

GUAM SIAS PUBLIC SERVICE AGENCY QUESTIONNAIRE
Guam Community College

Questionnaire Instructions

The data requests in this questionnaire have been developed to allow us to update the impact assessments that were captured in the Socioeconomic Impact Assessment Study (SIAS), which can be found at this web address: http://guambuildupeis.us/final_documents, in Volume 9, Appendix F. Your responses will be incorporated into a Revised Socioeconomic Impact Assessment Study (rSIAS). The accompanying Fact Sheet provides more information on the study that we are currently conducting.

Prior to Starting this Questionnaire:

1. We recommend that you first save this Word file to your office computer/network for your records.
2. It may be helpful for you to review the .PDF file sent in conjunction with the Word document. This .PDF file contains information collected from your agency for the previous study, as well as notes from any interviews that may have been conducted with agency staff.

When Completing the Questionnaire:

1. Please save the document with your responses as a new Word file with “response” in the title, to distinguish it from the original file.
2. Provide contact information for your agency for: (1) the individual with leadership responsibilities within your agency; and (2) the individual that will act as a point of contact for us in regards to this questionnaire.
3. Respond to each question directly in the Word file, based on available information. We encourage you to use as much space as you need on the Word document, and do not be concerned with formatting. References and supporting documentation are welcome and can be attached with the questionnaire in the return email.
4. We have provided space in the questionnaire to indicate if you have any follow-up questions or concerns – please utilize this space as necessary. If you prefer to discuss your concerns via telephone, please indicate so and provide some convenient times when we can reach you and a contact phone number.
5. For any assistance and to return your questionnaire, please email Scott Glenn, Planner, located in Honolulu, Hawaii at Scott.Glenn@cardnotec.com. He will respond to any questions you may have and will verify that your questionnaire was received.
6. Please respond before December 24, 2012.

We may contact you to follow up on your questionnaire responses and/or to schedule an in-person interview during a site visit that will likely occur in the latter half of January 2013.

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A. CONTACTS

Please provide contacts at Guam Community College (GCC) that we might work with to ensure the success of this questionnaire/interview process.

Leadership

Name: Mary A.Y. Okada
Title: President/CEO
Phone:671-735-5700
Email: mary.okada@guamcc.edu

Questionnaire Point of Contact

Name: Marlana O.P. Montague
Title: Assistant Director, AIER
Phone:671-735-5612
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B. STAFFING

Please provide data on full time equivalents (FTEs) non-adjunct faculty at GCC for years **2010-2012**:

Non-Adjunct Faculty	SY2010	SY2011	SY2012
FTE:	69	72	73
Comments: These staffing levels (actual) do not include the growth budget submission that the college has included in our request for appropriations every year. These staffing patterns can be made available on request. These FTE staffing levels exclude FTE faculty and counselors in the secondary school programs (CTE) which is reported in the question following immediately after this.			

Please also provide data on the number of FTE faculty and counselors GCC employed in its secondary school program in **2010-2012**.

Secondary School Program Staff	SY2010	SY2011	SY2012
Faculty FTE:	39	40	40
Counselors FTE:	4	5	5
Comments: These staffing levels (actual) do not include the growth budget submission that the College has included in our request for appropriations every year. These staffing patterns can be made available on request. These FTE staffing levels are specifically for the GCC Career and Technical Education programs in the five (5) Guam Department of Education High Schools. It is inclusive of two (2) FTE faculty who are limited term appointment (LTA) employees.			

Please comment on any significant staffing issues GCC has experienced since 2008 (turnover, difficulty filling positions, positive changes, etc.) and how that has impacted your ability to service your students:

There are no significant staffing issues.

Have military buildup activities on Guam impacted your program's teaching staffing capacity since 2008? If so, in what ways?

No, there is no direct link to military buildup activities.

If applicable, what strategies have you adopted to cope with any turnover/vacancy difficulties (including the hiring of adjunct faculty)?

N/A

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C. SERVICE POPULATION

Please provide data on post-secondary student enrollment at GCC in **years 2010-2012**:

	2010	2011	2012
Post-Secondary Enrollment:	3445	3589	3985
Comments: These post-secondary student enrollment numbers are unduplicated counts for the terms within each academic year including fall, spring, and summer semesters. These post-secondary enrollment numbers exclude students enrolled in the GCC Continuing Education program.			

Please comment on recent trends (number enrolled, classes taken, use of online classes, etc.) you have observed in regard to enrollment at GCC of the following demographic groups:

Military and/or military dependents:

In academic years 2010 thru 2012, there were a total of 16 students who reported their residency status as military personnel (AY 2009-2010 is 1; AY 2010-2011 is 8; and AY 2011-2012 is 7). Also for the same period, there were a total of 78 students who reported their residency status as a military dependent (AY 2009-2010 is 22, AY 2010-2011 is 25, and AY 2011-2012 is 31).

FAS Compact State immigrants:

In academic years 2010 thru 2012, there were a total of 1,639 students who reported their ethnicity as one of the seven ethnic origins used by GCC to identify Micronesian students- Kosraean, Marshallese, Palauan, Pohnpeian, Chuukese, and Yapese. The following is a breakdown of the 1,639 students by academic year: AY 2009-2010 is 552; AY 2010-2011 is 447; and, AY 2011-2012 is 610.

H2B workers:

Not eligible

Please comment on any impact on enrollment GCC has experienced due to the opening of the new Allied Health Building and related course offerings:

Since the opening of the new Allied Health Building in December 2009, the college has seen a record increase in enrollment beginning in the spring of 2010, with a 19% increase in enrollment from the previous spring 2009. The fall semester enrollment trends have also shown this increasing enrollment trend with a 39% increase in enrollment in the fall of 2011 compared to the fall of 2008 and a 15% increase in enrollment in the fall of 2011 compared to the fall of 2009.

The number of students declared in the Certificate in Pre-Nursing degree program has also increased since the fall of 2009. There were a total of 183 students declared in the Certificate in Pre-Nursing degree program in the fall of 2011 as compared to 84 students declared in the same degree program in the fall of 2009 resulting in a 118% increase. Overall, there were a total of 328 students declared in the four (4) Allied Health-related degree programs offered in the fall of 2011 (Associate of Science in Medical Assisting is 101; Certificate in Medical Assisting is 21; Certificate in Practical Nursing is 23; and, the Certificate in Pre-Nursing is 183) as compared to a total of 262 students declared in the same degree programs in the fall of

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2009, resulting in a 25% increase in the number of declared students in GCC's Allied Health degree programs.

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D. FACILITIES

List your main facilities; their current condition; and whether they can handle additional growth (if we missed any facilities, please add them in the spaces provided):

Facility	Secondary or Post-Secondary	Location	Check Condition of Facility			Check Adequacy of Space			Briefly note reasons for condition and adequacy ratings
			Good	Fair	Poor	1*	2*	3*	
Guam Community College Main Campus	Post-Secondary and Secondary	Mangilao, Guam	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Certain buildings will be undergoing major renovations
Southern High School	Secondary	Santa Rita, Guam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Classrooms provided to GCC for CTE programs
Simon Sanchez High School	Secondary	Yigo, Guam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Classrooms provided to GCC for CTE programs
Okkodo High School	Secondary	Dededo, Guam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Classrooms provided to GCC for CTE programs
JFK High School	Secondary	Tamuning, Guam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Classrooms provided to GCC for CTE programs

* 1 = Current space can accommodate more staff and service population.

* 2 = Current space at/above max; could be expanded or renovated to service more people.

* 3 = Current space at/ above max; cannot be expanded or renovated to service more people.

Please describe the use of online classes and comment on your institution's ability to maintain systems to accommodate online coursework. Has this impacted facility requirements and/or staffing levels?

The college has limited offerings for distance education at the present time, pending a strategic plan to determine feasibility and capacity requirements.

E. FOLLOWUP TO 2010 STUDY

Please comment on any changes in provision of and/or demand for coursework, including online classes, relevant to meeting the **construction** training needs of the military buildup (including apprenticeships, packaged classes, etc.):

Additional classes are being provided for photovoltaics and renewable energy. This is an anticipated need for energy efficient initiatives associated with new buildings and facilities that will support the military buildup construction.

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Please comment on any changes in provision of and/or demand for coursework, including online classes, relevant to meeting the **long-term** training needs of the military buildup:

Additional courses will be developed if the need exists.

Has GCC been able to retain its teaching spaces at local high schools?

Yes. There is an expansion project at Okkodo High School that will allow for ProStart and Nursing programs. However, funding to support faculty recruitment has not been secured yet.

We have included previous questionnaires/interviews conducted with your agency published in our 2010 study. Please review these documents for current accuracy and provide any comments and/or updates here:

No updates or comments at this time.

Thank you for the time and energy that you have put into completing this survey! We appreciate your help with this study. If you would like to provide any additional comments you think may be relevant to this study or to ask any questions that you might have, please do so here:

The college has updated its campus master plan. If you would like a copy, please let us know. Also, the 2012 Fact Book should be finalized soon that provides detailed information on student demographics, student retention, transition, and certificate and degree programs that may be useful.