCE PLAZA

CJSS BLDG.

ALLIED HEALTH

STUDENTS' SQUARE

STUDENT CENTER

AMT BLDG.

MAIN QUAD

TECH. CEN.

BLDG. A

BLDG. B

BLDG. C

BLDG. D

FOUNDERS' SQUARE

ADMIN. QUAD

MULTI-USE BLDG.

SESAME STREET

ADMIN.

MSC BLDG

Bldg. 300

GCC Campus Master Plan

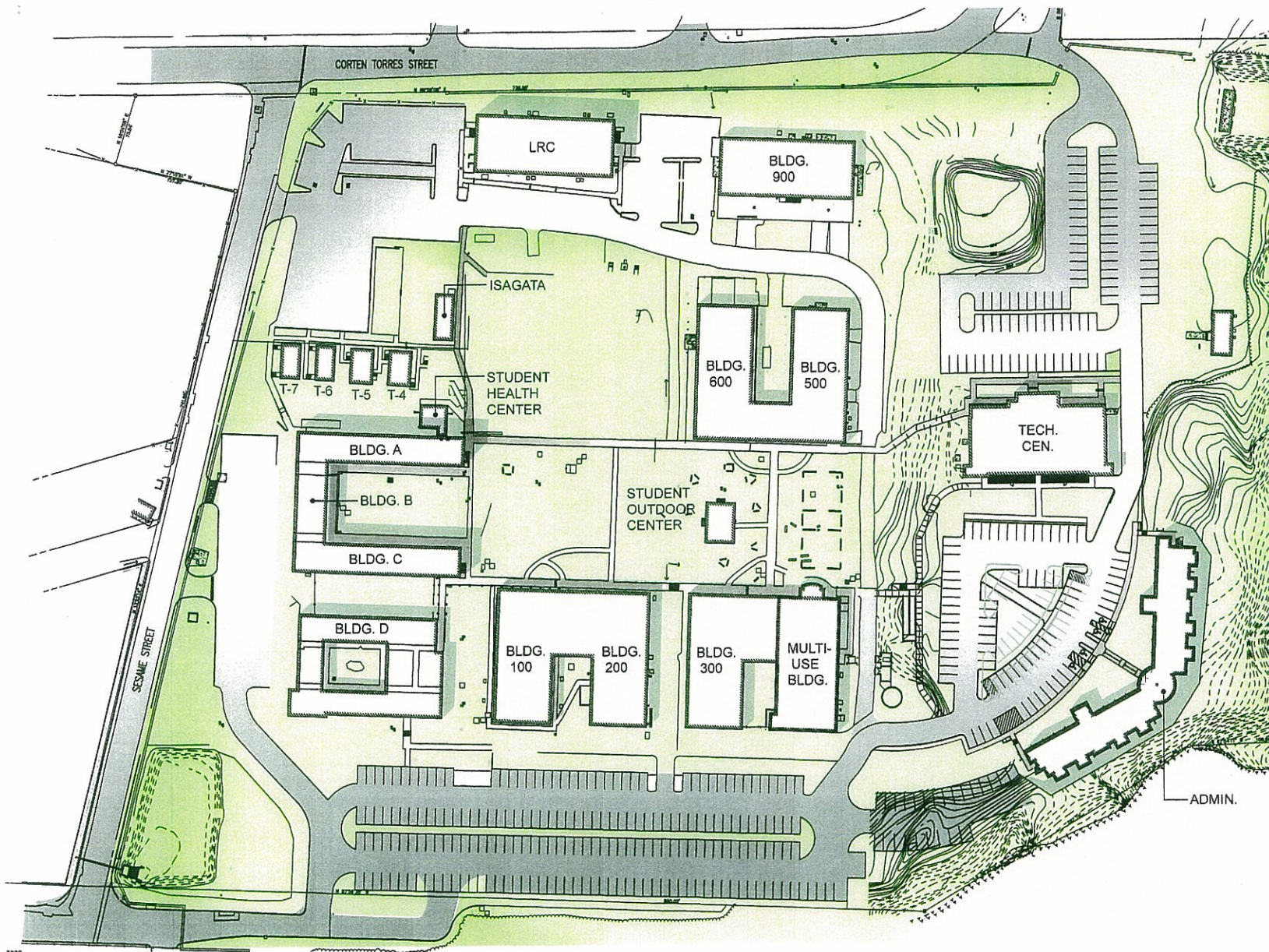- Master Plan Concept:
  a.) Enhance open spaces inherent
      in existing campus layout:
      1.) Main Quad
      2.) Admin Quad
  b.) Define a Main Entrance to
      the campus along Corten
      Torres Street.
  c.) Unify the campus with
      walkways landscaping,
      and building character-
      istics.

- New Buildings:
  a.) Student Center
  b.) Learning Resource Center (LRC)
  c.) Allied Health Bldg.
  d.) Math, Science and Cosmetology
      Bldg. (MSC Bldg.)
  e.) Automotive and Mechanical
      Technology Building
  f.) Criminal Justice and Social
      Sciences Bldg. (CJSS Bldg.)
  g.) Bldg. 300

- Main Open spaces:
  a.) Entrance Plaza
  b.) Students' Square
  c.) Main Quad
  d.) Founder's Square
  e.) Admin. Quad

CORTEN TORRES STREET

LRC

BLDG. 900

ISAGATA

T-7 T-6 T-5 T-4

STUDENT HEALTH CENTER

BLDG. 600   BLDG. 500

BLDG. A

BLDG. B

STUDENT OUTDOOR CENTER

TECH. CEN.

BLDG. C

BLDG. D

BLDG. 100   BLDG. 200   BLDG. 300   MULTI-USE BLDG.

SESAME STREET

T-8

ADMIN.

GCC Existing Campus
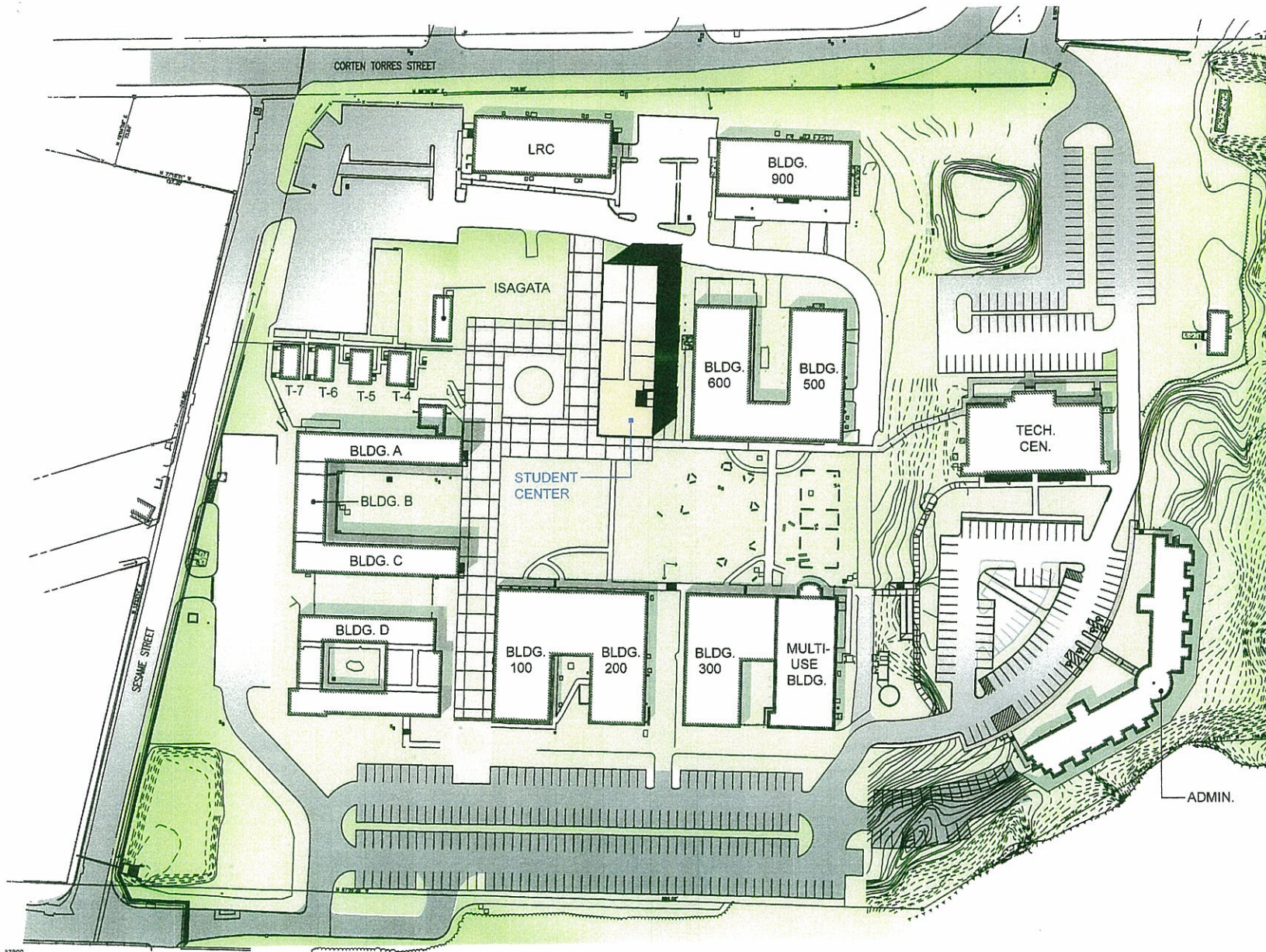
- Existing Buildings and Programs:
  a.) Bldg. A--11,000 s.f.
  --
  b.) Bldg. B--2,820 s.f.
  --
  c.) Bldg. C--11,000 s.f.
  --
  d.) Bldg D--12,700 s.f.
  --
  e.) Bldg. 100--11,300 s.f.
  --
  f.) Bldg. 200--8,500 s.f.
  --
  g.) Bldg. 300--10,300 s.f.
  --
  h.) Multi-use Bldg.--9000 s.f.
  --
  i.) Bldg. 500--8,500 s.f.
  --
  j.) Bldg. 600--10,200 s.f.
  --
  k.) LRC--17,500 s.f.
  --
  l.) Bldg. 900--14,200 s.f.
  --
  m.) Tech. Center--22,300 s.f.
  --
  n.) Administration Bldg.--27,400 s.f.
  --
  o.)Student Outdoor Center--1,400 s.f.
  --
  p.)T-buildings:
    --T-4, T-5, T-6, T-7, T-8, T-9 :
      720 s.f. ea.
    --Programs: 1.)
              2.)
              3.)
  q.) Isagata--1000 s.f.
    --

CORTEN TORRES STREET

LRC

BLDG. 900

ISAGATA

STUDENT HEALTH CENTER

T-7 T-6 T-5 T-4

BLDG. 600

BLDG. 500

TECH. CEN.

BLDG. A

BLDG. B

BLDG. C

STUDENT OUTDOOR CENTER

BLDG. D

BLDG. 100

BLDG. 200

BLDG. 300

MULTI-USE BLDG.

SESAME STREET

ADMIN.

3500

Phase 1A

- reconfigure access road from Corten Torres Street to the Admin. Bldg

- reconfigure Lot 3: approx. 100 spaces

- reconfigure Lot 5: approx. 225 spaces.

- demolish T-8 and T-9 and relocate classes to vacant space in Bldg. 300 (approx. 2500 s.f.)

CORTEN TORRES STREET

LRC

BLDG. 900

ISAGATA

T-7　T-6　T-5　T-4

BLDG. 600

BLDG. 500

BLDG. A

BLDG. B

STUDENT CENTER

TECH. CEN.

BLDG. C

BLDG. D

BLDG. 100

BLDG. 200

BLDG. 300

MULTI-USE BLDG.

ADMIN.

SESAME STREET

33800

Phase 1B

- Construct new Student Center Bldg. 2-story building 11,000 s.f. per floor; precast conc. walls and metal roof.

- Student Center Program:

  a.) Lounge/ Lobby–3400 s.f.
  b.) Bookstore--1000 s.f.
  c.) Rooms--1000 s.f. (9 ea.)
  d.) Storage--800 s.f.
  e.) Restrooms--600 s.f.

- Construct Plaza and Students' Square, approx. 36,000 s.f.

Appendix C

Information Technology Strategic Plan

Guam Community College
Information Technology Strategic Plan

Guam Community College is an institution of higher learning created to serve the technical, vocational, and occupational training and other educational needs of the citizens of Guam. The College was established by the enactment of Public Law 14-77, "The Community College Act of 1977." The administration and operation of the College are under the control of a nine-member Board of Trustees appointed by the Governor with the advice and consent of the Legislature. The College is a part of the Government of Guam. The Law states the purposes of the College are to:

- Establish technical, vocational and other related occupational training and education courses of instruction aimed at developing educated and skilled workers on Guam;
- Coordinate vocational-technical programs in all public schools on Guam;
- Establish and maintain short-term extension and apprenticeship training programs on Guam;
- Expand and maintain secondary and postsecondary educational programs in the vocational-technical fields;
- Award appropriate certificates, degrees, and diplomas to qualified students; and
- Serve as the Board of Control for vocational education for purposes of the United States Vocational Education Act of 1946 and 1963 and subsequent amendments thereto.

1. Background

Guam Community College (GCC), like most other organizations, has acquired a assortment of technology over the almost 30 years of its existence. The technology has been acquired at different times, for different purposes, for different users, and with different requirements. GCC has also not had an enterprise architecture or a technology

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strategic plan to guide its acquisition and implementation of technology. As a consequence, the technology is not always compatible, various components become obsolete at different times, and the replacement strategy is often driven more by funding availability than business needs or architectural considerations.

The College is both a business enterprise and an educational institution. These two facets of the enterprise often have conflicting technological needs, expectations, and desires. The business side wants stable, robust systems that have proven themselves over time and place. The educational side frequently wants 'state-of-the-art' tools and techniques that allow it to be at the forefront of the technological world. Yet both parts of the College must work together to establish a technology infrastructure that meets both sets of needs and delivers the College an effective, efficient, and responsive system (s).

To make maximum use of its limited technology resources and funding, GCC decided to develop an information technology strategic plan and enterprise architecture to guide its technology investments. The enterprise-wide strategic plan defines how technology will be used to achieve the College's educational and business goals, while the enterprise-wide target architecture establishes information technology (IT) standards and design guidelines. The Information Technology Strategic Plan (ITSP) and Enterprise Architecture (EA) are companion documents that detail what the IT environment of the future will be (the Enterprise Architecture) and how GCC will achieve this future environment (the ITSP). The architecture and strategic plan cover all areas of information, communication, building, and academic systems technology that have any effect on the operations of the College.

What is an ITSP?
The ITSP is a top-down enterprise-wide strategic plan created to achieve GCC's strategic educational and business goals. The plan details how to (1) implement the Enterprise Architecture, (2) develop the staff skills needed to manage GCC's IT resources, (3) establish the processes and structures to manage information technology as an enterprise resource, and (4) transition from the current environment to the desired future state. This

future environment requires technology that can communicate, interoperate, and share data and resources while reducing the costs associated with training, maintenance, and support through the implementation of the Enterprise Architecture.

The ITSP is not intended to limit or constrain creativity among GCC users, but to provide a stable, robust, modern infrastructure and environment in which to solve their business problems and allow departments to collaborate on significant cross-departmental efforts. The plan is built on an IT model of management which employs the best features of both centralized and decentralized IT management, support, and decision-making.

Why develop an ITSP?

The ITSP provides a focus for GCC and its departments to discuss and come to agreement on the application of information technology to the College's business needs. It serves as a framework for budgeting, planning, and managing GCC's IT resources. The plan provides direction, establishes IT management processes, and documents the desired future state of IT in GCC.

What do we do with the ITSP?

The ITSP is used to implement the Enterprise Architecture and achieve GCC's vision for its IT future. By following the plans contained in the ITSP, GCC can develop the technical environment it needs, the human resource skills necessary to manage the new environment, and the oversight and leadership mechanisms for fulfilling its strategic goals.

The ITSP and the Enterprise Architecture (EA)

The Enterprise Architecture and ITSP are complementary documents. The EA describes the current IT environment, the desired target architecture, and the actions needed to transition from the current to the target architecture. It focuses primarily on the technical issues involved in changing the IT environment. The ITSP takes a broader perspective on the transition process. It identifies the strategic goals that must be achieved for GCC to provide leadership and oversight of its IT resources. It addresses the management,

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budget, and governance challenges facing the transition and develops specific action plans to resolve the issues. Implementing the EA and ITSP together, GCC can provide both the technical and organizational leadership needed to fulfill its IT mission.

2. Approach to Developing the ITSP

The development of the ITSP was a collaborative effort involving GCC faculty administrative staff, and executives. The Graduate School, USDA, provided consultants to facilitate the development process. Participants in the development effort considered the needs, interests, and concerns of all departments and users throughout the process.

Scope
The EA and ITSP apply to all components of GCC, but only to GCC. The architectural principles and standards apply to all IT products, systems and projects. At this time the ITSP addresses governance and staffing issues relevant to GCC.

Methodology
Staff selected from GCC faculty and administration developed the ITSP with facilitation support from consultants from the Graduate School, USDA. The College's Technology Advisory Committee (TAC) provided oversight and direction to the development process. The TAC conducted a SWOC (Strengths, Weaknesses, Opportunities, and Constraints) analysis. It then discussed guiding principles for the IT environment of the future and technological trends that will affect that environment.

Using all of this information as background, the team discussed the issues and opportunities facing GCC. The team described the current IT environment and envisioned the future IT environment it would like to create for the College (see Appendix I). The team then generated a list of goals which, if achieved, would fulfill its vision of the future. These goals were consolidated and prioritized to produce the final strategic goals.

For each strategic goal the ITSP team described the goal, the current situation, the desired future state, and how to reach the future state. They also developed performance measures to indicate whether the future state had been reached. Finally, the team prepared action plans to achieve each strategic goal.

3. Analysis of GCC's IT Needs

In assessing GCC's needs for information technology, the ITSP team developed certain core principles to form the foundation for guiding the development of the Enterprise Architecture and desired future state of IT in the College. The team also analyzed trends in technology to ensure its EA and desired IT future were consistent with and supportive of the direction of the industry and profession. Using this information as a start, the team described the current IT situation in GCC, the desired future state, and the migration path that leads the College from where it is to where it wants to be.

Guiding Principles

One can define many different futures for IT in an enterprise and one can construct many different architectures. With no guidelines or guiding principles, no architectural constructs or values, there is no assurance the end products will meet the needs of the organization. Therefore, the ITSP team articulated a set of overarching guiding principles that would drive both the architecture and the vision of the desired future state for IT. These guiding principles, though few in number and seemingly very simple, determine many of the characteristics of the EA and the IT future state. They affect decisions, or in some cases determine decisions, at every level of the architecture and throughout the definition of the future IT state. These principles are:

- GCC will stay true to its mission.
- GCC will keep the student first.
- Information technology, IT staffing and the IT budget are enterprise resources.
- Information exists to support the educational and business objectives of GCC.

- Technology and technology investments must be viewed from an enterprise perspective.

- The educational and business priorities and functional requirements of the College will determine investments in information technology.

- Information is an enterprise strategic resource.

- GCC must provide electronic access to information and services while maintaining security and privacy.

- The GCC's data must be accurate and collected only once in a timely and efficient manner according to life-cycle standards.

- GCC and its information technology must become an integrated enterprise.

Trends in Technology

Many trends in technology affect the decisions IT organizations make and determine the directions they take. It is difficult, if not impossible to fight the trends, but riding the trends, and planning to take advantage of them, makes the IT function vastly more effective while reducing costs. Some of the trends in technology that will affect GCC's IT future are:

- The rapid creation of new technologies will shorten the useful life of technology.

- The growth of Internet based commerce and customer service will result in an increasing focus on security and privacy.

- The Internet will drive the technical standards for applications and network computing.

- The rapidly expanding use of Internet technology will be used to redesign and redefine business processes.

- There will be a shortage of qualified IT staff.

- The performance of computer hardware will continue to grow exponentially, while costs continue to decline dramatically.

- The convergence of voice, data, and video has begun and will accelerate quickly.

- New ways to connect to the computing environment are appearing.

- Application delivery will be increasingly component based.

- Market forces will continue to dominate over superior technology.

- Data warehousing applications and uses will experience very high growth.

- The drive for interconnectivity and interoperability will blur traditional boundaries (especially organizational boundaries).

- Collaborative computing environments are enabling organizations to better marshal and focus their intellectual resources.

- Enterprises are using new technologies to reduce administrative costs and establish a unified system management approach for corporate computing.

Current State of Information Technology Resources in GCC

GCC has a fully staffed MIS department with 10 people. The GCC technology inventory includes more than 1000 personal (desktop and laptop) computers. These computers run everything from Windows 98 to Windows XP. There is a growing number of Mac computers used primarily for instruction of digital media courses. There are also a considerable number of spare computers, monitors, printers, and other equipment on campus.

The campus has numerous servers, one AS400 and the rest primarily Dell and IBM Blade servers. Most servers are under MIS control and housed in a centralized server room. Most servers are also dedicated to a single application. Incremental and full backups are performed on each server daily but there is no schedule for testing the restoring of a server. There is little if any redundant capability. If the Integrated Database Management System goes down, there is no immediate way to continue operations in another backup electronic environment. There are spare servers but they are not in use. A few servers are in the faculty area, outside of MIS' control (by mutual arrangement). It appears that certain of these have mirrored backups and are, therefore, more available.

All computers are networked on the centralized LAN and can gain access to the internet via two 10 megabit per second lines provided by a partnership and paid services with MCV, a local cable TV company and GTA a local analog phone and digital cable

company. There is a concern about the adequacy of the bandwidth available, particularly when new applications become a requirement for instruction or operations. Monitoring of bandwidth usage is a constant activity in order to determine if sufficient bandwidth is available to support current operations. There are also at least three DSL lines on campus, but each is separate from the LAN and is used to provide localized wireless access points.

The current Integrated Database Management System allows for a more efficient operation in Human Resources, Business and Finance, Registrar's Office, and the rest of the college.

GCC is becoming a 24/7 operation. More students are taking classes where tests and other materials are online. These students often work jobs during GCC's normal business hours. They attempt to gain access to GCC servers late at night and often are refused access due to IT maintenance activities. MIS runs two shifts and has people available between 8am and 11pm weekdays.

All PC computers are open use computers; no individual user-id and password are required to use a computer. There are no means of tracking user activities back to a specific user. This lack of user authentication seems odd since the rest of the controls on the network are so robust.

The current Integrated Database Management servers are protected from unauthorized access. This security is provided at the access point to the campus network and through use of firewalls, SSL, and through unique user name and passwords.

<u>Desired Future State of Information Technology Resources in GCC</u>

GCC will have a unified enterprise architecture and all IT resources will be compliant with, and components of, this architecture. Standards will be established using 'best practices' and adhered to for all IT resources. At a minimum these standards will address security, data and data sharing, communications, compatibility, contingency plans and

disaster recovery, and back-up/recovery. Systems will interface easily, seamlessly, effectively, and cost-efficiently. GCC-wide IT resources will be applied effectively and cost-efficiently. All IT resources will be current and life cycle management schedules will be developed and funded. GCC will have sufficient qualified IT staff and resources. IT budget and annual spending plans will be developed and managed to maximize the value to the College overall.

GCC will create and operate services on-line that are accessible 24 hours a day, seven days a week. It will deliver integrated enterprise information systems and infrastructure that improve public access to GCC functions and information, streamline business processes to simplify College-public interactions and reduce costs, and meet the legal and business needs of the College. The technology will enable departments to continually improve their efficiency and effectiveness, while also allowing applications to be developed more rapidly, easily, and inexpensively as business needs change. Education will no longer be time and place dependent. All students will have laptops and classrooms will be fully equipped (multi-media, computers, LAN access, etc.). GCC courses will teach the most up-to-date technology and offer certifications in the IT field. End users will be adequately computer literate and proficient. The educational community will communicate its needs to the technology community with sufficient lead time for them to provide the needed support/services. GCC will establish a model classroom with state-of-the-art technology

GCC technology will be 'invisible' to the user and always available when it is needed. The GCC campus will be completely wireless and secure, with no viruses, spam, or system breaches. All satellite sites will be connected. Users and their applications will not be impacted by limited bandwidth. Campus safety and security equipment (fire alarms, smoke alarms, security camera systems, etc.) will be fully integrated and the phone system will be significantly improved at a lower cost.

GCC will be a leader in the Pacific region in the application of technology. The College faculty and staff will anticipate the skills needs of the local business community and

provide training and certification to deliver and develop skills needed in the work force. GCC will establish a technology center where new technology of any type can be prototyped and tested. GCC will provide a 'computer store' where students repair and upgrade systems for both work experience and income. GCC will develop cost-effective means for providing 'niche' training and services, and for providing training and education not in the College curriculum.

The College will establish formal, fully accepted processes for IT budgeting, decision-making, resource allocation, project sponsorship, and priority setting. GCC will also have an effective process for integrating and reconciling users' needs with technology capabilities. GCC will have formally adopted a target enterprise architecture (EA) and standards that establishes a broad set of boundaries within which everyone agrees to stay, yet allows flexibility to safely experiment with new tools and technology (one size does not fit all). The target EA will support multiple operating systems.

<u>Migration Path from Current State to Desired Future State</u>
The transition from the current state to the future state will take years. Although major aspects of the transition can be planned, scheduled, and implemented according to planned milestones, many components of the transition occur as external events allow (or dictate) them. For instance, it does not make sense to impose the EA standards and design features on legacy systems, but as these legacy systems are replaced or upgraded, they should be required to conform to the EA. The staff development activities need to start now, but will take years to align staff skills with those required by the EA.

1. Strategic Goals

The TAC brainstormed an extensive list of the activities GCC would need to complete to fulfill its vision of its technology future. These accomplishments were then combined, simplified, clarified, and rephrased as goal statements to produce the list of the TAC's now CTC's strategic goals. These goals in priority order were:

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

This goal defines and implements the technical, business and educational environments GCC wants to have in five years. **Enterprise Architecture** is the practice of applying a comprehensive and rigorous <u>method</u> for describing a current or future structure for an organization's processes, information systems, personnel and organizational sub-units, so that they align with the organization's core goals and strategic direction. Although often associated strictly with <u>information technology</u>, it relates more broadly to the practice of business <u>optimization</u> in that it addresses business architecture, performance management and process architecture as well.

Where are we now?
GCC has made progress toward where we would like our technology to be. It has a topology (network) and an organizational chart and structure. It has an Integrated Database Management System (IDMS) which integrates HRO, Business, Student, and Financial Aid and also has other databases that do not talk to each other and have restrictive and specialized functionality (hard coded and difficult to update).

 Some of the College's hardware, operating systems, and applications are obsolete. A minimal number of applications require old operating systems (i.e. Windows 98). System security is not where we would like it to be although we are moving toward compliance with all federal and local requirements (i.e. ADA). An enterprise anti-virus system is in place. Too much spam enters the system while legitimate messages are blocked, either intentionally or inadvertently.

The college has approved new computer standards to promote more user flexibility. There are charters detailing the level of support to be expected and provided; however, service and support expectations vary, often leading to dissatisfied users. Technical support is inadequate. Users need to be more computer literate. The Center for Learning

and Instruction (CLI) provides training for faculty and occasionally administrative staff on technology and its use in the classroom.

Where do we want to be?
GCC will have successfully implemented its target Enterprise Architecture and the Information Technology Strategic Plan. The College will continue to improve on its integrated database and set of applications with the web portal, providing access to students, faculty, staff and the public at any time from anywhere. Users will have access to the information they need, when they need it, and where they need it. The College will have approved standards for information, databases, hardware, software, security, access, networks, business processes, and all other aspects of the technical and educational environment.

College systems will be secure and comply with all federal and local requirements. There will be adequate bandwidth so that no users or applications are adversely affected by lack of bandwidth. GCC will be less reliant on vendors for changes and enhancements to its systems.

GCC will have defined processes and procedures that are understood and complied with by all its users. Faculty and MIS will have improved communications and negotiate service and support agreements to meet the needs of both constituencies. Standards will be developed, approved and adhered to by all users. All users will sign users' agreements after an initial training and familiarization program. Within the approved standards, EA, and support agreements, faculty will be able to 'experiment' with innovative technology and applications. An MIS help desk will be fully operational.

Faculty, staff and students will be trained on the technology and be proficient at a level appropriate for their job duties or educational needs. For each College position GCC will articulate the required technical skills and levels of proficiency. The College will establish minimum annual training standards and plans for staff for each department.

How do we get there?

GCC will develop and implement an Enterprise Architecture, and establish, implement, and enforce policies supporting the EA. The College will continuously assess its progress in implementing the EA. It will also procure a fully integrated information system to meet community, administrative, and educational needs. GCC will obtain additional bandwidth and monitor the need for additional for growth. The College and its users will make more effective use of its bandwidth.

How do we know we did it?

- Percentage of bandwidth used (AP 1.4, 1.5, 1.6)

- Number of stand-alone systems (AP 1.3)

- Number of servers (AP 1.3)

- Number of packets dropped (AP 1.4, 1.5, 1.6)

- Customer satisfaction survey (AP 1.1 – 1.6)

- Number of Work Orders (AP 1.1 – 1.6)

- Number of signed service/support agreements (AP 1.1 – 1.6)

- Number of requests for additional training outside "core" curriculum (AP 1.2)

- Cycle time for closing Work Orders (AP 1.2)

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

GCC needs a formal, structured process for defining user requirements, assessing system capabilities against the requirements, and acquiring the technology that best meets the users' needs. The process would use systems analysis tools and techniques to define needs and/or problems, research options for meeting the needs or solving the problem, develop alternative solutions, test the possible solutions, and select the best solution within budgetary or other constraints. Decisions about technology will be based on reviews of what works and why, and what does not work and why. The technology community will be constantly learning and growing based on its experiences, research,

and testing. This approach to acquiring and using technology will ensure GCC makes the best use of its limited resources and technology.

Where are we now?

- New College Technology Committee

- Bylaws updated and charters drafted with more to be created

- Completed minimum computer standards to be reviewed every six months

- Integrated database in place

- Campus community is becoming more aware that technology issues and policies must be presented to CTC

- Adequately trained personnel not in place to support current and future EA

- Highly externally trained MIS

- College-wide technology literacy proficiency levels need improvement

- Few standards and policies in place for information technology products and tool use

- Need updated technology user agreement

Where do we want to be?

- CTC fully functional

- Charters approved

- College community informed and aware of CTC's role and responsibility

- Standards and policies are in place to address technology products and tool use campus-wide

- Appropriate technology training relative to current and future EA

- Every department establish individual training plans based on institutional needs

- Sufficient FTE to support EA

- Annual technology user agreement signed

How do we get there?

- Approved charters

- Communicate to campus community via website of CTC's role, responsibilities and accomplishments

- Create standards and policies to address technology needs

- Assess technology training needs

- Assess technology staffing needs

- Update current technology user agreement and establish annual signing date (post/secondary, employees)

How do we know we did it?

- Effective policies and procedures published (AP 2.1 & 2.4)

- Departmental technology training plan in place (AP 2.4 & 2.5)

- Standards and policies are adhered to (AP 1.2 & 2.4)

- CTC website is updated weekly (AP 2.3)

- Campus-wide technology survey indicates committee awareness (AP 2.3)

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

Implementation of the target EA is a long-term effort requiring a significant amount of funding. Once the target EA is defined and approved by the governance process, the governance entity needs to develop a multi-year budget that matches funding needs to the technology needs of the migration path from the existing architecture to the target architecture. To fund these budget needs, GCC will explore all possibilities—lobby the GCC Foundation and Legislature for additional funds, use GCC's 315 acres of land to generate revenue, apply for grants to fund technology enhancements and meet federal and local regulatory requirements (i.e. Americans with Disabilities Act), and create 'pockets of entrepreneurship' in which specific components of the College provide products and/or services to the public, businesses, and government agencies on a fee basis.

Where are we now?

- We are in a budget crisis

- We have a person responsible for generating income to support college upgrades
- We are attempting to get more grants to support some of the things we feel we have to accomplish
- Funds generated out of CE, our largest pocket of entrepreneurship, go back to support departments needs or fall to the bottom line and help us keep up with financial obligations
- We have the technology fee
- We have MOU/MOA with our ISP (reduced fees)
- Incorporating site licenses as opposed to individual licenses
- Develop partnerships with vendors (e.g. Cisco, 3M, etc.)

Where do we want to be?
- Financially stable
- Able to be the technology leaders with a secure infrastructure as advertised
- We want to be able to upgrade as we need and not when it is an emergency
- We want to have a stable architecture
- We want to be able to trust the needs of the "experts"
- Appropriately trained and staffed technology team
- Financially self-sufficient

How do we get there?
- Request more funding from the legislature (but there is no money)
- Continue to pursue grants (maybe with HUD, private foundations, etc.)
- We need to build internal relationships that are win-win so trust can be established
- We need to use internal people for assistance since we can't afford to go external and maybe make it "part of their load" to assist with the overall EA
- Develop profit centers for certain programs (e.g. Electronics for repairs and installation, Business (Accounting) for taxes, Automotive for oil changes, tire replacement, Internet Café, Electronic games, etc.)

- Establish Kinko-like Center

- Have vendors pay college for student interns

- Lobby for taxes to support education

How do we know we did it?

- When people are able to download, install and access needs such as podcasts, movies and programs without interruption or even a blip on the monitoring devices used by MIS (AP 1.4, 1.5, 1.6)

- When people do not experience sluggish response with the internet or Banner (AP 1.4, 1.5, 1.6)

- When students, faculty and staff are able to access the system 22/7 as opposed to 24/7 to enable MIS to do backup and technical maintenance (AP 1.4, 1.5, 1.6)

- When upgrades can be made as we need them and they are not delayed until we are forced to replace them (AP 3.1, 3.5, 3.6)

- Reduce our dependancy on legislative appropriation (AP 3.2, 3.5, 3.6, 3.7)

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

Technology is used in many ways in GCC educational and business settings. The technology offers many more opportunities than are currently being used, however. GCC needs to challenge its faculty and staff to creatively design their work environments and practices to more fully take advantage of the power and flexibility of the technology. For this expansion of the use of technology to be successful, GCC employees need to be trained and fully proficient with the technology available to them and the educational and business practices that maximize the use of technological tools. GCC will also need to recruit more students to the College and into the technical fields at the College by increasing its marketing efforts, providing more training and certification programs, and offering additional services to local businesses and government agencies.

Where are we now?

The faculty is at widely varying levels of using technology in the educational process, they are 'all over the map'. Some instructors are heavily into using technology in the classroom, while others have nothing to do with it (and are afraid of it). Instructors use a variety of products (much of it freeware) obtained on-line. There are no standards for the products or tools used in the classroom.

The CLI is in place to help faculty use technology, but many users do not know what questions to ask for help, to find new tools, or to find out what the technology can do for them. No list of resources is available to instructors, staff or administrators. The technology staff assume too much, especially about the knowledge of many of its users.

A few courses are on-line, but limited bandwidth on the campus limits the on-line courses. GCC has launched a new web site (joomla) and a new course management system (Moodle). The technology used varies widely, from computers to multi-media.

Where do we want to be?

All faculty will be able to put courses on-line with minimal constraints. The faculty will have the knowledge and skills necessary to use technology in the educational process. Instructors will be required to receive proactive 'technology certification'. 'Early adopters' will continue to test new technology and new applications of technology in the classroom. Faculty will be so skilled in using technology in the classroom that they will be able to showcase their application of technology in education at professional conferences and meetings.

The College infrastructure will support the faculty in applying technology in course work. The CLI needs to be more effective at supporting the faculty and assisting in technology applications in education. GCC will establish and adopt standards for applying technology in course work. MIS will be more supportive and no longer be perceived as a barrier to faculty innovation.

How do we get there?

Faculty will be encouraged to try technology in their courses in as many ways as possible. GCC needs to put professional training on technology into individual faculty plans and use it as a component of the performance appraisal process. The CLI and MIS staff can identify 'power users' in each department to start applying technology in education and help other faculty try using technology in the classroom. GCC needs to provide more training and more 'hands-on' support for faculty reluctant to try using technology in their instructional methodology. Each department can be requested to identify specific courses that can be put on-line (and then put them on-line). Similarly, each department can be asked to identify opportunities to use technology in its curriculum.

How do we know we did it?

- Number and percentage of courses using technology (AP 4.1, 4.2, 4.3)
- Number of syllabi integrating technology into courses (AP 4.2 & 4.5)
- Number of students enrolling in classes using technology (AP 4.2 & 4.5)
- Number of students enrolled exceeds Number of students on campus (others are online)
- Number of instructors using technology in class (AP 4.5)
- Program assessments can be used to 'encourage' use of tech (AP 4.2 & 4.5)
- Provide adequate technology and bandwidth for instructors and classrooms (AP 4.5)

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

Governance is the set of rules, processes, and structures by which IT resources are managed. Studies have shown that an effective governance structure is the single most important factor in maximizing the value of IT investments. The governance process covers the creation and implementation of the target enterprise architecture, management

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of the Information Technology Strategic Plan (ITSP), and decision-making for IT budgets and investments. The governance structure also establishes processes for the entire life-cycle of integrated enterprise projects—project planning, project initiation, project management, configuration management, systems development, systems implementation, maintenance, ongoing enhancements, support, project monitoring and evaluation, project/system termination, and project accountability.

The governance process comprises the information sharing, data collection, stakeholder involvement, agency-wide communication, and decision making activities involved in creating and implementing the target enterprise architecture. The process includes configuration management of the current architecture as it evolves into the target architecture. It requires a continuous dialogue among technology users, GCC stakeholders, and the IT community regarding changes or upgrades in the technology environment. The governance process typically addresses budgeting to meet technology needs, assimilating users' needs, prioritizing needs within budget constraints, making decisions affecting the technology environment and the architecture, and providing oversight for project initiation and implementation.

Where are we now?
The College Technology Committee (CTC) is comprised of representatives from the faculty and the administration. The CTC is an advisory body responsible for making policy recommendations related to technology and technology issues. The CTC reports to the College Governing Council, which makes its recommendations to the College President.

The CTC makes policy recommendations, but the MIS function also has some influence in the decision making process. MIS can stop an acquisition by saying the selected technology does not meet the standards or support is not in place. In addition to the CTC there are also working groups established to address functional and operational issues related to the integrated database management system and website.

Where do we want to be?

The IT governance structure and processes are formalized, recognized, clearly defined, and actively used in the decision-making process for all IT issues. The governance structure manages and directs the Enterprise Architecture, the ITSP, and IT planning, budget, and funding processes. The governance structure also has established and oversees the processes for the entire life-cycle of integrated enterprise projects—project planning, project initiation, project management, configuration management, systems development, systems implementation, maintenance, ongoing enhancements, support, project monitoring and evaluation, project/system termination, and project accountability. The governance process will be simplified, responsive, proactive, effective, timely, results oriented, and involves all stakeholders (or representatives of all stakeholders).

How do we get there?

The current governance process has just been revisited. The various groups need to clarify roles and responsibilities, and how processes are going to work. As the process gets developed and matures, the College can adjust it as needed to evolve it into its desired future state.

How do we know we did it?
- Number of technical issues identified needing policies (AP 5.3)
- Percentage of these issues for which the CTC issues policies (AP 5.3)
- All department charters signed, approved (rules of engagement) (AP 5.2)
- CTC recommendations are perceived in high regard (AP 5.1)

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

To expand its technology opportunities, GCC needs to build strong partnerships with business, government agencies, and the local community. As with all partnerships, these

arrangements would provide benefits to both partners. GCC would benefit by obtaining additional technology, funding, students, teachers, and opportunities for its graduates. The business and government partners would receive well trained and/or certified graduates as potential employees, access to the skills of the GCC faculty and staff, and facilities to prototype and test their technology before acquisition or implementation.

Where are we now?
- Partnership with the FAA for student interns leading to FT employment
- Partnerships with online testing organizations such as PAN, HOST, PROMETRIC, and Pearson Vue.
- Good relationship with employers, DOL, AHRD, and GCA Trades Academy
- Partnership with MCV for internet bandwidth resource
- Training activities with NCTAMS and AAFB Base Comm.
- Active Advisory Committees
- Good direct relationship with construction companies who need highly technical training

Where do we want to be?
- Continue to improve current partnerships
- Number one training facility on Guam for Govt. of Guam, civilian and military sectors
- Expand partnerships on Guam and in the regions
- Establish partnerships that will provide for research, development, and testing of new technology.
- Increase more national certificate testing opportunities and certification courses

How do we get there?
- Utilize the Office of Development and Alumni Relations and Continuing Education to assist with outreach
- Encourage the Departments to become more entrepreneurial

- Encourage diverse memberships on advisory committees representative of local businesses and needs on Guam
- Increase publicity so the community is truly aware of what GCC is doing and is capable of doing.

How do we know we did it?

- Increased number of partners
- Greater number of testing options
- Use advisory committee comments to generate course and/or program changes

GUAM COMMUNITY COLLEGE
Created by the Community College Act of 1977, the College offers associate degrees, certificates, and industry certification of course series completion in more than 50 fields of study. GCC also offers Adult Basic Education, an Adult High School Diploma program, GED testing and preparation and English-as-a-Second Language courses and apprenticeship support courses.

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(671) 735-5544

Accreditation
Accrediting Commission for
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www.guamcc.edu