



Midterm Report

Appendices

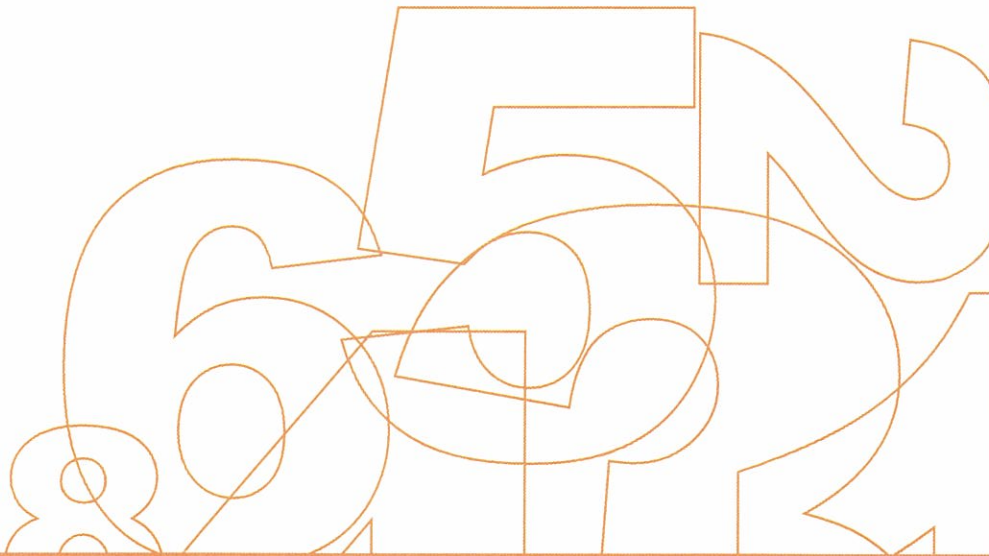
-  **Standard I**
Institutional Mission and Effectiveness
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Leadership and Governance

Appendix A

GUAM COMMUNITY COLLEGE

ASSESSMENT REPORT

June 2008



General Education Impact Study

This report was prepared by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness (AIE) and Co-Chair of the Committee on College Assessment, GCC. Administrative assistance was provided by AIE staff Priscilla Johns and Vangie Aguon. Data was compiled by Richard Quiambao, GCC Institutional Researcher and Patrick L. Clymer, GCC Registrar. AIE also wishes to recognize all other GCC constituents who willingly participated in this assessment project.

AIE would like to thank Casey Ksau, GCC Visual Communication and Marketing student for this report's cover design.

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

GENERAL EDUCATION IMPACT STUDY
First Assessment Report
AY 2007-2008

Executive Summary

Guam Community College's (GCC) General Education Policy (Gen. Ed.) was first implemented in Fall 2003. Since its initial implementation, the impact of the policy has not been assessed until now. This study examines student enrollment, grade distribution, and completion rates over a five-year period (AY03-04 to AY07-08) and repeater patterns over a four-year period (AY03-04 to AY06-07) in developmental English and math courses to gauge the effect of the Gen. Ed. requirements on *student access* and *success*.

The findings derived from the study reveal interesting patterns. In terms of enrollment over a five-year period (AY03-04 to AY07-08), EN100W had the greatest enrollment followed by EN100R and EN100B. As for math, there was significantly greater enrollment in MA095 than MA085. In terms of course completions, a majority of EN100B students were awarded a "Z" (63.3%) followed by "P" (17.4%) and "F, TF, RF" (11.1%). Of the total students enrolled in EN100B over the five-year period, 8.4% withdrew from the course. Course completion in EN100R was similar to that in EN100B. A majority of EN100R students were awarded a "Z" (52.2%) followed by a "P" (25.7%) and "F, TF, RF" (12.7%). Of the total students enrolled in EN100R over the five-year period, 9.5% withdrew from the course. Course completion for EN100W was similar to the other two developmental English courses. Most students enrolled in EN100W received a "Z" (49.3%) followed by "P" (20.5%) and "F, TF, RF" (14.7%). Of the total students enrolled in EN100W over the five-year period, 15.5% withdrew from the course. Unlike developmental English courses, developmental math courses did not follow the same completion trend. A majority of MA085 students were awarded a "P" (40.7%) followed by "Z" (25.4%) and "F, TF, RF" (21.4%). Of the total students enrolled in MA085 over the five-year period, 12.6% withdrew from the course. Nearly

the same number of MA095 students was awarded a “P” (38.8%) and “F, TF, RF” (31.0%). Of the total students enrolled in MA095 over the five-year period, 18.4% withdrew from the course.

With regards to student repeaters over a four-year period (AY03-04 to AY06-07), 49% of students enrolled in EN100B repeated the course. Most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%) and three times (6.8%). The remaining 5.7% repeated the course between 4 to 7 times. As for EN100R, of the total students enrolled in the course over the four-year period, 55.8% repeated the course. Like EN100B *repeaters*, most EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%) and three times (9.6%). The remaining 6.3% repeated the course between 4 to 8 times. As for EN100W, 53.3% of the total students enrolled in the course over the four-year period repeated the course. Similar to EN100B, most EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). The remaining 5.8% of *repeaters* repeated the course between 4 to 9 times. In terms of math, of the total students enrolled in MA085 over the four-year period, 73.0% repeated the course. Over 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). The remaining 1.4% repeated the course 4 to 5 times. As for MA095, 63.8% of the students enrolled in the course over the four-year period repeated the course. Of these *repeaters*, 80.0% repeated the course once followed by twice (14.9%) and three times (3.4%). The remaining 1.7% repeated the course between 4 to 6 times.

Considering the above findings, it is recommended that the English and math departments review the curriculum documents for each of their developmental courses and make appropriate modifications to ensure *student access* and *success*. For example, consideration should be given to learning styles as a function of ethnicity when developing course design and content. Also, perhaps incorporate a variety of teaching strategies to address different learning styles. Additionally, English and math faculty should work with their department members to identify ways to improve student achievement in developmental courses. The departments could perhaps schedule faculty

training in multi-cultural awareness in order to better understand the learning styles of their students and how to incorporate this information into their teaching methods and strategies. It is also recommended that since there is no mechanism in place to enforce the Gen. Ed. policy, the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff could verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy. Another recommendation is to have the Gen. Ed. Committee, in coordination with the math and science departments establish a systematic assessment process for English and math developmental courses. It is also recommended that the college look at ways to offer more English and math tutoring services to all students. If possible, consideration should be given to matching tutors and students by ethnicity because of similarities in learning styles. Also, this should minimize language barriers that may hinder the learning process. Additionally, there may be cultural issues to consider when matching students to tutors (ex. same gender matches). Departments and offices offering tutoring services, including tutors themselves, should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available.

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GENERAL EDUCATION IMPACT STUDY
First Assessment Report
AY 2007-2008

I. Introduction and Purpose

In order to ensure that students are adequately prepared to meet business and industry standards, GCC implemented its General Education (Gen. Ed.) policy in Fall 2003. Specifically, GCC's 2003-2004 College Catalog states that:

Recognizing the necessity for 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 (p. 31).

Prior to this policy, the college did not have a standardized general education core curriculum for all certificate and degree programs.

The Gen. Ed. policy requires that all undeclared or newly declared students enrolled in regularly scheduled postsecondary courses must take a placement exam by the time they have enrolled in 12 credits of classes. Additionally, all undeclared or newly declared students enrolled in regularly scheduled postsecondary courses must be enrolled in or have completed **Fundamentals of English-Reading (EN100R)**, **Fundamentals of English-Writing (EN100W)** (or higher) general education requirements by the time they have enrolled in 12 credits of classes, and must enroll in or have completed the **Introduction to College Algebra (MA108)** (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only 9 credits before they must begin meeting their general education requirements.¹ Appendix A contains a list of current Gen. Ed. courses required of students enrolled in certificate and degree programs at GCC.²

As seen in Appendix A, students declared in certificate programs must take EN100R (or higher), EN100W (or higher), and MA108 (or higher). Students declared in associate degree programs must take **Freshman English (EN110)**, **Finite Mathematics (MA110A)**, **Windows**

¹ GCC's 2003-2004 College Catalog, pgs. 30-31

² GCC 2006-2007 College Catalog, p. 33

Applications (CS151) or Macintosh Applications (CS152), Introduction to Marine Biology (SI103) or Environmental Biology (SI110), General Psychology (PY120) and Introduction to Sociology (SO130). According to the GCC College Catalog, a total of three (3) Gen. Ed. credits are required for certificate programs and a total of 19 Gen. Ed. credits are required for associate degree programs.

Although GCC's Gen. Ed. policy requires that students enrolled in certificate and degree programs take specific English and math courses, depending on their COMPASS test scores³, students may be required to take lower-level English and math courses before they can take these courses. For instance, students with a COMPASS English reading test score less than 38 must pass EN100B before enrolling in EN100R. They then must pass EN100R before enrolling in EN100W. Once they pass EN100W they could enroll in EN110. As for math, although declared students in certificate programs must pass MA108 or higher and declared students in degree programs must pass MA110A, depending on COMPASS math placement test scores, students may be required to take lower-level math courses. For example, students with a placement test score less than 47 in the pre-algebra portion of the COMPASS placement test must pass MA085 before taking MA095. Once they pass MA095, they can take MA108 and once they pass MA108, they can take MA110A.

The Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges' (ACCJC-WASC) evaluation team that visited GCC on February 27, 2006 to March 2, 2006 made the following recommendations with respect to the college's Gen. Ed. policy⁴:

The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success.

Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)

³ COMPASS stands for Computer-Adaptive Placement Assessment and Support System. It is a comprehensive software package developed by ACT to help postsecondary institutions place students into appropriate course levels. GCC adopted COMPASS in Fall 2005 to place students into English and math courses.

⁴ Accrediting Commission for Community and Junior Colleges' Evaluation Team Report of Guam Community College, April 2006, p. 5.

In the April 2006 Accrediting Commission for Junior Colleges' Evaluation Team Report, reference was made to the recommendations of the previous evaluation team. This study relates to the following recommendation: "To implement and support an English and Mathematics assessment and sequencing program to ensure *student access* to appropriate courses and permit program completions in a reasonable time" (p. 14). Therefore, for purposes of this study, *student access* refers to sequential movement to appropriate courses and *student success* refers to program completions in a reasonable time.

In response to the recommendations above, GCC developed a recommended plan of action to address the ACCJC's concerns with the college's Gen. Ed. Policy. The plan includes the following steps⁵:

- Design and implement a well thought-out study that assesses the impact of the General Education policy in terms of enrollment, student learning, and other relevant variables;
- Systematize the collection and analysis of student data in English and math classes dating back to Fall 2003 when the Gen. Ed. policy was first implemented. This effort will be led by the college's Institutional Researcher, in partnership with the Registrar;
- Seek general input from faculty and Deans; initiate a dialogue with the Gen. Ed. committee regarding the expansion of the Gen. Ed. curriculum to include Humanities and Fine Arts courses. This effort will be spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees;
- Produce a Gen. Ed. impact study report; disseminate results widely to Faculty Senate committees, and engage in campus-wide dialogue; include highlights and synthesis of discussion in 8th AIAR;

To address the substantive aspects of the plan outlined above, the objectives of this study are:

- To examine student enrollment in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine grade distribution in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine completion rates in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine the number of times students repeated a developmental English or math course over a four-year period (AY03-04 to AY06-07)⁶

⁵ 7th AIAR- Table 20: Matrix of Recommendations and Responsibilities for AY 2007-2008, p. 140

⁶ GCC's new student information system from SunGard, called Banner, was launched in June 1, 2007. Prior to this date, data from the previous student database, NIAS (National Institute for Administrative Systems), was migrated into Banner. Although a Gen. Ed. student data report was created to extract *repeater* data for AY07-08, attempts to connect students in Banner with students in NIAS were unsuccessful because of the differences in student IDs in NIAS and Banner. Without this connection, the continuity of repeating students in Gen. Ed. courses was broken. Consequently AY 07-08 repeater data is not possible at this time.

II. Methodology

This study looks at enrollment in the following five developmental English and math courses: (a) **Fundamentals of English-Basic (EN100B)**, (b) **Fundamentals of English-Reading (EN100R)**, (c) **Fundamentals of English-Writing (EN100W)**, (d) **Fundamentals of Mathematics (MA085)**⁷, and (e) **College Mathematics (MA095)**

According to GCC's 2006-2007 College Catalog, EN100B is designed for students who need developmental work in reading, writing, listening and speaking skills prior to taking EN100R and EN100W. EN100R is designed for students who need developmental work in reading, vocabulary and comprehensive skills prior to entry into **Freshman English (EN110)**.

The catalog goes on to explain that EN100W incorporates the writing process approach, providing time and opportunities for writers in the student-instructor/student-student conferencing process. MA085 includes a review of the basic mathematical operations involving whole numbers, fractions, decimals, and percents. MA095 is a continuation of MA085 and is designed to provide students with basic mathematical skills needed in the trade and technical fields. Mathematical concepts taught in MA095 include operations with fractions, percentages, units of measurement, basic geometry, basic statistics, real numbers, order of operations, simple algebraic expressions, equation solving, plotting points on the Cartesian coordinate system, and problem-solving. Appendix B contains course guides of all these developmental English and math courses.

Data for this study was provided by the Office of Admissions and Registration and includes Fall, Spring, and Summer enrollment information for AY03-04 to AY07-08, covering a five-year period. This data was analyzed using Microsoft Excel spreadsheets.⁸

⁷ Formerly MA100

⁸ It is important to note that this study was based solely on the information provided by the Office of Admissions and Registration, as extracted from the NIAS database.

III. Results and Discussion

Enrollment Trends:

Developmental English

Figure 1. 5-Year Enrollment in EN100B, EN100R, and EN100W

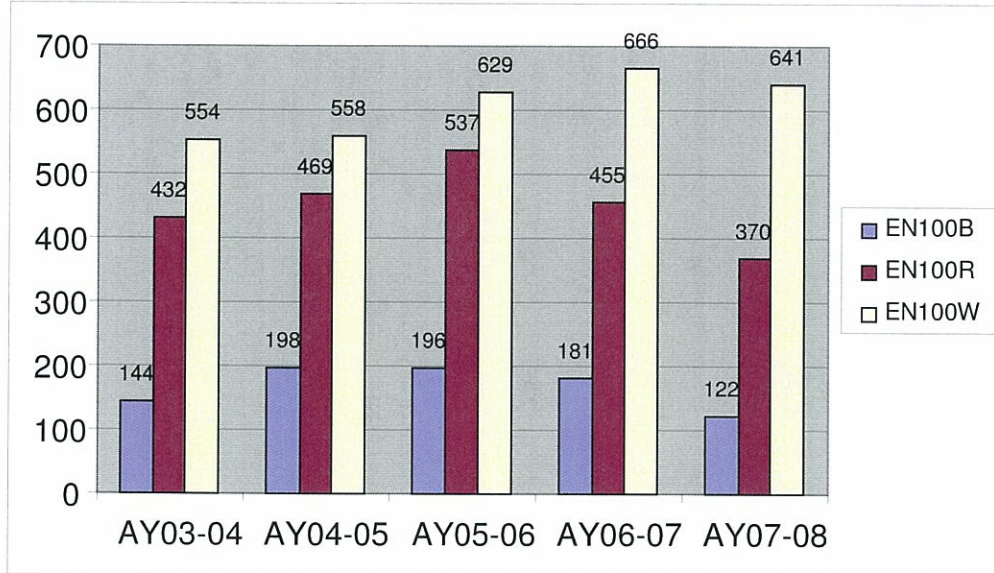


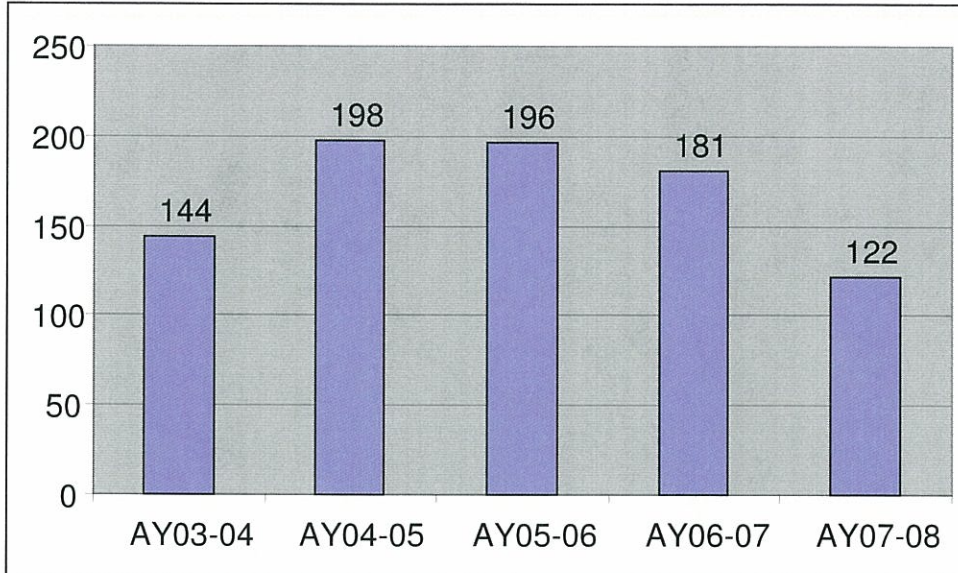
Figure 1 above reveals that out of the three English developmental courses, EN100W had the greatest enrollment followed by EN100R and EN100B. Enrollment in EN100W increased from AY03-04 to AY06-07 but decreased in AY07-08. Enrollment in EN100B increased in AY04-05 but decreased afterwards. Enrollment in EN100R increased from AY03-04 to AY05-06 but decreased in AY06-07 and AY07-08.

The high number of students needing developmental English is not surprising, since as seen in the Guam Public School System (GPSS) School Year 2006-2007 Annual State of Public Education Report (Appendix C), 54.0% of GPSS students enrolled in 12th Grade Reading and 69.0% of GPSS students enrolled in 12th Grade Language performed *below basic* on the Stanford Achievement Test (SAT10).⁹ This means that these students have little or no mastery of fundamental knowledge and skills in these areas.

⁹ The SAT10 is a standardized achievement test used to measure academic knowledge of elementary and secondary school students.

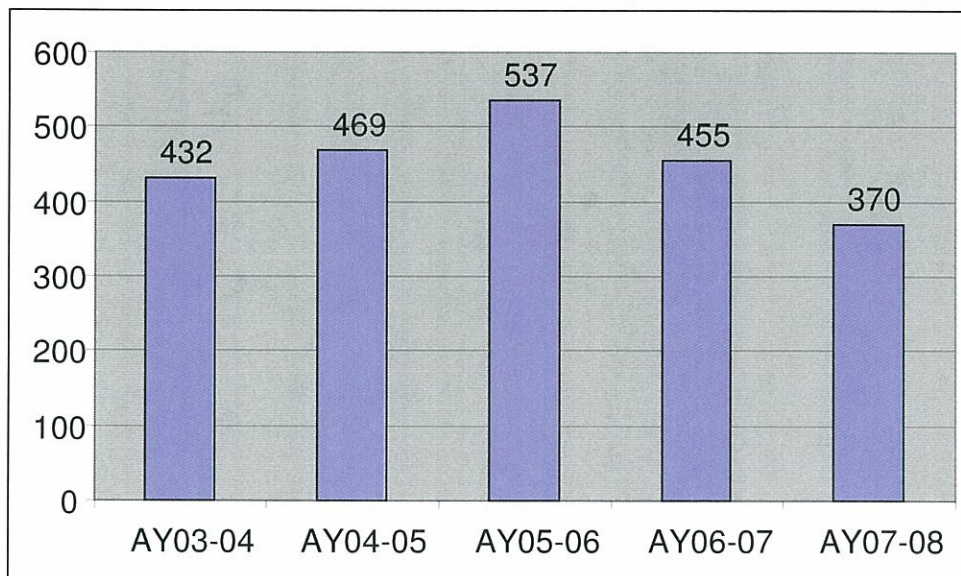
The following three graphs breaks down the summary data above by individual courses.

Figure 2. 5-Year Enrollment in EN100B (AY03-04 to AY07-08)



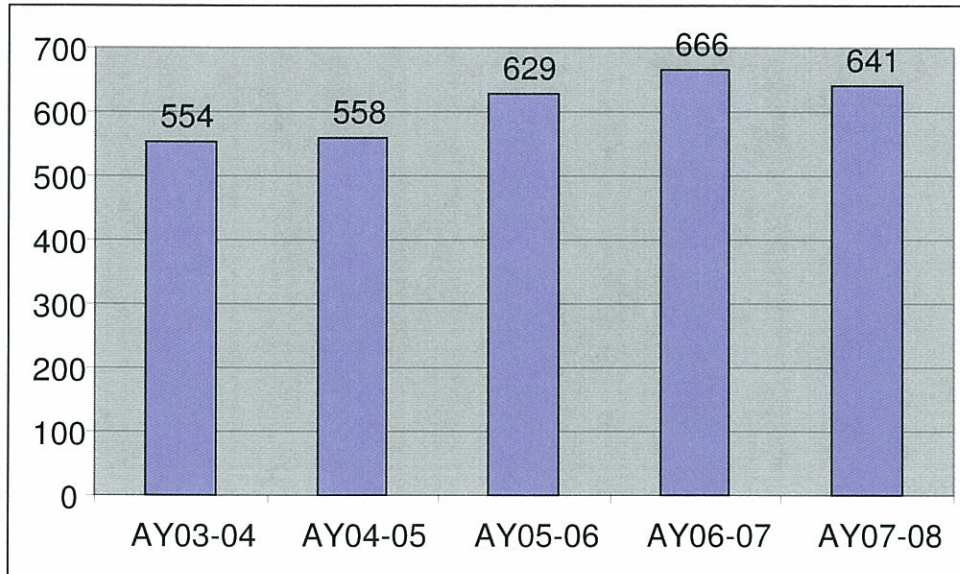
According to Figure 2 above, enrollment in EN100B increased by 37.5% from AY03-04 (144) to AY04-05 (198) and decreased slightly by 1.1% from AY04-05 (198) to AY05-06 (196). Enrollment decreased further by 7.7% from AY05-06 (196) to AY06-07 (181) and by 32.6% from AY06-07 (181) to AY07-08 (122).

Figure 3. 5-Year Enrollment in EN100R (AY03-04 to AY07-08)



As for EN100R, Figure 3 above reveals an 8.6% increase in enrollment from AY03-04 (432) to AY04-05 (469). Enrollment continued to increase by 14.5% from AY04-05 (469) to AY05-06 (537) but decreased by 15.3% from AY05-06 (537) to AY06-07 (455) and by 18.7% from AY06-07 (455) to AY07-08 (370).

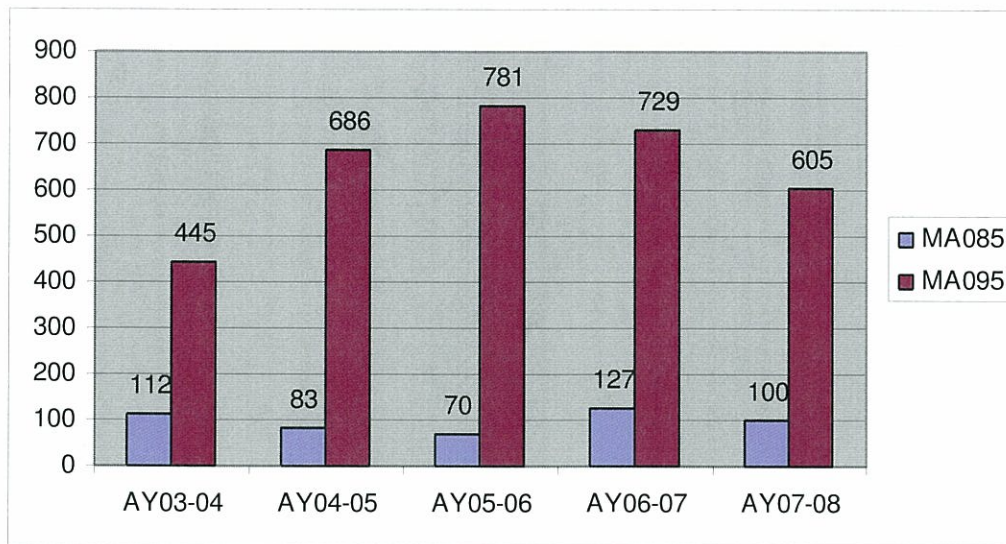
Figure 4. 5-Year Enrollment in EN100W (AY03-04 to AY07-08)



As mentioned earlier, enrollment in EN100W increased from AY03-04 to AY06-07 but decreased in AY07-08. As seen in Figure 4 above, enrollment increased slightly by 0.8% from AY03-04 (554) to AY04-05 (558). It increased by 12.8% from AY04-05 (558) to AY05-06 (629) and by 5.9% from AY05-06 (629) to AY06-07 (666). It then decreased slightly by 3.8% from AY06-07 (666) to AY07-08 (641).

Developmental Math

Figure 5. 5-Year Enrollment in MA085 and MA095



As for developmental math courses, Figure 5 above reveals that out of the two developmental math courses, enrollment was significantly greater in MA095 than MA085. In AY03-04, enrollment in MA095 was nearly four times as much as the enrollment in MA085. In AY04-05, enrollment in MA095 was over eight times as much as the enrollment in MA085. In AY05-06, enrollment in MA095 was over eleven times as much as the enrollment in MA085. In AY06-07 enrollment in MA095 was over five times as much as the enrollment in MA085 and in AY07-08 enrollment in MA095 was over six times as much as the enrollment in MA085.

As is the case with developmental English courses, the high numbers of students needing developmental math is not surprising since as seen in the Guam Public School System (GPSS) School Year 2006-2007 Annual State of Public Education Report (Appendix C), 91% of GPSS students enrolled in 12th Grade Math performed *below basic* on the SAT10.

The following two graphs breaks down the summary data above by individual courses.

Figure 6. 5-Year Enrollment in MA085 (AY03-04 to AY07-08)

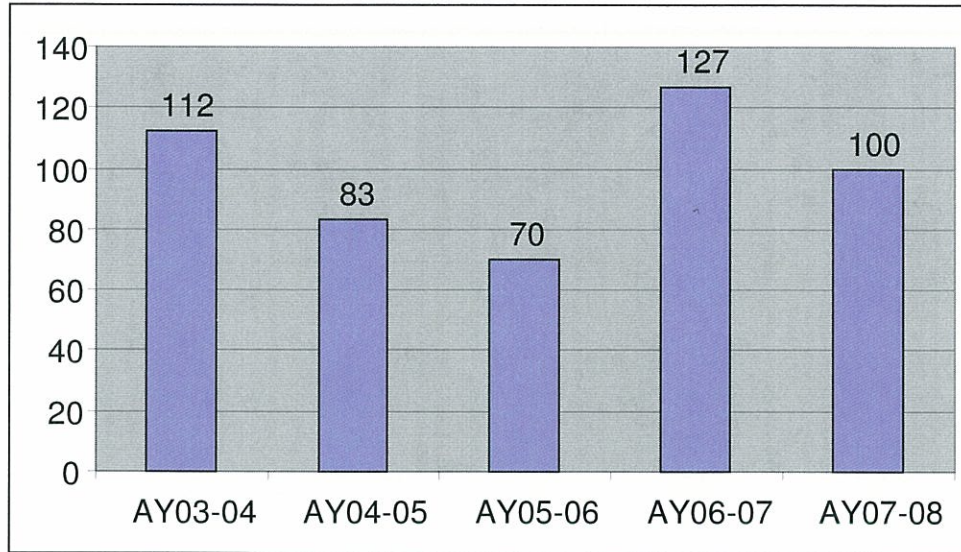
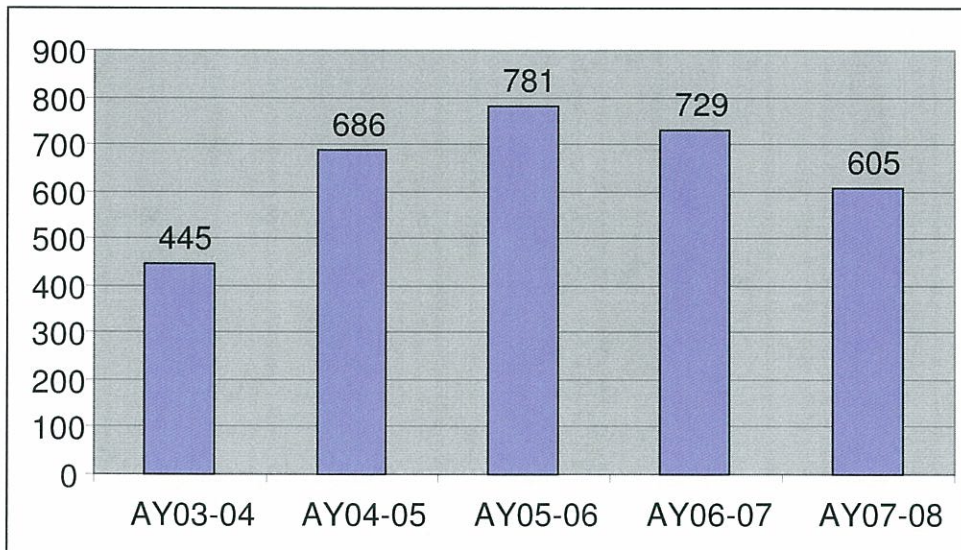


Figure 6 above shows a 25.9% decrease in enrollment in MA085 from AY03-04 (112) to AY04-05 (83). It further decreased by 15.7% from AY04-05 (83) to AY05-06 (70) but increased sharply by 81.5% from AY05-06 (70) to AY06-07 (127). Enrollment then decreased by 21.3% from AY06-07 (127) to AY07-08 (100).

Figure 7. 5-Year Enrollment in MA095 (AY03-04 to AY07-08)



As for enrollment in MA095, Figure 7 above reveals a 54.2% increase in enrollment from AY03-04 (445) to AY05-06 (686) and a 13.9% increase from AY04-05 (686) to AY05-06 (781). Enrollment then decreased by 6.7% from AY05-06 (781) to AY06-07 (729) and by 17.0% from AY06-07 (729) to AY07-08 (605).

Course Completion:

Developmental English

Students enrolled in developmental courses can earn grades of “P”, “Z”, or “F”. A “P” indicates that a student passed the course, a “Z” indicates that a student is making progress but has not reached the required scores to pass, and an “F” indicates that a student failed the course, typically due to excessive absences. Students can also receive grade designations of “TF” and “RF”. “TF” indicates that a student registered for the course but never attended and “RF” indicates that the student initially received an “F” for the course but repeated the course. Another grade designation that students can receive is “W”, meaning that a student was registered for the course but withdrew during the scheduled withdrawal period.

The following five charts contain information on course completion rates for developmental English and math courses.

Table 1. EN100B Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	20	13.9%	43	21.8%	42	21.5%	18	10.0%	23	18.9%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	18	12.5%	14	7.1%	22	11.3%	22	12.2%	17	14.0%
Outcome Pending										
In Progress (Z)	98	68.1%	121	61.2%	114	58.2%	124	68.5%	75	61.5%
Withdrawals (W)	8	5.6%	20	10.1%	18	9.2%	17	9.4%	7	5.8%
TOTAL ENROLLMENT	144		198		196		181		122	

Over the five-year period, a majority of EN100B students were awarded a “Z” (63.3%) followed by “P” (17.4%), and “F, TF, RF” (11.1%). As for withdrawals, over the five-year period, 8.4% of EN100B students withdrew from the course. The number of student withdrawals increased drastically by 150.0% from AY03-04 (8) to AY04-05 (20) but decreased

by 10.0% from AY04-05 (20) to AY05-06 (18) and by 5.6% from AY05-06 (18) to AY06-07 (17). It decreased significantly by 58.9% from AY06-07 (17) to AY07-08 (7).

In order to address drops and withdrawals from Gen. Ed. required English and math courses, the following statement was incorporated into the 2005-2006 catalog (p. 33) as well as subsequent catalogs:

Students, who have not met their Math and English General Education requirement(s) as stipulated in Section 2 above, may be allowed to drop or withdraw from Math and English courses only if they wish to withdraw completely for the semester. However, students will not be permitted to drop or withdraw from these courses under any other circumstance.

Although the college's Gen. Ed. Policy was implemented in Fall 2003, no mechanism was put in place to prevent students affected by the Gen. Ed. policy from registering for a required English or math course and later dropping or withdrawing from it. Therefore, students could continue to take other courses and delay taking their English or math Gen. Ed. requirement(s). The Assessment and Counseling Department, however, created a *Student Promissory Note* (Appendix D) for students who are enrolled in a required English or math course and who wish to withdraw from it. According to the *Student Promissory Note*, by signing the document, students acknowledge that the next time they register for classes; they must register again for the English or math class they withdrew from. The document is signed by the student and counselor. Another document developed by the Assessment and Counseling Department to track students affected by the English and math Gen. Ed. requirement is the *Continuous Registration of College English and/or Math Courses* (Appendix E). GCC allows students to register for an upcoming semester while another semester is ongoing. This form allows students who are taking an English or math course to register for the next level of English or math for the upcoming semester. By signing the form, students acknowledge that they understand that if they do not pass the English or math class they are enrolled in, they will need to drop the higher-level English or math course and retake the lower-level course. This document is signed by the English or math instructor and the student. Although the intent of these forms is to ensure that students meet their English or math Gen. Ed. requirement, follow-up and enforcement is an issue. Perhaps the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff will verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.

Table 2. EN100R Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	132	30.6%	112	23.9%	148	27.6%	89	19.6%	99	26.8%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	39	9.1%	40	8.6%	79	14.8%	73	16.1%	56	15.2%
Outcome Pending										
In Progress (Z)	233	54.0%	262	55.9%	261	48.6%	240	52.8%	185	50.0%
Withdrawals (W)	28	6.5%	55	11.8%	49	9.20%	53	11.7%	30	8.1%
TOTAL ENROLLMENT	432		469		537		455		370	

Like EN100B students, over the five-year period, a majority of EN100R students were awarded a “Z” (52.2%) followed by “P” (25.7%), and “F, TF, RF” (12.7%). As for withdrawals, over the five-year period, 9.5% of EN100R students withdrew from the course. As with EN100B, the number of withdraws increased dramatically from AY03-04 (28) to AY04-05 (55). Withdrawals increased by 96.5% between these two academic years. Withdrawals decreased by 10.9% from AY04-05 (55) to AY05-06 (49) but increased by 8.2% from AY05-06 (49) to AY06-07 (53). It then decreased by 43.4% from AY06-07 (53) to AY07-08 (30).

Table 3. EN100W Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	117	21.2%	128	23.0%	121	19.3%	132	19.9%	127	19.9%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	70	12.7%	89	16.0%	86	13.7%	105	15.8%	96	15.0%
Outcome Pending										
In Progress (Z)	286	51.7%	238	42.7%	327	52.0%	333	50.0%	316	49.3%
Incomplete	0	0.0%	0	0.0%	4	0.70%			2	0.3%
Withdrawals (W)	81	14.7%	103	18.5%	91	14.5%	96	14.5%	100	15.6%
TOTAL ENROLLMENT	554		558		629		666		641	

The same completion pattern found in EN100B and EN100R was found in EN100W. Over the five-year period, a majority of EN100W students were awarded a “Z” (49.3%) followed by “P” (20.5%), “F, TF, RF” (14.7%), and “I” (0.2%). As for withdrawals, over the five-year period, 15.5% of EN100W students withdrew from the course. Withdrawals increased by 27.2% between AY03-04 (81) to AY04-05 (103). Withdrawals decreased by 11.7% between AY04-05 (103) to AY05-06 (91). It then increased by 5.5% from AY05-06 (91) to AY06-07 (96) and by 4.2% from AY06-07 (96) to AY07-08 (100).

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Table 4. MA085 Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	56	50.0%	24	29.0%	35	50.0%	56	44.1%	29	29.0%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	4	3.6%	11	13.3%	18	25.8%	32	25.2%	40	40.0%
Outcome Pending										
In Progress (Z)	33	29.5%	37	44.6%	9	12.9%	27	21.3%	19	19.0%
Withdrawals (W)	19	17.0%	11	13.3%	8	11.5%	12	9.5%	12	12.0%
TOTAL ENROLLMENT	112		83		70		127		100	

Unlike developmental English courses, developmental math courses did not follow the same completion trend for all five academic years. Over the five-year period, a majority of MA085 students were awarded a “P” (40.7%) followed by “Z” (25.4%) and “F, TF, RF” (21.4%). As for withdrawals, over the five-year period, 12.6% of MA085 students withdrew from the course. Unlike developmental English courses, withdrawals decreased from AY03-04 (19) to AY04-05 (11). It decreased by 42.1%. Withdrawals decreased again by 27.3% from AY04-05 (11) to AY05-06 (8) but increased by 50.0% from AY05-06 (8) to AY06-07 (12). Withdrawals remained the same from AY06-07 (12) to AY07-08 (12).

Table 5. MA095 Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	245	55.1%	251	36.6%	289	37.0%	243	33.4%	229	37.8%
AA									3	0.5%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	134	30.2%	290	42.3%	262	33.6%	185	25.4%	133	22.0%
Outcome Pending										
In Progress (Z)	0	0.0%	0	0.0%	67	8.6%	156	21.4%	156	25.8%
No Grade (NG)	0	0.0%	0	0.0%	1	.2%	2	.3%	0	0.0%
Incomplete (I)	0	0.0%	0	0.0%	2	.3%	1	.2%	2	0.3%
Withdrawals (W)	66	14.9%	145	21.2%	160	20.5%	142	19.5%	82	13.5%
TOTAL ENROLLMENT	445		686		781		729		605	

According to Table 5 above, students were not awarded “Zs” in AY03-04 and AY04-05. This is because prior to AY05-06, students only received a pass or fail grade for MA095. Over the five-year period, nearly the same number of MA095 students was awarded a “P” (38.8%) and “F, TF, RF” (31.0%). Eighteen percent (18%) of students were awarded a “Z” from AY05-06 to AY07-08. As for withdrawals, over the five-year period, 18.4% of MA095 students withdrew from the course. The number of student withdrawals between AY03-04 and AY04-05 increased drastically by 119.7% from AY03-04 (66) to AY04-05 (145). It increased again by 10.4% from AY04-05 (145) to AY05-06 (160). Withdrawals then decreased by 11.30% from AY05-06 (160) to AY06-07 (142) and by 42.3% from AY06-07 (142) to AY07-08 (82). For AY05-06 and AY06-07 three students received an “NG” for the course. This means that these students did not receive a grade for the course. Between AY05-06 and AY07-08, five students received an “I”

for the course. An “I” is a temporary grade given at the instructor’s option if a student failed to complete the requirements of the course because of circumstances beyond the student’s control. Generally, an “I” will revert to an “F” if the student fails to complete the course requirements before the end of the next regular semester. In AY07-08, three students received an “AA” for the course.¹⁰

Repeaters:

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As mentioned earlier, a “Z” signifies that a student has made satisfactory progress in a course, but has not passed it. Thus, a student who is awarded a “Z” for a course must continue to enroll in the course. A “Z” is only given to students enrolled in developmental courses. For purposes of this study, a student who received a “Z” in a developmental course and who enrolled in the same course again is considered a *repeater*.

Table 6. EN100B Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	1	1.3%	1	1.0%	1	.9%	0	0%
Black	0	0%	0	0%	0	0%	0	0%
Burmese	1	1.3%	0	0%	0	0%	0	0%
Chamorro	5	6.5%	10	9.7%	17	15.0%	8	14.3%
Chinese	2	2.6%	2	2.0%	4	3.5%	2	3.6%
Chuukese	36	46.2%	44	42.3%	54	47.4%	25	44.7%
Filipino	23	29.5%	21	20.2%	18	15.8%	6	10.8%
Hispanic	0	0%	0	0%	0	0%	1	1.8%
Indian	0	0%	0	0%	0	0%	0	0%
Islander	0	0%	5	4.8%	0	0%	1	1.8%
Japanese	2	2.6%	11	10.6%	3	2.7%	1	1.8%
Korean	4	5.2%	0	0%	6	5.3%	7	12.5%
Kosraen	0	0%	3	2.9%	2	1.8%	0	0%
Marshallese	0	0%	0	0%	0	0%	0	0%
Palauan	2	2.6%	1	1.0%	2	1.8%	1	1.8%
Ponapean	1	1.3%	0	0%	0	0%	0	0%
Vietnamese	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%
Yapese	1	1.3%	5	4.8%	4	3.5%	3	5.4%

¹⁰ According to the *Course Substantive Revision Approval Form* for MA095 dated November 16, 2005, “The Final grade for this course will be either “AA” for outstanding, “P” for Passing, or “Z” for Satisfactory Progress made, continued enrollment required or “F” for Fail.

Other	0	0%	1	1.0%	3	2.7%	1	1.8%
Total Repeaters	78		104		114		56	

As seen in Table 6 above, over the four-year period there were 352 EN100B repeaters. As reported in Figure 1, there were 719 students enrolled in EN100B from AY03-04 to AY06-07. This means that out of the total students enrolled in EN100B over the four-year period, 49.0% repeated the course. Table 6 also reveals a 33.4% increase in the number of EN100B repeaters from AY03-04 (78) to AY04-05 (104). The number of repeaters increased again by 9.7% between AY04-05 (104) to AY05-06 (114) but decreased sharply by 50.9% between AY05-06 (114) to AY06-07 (56). Additionally, the table above reveals that in terms of ethnicity, most EN100B repeaters were Chuukese (159) followed by Filipino (68) and Chamorro (40).

Table 7. EN100R Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	3	1.2%	0	0%	3	1.0%	1	.4%
Black	2	.8%	2	.9%	1	.4%	1	.4%
Burmese	0	0%	0	0%	0	0%	0	0%
Chamorro	98	38.2%	95	41.5%	108	35.0%	70	26.9%
Chinese	3	1.2%	2	.9%	7	2.3%	1	.4%
Chuukese	29	11.3%	27	11.8%	36	11.7%	56	21.5%
Filipino	80	31.2%	69	30.2%	109	35.3%	67	25.7%
Hispanic	0	0%	3	1.4%	3	1.0%	2	.8%
Indian	2	.8%	0	0%	0	0%	0	0%
Islander	3	1.2%	0	0%	2	.7%	0	0%
Japanese	6	2.4%	6	2.7%	5	1.7%	7	2.7%
Korean	8	3.2%	7	3.1%	9	3.0%	13	5.0%
Kosraen	3	1.2%	2	.9%	2	.7%	2	.8%
Marshallese	0	0%	1	.5%	1	.4%	2	.8%
Palauan	4	1.6%	6	2.7%	4	1.3%	2	.8%
Ponapean	1	.4%	0	0%	5	1.7%	9	3.5%
Vietnamese	1	.4%	0	0%	0	0%	0	0%
White	0	0%	0	0%	5	1.7%	9	3.5%
Yapese	12	4.7%	8	3.5%	5	1.7%	15	5.8%
Other	2	.8%	1	.5%	4	1.3%	4	1.6%
Total Repeaters	257		229		309		261	

Table 7 above reveals that there were 1,056 EN100R repeaters from AY03-04 to AY06-07. According to Figure 1, there were 1,893 students enrolled in EN100R from AY03-04 to AY06-07. This means that out of the total students enrolled in EN100R over the four-year

period (n=1,893), 55.8% repeated the course. Furthermore, according to Table 7 above, there were more than 200 EN100R *repeaters* each year (AY03-04, 59.5%; AY04-05, 48.9%; AY05-06, 57.6%; AY06-07, 57.4%). The number of *repeaters* decreased by 10.9% from AY03-04 (257) to AY04-05 (229) and increased by 35.0% from AY04-05 (229) to AY05-06 (309). *Repeaters* decreased by 15.6% from AY05-06 (309) to AY06-07 (261). Unlike EN100B *repeaters*, most EN100R *repeaters* were Chamorro (371) followed by Filipino (325) and Chuukese (148).

Table 8. EN100W Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	1	.4%	4	1.5%	1	.4%	2	.5%
Black	5	1.8%	0	0%	3	1.0%	5	1.2%
Burmese	0	0%	0	0%	0	0%	0	0%
Chamorro	149	52.7%	132	49.5%	144	45.6%	198	47.5%
Chinese	1	.4%	5	1.9%	3	1.0%	2	.5%
Chuukese	11	3.9%	11	4.2%	16	5.1%	15	3.6%
Filipino	83	29.4%	87	32.6%	101	32.0%	130	31.2%
Hispanic	1	.4%	2	.8%	4	1.3%	5	1.2%
Indian	1	.4%	0	0%	0	0%	0	0%
Islander	2	.7%	2	.8%	4	1.3%	0	0%
Japanese	3	1.1%	3	1.2%	5	1.6%	5	1.2%
Korean	3	1.1%	2	.8%	4	1.3%	6	1.5%
Kosraen	1	.4%	3	1.2%	2	.7%	0	0%
Marshallese	3	1.1%	0	0%	0	0%	3	.8%
Palauan	6	2.2%	6	2.3%	3	1.0%	7	1.7%
Ponapean	2	.7%	2	.8%	1	.4%	4	1.0%
Vietnamese	0	0%	1	.4%	8	2.6%	1	.3%
White	4	1.5%	2	.8%	7	2.3%	18	4.4%
Yapese	6	2.2%	3	1.2%	5	1.6%	8	2.0%
Other	1	.4%	2	.8%	5	1.6%	8	2.0%
Total Repeaters	283		267		316		417	

In comparison to the other two developmental English courses, there were more *repeaters* in EN100W. Table 8 above reveals that over the four-year period, there were 1,283 EN100W *repeaters*. As reported in Figure 1, there were a total of 2,407 students enrolled in EN100W from AY03-04 to AY06-07. This means that out of this total, 53.3% repeated the course. Moreover, Table 8 shows that there were over 300 *repeaters* in AY05-06 and over 400 *repeaters* in AY06-07. The number of EN100W *repeaters* decreased by 5.7% from AY03-04 (283) to AY04-05 (267) and then increased by 18.4% from AY04-05 (267) to AY05-06 (316).

The number of *repeaters* increased again by 32.0% from AY05-06 (316) to AY06-07 (417). Like EN100R *repeaters*, most EN100W *repeaters* were Chamorro (623) followed by Filipino (401) and Chuukese (53).

Overall, there were more *repeaters* in EN100R and EN100W than EN100B because there were significantly more students enrolled in those two courses.

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Table 9. MA085 Repeaters (AY03-04 to AY06-07)

	AY03-04	%	AY04-05	%	AY05-06	%	AY06-07	%
Chamorro	37	46.3%	19	38.0%	25	48.1%	51	49.1%
Chuukese	15	18.8%	13	26.0%	15	28.9%	31	29.8%
Filipino	23	28.8%	12	24.0%	8	15.4%	14	13.5%
Hispanic	0	0%	0	0%	1	2.0%	0	0%
Islander	0	0%	1	2.0%	0	0%	0	0%
Japanese	0	0%	1	2.0%	0	0%	0	0%
Korean	1	1.3%	0	0%	0	0%	0	0%
Marshallese	1	1.3%	1	2.0%	0	0%	0	0%
Palauan	1	1.3%	2	4.0%	0	0%	1	1.0%
Ponapean	0	0%	0	0%	1	2.0%	2	2.0%
White	1	1.3%	0	0%	0	0%	2	2.0%
Yapese	1	1.3%	0	0%	1	2.0%	3	2.9%
Other	0	0%	1	2.0%	1	2.0%	0	0%
Total Repeaters	80		50		52		104	

Table 10. MA095 Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	2	.7%	3	.8%	2	0.5%	1	.3%
Black	4	1.3%	3	.8%	5	1.1%	3	.7%
Burmese	1	.4%	0	0%	0	0%	0	0%
Chamorro	144	45.3%	192	46.2%	235	49.5%	223	47.0%
Chinese	1	.4%	0	0%	1	.3%	2	.5%
Chuukese	41	12.9%	51	12.3%	36	7.6%	55	11.6%
Filipino	87	27.4%	109	26.2%	142	29.9%	134	28.3%
Hispanic	2	.7%	3	.8%	3	.7%	4	.9%
Indian	1	.4%	0	0%	0	0%	0	0%
Islander	3	1.0%	1	.3%	5	1.1%	0	0%
Japanese	3	1.0%	5	1.2%	4	.9%	4	.9%
Korean	2	.7%	4	1.0%	3	.7%	8	1.7%
Kosraen	1	.4%	7	1.7%	3	.7%	0	0%
Marshallese	1	.4%	2	.5%	1	.3%	2	.5%

Palauan	6	1.9%	10	2.4%	4	.9%	6	1.3%
Ponapean	1	.4%	2	.5%	2	.5%	6	1.3%
Vietnamese	0	0%	1	.3%	1	.3%	1	.3%
White	7	2.2%	7	1.7%	11	2.4%	12	2.6%
Yapese	8	2.6%	14	3.4%	10	2.1%	8	1.7%
Other	3	1.0%	2	.5%	7	1.5%	6	1.3%
Total Repeaters	318		416		475		475	

A comparison of Table 9 and Table 10 above reveals that in terms of developmental math, there were significantly more MA095 repeaters than MA085 repeaters. This is not surprising since, as reported in Figure 5, there were more students enrolled in MA095 than in MA085. As shown in Table 9 above, over the four-year period, there were 286 MA085 repeaters. Based on Figure 5, there were a total of 392 students enrolled in MA085 from AY03-04 to AY06-07. This means that out of the total students enrolled in MA085 over the four-year period, 73.0% repeated the course. Additionally, according to Table 9, the number of MA085 repeaters decreased by 37.5% from AY03-04 (80) to AY04-05 (50) but increased by 4.0% from AY04-05 (50) to AY05-06 (52). The number of repeaters then increased by 100% between AY05-06 (52) to AY06-07 (104). Most MA085 repeaters were Chamorro (132) followed by Chuukese (74) and Filipino (57).

As shown in Table 10, over the four-year period, there were 1,684 MA095 repeaters. Figure 5 reports a total of 2,641 students enrolled in MA095 from AY03-04 to AY06-07. This means that out of the total students enrolled in MA095 over the four-year period, 63.8% repeated the course. Furthermore, Table 10 reveals that the number of repeaters in MA095 increased by 30.9% from AY03-04 (318) to AY04-05 (416) and increased again by 14.2% from AY04-05 (416) to AY05-06 (475). There was no change in the number of repeaters from AY05-06 (475) to AY06-07 (475). Unlike MA085 repeaters, most MA095 repeaters are Chamorro (794) followed by Filipino (472) and Chuukese (183).

Table 11. Student Enrollment (AY03-04 to AY06-07)

Ethnicity	AY03-04	%	AY04-05	%	AY05-06	%	AY06-07	%
ASIAN	19	1.1%	16	0.8%	12	0.5%	6	0.3%
BLACK	14	0.8%	10	0.5%	12	0.5%	15	0.7%
BURMESE	2	0.1%	0	0.0%	0	0.0%	0	0.0%
CHAMORRO	645	38.2%	765	38.4%	898	40.6%	808	37.4%
CHINESE	11	0.7%	11	0.6%	18	0.8%	14	0.6%
CHUUKESE	288	17.1%	331	16.6%	340	15.4%	386	17.9%
FILIPINO	502	29.8%	589	29.5%	635	28.7%	589	27.3%
HISPANIC	4	0.2%	11	0.6%	18	0.8%	13	0.6%

INDIAN	4	0.2%	0	0.0%	0	0.0%	0	0.0%
ISLANDER	10	0.6%	8	0.4%	12	0.5%	2	0.1%
JAPANESE	23	1.4%	44	2.2%	36	1.6%	28	1.3%
KOREAN	35	2.1%	44	2.2%	40	1.8%	67	3.1%
KOSRAEN	15	0.9%	26	1.3%	17	0.8%	9	0.4%
MARSHALLESE	9	0.5%	10	0.5%	7	0.3%	10	0.5%
OTHER	7	0.4%	10	0.5%	30	1.4%	30	1.4%
PALAUAN	25	1.5%	37	1.9%	23	1.0%	32	1.5%
PONAPEAN	11	0.7%	9	0.5%	17	0.8%	33	1.5%
VIETNAMESE	1	0.1%	3	0.2%	3	0.1%	4	0.2%
WHITE	16	0.9%	17	0.9%	31	1.4%	49	2.3%
YAPESE	46	2.7%	53	2.7%	65	2.9%	63	2.9%
Total Enrollment	1687		1994		2214		2158	

Note: Student enrollment data is based on unduplicated head count.

Based on Table 11 above, it is not surprising that a majority of *repeaters* were Chamorro, Chuukese, or Filipino since they represent the top three ethnic groups of students enrolled at GCC over the four-year period. Chamorros (38.7%) make up the biggest group followed by Filipino (28.8%) and Chuukese (16.7%).¹¹

TABLE 12: Frequency of EN100B Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	Count
ASIAN	2	1						3
BLACK								0
BURMESE	1							1
CHAMORRO	32	5	2			1		40
CHINESE	9		1					10
CHUUKESE	89	42	14	6	5	2	1	159
FILIPINO	55	9	1	1		1	1	68
HISPANIC	1							1
INDIAN								0
ISLANDER	1							1
JAPANESE	6	2	2	1				11
KOREAN	19	7	1	1				28
KOSRAEN		2						2
MARSHALLESE	2		1					3
OTHER	3	1						4
PALAUAN	6							6
PONAPEAN		2						2
VIETNAMESE								0
WHITE								0
YAPESE	9	2	2					13
Grand Total	235	73	24	9	5	4	2	352
% of Total	66.8%	20.7%	6.8%	2.6%	1.4%	1.1%	0.6%	

¹¹ Percent is based on four year enrollment data.

Table 12 above reveals that over the four-year period, most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%), and three times (6.8%). Two students repeated the course 7 times. A majority of EN100B *repeaters* were Chuukese (159) followed by Filipino (68) and Chamorro (40). The table also shows that the top three ethnic groups with the highest number of students who repeated EN100B once over the four-year period were Chuukese (89), followed by Filipino (55), and Chamorro (32). The top three ethnic groups with the highest number of students who repeated EN100B twice were Chuukese (42), Filipino (9), and Korean (7). Chuukese students represented the largest ethnic group of students who repeated EN100B three or more times (28).

TABLE 13: Frequency of EN100R Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	8x	Count
ASIAN	4	2	1						7
BLACK	4	1		1					6
BURMESE									0
CHAMORRO	261	71	28	10	1				371
CHINESE	8	2	2	1					13
CHUUKESSE	69	39	21	8	7	1	1	2	148
FILIPINO	200	75	32	13	3	2			325
HISPANIC	7	1							8
INDIAN	2								2
ISLANDER	3	2							5
JAPANESE	11	7	3	2	1				24
KOREAN	22	7	4	3	1				37
KOSRAEN	3	4			2				9
MARSHALLESE	2	1	1						4
OTHER	8	1	2						11
PALAUAN	12	3		1					16
PONAPEAN	9	3	2			1			15
VIETNAMESE				1					1
WHITE	12	2							14
YAPESE	19	11	5	4		1			40
Grand Total	656	232	101	44	15	5	1	2	1056
% of Total	62.1%	22.0%	9.6%	4.2%	1.4%	0.5%	0.1%	0.2%	

Table 13 above shows that over the four-year period, more than 62% of the EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%), and three times (9.6%). Two students repeated the course 8 times. A majority of EN100R *repeaters* were Chamorro (371) followed by Filipino (325), and Chuukese (148). The table also shows that the top three ethnic groups with the highest number of students who repeated EN100R once over the four-year period were Chamorro (261), Filipino (200), and Chuukese (69). The top three ethnic groups

with the highest number of students who repeated EN100R twice were Filipino (75), Chamorro (71), and Chuukese (39). Unlike EN100B, Filipino students represented the largest ethnic group of students who repeated EN100R three or more times (50).

TABLE 14: Frequency of EN100W Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	9x	Count
ASIAN	1	3	2	2					8
BLACK	13								13
BURMESE									0
CHAMORRO	432	121	45	18	5	2			623
CHINESE	9	1		1					11
CHUUKESE	37	6	3	2	3	2			53
FILIPINO	228	97	49	16	9	1		1	401
HISPANIC	11		1						12
INDIAN	1								1
ISLANDER	6	1	1						8
JAPANESE	10	4		1	1				16
KOREAN	6	6	1	1			1		15
KOSRAEN	2	3			1				6
MARSHALLESE	5		1						6
OTHER	13	2		1					16
PALAUAN	17	4		1					22
PONAPEAN	6	1	1		1				9
VIETNAMESE	1			1					2
WHITE	23	5	3						31
YAPESE	10	7	2	2	1				22
Grand Total	831	261	109	46	21	5	1	1	1275
% of Total	65.2%	20.5%	8.5%	3.6%	1.6%	0.4%	0.1%	0.1%	

Table 14 above reveals that over the four-year period, more than 65% of EN100W repeaters repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). One student repeated the course 9 times. A majority of repeaters were Chamorro (623) followed by Filipino (401), and Chuukese (53). Table 14 also shows that the top three ethnic groups with the highest number of students who repeated EN100W once over the four-year period were Chamorro (432), Filipino (228), and Chuukese (37). The top three ethnic groups with the highest number of students who repeated EN100W twice were Chamorro (121), Filipino (97), and Yapese (7). Like EN100R, Filipino students represented the largest ethnic group of students who repeated EN100W three or more times (76).

TABLE 15: Frequency of MA085 Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	Count
ASIAN						0
BLACK						0
BURMESE						0
CHAMORRO	118	11	2	1		132
CHINESE						0
CHUUKESE	55	14	4		1	74
FILIPINO	51	4		2		57
HISPANIC	1					1
INDIAN						0
ISLANDER	1					1
JAPANESE	1					1
KOREAN						0
KOSRAEN	1					1
MARSHALLESE	2					2
OTHER	1	1				2
PALAUAN	4					4
PONAPEAN	2	1				3
VIETNAMESE						0
WHITE	3					3
YAPESE	5					5
Grand Total	245	31	6	3	1	286
% of Total	85.7%	10.8%	2.1%	1.0%	0.3%	

Table 15 above reveals that over the four-year period, more than 85% of MA085 repeaters repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). One student repeated the course five times. A majority of repeaters were Chamorro (132) followed by Chuukese (74) and Filipino (57). The top three ethnic groups with the highest number of students who repeated MA085 once were Chamorro (118), Chuukese (55), and Filipino (51). The top three ethnic groups who repeated MA085 twice were Chuukese (14), Chamorro (11), and Filipino (4). The largest ethnic category of students who repeated MA085 three or more times was Chuukese students (5).

TABLE 16: Frequency of MA095 Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	Count
Asian	6	1	1				8
Black	12	2	1				15
Burmese	1						1
Chamorro	649	112	20	9	3	1	794
Chinese	3	1					4
Chuukese	128	44	10		1		183
Filipino	384	61	17	9	1		472
Hispanic	10	2					12
Indian	1						1
Islander	9						9
Japanese	10	1	3	2			16
Korean	10	7					17
Kosraean	5	4	2				11
Marshallese	4	2					6
Other	15	2	1				18
Palauan	23	2	1				26
Ponapean	11						11
Vietnamese	3						3
White	34	2	1				37
Yapese	30	8	1	1			40
Grand Total	1348	251	58	21	5	1	1684
% of Total	80.0%	14.9%	3.4%	1.2%	0.3%	0.1%	

Table 16 above reveals that over the four-year period, there were 80.0% of MA095 repeaters who repeated the course once followed by twice (14.9%), and three times (3.4%). One student repeated the course 6 times. A majority of MA095 repeaters were Chamorro (794) followed by Filipino (472), and Chuukese (183). Table 16 also shows that the top three ethnic groups with the highest number of students who repeated MA095 once over the four-year period were Chamorro (649), Filipino (384), and Chuukese (128). The top three ethnic groups with the highest number of students who repeated MA095 twice were Chamorro (112), Filipino (61), and Chuukese (44). The largest ethnic group of students who repeated MA095 three or more times was Chamorro (33).

IV. Summary and Conclusions

The following summary findings are derived from this study:

- **Enrollment**

- Developmental English

- Of the three developmental English courses, EN100W had the greatest enrollment followed by EN100R and EN100B. Although enrollment in EN100B increased from AY03-04 to AY04-05, enrollment decreased after AY05-06. Enrollment in EN100R increased from AY03-04 to AY05-06 but decreased after AY05-06.

- Developmental Math

- There was significantly greater enrollment in MA095 than MA085 throughout the five-year period. Enrollment in MA085 decreased from AY03-04 to AY05-06 but increased significantly in AY06-07. Enrollment then decreased in AY07-08. Enrollment in MA095 increased from AY03-04 to AY05-06 but decreased after AY05-06.

- **Course Completion**

- Developmental English

- Over the five-year period, a majority of EN100B students were awarded a “Z” (63.3%) followed by “P” (17.4 %) and “F, TF, RF” (11.1%). As for withdrawals, 8.4% of EN100B students withdrew from the course over the five-year period. The percentage of EN100B withdrawals increased dramatically after the implementation of the Gen. Ed. Policy in Fall 2003. Withdrawals increased by 150% from AY03-04 to AY04-05. Course completion in EN100R was similar to that in EN100B. Over the five-year period, a majority of EN100R students were awarded a “Z” (52.2%) followed by a “P” (25.7%) and “F, TF, RF” (12.7%). As for withdrawals, 9.5% of EN100R students withdrew from the course from AY03-04 to AY07-08.

- As with the other two developmental English courses, most students enrolled in EN100W over the five-year period received a “Z” (49.3%) followed by “P” (20.5%) and “F, TF, RF” (14.7%). In terms of withdrawals, 15.5% of EN100W students withdrew from the course over the five-year period. Although withdrawals from EN100W increased after AY03-04, it did not increase as much as it did for EN100B and EN100R.

Developmental Math

Unlike developmental English courses, developmental math courses did not follow the same completion trend. Over the five-year period, a majority of MA085 students were awarded a “P” (40.7%) followed by “Z” (25.4%), and “F, TF, RF” (21.4%). As for withdrawals, 12.6% of MA085 students withdrew from the course over the five-year period. Unlike the developmental English courses, the percentage of withdrawals from MA085 decreased from AY03-04 to AY04-05. Withdrawals decreased further in AY05-06 but increased again in AY06-07. Withdrawals remained the same from AY06-07 (12) to AY07-08 (12).

As for MA095, students were not awarded “Zs” in AY03-04 and AY04-05. Prior to AY05-06 students only received a pass or fail grade for MA095. Over the five-year period, nearly the same number of MA095 students was awarded a “P” (38.8%) and “F, TF, RF” (31.0%). With respect to withdrawals over the five-year period, 18.4% of MA095 students withdrew from the course. Withdrawals from MA095 increased drastically from AY03-04 to AY04-05 (over 119.0%) and continued to increase in AY05-06 (by 10.4%) but then decreased in AY06-07 (by 11.3%) and AY07-08 (by 42.3%).

- **Repeaters**

Developmental English

Of the total students enrolled in EN100B from AY03-04 to AY06-07, 49.0% repeated the course. Most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%) and three times (6.8%). The remaining 5.7% repeated the course between 4 to 7 times. As for EN100R, of the total students enrolled in EN100R over the four-year period, 55.8% repeated the course. Like EN100B *repeaters*, most EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%) and three times (9.6%). The remaining 6.3% repeated the course between 4 to 8 times. As for EN100W, 53.3% of the total students enrolled in the course over the four-year period repeated the course. Similar to EN100B and EN100R, most EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). The remaining 5.8% of *repeaters* repeated the course between 4 to 9 times.

Developmental Math

Of the total students enrolled in MA085 from AY03-04 to AY06-07, 73.0% repeated the course. Over 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). The remaining 1.4% repeated the course 4 to 5 times. As for MA095, 63.8% of the students enrolled in the course over the four-year period repeated the course. Of these *repeaters*, 80.0% repeated the course once followed by twice (14.9%) and three times (3.4%). The remaining 1.7% repeated the course between 4 to 6 times.

V. Recommendations

The following recommendations are given in relation to the conclusions reached in this study:

- The English Department should review the curriculum documents for each of the three developmental courses and make appropriate modifications to ensure *student access* and *success*. For example, consideration should be given to learning styles as a function of ethnicity when developing course design and content. Also, perhaps incorporate a variety of teaching strategies to address different learning styles. This is critical since over 49.0% of students enrolled in developmental English courses received a “Z” throughout the five-year period. Also, of the total number of students enrolled in EN100B over the four-year period, 49% repeated the course. Of the total number of students enrolled in EN100R over the four-year period, 55.8% repeated the course and of the total number of students enrolled in EN100W over the four-year period, 53.3% repeated the course. Two EN100B students repeated the course 7 times, two EN100R students repeated the course 8 times, and one EN100W student repeated the course 9 times.
- The Math Department should also review the curriculum documents for their two developmental courses and modify it where appropriate. Consideration should also be given to learning styles as a function of ethnicity when developing course design and content. As suggested for developmental English courses, perhaps a change in teaching methods is needed. This is particularly important since, throughout the five-year period under review, the percentage of students who pass MA085 is 40.0% or less. Also, the percentage of students who did not earn credit for the MA085 increased after AY03-04.¹²

¹² Percentages are based on the number of withdrawals and total enrollment each year.

Additionally, of the total number of students enrolled in MA085 over the four-year period, 73.0% repeated the course. As for MA095, of the total number of students enrolled in the course over the four-year period, 63.8% repeated the course. One student enrolled in MA085 repeated the course 5 times and one student enrolled in MA095 repeated the course 6 times.

- English and math faculty should work with their department members to identify ways to improve student achievement in developmental courses. Possibly, schedule faculty training in multi-cultural awareness so that they can better understand the learning styles of their students and how to incorporate this information into their teaching methods and strategies. This training can be scheduled during Professional Development Day.
- Currently, there is no mechanism in place to enforce the Gen. Ed. policy. As mentioned earlier, perhaps the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff will verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.
- The Gen. Ed. Committee, in coordination with the math and English departments, should establish a systematic assessment process for English and math developmental courses. The department chairs of these respective departments, in consultation with their program faculty, should lead this assessment effort.
- The college should look at ways to offer more English and math tutoring services to all students. Perhaps students who passed higher-level English and math courses could be hired as peer tutors for those who are enrolled in developmental English and math courses. If possible, tutors and students should be matched by ethnicity because of the similarities in learning styles. Also, this should minimize language barriers that may hinder the learning process. Furthermore, there may be cultural issues to consider when matching students to tutors (ex. same gender matches). Departments and offices offering tutoring services, including tutors themselves, should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available. This can be done through email and announcements during new student orientation. Additionally, faculty who are aware that students are struggling in

their English and math courses should inform these students of available tutoring services so that they could get the extra assistance that they need. Early intervention is critical. It is also important that departments or offices offering tutoring services keep the campus informed of available tutoring services.

VI. Synthesis

As this study has shown, a relatively high number of GCC's currently enrolled students are struggling in developmental English and math courses. Some are failing and others have to retake a course multiple times. A majority of students enrolled in all three developmental English courses were awarded a "Z" followed by "P" and "F, TF, RF". Of the total students enrolled in each developmental English and math course from AY03-04 to AY06-07, over 49% repeated a course. A number of students enrolled in developmental English and math courses repeated a course multiple times, with a few repeating it as much as 8 to 9 times. These challenges possibly result in great frustration and negatively impact on *student access* and *success*. Specifically, the challenge of successfully completing developmental courses prevents students from progressing to college-level courses. Ultimately, this potentially impacts program completions in general and program completions in a reasonable time. Additionally, it delays students in meeting general education requirements at transfer institutions. Moreover, it negatively affects the number of students who complete both certificate and degree programs. The college's Gen. Ed. Policy wasn't designed as an obstacle to student success. It was designed to adequately prepare students to meet business and industry standards. Through continuous communication with employers, the college develops curricula to meet the employers' criteria for successful employees.

The responsibility to address the issues contained in this report does not lie with any one department. It is an institution-wide responsibility. The college as a whole must work actively to address these issues in order to ensure *access* and *success* for all students.

APPENDIX A

Post Secondary Policy

1. **All Undeclared or newly Declared Students** in regularly scheduled postsecondary courses are required to take a placement exam by the time they have enrolled in 12 credits of classes.
2. **All Undeclared or newly Declared Students** enrolled in regularly scheduled postsecondary courses must be enrolled in or have completed their EN100R Fundamentals of English-Reading, EN100W Fundamentals of English-Writing (or higher) general education requirement by the time they have enrolled in 12 credits of classes, and must enroll in or have completed their MA108 Introduction to College Algebra (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only nine (9) credits before they must begin meeting their general education requirements.
3. **All Certificate Programs** will require the following General Education Courses (except as noted below.):

EN100R	Fundamentals of English-Reading or higher	- credits
EN100W	Fundamentals of English-Writing or higher	- credits
MA108	Introduction to College Algebra I or higher	3 credits
	TOTAL CREDITS	3

4. **All Associate Degree Programs** will require the following General Education Courses (except as noted below.):

EN110*	Freshman English	3 credits
MA110A*	Finite Mathematics	3 credits
CS151*	Windows Applications OR	3 credits
CS152	Macintosh Applications	3 credits
SI103*	Introduction to Marine Biology OR	4 credits
SI110*	Environmental Biology	4 credits
PY120*	General Psychology	3 credits
SO130*	Introduction to Sociology	3 credits
	TOTAL CREDITS	19

* Courses articulate to the University of Guam.

5. **Withdrawal from Math and English General Education Required Courses**

Students, who have not met their Math and English General Education requirement(s) as stipulated in Section 2 above, may be allowed to drop or withdraw from Math and English courses only if they wish to withdraw completely for the semester. However, students will not be permitted to drop or withdraw from these courses under any other circumstance.

NOTE: Some programs require higher-level course work to meet general education requirements. Medical Assisting Students must take SI130 to fulfill their science requirement and Computer Networking students must take SI141 as their science requirement.

Recognizing the necessity for 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.

APPENDIX B

COURSE
GUIDE

MA100
FUNDAMENTALS OF MATHEMATICS

:

Guam Community College
Course Guide

Course No. & Title	Department	Prepared by	Page
MA100-Fundamentals of Mathematics	Math	Nancy Hall March 1988	1 of 5

I. PURPOSE

To provide students with the opportunity to gain the skills necessary for success in the higher mathematics courses and beginning occupational programs.

II. DESCRIPTION

A. Contact hours per week.	B. Duration	C. Number/Type of Credits.
Lecture	Hours	CEU
Lab 4	Day	Carnegie
OJT	Night 48	Credit Hrs. 3
		Other

D. Catalog Description

This course is designed as a review of basic arithmetic operations. It offers the prerequisite skills for higher level math courses, a student placed in MA100 must successfully complete the course before taking any higher numbered math course. Topics include operations with whole numbers, fractions, decimals, percents, ratios and proportions, and application problems.

E. Target Group

Students desiring to upgrade their math skills and those who have a highschool diploma, but do not meet placement requirements necessary for the higher mathematics classes.

F. Certificate and/or Degree Requirements Met by Course.

N/A

G. Employment Entry or upgrading

Upgrading of basic math skills for all occupational areas.

H. Cost to Students: Textbook, tuition

111. COMMENTS ON COURSE ACTIVITIES AND DESIGN

MA100 is a self-paced, individualized course with an open-exit policy. A variety of materials will be used, with a basic lab approach. Diagnostic testing determines the areas on which each student needs to concentrate. Various kits, texts, worksheets as well as lecture and small group work will be used. Microcomputers will be used to provide instruction, drill and practice and enrichment activities. Students may test out at set times during the term.

IV. PREREQUISITE KNOWLEDGE AND SKILLS

High School Diploma. Placement test scores indicate need. Students failing to take a placement test, but wanting to refresh their arithmetic skills start at this level.

V. EVALUATION

Post-testing is available four times during the term for exit and awarding of credit. Grades issued are F -pass, Z -making progress, F -Failure for non-attendance. MA100 may be repeated until basic skills are mastered.

VI. COURSE OUTLINE

1.0 Whole Numbers

- 1.1 Reading and Writing Whole Numbers
- 1.2 Addition of whole Numbers
- 1.3 Subtracting of Whole Numbers
- 1.4 Multiplication of Whole Numbers
- 1.5 Division of Whole Numbers
- 1.6 Application problems

2.0 Common Fractions

- 2.1 Reducing fractions
- 2.2 Raising fractions to higher terms
- 2.3 Changing form between improper and mixed fractions
- 2.4 Adding fractions
- 2.5 Subtracting fractions
- 2.6 Multiplying fractions
- 2.7 Dividing fractions
- 2.8 Applications of fractions.

3.0 Decimal Fractions

- 3.1 Reading and writing decimals
- 3.2 Comparing decimals
- 3.3 Changing form between decimals and fractions

- 3.4 Rounding decimals
- 3.5 Adding and subtracting decimals
- 3.6 Multiplying and dividing decimals
- 3.7 Decimals word problems

4.0 Percent

- 4.1 Changing form among decimals, fractions and percents
- 4.2 The three types of percent problems
- 4.3 Simple interest
- 4.4 Percent applications.

V11. INSTRUCTIONAL GOALS AND DEFINED OUTCOMES

1.0 WHOLE NUMBERS

1.1.0 Addition, Subtraction, Multiplication and Division

Instructional Goals:

Gain computational skills with whole numbers.

Students Will:

- 1.1.1 Add, subtract, multiply and divide whole numbers.

2.1.0 Application Problems

Instructional Goals:

Interpret word problems and apply computational skills.

Students Will:

- 1.2.1 Select and apply the correct whole number computational skills for a given word problems.

2.0 COMMON FRACTIONS

2.1.0 Equivalent Forms

Instructional Goal:

Change terms and form of fractions.

Students Will:

- 2.1.1 Reduce fractions to simplest form
- 2.1.2 Raise fractions to higher terms
- 2.1.3 Change form between improper and mixed

Guam Community College
Course Guide

Course No. & Title	Department	Prepared by	Page
MA100-Fundamentals of Mathematics	Math	Nancy Hall March 1988	1 of 5

I. PURPOSE

To provide students with the opportunity to gain the skills necessary for success in the higher mathematics courses and beginning occupational programs.

II. DESCRIPTION

A. Contact hours per week.	B. Duration	C. Number/Type of Credits.
-------------------------------	-------------	-------------------------------

Lecture	Hours	CEU
Lab 4	Day	Carnegie
OJT	Night 48	Credit Hrs. 3
		Other

D. Catalog Description

This course is designed as a review of basic arithmetic operations. It offers the prerequisite skills for higher level math courses, a student placed in MA100 must successfully complete the course before taking any higher numbered math course. Topics include operations with whole numbers, fractions, decimals, percents, ratios and proportions, and application problems.

E. Target Group

Students desiring to upgrade their math skills and those who have a highschool diploma, but do not meet placement requirements necessary for the higher mathematics classes.

F. Certificate and/or Degree Requirements Met by Course.

N/A

G. Employment Entry or upgrading

Upgrading of basic math skills for all occupational areas.

H. Cost to Students: Textbook, tuition

III. COMMENTS ON COURSE ACTIVITIES AND DESIGN

MA100 is a self-paced, individualized course with an open-exit policy. A variety of materials will be used, with a basic lab approach. Diagnostic testing determines the areas on which each student needs to concentrate. Various kits, texts, worksheets as well as lecture and small group work will be used. Microcomputers will be used to provide instruction, drill and practice and enrichment activities. Students may test out at set times during the term.

IV. PREREQUISITE KNOWLEDGE AND SKILLS

High School Diploma. Placement test scores indicate need. Students failing to take a placement test, but wanting to refresh their arithmetic skills start at this level.

V. EVALUATION

Post-testing is available four times during the term for exit and awarding of credit. Grades issued are P -pass, Z -making progress, F -Failure for non-attendance. MA100 may be repeated until basic skills are mastered.

VI. COURSE OUTLINE

1.0 Whole Numbers

- 1.1 Reading and Writing Whole Numbers
- 1.2 Addition of whole Numbers
- 1.3 Subtracting of Whole Numbers
- 1.4 Multiplication of Whole Numbers
- 1.5 Division of Whole Numbers
- 1.6 Application problems

2.0 Common Fractions

- 2.1 Reducing fractions
- 2.2 Raising fractions to higher terms
- 2.3 Changing form between improper and mixed fractions
- 2.4 Adding fractions
- 2.5 Subtracting fractions
- 2.6 Multiplying fractions
- 2.7 Dividing fractions
- 2.8 Applications of fractions.

3.0 Decimal Fractions

Students Will:

- 2.1.1 Reduce fractions to simplest form
- 2.1.2 Raise fractions to higher terms
- 2.1.3 Change form between improper and mixed

2.2.0 Computation with Fractions

Instructional Goals:

Develop computational skills with fractions.

Students Will:

- 2.2.1 Add, subtract, multiply and divide with fractions
- 2.2.2 Apply computational skills to fraction word problems

3.0 DECIMAL FRACTIONS

3.1.0 Working with Decimals

Instructional Goal:

Understanding decimals numerals.

Students Will:

- 3.1.1 Read and write decimal numerals
- 3.1.2 Compare decimals
- 3.1.3 Change form between decimals and fractions
- 3.1.4 Round decimals to a given unit

3.2.0 Decimal Skills

Instructional Goals:

Computational skills with decimals.

Students Will:

- 3.2.1 Add, subtract, multiply and divide with decimals
- 3.2.2 Apply computational skills to decimal word problems

4.0 PERCENT

4.1.0 Working with Percents

Instructional Goal:

Changing between percents, decimals and fractions.

Student Will:

4.1.1 Convert among percents, decimals and fractions

4.2.0 Computation with percent

Instructional Goal:

Performing computations using percents.

Student Will:

4.2.1 Solve the three types of percent problems

4.2.2 Solve simple interest problems

4.2.3 Solve percent word problems

VIII. INSTRUCTIONAL SUPPLIES, MATERIALS AND EQUIPMENT

Text: Whimbey and Lockhead: Developing Math Skills

or

Stein: Refresher Math

or

Treffs and Jacobs: Basic Math Skills

or

Any Basic Math text student may have.

Microcomputer programs by

Milliken

CBS Software

Houghton Mifflin

SVE

Sunburst

and others as recommended by Microlab Coordinator

B. Supplemental Materials:

Computer-assisted instruction using Milliken Math Sequences and other math programs. A variety of teacher-produced and commercial materials will be used in addition to the computer instruction.

IX. INSTRUMENT FOR STUDENT EVALUATION OF COURSE

The following attachment is for student evaluation of the course. It is to be used by the instructor only for program and course improvement.

COURSE GUIDE

DEVELOPMENTAL EDUCATION & TUTORING

DEPARTMENT

SCHOOL OF STUDENT DEVELOPMENT

SCHOOL

EN100-W FUNDAMENTALS OF ENGLISH - WRITING

COURSE ALPHA, NUMBER, TITLE

DEVELOPMENTAL EDUCATION & TUTORING DEPARTMENT

AUTHORS

OCTOBER 1995

DATE SUBMITTED

Please highlight the action to be taken and have the indicated people sign.

	* P	A	SR	D	SIGNATURES (SIGN AND PRINT)	DATE SIGNED
RECOMMENDED BY:						
AUTHOR	X	X	X	X	<u>Charlotte Hepler</u>	
DEPARTMENT CHAIR	X	X	X	X	<u>Charlotte Hepler</u>	<u>12-7-95</u>
CURRICULUM COMMITTEE	X	X	X	X	<u>Barbara J. Bouchard-Miller</u>	<u>1-19-96</u>
REGISTRAR	X	X	X	X	<u>Marie A. Garrido</u> MARIE A. GARRIDO	<u>1/31/96</u>
APPROVED BY:						
DEAN	X	X	X	X	<u>Antonio D. Bl...</u>	<u>2/7/96</u>
ACADEMIC AFFAIRS COMMITTEE	X	X	X	X	<u>H. S. Hamble</u>	<u>10/30/97</u>
VICE PRESIDENT ACADEMIC AFFAIRS	X	X	X	X	<u>[Signature]</u>	<u>12/9/97</u>
PRESIDENT	X	X	X	X		

*Dates Piloted: Fall 1989

*Each column represents the signatures required for these actions:

- P - Pilot
- A - Adopt
- SR - Substantive Revision
- D - Delete

Sent Out: 12/9/97 EM

*cd
1/6/96*

COURSE GUIDE

I. TYPE OF ACTION:

Check the type of action which applies. If a previous Course Guide exists, please attach.

A. _____ Pilot

B. _____ Adoption (Attach a copy of the approved pilot Course Guide.)

C. X Substantive Revision: Attach a copy of the course guide to be revised in addition to the revised course guide. The numbers listed next to the changes below may or may not require change. They have been identified as those questions most likely needing addressed if the corresponding change is made. However, the entire course guide should be reviewed for other areas that might need editing, depending on the particular nature of the change to be made.

_____ Change in the number of credit hours:
III E, VI C, D, E; VII, VIII, IX, X, XI, XII

_____ Change in the prerequisite(s) other than prerequisite(s) for a course(s) offered within your department: III E, VI C, D, E, G; VII, VIII, IX, X, XI, XII

 X Substantive change in course content: III E, VII, VIII, IX, X, XI, XII

_____ Other, Specify

D. _____ Deletion: Complete only III A, B, E, VI A-F. Provide any additional documentation which would support the need to delete this course.

II. OBJECTIVES:

Fundamentals of English-Writing is designed to prepare and improve students' writing skills necessary for placement and potential success in EN110-Freshman English. The course provides instruction designed to meet the individual needs of each student based upon where the student is in their writing ability and what the student needs to become a better writer.

III. **RATIONALE FOR PROPOSAL:** If this course is not connected to a program answer A, B, C, D and E. If this course is connected to a program, answer E and F only.

A. The reason this proposal should be adopted in light to the educational goals of the College.

N/A

B. The impact of this proposal on student, community, enrollment of other courses and programs, staffing, facilities, equipment, and division budget.

N/A

- C. The long-term employment outlook, if applicable, including the number of available positions in the service area for graduates and expected salary level.

N/A

- D. The conformity of the course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agencies, State board regulations, professional certification or licensing requirements.

N/A

- E. The pilot evaluation: Provide a brief narrative evaluating the pilot period, if this is an action for course adoption.

After piloting, adopted Fall 1981. (Author: Sandy Liberty). Records available.

- F. The program requirements (associate degree, certificate) met by this course.

This course does not meet the requirements for an associate degree or certificate. Successful completion must be achieved in order to enter Freshman English which is a requirement for all associate degrees.

IV. RESOURCE REQUIREMENTS AND COSTS: If this course is not connected to a program, answer A through E. If this course is connected to a program, A through E may be omitted.

- A. Identify resources (materials, media, and equipment) and costs needed to accomplish proposal objectives.

Sufficient funding to purchase supplies and materials as listed on pages 7 & 8

- B. Estimate personnel requirements (both instructional and support) and costs needed.

Should there be a need for adjunct, Faculty Level III required

- C. Identify facility requirements and costs.

N/A

- D. Identify funding source(s).

Local Funding

VEA Funding

- E. Indicate impact, financial or otherwise, this may have on the School/College.

EN100 Fundamentals of English-Writing is a continuing course within the Developmental Education and Tutoring program.

V. IMPLEMENTATION SCHEDULE:

- A. Date of first offering.

August 1981

- B. Course deletion: Describe how this course will be phased out. What plans have been made for those students who are (1) currently enrolled in the course, and/or (2) enrolled in a program(s) which require this course?

N/A

VI. COURSE DESCRIPTION:

A. COURSE: Alpha EN Number 100

B. COURSE TITLE(S):

LONG TITLE:

Fundamentals of English - Writing

ABBREVIATED TITLE: (25 character maximum)

Fund. of English - Writing

C. Contact Hours per semester:

Lecture hours	<u>45</u>
Lab hours	<u> </u>
Clinical	<u> </u>
TOTAL HOURS	<u>45</u>

D. Duration:

Secondary course: period(s) per day for day(s) per week for semester(s).

E. Number/Type of Credits:

Carnegie Units:	<u> </u>	per semester
Semester Hours:	<u>3</u>	per semester
CEUs:	<u> </u>	per course

F. Catalogue:

Description:

EN100W FUNDAMENTALS OF ENGLISH-WRITING (3)
Students work toward improving their writing skills. Instruction is individualized to meet each student's level of ability. EN100W incorporates the writing process approach, providing time and opportunities for writers in a student-instructor/student-student conferencing process. Students with a composition score below PASS are placed in EN100W. Prerequisite: Students scoring 4, 3, 2, or 1 on the composition sample and below 10.3 on Mechanics and Expression on the TABE or UOG placement test.

Revision: (1994-1995 GCC Catalogue, page 67)

G. Prerequisite(s):

Placement Test

H. Corequisite(s):

None

I. Articulation:

1. Secondary Programs/Courses
2. University of Guam's course EN087
3. Others

J. Cost to Students:

Tuition and Fees

K. Target Population:

EN100W will be offered for the benefit of those students whose writing skills indicate a need for developmental instruction and practice in writing skills of English as diagnosed by the TABE, or UOG placement test.

VII. COURSE DESIGN:

The course Fundamentals of English-Writing (EN100W) will introduce students to the writing process. This process includes a series of ongoing, interconnected activities involving prewriting, writing, revision, editing and publishing. Mini-lessons, individualized guided writing, instructor-student conferencing, student-student conferencing, and group sharing will facilitate a better understanding of the writing process.

Instruction will include procedural information, the craft of writing techniques, and improving and evaluating student's existing writing skills. Group activities may be incorporated throughout the semester.

Students are provided time to write in class. During this time the following may occur:

1. Pre-writing strategies
2. Writing
 - a. beginning new pieces
 - b. continue work in progress
 - c. revising
 - d. rewriting/editing drafts
 - d. finalize drafts
3. Conferencing
 - a. self
 - b. student-student
 - c. instructor-student
4. Small group activities

Group sharing may conclude a class session. Students and the instructor may share parts of their writing with each other. Students will read, react to, and discuss their writing.

The entire course enables students to become not just writers, but active writers. The course is designed to be a resource of information that can be integrated not only with other courses but also with daily living. The course provides time and opportunities for students to engage in the writing process.

VIII. COURSE OUTLINE:

- 1.0 Writing Workshop
 - 1.1 Components
 - 1.1.1 Mini-lessons
 - 1.1.2 Student writing
 - 1.1.3 Conferencing
 - 1.1.4 Group sharing
 - 1.2 Procedures
 - 1.2.1 Writing folders
 - 1.2.2 Conferencing
- 2.0 Mini-Lessons
 - 2.1 The Writing Process
 - 2.1.1 Prewriting
 - 2.1.2 Drafting
 - 2.1.3 Revising
 - 2.1.4 Editing
 - 2.1.5 Sharing
 - 2.1.6 Publishing
 - 2.2 Getting Ready To Write
 - 2.2.1 Free writing
 - 2.2.2 Brainstorming
 - 2.2.3 Topic search
 - 2.2.4 Listing
 - 2.2.5 Clustering/Mapping
 - 2.2.6 Outlining
 - 2.3 Craft
 - 2.3.1 Leads
 - 2.3.2 Conclusions
 - 2.3.3 Transitions/Fluency
 - 2.3.4 Word choice
 - 2.3.5 Dialogue
 - 2.3.6 Conventions
 - 2.3.7 Voice
 - 2.3.8 Audience
 - 2.3.9 Point of view
 - 2.4 Tools
 - 2.4.1 Dictionaries
 - 2.4.2 Thesauruses
 - 2.4.3 Spellers
 - 2.4.4 Grammar handbooks
 - 2.5 Types of Writing
 - 2.5.1 Writing to inform
 - 2.5.2 Writing to describe
 - 2.5.3 Writing to tell
 - 2.5.4 Writing to compare/contrast
 - 2.5.5 Writing to persuade
- 3.0 Supplemental Resources
 - 3.1 Academic Learning Lab
 - 3.2 Achievement Resource Center

- 4.0 Evaluation
 - 4.1 SERT (Standard English Recognition Test)
 - 4.2 Major papers
 - 4.3 Final composition

IX. COURSE COMPETENCIES:

This list constitutes the minimum competencies basic to this course.

- 1.0 After being introduced to the Writing Workshop approach, the student will self-select topics, write an effective paper utilizing the writing process, confer with other students and actively participate in writing/ group activities:
 - 1.1 Utilizing the following components of the Writing Workshop, students will improve their compositions by participating in:
 - 1.1.1 a brief lesson of 5-15 minutes called a mini-lesson
 - 1.1.2 writing in class for a majority of the session
 - 1.1.3 conferencing with peers and the instructor
 - 1.1.4 sharing their writing in small or large groups
 - 1.2. Utilizing the following procedures the student will:
 - 1.2.1 store compositions in individual writing folders
 - 1.2.2 improve writing through conferencing with peers as well as the instructor
- 2.0 After receiving instruction through mini-lessons the student will:
 - 2.1 utilize the components of the writing process to improve their writing. These include:
 - 2.1.1 prewriting strategies
 - 2.1.2 a minimum of 3 drafts for composition
 - 2.1.3 revising each draft of writing per content
 - 2.1.4 editing draft for grammar, punctuation, and spelling
 - 2.1.5 sharing orally 1 of their final compositions
 - 2.1.6 publishing all final compositions on the computer
 - 2.2 be introduced to a variety of getting ready to write techniques which include:
 - 2.2.1 freewriting
 - 2.2.2 brainstorming
 - 2.2.3 topic search
 - 2.2.4 listing
 - 2.2.5 clustering/mapping
 - 2.2.6 outlining
 - 2.3 develop the craft of writing by:
 - 2.3.1 adequately using effective leads (typical, reaction, dialogue and action)
 - 2.3.2 adequately concluding papers
 - 2.3.3 utilizing transitions
 - 2.3.4 showing proficiency in organizing and expressing ideas using appropriate word choice
 - 2.3.5 using dialogue when appropriate
 - 2.3.6 following the rules of standard written English
 - 2.3.7 demonstrating an understanding of voice through humor, sarcasm, element of surprise, poetry and practical writing
 - 2.3.8 demonstrating an awareness of audience
 - 2.3.9 recognizing the first, second and third person points of view

- 2.4 utilize various writing tools such as:
 - 2.4.1 a dictionary
 - 2.4.2 thesaurus
 - 2.4.3 spellers
 - 2.4.4 grammar handbooks
- 2.5 recognize the various types of writing:
 - 2.5.1 Informative writing
 - 2.5.2 Descriptive writing
 - 2.5.3 Narrative writing
 - 2.5.4 Comparative writing
 - 2.5.5 Persuasive writing
- 3.0 After being made aware of the supplemental resources, the student will be encouraged to utilize:
 - 3.1 word processing in the Academic Learning Lab
 - 3.2 tutorial services of the Achievement Resource Center
- 4.0 The student will be evaluated using the following assessment tools:
 - 4.1 score 70% or higher on the SERT (Standard English Recognition Test)
 - 4.2 complete 4 major papers
 - 4.3 write a passing composition

X. EVALUATION METHODS, CRITERIA, AND STANDARDS

The Holistic grading method will be used to determine progress for each of the student's compositions. The following grading system will be utilized.

The student will receive a grade of P, Z, or F.

P = Passing--70% or higher on SERT. PASS on the final composition and the completion of 4 major papers.

Z = Progressing--but has not reached the scores required to pass. The student will repeat the class until standards are achieved.

F = Failure--excessive absences (more than three class sessions), or little effort displayed.

XI. TEXTBOOK REFERENCE:

A. Materials for Writing and Publishing

1. Paper
 - a. lined papers (various sizes, colors and types)
 - b. ditto paper
 - c. colored bond
 - d. index cards
 - e. post-it notes, labels
2. Writing implements of various sizes, colors and styles
 - a. regular pencils
 - b. ball point pens
 - c. markers (broad-tipped, fine-tipped, italic, etc.)
 - d. overhead transparency markers
3. General supplies and equipment
 - a. storage cabinets
 - b. fasteners (brass)
 - c. erasers (ink and pen)

- d. Wite-out liquid
 - e. hole punchers/2 & 3 hole
 - f. staplers
 - g. staples
 - h. staple removers
 - i. paper clips
 - j. scissors
 - k. transparent and masking tape
 - l. rubber bands and thumbtacks
 - m. overhead projector and transparencies and markers
 - n. trays or boxes for writing ready for editing, publishing, photocopying, or portfolios
 - o. file cabinet and storage space
 - p. student folders
 - q. diskettes
 - r. computers
 - s. word processing software
4. Resource and reference materials
- a. dictionaries, spellers
 - b. grammar usage handbooks
 - c. thesauruses
 - d. resource texts

XII. VOCATIONAL STUDENT ORGANIZATIONS AND/OR PROFESSIONAL ORGANIZATIONS: If applicable, list the VSOs and/or professional organizations students enrolled in this course may join.

NOTE: If this course is not connected to a program, answer questions XIII and XIV.

XIII. (To be answered only if this is an occupational course.) What plans does the Department have to inform non-vocational faculty and staff about the program for the purpose of generating support, guidance, and interdisciplinary educational opportunities?

XIV. What plans does the Department have to recruit and retain students for this course?

COURSE GUIDE

Developmental Education & Tutoring

DEPARTMENT

School of Student Development

SCHOOL

EN100B - Fundamentals of English - Basic

COURSE ALPHA, NUMBER, TITLE

Rosalind P. Borja

AUTHOR

Spring 1997

DATE SUBMITTED

Please highlight the action to be taken and have the indicated people sign.

RECOMMENDED BY:	P A SR D	SIGNATURES (SIGN AND PRINT)	DATE SIGNED
AUTHOR	X X X X	<u>Rosalind P. Borja</u> <u>Rosalind P. Borja</u>	<u>1/30/97</u>
DEPARTMENT CHAIR	X X X X	<u>Charlotte J. Hepler</u> <u>Charlotte J. Hepler</u>	<u>1/30/97</u>
CURRICULUM COMMITTEE	X X X X	<u>Phoebe Wall</u>	<u>3/14/97</u>
REGISTRAR	X X X X	<u>[Signature]</u>	<u>5/12/97</u>
APPROVED BY:			
DEAN	X X X X	<u>Antoinette Bl...</u>	<u>5/19/97</u>
ACADEMIC AFFAIRS COMMITTEE	X X X	<u>D.L. Gamble</u>	<u>12/30/97</u>
VICE PRESIDENT ACADEMIC AFFAIRS	X X X X	<u>[Signature]</u>	<u>12/9/97</u>
PRESIDENT	X	_____	_____

*Dates Piloted: _____

*Each column represents the signatures required for these actions:

- P - Pilot
- A - Adopt
- SR - Substantive Revision
- D - Delete

Sent Out: 12/9/97 EI

C: EN100S

③ Rec'd 1/10/97

COURSE GUIDE

I. TYPE OF ACTION:

Check the type of action which applies. If a previous Course Guide exists, please attach.

- A. _____ Pilot
- B. _____ Adoption (Attach a copy of the approved pilot Course Guide.)
- C. _____ Substantive Revision: Attach a copy of the course guide to be revised in addition to the revised course guide. The numbers listed next to the changes below may or may not require change. They have been identified as those questions most likely needing addressed if the corresponding change is made. However, the entire course guide should be reviewed for other areas that might need editing, depending on the particular nature of the change to be made.
- _____ Change in the number of credit hours:
IIIE, VIC, D, E; VII, VIII, IX, X, XI, XII
- _____ Change in the prerequisite(s) other than prerequisite(s) for a course(s) offered within your department: IIIE, VIC, D, E, G; VII, VIII, IX, X, XI, XII
- _____ **X** Substantive change in course content: IIIE, VII, VIII, IX, X, XI, XII
- _____ Other, Specify
- D. _____ Deletion: Complete only IIIA, B, E, VIA-F. Provide any additional documentation which would support the need to delete this course.

II. OBJECTIVES:

To develop English communication skills in listening, speaking, reading, and writing. To develop cross-cultural adaptation and employability skills for students with limited English proficiency. To increase students' reading level to 6.0 for successful placement in EN100 Reading & Writing.

III. RATIONALE FOR PROPOSAL: If this course is not connected to a program answer A, B, C, D and E. If this course is connected to a program, answer E and F only.

- A. The reason this proposal should be adopted in light to the educational goals of the College.
- B. The impact of this proposal on student, community, enrollment of other courses and programs, staffing, facilities, equipment, and division budget.
- C. The long-term employment outlook, if applicable, including the number of available positions in the service area for graduates and expected salary level

- D. The conformity of the course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agencies, State board regulations, professional certification or licensing requirements.
- E. The pilot evaluation: Provide a brief narrative evaluating the pilot period, if this is an action for course adoption.

Fall of 1990. Records not available.

- F. The program requirements (associate degree, certificate) met by this course.

This course does not meet the requirements for an associate degree or most certificate programs. Successful completion must be achieved with a reading grade level of 6.0 for entry into EN100 Reading and EN100 Writing.

IV. RESOURCE REQUIREMENTS AND COSTS: If this course is not connected to a program, answer A through E. If this course is connected to a program, A through E may be omitted.

- A. Identify resources (materials, media, and equipment) and costs needed to accomplish proposal objectives.

Sufficient funding to purchase supplies and materials listed on page 9

- B. Estimate personnel requirements (both instructional and support) and costs needed.

Salaries for a minimum of 6 Tutors and if necessary for adjunct faculty level III

- C. Identify facility requirements and costs.

None

- D. Identify funding source(s).

Local and Vocational Education Act (VEA)

- E. Indicate impact, financial or otherwise, this may have on the School/College.

EN100B - Fundamentals of English-Basic is a continuing course within the Developmental Education and Tutoring Program.

V. IMPLEMENTATION SCHEDULE:

- A. Date of first offering.

Piloted: 1990

- B. Course deletion: Describe how this course will be phased out. What plans have been made for those students who are (1) currently enrolled in the course, and/or (2) enrolled in a program(s) which require this course?

VI. COURSE DESCRIPTION:

- A. COURSE: Alpha EN Number 100B

B. COURSE TITLE(S):

LONG TITLE:

Fundamentals of English - Basic

ABBREVIATED TITLE: (25 character maximum)

Fund. of English - Basic

C. Contact Hours per semester:

Lecture hours	<u>60</u>
Lab hours	<u> </u>
Clinical	<u> </u>
TOTAL HOURS	<u>60</u>

D. Duration:

Secondary course: _____ period(s) per day for _____ day(s) per week
for _____ semester(s).

E. Number/Type of Credits:

Carnegie Units: _____ per semester
Semester Hours: 3 per semester
CEUs: _____ per course

F. Catalogue:

Description:

This course is designed to meet the needs of those students scoring below 6.0 reading level who need developmental work in reading, writing, listening and speaking skills prior to entry into Fundamentals of English-Reading and Writing (EN100 R & W). Students will work on a self-paced basis with the assistance of a tutor or instructor to increase and improve reading and writing skills.

Revision: (include page numbers and year of catalogue reference)

Students work toward developing their English communication skills in listening, speaking, reading, and writing. Students receive both individualized and small group instruction. Speaking and listening skills are emphasized. This course provides employment entry skills. Students scoring below 6.0 grade level are placed in EN100S. Page 80-81, 1996-1997 Catalogue

G. Prerequisite(s):

Score below a 6.0 reading level on the Test of Adult Basic Education (TABE) and a 1 holistic composition score are placed in EN100B.

H. Corequisite(s):

None

I. Articulation:

1. Secondary Programs/Courses
2. U.O.G. - Developmental courses are recognized by U.O.G.
3. Others

J. Cost to Students:

Tuition and fees (including lab fee).

K. Target Population:

This class is intended for postsecondary, limited English proficient students scoring below the 6.0 reading level on the Test of Adult Basic Education (TABE) who need developmental work in listening, speaking, reading, and writing. These students could also benefit from acquiring cross-cultural adaptation and employability skills.

VII. COURSE DESIGN:

Fundamentals of English-Basic (EN100B) incorporates the whole language approach to develop the four basic skills of listening, speaking, reading, and writing. The maximum class size shall be 15.

This course will include small group interactions with student/student, student/tutor, student/teacher conferencing, guided reading/writing, and mini-lessons in a basic lab approach. Instruction will include procedural information and functional aspects of the Reading and Writing Workshop approach.

Students are provided time to read and to write in class on self selected books and topics. Independent, small group, and class sharing is an integrated component of every class session which helps promote students' oral and listening skills. Mini-lessons are designed to extend the practical uses of reading and writing. These lectures, discussions, and activities are designed to improve the students' basic skills of reading and writing in preparation for the next level in the Fundamentals of English program (EN100 Reading and EN100 Writing).

VIII. COURSE OUTLINE:

- 1.0 Overview of Reading/Writing Workshop
 - 1.1 Reading Workshop procedures
 - 1.2 Reading in class
 - 1.3 Journal reaction
 - 1.4 Writing workshop procedures
 - 1.5 Writing process

- 2.0 Reading/Writing mini-lessons may include, but are not limited to:
 - 2.1 Vocabulary
 - 2.1.1 Word meaning
 - 2.1.2 Word in context
 - 2.2 Reading Comprehension
 - 2.2.1 Using prior knowledge
 - 2.2.2 Recognizing main ideas
 - 2.2.3 Recognizing supporting details
 - 2.2.4 Understanding sequence
 - 2.2.5 Understanding inferences
 - 2.2.6 Making predictions and drawing conclusions
 - 2.3 Writing Skills
 - 2.3.1 Sentence construction
 - 2.3.2 Paragraph organization
 - 2.3.3 Types of writing
 - 2.4 Survival Skills in the Workplace
 - 2.4.1 Written and oral communication
- 3.0 Oral/Written Language Skills
 - 3.1 Following oral and written directions
 - 3.2 Group interaction
 - 3.3 Oral presentation
 - 3.4 Sharing
 - 3.5 Conferencing
- 4.0 Tools
 - 4.1 Dictionaries, Thesauruses, Spelling Handbooks, Grammar Handbooks
- 5.0 Supplemental resources
 - 5.1 Academic Learning Lab
 - 5.2 Achievement Resource Center

IX. COURSE COMPETENCIES:

- 1.0 By explaining the procedures for Reading and Writing Workshop, the student will:
 - 1.1 select books of their choice, log-in the title and author in their Independent Reading Record Sheet
 - 1.2 read for 45 minutes during class time
 - 1.3 react to selections through journal entries
 - 1.4 select topics
 - 1.5 write an effective paper utilizing the writing process (brainstorm, prewrite, draft, revise, conference, edit, share and final paper)

- 2.0 After receiving instructions through mini-lessons, handouts, and practice sessions, the student will:
 - 2.1 Vocabulary
 - 2.1.1 demonstrate increased general knowledge of words in his/her active vocabulary
 - 2.1.2 develop skills in understanding word groups and the meaning of words in context
 - 2.2 Reading Comprehension
 - 2.2.1 combine prior knowledge with reading materials
 - 2.2.2 read independently through the use of trade books and other relevant reading selections
 - 2.2.3 show an understanding of what is read; can read silently for a sustained period of time
 - 2.2.4 identify central focus, supporting details and sequencing in paragraphs, short reading selections, and novels
 - 2.2.5 make valid inferences
 - 2.2.6 predict outcomes and draw accurate conclusions
 - 2.3 Writing Skills
 - 2.3.1 recognize basic organizational relationships in sentences and paragraphs
 - 2.3.2 understand and demonstrate organization in stories (introduction, body and conclusion)
 - 2.3.3 become aware of different types of writing
 - 2.4 Survival Skills in the Workplace
 - 2.4.1 improve communication in written and oral form in the workplace
- 3.0 Oral and Written Language Skills. The student will:
 - 3.1 follow oral and written directions
 - 3.2 demonstrate appropriate facial expressions, body language and intonation
 - 3.3 improve listening and speaking skills through oral presentations and small group and class discussions
 - 3.4 be able to share writing with peers
 - 3.5 listen attentively and respond to the writing of peers
- 4.0 Tools. After using the various resources, the student will:
 - 4.1 understand how to use a dictionary, thesaurus, spellx, and grammar handbooks effectively
- 5.0 Supplemental resources. The student will be encouraged to:
 - 5.1 utilize the computers and word processing programs in the Academic Learning Lab
 - 5.2 utilize the tutorial services of the Achievement Resource Center

X. EVALUATION METHODS, CRITERIA, AND STANDARDS

Post testing is given at the end of the semester. Students must pass the standardized test on the Test of Adult Basic Education (TABE) with a 6.0 to meet exit criteria. Grades issued are P (pass), Z (making progress), and F (failure for excessive absences more than 3 class sessions).

EN100B may be repeated until the student has achieved a 6.0 grade level.

XI. TEXTBOOK REFERENCE:

Supplies

- Chalk, chalk erasers
- Dry-erase markers
- File folders
- Cassette tapes
- Colored markers
- Index cards (3x5 & 5x8)
- Overhead transparency
- Fasteners
- 3.5 computer diskettes

Materials

- Dictionaries
- Thesauruses
- Spellex (spelling handbooks)
- Grammar handbooks
- Recreational reading books
- Communication skills software program

Equipment

- Cassette players
- Chalkboard
- File cabinet w/lock
- Microcomputers and printers
- TV and VCR
- Overhead Projector
- Headphones

XII. VOCATIONAL STUDENT ORGANIZATIONS AND/OR PROFESSIONAL ORGANIZATIONS: If applicable, list the VSOs and/or professional organizations students enrolled in this course may join.

NOTE: If this course is not connected to a program, answer questions XIII and XIV.

XIII. (To be answered only if this is an occupational course.) What plans does the Department have to inform non-vocational faculty and staff about the program for the purpose of generating support, guidance, and interdisciplinary educational opportunities?

XIV. What plans does the Department have to recruit and retain students for this course?



COURSE SUBSTANTIVE REVISION APPROVAL FORM

4/17/06
5/10/06

Trades and Professional Services

SCHOOL

English Language Institute

DEPARTMENT

EN100R-Fundamentals of English/Reading

COURSE ALPHA, NUMBER, TITLE

Lisa Baza-Cruz and Polli Huseby

AUTHOR

April 12, 2006

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

Course Adoption - all signatories

Course Substantive Revision - all signatories except President

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR	Lisa BazaCruz	<i>Lisa Baza-Cruz</i>	4/12/06
	Polli Huseby	<i>Polli Huseby</i>	4/12/06
DEPARTMENT CHAIR	Judy Salas	<i>J Salas</i>	4/12/06
REGISTRAR	Patrick Clymer	<i>P Clymer</i>	4/17/06
DEAN	Reilly Ridgell	<i>Reilly Ridgell</i>	4/17/06
ACADEMIC AFFAIRS CHAIR	Carol Cruz	<i>Carol Cruz</i>	5/10/06
VP, ACADEMIC AFFAIRS	Dr. John Rider	<i>John Rider</i>	5/11/06
PRESIDENT	H. delos Santos, Ed.D.		

Copy: () Registrar 6/09/06 Original Archive
 () Binder for Deans & Associate Deans 6/09/06 Electronic Archive
 () Department (Signature Page only) _____ NIAS
 () Learning Resource Center _____ Print Catalog 2007-2008
 _____ Electronic Catalog

COURSE APPROVAL FORM

I. TYPE OF ACTION

Check the type of action which applies. If previous Course Guide exists, please attach.

- A. Adoption
- B. Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require response; they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

- Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
- Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
- Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
- Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

This is a developmental education course that supports the General Education requirements. This course is a prerequisite to various certificate and degree programs.

III. COURSE GOALS

This course is designed to increase students' current reading levels as determined by placement test results and assessed through scores attained from post-standardized reading test. Score of 10.6 or above will indicate test-out and completion of course. This course demonstrates to students how reading can enrich all aspects of their lives.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
Guam Community College is mandated to provide technical and vocational education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of academic, vocational and technical programs. This course develops the knowledge and expertise of students interested in obtaining and/or improving their English skills, more specifically-reading skills.
- B. An assessment of Industry or Community need
- C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
- D. Results of course and course guide evaluation.
This course guide will address the changes that support General Education requirements and the need to comply with current college placement test.
- E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS

- A. Resources (materials, media, and equipment) and costs
Costs are directly related to the maintenance of each classroom with a wide and comprehensive selection of multi-leveled reading materials to include contemporary novels, children's books, timed reading books, recorded books, movies, cassette players, CD players, television and portable stand, DVD/VHS player, and standard classroom resources to sustain classroom needs.
- B. Personnel requirements (administrative, instructional and support staff) and costs
It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. It is also recommended that instructors be avid readers which would support their ability to guide, influence, and model effective reading behavior. Regular salary scales (full-time/adjunct) will apply. Office support staff normally provided to faculty is sufficient.
- C. Facility requirements and costs
Existing classroom space will be sufficient.
- D. Funding source(s)
This course is part of the locally funded college budget and students will pay the usual tuition and fees.
- E. Impact, financial or otherwise, this course may have on the School/College
An increase in student enrollment results in more sections required therefore, additional funding needs to be secured.

VI. IMPLEMENTATION SCHEDULE

- A. Implementation date **Fall 2006**
B. Course Offering: **Fall, Spring, and Summer Sessions**

VII. COURSE DESCRIPTION

- A. Course
Alpha: **EN**
Number: **100R**
- B. Course Title(s)
Long Title: **Fundamentals of English/Reading**
Abbreviated Title (20 characters maximum): **Fund of English/Rdng**
- C. Contact Hours and Number of Students
Maximum Number of Students: **20**
Lecture Hours: **45**
Lab Hours (state category 1 or 2):
Clinical:
Other:
Total Hours: **45**
- D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: **3** per semester
- E. Catalog Description
Catalog Description:
This course is designed to meet the needs of those students scoring above 30 on the reading section of the placement test who need developmental work in

reading, vocabulary and comprehension skills prior to entry into EN110.

Prerequisite: Reading Score between 30-37 on the ASSET placement.

Catalog Revision:

This course is designed to meet the needs of those students requiring additional reading skill development. Students scoring 38 thru 67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English Department that student first completes the reading requirement.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: 2005-2006

Page Numbers: 83

F. Prerequisite(s)

G. Co-requisites(s)

H. Articulation

Secondary Programs/Courses

University of Guam

Others

I. Target Population

Offered for the benefit of those students scoring between a 38-67 on the COMPASS placement test or returning students with reading levels between 6.0 and 10.5 as determined by standardized reading test. To ensure appropriate placement, during the first class session of the semester, instructor will be required to administer the pre-reading test to determine student's appropriate placement into EN100R. If student scores below or significantly above the required placement score, student will be referred to ELI for enrollment into appropriate English class.

J. Cost to Students (specify any lab fees) Current tuition and fees.

VIII. COURSE DESIGN

Extended reading (substantial reading within and outside of the classroom environment) has been shown to be one of the most effective methods for improving students overall reading abilities.

Crucial to the effectiveness of this method, students must be thoroughly convinced that a substantial amount of reading is the way to improve their reading skills and thus meet their reading goals. This course is designed to inspire that level of participation. The class structure used is a modified "reading workshop" approach.

The components consist of the following:

1. Timed reading exercise- a short activity that increases reading speed and improves comprehension. Instructor will assign appropriate book level to student and monitor progress.
2. Mini-skill lesson- a short lecture or activity. Instructor will introduce or model important ideas or strategies related to developing reading skills.
3. Extended Silent Reading- students read (self-selected novels), practice and process strategies introduced through mini-lessons, the instructor will motivate, guide and monitor student choices and progress.

4. Reader response- a mechanism to allow students to respond to reading in a meaningful way. Instructor will evaluate degree of comprehension through these mechanisms such as journaling, conferencing, literary letters, and discussion.
5. Group activity – student will participate in a whole class reading activity (reading of novel) Instructor will guide this activity, modeling and allowing students to practice strategies presented in mini-lessons.

IX. COURSE OUTLINE

- 1.0 Reader's Process
- 2.0 Comprehension Development
- 3.0 Vocabulary Development

X. INTENDED LEARNING OUTCOMES

1.0 Reader's Process

Given mini-skill lessons, extended reading, timed reading, and reader response experiences, students will:

- 1.1 Select novels for reading, based upon careful examination of level and interest
- 1.2 Incorporate time for reading into their daily lives
- 1.3 Appraise reading preferences to discover their personal reading style
- 1.4 Read widely, from a variety of reading sources
- 1.5 Relate to and elaborate ways reading connects with students' lives
- 1.6 Identify with characters to "walk in another man's shoes"
- 1.7 Identify, appraise, and select from a wide selection of genres based upon personal preference
- 1.8 Identify, locate, and select authors based upon level and personal preference
- 1.9 Distinguish between and discuss preference of fiction or non-fiction genres

2.0 COMPREHENSION DEVELOPMENT

Given mini-skill lessons, extended reading, timed reading, and reader response experiences, students will:

- 2.1 Participate in timed reading exercises to develop reading pace and comprehension
- 2.2 Demonstrate use of Rereading , abandoning, and prior knowledge as strategies to improve reading comprehension
- 2.3 Demonstrate use of prediction, inference, and visualization as

strategies to improve reading comprehension

- 2.4 Describe, compare and evaluate leads, plot, and conclusion of novels
- 2.5 Identify flashback and foreshadowing
- 2.6 Discuss, compare and evaluate dialogue, voice, and point of view
- 2.7 Identify main idea, detail, and description
- 2.8 Summarize text

3.0 Vocabulary Development

Given mini-skill lessons, extended reading, timed reading, and reader response experiences, students will:

- 3.1 Describe process to expand vocabulary through extended reading
- 3.2 Distinguish effective use of dictionaries, thesaurus, and electronic devices
- 3.3 Describe and practice use of context clues and guessing as vocabulary strategies while reading
- 3.4 Participate in vocabulary skill-building exercises

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

At the end of semester, instructor will administer standardized reading test to determine student progress and completion of course based on the following grades:

P-Student has attained a grade level of 10.6 or above

Z-Student has completed course activities, grade level scores may show an increase from previous scores but, has yet to achieve the required 10.6 or above

F-Student has excessive absences which significantly affect the student's participation in course activities and requirements

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

- A. Required Textbook(s)
There is no required textbook for this course, a comprehensive classroom library serves as the resource for reading material, and therefore, students will be responsible for payment of lost or damaged materials.
- B. Reference(s) and Bibliography
- C. Equipment/Facilities
- D. Instructional Supplies

D. Instructional Resource:

- E. Atwell, Nancie, 1984. *In the Middle: Writing, Reading, and Learning with Adolescents*, Portsmouth, N.H.: Boynton/Cook.
- F. Henry, Jeanne, 1995. *If Not Now: Developmental Readers in the College Classroom*. Portsmouth, N. H.: Boynton/Cook.



**COURSE SUBSTANTIVE REVISION
APPROVAL FORM**

*11/29/05
4/3/06*

Technology and Student Services

SCHOOL

Mathematics

DEPARTMENT

MA095 Pre-College Mathematics

COURSE ALPHA, NUMBER, TITLE

Professor Patrick A. Watson

AUTHOR

16 November 2005

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

Course Adoption - all signatories

Course Substantive Revision - all signatories except President.

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR	<u>Patrick A. Watson</u>	<i>[Signature]</i>	<u>16-Nov-05</u>
DEPARTMENT CHAIR	<u>Frank Bas</u>	<i>[Signature]</i>	<u>29-Nov-05</u>
REGISTRAR	<u>Patrick Clymer</u>	<i>[Signature]</i>	<u>11/24/05</u>
DEAN	<u>Dr. Michelle Santos</u>	<i>[Signature]</i>	<u>11/30/05</u>
ACADEMIC AFFAIRS CHAIR	<u>Carol R. Cruz Christine Matson</u>	<i>[Signature]</i>	<u>12/30/04</u>
VP ACADEMIC AFFAIRS	<u>Dr. John Rider</u>	<i>[Signature]</i>	<u>4/3/06</u>
PRESIDENT	<u>H. Delos Santos Ed. D.</u>		

1. TYPE OF ACTION

Check the type of action which applies. If previous Course Guide exists, please attach.

A. Adoption

B. Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require response, they have been identified as those questions most likely needing to be addressed.

The entire Course Guide should be reviewed for applicability.

Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

MA095-College mathematics course is a pre-requisite for MA108-College Algebra which is the minimum math requirement for all Associate Degree programs.

III. COURSE GOALS

The Goal and Objective of this course is to broaden students' skills and concepts in basic math and to prepare them for MA108, Introduction To College Algebra.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

A goal of Guam Community College is to provide technical and vocational education to meet the needs of Guam's workforce. This course provides the basic mathematical skills and knowledge needed for success in meeting the math requirements for this goal.

B. An assessment of Industry or Community need

The course competencies are part of the general education requirements and will connect with the industry or community needs and to meet developememntal math needs at the University of Guam.

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
This course is equivalent to University of Guam's MA-085 level 1.

D. Results of course and course guide evaluation.

The original course has been a main-stay at GCC for over 20 years. With new requirements in all programs to better meet broader standards within our organization, other community college and university programs were evaluated to help GCC align better in math standards.

- E. Program requirements (associate degree, certificate, diploma) served by this course
This is a developmental course for some students to help them meet the math requirements for General Education, Associate Degree, and Certificate programs.

V. RESOURCE REQUIREMENTS AND COSTS

- A. Resources (materials, media, and equipment) and costs
This course will be taught by lecture and demonstration in conjunction with Interactive Mathematics Mediated Learning Software Package designed by Academic System Inc., in a computer lab.
- B. Personnel requirements (administrative, instructional and support staff) and costs
This course will be taught by full-time faculty or by adjunct faculty who have knowledge and expertise in the field. Regular salary scales (full-time/adjunct) will apply. Office support staff normally provided to faculty will be sufficient.
- C. Facility requirements and costs
Presently existing classrooms are sufficient.
- D. Funding source(s)
This course is a part of the locally funded College budget and students will pay the usual tuition and fees.
- F. Impact, financial or otherwise, this course may have on the School/College
There will be no extra financial impact on the college caused by this course.

VI. IMPLEMENTATION SCHEDULE

- A. Implementation date
Spring 2006
- B. Course Offering:
Fall, Spring, Summer

VII. COURSE DESCRIPTION

- A. Course
Alpha: **MA**
Number: **095**
- B. Course Title(s)
Long Title: **Pre-College Mathematics** *Former name: College Mathematics*
Abbreviated Title (20 characters maximum): **Pre-Algebra**
- C. Contact Hours and Number of Students
Maximum Number of Students: **20-30**
Lecture Hours: **60**
Lab Hours (state category 1 or 2): **Category 1**
Clinical:
Other:
Total Hours: **60**
- D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: **4** per semester

- E. **Catalog Description:**
This course is designed to provide students with basic mathematical skills needed in the trade and technical fields. Topics like the order of operations, ratios, proportions, measurements, basic statistics, data graphs, and simple algebraic expressions will be discussed. (Formally : MA105): Prerequisites: Placement test or satisfactory completion of MA085)

Catalog Revision:

This course is a continuation of MA085 and is designed to provide students with basic mathematical skills needed in the trade and technical fields. Topics include operations with fractions, percentage, units of measurement, basic geometry, basic statistics, real numbers, order of operations, simple algebraic expressions, solving equations and inequalities in one variable, plotting points on the Cartesian coordinate system, and problem solving. Pre-requisite: placement test or satisfactory completion of MA085.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: 2005 - 2006

Page Numbers: 91

- F. Prerequisite(s) **Placement test or satisfactory completion of MA085**
G. Co-requisites(s)
H. Articulation
Secondary Programs/Courses
University of Guam MA085 level 1
Others
I. Target Population
Students who need math skill development to help them meet the math requirements for General Education, Degree, and Certificate programs.
J. Cost to Students (specify any lab fees)
Current tuition and license for Mediated Math program.

VIII. COURSE DESIGN

This course is designed to provide students an opportunity to gain the mathematics skills needed to succeed in higher mathematical course. It will be taught in a computer lab by lecture and demonstration in conjunction with Interactive Mathematics Mediated Learning Software Package designed by Academic System Inc.

IX. COURSE OUTLINE

1. OPERATIONS WITH FRACTIONS

- 1.1. Adding and Subtracting Fractions**
- 1.2. Multiply, and Divide Fractions**
- 1.3. Solving Equations**

2. PROPORTIONAL REASONING

2.1. Ratio and Proportion

2.2. Percent

3. SIGNED NUMBERS

3.1. Absolute Value

3.2. Adding Signed Number

3.3. Subtracting Signed Number

3.4. Multiplying Signed Number

3.5. Dividing Signed Number

4. UNIT OF MEASUREMENT

4.1. Units of measure within the English and Metric Systems

4.2. Adding and Subtracting with units of measure

4.3. Changing from Degrees Celsius to Degrees Fahrenheit

4.5. Changing from Degrees Fahrenheit to Degrees Celsius

4.6. Changing between U.S. and Metric Units

5. INTRODUCTION TO STATISTICS

5.1 Measuring Central Tendencies

5.2 Graphs

6. GEOMETRY

6.1. Basic Geometry Definitions

6.2 Basic Figures of Geometry

6.3 Geometric Relationships with the figures

7. THE REAL NUMBERS

7.1. Real Numbers

7.2. Factoring and Fractions

7.3. Operations using the Real Numbers

8. INTRODUCTION TO GRAPHING

8.1 Plotting Points

8.2 Change in "Y" and the change in "X"

9. SOLVING LINEAR EQUATIONS

9.1. Algebraic Expressions

9.2. Solving Linear Equations

9.3. Solving Equations with word problems

9.4 Linear Inequalities

X. INTENDED LEARNING OUTCOMES

Student will master the MA095 materials with 75% proficiency based on the course guide and department defined criteria.

- 1. OPERATIONS WITH FRACTIONS**
 - 1.1. Adding and Subtracting Fractions**
 - a. Determining Whether Two Fractions are Equivalent
 - b. Simplify Fractions
 - c. Find the Greatest Common Factors (GCF)
 - d. Find the Least Common Denominator (LCD)
 - e. Add Fractions
 - f. Subtract Fractions
 - 1.2. Multiplying and Dividing Fractions**
 - a. Multiply and Simplify Fractions
 - b. Divide and Simplify Common Fractions
 - c. Divide and Simplify Complex Fractions
 - 1.3. Solving Equations**
 - a. Solving Equations that Contain Fractions
- 2. PROPORTIONAL REASONING**
 - 2.1. Ratio and Proportion**
 - a. Use Ratios to Compare Two Quantities
 - b. Determine Equivalent Ratios
 - c. Use Ratio to Represent a Rate
 - d. Solve a Proportion
 - f. Set up a Proportion
 - e. Solve Proportions Related to Similar Triangles
 - 2.2. Percent**
 - a. Convert Percents to Decimals and Vice-versa
 - b. Convert Percents to Fractions and Vice-versa
 - c. Find Percent of Decrease
 - d. Find Percent of Increase
 - e. Solve Percentage Application Problems Problems
- 3. SIGNED NUMBERS**
 - 3.1 Adding**
 - a. Place Signed Numbers in Order
 - b. Determine Absolute Value
 - c. Add Numbers With the Same Sign
 - d. Add Numbers With Different Signs
 - 3.2 Subtracting**
 - a. Subtract Numbers With the Same Sign
 - b. Subtract Numbers With Different Signs
 - c. Solve Simple Equations

- 3.3 Multiplying**
 - a. **Multiply Two Numbers With the Same Sign**
 - b. **Multiply Two Numbers With Different Signs**
 - c. **Multiply Multiple Numbers With the Same Sign**
 - d. **Multiply Multiple Numbers With Different Signs**
 - e. **Solve Simple Equations**

- 3.4 Dividing**
 - a. **Divide Two Numbers With the Same Sign**
 - b. **Divide Two Numbers With Different Signs**
 - c. **Divide Multiple Numbers With the Same Sign**
 - d. **Divide Multiple Numbers With Different Signs**
 - e. **Solve Simple Equations**

- 3.5 Combining Operations**
 - a. **Calculate Numbers With Exponents**
 - b. **Simplify Using Order of Operations**
 - c. **Simplify Expressions Involving Variables**

- 4. UNIT OF MEASUREMENT**
 - 4.1. Units of measure within the English and Metric Systems**
 - a. **Convert Length, Weight, and Volume Units Within the English System**
 - b. **Convert Length, Weight, and Volume Units Within the Metric System**

 - 4.2. Operations with units of measure**
 - a. **Add Length, Weight, and Volume Units Within the English System**
 - b. **Add Length, Weight, and Volume Units Within the Metric System**

 - 4.3. Temperatures**
 - a. **Changing from Degrees Celsius to Degrees Fahrenheit**
 - b. **Changing from Degrees Fahrenheit to Degrees Celsius**

 - 4.6. Changing between U.S. and Metric Units**
 - a. **Convert units of Weight, Volume, and Length from English to Metric Units**
 - b. **Convert units of Mass, Volume, and Length from Metric to English Units**

- 5. INTRODUCTION TO STATISTICS**
 - 5.1 Measuring Central Tendencies**
 - a. **Find the Mean of a Data Set**
 - b. **Find the Mode of a Data Set**
 - c. **Find the Median of a Data Set**
 - d. **Find the Range of a Data Set**

 - 5.2 Graphs**
 - a. **Interpret Information Displayed on a Graph**

9. SOLVING LINEAR EQUATIONS

9.1. Algebraic Expressions

- a. Simplify expressions
- b. Evaluate expressions
- c. Substitute values into formulas.

9.2. Solving Linear Equations

- a. Recognize a linear equation
- b. Use addition, subtraction, multiplication, and division principles for solving a linear equation
- c. Solve equations with fractions as coefficients
- d. Recognize equations with no solutions or infinitely many solutions
- e. Solve for a particular unknown variable in given formulas

9.3. Solving Equations with word problems

- a. Translate written expressions into algebraic expressions
- b. Set up and solve number problems
- c. Set up and solve age problems
- d. Set up and solve geometry problems

9.4 Linear Inequalities

- a. Recognize solutions of linear inequalities
- b. Graph solutions of inequalities in one variable
- c. Combine the addition, subtraction, multiplication, and division principles for solving linear inequalities
- d. Solve problems using inequalities

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Evaluation may consist of, online work sheets, homework, lesson quizzes, and will include topic tests and a final exam. Students must achieve at least a 75% average on instructor generated topic tests and final exam in order to obtain a passing grade for the course. The final grade for this course will be either "AA" for outstanding, "P" for Passing, or "Z" for Satisfactory Progress made, continued enrollment required or "F" for Fail.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

Interactive Mathematics Pre-algebra.

1994-2004 PLATO Learning, Inc.

Classroom Handouts

B. Reference(s) and Bibliography

C. Equipment/Facilities

In place already.

D. Instructional Supplies

Interactive Mathematics Mediated Learning software package.

**MA085
FUNDAMENTALS OF
MATHEMATICS (3)**

Students enrolled in this course will work on an individualized, self-paced basis. Instructors provide class, small groups, and individualized instruction. Students will review the basic mathematical operation involving whole numbers, fractions, decimals, and percents. (Formerly: MA100) Prerequisite: Placement test.

*NOTE: Searched College Catalog
Find + Replace to TE*

AY 04 2009

**PRE-MA095
COLLEGE MATHEMATICS (4)**

This course is designed to provide students with basic mathematical skills needed in the trade and technical fields. Topics like the order of operation, ratios, proportions, measurements, basic statistics, data graphs, and simple algebraic equations will be discussed. (Formerly: MA105) Prerequisites: Placement test or satisfactory completion of MA085.

**MA108
INTRODUCTION TO
COLLEGE ALGEBRA I (3)**

Mediated Learning using computer based mathematics includes the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications, in this beginning algebra course. This course articulates with UOG's MA085 level 2. (Formerly: MA110) Prerequisite: Placement test or MA095.

**MA110A
FINITE MATHEMATICS (3)**

This is a continuation of the MA108 (old MA110) Mediated Learning, computer based course. Topics include: elementary functions, linear equations, roots of polynomial functions, quadratic functions, exponential and logarithmic functions, systems of linear equations and inequalities, matrices and determinants, and math of finance. (Formerly: MA112) Prerequisites: Placement test, MA108 or satisfactory completion of high school algebra.

**MA161A
COLLEGE ALGEBRA/TECHNICAL
MATHEMATICS I (4)**

Topics included in this course are graphs and technology, equations, and inequalities, functions and graphs, exponential and logarithmic functions, systems of equations and inequalities, and matrix applications. (Formerly: MA121) Prerequisites: Placement test, successful completion of MA110A, MA108 with a "B" or better average, or permission from a math instructor and/or advisor.

**MA161B
COLLEGE ALGEBRA & TRIGONOMETRY (4)**

This course is a continuation of MA161A and upon successful completion; a student will be calculus ready. Topics included in this course are polynomial and rational functions, analytic geometry, trigonometric functions, trigonometric identities and equations, and applications of trigonometry. (Formerly: MA122) Prerequisite: Successful completion of MA161A.

MEDICAL ASSISTING

**MS101
INTRODUCTION TO MEDICAL
ASSISTING (3)**

This course provides an introduction to the Medical Assisting program. The roles of the Medical Assistant in the patient care facilities are defined as well as fundamental administrative and clinical concepts and skills. Introduction to ethical and legal considerations is also provided.

**MS120
CLINICAL MEDICAL ASSISTING I (2)**

Students will acquire knowledge of basic ambulatory care concepts and principles necessary for the performance of back office duties. Students are provided with the knowledge of routine patient care and diagnostic procedures used to assess the health status of patients including vision testing, hearing testing, electrocardiography, and the knowledge to prepare the back office, equipment and supplies necessary to facilitate patient flow through the clinic and/or physician's office. Admission into Medical Assisting Program is required. Course offering: Fall only. Prerequisites: Admission into Medical Assisting Program, MS101 or concurrently, HL120 or concurrently. Corequisites: MS121, MS125

**MS121
CLINICAL MEDICAL ASSISTING II (2)**

This course provides students with the opportunity to practice the application of basic ambulatory care concepts and principles in the performance of back office duties. Students will practice applying routine patient care/diagnostic procedures in assessing patient health care, including vision and hearing testing and electrocardiograph. Students will practice preparation of back office, equipment and supplies in a physician's office. Admission into the Medical Assisting program is required. Course offering: Fall only. Prerequisites: Admission into Medical Assisting Program, MS101 or concurrently, HL120 or concurrently. Corequisites: MS121, MS125

**MS125
CLINICAL OFFICE EXPERIENCE (1)**

This course provides students with the opportunity to apply in a physician's office or medical clinic the knowledge and skills gained in corequisite courses, MS120 and MS121. Admission into the Medical Assisting Program or instructor's consent is

APPENDIX C

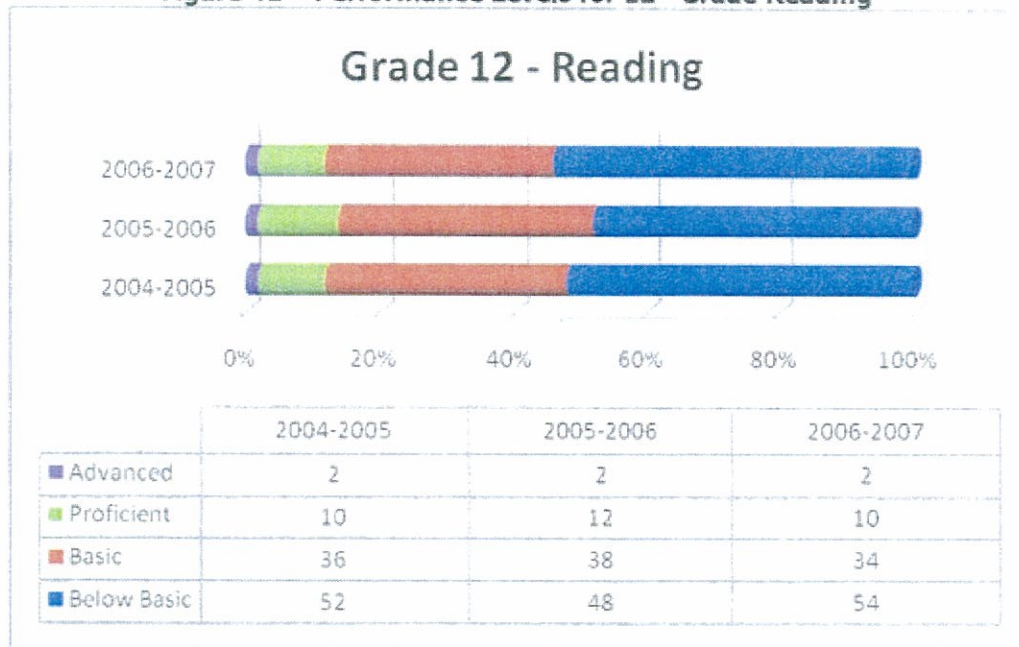
Figure 42 – Performance Levels for 12th Grade Reading

Figure 42 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 10**. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels increased by 12% from the previous school year and increased 10% from baseline (2005).

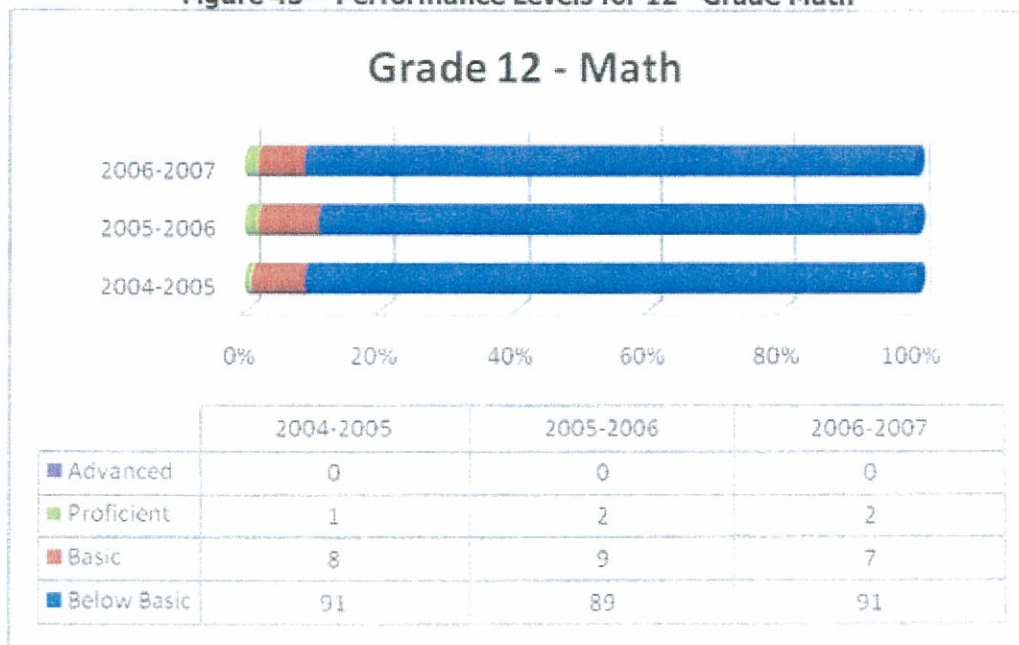
Figure 43 – Performance Levels for 12th Grade Math

Figure 43 reveals that in SY 06-07, the percentage of students performing at the *Proficient* level was 2. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 1% from baseline (2005).

Figure 44 – Performance Levels for 12th Grade Language

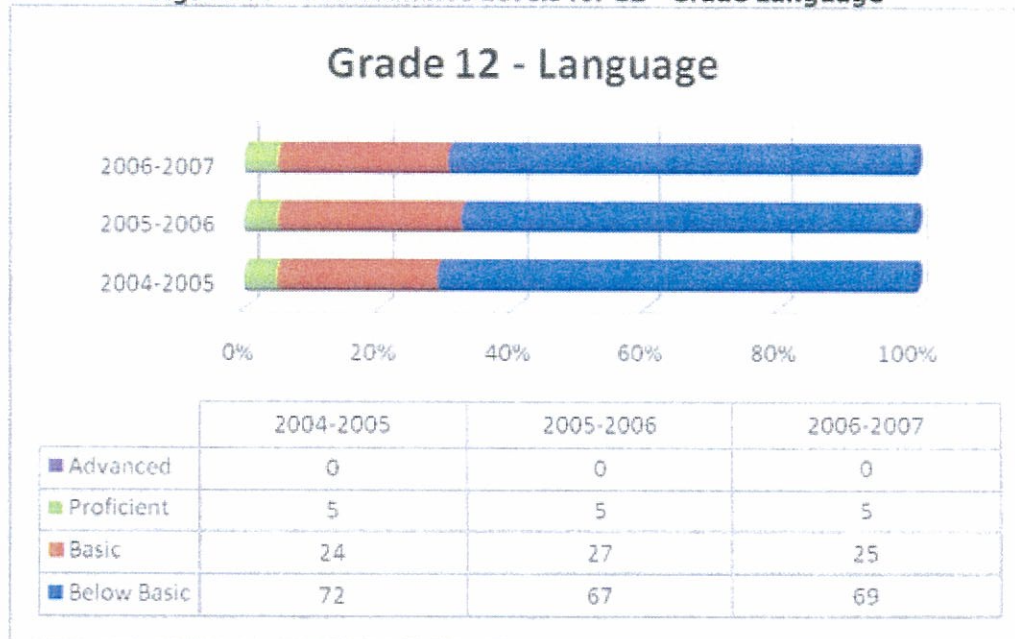


Figure 44 reveals that in SY 06-07, the percentage of students performing at the *Proficient* level was 5. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 2% from baseline (2005).

APPENDIX D



STATEMENT OF UNDERSTANDING

CONTINUOUS REGISTRATION OF COLLEGE ENGLISH AND/OR MATH COURSES

I am currently registered for the following College English and/or Math course(s):

Course No. Section: _____

Course No. Section: _____

Course No. Section: _____

Although I have not completed the course(s), I would like to register for the next level of College English and/or Math for the upcoming Fall/Spring/ Summer semester. Specifically I intend to register for:

Course No. Section: _____

Course No. Section: _____

Course No. Section: _____

I understand that if I do not pass my current College English and/or Math course(s), I will drop from the higher-level course(s). In the event this occurs, I must retake the failed course(s).

Approved

Not recommended at this time. Student must complete course prior to registering for the next level of EN/MA.

English/Math Instructor's Name (Please Print Clearly)	English/Math Instructor's Signature	Date
---	-------------------------------------	------

Name of Student (Please Print Clearly)	Student's Signature	Date
--	---------------------	------

Student ID: _____

Student Contact Number: _____

Student's Email Address: _____

APPENDIX E

Guam Community College

Assessment & Counseling Student Promissory Note

I, _____, understand that I must meet GCC's General Education requirements for English and Math and that I am withdrawing due to _____.

I agree that the next time I register, I must register for English/Math for the Spring/Fall _____ semester.

Student Signature

Date

Contact Number & E-Mail

GCC Counselor


Date

Appendix B

MEMORANDUM

RECEIVED
9/25/08

TO: Jose U. Munoz
President, Faculty Senate

FROM: Dr. R. Ray D. Somera 
Vice President, Academic Affairs

SUBJECT: Request for Faculty Senate to initiate dialogue on the Gen Ed curriculum

DATE: September 24, 2008

Now that Fall 2008 has began to take on its normal footing, I would like to formalize the conversations I've had with you and others in the previous semesters regarding ACCJC's recommendation #1 in our 2006 Evaluation Team Report. It reads:

The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success. Based on an assessment of student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)

A standardized general education pattern has likewise been established. To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (Standard II.A.3.a)

This recommendation from the Commission is two-pronged. On one hand, the accreditors expect that the college initiates a conversation regarding "the appropriate levels of English and math to require for various programs". On the other, they also expect us to increase the transferability credentials of our students by "adding classes to the general education curriculum" that provide them "an opportunity for greater breadth of understanding of the major areas of knowledge including humanities and fine arts."

I trust that you will lead this two-pronged conversation, provide opportunities for broad participation of faculty in this dialogue, enlist the support of the Gen Ed and Curriculum

committees, and come up with recommendations that will be coursed through the College Governing Council.

As the college's Accreditation Liaison Officer (ALO), I will begin preparing for the college's Midterm Report for the Commission beginning January 2009. I would like to include a progress report on this conversation regarding Recommendation #1 in that document.

At the end of the current semester (December 3, 2008), I look forward to a report documenting the process and the result of faculty conversations that have taken place on campus to address this important and critical issue.

Thank you for your support of our institutional efforts to maintain our excellent accreditation standing with the Commission.

Cc: Deans, TPS & TSS
AIE
President

Appendix C



Kulehon Kumunidát Guáhan
Accredited by the
Western Association of
Schools and Colleges

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

January 7, 2009

TO: Chair, Council of Chairs
President, Faculty Senate
Chair, Curriculum Committee
Chair, General Education Committee

I have received the Council's recommendations (see email below) and I would also like to solicit the feedback of the following committees which is critical to this dialogue:

- Curriculum Committee &
- Gen Ed Committee

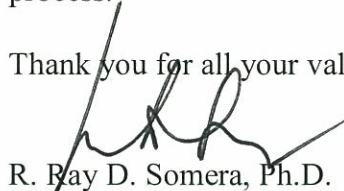
Note to these committees: With specific reference to Recommendation #2, please meet with all of your committee members and discuss the impact of this recommendation on instructional programs in particular and the whole institution, in general. What are the pros and cons of the issue? This is the basic question I would like you to focus on. In the meantime, I will also convene a meeting with the AAD team next week (including the Deans and AIE staff) to discuss the implications of Recommendation #2.

I also request the officers of the Faculty Senate to have their own discussion and provide feedback.

After I receive all feedback to the Council's recommendations, we will continue the dialogue if need be. The next step will then be to bring this to the level of the College Governing Council.

Note to Curriculum & Gen Ed Committee chairs, as well as Faculty Senate president: please let me know how and when you plan to address this request for feedback. Later, I will need documentation from you --through a brief email report to me-- once you have completed the process.

Thank you for all your valuable efforts.



R. Ray D. Somera, Ph.D.
Vice President for Academic Affairs
Guam Community College
PO Box 23069 GMF
Barrigada, GU 96921

-----Original Message-----

From: Clare Ann Camacho [mailto:clare.camacho@guamcc.edu]

Sent: Tuesday, January 06, 2009 11:20 AM

To: Dr. Ray Somera; Judy Salas; anthony.sannicolas@guamcc.edu

Cc: Robert Balajadia; Sandy Balbin; Frank Blas; Clare Camacho; Cecilia delos Santos; Christopher Dennis; Yvonne Flores; John Limtiaco; Christine Matson; Barry Mead; Jose Munoz; Karen Sablan; Judy Salas; Richard Skipper; michelle.santos@guamcc.edu; reilly.ridgell@guamcc.edu

Subject: Council of Dept. Chairpersons

TO: Dr. Somera, Academic Vice-President; Judy Salas, GenEd Committee Chairperson; Tony San Nicolas, Chairperson, Curriculum Committee

FROM: Council of Department Chairpersons

The Council of Department Chairpersons met on January 5, 2009. After discussion, the Council unanimously passed the following recommendations:

1. The Council recommends that the general education requirements for all Certificate programs should be determined by each program, with input from the respective advisory committees.
2. The Council recommends the deletion of the general education policy limiting students to a certain amount of credits unless English and Math courses are completed.
3. The Council encourages the GenEd Committee to include courses in the general education requirements that promote "soft skills" in their student learning outcomes, and to provide more choices for students. For example, under Social Sciences, PY120, SO130, PY100 OR PY125 (instead of PY120 AND SO130). In addition, the Council encourages the inclusion of a Humanities course in the general education requirements.

Clare Camacho, Ph.D., Professor
Education Department
Guam Community College
P.O. Box 23069
Barrigada, GU 96921
(671) 735-5656; (671)734-2550 (fax)

Personal Announcements

January 26, 2009

- Memos to AVP re. GenEd Requirements
- The Official GTA Yellow Book (Phone Book)
- Staff/Administrator Professional Development
- Congratulations to our President
- Keep Hallway and Aisles Clear from Obstruction
- Administrative Directive 2006-04
- Feb. 6th "Community Partnerships" Mini-conference
- Minimum Computer Specs (2009)
- Holiday Merienda: December 31
- Institutional Strategic Master Plan Presentation
- Article XII (Participatory Governance)
- PDRC Forms, Membership & Due Dates
- EBSCO Access Information

Date: January 23, 2009

 DeleteSubject: **Memos to AVP re. GenEd Requirements**

To ALL Faculty

Please read email messages below. I Need ALL your input regarding this important matter by Friday, January 30, 2009. Send your comments, suggestions, ideas or feedback to Dr. Clare Camacho (clare.camacho@guamcc.edu) to the Council of Department Chairpersons and to Mr. Jose Munoz (jose.munoz@guamcc.edu), Faculty Senate.

Thank you ALL.

Tony San Nicolas
CC Chair

(end)

Dr. Somera:

First and foremost, we would like to applaud the Council of Department Chairs for their recommendations and suggestions given forth regarding the Gen. Ed. Policies.

The Curriculum Committee met last week on 16 Jan 2009. After a lengthy discussion, the Curriculum Committee recommends, at this time, that while we agree to some extent on the Council of Department Chairpersons recommendations, a much volatile in-depth discussion with ALL Faculty, as a whole, is needed to provide more input on governance relative to this important issue.

We are in collaborative dialogue with Gen. Ed., the Council of Department Chairs and Faculty Senate and would like to ensure that in the preservation and interests of programs and departments, we would like to involve and solicit other ideas and input from ALL faculty members at the Guam Community College.

Sincerely,

Tony C. San Nicolas
Curriculum Committee Chair



(end)

FROM: Clare Camacho
TO: Dr. Ray Somera

The Council of Department Chairpersons met on January 5, 2009. After discussion, the council unanimously passed the following recommendations:

1. The Council recommends that the general education requirements for all certificate programs should be determined by each program, with input from the respective advisory committees.
2. The council recommends the deletion of the general education policy limiting students to a certain amount of credits unless English and Math courses are completed.
3. The council encourages the GenEd Committee to include courses in the general education requirements that promote soft skills in their student learning outcomes, and to provide more choices for students.

For example, under social sciences, PY120, SO130, PY100 OR PY125 (instead of PY120 AND SO130). In addition, the council encourages the inclusion of a Humanities course in the general education requirements.

Clare Camacho, Ph.D., Professor
Education Department
Guam Community College
P.O. Box 23069
Barrigada, GU 96921
 - (671) 735-5656 ;  (671) 734-2550 (fax)

(end)

Personal Announcements

January 26, 2009

- AVP Memos on Gen Ed - for background and context
- Memos to AVP re. GenEd Requirements
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- Holiday Merienda: December 31
- Institutional Strategic Master Plan Presentation
- Article XII (Participatory Governance)
- PDRC Forms, Membership & Due Dates
- EBSCO Access Information

Date: January 26, 2009

 Delete

Subject: **AVP Memos on Gen Ed - for background and context**

TO ALL FACULTY:

Please read the three AVP memos below for a better context and understanding of the ongoing campus dialogue regarding the General Education policy. --- Dr. Ray

January 23, 2009

To: Curriculum Committee Chair

I fully support your decision to generate more systematic and sustained dialogue among your faculty peers on this issue. However, I recommend that you provide a specific timeframe for such discussion so you can gather all ideas and input, distill them, and synthesize such conversations by zeroing in on one or two concrete proposals. You can then bring these proposals to the Faculty Senate where a more focused discussion of those ideas and insights can occur. The same process should be followed by the Gen Ed Committee. The Admin team has also met where we discussed our alternative proposals.

Some thoughts for the committee to ponder: If we do away with the Gen Ed policy, what assurance do you think we will have that Math and English are not avoided at all costs, or till the last minute? Or are there steps we can take to ensure that students still acquire the fundamental writing and speaking skills that will make them successful in higher level courses? Let me know what you are all thinking.

Also, are there other implications that the policy deletion would have that I have not thought about? I am eager to know what the committee perspectives are. I will wait for your report.

Let me know what you decide on the time frame and the deadlines you will set. Thank you for fueling this dialogue. It is a critical component of our participatory governance processes.

January 7, 2009

TO: Chair, Council of Chairs
 President, Faculty Senate
 Chair, Curriculum Committee
 Chair, General Education Committee

I have received the Council's recommendations and I would also like to solicit the feedback of the following committees which is critical to this dialogue:

- Curriculum Committee &
- Gen Ed Committee

Note to these committees: With specific reference to Recommendation #2, please meet with all of your committee members and discuss the impact of this recommendation on instructional programs in particular and the whole institution, in general. What are the pros and cons of the issue? This is the basic question I would like you to focus on. In the meantime, I will also convene a meeting with the AAD team next week (including the Deans and AIE staff) to discuss the implications of Recommendation #2.

I also request the officers of the Faculty Senate to have their own discussion and provide feedback.

After I receive all feedback to the Council's recommendations, we will continue the dialogue if need be. The next step will then be to bring this to the level of the College Governing Council.

Note to Curriculum & Gen Ed Committee chairs, as well as Faculty Senate president: please let me know how and when you plan to address this request for feedback. Later, I will need documentation from you --through a brief email report to me-- once you have completed the process.

Thank you for all your valuable efforts.

Appendix D

GUAM COMMUNITY COLLEGE ASSESSMENT REPORT

May 2008

Second Effectiveness Survey Report of the GCC Faculty Senate

This report was prepared by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness (AIE) and Co-Chair of the Committee on College Assessment, GCC. Administrative assistance was provided by AIE staff Priscilla Johns, Vangie Aguon and Richard Quiambao. AIE also wishes to recognize the Faculty Senate leaders and all other GCC constituents who willingly participated in this assessment project. Additionally, AIE would like to thank Casey Ksau, GCC Visual Communications student, for designing the report cover.

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

**EFFECTIVENESS REPORT OF THE GCC FACULTY SENATE:
Second Survey Report
AY 2007-2008**

Executive Summary

Three surveys were used to determine the effectiveness of the GCC Faculty Senate. These surveys were designed to collect information regarding membership profile as well as perceptions of the college's shared governance process. The information collected from the surveys were compiled and analyzed quantitatively as well as qualitatively for general trends.

The *general membership survey* which was designed for faculty members, administrators, staff, and students who belong to college committees had a 37.28% response rate while the *leadership survey* which was designed for members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs had a 28.58% response rate. The response rate for the *faculty survey* was 43.40%.

Survey results highlight the following conclusions:

- The Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.
- There is a concern regarding disparity in faculty participation in committee work.
- There is a concern among committee members regarding the length of membership in a committee.
- Not all faculty understand the concept of the college's existing governance structure.
- There appears to be compliance issues with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws.
- There is a concern about how decisions are being made at the College.

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Appendix B Leadership Survey

Appendix C Faculty Survey

Appendix D Faculty Senate Spreadsheet

Appendix E Advisory From the Accrediting Commission for Community
and Junior Colleges President, May 2, 2008

**EFFECTIVENESS REPORT OF THE GCC FACULTY SENATE:
Second Survey Report
AY 2007-2008**

I. Introduction and Purpose

The Guam Community College's (GCC) Faculty Senate was implemented in Fall 2006 and provides for a governance structure in which faculty, administrators, staff, and students can participate in decision-making processes that impact the institution.

The objectives of this study are:

- To build on previous perceptions of committee participants, Senate leaders, and faculty in general regarding the effectiveness of the structure;
- To identify points for discussion and negotiation in order to strengthen the dialogue between and among the constituents involved; and
- To further the objectives of the Senate in terms of accountability and improvement.

II. Methodology and Instrumentation

The initial formative assessment of the Faculty Senate included two survey instruments which were administered at the end of Fall 2006 and the beginning of Spring 2007. The *GCC Indicators of Faculty Senate Effectiveness (IFSE-Part I)* was a survey designed for faculty members, administrators, staff, and students who belong to Senate committees and those who were in leadership positions in the Faculty Senate structure. The *GCC Indicators of Faculty Senate Effectiveness (IFSE-Part II)* was designed for individuals serving in leadership positions such as members of the College Governing Council, Executive Committee, Oversight Chairs, Chairs, and Co-Chairs in the GCC Faculty Senate Structure.

Three survey instruments were used in this current study. Two of the surveys are modified versions of the IFSE-Part I and IFSE-Part II (the *general membership survey*-Appendix A and the *leadership survey*-Appendix B). Modifications were made by the Faculty Senate. The third survey was the *faculty survey* (Appendix C).

The *general membership survey* which was designed for faculty members, administrators, staff, and students who belong to college committees had a 37.28% response rate while the *leadership survey* which was designed for members of the College Governing Council, Senators,

Committee Chairs, and Co-Chairs had a 28.58% response rate. The response rate for the *faculty survey* was 43.40%.

The three surveys were administered during Professional Development Day held on February 18, 2008 at the Hyatt Hotel. A copy of the *general membership survey* and the *faculty survey* were placed on the tables where the Professional Development Day participants were seated. The *leadership surveys* were handed directly to members of the College Governing Council, Faculty Senators, Committee Chairs, and Co-Chairs by Faculty Senate representatives. No explanations were provided about the different types of surveys; however, the Faculty Senate Word Processing Secretary II did inform respondents that she would collect the surveys from them before the end of the day.

Data was analyzed using Excel spreadsheets, and content analysis was conducted to gather qualitative information. Responses to the open-ended questions were used to validate the quantitative data gathered from the surveys. This was further validated by content analysis of the Faculty Senate website, meeting minutes, and bylaws as well as individual committee bylaws, meeting minutes, and committee reports.

III. Limitations

One limitation of the study is that feedback from secondary instructional faculty was not included in the assessment. Their feedback is important because of their role in governance and because there are 27 secondary faculty serving on twelve GCC committees. February 18, 2008 was a regular duty day for secondary instructional faculty; therefore, they were not able to attend Professional Development Day. Only one secondary instructional faculty attended. Additionally, student and staff committee members were not present during Professional Development Day. Moreover, not all administrators serving on committees attended Professional Development Day.

Another limitation is that the generalizability of the study results are limited based on the single tool (survey) that was used in this study.

IV. Results and Discussion

The *general membership survey* had a 37.28% response rate and the *faculty survey* had a 43.40% response rate. The response rates for the *general membership survey* was calculated by

dividing the number of faculty members, administrators, staff, and students who belong to committees as listed in a spreadsheet provided by the Faculty Senate Office on March 3, 2008 (Appendix D) by the number of actual surveys received. Individuals serving on multiple committees completed only one survey form and therefore were counted once. It is assumed that the Faculty Senate members who responded to this survey were also serving on a committee. There may have been some confusion by individuals holding multiple roles in the current governance process about which survey to complete. The response rate for the *leadership survey* (members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs) was 28.58%. This response rate was calculated by dividing the number of College Governing Council members, Senators, Committee Chairs, and Co-Chairs listed on the spreadsheet mentioned above by the number of actual surveys received. Individuals serving on both the College Governing Council and the Faculty Senate completed only one survey form and thus were counted once. The response rate for the *faculty survey* was 43.40%. This response rate was calculated by dividing the number of full-time faculty (including secondary faculty) by the number of surveys received.¹

It is interesting that the lowest survey response rate (28.58%) was from members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs. As mentioned earlier, there may have been some confusion about which survey to complete, particularly for individuals holding multiple roles in the governance process.

General Membership Perspective:

Table 1 below presents the general membership profile of survey respondents in the study:

Table 1. Respondent’s Role in Committee/Governance Structure (n=41)

<i>Identify your role in the committee/governance structure to which you belong.</i>	Frequency	Percent
Committee Chair (Faculty)	5	12.2
Committee Co-Chair (Faculty)	1	2.4

¹ Although a more appropriate way of calculating the response rates is to divide the number of surveys received by the actual number of individuals in each target group who were present at Professional Development Day, this was not possible because the sign-in sheet could not be located.

Committee Chair-Elect (Faculty)	0	0.0
Committee Co-Chair (Admin.)	0	0.0
Committee Member (Faculty)	27	65.9
Committee Member (Admin.)	1	2.4
Committee Member (Staff)	0	0.0
Committee Member (Student)	0	0.0
Oversight Chair	0	0.0
Executive Council	5	12.2
Multiple Roles	2	4.9

The greatest category of respondents was faculty (65.9%). An equal number of faculty committee chairs (12.2%) and executive council members (12.2%) participated in the survey followed by an equal number of faculty committee co-chairs (2.4%) and administrator committee members (2.4%). No faculty committee chair-elect, administrator committee co-chair, staff committee member, student committee member, and oversight chair responded to the survey. Two respondents (4.9%) indicated that they have multiple roles in the committee/governance structure.

As mentioned earlier, staff and student committee members were not present at Professional Development Day. Also, only one secondary instructional faculty was able to attend and not all administrators attended.

Perhaps the response rates for each of the surveys could have been higher if verbal instructions were given at the time the surveys were administered, especially since there are a number of individuals who hold multiple roles in the Senate structure. Coordination with the Professional Development Review Committee (PDRC) would have resulted in higher response rates. The Faculty Senate should have been included in the agenda for Professional Development Day so that a specific amount of time could be dedicated for instructions and completion of the surveys.

Table 2. Respondent's Primary Committee Responsibility (n=41)

<i>What is your primary committee responsibility?</i>	Frequency	Percent
Resource & Budget Committee	0	0.0
Technical Advisory Committee	1	2.4
Calendar Committee	0	0.0
College Committee on Assessment	4	9.8
Self-Study Committee	7	17.1
Promotions Committee	1	2.4

Professional Development Review Committee	0	0.0
Evaluation/Job Specifications Committee	0	0.0
Professional Ethics Committee	4	9.8
Curriculum Committee	7	17.1
Academic Advising/Counseling Committee	1	2.4
General Education Committee	6	14.6
Faculty Senate	4	9.8
Institutional Marketing	3	7.3
Blank	3	7.3

As shown in Table 2 above, two committees were equally represented in this survey with 17.1% of committee members each responding (Self-Study Committee and Curriculum Committee) followed by the General Education Committee (14.6%), the College Committee on Assessment, Professional Ethics Committee, and Faculty Senate with 9.8% of members each responding, the Institutional Marketing Committee with 7.3% of members responding, and the Technical Advisory Committee, Promotions Committee, and Academic Advising/Counseling Committee with 2.4% of members each responding. There were 7.3% of survey respondents who did not identify their primary committee responsibility. Of those surveyed, none of the respondents indicated that they were in the Resource and Budget Committee, the Calendar Committee, the Professional Development Review Committee, and the Evaluation/Job Specifications Committee.

It is assumed that the four Faculty Senate respondents in Table 2 hold multiple roles in the college's governance process (i.e. members of a committee as well as members of the Faculty Senate). It is unclear as to whether the intent was to have these individuals complete both the *general membership survey* and the *leadership survey* since the *leadership survey* was hand-delivered to members of the College Governing Council, Faculty Senators, Committee Chairs, and Co-Chairs and no instructions were given. Nonetheless, their responses are included in the results of the *general membership survey*.

Table 3. Membership in a Second Committee (n=41)

<i>Are you listed as a member of a second committee</i>	Frequency	Percent
No	32	78.0
Yes	5	12.2
Blank	4	9.8

Some committee members serve in more than one committee or as previously mentioned, may have overlapping roles (i.e. committee member and Senate Member or committee member and College Governing Council member). As seen in Table 3 above, 78% of survey respondents reported that they weren't members of a second committee and 12.2% reported that they were. Four survey respondents (9.8%) did not indicate whether or not they were a member of a second committee. Based on the spreadsheet provided by the Faculty Senate Office on March 3, 2008, there are 15 individuals serving on multiple committees. These 15 individuals are not members of the Faculty Senate or College Governing Council.

Table 4. Campus Where You Currently Work (n=41)

<i>Select the campus where you currently work.</i>	Frequency	Percent
GCC main campus	37	90.2
George Washington High School	0	0.0
Simon Sanchez High School	1	2.4
John F. Kennedy High School	0	0.0
Southern High School	0	0.0
Multiple Locations	1	2.4
Blank	2	4.9

As seen in Table 4 above, 90.2% of respondents reported that they work at the GCC Main campus. One respondent reported working at Simon Sanchez High School and another respondent reported working at multiple locations. There were two survey respondents who did not answer the question. It is important to note that committee membership in the Faculty Senate is optional for secondary faculty. Of the 36 secondary faculty (instructional and non-instructional), 12 aren't members of a GCC committee.

Table 5 below reveals that meeting times vary widely among committees. Most committees meet weekly (53.7%) followed by bi-weekly (29.3%), monthly (14.6%), and every other month (2.4%). This information is based solely on self-reports.

Table 5. Frequency of Committee Meetings (n=41)

<i>Indicate the frequency of your committee meetings.</i>	Frequency	Percent
Weekly	22	53.7
Bi-weekly	12	29.3
Monthly	6	14.6
Every other month	1	2.4

Hast not met at all	0	0.0
Other	0	0.0

According to Table 6 below, the duration of committee meetings also vary among committees. Over half of respondents (53.7%) reported that their committee meetings last for one and a half hours followed by two hours (24.4%), and one hour (17.1%). Two respondents (4.9%) reported meeting times other than those listed on the survey.

Table 6. Duration of Committee Meetings (n=41)

<i>On the average, our committee meetings usually last for:</i>	Frequency	Percent
One hour	7	17.1
1-1/2 hours	22	53.7
Two hours	10	24.4
2-1/2 hours	0	0.0
Other	2	4.9

Table 7 below reveals that almost half of survey respondents (48.8%) reported that they did not miss a single meeting followed by 29.3% who missed one meeting, 9.8% who missed four meetings, and 7.3% who missed three meetings. The remaining respondents (4.8%) reported that they were unsure how many times they have been absent from meetings or did not respond to the survey item. It is important to note that the information contained in these tables are based on self-reports, hence, other forms of evidence must validate this information.

Table 7. Frequency of Absences From Committee Meetings (n=41)

<i>I have been absent in committee meetings for __number of times this year.</i>	Frequency	Percent
None	20	48.8
1	12	29.3
2	3	7.3
3	4	9.8
4	0	0.0
5	0	0.0
More than 5	0	0.0
Unsure	1	2.4
Blank	1	2.4

As shown in Table 8, the most common reason given for absences from committee meetings is scheduling conflict (29.3%) followed by sickness (19.5%), and personal reasons (4.9%). Nearly half (46.3%) of survey respondents did not indicate a reason for absences. This could be because they have never missed a meeting.

Table 8. Reasons for Absences From Committee Meetings (n=41)

<i>I have been absent in committee meetings because of:</i>	Frequency	Percent
Off-island conference	0	0.0
Sickness	8	19.5
Scheduling Conflict	12	29.3
Personal Reasons	2	4.9
Blank	19	46.3

In terms of the most ideal day to schedule meetings, Table 9 below reveals that over half of survey respondents reported that Friday works best for them (63.4%) followed by Tuesday (14.6%), Wednesday (4.9%), and Monday (2.4%). The remaining 14.6% of respondents either identified a day that was not listed as an option, selected multiple responses, or did not respond to the survey item. No one reported a preference for Thursday. Since secondary faculty may work at satellite locations away from the GCC main campus, committees have accommodated them by scheduling meetings that are flexible enough to meet their schedule. Typically, Friday seems to be the most flexible day for meetings.

Table 9. Ideal Day for Committee Meetings (n=41)

<i>What day works best for committee meetings for you?</i>	Frequency	Percent
Monday	1	2.4
Tuesday	6	14.6
Wednesday	2	4.9
Thursday	0	0.0
Friday	26	63.4
Other	1	2.4
Blank	2	4.9
Multiple Responses	3	7.3

In terms of the ideal time for committee meetings, Table 10 below reveals that the most ideal time for committee meetings is 2-4 p.m. (46.3%) followed by 8-10 a.m. (17.1%), 12-2 p.m. (12.2%), and 10-12 p.m. (7.3%). The remaining 17.1% of respondents identified a time that was not listed as an option, selected multiple responses, or did not respond to the survey item. No one reported a preference for 6-8 p.m.

Table 10. Ideal Time for Committee Meetings (n=41)

<i>What time slot below works best for committee meetings for you?</i>	Frequency	Percent
8-10 a.m.	7	17.1
10-12 p.m.	3	7.3
12-2 p.m.	5	12.2
2-4 p.m.	19	46.3
6-8 p.m.	0	0.0
Multiple Responses	4	9.8
Other	1	2.4
Blank	2	4.9

How do respondents assess the quality of their involvement in the Faculty Senate? Table 11 presents respondents' perceptions of their own contributions to the functioning of the Faculty Senate. Nearly half of the 41 survey respondents (46.3%) indicated that they would rate themselves as having *met expectations* followed by *exceeded expectations* (31.7%), *met minimum expectations* (14.6%), and *did not meet minimum expectations* (2.4%). Two respondents (4.9%) did not answer the survey question.

Table 11. Quality of Efforts in Faculty Senate Activities (n=41)

<i>In terms of the quality of my efforts in Faculty Senate activities at this point in time, I would rate myself as having:</i>	Frequency	Percent
Exceeded expectations	13	31.7
Met expectations	19	46.3
Met minimum expectations	6	14.6
Did not meet minimum expectations.	1	2.4
Blank	2	4.9

When asked to explain why they rated their quality of participation in the above manner, survey responses provided the following explanations:

- Attended all meetings & provided meeting space, time.
- Achievable goals.
- Attended meetings, completed assigned task & participate discussion.
- Perform work individually then share with group. Go out of way to get evidence from various sources.
- I've made every effort to attend all scheduled meetings and provide input when requested.
- I feel my participation is still in the promotion of shared governance.
- Devoting most of time to teaching, prepping, field trips etc.
- Participation
- I attend, contribute to dialogue, state concerns & keep my committee members abreast of what the info of meetings they missed was covered.
- I am learning also and am at ease in discussing & bringing data/ideas to the table.
- We handed in our assessment prior to deadline.
- Did as much what is necessary.
- Completed all task assigned to me.
- Our committee had in several occasions extended the weekly meetings from 1 to 2 hrs. in order to complete reviewing all plans and reports. I have learned to review most plans and reports. Throughout last school year prior to CCA meetings because my mentor had failed to provide me with the necessary skills in assessing the plans and reports. Mostly on my own.
- Because I have chosen to ensure that I commit to the process and undertake a leadership position in the process.
- I have responded effectively to several challenges.
- Support for my position is inadequate (release time).
- Time spent is far beyond expectations. Efforts invested are extensive in nature.
- Have not been able to participate more due to schedule conflicts.

- 1. Reviewed all the course guides assigned, 2. Gave inputs in meetings, 3. Served as a rotating secretary in a meeting.
- Team player.
- 7 years.
- I served as a chair last year and spent way more than the minimum hours required.
- Our committee has met all of the goals established at the beginning of the term.
- My part in the process goes a long way to make whole process work.

The responses above could be categorized into four themes: (a) attendance at meetings, (b) participation during meetings, (c) accomplishment of assigned tasks, and (d) time invested in committee activities/work.

The comments listed above relate to the points of discussion (equity of work, accountability, evidence of performance) in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate. In terms of equity of work, *how does one ensure that committee work is equitable for each faculty member who avails of the one class load allotted for Senate involvement?* As for accountability, *how should accountability be measured? Should collective accountability (e.g. work done at the committee level) prevail over individual accountability (e.g. quantity and quality of work performed by individual faculty)?* In terms of evidence of performance, *what products or deliverables may be used as evidence of satisfactory Senate performance?*

A question that was brought up in a Faculty Senate meeting was-- *What actions are to be taken, when an individual faculty member is not actively participating in the committee?*² During the meeting, it was recommended that the Faculty Senate ask the Evaluation and Job Specification Committee to define “active participation” and to define and describe consequences and/or remedies for faculty who do not actively participate. A recommendation made in a subsequent Faculty Senate meeting was for the Faculty Senate and the Evaluation and Job Specification Committee to improve dialog to ensure effective shared governance.³ Apparently, these issues have not been resolved, but are currently being addressed.

² December 4, 2007 Faculty Senate meeting minutes. See Faculty Senate website.

³ April 7, 2008 Faculty Senate meeting minutes. See Faculty Senate website.

As shown in Table 12 below, when asked to identify the primary means of communication among the members of the committee, 80.5% of survey respondents indicated that email was their primary means of communication while 2.4% indicated that word of mouth was their primary means of communication. The remaining 17.1% of respondents selected multiple responses.

Table 12. Primary Means of Communication Among Committee Members (n=41)

<i>Identify the primary means of communication among the members of your committee.</i>	Frequency	Percent
Email	33	80.5
Written memo	0	0.0
Faculty Senate website	0	0.0
Word of mouth	1	2.4
Other	0	0.0
Multiple Responses	7	17.1

When asked to assess the Faculty Senate structure and effectiveness in comparison with last year (Table 13 below), 46.3% of respondents felt that it was better followed by the same (41.5%), and worse (2.4%). The remaining 9.8% of responses were not included in the list of available choices.

Table 13. Effectiveness of Faculty Senate in Comparison With Last Year (n=41)

<i>Overall, how do you assess the Faculty Senate structure and effectiveness in comparison with last year?</i>	Frequency	Percent
Better	19	46.3
Same	17	41.5
Worse	1	2.4
Other	2	4.9
Blank	2	4.9

The following are responses to the question- *Based on your Faculty Senate experience thus far, what seems to be working with the Senate?*

- Controlling body.
- Get everyone involved in school's various issues.
- Everyone is involved.
- Keeping abreast of activities.
- I feel like I can actually contribute as an individual.

- Communication effectiveness.
- Identification of goals and production of reports.
- Oversight & communication w/faculty.
- Involvement.
- I really haven't heard much about what's happening with faculty senate, maybe because I miss the first part of our meetings because of class.
- Progress in maintaining accreditation.
- Providing faculty with much needed involvement in the functions of the college.
- Cohesive membership.
- Increase in dialog.
- Better accountability for committees to perform.
- Unsure
- Cooperation among faculty.
- I can't say.
- Being proactive, personal initiative.

The responses above could be categorized into three themes: (a) greater involvement of faculty in college functions, (b) greater awareness of college affairs, and (c) more communication and interaction among faculty.

The following are responses related to what seems NOT to be working with the Senate:

- Comments, participation from all members. Lack of personnel goals related to Senate.
- Awareness of different committee's status.
- Too many minutes are not published.
- It's very difficult to find a time when all members can meet. Also, because most of the time my internet access is down, email should not be the only source of communication. I've often driven to GCC from SSHS only to find a sign that says the meeting was cancelled, or waited for an hour, only to leave because of lack of quorum.
- The commitment to shared governance by admin. The inadequate communication throughout the institution relative to shared governance and its importance.
- Some of the committees are redundant with what are people's jobs- academic advising, and marketing. Are the people who are supposed to be doing their jobs in these areas - not doing their jobs??

- Not as organized as it could be. Slow process.
- Not sure.
- Still concerns with how decisions are being made without all stakeholders having the opportunity for input or participation.
- Questions 1, 2, 3 & 4, this should be anonymous, you should not be asking the questions; Not working, Communications, Team work & decisions being made by a few.
- Understanding about the senate.
- Input not yet fully valued by all constituents.
- Unsure.
- Improved dialogue before decision is made.
- Communication of Senate decisions, etc. seems to be a problem. I don't know what they're doing.
- I don't think they (Executive Council) should get full class release.

The responses above could be categorized into two themes: (a) ineffective communication (committee minutes not posted on the Senate website, Senate decisions not communicated, inadequate communication throughout the institution relative to the governance structure and its importance), (b) non-participatory decision-making (decisions are being made without all stakeholders having the opportunity for input or participation, decisions being made by a few).

The comment made by a respondent that “Some of the committees are redundant with what are people’s jobs- academic advising, and marketing. Are the people who are supposed to be doing their jobs in these areas - not doing their jobs??” emphasizes the importance of committee evaluation by the Faculty Senate.

The *Committee Evaluation Matrix* found in the Faculty Senate website states that “the Faculty Senate along with committee members will participate in evaluating the effectiveness of Senate committees’.” The *Committee Evaluation Matrix* is intended to assist the Senate in evaluating the effectiveness of faculty committees as a whole. The status of committees is determined by the Faculty Senate after reviewing the annual reports. Only eight committees submitted their *yearly closing reports*, therefore, it was not possible for the Senate to complete the 2007-2008 *Committee Evaluation Matrix*.⁴

⁴ Telephone conversation with the Faculty Senate Word Processing Secretary II on May 28, 2008.

Article III of the Faculty Senate Bylaws states that “Copies of all agendas, minutes, and other documents shall be given to the College Faculty Senate for coordinating, posting and archiving in the central College Faculty Senate offices within ___ days after Committee meetings.” Also several committee bylaws indicate that the committees will submit these documents to the Faculty Senate. A review of the Faculty Senate website including the committee pages, however, reveals that not all agendas and minutes are posted at the site. Also, there is a disparity in the amount of information included in each committee page. For example, some committee pages include member listing with contact information, action items, and bylaws while other committees only have a few of these items on their committee page. A review of the Faculty Senate website on May 28, 2008 reveals that eight committees do not have agendas and minutes posted for academic year 2007-2008. This supports the concerns mentioned above regarding a lack of awareness of what the committees are doing because not all agendas and minutes are posted. Additionally, some of the information contained in the Faculty Senate website and committee pages are not current.

Respondents provided the following suggestions on how to address the areas that are reported problematic with the Faculty Senate:

- Restrict committee numbers and give a way out for faculty with no penalty.
- Minutes should be placed on the web for majority of the committees (secretary should do it).
- I need to participate in every meeting.
- In addition to email, a courtesy call or even a fax would be nice to inform committee members of any meeting changes. Encourage electronic meetings using MyGCC where members can provide input at their convenience but within a specific time frame.
- Continual development of the importance of shared governance and the role everyone on campus can and should try to play.
- No comment.
- Get those people to do their jobs and form more meaningful committees!
- N/A. Have never been to a meeting.
- Less talking, more doing.
- Senate minutes? Need to put on the website just like committee minutes.

- The college needs more P.D.D.'s.
- More involvement/presence.
- Communication. Feedback.
- Clear definition on what is to be done and focusing on meeting student needs versus just fulfilling the letter.
- Summary of meetings, accomplishments emailed or posted on MyGCC.

The responses above could be categorized into three themes: (a) committee make-up (restrict the number of committee members), (b) communication (committee minutes should be posted on the Senate website including the minutes from the Faculty Senate, summary of meetings, accomplishment emailed or posted on MyGCC, electronic meetings), (c) education (educate all stakeholders about the importance of the governance structure and the role everyone plays in it).

When asked what would you say to be the one or two successes for the Senate? respondents provided the following comments:

- Organization.
 1. Have a say in the institution issues, 2. Closer working relationship with other faculty members.
- More involvement of faculty in committee.
- To be candid, I haven't attended all of the senate meetings to fairly respond to the questions.
- Being able to get input from individuals.
- Leadership.
- The improvement of dialogue between Admin & the rest of the campus.
- Dedicated work/meeting space, support of new faculty.
- Smaller committees.
- They are supportive of faculty and the committees!
- N/A. Have never been to a meeting.
- Being able to draw faculty together to work as a team for the betterment of the college.
- Ethics & Gen Ed.
- Work on the General Education Recommendations. Securing authority over resolving MyGCC related difficulties.

- Unsure.
- Structure model process.
- Potential is there, but have not seen major results.
- More say in college affairs.

The responses above could be categorized into two themes: (a) more faculty involvement in college affairs and (b) more interaction among faculty and between faculty and administration.

When asked to pick one or two of the following committee issues- *length of membership, staggered terms, continuity of leadership, membership criteria, communication, Senate office operations, and other* and to provide concrete suggestions on how the Senate's organization or structure can be improved, respondents identified the following issues and suggestions:

- Length of Membership
 - As a member of this committee (CCA), I feel membership term should be at a min. of 4 years.
 - Minimum 2 years, max. 4 years to allow experience of other committees.
 - Term should be a minimum of 2 years.
 - Need to require at least 2 years on a committee to ensure continuity.
- Staggered Terms
 - Increase the number of terms allowed to serve as long as they are doing well in their positions.
- Communication
 - Work in progress- more "visibility" (email, flier, bulletin). Announcements in Banner are helpful, but perhaps more detail.
- Senate Office Operations
 - Display of committee membership, how to communicate with them.
 - Senate needs a parliamentarian.
 - More release time for senators.

Table 14 below presents data on satisfaction with the Faculty Senate experience. In response to the statement, *I am satisfied with my Faculty Senate experience thus far*, 63.4% of respondents agreed with the statement followed by strongly agree (14.6%), and disagree (9.8%). The remaining 12.2% of respondents did not answer this survey item.

Table 14. Satisfaction With Faculty Senate Experience (n=41)

<i>I am satisfied with my Faculty Senate experience thus far.</i>	Frequency	Percent
Strongly Agree	6	14.6
Agree	26	63.4
Disagree	4	9.8
Strongly Disagree	0	0.0
Blank	5	12.2

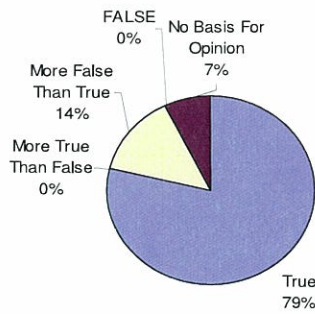
The above results are tied to the responses to the questions: (a) *Based on your Faculty Senate experience thus far, what seems to be working with the Senate?* and (b) *What would you say to be the one or two successes for the Senate?* Common themes that emerged from responses to these questions are: (a) greater involvement of faculty in college functions, (b) greater awareness of college affairs, and (c) more interaction among faculty and between faculty and administration. Dissatisfaction with the Faculty Senate experience is related in part to responses to the question: *What seems not to be working with the Senate?* A common theme that emerged from responses to this question is a lack of awareness of what the different committees are doing.

Leadership Perspective:

Of the 14 respondents who reported their role in the committee/governance structure, 100% were faculty. The same issues with the response rate of the *general membership survey* also contributed to the response rate of the *leadership survey*.

Figure 1 below reveals that 79% of the 14 survey respondents find the statement- *My committee is helping shape institutional dialog by identifying critical issues that directly or indirectly impact on student learning*- to be true followed by more false than true (14%) and no basis for opinion (7%).

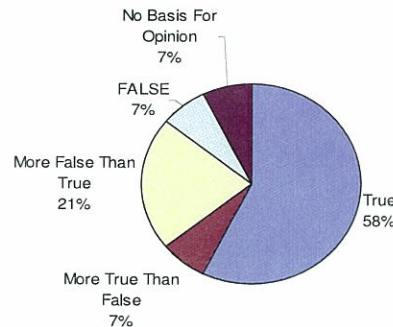
Figure 1. My Committee Is Helping Shape Institutional Dialog By Identifying Critical Issues That Directly Or Indirectly Impact On Student Learning (n=14)



	Frequency
True	11
More True Than False	0
More False Than True	2
False	0
No Basis For Opinion	1

As shown in Figure 2 below, 58% of survey respondents indicated that the statement- *My Committee is Engaged in Dialog With Other Senate Committees* is true followed by 21% of respondents who feel the statement is more false than true (21%). There was an equal number of respondents who felt the statement was more true than false (n=1, 7%) and false (n=1, 7%). The remaining 7% of respondents reported that they had no basis for opinion.

Figure 2. My Committee Is Engaged In Dialog With Other Senate Committees (n=14)

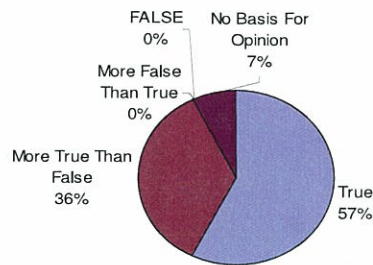


	Frequency
True	8
More True Than False	1
More False Than True	3
False	1
No Basis For Opinion	1

According to Figure 3 below, 57% of respondents believe that the statement- *My committee is in compliance with required guidelines on submitting reports and documents to the Faculty Senate* is true followed by more true than false (36%). The remaining 7% of respondents indicated that they had no basis for opinion.

There appears to be an issue with committee reporting compliance. The Faculty Senate minutes of October 9, 2007 reveals that only three committees complied with the September reporting deadline for the committee evaluation matrix. Also, as mentioned earlier, only eight committees submitted their yearly closing reports.⁵

Figure 3. My Committee Is In Compliance With Required Guidelines On Submitting Reports and Documents To The Faculty Senate (n=14)

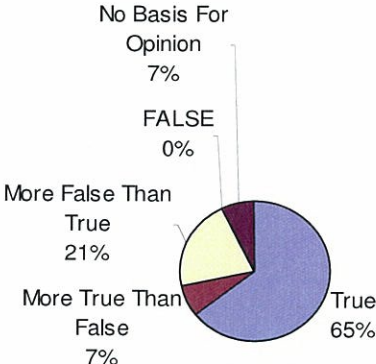


	Frequency
True	8
More True Than False	5
More False Than True	0
False	0
No Basis For Opinion	1

⁵ Telephone conversation with the Faculty Senate Word Processing Secretary II on May 28, 2008.

Figure 4 below reveals that 65% of respondents reported that the statement- *My committee is actively engaged in dialogue with the general faculty in order to solicit their views on critical issues that affect the college-* is true followed by more false than true (21%) and more true than false (7%). One respondent (7%) reported having no basis for opinion.

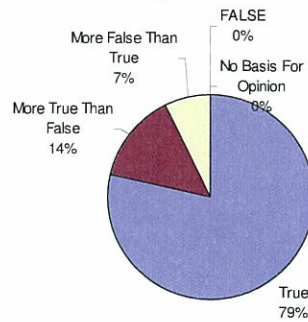
Figure 4. My Committee Is Actively Engaged In Dialogue With The General Faculty In Order to Solicit Their Views On Critical Issues That Affect The College (n=14)



	Frequency
True	9
More True Than False	1
More False Than True	3
False	0
No Basis For Opinion	1

As seen in Figure 5 below, 79% of survey respondents reported that the statement- *My committee believes strongly that it can provide a significant contribution to the improvement of the campus through the thoughtful participation of faculty in shared governance-* is true followed by more true than false (14%), and more false than true (7%).

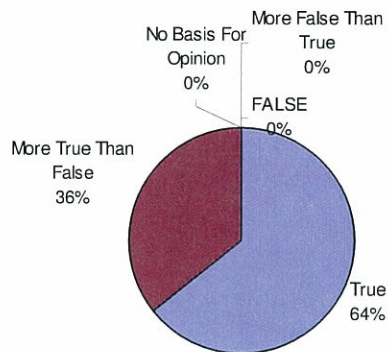
Figure 5. My Committee Believes Strongly That It Can Provide A Significant Contribution To The Improvement Of The Campus Through The Thoughtful Participation Of Faculty In Shared Governance (n=14)



	Frequency
True	11
More True Than False	2
More False Than True	1
False	0
No Basis For Opinion	0

According to Figure 6 below, 64% of survey respondents reported that the statement- *I feel satisfied with the progress of my committee in achieving its stated goals-* is true and 36% indicated that the statement is more true than false.

Figure 6. I Feel Satisfied With The Progress Of My Committee In Achieving Its Stated Goals (n=14)



	Frequency
True	9
More True Than False	5
More False Than True	0
False	0
No Basis For Opinion	0

Table 15 below reveals that half of the respondents reported that their committees had between 7 to 8 members at the beginning of Fall 2007.

Table 15. How Many Members Did Your Committee Have At The Beginning Of Fall 2007? (n=14)

Number Of Committee Members	Frequency
4 or Less	1
5-6	2
7-8	7
9-10	1
Over 10	2
Multiple Responses	1

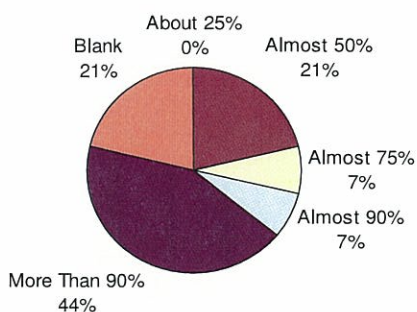
According to Table 16 below, 13 of the 14 respondents indicated that all committee members remained. One respondent indicated that they lost two committee members since the beginning of the Fall semester.

Table 16. How Many Committee Members Have Remained At This Point? (n=14)

Number Of Committee Members	Frequency
All	13
Less 1	0
Less 2	1
Less 3	0
Less 4 or More	0

As shown in Figure 7 below, when asked to estimate the level of involvement in committee work in terms of percentage, 44% of respondents reported that they are involved in more than 90% of committee work followed by almost 50% (21%). An equal number respondents reported that they estimate their level of involvement in committee work to be almost 75% (n=1, 7%) and almost 90% (n=1, 7%). The remaining 21% of respondents did not report the percentage of their involvement in committee work.

Figure 7. I Estimate My Involvement (e.g. Participating in Discussions, Setting Up The Agenda, Writing The Minutes, etc.) in ___ Percent of the Committee’s Work (n=14)



Percentage of Involvement	Frequency
About 25%	0
Almost 50%	3
Almost 75%	1
Almost 90%	1
More Than 90%	6
Blank	3

Table 17 below contains information from the spreadsheet provided by the Faculty Senate Office. According to this spreadsheet, there are 27 secondary faculty members serving in twelve committees. Four secondary faculty serve on multiple committees.

Table 17. Secondary Faculty Membership in Committees (as reported by the Faculty Senate)

Committee	Number of Faculty
Academic Advisement	3
Self-Study Committee	1
Calendar Committee	3
College Committee on Assessment	1
Curriculum Committee	5
Evaluation/Job Specifications Committee	1
Institutional Marketing Committee	6
Professional Ethics Committee	2
Resource and Budget	1
Standard I – Institutional Mission and Effectiveness	2
Standard II – Student Learning Programs	1

and Services	
Technology Advisory Committee	1

Source: Faculty Senate spreadsheet provided to AIE on March 3, 2008

As shown in Table 18 below, when asked *how many secondary faculty belong to your committee*, the 14 survey respondents reported a total of 30 secondary faculty serving on committees. One of the 14 respondents indicated that there were 17 secondary faculty in a committee. It appears that this respondent may have misunderstood the question.

Table 18. Secondary Faculty Membership in Committees

Number of Secondary Faculty in a Committee	Frequency
0	6
1	4
2	2
5	1
17	1

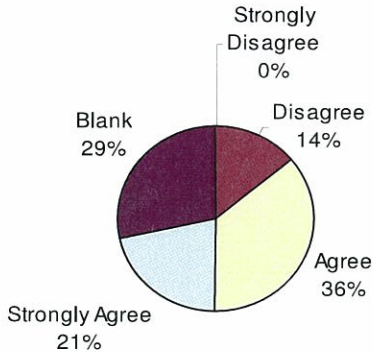
Table 19 below reveals that most secondary faculty remained in their committees and four dropped out.

Table 19. How Many Secondary Faculty Have Dropped Out From Your Committee Or Group Or Are Unable To Effectively Participate? (n=14)

Number of Secondary Faculty	Frequency
None	9
1	4
2	0
3	0
4 or More	0
Blank	1

Figure 8 below reports responses to the statement- *My committee practices interest bargaining in achieving consensus*. Of the 14 respondents, 36% reported that they agree with the statement followed by 21% who strongly agree and 14% who disagree. The remaining 29% of respondents did not provide feedback.

Figure 8. My Committee Practices Interest Bargaining in Achieving Consensus (n=14)



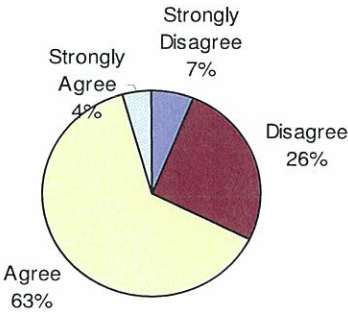
	Frequency
Strongly Disagree	0
Disagree	2
Agree	5
Strongly Agree	3
Blank	4

Faculty Perspective:

The third survey that was administered was the *faculty survey*. The survey contained three items related to decision-making at GCC and committee assignments.

Figure 9 below reveals that 63% of respondents are satisfied with the way decisions are currently made at GCC followed by 26% who disagree, 7% who strongly disagree, and 4% who strongly agree.

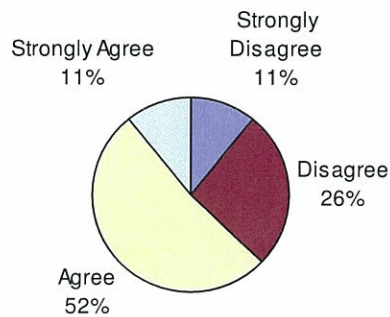
Figure 9. I Am Satisfied With The Way Decisions Are Currently Made At GCC (n=46)



	Frequency
Strongly Disagree	3
Disagree	12
Agree	29
Strongly Agree	2

As shown in Figure 10 below, 52% of respondents agree that they are able to participate in the decision making process at GCC followed by those who disagree (26%). There were an equal number of respondents who strongly agree (n=5, 11%) and strongly disagree (n=5, 11%).

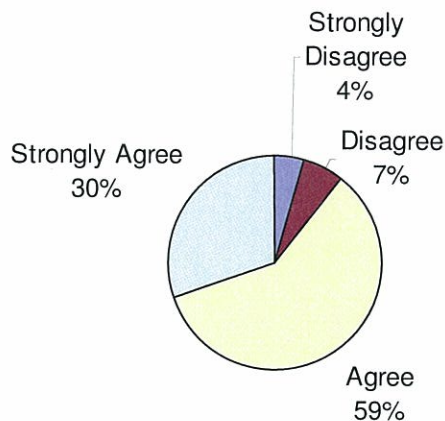
Figure 10. I Am Able To Participate In The Decision Making Process At GCC (n=46)



	Frequency
Strongly Disagree	5
Disagree	12
Agree	24
Strongly Agree	5

With respect to committee assignments and faculty workload, Figure 11 below reveals that 59% of respondents agree that committee assignments are a significant part of their workload followed by 30% of respondents who strongly agree, 7% of respondents who disagree, and 4% of respondents who strongly disagree.

Figure 11. Committee Assignments Are A Significant Part Of My Workload (n=46)



	Frequency
Strongly Disagree	2
Disagree	3
Agree	27
Strongly Agree	14

V. Summary and Conclusions

The following conclusions are derived from survey results and from content analysis of the Faculty Senate website, meeting minutes, and bylaws as well as individual committee bylaws, meeting minutes, and reports:

- The Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.
- Concerns were raised regarding disparity in faculty participation in committee work. These concerns relate to equity of work, accountability and evidence of performance. The Faculty Senate has been communicating with the Evaluation and Job Specification Committee to address these concerns.
- Feedback from the *general membership survey* reveals a concern with the length of membership in committees. Several respondents suggested that the minimum term on a committee should be two years in order to ensure continuity of work. Although there

isn't a standard committee membership term, the following committees address membership terms in their bylaws:

(a) Calendar Committee:

"To maintain continuity, the Chair elect and at least one additional faculty committee member shall remain on the Calendar Committee for 2 consecutive years."

(b) Curriculum Committee:

"To maintain continuity, active members of the Committee are to serve for two consecutive terms and are made on a staggered basis with at least three of the positions filled each year."

(c) General Education Committee:

"To ensure Committee continuity from year-to-year, faculty members will serve 'staggered' two-year terms."

(d) Promotions Committee:

"Staggered terms shall continue based on current years of service. Members may not serve more than two consecutive terms."

(e) Professional Ethics Committee:

"For this election only, two (2) of the four elected (4) members shall serve for a term of one (1) year. The remaining two (2) elected members shall serve for a term of two (2) years. Every election thereafter, an elected member's term shall be for a period of two (2) years."

- Qualitative responses from the *general membership survey* suggest that not all faculty understand the college's existing governance structure. When asked what seems not to be working with the Faculty Senate, respondents cited the following: (a) inadequate communication throughout the institution relative to shared governance and its importance, (b) understanding about the Senate, and (c) input not fully valued by all constituents. When asked to provide concrete suggestions on how the Senate's organization or structure can be improved, one suggestion that was made was *continual development of the importance of shared governance and the role everyone on campus can and should try to play*. The minutes of the Faculty Senate meeting held on March 10, 2008 reports concern about the "ineffectiveness of Shared Governance communications."

- The Senate did act on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner. The first GCC Faculty Senate newsletter was published in Fall 2007 and the second is expected to be published and disseminated on or before Fall 2008.
- There appears to be a compliance issue with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws. According to information contained in the Faculty Senate website, “committee minutes are to be properly archived in a timely manner. Oversight Chairs and the At-Large Member will support this process.”⁶ A review of the Faculty Senate website reveals that not all committee agendas, minutes, and reports have been posted on the website. Also, the information contained in the Faculty Senate website is not current. This finding is supported by qualitative responses to the *general membership survey* which reveals a concern with the lack of information posted on the Faculty Senate website and on the individual committee pages.
- There appears to be a concern with how decisions are being made at the College. Qualitative comments from the *general membership survey* suggest that decisions are being made without input or participation from all stakeholders and are being made by a few individuals. Responses to the *faculty survey* reveal that 33% of faculty either disagreed or strongly disagreed with the statement “I am satisfied with the way decisions are currently made at GCC.” Additionally, 37% of faculty either disagreed or strongly disagreed with the statement “I am able to participate in the decision-making process at GCC.” Could it be that the concern with the college’s current decision-making processes is a result of a disjointed understanding of what “shared governance” means? Do faculty and administration view “shared governance” as sharing in the decision-making process or is it collaborative or participatory governance? In an advisory from Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges to GCC’s Academic Vice President on May 2, 2008 (Appendix E) she indicated that “the Commission does not require *shared governance* but instead, participation in governance.” In her advisory, she referenced Standard IV.A.2 which states: “The

⁶ Guam Community College Faculty Senate Committee Evaluation Fall 2007. See Reports & Documents, Faculty Senate Templates

institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes.” Moreover, she noted that “Shared governance has a specific legal meaning in the California public colleges that it established by state law/regulation, and pertains only to public community colleges in the CA system of colleges.” Furthermore, she explains that “The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate as *appropriate* in decision making processes.” She goes on to say that “standards do not suggest that all participants be weighed equally, or included equally, in all decisions.”⁷

- Although the Senate did act on the recommendation made in the first survey report to strive for “representativeness” rather than just “representation” of various constituent voices in this year’s survey of Senate effectiveness by administering the survey during the Professional Development day held this past Spring, more coordination with the Professional Development Review Committee may have resulted in higher return rates. Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.
- A recommendation that was made in the March 2007 Faculty Senate Effectiveness Report was “to create and refine a solid assessment plan that would become an integral part of Senate functioning, and that which considers multiple tools and sources of data (i.e., strive for triangulation of evidence), once the Senate becomes more stable in its organization and structure.” Article V of the bylaws of the Faculty Senate calls for a mandatory review of the constitution and bylaws of the College Faculty Senate and Shared Governance Council at the end of every year of operation. This review is part of the Senate’s assessment process. In response to the recommendation made last Spring, the Faculty Senate created a committee evaluation process. As part of this process, the Faculty Senate along with committee members will evaluate the effectiveness of the Senate committees. Committee goals will be reviewed and approved by the Senate to ensure they support institutional goals. The Faculty Senate created a *Committee Goal*

⁷ Advisory from ACCJC President Dr. Barbara Beno on May 2, 2008. See Appendix E.

Reporting Matrix which includes committee goals, related college goals, committee activities or plan to address the goal, current status, and recommendations. The matrix was designed to assist the Senate in evaluating the effectiveness of faculty committees as a whole, and not individual committee members. As part of this evaluation process, committees must submit a copy of their goals to the Senate by the end of September. They must also submit a midterm report the first week of September which involves identifying their committee goals, related college goals, committee activities or plan to address the goal, and current status. They must also submit their annual closing report by the first week of April. In addition to the information provided in the mid-term report, the closing report should also include written recommendations for next year. As mentioned earlier, only eight committees submitted their annual closing report. Consequently, committee evaluations could not be completed before the end of Spring Semester. This is a compliance issue that the Senate needs to address.

VI. Recommendations

The following recommendations are given in relation to the conclusions above:

- The Faculty Senate should ensure that all required information is submitted to their office and posted on the Faculty Senate website in a timely manner. Additionally, the Faculty Senate as well as committees should ensure that the information contained in the website is current. The Faculty Senate should establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of information to the Faculty Senate. Additionally, the Faculty Senate Past-President who serves as the College Faculty Senate Secretary should ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website. Perhaps establish a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website. Also, as mentioned in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate, the Faculty Senate should “conduct regularized training of committee chairpersons on Senate processes and protocols so that they are well equipped and better prepared to handle their multi-layered responsibilities.”

- The Faculty Senate should identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees. Possibly adopt the suggested two-year minimum.
- Although the Faculty Senate has conducted several presentations on the College's current Faculty Senate structure and the current governance concept, the Senate should continue its efforts in educating all faculty about the college's governance process in order to ensure a good understanding of the concept. This would also address the concern mentioned above regarding how decisions are made at the College. Perhaps conduct presentations during department meetings. These presentations should also include information about committee reporting requirements and deadlines.
- If survey instruments are going to be used in future assessments of the Faculty Senate, they should be e-mailed to the target groups to ensure that all voices are heard. Also, since there are individuals who have multiple roles in the Faculty Senate or serve in several committees, instructions should be provided so that these individuals know which survey to complete.
- In terms of the concerns brought up in relation to equity of work, accountability, and evidence of performance, as suggested in the first survey report of the GCC Faculty Senate, a creative and balanced system of incentives and sanctions need to be developed in order to promote commitment, rather than mere compliance to Senate processes.

VII. Synthesis

The GCC Faculty Senate has been in existence for almost two years and many strides have been made since its implementation in Fall 2006. Nevertheless, there is still work to be done in the areas of compliance, equity of work, accountability, education, communication, and decision-making. Since the Faculty Senate structure is still new at the college and is a "work in-progress", experimentation and change is expected for the overall good of the institution. Therefore, the above results must be viewed from a formative perspective.

Continuous dialogue and collaboration between those who participate in the Senate activities are critical to the success of the college's governance structure. Also, broad

APPENDIX A

GENERAL MEMBERSHIP SURVEY

Guam Community College
Faculty Senate
Survey of Effectiveness
February 18, 2008

Part A. Self-Assessment:

WHO SHOULD TAKE THIS SURVEY: Faculty members, administrators, staff, and students who belong to college committees should complete this survey.

Directions: Indicate the single best item that best describes your situation.

1. Identify your role in the committee/governance structure to which you belong.

- Committee chair (Faculty)
- Committee co-chair (Faculty)
- Committee chair-elect (Faculty)
- Committee co-chair (Admin)
- Committee member (Faculty)
- Committee member (Administration)
- Committee member (Staff)
- Committee member (Student)
- Oversight Chair
- Executive Council

2. What is your primary committee responsibility?

- Resource & Budget Committee
- Technical Advisory Committee
- Calendar Committee
- College Committee on Assessment
- Accreditation Steering Committee
- Promotions Committee
- Professional Development Review Committee
- Evaluation/Job Specs Committee
- Professional Ethics Committee
- Curriculum Committee
- Academic Advising/Counseling Committee
- General Education Committee
- Institutional Marketing
- Faculty Senate

3. Are you listed as a member of a second committee?

- No
- Yes If so what? _____

4. Select the campus where you currently work.

- GCC main campus
- George Washington
- Simon Sanchez
- John F. Kennedy

Southern High

5. Indicate the frequency of your committee meetings.

Weekly

Bi-weekly

Monthly

Every other month

Has not met at all

Other _____(please specify)

6. On the average, our committee meetings usually last for:

Less than one hour

1-1/2 hours

Two hours

2-1/2 hours

Other _____ (please specify)

7. I have been absent in committee meetings for __ number of times this year.

None

1

2

3

4

5

More than 5

8. I have been absent in committee meetings because of :

- Off-island conference
- Sickness
- Scheduling conflict
- Personal reasons
- Other _____(please specify)

9. What day works best for committee meetings for you?

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

10. What time slot below works best for committee meetings for you?

- 8-10am
- 10am-12pm
- 12-2pm
- 2-4pm
- 6-8pm

11. In terms of the quality of my efforts in Faculty Senate activities at this point in time, I would rate myself as having:

- Exceeded expectations
- Met expectations
- Met minimum expectations
- Did not meet minimum expectations

12. Please explain why you rate your quality of participation in the above manner.

13. Identify the primary means of communication among the members of your committee.

Email

Written memo

Faculty Senate website

Word of mouth

Other _____(please specify)

14. Overall, how do you assess the Faculty Senate structure and effectiveness in comparison with last year?

Better

Same

Worse

15. Based on your Faculty Senate experience thus far, what seems to be working with the Senate?

16. Based on your Faculty Senate experience thus far, what seems NOT to be working with the Senate?

17. In your opinion, how can this problem or issue be resolved?

18. What would you say to be the one or two successes for the Senate?

19. Pick one issue given below and provide a concrete suggestion on how this Senate issue can be improved.

Length of membership

Staggered terms

Continuity of leadership

Membership criteria

Communication

Senate Office Operations

Any other issue? _____

20. I am satisfied with my Faculty Senate experience thus far.

Strongly agree

Agree

Disagree

Strongly disagree

Thank you for your thoughtful participation.

APPENDIX B

LEADERSHIP SURVEY

Guam Community College

Faculty Senate

Survey of Effectiveness

February 18, 2008

Part B. Indicators of Committee Performance:

WHO SHOULD TAKE THIS SURVEY: Members of the College Governing Council, Faculty Senators, committee chairs, and co-chairs.

Directions: Indicate the single best item that best describes your situation.

1. Please identify yourself:

- Faculty
- Administrator
- Staff
- Student

2. My committee is helping shape institutional dialogue by identifying critical issues that directly or indirectly impact on student learning:

- True
- More True than False
- More False than True
- False
- No basis for opinion

3. My committee is engaged in dialogue with other Senate committees.

- True
- More True than False
- More False than True
- False
- No basis for opinion

4. My committee is in compliance with required guidelines on submitting reports and documents to the Faculty Senate.

- True
- More True than False
- More False than True
- False
- No basis for opinion

5. My committee is actively engaged in dialogue with the general faculty in order to solicit their views on critical issues that affect the College.

- True
- More True than False
- More False than True
- False
- No basis for opinion

6. My committee believes strongly that it can provide a significant contribution to the improvement of the campus through the thoughtful participation of faculty in shared governance.

- True
- More True than False
- More False than True

- False
- No basis for opinion

7. I feel satisfied with the progress of my committee in achieving its stated goals.

- True
- More True than False
- More False than True
- False
- No basis for opinion

8. How many members did your committee have at the beginning of Fall 2007?

- 4 or less
- 5-6
- 7-8
- 9-10
- Over 10

9. How many committee members have remained active at this point?

- All
- Less 1
- Less 2
- Less 3
- Less 4 or more

10. I estimated my involvement (e.g. participating in discussions, setting up the agenda, writing the minutes, etc.) in ___ percent of the committee's work?

- About 25%
- Almost 50 %
- Almost 75 %
- Almost 90%
- More than 90%

11. How many secondary faculty belong to your committee?

12. How many secondary faculty have dropped out from your committee or group

Or are unable to effectively participate?

- None
- 1
- 2
- 3
- 4 or more

13. My committee practices Interest bargaining in achieving consensus.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Thank you for your thoughtful participation.

APPENDIX C

FACULTY SURVEY

Guam Community College
Faculty Senate
Survey of Effectiveness
February 18, 2008

Part C. Self-Assessment:

WHO SHOULD TAKE THIS SURVEY: All faculty members should complete this survey.

Directions: Indicate the single best item that best describes how you feel.

1. I am satisfied with the way decisions are currently made at GCC.
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
2. I am able to participate in the decision making process at GCC.
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
3. Committee assignments are a significant part of my normal workload.
 - Strongly disagree
 - Disagree

Agree

Strongly agree

APPENDIX D

FACULTY SENATE MEMBERSHIP SPREADSHEET PROVIDED BY THE FACULTY SENATE OFFICE ON MARCH 3, 2008

Names	Title	Committees	Branch Committees
Katherine Salzer	Instructor	Academic Advisement	Student Learning Excellence
Jonita Kerr	Instructor	Academic Advisement	Student Learning Excellence
Rose Nanpei	Instructor	Academic Advisement	Student Learning Excellence
Hernalin Analista	Instructor	Academic Advisement	Student Learning Excellence
Arline Leon Guerrero	Instructor	Academic Advisement	Student Learning Excellence
Patricia Terlaje	Chair	Academic Advisement	Student Learning Excellence
Norm Aguilar	Co-Chair	Accreditation Steering	Institutional Excellence
Katherine Salzer	Instructor	Calendar	Institutional Excellence
Latisha Leon Guerrero	Student	Calendar	Institutional Excellence
Dr. Michelle Santos	Administrator	Calendar	Institutional Excellence
Cathy Gogue	Assistant Director	Calendar	Institutional Excellence
Erwin Tudela	Instructor	Calendar	Institutional Excellence
Chris Dennis	Assistant Instructor	Calendar	Institutional Excellence
Phyllis Yurko	Instructor	Calendar	Institutional Excellence
Anthony Roberto	Assistant Professor	Calendar	Institutional Excellence
Reilly Ridgell	Administrator	Calendar	Institutional Excellence
Sally Sablan	Chair	Calendar	Institutional Excellence

Imelda Clymer	Instructor	Calendar	Institutional Excellence
Patrick Clymer	Administrator	Calendar	Institutional Excellence
Wilson Tam	Assistant Professor	College Committee on Assessment	Student Learning Excellence
Joleen Evangelista	Administrator	College Committee on Assessment	Student Learning Excellence
Ray Somera	Administrator	College Committee on Assessment	Student Learning Excellence
Klem Kio	Assistant Professor	College Committee on Assessment	Student Learning Excellence
Geri James	Associate Dean	College Committee on Assessment	Student Learning Excellence
Pearl Capindo	Instructor	College Committee on Assessment	Student Learning Excellence
Gina Tudela	Co-Chair	College Committee on Assessment	Student Learning Excellence
Kelly Sukola	Associate Dean	College Committee on Assessment	Student Learning Excellence
Richard Quiambao	Administrator	College Committee on Assessment	Student Learning Excellence
Doris U. Perez	Administrator	College Committee on Assessment	Student Learning Excellence
Mike Setzer II	Chair	College Committee on Assessment	Student Learning Excellence
Latisha Leon Guerrero	Student	College Committee on Assessment	Student Learning Excellence
Priscilla Johns	Administrator	College Committee on Assessment	Student Learning Excellence
Robert Balajadia	Instructor	College Committee on Assessment	Student Learning Excellence
Eric Chong	Associate Professor	College Committee on Assessment	Student Learning Excellence

Ines Bukikosa	Assistant Instructor	College Committee on Assessment	Student Learning Excellence
Tony San Nicolas	Co-Chair	Curriculum	Student Learning Excellence
Michael Setzer II	Instructor	Curriculum	Student Learning Excellence
Marsha Postrozny	Chair	Curriculum	Student Learning Excellence
Theresa Hormillosa	Instructor	Curriculum	Student Learning Excellence
Nenita Perez	Instructor	Curriculum	Student Learning Excellence
Frank Evangelista	Assistant Instructor	Curriculum	Student Learning Excellence
Lani Gamble	Associate Professor	Curriculum	Student Learning Excellence
Carl Torres	Instructor	Curriculum	Student Learning Excellence
Ronnie Abshire	Associate Professor	Curriculum	Student Learning Excellence
Julie Cruz-Jones	Assistant Professor	Curriculum	Student Learning Excellence
Clare Camacho	Professor	Curriculum	Student Learning Excellence
Paul Parvin	Instructor	Curriculum	Student Learning Excellence
Doreen Blas	Assistant Professor	Curriculum	Student Learning Excellence
Cecilia Delos Santos	Assistant Professor	Curriculum	Student Learning Excellence
Ray Valenzuela	Assistant Professor	Curriculum	Student Learning Excellence
Carol Cruz	Assistant Professor	Curriculum	Student Learning Excellence
Sarah Leon Guerrero	Associate Professor	Evaluation/Job Specifications	Faculty Excellence
Karen Sablan	Associate Professor	Evaluation/Job Specifications	Faculty Excellence
Charles Meno	Assistant Instructor	Evaluation/Job Specifications	Faculty Excellence
Joann Waki-Muna	Administrator	Evaluation/Job Specifications	Faculty Excellence

Lolita Reyes	Administrator	Evaluation/Job Specifications	Faculty Excellence
Barry Mead	Chair	Evaluation/Job Specifications	Faculty Excellence
Michelle Santos	Administrator	Evaluation/Job Specifications	Faculty Excellence
Reilly Ridgell	Administrator	Evaluation/Job Specifications	Faculty Excellence
Coleen Reilly	Instructor	General Education	Student Learning Excellence
Tico Tenorio	Assistant Professor	General Education	Student Learning Excellence
Zhaopei Teng	Assistant Professor	General Education	Student Learning Excellence
Steve Lam	Assistant Professor	General Education	Student Learning Excellence
Lois Gage	Assistant Professor	General Education	Student Learning Excellence
Judy Salas	Co-Chair	General Education	Student Learning Excellence
Frank Camacho	Chair	General Education	Student Learning Excellence
Paul Kerner	Co-Chair	Institutional Marketing	Institutional Excellence
Sarah Leon Guerrero	Associate Professor	Institutional Marketing	Institutional Excellence
Kevin Dietrichs	Assistant Instructor	Institutional Marketing	Institutional Excellence
Katsuyosi Uchima	Chair	Institutional Marketing	Institutional Excellence
Joann Canovas	Instructor	Institutional Marketing	Institutional Excellence
Amada Manzana	Instructor	Institutional Marketing	Institutional Excellence
Nenita Perez	Instructor	Institutional Marketing	Institutional Excellence
Robin Roberson	Assistant Professor	Institutional Marketing	Institutional Excellence
Vicky Schrage	Assistant Professor	Institutional Marketing	Institutional Excellence
Yvonne Tam	Instructor	Institutional Marketing	Institutional Excellence
Christine Matson	Assistant Professor	Professional Development Review	Faculty Excellence
Sarah Leon Guerrero	Associate Professor	Professional Development Review	Faculty Excellence

Bob Neff	Associate Professor	Professional Development Review	Faculty Excellence
Eric Chong	Chair-Elect	Professional Development Review	Faculty Excellence
Vera De Oro	Chair	Professional Development Review	Faculty Excellence
Karen Sablan	Associate Professor	Professional Development Review	Faculty Excellence
Sandy Balbin	Associate Professor	Professional Ethics	Faculty Excellence
Lisa Baza-Cruz	Chair	Professional Ethics	Faculty Excellence
Gil Yanger	Assistant Instructor	Professional Ethics	Faculty Excellence
Richard K. Skipper	Assistant Professor	Professional Ethics	Faculty Excellence
Susan Seay	Associate Professor	Professional Ethics	Faculty Excellence
Jonathan Quan	Assistant Professor	Professional Ethics	Faculty Excellence
Barbara Mafnas	Instructor	Professional Ethics	Faculty Excellence
Polli Huseby	Assistant Professor	Professional Ethics	Faculty Excellence
Jonathan R. Quan	Chair	Promotions	Faculty Excellence
Cathy Leon Guerrero	Assistant Professor	Promotions	Faculty Excellence
Yvonne C. Flores	Assistant Professor	Promotions	Faculty Excellence
Sally Sablan	Assistant Professor	Promotions	Faculty Excellence
Julia D. Stein	Associate Professor	Promotions	Faculty Excellence
Brian J. San Nicolas	Assistant Professor	Promotions	Faculty Excellence
Reilly Ridgell	Administrator	Resource & Budget	Institutional Excellence
Jose Munoz	Assistant Professor	Resource & Budget	Institutional Excellence
John Armstrong	Co-Chair	Resource & Budget	Institutional Excellence

Gary Hartz	Instructor	Resource & Budget	Institutional Excellence
Barry Mead	Assistant Professor	Resource & Budget	Institutional Excellence
John Camacho	Administrator	Resource & Budget	Institutional Excellence
Michelle Santos	Administrator	Resource & Budget	Institutional Excellence
Elizabeth Duenas	Staff	Resource & Budget	Institutional Excellence
Cheryl San Nicolas	Staff	Resource & Budget	Institutional Excellence
Carmen Kwek Santos	Chair	Resource & Budget	Institutional Excellence
Mary Okada	Administrator	Resource & Budget	Institutional Excellence
Matt Keith	Instructor	Standard I - Institutional Mission & Effectiveness	
Norman Aguilar	Chair	Standard I - Institutional Mission & Effectiveness	
Rosemary Loveridge	Instructor	Standard I - Institutional Mission & Effectiveness	
John Limitiaco	Assistant Professor	Standard II - Student Learning Programs & Services	
Frank Tung	Professor	Standard II - Student Learning Programs & Services	
Heesuk Lee	Instructor	Standard II - Student Learning Programs & Services	
Lani Gamble	Chair	Standard II - Student Learning Programs & Services	

Lynn San Nicolas	Chair	Standard III - Resources	
Mary Heaney	Instructor	Standard III - Resources	
Rebecca Aguon	Chair	Standard IV - Leadership & Governance	
Pilar Pangelinan	Instructor	Standard IV - Leadership & Governance	
Barbara Bouchard-Miller	Associate Professor	Standard IV - Leadership & Governance	
Troy E.A. Lizama	Instructor	Technology Advisory	Institutional Excellence
Elaine C. Fejerang	Chair	Technology Advisory	Institutional Excellence
Brian J. San Nicolas	Assistant Professor	Technology Advisory	Institutional Excellence
Danilo J. Lawcock	Assistant Instructor	Technology Advisory	Institutional Excellence
Francisco C. Camacho	Administrator	Technology Advisory	Institutional Excellence
John C. Camacho	Administrator	Technology Advisory	Institutional Excellence
Josephine T. Arceo	Administrator	Technology Advisory	Institutional Excellence
Michelle M.S. Santos	Administrator	Technology Advisory	Institutional Excellence
Terry F. Kuper	Assistant Instructor	Technology Advisory	Institutional Excellence
Patrick L. Clymer	Administrator	Technology Advisory	Institutional Excellence

Council	Names	Title	Member
Faculty Senate	John Armstrong	Chair	Senate Member
Faculty Senate	Jose Munoz	Faculty	Senate Member
Faculty Senate	Frank Blas	Faculty	Senate Member
Faculty Senate	Gary Hartz	Faculty	Senate Member
Faculty Senate	Elaine Fejerang	Faculty	Senate Member

Faculty Senate	Lisa Baza-Cruz	Faculty	Senate Member
Faculty Senate	Frank Camacho	Faculty	Senate Member
College Governing	Bobbie Leon Guerrero	Co-Chair	CGC Member
College Governing	Gary Hartz	Co-Chair	CGC Member
College Governing	John Armstrong	Faculty	CGC Member
College Governing	Frank Blas	Faculty	CGC Member
College Governing	John Camacho	Administrator	CGC Member
College Governing	Carmen Santos	Administrator	CGC Member
College Governing	Dr. Ray Somera	Administrator	CGC Member
College Governing	Elizabeth Duenas	Staff	CGC Member
College Governing	Latisha Leon Guerrero	Student	CGC Member
College Governing	Tara Pascua	Student	CGC Member

APPENDIX E

ADVISORY FROM THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES PRESIDENT, MAY 2, 2008

From: Barbara Beno [mailto:bbeno@accjc.org]
Sent: Friday, May 02, 2008 8:18 AM
To: reneray.somera@guamcc.edu
Cc: mary.okada@guamcc.edu
Subject: RE: Correction, please -- Dr. Hartley, not Lease
Importance: High

Dear Vice President Somera:

Thank you for clarifying the exact wording of the team report that we spoke about when I was at Guam CC last week. The language of the report, specifically the team report's discussion of Guam CC's governance system, uses the term "shared governance." I reiterate here what I said while visiting with you last week: The Commission does not require "shared governance" but instead, participation in governance. Standard IV.A.2 states: "The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes."

Shared governance has a specific legal meaning in the California public colleges that is established by state law/regulation, and pertains only to public community colleges in the CA system of colleges. The California-specific definition of shared governance has been the subject of much controversy in California, and is at times interpreted or applied in ways that do not meet ACCJC standards for governance and for quality processes. Therefore, the Commission does not use the words "shared governance" in evaluating its institutions, and does its best to edit the words "shared governance" from team reports and to train team chairs not to use the language. It appears the Commission failed to catch the use of the phrase "shared governance" in the team report you cite, and it should have done so and edited that phrase out of the report.

The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate *as appropriate* in decision making processes. That is to say, for example, that students are not required to be part of decision making processes that would be inappropriate for students. The same principle holds true for other groups. You can see that part a. of Standard IV.A.2 begins to elaborate on the significant roles of faculty and administrators, and then says "students and (support) staff also have established mechanismsfor providing input." So, standards do not suggest that all participants be weighed equally, or included equally, in all decisions.

As noted above in Standard IV.A.2., Commission standards state that the policy for who participates in what decisions be written, so that it is clear.

You can also see that Standard IV.A.2.b. states "the institution relies on faculty, its academic senate *or other appropriate faculty structures*, the curriculum committee and academic administrators for *recommendations* about student learning programs and services." The Standards do NOT specify that those groups have the responsibility to make all decisions; indeed, they imply that other bodies or individuals may be making some decisions.

The Commission requires an institution to delineate the governance structures, processes and practices (IV.A.3). But the main thrust of the standards is that decisions be evaluated in terms of their integrity and effectiveness (Standard IV.A.5) in enabling the institution to identify institutional values, set and achieve goals, learn and improve (Standard IV. Preamble). That is, the Commission evaluations decision making processes and structures on the basis of their outcomes, not who is included. The point of broad participation is to make the decision outcomes as effective as possible.

I hope this information is helpful to you and to Guam CC. Please feel free to write or call me if you have any additional questions.

Commissioner Floyd Takeuchi and I enjoyed visiting Guam CC last week and appreciate the time you and other took to meet with us.

Barbara A. Beno, Ph.D.
President
Accrediting Commission for
Community and Junior Colleges
10 Commercial Blvd Ste 204
Novato, CA 94949
Tel: 415-506-0234
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E-mail: bbeno@accjc.org

participation by all stakeholders will help to ensure that the collaborative environment at GCC is effective and sustained.

Appendix E



R. Ray D. Somera, Ph.D.
Vice President

TO: Members of the College Governing Council
FROM: Academic Vice President
SUBJECT: Response to advisory from ACCJC President Dr. Barbara Beno
DATE: May 7, 2008

A recent advisory I received from ACCJC President Dr. Barbara Beno, in response to my request for clarification, prompts me to bring a critical issue to the attention of the College Governing Council.

This issue stems from the use of the phrase “shared governance” in the college’s 2006 Evaluation Report, which reads: *The college is considering a more formal organization for faculty participation in **shared governance** (my emphasis) such as the initiation of a faculty senate* (p. 5). An excerpt in Dr. Beno’s advisory provides this clarification:

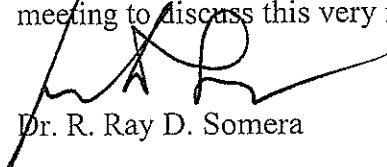
Shared governance has a specific legal meaning in the California public colleges that is established by state law/regulation, and pertains only to public community colleges in the CA system of colleges. The California-specific definition of shared governance has been the subject of much controversy in California, and is at times interpreted or applied in ways that do not meet ACCJC standards for governance and for quality processes. Therefore, the Commission does not use the words “shared governance” in evaluating its institutions, and does its best to edit the words “shared governance” from team reports and to train team chairs not to use the language. It appears the Commission failed to catch the use of the phrase “shared governance” in the team report you cite, and it should have done so and edited that phrase out of the report.

I am providing you a full copy of the advisory here, which elaborates on Standard 4 and its subcomponents.

As the college’s Accreditation Liaison Officer (ALO), and in the spirit of the full extent of what the advisory is intended for, I propose that the Council issue a recommendation to President Mary Okada to change the words “shared governance” in our college official documents and in its place, the phrase “participatory governance” or “collaborative governance” be used. While the former is the term that Dr. Beno used in her advisory, the latter is the phrase suggested by ACCJC Vice President Jack Pond when he conducted self study training for the Pacific colleges on the GCC campus recently.

I trust that our actions toward rectifying this oversight on the part of our accrediting team will bring us closer to working together for the benefit of the students and the community we serve.

I will make myself available when the College Governing Council chair calls a special meeting to discuss this very important issue. I anticipate that it will be soonest.



Dr. R. Ray D. Somera



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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May 2, 2008

Dr. Ray Somera
Accreditation Liaison Officer
Guam Community College
P. O. Box 23069 GMF
Barrigada, Guam 96921

Dear Dr. Somera:

Thank you for clarifying the exact wording of the team report that we spoke about when I was at Guam CC last week. The language of the report, specifically the team report's discussion of Guam CC's governance system, uses the term "shared governance." I reiterate here what I said while visiting with you last week: The Commission does not require "shared governance" but instead, participation in governance. Standard IV.A.2 states: "The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes."

Shared governance has a specific legal meaning in the California public colleges that is established by state law/regulation, and pertains only to public community colleges in the CA system of colleges. The California-specific definition of shared governance has been the subject of much controversy in California, and is at times interpreted or applied in ways that do not meet ACCJC standards for governance and for quality processes. Therefore, the Commission does not use the words "shared governance" in evaluating its institutions, and does its best to edit the words "shared governance" from team reports and to train team chairs not to use the language. It appears the Commission failed to catch the use of the phrase "shared governance" in the team report you cite, and it should have done so and edited that phrase out of the report.

The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate *as appropriate* in decision making processes. That is to say, for example, that students are not required to be part of decision making processes that would be inappropriate for students. The same principle holds true for other groups. You can see that part a. of Standard IV.A.2 begins to elaborate on the significant roles of faculty and administrators, and then says "students and (support) staff also have established mechanisms ...for providing input."

Dr. Ray Somera
Accreditation Liaison Officer
Guam Community College
May 2, 2008

So, standards do not suggest that all participants be weighed equally, or included equally, in all decisions.

As noted above in Standard IV.A.2., Commission standards state that the policy for who participates in what decisions are written, so that it is clear.

You can also see that Standard IV.A.2.b. states “the institution relies on faculty, its academic senate *or other appropriate faculty structures*, the curriculum committee and academic administrators for *recommendations* about student learning programs and services.” The Standards do NOT specify that those groups have the responsibility to make all decisions; indeed, they imply that other bodies or individuals may be making some decisions.

The Commission requires an institution to delineate the governance structures, processes and practices (IV.A.3). But the main thrust of the standards is that decisions be evaluated in terms of their integrity and effectiveness (Standard IV.A.5) in enabling the institution to identify institutional values, set and achieve goals, learn and improve (Standard IV. Preamble). That is, the Commission evaluates decision making processes and structures on the basis of their outcomes, not who is included. The point of broad participation is to make the decision outcomes as effective as possible.

I hope this information is helpful to you and to Guam CC. Please feel free to write or call me if you have any additional questions.

Commissioner Floyd Takeuchi and I enjoyed visiting Guam CC last week and appreciate the time you and other took to meet with us.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/cg

Enclosures

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.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

-
- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

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. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

-
- a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
 - b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
 - c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
 - d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
 - e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
 - f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
 - g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
 - h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
 - i. The governing board is informed about and involved in the accreditation process.
 - j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
 - b. The president guides institutional improvement of the teaching and learning environment by the following:
 - Establishing a collegial process that sets values, goals, and priorities.
 - Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.
 - Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.
 - Establishing procedures to evaluate overall institutional planning and implementation efforts.
 - c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
 - d. The president effectively controls budget and expenditures.
 - e. The president works and communicates effectively with the communities served by the institution.

-
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.⁶
 - a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
 - b. The district/system provides effective services that support the colleges in their missions and functions.
 - c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
 - d. The district/system effectively controls its expenditures.
 - e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.
 - f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.
 - g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Appendix F

MEMORANDUM

TO: Gina Ramos
Chair, GCC Board of Trustees

VIA: Mary A. Y. Okada
President

FROM: Dr. R. Ray D. Somera
Vice President, Academic Affairs

Barry L. Mead
Faculty Union Chair

SUBJECT: Proposed Restructuring of the Faculty Governance Structure

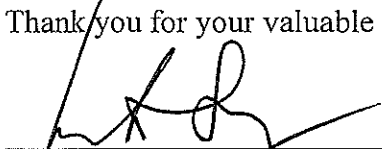
DATE: May 30, 2008

As a product of our collaborative efforts, attached is the proposal that we have prepared in order to address the concerns of the Board on its 8 May 2008 meeting. The document clearly shows that management and faculty have unity in purpose in dealing with issues that pertain to the improvement of the institution's effectiveness.

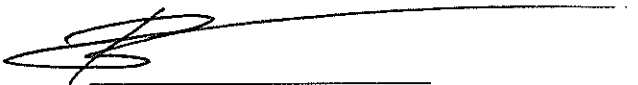
It has also been agreed that the negotiating team will meet beginning the last week of August 2008 to review Article XII (The Faculty Senate) of the Board-Union Agreement.

Most importantly, this serves as a status report of the college's course of action in addressing the ACCJC advisory from Dr. Barbara Beno on 2 May 2008.

Thank you for your valuable support of the college's faculty governance process.



Dr. R. Ray D. Somera
Vice President, Academic Affairs



Barry L. Mead
Faculty Union Chair

PROPOSED RESTRUCTURING of the Faculty Governance Structure

“The intent of the Interest-Based Bargaining,” Article XXII of the Board-Union contract states, “is to create a permanent relationship between the College’s Faculty and Administration.” Furthermore, it adds that “the Board and the Union recognize that the spirit of this Agreement calls for a serious **collaborative effort** (my emphasis) to work out issues that will arise in the implementation of this Agreement.” (p. 99). This is also found in the preamble.

1. In the language of the agreement itself, the key term here is **collaborative**. And since the issue of the effectiveness of the existing faculty governance structure has been brought to the fore in light of the ACCJC advisory from Dr. Barbara Beno recently received by the college, collaborative efforts between faculty and management to address these issues are in order. The ultimate goal, of course, is for the common good of the entire institution.
2. It is never the intent of Management to undermine the spirit or substance of Article XII (The Faculty Senate) in the contract.
3. The AVP and the Faculty Union chair have met to work out these issues in a collaborative manner. What has come out of this discussion is a willingness of both parties to tweak the existing structure to address the issues that have emerged in the two years of the Faculty Senate’s existence. These issues are well documented in the First Senate Effectiveness Survey Report (2007) and in the soon-to-be-released follow up report (2008). Both studies, utilizing a combination of quantitative and qualitative methods, are produced by the Office of Assessment and Institutional Effectiveness. In addition, a meeting was held between the AVP, the Faculty Union chair and the President of the College to further the idea of a collaborative effort to resolve and understand the purposes of this proposal.
4. As a function of membership, two (2) committee types are being proposed: **critical** and **necessary**. Critical committees will be institutional in nature, with joint membership that includes faculty, staff, students, and administrators, as necessary and appropriate. Necessary committees, however, will be exclusively faculty in membership. Following this typology, Appendix J (Committees Eligible for Faculty Workload) of the contract will be divided into two (J-1 and J-2) to reflect the proposed restructuring:

J-1 Critical Committees (Institutional)

Evaluation/Job Specifications
Committee on College Assessment
Self-Study Committees
Technology Advisory Committee
Resource & Budget Committee
Calendar
Marketing
Ethics

J-2 Necessary Committees (Senate)

Promotions
Professional Dev. Review Comm.
Ethics (for faculty)
Curriculum
Academic Advising/Counseling
General Education

5. As discussions in this proposed restructuring continue, the following issues need to be carefully weighed and considered:
 - (a) Delineate the reporting structure for both types of committees
 - (b) Define the role of the College Governing Council as a recommendatory body in this restructured environment
 - (c) Combine existing committees, as necessary and appropriate
 - (d) Delete existing committees, as appropriately needed
 - (e) Provide membership limits and terms for each of the committees
6. In all these discussions, existing data and evidence must be carefully studied and considered. The assessment results generated from the two survey reports of Faculty Senate Effectiveness should be utilized as a useful guide throughout the dialogue process.
7. The issue of terminology has also surfaced because of misperceptions about what the phrase “shared governance” means. This has been highlighted because of the seeming differential perceptions of what “shared” means by faculty and management, as well as the ACCJC advisory from Dr. Beno.
8. These two parties (management and faculty) need to come to a collective understanding of what “shared governance” (in the language of the agreement) actually means.
9. Management proposes the phrase “collaborative governance” in the language of the **next** Board-Union contract. As the existing agreement calls for a “**serious collaborative effort**” to address emergent issues such as this, the following reflects Management’s perspective on the issue:

Collaborative Governance Is...

- √ A process based on open dialogue and consensus building
- √ A structure for broad participation in decision-making
- √ A vehicle for campus wide participation in decisions that involve institutional improvement
- √ An opportunity to introduce, analyze, and discuss college goals, policies, and procedures
- √ A formal, deliberative process and structure
- √ A forum for active involvement by college employees and students that will be recognized and supported by the college administration
- √ A process involving people with responsibility and accountability to the campus as a whole

Collaborative Governance Is Not...

- ⊗ Sharing in decision-making processes in all aspects of institutional life
- ⊗ A replacement for administrative functions
- ⊗ Collective decision-making that precludes accountability of key institutional leaders

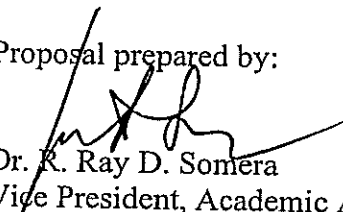
- ⊗ A process to supersede the authority of the President or the Board of Trustees
- ⊗ A platform to promote the interest of individual constituencies
- ⊗ An arena to address *all* of the concerns of the campus community
- ⊗ A personality-driven process
- ⊗ A forum for personal issues, agenda, or complaints
- ⊗ A perfect process

10. Management's definition of **Collaborative Governance** is a dynamic and cooperative interaction among the faculty, staff, students, and administration that promotes broad participation in the decision-making process and is sensitive to the internal and external changes that continually impact our college.

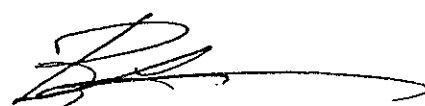
11. Faculty's definition of **Collaborative Governance** is in line with what management has defined above, but also with the understanding that faculty are professional, knowledgeable members of the college community. And in that sense faculty ask to be given the opportunity to provide input through the various committees and processes and that such input not just be paid "lip" service but be given serious consideration in line with the opening statement of this draft.

12. Faculty also agree in spirit with what collaborative governance should be and should not be, and promote the concept that all parties work to that end in a serious collaborative manner.

Proposal prepared by:


 Dr. R. Ray D. Somera
 Vice President, Academic Affairs

Date 6/5/08


 Barry L. Mead
 Chair, GCC Faculty Union

Date JUN 05 2008

Appendix G

MEMORANDUM

TO: Mary A. Y. Okada
President

FROM: Dr. R. Ray D. Somera
Vice President for Academic Affairs

SUBJECT: 2008 Article XII Contract Revisions

DATE: October 14, 2008

This memo requests that the Board be informed of the conclusion of the Article XII negotiations by a team composed of representatives from faculty and management, as appointed by the President.

As a result of Interest-Based Bargaining, attached is the final document that has gone through unanimous faculty voting, as indicated in the memo from Faculty Union Chair Barry Mead (see attached memo). The revised Article XII document clearly addresses the ACCJC advisory letter from Dr. Beno and reveals that faculty and administration have unity in purpose in dealing with issues that pertain to the improvement of the institution's governance process.

We now recommend that the Board approve this document for implementation in Spring 2009.



Dr. R. Ray D. Somera
Vice President, Academic Affairs



Fighting for Guam's
Working Families Since 1965


**Guam Community College Faculty Union
Guam Federation of Teachers
Local 1581 AFT AFL/CIO**

MEMORANDUM

Barry L. Mead
Chair

Karen M. S. Sablan
Vice-Chair

Juanita M. Tenorio
Recorder

DATE: July 14, 2008
TO: Dr. Rene Ray D. Somera
Vice President of Academic Affairs
FROM:  Barry L. Mead, CFBE, CHE
Assistant Professor
GCC Faculty Union Chair

SUBJECT: 2008 Contract Revisions Ratification

On October 13, 2008 the faculty voted unanimously to approve the recently concluded changes to Article XII of the GFT/BOT Agreement.

Therefore I concur and recommend that the revisions be sent to the President for presentation to the Guam community College Board of Trustees for their approval.



**Article XVIII
Joint Committees**

This Article was deleted and its contents were moved to and incorporated into Article XII.

**Article XII
Participatory Governance**

A. PURPOSE

The intent of this article is to establish and implement a means for providing broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the President. In keeping with the Accrediting Commission's standard on Leadership and Governance, the College recognizes and utilizes institution-wide contributions for continuous improvement.

The Board and the Faculty Union agree that the faculty shall join in participatory governance of the College through the Faculty Senate and Governing Council. Committees for this purpose are defined in Article XII, Section D and Appendix J-1 and J-2.


B. THE FACULTY SENATE

The Faculty Senate represents the Faculty of the College in academic and professional matters. The Senate may delegate its authority to specific committees or to individual faculty members for limited duration and purposes. This provision shall not conflict with the Board-Union Contract, Personnel Rules & Regulations or existing laws.

Reference Appendix K for the Faculty Senate Constitution.

C. THE COLLEGE GOVERNING COUNCIL

This Council serves to provide broad participation by faculty, staff, administrators, and students in the decision making processes regarding institutional issues. This Council will also serve as a conduit to this process by facilitating dialog where issues are clarified between the council and relevant constituencies. Further the Council promotes participatory college decision-making processes, and supports the Faculty Senate's role in making recommendations related to academic and professional matters. The Council, with input from its respective constituencies, shall make and/or forward recommendations for action to the College President. The Council shall consist of a total of nine (9) members which shall be comprised as follows: three (3) members shall be appointed from the College Administration by the College President; three (3) members shall be the members of the Faculty Senate, specifically, the President of the Faculty Senate, the Past President and the President Elect of


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the Faculty Senate; two members from the Staff of the College appointed by the Staff Union Chair, and one (1) member shall be a representative of the Student Body appointed by COPSA with one (1) vote on the council (the student member shall not be employed by the College in excess of 20 hours per week).


D. COMMITTEES

I. Committees at the College are composed of constituency representatives and consider matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies.

- a. Committee work is reflected in the Full-Time Regular Load
- b. Participation in committees is outlined in Article VIII.
 - The list of committees eligible for inclusion as part of the Faculty Workload is outlined in Appendix J-1. College committees will be institutional in nature, with joint membership that includes faculty, staff, students, and administrators, as necessary and appropriate. Faculty Senate Committees however, will be exclusive to faculty in membership.
- c. No other committees shall be formed by the College to conduct the same or similar functions as those committees formed by this Agreement. In the event it is determined other committees are needed to address institutional issues, the requester will complete the Council/Committee Request Form Appendix J-3 and submit to the respective Chief Negotiators of this Agreement for review and action.
- d. Faculty participation in the Faculty Job Specifications & Faculty Evaluation Committee shall be by appointment of the Unit Chairperson.
- e. The Financial Exigency Committee and Reduction in Force Committee shall be convened as outlined in Article XI C & D. Faculty membership shall be by appointment of the Unit Chairperson and shall be compensated as noted in Article VIII B.
- f. Committee Chairs must identify their membership for the next Academic Year by the last duty day of April and shall update membership no later than the last duty day of September. Committee membership shall be forwarded to the Faculty Senate by the last duty day of April.
- g. The charge of these committees shall in no way be cause for interference in the normal day-to-day operations of the college.

II. PROFESSIONAL DEVELOPMENT REVIEW COMMITTEE (PDRC)

- a. Membership
 - i. The Professional Development Review Committee (PDRC) shall consist of six (6) faculty members holding the rank of assistant professor or higher at the time of election who have been employed by the College as full time faculty for at least three (3) years. Three (3) members shall be from each of the schools of the College.


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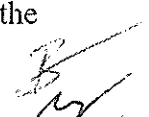
- ii. Members of the Committee shall be elected by their respective school's faculty at the last Governance meeting of the academic year. The election shall be by secret ballot and the Unit Chairperson shall certify the results to the President.
- iii. If a vacancy occurs on the Committee the faculty of the underrepresented school shall elect a replacement committee member within fifteen (15) duty days.
- iv. Staggered terms shall continue based on current years of service.
- v. Members may not serve two consecutive terms.

b. Responsibilities

- (1) Recommends faculty for professional development activities and ensure that recommended eligible faculty have created plans for study, research, or work experience that promote professional development congruent with the mission, vision, and needs of the College, their School and department.
- (2) Facilitate activities and scholarship supporting professional growth by faculty. Such activities include: workshops, professional development activities, mentoring, faculty forums, individual faculty and departmental professional development activities, credentialing, sabbatical leave, etc.
- (3) Facilitate Faculty Development Day activities scheduled in coordination with the Calendar Committee. Development days will occur once in the middle of each semester.
 - To meet this responsibility, the Committee shall:
 - (a) Respond to professional development priorities established by the College.
 - (b) Encourage and promote ways and means by which faculty may develop their professional skills.
 - (c) Develop, implement, and evaluate faculty development activities.
 - (d) Ensure that funds awarded for faculty professional development activities support the college and its improvement plan.
- (4) Before the end of the Spring Semester submit the Committee's Annual Report to the President with a copy to the Unit Chairperson. The Annual Report shall include a summary of the Committee's activities, an evaluation of its internal operating procedures and Code of Ethics and recommendations for procedural change. The committee shall also provide a semi-annual written report to the President via the Academic Vice President no later than February 1 and September 1 each year. This semi-annual report shall include information relative to the number of faculty awarded study opportunities, off-island travel, costs, plans, and other related topics.

c. Operations

- (1) Before the end of the Spring Semester the members of the PDRC shall elect their officers.
- (2) A quorum shall consist of a majority of the Committee's members.
- (3) Members shall not apply for sabbatical leave while serving on the


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Professional Development Review Committee; however, a member may apply for any other professional development activity.

For all professional development activities except Sabbatical Leave:

The members of the PDRC shall:

- (4) On or before August 31, examine the previous Committee's annual report, consider its recommendations, and adopt internal operating procedures to include a Code of Professional Ethics for the Committee.
- (5) Provide a copy of the Committee's internal operating procedures to all faculty.
- (6) Study each Application for Professional Development and, if applicable, read each Letter of Recommendation and all testimony received.

The Chairperson of the PDRC shall:

- (7) Accept applications from faculty for professional development activities that require funding.
- (8) Submit the PDRC's written recommendations, with its justification, to the President, via the Vice President for Academic Affairs.

The PDRC, as a whole, shall:


- (9) Evaluate and recommend for approval or disapproval each application for professional development and notify each applicant of its decision.
- (10) Meet with an applicant whose application was not recommended to discuss why the application was disapproved.

The President shall:

- (11) Forward each application for professional development, and a copy of his decision, to the Vice President for Academic Affairs, the applicant's Dean, Committee Chairperson, the applicant, and to the Human Resources Administrator for safe keeping.

For Sabbatical Leave

- (12) The Chairperson of the PDRC shall: At least four (4) months prior to the effective date of the sabbatical, receive an Application for Sabbatical Leave, consisting of a certificate of eligibility from the Human Resources Office (the certificate of eligibility shall be applied for on or before October 1), Resume, and a detailed professional development plan from each faculty member applying for sabbatical leave, and
- (13) Upon receipt of the application packet, provide a copy of the Committee's internal operating procedures to each applicant for sabbatical leave.
- (14) At the direction of the Committee, secure additional information pertaining to each applicant's professional performance.
- (15) Within two weeks of receipt of the applications, announce names of applicants for sabbatical leave, and invite written testimony, to be



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- submitted by the timeframe identified in the internal operating procedures for sabbatical leave, from faculty, staff, and students on the merits of the applicants and their plans.
- (16) Notify each applicant for whom testimony is received, provide access to such testimony, and accept the applicants written rebuttals prior to their decision.
 - (17) Notify each applicant of its decision at least six weeks prior to the start date of the proposed sabbatical.
 - (18) At least six weeks prior to the start of the proposed sabbatical, submit the Committee's written Sabbatical Leave Report to the President and forward each Application and supporting documents to the President's office. The Committee's Report shall contain a justified written recommendation for approval or disapproval of each application for sabbatical leave, shall rank order each recommendation for approval, and may suggest plans to implement the Committee's recommendations. The Committee may recommend disapproval of all of the Applications for Sabbatical Leave submitted, if it so chooses.
 - (19) Arrange for the distribution of sabbatical leave information to the faculty at the beginning of the next academic year.
 - (20) Transfer Sabbatical Committee files to the newly elected chairperson of the Committee.

The members of the PDRC shall:

- (21) Interview each applicant at least seven (7) weeks prior to the start of the proposed sabbatical.
- (22) Evaluate each Application for Sabbatical Leave using all of the following criteria:
 - (a) The applicant's eligibility for sabbatical leave, and
 - (b) The extent to which the sabbatical activity advances the mission of the College, supports the goals and priorities of the department, is responsive to curriculum and student needs, and
 - (c) The applicant's service to the College and the community, and
 - (d) The description of and documentation for the planned professional development activities, their availability through alternative means, and
 - (e) Recommendations of peers and supervisors, and
- (23) At least five (5) duty days prior to notifying the applicants of its decision, deliberate on and vote to approve or disapprove each Application for Sabbatical Leave.
- (24) At the request of the applicant, meet with an applicant whose Application for Sabbatical Leave was not recommended to discuss its reason for disapproval.

The President shall:


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- (25) At least one month prior to the start date of the proposed sabbatical, forward to the applicant notice of approval (funded or unfunded by the College) or disapproval of sabbatical leave. All notices of disapproval shall specify the reason(s) for disapproval. The President shall send a copy of all notices to the Chairperson of the Sabbatical Committee, the applicant's Dean, and forward each Application, and a copy of his decision on it, to the Human Resources Administrator for safe keeping.

The Committee shall:

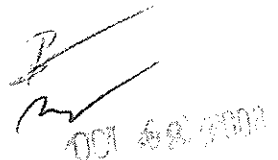
- (26) The Committee shall hold its first meeting of the academic year to discuss submitted application no later than September 30, and thereafter meet at least once per month throughout the academic year on a published schedule, or until funds are exhausted.
- (27) The Committee shall have an elected chairperson, chairperson-elect, and secretary. Committee officers are subject to recall by a two-thirds majority vote of the Committee's membership.
- (28) Members shall begin their term of office on the last day of the Spring Semester and complete their term of service on the last day of the next Spring Semester. The chairperson-elect will become chairperson for the following year.
- (29) The chairperson-elect is responsible for maintaining committee membership rolls.
- (30) The Committee shall establish, using Robert's Rules of Order (Revised) as a guide, its own operating procedures.
- (31) A quorum of the Committee consists of a majority of its members.
- (32) Minutes of each meeting shall be kept. Minutes will include the time and place of the meeting, members present, actions taken, results of balloting and the time, place, and date of the next meeting.
- (33) Copies of approved minutes shall be made available to committee members within five duty days following each committee meeting.
- (34) Committee members shall be notified in writing and provided an agenda three days prior to any committee meeting date.

III. PROMOTIONS COMMITTEE

a. Membership

The Promotions Committee shall consist of six (6) faculty members holding the rank of assistant professor or higher at the time of election who have been employed by the College as full time faculty for at least three (3) years. Three (3) members shall be from each of the schools of the College.

- (1) Members of the Committee shall be elected by their respective school's faculty at the last Governance meeting of the academic year. The election shall be by secret ballot and the Unit chair shall certify the results to the President.
- (2) If a vacancy occurs on or before November 15 the faculty of the underrepresented School shall elect a replacement.
- (3) If a vacancy occurs after November 15, but before January 31, the



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remaining members of the committee shall select a replacement committee member from the under-represented school. Such replacement members shall have had prior experience as a member of the Promotions Committee if possible.

- (4) If a vacancy occurs after January 31, the vacancy shall be filled at the next regular election.
- (5) Staggered terms shall continue based on current years of service.
- (6) Members may not serve two consecutive terms. Members shall not apply for promotions while serving on the Promotions Committee.

b. Responsibilities

The applicant shall:

- (1) If applying for promotion to a rank up to and including Instructor, or before October 1st, request in writing, a Certificate of Eligibility for Advancement-in-Rank from the Human Resources Administrator.
- (2) On or before November 1st of the same year, the Human Resources Administrator will respond to each such request for a Certificate of Eligibility for Advancement-in-Rank.
- (3) The effective date of any promotion shall be the first day of the following fiscal year provided that on or before that date:
 - (a) the Minimum Experience and Training requirements have been met, and
 - (b) all substantiating documents have been received by the Human Resources Administrator.
 - (c) The faculty member must, if applying for promotion to a rank higher than Instructor, comply with the provisions of the Promotions Procedure.
 - (d) The faculty member must meet the requirements of the Faculty Job Specifications in effect on October 1st for any advancement-in-rank initiated in that school year.

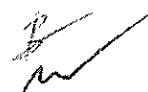
c. Operations

The members of the Promotions Committee shall:

- (1) On or before October 15, elect a chairperson and other officers.
- (2) On or before November 1, examine the previous Committee's annual report, consider its recommendations, and adopt internal operating procedures and a Code of Ethics for the Promotions Committee.
- (3) Study each Promotion Portfolio and read each Letter of Recommendation and all testimony received.

The Promotions Committee chairperson or designee shall:


- (4) On or before November 1:
Receive a Letter of Intent, Certificate of Eligibility, and Resume from each faculty member applying for promotion to a professorial rank, and
Provide a copy of the Committee's internal operating procedures and Code of Ethics to each applicant for promotion to a professorial rank
- (5) On or before November 15, receive a Promotion Portfolio from each applicant.
- (6) Receive letters of recommendations, including those from each


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- applicant's Dean and Department Chairperson, on or before November 30.
- (7) At the direction of the Committee, secure additional information pertaining to each applicant's professional performance.
 - (8) Within three (3) duty days of November 15:
 - (a) Announce names of applicants and the ranks for which they have applied, and
 - (b) Invite written testimony to be submitted by November 30 from faculty, staff, and students on the merits of each applicant.
 - (9) Notify each applicant for whom testimony is received, provide access to such testimony, and accept the applicants written rebuttals by December 15.
 - (10) On or before February 15, submit the Committee's written Promotion Report to the President and forward each Application and supporting documents to the President's office. The Promotion Report shall contain a justified written recommendation for approval or disapproval of each application for promotion. For any application disapproved, return to the applicant his/her Promotions Portfolio and any letters of recommendation received.
 - (11) On or before March 31, submit the Committee's Annual Report to the President and a copy to the Unit Chairperson. The Annual Report shall include a summary of the Committee's activities, an evaluation of its internal operating procedures and Code of Ethics and recommendations for procedural change.
 - (12) Arrange for the distribution of promotions information to the faculty at the beginning of the next academic year.
 - (13) Transfer Promotions Committee files to the newly elected chairperson of the Committee.

The Promotions Committee shall:
 - (14) Interview each applicant.
 - (15) On or before January 31, deliberate on and vote to approve or disapprove each application for promotion and notify, on January 31, each applicant of its decision. For promotion to Professor five (5) affirmative votes are required. For lower ranks four (4) affirmative votes are required.
 - (16) After March 1 upon request meet with applicants whose applications for promotion were not recommended to discuss reasons for disapproval and ways to strengthen their next application.

The President shall:
 - (17) Approve or disapprove and notify each applicant by February 28, taking into consideration recommendations of the Promotions Committee, and consistent with the provisions of the Promotions Procedure.
 - (18) Forward each Application, and a copy of his decision to the Human Resources Administrator.


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IV. FACULTY JOB SPECIFICATIONS / FACULTY EVALUATION COMMITTEE

The Union Chairperson and the Vice President for Academic Affairs will convene the Committee yearly to review the Faculty Job Specifications (Appendix A), and/or Faculty Evaluation process (Article XIII) as needed. The Committee will prepare written recommendations to the Board of Trustees.

1. The members of the Committee shall include:
 - a. Up to five (5) members selected by the Unit Chairperson, shall include the Unit Chairperson and one faculty member representing each of the schools, non-instructional faculty and secondary faculty, and
 - b. Up to five (5) members appointed by the President.
2. The Committee will be appointed on or before May 1st to begin work in the Fall Semester.
3. The Committee shall provide a copy of its written recommendations to the Board via President and to the Union by April 1st.
4. The Board of Trustees shall act on the written recommendations of the Committee at its regularly scheduled June meeting. Faculty Job Specifications and/or Faculty Evaluation processes will be approved by the Board of Trustees in June and shall be effective the first day of the following Fall Semester.
5. Clerical support for the Committee will be provided by the College.
6. The Board of Trustees shall initiate no changes in the Faculty Job Specifications without the concurrence of the Committee on Faculty Job Specifications.

V. OTHER COMMITTEES

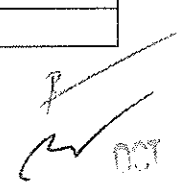
College Technology Committee	
Charge	The Committee recommends action plans to support the technology needs and technology users of the College in promoting student learning outcomes. This committee maintains currency in computer technology and academic applications of computer technology for both students and faculty. The committee also addresses needs of technology planning and distance learning.
Chair	Elected by the Committee
Composition	4 Faculty – two post-secondary instructional faculty, a non-instructional faculty, and a secondary faculty (non-secondary faculty may represent the interests of the secondary faculty if needed). An equal number of members appointed by the President and one additional voting member selected by the committee.

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Committee on College Assessment (CCA)	
Charge	This committee guides and assists campus constituents to fulfill their assessment requirements through the careful review and feedback of assessment plans, reports, implementation strategies, and use of assessment results. This committee ensures that an assessment report review process, with meaningful input from faculty, ALO, and other key constituents, becomes an integral part of the preparation of institutional assessment documents for accreditation purposes.
Chair	One (1) elected Faculty member, Co-Chaired by the Asst. Director of AIE
Composition	No fewer than four (4) Faculty – two post-secondary instructional faculty, a non-instructional faculty, and a secondary faculty (non-secondary faculty may represent the interests of the secondary faculty if needed). Other members may be assigned by the Faculty Senate President if requested by the Chair.
	Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College.
Term	No less than three years.

Standard 1 Self Study, “Institutional Mission and Effectiveness”	
Charge	Utilizing the ACCJC template, this committee gathers, organizes, and analyzes quantitative and qualitative data that promotes the college’s efforts in meeting its mission statement, and the effectiveness by which the mission is successfully achieved. This committee writes the report, with the assistance and support of the self-study coordinator, and ensures that the end product is reviewed by faculty, ALO, and other key constituents before it is finalized for Board approval.
Chair	One (1) designated Faculty member by the Faculty Senate
Composition	No fewer than four (4) Faculty members.
	Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President if requested by the Chair.
Support	Administrative support provided by the self study coordinator.
Term	No less than two (2) years with staggered terms.

Standard 2 Self Study, “Student Learning Programs and Services”	
Charge	Utilizing the ACCJC template, this committee gathers, organizes, and analyzes quantitative and qualitative data that demonstrates the achievement of student learning outcomes (SLOs) in instructional programs and student services, including library and other learning support services. This committee writes the report, with the assistance and support of the self-study coordinator, and ensures that the end product is reviewed by faculty, ALO, and other key constituents before it is finalized for Board approval.
Chair	One (1) designated Faculty member by the Faculty Senate
Composition	No fewer than four (4) Faculty members.
	Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President if requested by the Chair.
Support	Administrative support provided by the self study coordinator.
Term	No less than two (2) years with staggered terms.


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Standard 3 Self Study, "Resources"	
Charge	Utilizing the ACCJC template, this committee gathers, organizes, and analyzes quantitative and qualitative data that provides support to the college's human, physical, technology, and financial resources to meet its broad educational goals, including SLOs, and overall institutional improvement. This committee writes the report, with the assistance and support of the self-study coordinator, and ensures that the end product is reviewed by faculty, ALO, and other key constituents before it is finalized for Board approval.
Chair	One (1) designated Faculty member by the Faculty Senate
Composition	No fewer than four (4) Faculty members.
	Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President if requested by the Chair.
Support	Administrative support provided by the self study coordinator.
Term	No less than two (2) years with staggered terms.

Standard 4 Self Study, "Leadership and Governance"	
Charge	Utilizing the ACCJC template, this committee gathers, organizes, and analyzes quantitative and qualitative data that evaluates how the college's governance process facilitates broad participation in decisions that support student learning programs and services, while acknowledging the designated responsibilities of the Board and the President. This committee writes the report, with the assistance and support of the self-study coordinator, and ensures that the end product is reviewed by faculty, ALO, and other key constituents before it is finalized for Board approval.
Chair	One (1) designated Faculty member by the Faculty Senate
Composition	No fewer than four (4) Faculty members.
	Members from the administration and staff shall be appointed by the Vice President for Academic Affairs of the College. Other members may be assigned by the Faculty Senate President if requested by the Chair.
Support	Administrative support provided by the self study coordinator.
Term	No less than two (2) years with staggered terms.

Faculty Professional Ethics	
Charge	The Committee shall maintain a set of professional ethical guidelines that will apply to all College Faculty. The Committee will develop the adjudication process, to include calling witnesses from members of the staff, faculty, employees and students of the College, conducting investigations into violations of such ethical guidelines and informing any relevant individual, the proper administrative department, or other entity of the College of its findings and/or recommendations.
Chair	Elected by the members of the Committee
Composition	No fewer than seven (7) Faculty members.
Term	No less than two (2) years with staggered terms.

Curriculum	
Charge	This committee ensures and regulates, through quality control, a curriculum that reflects the mission of the College, and that is academically sound, comprehensive, and responsible to the evolving needs of the community. This Committee fosters institutional dialog in support of Student Learning Outcomes (SLOs).


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Chair	Chair and/or Chair Elect to be elected by the members of the Committee
Composition	No fewer than five (5) Faculty members.
Term	No less than two (2) years with staggered terms.


General Education	
Charge	This committee reviews, explores, and assesses the effectiveness of General Education policies and procedures, making recommendations to Faculty Senate, departmental chairpersons, committee chairpersons, and administrators as appropriate. The committee will involve administrators, faculty, staff members, and students in efforts to guide and continually improve the GCC General Education standards and its student learning outcomes.
Chair	Chair and/or Chair Elect to be elected by the members of the Committee
Composition	No fewer than five (5) Faculty members—preferably to include one Faculty member representing each of the following disciplines: English, Math, Science, Social Science and Career Technical disciplines.
Term	No less than two (2) years with staggered terms.

Calendar	
Charge	This committee proposes the academic calendar based on thorough analysis of relevant information. The proposed Academic Calendar is reviewed by the Faculty Senate and their written comments and/or recommendations are appended to the proposal. The Committee presents the proposal to the President via the Vice President for Academic Affairs on or before April 1. If the President does not concur with the proposal, then the proposal is returned to the Committee for revision. If the President concurs with the proposal, then the proposal will be presented to the Board of Trustees for adoption. The Committee shall also populate an electronic institutional calendar on MyGCC with activities and events and evaluate consistency of published calendars to provide current information.
Chair	Chair and/or Chair Elect to be elected from among the membership
Composition	Deans of each school, Coordinator for Registration and Admissions, and an equal number of faculty members representing the following constituencies: non-instructional faculty, postsecondary faculty, and a secondary faculty (non-secondary faculty may represent the interests of the secondary faculty if needed).


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Resources, Planning and Facilities Committee	
Charge	This committee reviews the Facilities Master Plan and recommends the priority of capital improvement projects for the College and those projects that have great impact on student learning outcomes. It is a forum for discussion of any available or needed resources and facility issues or concerns. The committee may forward issues or concerns directly to the College Governing Council.
Chair	Chair and/or Chair Elect to be elected from among the membership
Composition	Faculty Senate President, President Elect, Past President, Faculty Union Chair, Vice President Bus. & Finance, Vice President Admin. Services, Dean TPS, Dean TSS, Two Staff Union Representatives, Student Representative.
Meetings	Quarterly or as needed (with a mandatory meeting at the start of the Fiscal Year or upon the approval of the budget).

Council of Department Chairs	
Charge	This Council of Department Chairs discusses any issue directly related to departmental/academic discipline functions to include: budgets, College events and promotions, scheduling, advising, and other issues determined as necessary by the Council. The Council shall establish by-laws, keep minutes and set a meeting schedule reflective of the needs of the committee. The council shall make recommendations to the Faculty Senate, respective Deans, and Faculty Union Chair as determined by the action needed to be taken.
Chair	Chair and/or Chair Elect to be elected from among the membership
Composition	Chair of each department
Meetings	Monthly during the academic year

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APPENDIX J-1
COMMITTEES ELIGIBLE FOR FACULTY WORKLOAD

I. Faculty Senate Committees

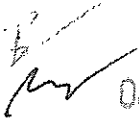
- Promotions
- Professional Development Review
- Faculty Professional Ethics
- Curriculum
- General Education

II. Institutional Committees

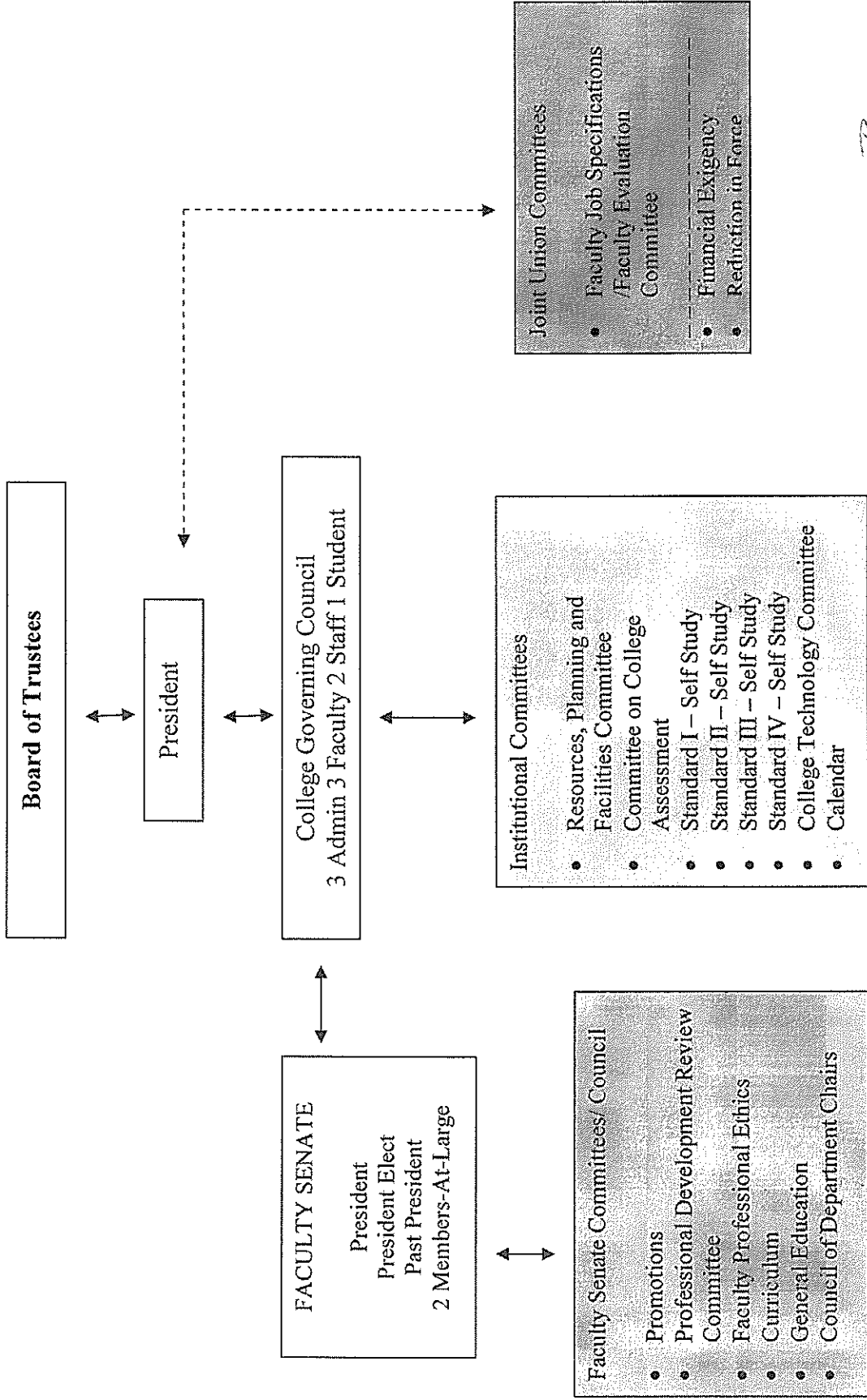
- College Committee on Assessment
- Standard I – Self Study
- Standard II – Self Study
- Standard III – Self Study
- Standard IV – Self Study
- College Technology Committee
- Resources, Planning and Facilities
- Calendar

III. Joint Union Committees

- Faculty Job Specifications/ Faculty Evaluation Committee

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PARTICIPATORY GOVERNANCE STRUCTURE



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COUNCIL/COMMITTEE REQUEST FORM

Directions: Please send your request to the Offices of the Chief Negotiators of the GFT/BOT Agreement.

Person(s) Submitting Request:		Date:	
Name of Council / Committee:			
Action Requested	<input type="checkbox"/> Add	<input type="checkbox"/> Delete	<input type="checkbox"/> Change*
Charge of Council or Committee: Give a concise description of what the council or committee seeks to accomplish.			
Proposed Meeting Schedule:			
Committee Composition: Identify individuals by position and not names (Example: Faculty representative from instructional division, Dean of TPS, Senate Representative, Staff Representative, etc.). Identify Chair and/or Co-Chair by position and not name.			
Would any other councils or committees be impacted by the formation, change, or rejection of this new council or committee? If yes, what would be the impact?			
Additional Information:			

* If change is requested, attach current structure and list proposed changes.


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Appendix H

**GCC Four-Year Student Learning Outcomes (SLO) Implementation Plan
2008-2012**

When	What	Why	How
Aug/Sept. 2008	All Post-Secondary Syllabi will contain SLOs	ACCJC <i>"Has the college identified SLOs for all courses?"</i>	DCs/Deans/Adjunct Assoc. Dean will use syllabi checklist to determine whether or not SLOs are incorporated into all course syllabi.
Sept. 2008	Publish SLOs in Catalog and Systematize Mapping (TSS Courses)	ACCJC's Annual Report <i>"Has the College mapped gen ed. SLOs to all programs/courses?"</i> ACCJC's 8 th AIAR <i>"By Spring 2009 – 50% to 60% of project completed. By the end of Spring 2010 – 70% to 90% of project completed"</i> ACCJC's 8 th AIAR <i>"67 out of 415 courses (16%) listed in 2008-10 printed catalog have SLOs."</i>	Complete remaining SLO Maps <ol style="list-style-type: none"> 1. <u>Business Dept.</u> AS & Certificate Supervision & Mgmt. AS & Certificate Office Technology 2. <u>Computer Science Dept.</u> Certificate Computer Science AS Computer Science 3. <u>Electronics Dept.</u> AS Computer Networking Certificate in Systems Technology Electronics & Computer Networking/Secondary 4. <u>Math/Science/Cosmetology Dept.</u> All Math Courses All Science Courses
Oct. 13, 2008	Follow CCA's Four-Year Assessment Cycle Schedule	ACCJC's Annual Report Template <i>"Has the college identified appropriate assessment methodologies for SLOs in all courses?"</i> <i>* Accreditation Self Study Findings/Report from AY07-08 due to Self-Study Coordinator</i>	CCA, AIE and Adjunct Assoc. Dean will assist department in the data input of an assessment plan for course level SLOs in TracDat. Course Level SLO Plans (Group A) Program SLO Data Collection Status (Group B) Assessment Report (Group C) Program Level Use of Results (Group D)
Dec. 2008	Review 2008-10 Catalog for Changes/Errors	GCC 2008-10 Catalog <i>"The online publication will be officially updated 2 weeks prior to the start of each semester."</i>	DCs make necessary catalog changes (i.e. course offerings, adding SLOs to course descriptions, prerequisites, etc). AVPs office verifies current catalog reflects changes made through Non-substantive and substantive curriculum documents.
Jan/Feb 2009	All GCC Syllabi will contain SLOs	ACCJC <i>"Has the college identified SLOs for all courses?"</i>	DCs/Deans/Assoc. and Adjunct Dean will use syllabi checklist to monitor SLO incorporation. (Continuing Education already monitors using required syllabus template.)
Feb. 2009	Publish SLOs in Catalog and Systematize Mapping (TPS Courses)	ACCJC's Annual Report <i>"Has the College mapped gen ed SLOs to all programs/courses?"</i> <i>*ACCJC Mid-term Comprehensive Report due March 15, 2009</i> <i>* ACCJC SLO Template due April 2009 (Dr. Tudela needs data by the end of March. 09)</i> <i>* 9th AIAR due Summer '09</i>	Complete remaining TPS SLO Maps <ol style="list-style-type: none"> 1. <u>Allied Health Dept.</u> AS & Certificate in Medical Assisting Health Occupations (Nurse Asst.)/Secondary All HL Courses 2. <u>Construction Trades</u> Construction Trades/Secondary All CT courses 3. <u>Education Dept.</u> Certificate Sign Language Interpreting 4. <u>Social Science/Criminal Justice Dept.</u>

When	What	Why	How
			AA Liberal Arts AS & Certificate Criminal Justice All Social Sciences (SS) Courses
March 9, 2009	Follow CCA's Four-Year Assessment Cycle Schedule	ACCJC's Annual Report Template <i>"Has the college identified appropriate assessment methodologies, analyzed results, and used results to make improvements for all courses/units?"</i> <i>*Accreditation Self Study Findings/Report from AY08-09 due to Self-Study Coordinator by May 2009.</i>	CCA, AIE and Adjunct Assoc. Dean will assist department in the data input of an assessment plan for course level SLOs in TracDat. (See Assessment Cycle Schedule) Course Level Data Collection Status (Group A) Course Level SLO Plans (Group B) Use of Results (Group C) Program Level Assessment Report (Group D)
Oct. 12, 2009	Follow CCA's Four-Year Assessment Cycle Schedule	ACCJC Report <i>"Has the college mapped student support services SLOs to all courses?"</i>	AIE and CCA will devise a way to map SSUOs to all courses. (Ex. When assessment plans for course level SLOs are due, they may be mapped to related student support service SSUOs.) Course Level Assessment Report (Group A) Course Level Data Collection Status (Group B) Assessment Plan for student support service SLOs (Group C) Program Level Use of Results (Group D)
Dec. 2009	Publish SLOs in Catalog and Systematize Mapping (TPS Courses continued)	ACCJC's Annual Report <i>"Has the College mapped gen ed SLOs to all programs/courses?"</i> <i>* ACCJC SLO Template Report due April 2010 (Dr. Tudela needs data by end of March 2010)</i>	Complete remaining TPS maps 1. <u>Social Science/Criminal Justice Dept.</u> AS & Certificate Emergency Mgmt Certificate Fire Science Tech. 2. <u>English Language Institute</u> All English Courses 3. <u>Tourism & Hospitality Dept.</u> AA Culinary Arts AS Hospitality Industry Management ProStart (Culinary)/Secondary Lodging Management Program/Secondary 4. <u>Transportation/Automotive Dept.</u> AS & Certificate Automotive Services Tech. Automotive Body/Secondary Automotive Technology/Secondary
March, 8, 2010	Follow CCA's Four-Year Assessment Cycle Schedule	ACCJC's Annual Report Template, <i>Has the college identified appropriate assessment methodologies for SLOs in all courses?</i> <i>Has the college analyzed results, and used results to make changes/improvements for all courses/programs/units?</i>	Course Level Use of Results (Group A) Course Level Assessment Report (Group B) Data Collection Status (Group C) Course Level SLO Plans (Group D) <i>* ACCJC SLO Template due April 2010</i> <i>*10th AIAR due Summer 2010</i>

When	What	Why	How
Oct. 11, 2010	Follow CCA's Four-Year Assessment Cycle Schedule	ACCJCs Annual Report " <i>Has the college analyzed assessment results for SLOs for all courses?</i> "	Program Level Assessment Plan (Group A), Course Level Use of Results (Group B) Assessment Report (Group C) Course Level Data Collection Status (Group D)
March 14, 2011	Follow CCA's Four-Year Assessment Cycle Schedule	ACCJCs Annual Report " <i>Has the college analyzed assessment results for SLOs for all courses?</i> "	Program Level Data Collection Status (A) Program Level Assessment Plan (Group B) Use of Results (Group C) Course Level SLO Report (Group D) <i>* ACCJC SLO Template due April 2011 * 11th AIAR due Summer 2011</i>
Oct. 10, 2011	Prepare for ACCJC's Comprehensive site visit	Continue with assessment process, check for catalog revisions, update course/program guides, etc.	Fine tune SLOs, Maps, curriculum documents and continue with assessment process (see assessment cycle).
Spring 2012	ACCJC's Campus Visit	<i>Off-island visitors from ACCJC will be visiting GCC.</i>	<i>Continue with Assessment Process ACCJC will randomly review programs/courses</i>

- ACCJC Mid-Term Comprehensive Report Due March 15, 2009
- ACCJC Comprehensive Site Visit to GCC Spring 2012

Appendix I

General Requirements for Certificates

All candidates for a Certificate at GCC must meet the general requirements listed below. Course requirements may identify prerequisites that must be completed with a passing grade. *Prerequisite course credit is not counted as credit earned towards the program unless it is a certificate core course requirement.* Prerequisites are identified in the course description section of this catalog with a + sign next to each course with a prerequisite.

Effective Fall Semester 2003, several academic policy changes were implemented to ensure our students are adequately prepared to meet business and industry standards. All Undeclared or newly Declared Students enrolled in regularly scheduled postsecondary courses must be enrolled in or must have completed EN100R, EN100W and MA108. Students must fulfill the English general education requirement by the time they have enrolled in 12 credits of classes. Students must enroll in or have completed MA108, Introduction to College Algebra (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only nine (9) credits before they must begin meeting the general education requirements. All declared students in Certificate programs will be required to complete successfully minimum standardized general education course requirements. For more information, refer to the Admissions Information, General Education Policy section of this catalog.

A. General Education Requirements

Students must demonstrate proficiency in reading, writing, understanding and speaking English as indicated by one of the following:

- ◆ Test out of the English Placement Test, or
- ◆ Satisfactory completion of EN100 courses, and
- ◆ Satisfactory completion of MA108 or test out of the math placement test.

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	(3)
EN100W	Fundamentals of English-Writing	(3)
MA108	Introduction to College Algebra I +	3
Total General Education Requirements		3

Note to students: The credits in parenthesis above count only for billing purposes and student semester load. They do not count toward credits needed for any degree or certificate.

B. Technical Requirements

COURSE#	COURSE	CREDITS
Total Technical Requirements		Variable by program

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
Total Related General Ed/Technical Requirements		Variable by program

* No course may be counted for both Technical Major and Science/Technology General Education requirements.

** Placement testing is not mandatory for admission to the College. However, completion of placement testing is required for enrollment into English and Mathematics courses. Therefore, students who plan to enroll full-time in a program should take the placement test to be eligible for a full load of courses.

A Statement on STUDENT LEARNING OUTCOMES (SLOs)

In this section of the catalog, program **Student Learning Outcomes** or **SLOs** follow each program description. SLOs intentionally describe the 3-5 central goals that students will have attained by the end of the program. In essence, SLOs encapsulate the knowledge, skills, and attitudes that students are expected to learn from their respective programs. The focus is on what students can do with what they have learned and this outcome should be evaluated in some way. Primarily, three questions essentially frame the articulation of SLOs:

1. What do students know? (cognitive domain)
2. What do they think and value? (affective domain)
3. What can they do? (behavioral domain)

In this catalog, program SLOs describe the broadest goals for the program, particularly those that require higher-level thinking. They therefore require students to synthesize many discrete skills or areas of content. SLOs also ask students to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work. Most importantly, SLOs also need to be evaluated or assessed in some way so that accountability and improvement remain the hallmarks of a good program.

The College, in close collaboration with faculty and members of Advisory committees, continues to embark on an ongoing institutional effort to revise and update its curriculum documents so that they remain responsive to industry and community needs.

Certificate in AUTOMOTIVE SERVICE TECHNOLOGY

Program Mission

The mission of the Automotive program is to develop a skilled and competent automotive workforce, based on industry needs, for the Guam community and the region.

Program Description

The Certificate program in Automotive Service Technology is a competency-based program designed to offer entry-level training sufficient for employee success in automotive technician positions. Skills acquired in this program also apply directly to occupational areas including diesel mechanics, small engine repair, generator repair, marine engine service, fleet service, repair service order writing, and entry level automotive service management.

Graduates of the AST Certificate program demonstrate the foundational skill and knowledge to pursue further study in power plant mechanics, marine / diesel repair and automotive engineering in the automotive manufacturing industry.

Two 'tracks' exist within the program. Students completing the General Service Technician Track offer future employers preparatory background in four primary areas of automotive service technology (brakes, electrical / electronic systems, engine performance, and suspension / steering) and are prepared to pass the National Automotive Technicians Education Foundation (NATEF) Certification Examination in those areas. Upon passage, and after one year of automotive work experience, they are eligible to receive NATEF designation as a General Service Technician. The second option within the Certificate program is the Master Service Technician track, where graduates receive preparatory background in the four above-mentioned automotive areas as well as four additional areas (automatic transmission / transaxle, engine repair, heating / air conditioning, and manual drive trains / axles). These graduates are prepared to pass the National Automotive Technicians Education Foundation (NATEF) Certification Examination in all eight examination areas offered, and upon passage may pursue recognition from ASE as a Master Service Technician.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog, and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Automotive Service Technology program, students will be able to:

1. Identify the purposes and proper functioning of the core components of an automotive engine.
2. Perform a cylinder compression cranking test.
3. Demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems.
4. Diagnose, adjust, repair, or replace automotive components.

A. General Education Requirements

Students must demonstrate proficiency in reading, writing, understanding and speaking English as indicated by the following:

- ◆ Test out of the English Placement Test, or
- ◆ Satisfactory completion of EN100 courses, and
- ◆ Satisfactory completion of MA108 or test out of the math placement test.

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	-
EN100W	Fundamentals of English-Writing	-
MA108	Introduction to College Algebra I or higher +	3
Total General Education Requirements		3

B. Technical Requirements

1. General Service Technician

COURSE#	COURSE	CREDITS
AST100	Introduction to Automotive Service	3
AST150	Brakes +	3
AST140	Suspension and Steering +	3
AST160	Electrical/Electronic Systems +	3
AST180A	Engine Performance I + (Tune-Up, No Fuel/Emission)	3
AST180B	Engine Performance II + (Fuel and Emissions Systems)	3
AST240	Theory/Practicum: Suspension and Steering +	2
AST250	Theory/Practicum: Brakes +	2
AST260	Theory/Practicum: Electrical/Electronic Systems +	8
AST280	Theory/Practicum: Engine Performance +	5
Total Technical Requirements		35
TOTAL CREDITS REQUIRED		38

2. Master Service Technician

The Master Service Technician Certificate Track requires completion of all courses required for the General Service Technician Track, plus all of the following:

COURSE#	COURSE	CREDITS
AST110	Engine Repair +	3
AST120	Automatic Transmission and Transaxle +	3
AST130	Manual Drive Train and Axles +	3
AST170	Heating and Air Conditioning +	3
AST210	Theory/Practicum Engine Repair +	3

AST220	Theory/Practicum Automatic Trans +	3
AST230	Theory/Practicum Manual Drive Train +	2
AST270	Theory/Practicum Heating and Air Conditioning +	2
	General Service Technician Track Requirements	35
Total Technical Requirements		57
TOTAL CREDITS REQUIRED		60

Certificate in COMPUTER SCIENCE

Program Mission

The mission of the Computer Science Program is to provide students with foundational knowledge and skills to enter a technology-enhanced workforce and to keep current with rapid technology changes.

Program Description

Today, computer skills are highly in demand in the rapidly evolving information technology field. The Certificate in Computer Science prepares students for entry-level positions in technology related areas.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog, and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Computer Science program, students will be able to:

1. Demonstrate a solid foundation in the core areas of computer science, as well as knowledge of advanced topics in the field.
2. Apply skillful evaluation to computer-based glitches and draw possible options that best meets the needs of a problem.
3. Design and implement a computer-based solution of a problem by writing codes using an appropriate programming language.

A. General Education Requirements

Students must demonstrate proficiency in reading, writing, understanding, and speaking English as indicated by one of the following:

- ◆ Test out of the English Placement Test, or
- ◆ Satisfactory completion of EN100 courses, and
- ◆ Satisfactory completion of MA108 or test out of the math placement test

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	-
EN100W	Fundamentals of English-Writing	-
MA108	Introduction to College Algebra I or higher +	3
Total General Education Requirements		3

B. Technical Requirements

COURSE#	COURSE	CREDITS
CS101	Intro to Computer Systems & Information Tech.	3
CS102	Computer Operations +	3
CS110	Introduction to the Internet +	3
CS151	Windows Applications +	3

	Complete at least three credits from the following courses:	3
CS292	Practicum OR	
CS290	Special Project AND/OR	
CS298	Co-Op/Work Learn	

Total Technical Requirements	15
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C. Technical Electives

COURSE#	COURSE	CREDITS
	Complete at least six credits from the following courses:	
CS103	RPG II +	3
CS104	Visual Basic Programming +	3
CS202	COBOL +	3
CS204	"C" Programming +	3
CS205	Network Communications +	4
Total Technical Electives		6

D. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
EN125	Introduction to Speech + OR	
OA211	Business Communication +	3
SM108	Introduction to Business	3
Total Related General Education & Technical Requirements		6
TOTAL CREDITS REQUIRED		30

Certificate in COSMETOLOGY

Program Mission

The mission of the Cosmetology Certificate program is to prepare students with the theoretical knowledge and psychomotor skills necessary to pass the two-part Guam Board of Cosmetology exam.

Program Description

Graduates of this program will be able to demonstrate and employ the skills needed to work in a variety of cosmetology-related occupations, such as an esthetician, salon owner, nail specialist, hair color specialist, and makeup artist. They will be able to generate the knowledge and illustrate the skills required to pass the National-Interstate Council of State Boards of Cosmetology Practical Examination. They will also be able to apply affective interpersonal skills and practice professional ethics needed to succeed in this profession.

The Certificate in Cosmetology program offers students opportunities to develop the skills, knowledge, attitudes and leadership qualities required to meet licensure standards of the Guam Board of Cosmetology. Through lectures, demonstrations and lab practice, students complete a minimum of 1600 hours in this three-semester program. A grade of "C" or higher is required in all theory and laboratory courses for the Certificate in Cosmetology. Students entering the program must have a High School Diploma or equivalent; e.g., G.E.D. Students must also be declared into the program.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Cosmetology program, students will be able to:

1. Perform routine tasks to enhance the condition and appearance of hair, skin and nails using current industry techniques.
2. Recall theory and principles related to cosmetology procedures and practices needed for entry-level employment.
3. Provide a self-evaluation of their cosmetology knowledge of work, quality, production, initiative, cooperation, dependability, loyalty, conduct, punctuality, and safety.

A. General Education Requirements

Students must demonstrate proficiency in reading, writing, understanding and speaking English as indicated by one of the following:

- ◆ Test out of EN100R/W as determined by the GCC English/Math placement test, or
- ◆ Satisfactory completion of EN100R/W courses

Students must demonstrate basic mathematical skills as indicated by one of the following:

- ◆ Test out of MA095 as determined by the GCC/English/Math Placement test, or
- ◆ Satisfactory completion of MA095.

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	-
EN100W	Fundamentals of English-Writing	-
MA095	College Mathematics	-
Total General Education Requirements		0

B. Technical Requirements

COURSE#	COURSE	CREDITS
CM101	Concepts I (lecture)	10
CM201	Concepts II + (lecture)	10
CM102L	Salon I (lab/clinic)	6
CM202L	Salon II + (lab/clinic)	6
CM103L	Salon I Advanced + (lab/clinic) OR	
CM203L	Salon II Advanced (lab/clinic)	2
CM198	Co-Op for Cosmetology OR	
CM204L	Salon III	4
Total Technical Requirements		38

TOTAL CREDITS REQUIRED 38
WITH A MINIMUM TOTAL
CONTACT HOURS REQUIRED 1600

Certificate in CRIMINAL JUSTICE**Program Mission**

It is the mission of the Criminal Justice program to prepare, educate, and train students for the Criminal Justice profession. Criminal Justice graduates will be lifelong learners who possess current technical knowledge of the criminal justice system, communication skills to communicate effectively within the criminal justice system, and an understanding of the interrelations of the criminal justice professional and society.

Program Description

This certificate program addresses the training requirements imposed by Guam law for those seeking jobs as police officers, marshals, conservation officers, Guam customs officers, investigators and certain other public safety employees. New students will enroll in a Criminal Justice Academy cycle to complete this certificate. The academy program is conducted during each academic year (two semesters) and requires full-time attendance. Those already holding criminal justice degrees are eligible to attend a supplemental academy cycle to obtain the additional credits required for this certificate. In most cases, prior graduates will need a total of ten (10) credits that were not available in their degree program. To apply for admission or to obtain further details about the program, contact a criminal justice advisor at the Social Science & Criminal Justice Department.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Criminal Justice program, students will be able to:

1. Identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights.
2. Describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional.
3. Demonstrate the ability to understand the interrelations, ethics, and role expectations of the criminal justice professional in society.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	-
EN100W	Fundamentals of English-Writing	-
MA095	College Mathematics	-
Total General Education Requirements		0

B. Technical Requirements

COURSE#	COURSE	CREDITS
CJ100	Introduction to Criminal Justice	3
CJ102	First Responder	3
CJ126	Officer Survival +	3
CJ126L	Officer Survival Lab +	1
CJ132	Emergency Vehicle Operator Course (EVOC) +	3
CJ135	Firearms +	3
CJ150	Criminal Procedure	3
CJ200	Criminal Law	3
CJ205	Police Report Writing +	3
Total Technical Requirements		25
TOTAL CREDITS REQUIRED		25

Certificate in EARLY CHILDHOOD EDUCATION

Program Mission

The Early Childhood Education program's mission is to prepare individuals to be professional educators for young children so that they show a positive attitude toward all children and their families, and obtain the skills to plan and implement a program that is safe,

educational, and healthy.

Program Description

Early childhood educators and caregivers work in child care centers, Head Start programs, family home care programs, elementary schools, social services programs, and health care services. These professionals plan appropriate experiences for children in areas such as language, health, movement, creativity, thinking, problem solving, self-concept and social behavior. They also supervise children's activities, care for their needs, keep records of their progress, and confer with parents and other professionals.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Note: Only technical required courses which have a grade of "C" or better will be counted towards the Certificate degree.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Early Childhood Education program, students will be able to:

1. Demonstrate the knowledge and skills needed to design an environment that is conducive to learning for infants, toddlers, and young children.
2. Demonstrate developmentally and age-appropriate teaching strategies needed to work effectively with young children (ages birth through eight years).
3. Demonstrate appropriate disposition and skills needed to work effectively with young children and families who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	-
EN100W	Fundamentals of English-Writing	-
MA108	Introduction to College Algebra I or higher +	3
Total General Education Requirements		3

B. Technical Requirements

COURSE#	COURSE	CREDITS
CD110	ECE Orientation	3
CD140	Environments for Young Children	3
CD180	Language Arts in Early Childhood	3
CD221	Child Growth & Development OR	
ED220	Human Growth & Development	3
ED231	Introduction to Exceptional Children +	3
CD240	Cognitive & Creative Development +	3
CD260	Social & Emotional Development +	3
CD280	Program Development & the Family Partnership +	3
ED281	Bilingual/Bicultural Education	3
CD292	ECE Practicum +	3
Total Technical Requirements		30
TOTAL CREDITS REQUIRED		33

Certificate in EDUCATION

Program Mission

The Education Program's mission is to prepare individuals to be professional educators, show a positive attitude toward all students and their families, and obtain the skills to plan and implement a program that is safe, educational, and healthy.

Program Description

The Certificate in Education program is designed to provide entry-level training for individuals in public and private educational settings. Emphasis is placed on competency based skill development in a broad range of educational areas. All courses taken for the Certificate in Education also fulfill the technical requirements for an Associate of Arts in Education degree. Please see an advisor in the Education Department before beginning this course study.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Education program, students will be able to:

1. Demonstrate professionalism and ethical conduct within the educational field.
2. Demonstrate appropriate disposition and skills needed to work effectively with students who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English.
3. Demonstrate developmentally and age-appropriate teaching strategies needed to work effectively with students in a classroom setting.

A. General Education Requirements

Students must demonstrate proficiency in reading, writing, understanding, and speaking English as indicated by one of the following:

- ◆ Test out of the English Placement Test, or
- ◆ Satisfactory completion of EN100 courses, and
- ◆ Satisfactory completion of MA108 or test out of the math placement test.

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	-
EN100W	Fundamentals of English-Writing	-
MA108	Introduction to College Algebra I OR higher +	3
Total General Education Requirements		3

B. Technical Requirements

COURSE#	COURSE	CREDITS
ED100	Behavior Management	3
ED150	Introduction to Teaching	3
ED180	Educational Methods	3
ED200	Instructional Technology	3
ED292	Education Practicum +	3
ED220	Human Growth & Development OR	
CD221	Child Growth & Development	3
ED231	Introduction to Exceptional Children +	3
ED281	Bilingual/Bicultural Education	3

Total Technical Requirements		24
C. Related General Education & Technical Electives		
COURSE#	COURSE	CREDITS
OA101	Keyboarding Applications	3
PY125	Interpersonal Relations	3
Total Related General Education & Technical Electives		6
TOTAL CREDITS REQUIRED		33

Certificate in EMERGENCY MANAGEMENT

Program Mission

It is the mission of the Emergency Management program to provide students with a basic foundation in various aspects of emergency management to train them to be emergency managers who are prepared to deal with different types of emergencies that affect all communities.

Program Description

Emergency Management graduates will be able to apply basic emergency management skills in the event of natural and man made disasters. Graduates will be able to implement the four major areas of emergency management, namely, mitigation, preparation, response, and recovery. The Emergency Management program utilizes the Emergency Management Institute's Independent Study (IS) courses to prepare graduates to apply leadership skills, to communicate effectively, to solve problems, to plan, to work as a team, to operate within the legal system and governmental framework for emergency management, to analyze risks and hazards, and to manage resources, efficiently.

Guam Community College is mirroring Frederick Community College's model whereby college credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study (IS) courses online. Students who have completed these IS courses will need to request for an official transcript from EMI then apply for college credits at Guam Community College towards a Certificate in Emergency Management.

The Emergency Management program's technical requirements are adopted and derived from EMI's Independent Study program. *These courses are subject to be revised and new courses will be added to the program.* GCC's Emergency Management program will adhere to the latest IS offerings to ensure that students learn what is relevant and most up-to-date information and skills.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Emergency Management program, students will be able to:

1. State the government's role in Emergency Management.
2. Describe the function of the Emergency Operations Center and National Incident Management System.
3. Evaluate hazards and risks in emergency situations.
4. Make decisions, solve problems, and use critical thinking skills vis-a-vis the emergency planning process.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA108	Introduction to College Algebra +	3
Total General Education Requirements		6

B. Technical Requirements

(Corresponding to EMI Independent Study Program "IS" course numbers). Students must choose 19 from the following IS Courses:

COURSE#	COURSE	CREDITS
EMI100	Emergency Manager	1
EMI102	Hazardous Materials	1
EMI104	A Citizen's Guide to Disaster Assistance	1
EMI106	Building for the Earthquakes of tomorrow	1
EMI108	Orientation to Disaster Exercise	1
EMI110	Exercise Design	1
EMI112	State Disaster Management	1
EMI114	Principles of Emergency Management	1
EMI116	Emergency Planning	1
EMI118	Leadership & Influence	1
EMI120	Decision Making & Problem Solving	1
EMI122	Effective Communication	1
EMI124	Developing & Managing Volunteers	1
EMI126	Anticipating Hazardous Weather	1
EMI128	Emergency Operations Center Role	1
EMI130	Volunteer Agencies in Emergency Management	1
EMI132	Disaster Basics	1
EMI134	Community Hurricane Preparedness	1
EMI136	Hazardous Material Prevention	1
EMI138	Multi-hazard Emergency Planning for Schools	1
EMI140	Introduction to Mitigation	1
EMI142	Protecting your Home and Small Business from Disaster	1
EMI144	Introduction to Public Assistance	1
EMI146	Debris Operation	1
EMI148	Incident Command System	1
EMI150	National Incident Management System	1
EMI152	National Response Plan & Disaster Medical System	1
Total Technical Requirements		19

C. Related Technical Requirements

COURSE#	COURSE	CREDITS
PS140	American Government	3
HL130	First Aid and Safety	1
EMI154	Community Emergency Response Team	1
Total Related Technical Requirements		5
TOTAL CREDITS REQUIRED		30

Certificate in FIRE SCIENCE TECHNOLOGY

Program Mission

It is the mission of the Fire Science Technology program to prepare, educate, and train students for a career in fire fighting.

Program Description

The certificate program in Fire Science Technology is not open to the general public. It is a competency-based academy program designed to offer entry-level training for fire recruits. Students who wish to attend the GCC Fire Academy should first obtain employment with the Guam Fire Department or any other Pacific Basin fire department that sends recruits to the GCC Fire Academy for basic training.

Course requirements may identify prerequisites that must be completed with a passing

grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Fire Science Technology, students will be able to:

1. Understand the current tactics used by fire personnel for suppression and prevention of fires, the operations and role of fire personnel, and the functions of fire service within the community.
2. Analyze and apply the theories, techniques, and methods of basic fire and rescue.
3. Demonstrate the techniques required for fire safety and prevention, to work as a team, and to respond to a variety of emergency situations.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN100R	Fundamentals of English-Reading	-
EN100W	Fundamentals of English-Writing	-
MA095	College Mathematics	-
Total General Education Requirements		0

B. Technical Requirements

COURSE#	COURSE	CREDITS
FS100	Introduction to Fire Protection +	3
FS101	Introduction to Fire Suppression +	3
FS103	Fire Operations I +	3
FS104	Fire Operations II +	3
FS105	Fire Prevention +	3
FS107	Report Writing for the Fire Service	3
Total Technical Required Courses		18

C. Related Technical Electives

COURSE#	COURSE	CREDITS
EMS103	EMT-Basic +	7
Total Related Technical Electives		7
TOTAL CREDITS REQUIRED		25

Certificate in **MEDICAL ASSISTING**

Program Mission

The mission of the Medical Assisting program is to prepare students for employment as medical assistants in physician's offices or clinics and to provide students opportunities to further their career in the medical assisting field.

Program Description

Medical Assistants assist physicians in private medical offices, clinics and in hospital outpatient clinics with patient care as well as with routine office laboratory and diagnostic tests. Graduates are eligible to take the Certified Medical Assistant (CMA) credential. Medical Assistants who successfully complete the Certification Examination are granted the "Certified Medical Assistant" (CMA) credential. The Guam Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Programs upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE).

Commission on Accreditation of Allied Health Education Programs
 1361 Park Street
 Clearwater, FL 33756
 Telephone: 727-210-2350
 Fax: 727-210-2354

The Medical Assisting program prepares students for employment as medical assistants in physician's offices or clinics. The curriculum is designed to provide training in administrative and clinical settings. Instruction is given in basic medical office procedures (including appointment scheduling, billing and insurance), assisting with examinations, surgical and laboratory procedures (including venipuncture and pharmacology).

With the exception of enrollment in MS101 Introduction to Medical Assisting, admission to the Medical Assisting program is required before enrollment in any Medical Assisting technical requirement course. Admission to the Medical Assisting program includes:

- Advisement from Allied Health faculty.
- Completion of English and Mathematics Placement Tests with minimum scores or completion of English and mathematics development courses and attainment of passing scores.
- Health Clearance, which includes physical immunization (PPD, Hep B, 1, 2, 3).

Prerequisites are listed for certain related technical requirement courses.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Note: Only courses that have a grade of "C" or better will be counted towards the certificate. Students must maintain a grade point average of 2.0 or better to continue in the program. If students earn any grade below a "C" in their medical assisting courses, they will not be able to continue the course sequence. Each class must be successfully passed in order to move on to upper level courses.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Medical Assisting program, students will be able to:

1. Display professionalism, including adherence to ethical and legal responsibilities, in performing administrative and clinical duties.
2. Meet national Standards for Medical Assistants in carrying out administrative duties in the clinic or physician's office.
3. Enter the health service field as certified medical assistants.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA108	Introduction to College Algebra I or higher +	3
SI130	Anatomy & Physiology +	4
Total General Education Requirements		10

B. Technical Requirements

COURSE#	COURSE	CREDITS
MS101	Introduction to Medical Assisting	3
MS120	Clinical Medical Assisting I +	2
MS121	Clinical Medical Assisting II +	2

MS125	Clinical Office Experience +	1
MS140	Administrative Medical Assisting I +	2
MS141	Administrative Medical Assisting II +	2
MS145	Administrative Medical Assisting Experience +	1
MS201	Medical Law & Ethics +	2
MS292	Practicum-Medical Assisting +	5
MS210	Medical Assisting Critique +	1
Total Technical Requirements		21

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
HL120	Medical Terminology	2
HL131	BLS for Healthcare Providers	1
HL140	Introduction to Clinical Laboratory +	2
HL150	Study of Diseases +	3
HL160	Introduction to Pharmacology +	1
HL161	Pharmacological Treatment of Disease +	1
HL162	Administration of Medications +	1
Total Related General Education & Technical Requirements		11
TOTAL CREDITS REQUIRED		42

Certificate in OFFICE TECHNOLOGY

Program Mission

The mission of the Office Technology program is to prepare students for entry-through mid-level positions in an automated office environment by providing educational opportunities that will enable them to obtain, enhance, and/or strengthen their knowledge, skills, and attitudes necessary to succeed in a constantly evolving technological world.

Program Description

This certificate is designed for the purpose of upgrading the competencies of clerical and secretarial employees to facilitate advancement.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Office Technology program, students will be able to:

1. Obtain knowledge and skills in various computer applications so that they will be able to adapt to the technological needs of their respective organizations.
2. Use previously learned skills and information to format and produce various office documents.
3. Express confidence in their ability to use and integrate several office applications.

A. General Education Requirements

Students must demonstrate proficiency in reading, writing, understanding, and speaking English as indicated by one of the following:

- ◆ Test out of the English Placement Test, or
- ◆ Satisfactory completion of EN100 courses, and
- ◆ Students must complete MA108 or test out of the math placement test.

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA108	Introduction to College Algebra I or higher +	3
Total General Education Requirements		6

B. Technical Requirements

COURSE#	COURSE	CREDITS
CS151	Windows Application +	3
OA101	Keyboarding Applications	3
OA103	Filing Systems	3
OA130	Information Processing +	3
OA210	Database Management +	3
OA220	Spreadsheet Systems	3
OA230	Advanced Information Processing +	3
OA250	Office Procedures +	3
PY125	Interpersonal Relations	3
Total Technical Requirements		27

C. Technical Electives

COURSE#	COURSE	CREDITS
	Complete six credits from the following courses:	
AC100	Fundamentals of Bookkeeping/Accounting +	3
OA109	Business Math Using Excel	3
SM108	Introduction to Business	3
Total Technical Elective Requirements		6
TOTAL CREDITS REQUIRED		39

Certificate in PRACTICAL NURSING

Program Mission

The mission of the Nursing Department is to generate locally educated and licensed nurses to work in the various health care provider agencies on Guam as well as the Pacific region. The Guam Community College Nursing Program is committed to provide career guidance and education in nursing to those students of Guam and the Pacific Basin who desire to become Nurse Assistants and/or Practical Nurses. To accomplish this commitment, we offer a Certificate of Completion for Nursing Assistants (NA) and a certificate of completion for Practical Nursing. At the completion of the Practical Nurse program, the graduate is eligible for the NCLEX-PN (National Computerized Licensure Examination) which leads to a Practical Nurse (LPN) license in the territory of Guam or in the United States.

Program Description

The Practical Nursing program prepares students to become Licensed Practical Nurses (LPN). LPNs may find work in a variety of settings such as hospitals, nursing homes, doctor's offices, public health departments, schools, and various government programs. Ideally, LPNs work under the supervision of registered nurses. The duties of an LPN include checking blood pressure, pulse and respiration, taking blood and urine samples, and monitoring and recording what patients eat and when. LPNs change bandages, help patients dress and bathe, and observe patients for any changes in their condition or reactions to medications. LPNs treat bedsores, prepare injections, insert catheters, and give alcohol rubs. In states where the law allows, they administer prescribed medication and start intravenous fluids. Some LPNs help deliver, care for, and feed babies. LPNs provide not only 52 routine bedside care but help evaluate clients' needs, develop care plans, and supervise nursing aides. In doctors' offices and clinics, LPNs make appointments, keep records, and perform other clerical duties.

Students who successfully complete this three semester program will be eligible to take the

National Council Licensure Examination for Practical Nurses (NCLEX-PN). This exam is administered by the National Council on State Boards of Nursing (NCSBN) and will enable students to earn a license in Practical Nursing. Collaborative learning takes place in the classroom, laboratory, and in clinical settings. With the exception of Nursing Fundamentals, admissions to the Practical Nursing program includes:

- advisement from Allied Health Department personnel
- completion of English and Mathematics Placement Tests with acceptable scores, or
- completion of English developmental courses or completion of MA095 and
- health clearance including required immunizations.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Practical Nursing program, students will be able to:

1. Meet local and national standards for practical nurses in performing nursing care.
2. Demonstrate eligibility and preparedness to take the NCLEX-PN exam in order to become LPNs or to enter more advanced degree nursing programs.
3. Apply the clinical problem-solving process (Nursing Process) and critical thinking skills within the scope of an LPN.
4. Demonstrate proficiency in a variety of interpersonal and communication skills used in the health care setting.
5. Demonstrate therapeutic nursing interventions to include:
 - Take and record temperature, blood pressure, pulse, weight and height.
 - Dress wounds, prepare injections, and collect urine/blood samples.
 - Feed, bathe, dress, clean, and move patients.
 - Administer medication when authorized.
 - Observe patients, report changes in their condition, and keep patients' records.
 - Teach patients good health and safety habits.
 - Sterilize equipment.
 - Give enemas and catheterizations.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA108	Intro to College Algebra I +	3
SI130	Anatomy & Physiology +	4
PY120	General Psychology +	3
Total General Education Requirements		13

B. Technical Requirements

COURSE#	COURSE	CREDITS
NU110	Nursing Fundamentals +	8
NU140	Mental Health Nursing +	2
NU160	Pharmacology for Practical Nurses	3
NU220	Adult Medical-Surgical Nursing +	6
NU230	Maternal/Newborn Concepts & Skills +	3
NU240	Pediatrics Concepts & Skills +	3
NU280	Nursing Trends +	1
NU281	NCLEX-PN Review and Transition	3
NU292	Practical Nursing Clinical +	4
Total Technical Requirements		33

C. Related Technical Requirements

COURSE#	COURSE	CREDITS
ED220	Human Growth & Development	3
HL120	Medical Terminology	2
HL131	Basic Life Support	1
HL150	Study of Diseases +	3
HL202	Nutrition	3
Total Related Technical Requirements		11-12
TOTAL CREDITS REQUIRED		54-55

Certificate in SUPERVISION & MANAGEMENT

Program Mission

The mission of the Supervision & Management program is to develop a management workforce reflecting industry needs as a result of the dynamic economic business environment in the Guam community and beyond.

Program Description

The Certificate in Supervision and Management program prepares students for entry-level and assistant management positions in supervision and management.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog, and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Supervision and Management program, students will be able to:

1. Recall theory and principles related to supervisory principles and procedures.
2. Demonstrate entry-level supervisory and management skill techniques in business operations.
3. Demonstrate practical leadership decision-making based on sound business practice, experience, and judgment.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA108	Introduction to College Algebra I or higher +	3
Total General Education Requirements		6

B. Technical Requirements

COURSE#	COURSE	CREDITS
AC101	Accounting Principles I +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
EC110	Principles of Economics	3
SM108	Introduction to Business	3
SM208	Personnel Supervision	3
SM211	E-Commerce Management	3
SM220	Management Skill Development	3
SM225	Leadership	3
SM230	Business Law Application	3
SM245	Ethics & Stakeholder Management	3
Total Technical Requirements		30
TOTAL CREDITS REQUIRED		36

Certificate in SYSTEMS TECHNOLOGY

Program Mission

The mission of the Systems Technology program is to prepare students and people in the industry to be trained and certified in computer repair, networking and telecommunication.

Program Description

Technology has changed the ways business operates. With the emphasis in computers and telecommunications, this program can provide the necessary training to meet the demands of industry.

With courses such as A+ Certification, Fiber Optics and Category 5 Wiring and Testing, the Certificate of Systems Technology Program will lead students into the next millennium. The Certificate in Systems Technology program is designed for individuals currently in the field and those interested in the field of technology. The program will prepare individuals to be knowledgeable technicians and provide a solid foundation in the Telecommunication and Computer fields.

Students are recommended to take the placement tests in Math and English before enrolling in the Certificate in Systems Technology Program.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Systems Technology program, students will be able to:

1. Install, configure and repair a Computer Network System.
2. Pass local and national certification tests in computer repair and networking administration.

3. Communicate the values of an effective and productive technician in the telecommunications industry.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
Total General Education Requirements		6

B. Technical Requirements

1. A+ Certification

COURSE#	COURSE	CREDITS
EE103	Electricity I: Direct Current Circuits	4
EE104	Electricity II: Alternating Current Circuits +	4
EE112	Electronics Devices +	4
EE103 can be substituted with EM103 and EE104 can be Substituted with EM104.		
Total Technical Requirements for A+ Certification		12

2. Networking

COURSE#	COURSE	CREDITS
EE101	Introduction to Electronic Engineering	3
EE111	Introduction to PC Systems Installation & Maintenance	4
Total Technical Requirements for Networking		7

3. Telecommunications

COURSE#	COURSE	CREDITS
EE103	Electricity I: Direct Current Circuits	4
EE104	Electricity II: Alternating Current Circuits +	4
EE111	Introduction to PC Systems Installation & Maintenance	4
EE112	Electronics Devices +	4
EE103 can be substituted with EM103 and EE104 can be Substituted with EM104.		
Total Technical Requirements for Telecommunications		16

C. Endorsements

OPTION 1: A+ Certification Endorsement Requirements

COURSE#	COURSE	CREDITS
EE111	Introduction to PC Systems Installation & Maintenance	4
EE221	PC Systems Repair I +	4
EE222	PC Systems Repair II +	4
EE231	A+ Preparation +	3
Total A+ Certification Endorsement Requirements		15

OPTION 2: Networking Endorsement Requirements

COURSE#	COURSE	CREDITS
EE249	Fundamentals of Voice and Data Cabling	4
EE265	Computer Networking I	4
EE266	Computer Networking II +	4
EE267	Computer Networking III +	4
EE268	Computer Networking IV +	4
Total Networking Endorsement Requirements		20

OPTION 3: Telecommunications Endorsement Requirements

COURSE#	COURSE	CREDITS
EE201	Communications Systems I +	3
EE241	Category 5 Wiring and Testing-Certification +	2
EE243	Fiber Optics Splicing +	3
EE245	Cable Fault without TDR +	3
EE247	Fiber Optics Troubleshooting +	2
Total Telecommunications Endorsement Requirements		13

D. Related General Education Requirements

COURSE#	COURSE	CREDITS
PY125	Interpersonal Relations	3
Total Related General Education Requirements		3
TOTAL CREDITS REQUIRED		33-36

Associate Degree Programs

Associate of Science

- ◆ Accounting
- ◆ Automotive Service Technology
- ◆ Computer Networking
- ◆ Computer Science
- ◆ Criminal Justice
- ◆ Early Childhood Education
- ◆ Emergency Management
- ◆ Hospitality Industry Management
- ◆ Marketing
- ◆ Medical Assisting
- ◆ Office Technology
- ◆ Supervision and Management
- ◆ Visual Communications

Associate of Arts

- ◆ Culinary
- ◆ Education
- ◆ Liberal Arts

General Requirements for Associate Degrees

All candidates for an Associate Degree at the College must meet the general requirements listed below. Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credit is not counted as credit earned towards the program unless it is an Associate Degree core course requirement. Prerequisites are identified in the course description section of this catalog, and below with a + sign next to each course with a prerequisite.

Effective Fall Semester 2003, several academic policy changes were implemented to ensure that students are adequately prepared to meet business and industry standards. All Undeclared or newly Declared Students enrolled in regularly scheduled postsecondary courses must be enrolled in or have completed EN110 Freshman English general education requirement by the time they have enrolled in 12 credits of classes. They must also enroll in or have completed MA110A Finite Mathematics (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only nine (9) credits before they must begin meeting the general education requirements. All declared students in Associate Degree programs are required to complete successfully minimum standardized general education course requirements. For more information, refer to the Admissions Information and General Education Policy section of this catalog.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Minimum Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
Minimum Total Technical Requirements		Variable by program

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
Minimum Total Related Gen Ed/Technical Requirements		Variable by program
MINIMUM		
TOTAL CREDITS REQUIRED		
FOR AN ASSOCIATE DEGREE		60

Note: No course may be counted for both Technical Major and Science/Technology General Education requirements.

Placement testing is not mandatory for admission to the College. However, completion of placement testing is required for enrollment into English and Mathematics courses. Therefore, students who plan to enroll full-time in a program should take the placement test to be eligible for a full load of courses.

A Statement on **STUDENT LEARNING OUTCOMES (SLOs)**

In this section of the catalog, program **Student Learning Outcomes** or **SLOs** follow each program description. SLOs intentionally describe the 3-5 central goals that students will have attained by the end of the program. In essence, SLOs encapsulate the knowledge, skills, and attitudes that students are expected to learn from their respective programs. The focus is on what students can do with what they have learned and this outcome should be evaluated in some way. Primarily, three questions essentially frame the articulation of SLOs:

1. What do students know? (cognitive domain)
2. What do they think and value? (affective domain)
3. What can they do? (behavioral domain)

In this catalog, program SLOs describe the broadest goals for the program, particularly those that require higher-level thinking. They therefore require students to synthesize many discrete skills or areas of content. SLOs also ask students to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work. Most importantly, SLOs also need to be evaluated or assessed in some way so that accountability and improvement remain the hallmarks of a good program.

The College, in close collaboration with faculty and members of Advisory committees, continues to embark on an ongoing institutional effort to revise and update its curriculum documents so that they remain responsive to industry and community needs.

SLO MAPPING - Program, Gen Ed, and Course Levels

SLOs also align with collective program and institution level expectations for student learning translated into the curriculum and co-curriculum. Most importantly, these SLOs map to the curriculum, co-curriculum and other educational practices that provide students multiple opportunities for meaningful learning. The examples of selected SLO maps developed for three (3) different levels -- program, Gen Ed, and course -- reflect the desired goals of learning experiences that the College continues to intentionally develop, structure, deliver, and evaluate on an ongoing basis. These selected SLO maps for the degrees in Marketing, Early Childhood, and Accounting are found in the Appendix section of this catalog.

Associate of Science in ACCOUNTING

Program Mission

The mission of the Accounting program is to develop an accounting workforce reflecting the needs arising from the continual changing economic business environment in the Guam community and the region.

Program Description

The Accounting program will train individuals for employment in accounting fields and provide employees working in accounting-related fields the knowledge to upgrade job skills. Students are offered opportunities to experience learning environments through service learning that educate, empower, and enable students to be civically engaged—gaining skills that lead to participatory leadership, effective citizenship, and increased volunteerism.

Course requirements may identify prerequisites, which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the

course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Accounting program, students will be able to:

1. Apply accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems.
2. Demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.
3. Develop dispositions and values suitable to the practice of accounting in the real world.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
AC101	Accounting Principles I +	3
AC102	Accounting Principles II +	3
AC103	Accounting Principles III +	3
AC110	Payroll Accounting & Related Taxes +	3
AC150	Federal Income Tax I +	3
AC210	Introduction to Financial Management +	3
AC232	Accounting on the Computer Using Peach Tree + OR	
AC233	Accounting on the Computer Using QuickBooks	3
	Six credits from any AC200 level course +	6
Total Technical Requirements		27

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
EC110	Principles of Economics	3
OA211	Business Communication +	3
OA220	Spreadsheet Systems	3
SM108	Introduction to Business	3
SM230	Business Law Application	3
Total Related General Education & Technical Requirements		15
TOTAL CREDITS REQUIRED		61

Associate of Science in AUTOMOTIVE SERVICE TECHNOLOGY

Program Mission

The mission of the Automotive program is to develop a skilled and competent automotive workforce, based on industry needs, for the Guam community and the region.

Program Description

The Associate of Science program in Automotive Service Technology goes beyond the AST Certificate Program, offering students both a comprehensive general education and advanced technical training in working with all automotive systems, including brakes, electrical/electronic systems, engine performance, suspension and steering, automatic transmission / transaxle, engine repair, heating and air conditioning, and manual drive train / axles.

Two 'tracks' exist within the program. Students completing the General Service Technician Track offer future employers preparatory background in four primary areas of automotive service technology (brakes, electrical / electronic systems, engine performance, and suspension / steering) and are prepared to pass the National Automotive Technicians Education Foundation (NATEF) Certification Examination in those areas. Upon passage, and after one year of automotive work experience, they are eligible to receive NATEF designation as a General Service Technician. The second option within the Associate program is the Master Service Technician track, where graduates receive preparatory background in the four above-mentioned automotive areas as well as four additional areas (automatic transmission / transaxle, engine repair, heating / air conditioning, and manual drive trains / axles). These graduates are prepared to pass the National Automotive Technicians Education Foundation (NATEF) Certification Examination in all eight examination areas offered, and upon passage may pursue recognition from ASE as a Master Service Technician.

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Automotive Service Technology program, students will be able to:

1. Identify the purposes and proper functioning of the core components of an automotive engine.
2. Perform a cylinder compression cranking test.
3. Demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems.
4. Diagnose, adjust, repair, or replace automotive components.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
M A110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3

SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Area of Concentration Requirements*1. General Service Technician*

COURSE#	COURSE	CREDITS
AST100	Introduction to Automotive Service	3
AST140	Suspension and Steering +	3
AST150	Brakes +	3
AST160	Electrical / Electronic Systems +	3
AST180A	Engine Performance I +(Tune-Up, No Fuel / Emission)	3
AST180B	Engine Performance II +(Fuel and Emissions Systems)	3
AST240	Theory/Practicum: Suspension and Steering +	2
AST250	Theory/Practicum: Brakes +	2
AST260	Theory/Practicum: Electrical/Electronic Systems +	8
AST280	Theory/Practicum: Engine Performance +	5
Total General Service Technician Technical Requirements		35

2. Master Service Technician

COURSE#	COURSE	CREDITS
AST110	Engine Repair +	3
AST120	Automatic Transmission and Transaxle +	3
AST130	Manual Drive Train and Axles +	3
AST170	Heating and Air Conditioning +	3
AST210	Theory/Practicum Engine Repair +	3
AST220	Theory/Practicum Automatic Trans +	3
AST230	Theory/Practicum Manual Drive Train +	2
AST270	Theory/Practicum Heating and Air Conditioning +	2
All General Service Technician Track Requirements		35
Total Master Service Technician Technical Requirements		57

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
EN194	Technical Report Writing +	3
PY125	Interpersonal Relations	3
Total Related General Education & Technical Requirements		6

TOTAL CREDITS REQUIRED	
GENERAL SERVICE TECHNICIAN	60
MASTER SERVICE TECHNICIAN	82

Associate of Science in COMPUTER NETWORKING**Program Mission**

The mission of the Computer Networking program is to prepare students and people in the industry to be trained and certified in computer repair, networking and telecommunication.

Program Description

The Associate of Science Degree in Computer Networking is a course of study that prepares students for entry-level employment in the field of Information Technology. Technical requirement classes are designed to give the student a firm foundation in the basics of computers, networking and information systems. Elective courses allow the student to specialize further. This course of study will provide students with a practical overview of

Information Technology, including hands-on experience configuring various networking devices, network management and will enable the student to prepare for and attain industry certification through Microsoft and Cisco Systems.

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Computer Networking program, students will be able to:

1. Be trained and certified in computer repair.
2. Install and configure Computer network systems.
3. Be trained and certified in networking.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA161A	College Algebra/Technical Mathematics +	4
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI141	Applied Physics +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		20

B. Technical Requirements

COURSE#	COURSE	CREDITS
EE103	Electricity I	4
EE104	Electricity II +	4
EE111	Introduction to PC Systems +	4
EE112	Electronic Devices +	4
EE116	Digital Technology +	4
EE200	Microprocessors +	3
Total Technical Requirements		23

C. Advanced Technical Requirements

COURSE#	COURSE	CREDITS
EE241	Category 5 Wiring/Test Certification +	2
EE243	Fiber Optics Installation +	3
EE265	Computer Networking I	4
EE266	Computer Networking II +	4
EE267	Computer Networking III +	4
EE268	Computer Networking IV +	4
Total Advanced Technical Requirements		21

D. Professional Electives

A minimum of eight credit hours must be completed in the following:

COURSE#	COURSE	CREDITS
EE269	Advanced Computer Networking I +	4
EE270	Advanced Computer Networking II +	4
CS210	Windows Professional +	3
CS215	Windows Server +	3
CS216	Windows Network Infrastructure +	3
CS217	Windows Directory Services +	3
Total Professional Elective Requirements		8
TOTAL CREDITS REQUIRED		72

Associate of Science in COMPUTER SCIENCE

Program Mission

The mission of the Computer Science program is to provide students with foundational knowledge and skills to enter a technology-enhanced workforce and to keep current with rapid technology changes.

Program Description

The computer industry provides opportunities for workers such as systems analysts who design computer systems for processing information, programmers who write instructions and translate them into machine readable language, computer operators who monitor and control computer systems and retrieve results and data entry personnel who enter information and instructions into the computer. The Computer Science (CS) Program trains individuals in these careers and offers courses for the computer user in many applications. If you are a high school student considering a career in the computer field, you can prepare yourself by taking high school courses in mathematics (algebra and trigonometry) and science as well as developing reading, writing and communication skills.

A lab fee is required for each CS course.

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Computer Science program, students will be able to:

1. Demonstrate a solid foundation in the core areas of computer science, as well as knowledge of advanced topics in the field.
2. Apply skillful evaluation to computer-based glitches and draw possible options that best meets the needs of a problem.
3. Design and implement a computer-based solution of a problem by writing codes using an appropriate programming language.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3

CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements*1. General Technical Requirements*

COURSE#	COURSE	CREDITS
CS101	Intro to Computer Systems & Information Tech.	3
CS102	Computer Operations +	3
CS110	Introduction to the Internet +	3
CS203	Systems Analysis & Design +	3
CS205	Network Communications +	4
	Complete at least six credits in the following courses:	
CS292	Practicum OR	
CS290	Special Project AND/OR	
CS298	Co-Op/Work-Learn	6
Subtotal General Technical Requirements		22

2. Programming Language Requirements

COURSE#	COURSE	CREDITS
CS252	Advanced RPG II +	3
	Complete at least nine credits in the following courses:	
CS103	RPG II +	3
CS104	Visual Basic Programming +	3
CS202	COBOL +	3
CS204	"C" Programming +	3

Subtotal Programming Language Requirements **12**

Total Technical Requirements **34**

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
EE111	Introduction to PC Systems Installation & Maintenance	4
EN125	Introduction to Speech + OR	
OA211	Business Communication +	3
SM108	Introduction to Business	3

Total Related General Education & Technical Requirements **10**

TOTAL CREDITS REQUIRED **63**

Associate of Science in CRIMINAL JUSTICE

Program Mission

It is the mission of the Criminal Justice program to prepare, educate, and train students for the Criminal Justice profession. Criminal Justice graduates will be lifelong learners who possess current technical knowledge of the criminal justice system, communication skills to communicate effectively within the criminal justice system, and an understanding of the interrelations of the criminal justice professional and society.

Program Description

This program is designed to address training requirements for those seeking jobs as police officers, marshals, conservation officers, Guam customs officers, investigators, corrections officers and other public safety employees. Students may choose an emphasis in either of two career options:

- Administration of Criminal Justice
- Law Enforcement Administration

Some courses in this program must be sequenced because of prerequisite requirements. Other courses, including Mathematics and English, require placement testing before enrollment is granted. (See a Criminal Justice advisor at the Social Science & Criminal Justice Department before enrolling in this program or choosing electives.)

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Criminal Justice program, students will be able to:

1. Identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights.
2. Describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional.
3. Demonstrate the ability to understand the interrelations, ethics, and role expectations of the criminal justice professional in society.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI110	Environmental Biology + OR	
SI103	Introduction to Marine Biology +	4
PS140	American Government	3
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		22

B. Technical Requirements

COURSE#	COURSE	CREDITS
CJ100	Introduction to Criminal Justice	3
CJ150	Criminal Procedure	3
CJ200	Criminal Law	3
CJ206	Social Values & the Criminal Justice Process +	3
Total Technical Requirements		12

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
	Related Technical Electives*	9
	General Education Electives*	6
	*See a Criminal Justice Department advisor before choosing elective courses.	
Total Related General Education & Technical Requirements		15

D. Area of Concentration Requirements*1. Administration of Criminal Justice (CJ)*

Twelve credit hours must be completed in one of the following areas of concentration:

COURSE#	COURSE	CREDITS
CJ101	Juvenile Justice Process +	3
CJ107	Introduction to Corrections	3
CJ204	Introduction to Criminology	3
CJ209	Concepts of Police Operations +	3
Total Administration of CJ Requirements		12

2. Law Enforcement Administration (LEA)

COURSE#	COURSE	CREDITS
CJ205	Police Report Writing +	3
CJ209	Concept of Police Operations +	3
CJ225	Criminal Investigation +	3
CJ250	Police Organizational Theory +	3
Total LEA Requirements		12

Total Area of Concentration Requirements **12**

TOTAL CREDITS REQUIRED **61**

Associate of Arts in CULINARY ARTS**Program Mission**

The mission of the Culinary Arts program is to introduce students to careers in the field of Culinary Arts and provide them the basic skills and knowledge they will need to achieve success. Students will experience all aspects of the Culinary Arts as they build good business and management skills.

Program Description

The hospitality industry is one of the fastest growing segments of our economy and employs over ten million food service workers in the United States. The expansion and growth of hotels, restaurants, tour companies, airlines, tourist attraction facilities, and related services have created vast career opportunities in the tourism and hospitality industry and more so in the culinary arts field.

Food and Beverage workers make up one of the largest and fastest growing occupational groups in our labor force. The expansion of businesses such as hotels, restaurants, bars, and catering firms have widened the career opportunities for those with the proper motivation and training. The entry-level position available in this industry is as a cook's assistant. With further education, as provided for through this program and experience, possible positions range from Comis-Chef, Demi-Chef, Chef de Partie, Sous Chef, Executive Sous Chef and eventually Executive Chef.

The program offers an Associate of Arts degree that meets industry standards. The competencies will fulfill the requirements of the American Culinary Federation.

Enrollment in any Culinary Arts technical requirement course requires the student to be:

- an approved apprentice OR
- declared in Culinary Arts as approved by the Department Chairperson.

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AA in Culinary Arts program, students will be able to:

1. Demonstrate knowledge in culinary terms, methods and applications.
2. Interpret the fundamentals of food service as they apply to the work of a culinary practitioner.
3. Demonstrate positive work ethic as required of them in the culinary arts field.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA145	Culinary Mathematics +	3
CS151	Windows Applications +	3
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
HS237	Principles of European Cuisine +	3
HS238	Garde Manger/Cold Pantry	4
HS244	Breads and Baking +	4
HS245	Food Production Principles +	4
HS246	Buffet Service/Catering	3
HS247	International Cuisine +	4
HS248	Patisserie +	3
HS249	Advanced Food Preparation	4
HS293	Culinary Practicum	6
Total Technical Requirements		35

C. Related Technical Requirements

COURSE#	COURSE	CREDITS
HS140	Menu Planning	3
HS160	Hospitality Supervision +	3
HL202	Nutrition	3
HS203	Sanitation & Safety	3
HS208	Food & Beverage Service +	3

HS222	Food & Beverage Cost Control +	3
Total Related Technical Requirements		18
TOTAL CREDITS REQUIRED		71

Associate of Science in EARLY CHILDHOOD EDUCATION

Program Mission

The Early Childhood Education program's mission is to prepare individuals to be professional educators for young children, show a positive attitude toward all children and their families, and obtain the skills to plan and implement a program that is safe, educational, and healthy.

Program Description

Early childhood educators and caregivers work in child care centers, Head Start programs, family home care programs, elementary schools, social services programs and health care services. These professionals plan appropriate experiences for children in areas such as language, health, movement, creativity, thinking, problem-solving, self-concept and social behavior. They also supervise children's activities, care for their physical needs, keep records of their progress and confer with parents and other professionals.

The Associate of Science in Early Childhood Education meets Head Start requirements for classroom personnel. The National Association for the Education of Young Children (NAEYC) encourages a minimal educational level of an associate degree in early childhood education for early childhood program teachers.

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Note: Only the technical required courses that have a grade of "C" or better will be counted towards the Associate degree.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Early Childhood Education program, students will be able to:

1. Demonstrate the knowledge and skills needed to design an environment that is conducive to learning for infants, toddlers, and young children.
2. Demonstrate developmentally and age-appropriate teaching strategies needed to work effectively with young children (ages birth through eight years).
3. Demonstrate appropriate disposition and skills needed to work effectively with young children and families who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	

SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
CD110	ECE Orientation	3
CD140	Environments for Young Children	3
CD180	Language Arts in Early Childhood	3
CD221	Child Growth & Development + OR	
ED220	Human Growth & Development	3
ED231	Introduction to Exceptional Children +	3
CD240	Cognitive & Creative Development +	3
CD260	Social & Emotional Development +	3
CD280	Program Development & the Family Partnership +	3
ED281	Bilingual/Bicultural Education	3
CD292	ECE Practicum +	3
Total Technical Requirements		30

C. Related General Education & Technical Requirements

Complete at least 12 credits from the following list of courses or other courses approved by the Education Department chairperson.

COURSE#	COURSE	CREDITS
Any CD or ED courses		
ASL100	American Sign Language I	4
ASL110	American Sign Language II +	4
CJ102	First Responder	3
HU220	Guam Cultures & Legends	3
HU120	Pacific Cultures	3
OA101	Keyboarding Applications	3
PY125	Interpersonal Relations	3
Total Related General Education & Technical Requirements		12
TOTAL CREDITS REQUIRED		61

Associate of Arts in EDUCATION**Program Mission**

The Education program's mission is to prepare individuals to be professional educators, show a positive attitude toward all students and their families, and obtain the skills to plan and implement a program that is safe, educational, and healthy.

Program Description

The Associate of Arts in Education program is designed to provide entry-level training for paraprofessionals in public and private educational settings. Emphasis is placed on competency based skill development in a broad range of educational areas.

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AA in Education program, students will be able to:

1. Demonstrate professionalism and ethical conduct within the educational field.
2. Demonstrate appropriate disposition and skills needed to work effectively with students who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English.
3. Demonstrate developmentally and age-appropriate teaching strategies needed to work effectively with students in a classroom setting.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
SI110	Environmental Biology + OR	
SI103	Introduction to Marine Biology +	4
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
ED100	Behavior Management	3
ED150	Introduction to Teaching	3
ED180	Educational Methods	3
ED200	Instructional Technology	3
ED220	Human Growth & Development OR	
CD221	Child Growth & Development	3
ED231	Introduction to Exceptional Children +	3
ED292	Education Practicum +	3
ED281	Bilingual/Bicultural Education	3
ASL100	American Sign Language I	4
Total Technical Requirements		28

C. Related General Education & Technical Requirements

Complete at least 15 credits from the following list of courses or other courses approved by the Education Department:

COURSE#	COURSE	CREDITS
	Any CD or ED courses	
CD180	Language Arts in Early Childhood	3
CD240	Cognitive & Creative Development +	3
CD260	Social & Emotional Development +	3
CD280	Program Development & the Family Partnership +	3
OA101	Keyboarding Applications	3
HU220	Guam Culture & Legends	3
HU120	Pacific Cultures	3
ASL110	American Sign Language II +	4
Total Related General Education & Technical Requirements		15
TOTAL CREDITS REQUIRED		62

Associate of Science in EMERGENCY MANAGEMENT

Program Mission

It is the mission of the Emergency Management program to provide students with necessary skills and knowledge in mitigation of preparedness, response, and recovery of all hazards of emergency management together with an academic general education to make a well-rounded emergency manager who is prepared to deal with different types of emergencies that affect all communities.

Program Description

Emergency Management graduates will be able to apply basic emergency management skills in the event of natural and man made disasters. Graduates will be able to implement the four major areas of emergency, namely, mitigation, preparation, response, and recovery. The Emergency Management program utilizes the Emergency Management Institute's Independent Study (IS) courses to prepare graduates to apply leadership skills, to communicate effectively, to solve problems, to plan, to work as a team, to operate within the legal system and governmental framework for emergency management, to analyze risks and hazards, and to manage resources efficiently.

Guam Community College is mirroring Frederick Community College's model whereby college credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study (IS) courses online. Students who have completed these IS courses will need to request for an official transcript from EMI then apply for college credits at Guam Community College towards an Associate of Science in Emergency Management.

The Emergency Management program's technical requirements are adopted and derived from EMI's Independent Study program. *These courses are subject to be revised and new courses will be added to the program.* GCC's Emergency Management program will adhere to the latest IS offerings to ensure that students learn what is relevant and most up-to-date information and skills.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Emergency Management program, students will be able to:

1. State the government's role in Emergency Management.
2. Describe the function of the Emergency Operations Center and National Incident Management System.
3. Evaluate hazards and risks of emergency situations.
4. Make decisions, solve problems, and use critical thinking skills vis-a-vis the emergency planning process.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
EMI100	Emergency Manager	1
EMI102	Hazardous Materials	1
EMI104	A Citizen's Guide to Disaster Assistance	1
EMI106	Building for the Earthquakes of tomorrow	1
EM108	Orientation to Disaster Exercise	1
EMI110	Exercise Design	1
EMI112	State Disaster Management	1
EMI114	Principles of Emergency Management	1
EMI116	Emergency Planning	1
EMI118	Leadership & Influence	1
EMI120	Decision Making & Problem Solving	1
EMI122	Effective Communication	1
EMI124	Developing & Managing Volunteers	1
EMI126	Anticipating Hazardous Weather	1
EMI128	Emergency Operations Center Role	1
EMI130	Volunteer Agencies in Emergency Management	1
EMI132	Disaster Basics	1
EMI134	Community Hurricane Preparedness	1
EMI136	Hazardous Material Prevention	1
EMI138	Multi-hazard Emergency Planning for Schools	1
EMI140	Introduction to Mitigation	1
EMI142	Protecting your Home and Small Business from Disaster	1
EMI144	Introduction to Public Assistance	1
EMI146	Debris Operation	1
EMI148	Incident Command System	1
EM150	National Incident Management System	1
EMI152	National Response Plan & Disaster Medical System	1
Total Technical Requirements		27

C. Related Technical Requirements

COURSE#	COURSE	CREDITS
PS140	American Government	3
PY125	Interpersonal Relations	3
HL130	First Aid and Safety	1
CJ102	First Responder	3
SM225	Leadership	3
EMI154	Community Emergency Response Team	1
Total Related Technical Requirements		14
TOTAL CREDITS REQUIRED		60

Associate of Science in HOSPITALITY INDUSTRY MANAGEMENT

Program Mission

The mission of the Hospitality Industry Management program is to provide training, education, and support services in the area of Hospitality & Travel that meet the career and employment goals of the region's workforce, and to work in partnership with the industry and its many components to advance workforce development in Guam and Micronesia.

Program Description

The hospitality industry is one of the fastest growing segments of our economy and employs over ten million service personnel in the United States alone. The expansion and growth of hotels, restaurants, tour and travel companies, airlines, tourist attraction facilities, and related services have created vast career opportunities in tourism and hospitality industry.

This program offers three concentrations: Hotel Management, Food & Beverage Management, and Travel & Tour Management. As an academic partner with the American Hotel & Lodging Educational Institute (EI), students who successfully pass any EI final exams with 69% or above will receive EI course certificates. Graduates of the Hotel and Food & Beverage Management concentrations may earn EI Certificate of Specialization in Rooms Division Management or Food & Beverage Operations or Human Resources Management or EI Hospitality Operations Certificate or EI Hospitality Management Diploma. Travel graduates may earn Travel Agency Proficiency (TAP) certification from The Travel Institute.

Course requirements may identify prerequisites which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Hospitality Industry Management program, students will be able to:

1. Perform skills and tasks associated with the Hotel management program requirements competently.
2. Perform skills and complete tasks in Front Office, Housekeeping, Human Resource, Facilities and Security.
3. Perform skills and complete tasks at hospitality industry job sites to add real work experience to the required academic areas of concentration.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
OA101	Keyboarding Application	3
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		22

B. Technical Requirements

COURSE#	COURSE	CREDITS
HS150	Welcome to Hospitality	3
HS152	Customer Service	3
HS155	Basic Hotel and Restaurant Accounting	3
HS160	Hospitality Supervision +	3
JA110	Beginning Japanese	4
HS254	Hospitality & Travel Marketing	3
Total Technical Requirements		19

C. Areas of Concentration Requirements**1. Hotel Management**

COURSE#	COURSE	CREDITS
HS211	Front Office Management +	3
HS215	Housekeeping Management +	3
HS216	Human Resources Management +	3
HS217	Hotel Security Management +	3
HL130	First Aid and Safety	1
HS218	Facilities Management +	3
HS268	Hospitality Industry Computer System +	3
HS292	Practicum +	3
Total Hotel Management Requirement		22

2. Food & Beverage Management

COURSE#	COURSE	CREDITS
HS203	Sanitation & Safety	3
HS206	Beverage Management	3
HS208	Food & Beverage Service +	3
HS218	Facilities Management +	3
HS222	Food & Beverage Cost Control +	3
HS245	Food Production Principles +	4
HS292	Practicum +	3
Total Food & Beverage Management Requirement		22

3. Travel & Tour Management

COURSE#	COURSE	CREDITS
HS153	Selling Destinations & Itinerary Planning	4
HS158	Introduction to Meetings, Incentives, Conventions & Exhibitions (MICE)	3
HS251A	Ticketing & Travel Documents +	3
HS251B	Internet Travel	1
HS257	Principles of Tour Guiding	3
HS260	Travel Professional	3
HS265	Eco-Tourism	3
HS292	Practicum	3
Total Travel & Tour Management Requirement		23
TOTAL CREDITS REQUIRED		63-64

Associate of Arts in LIBERAL ARTS**Program Mission**

The Liberal Arts program aims to provide students with the means to engage in critical insight, reasoning, mature judgment, and independent thinking; awakens students to a sense of the importance of values, self-awareness, and responsibility; and prepares students for scholarly excellence.

Program Description

The Associate of Arts in Liberal Arts is designed to provide students with a strong general academic foundation. Courses include languages, history, philosophy, math and sciences. Liberal Arts develops general intellectual ability and judgment and provides information of general concern. A strong academic foundation will allow graduates to further pursue their higher education.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AA in Liberal Arts program, students will be able to:

1. Draw relationships between continuity and change in explaining human behavior and society.
2. Analyze the progress of one's self in life and study the impact it has had in relation to living in a democratic and global society.
3. Examine the relationships between past, present and future events in society.
4. Transfer to a four-year institution.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
EN111	English Composition	3
EN125	Introduction to Speech +	3
EN210	Introduction to Literature +	3
HI121	History of World Civilization I OR	
HI122	History of World Civilization II	3
HL202	Nutrition	3
HU120	Pacific Cultures	3
PI101	Introduction to Philosophy	3
PS140	American Government	3
PY100	Personal Adjustment	3
SI103	Introduction to Marine Biology +	4
VC101	Introduction to Visual Communications	3
	Any Modern Language	8
Total Technical Requirements		42
TOTAL CREDITS REQUIRED		61

Associate of Science in MARKETING

Program Mission

The mission of the Marketing program is to develop a marketing workforce addressing the emergent needs of a continually changing economic business environment in the Guam community and the Micronesian region.

Program Description

Among the many career opportunities in marketing are sales associate, buyer, merchandiser, telemarketer, retail store supervisor, advertising assistant, and market researcher. The marketing program will equip students with the experience and technical skill necessary for rapid progression into mid-management positions. The E-Marketing, Entrepreneurship and International Marketing courses are specifically designed for aspiring and established entrepreneurs who have yet to tap into the E-tailing segment of the worldwide market.

Many marketing students enjoy participating in Delta Epsilon Chi, the collegiate division of DECA. This student organization offers members the opportunity to participate in competitions, leadership training, and community service projects.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog, and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Marketing program, students will be able to:

1. Obtain career-sustaining employment in a marketing profession.
2. Be successful in a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions.
3. Broaden their academic background and improve their opportunities for advancement in the workplace through up-to-date technical instruction in marketing.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
MK123	Principles of Marketing	3
MK124	Selling +	3
MK205	Entrepreneurship +	3
MK206	Retailing +	3
MK207	E-Marketing +	3
MK208	International Marketing +	3
MK224	Advertising +	3
Total Technical Requirements		21

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
VC101	Introduction to Visual Communications	3

VC102	Elements of Design +	3
VC125	Digital Graphics +	3
VC126	Imaging Concepts & Elements +	3
VC131	Desktop Publishing +	3
MK298	Co-Op/Work-Learn	3
SM205	Purchasing	3

In the event Co-op/Work-Learn cannot be taken, the student, with postsecondary departmental approval, may take 200 level Hospitality and Tourism or Supervision and Management courses in lieu of Co-op/Work-Learn.

Total Related General Education & Technical Requirements	21
TOTAL CREDITS REQUIRED	61

Associate of Science in MEDICAL ASSISTING

Program Mission

The mission of the Medical Assisting program is to prepare students for employment as medical assistants in physician's offices or clinics and to provide students opportunities to further their career in the medical assisting field.

Program Description

Medical Assistants assist physicians in private medical offices, clinics and in hospital outpatient clinics with patient care as well as with routine office laboratory and diagnostic tests. It is mandatory for students declared in the associate degree program in medical assisting to be declared in the certificate program. Because of new requirements under the AAMA, only the Certificate Program is eligible for accreditation and only graduates from the Certificate program are eligible to take the Certified Medical Assistant (CMA) certification exam. Medical Assistants who successfully complete the Certification Examination are granted the "Certified Medical Assistant" (CMA) credential. Therefore, all students declared in the AS in Medical Assisting will automatically be declared into the Certificate in Medical Assisting program.

GCC's Medical Assisting curriculum is designed to provide training in administrative and clinical settings. Instruction is given in basic medical office procedures (including appointment scheduling, billing, and insurance), assisting with examinations, surgical and laboratory procedures, including venipuncture and pharmacology. With the exception of enrollment in MS101 Intro to Medical Assisting, enrollment in any Medical Assisting technical requirement course requires:

- placement into EN110 or successful passing of EN100R/W, and
- health clearance (physical immunization - PPD, Hep B, 1, 2, 3).

Note: Only the technical required courses that have a grade of "C" or better will be counted towards the Associate degree. Students must maintain a grade point average of 2.0 or better to continue in the program.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Medical Assisting program, students will be able to:

1. Display professionalism, including adherence to ethical and legal responsibilities, in performing administrative and clinical duties.
2. Meet National Standards for Medical Assistants in carrying out administrative duties in the clinic or physician's office.
3. Enter the health service field as certified medical assistants.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI130	Anatomy & Physiology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
MS101	Introduction to Medical Assisting	3
MS120	Clinical Medical Assisting I +	2
MS121	Clinical Medical Assisting II +	2
MS125	Clinical Office Experience +	1
MS140	Administrative Medical Assisting I +	2
MS141	Administrative Medical Assisting II +	2
MS145	Administrative Medical Assisting Experience +	1
MS201	Medical Law & Ethics +	2
MS210	Medical Assisting Critique +	1
MS220	Clinical Medical Assisting Specialties I +	2
MS221	Clinical Medical Assisting Specialties II +	1
MS225	Clinical Medical Assisting Specialties +	1
MS292	Practicum-Medical Assisting +	5
Total Technical Requirements		25

C. Related Technical Requirements

COURSE#	COURSE	CREDITS
ED220	Human Growth & Development	3
HL120	Medical Terminology	2
HL131	BLS for Healthcare Providers	1
HL140	Introduction to Clinical Laboratory +	2
HL150	Study of Diseases +	3
HL160	Introduction to Pharmacology +	1
HL161	Pharmacological Treatment of Disease +	1
HL162	Administration of Medications +	1
HL202	Nutrition	3
HL252	Pathophysiology +	3
Total Related Technical Requirements		20
TOTAL CREDITS REQUIRED		64

Associate of Science in OFFICE TECHNOLOGY**Program Mission**

The mission of the Office Technology program is to equip students with technology, communication, and professional skills necessary for successful employment in an office environment.

Program Description

The student may choose one of two career paths: executive or medical secretary. Upon completion of either option, the student will be able to perform in a variety of office applications, including oral and written communication, formatting simple to complex business correspondence, formatting reports, tables and administrative documents, filing, operating computers and business machines, using computer software application programs, distributing mail, answering the telephone, and providing good customer service.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Office Technology program, students will be able to:

1. Acquire necessary administrative skills to work in a legal or medical office.
2. Gain employment in a legal, medical or other office-related occupation with the necessary attitudes and values reflective of their training.
3. Demonstrate efficiency in legal and medical transcription through the use of industry-based computer application software.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology + *	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
	*Medical Secretary Degree students must substitute SI130 Anatomy & Physiology for SI103 or SI110	
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
OA101	Keyboarding Applications	3
OA103	Filing Systems	3
OA109	Business Math Using Excel	3
OA130	Information Processing +	3
OA211	Business Communication +	3
OA240	Machine Transcription +	3
Total Technical Requirements		18

C. Area of Concentration Requirements*1. Executive Secretary*

COURSE#	COURSE	CREDITS
OA210	Database Management Systems +	3
OA220	Spreadsheet Systems	3
OA230	Advanced Information Processing +	3
OA250	Office Procedures +	3

SM108	Introduction to Business	3
Total Executive Secretary Area of Concentration Requirements		15
<i>2. Medical Secretary</i>		
COURSE#	COURSE	CREDITS
HL120	Medical Terminology	2
MS101	Introduction to Medical Assisting	3
MS140	Administrative Medical Assisting I +	2
MS141	Administrative Medical Assisting II +	2
MS145	Administrative Medical Assisting Experience +	1
MS201	Medical Law & Ethics +	2
Total Medical Secretary Area of Concentration Requirements		12

D. Elective Requirements*1. Executive Secretary*

Complete nine credits from the following courses:

COURSE#	COURSE	CREDITS
AC100	Fundamentals of Bookkeeping/Accounting +	3
CS110	Introduction to Internet +	3
OA298	Co-Op/Work-Learn	3
SM230	Business Law Applications	3
Total Executive Secretary Elective Requirements		9

2. Medical Secretary

Complete at least twelve credits from the following courses:

COURSE#	COURSE	CREDITS
ED220	Human Growth & Development	3
HL130	First Aid & Safety	1
HL150	Introduction to Study of Diseases +	3
OA298	Co-Op/Work-Learn*	3
	*medical firm only	3
SM108	Introduction to Business	3
Total Medical Secretary Elective Requirements		12
TOTAL CREDITS REQUIRED		
EXECUTIVE SECRETARY		61
MEDICAL SECRETARY		61

Associate of Science in SUPERVISION & MANAGEMENT

Program Mission

The mission of the Supervision & Management program is to develop a management workforce reflecting industry needs as a result of the dynamic economic business environment in the Guam community and beyond.

Program Description

The Supervision and Management program prepares students for entry-level position and employment in the field of supervision and management. The program is designed for students who want to learn, update and augment existing knowledge and skills and/or acquire cutting-edge technical and managerial skills; it is also designed for current and future leaders, supervisors, and managers who desire the latest skills to be effective and productive in their respective fields.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Supervision & Management program, students will be able to:

1. Apply supervisory and management skill techniques managing people and projects with respect to employee duties and responsibilities for either the private or the public sector.
2. Demonstrate mastery in the practice of the Planning, Organizing, Staffing, and Controlling function meeting the firm's goals and objectives.
3. Implement and execute firm's policy statements into practical planning and operational mission completions.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics or higher +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
AC101	Accounting Principles I +	3
EC110	Principles of Economics	3
SM108	Introduction to Business	3
SM208	Personnel Supervision	3
SM210	E-Commerce Management	3
SM215	International Management	3
SM220	Management Skill Development	3
SM225	Leadership	3
SM230	Business Law Applications	3
SM240	Employment & Labor Law	3
SM245	Ethics & Stakeholder Management	3
Total Technical Requirements		33

C. Related General Education & Technical Requirements

Complete nine credit hours from the following courses:

COURSE#	COURSE	CREDITS
MK123	Principles of Marketing	3
MK205	Entrepreneurship	3
OA211	Business Communication +	3
OA250	Office Procedures +	3
PY125	Interpersonal Relations	3

SM205	Purchasing	3
SM298	Co-Op/Work-Learn	3
Total Related General Education & Technical Requirements		9
TOTAL CREDITS REQUIRED		61

Associate of Science in VISUAL COMMUNICATIONS

Program Mission

It is the program's mission to provide the Visual Communications industry with graduates possessing the necessary attitudes, skills and knowledge to be effective contributors to the advancement of the graphic and digital arts.

Program Description

The world has reached a point where the creation, acquisition and dispersal of information have become almost entirely dependent on electronic technology. Whether the delivery method is in print, video or over the web, facts, news and stories can reach a potential audience of millions unrestricted by the traditional boundaries of time, geography or expense. The focus of the Visual Communications program is on the creative elements of technology. Three major areas are addressed: Print, Video, and Interactive Media (web and multimedia). Although each area of study is different in its delivery, they incorporate skills that are common to all. The curriculum, in its purpose and delivery, is geared towards training students to enter the professional industry. A lab fee is required for each VC or CS course unless otherwise indicated in the course descriptions.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are Associate Degree core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Visual Communications program, the students will be able to:

1. Enter digital publishing, Internet web media design and video production industries.
2. Apply the visual elements of line, shape, value, color, texture, typography and space in the creation of visual products.
3. Create materials using desktop publishing applications for print.
4. Plan, record and edit video productions.
5. Produce and edit photographic and scanned images.
6. Work effectively as a team member to achieve creative decisions.
7. Work with customers and clients of visual production companies to develop visual advertising and public information products and programs.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS152 *	Macintosh Applications +	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3

SO130	Introduction to Sociology +	3
Total General Education Requirements		19

B. Technical Requirements

COURSE#	COURSE	CREDITS
VC101	Introduction to Visual Communications	3
VC102	Design Principles & Elements +	3
VC125	Digital Graphics: Photoshop® +	3
VC126	Digital Graphics: Illustrator®+	3
VC131	Desktop Publishing +	3
VC141	Web Design +	3
VC161	Video I +	3
VC172	Imaging Concepts & Elements +	3
VC201	Project Management & Marketing Solutions +	3
VC298	Co-Op Work Learn +	3
Total Technical Requirements		30

C. Electives

Complete 6 credit hours from below.

COURSE#	COURSE	CREDITS
VC135	DTP: QuarkXpress +	3
VC145	Macromedia Suite +	3
VC165	Digital Editing: Final Cut Pro +	3
Total Electives Requirements		6

D. Related General & Technical Requirements

COURSE#	COURSE	CREDITS
MK123	Principles of Marketing	3
MK224	Advertising +	3
Total Related General & Technical Requirements		6
TOTAL CREDITS REQUIRED		61

Appendix J

COURSE LEVEL SLO BOOKLET



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The following excerpt appears on p. 74 of GCC's 2008-2010 Catalog:

Student Learning Outcomes (SLOs) at the course level, whenever available, follow these course descriptions. SLOs at the course level describe what students should be able to perform, apply, or produce in relation to how and what they have learned. In the course SLOs that follow, clear and intentional expectations are laid out, particularly as they define the goals of student learning experiences. In a nutshell, they specify what students should be able to know, do, or value after participating in planned learning activities.

New ongoing efforts are underway to revisit all curriculum documents so that SLOs become integral components of each and every course at the College.

This booklet is an important attempt to address this continuous initiative.

Special Note: Corrections and/or errors should be reported via email to marsha.postrozny@guamcc.edu. To incorporate the Course Level SLOs into GCC's Catalog and course/program guides as required by ACCJC, please see appropriate curricula template on MyGCC's Worklife Tab. An electronic version of this Booklet can also be accessed on the Worklife Tab.

Message from the Deans

Identifying an “SLO Champion” and having this person work directly with faculty on course level SLOs has moved our institution to the next level in terms of assessment. Dr. Marsha Postrozny, our Adjunct Associate Dean, has coached, cajoled, compiled, compared and critiqued Student Learning Outcomes in an effort to create a comprehensive perspective of the learning occurring at Guam Community College. Dr. Marsha’s efforts, as you will see, lead our instructional departments in a direction toward improvement. It is from this broad effort that we will identify the models and the gaps and move toward greater refinement institutionally.

/s/

Dr. Michelle Santos
Dean
School of Technology & Student Services

/s/

Reilly Ridgell
Dean
School of Trades & Professional Services

Foreword

by Dr. Marsha Postrozny, Adjunct Associate Dean,
School of Technology & Student Services

Beginning in summer 2008, all post-secondary faculty were required to develop and incorporate Course Level Student Learning Outcomes (SLOs) in their syllabi. Course Level SLOs consist of the three to five main outcomes that address what students will be able to do, know, think, and/or value by the successful completion of a course. This booklet lists the Course Level SLOs extracted from syllabi submitted during summer 2008, fall 2008, and spring 2009 semesters with minor edits. These revisions were made for purposes of consistency in verbiage and format.

A brief historical account spanning a decade of change is provided to depict how GCC slowly transformed from being teacher-oriented to a more learner-centered institution driven by SLOs. In the 1990s emphasis in curricula design was placed on the writing of measureable competencies such as “Effectively communicate with 100% accuracy.” The Curriculum Committee (formerly called Academic Affairs Committee) renamed Section X of the *Course Approval Form Template* to ‘Intended Learning Outcomes’ in 2003 and stressed the application of verbs from Bloom’s Taxonomy. Curriculum authors typically list as many as 60 outcomes in this section; which is not necessarily discouraged, but makes assessment and documentation of such an unrealistic task to travail. According to accreditation standards, all Course Level SLOs must eventually be published in the College’s catalog, match those listed in syllabi, and go through an assessment cycle.

To address the expectations of the ‘Accrediting Commission for Community and Junior College’s (ACCJC) accreditation standards, the Curriculum Committee (CC) made additional revisions to the *Course Approval Form Template* in academic year 2006-07 by adding ‘Section III Student Learning Outcomes – Course Level’ which substantially decreased the number of outcomes to a minimum of three written in broader scope. These three to five Course Level SLOs will be assessed instead of the longer, segmented SLO list in ‘Section X Student Learning Outcomes – Detailed’ (based on the course outline). In AY2006-07, members of the Curriculum Committee used Cabrillo College’s Student Learning Outcomes and Instructional Planning Guide as an example to help design GCC’s SLO Writing Workbook to provide a step-by-step process for development of SLOs. Furthermore, the CC and General Education (Gen Ed) Committee developed the ‘SLO Map – Program & Course Level’ to show the extent Course Level SLOs align with the program and institutional (Gen Ed) goals.

The Committee on College Assessment (CCA) also found ways to mitigate the process of SLO assessment by adopting a four-year cycle whereby efforts alternate between two years of program assessment preceded by two years of Course Level assessment. Note that completion of an entire assessment cycle involves the documentation of a plan, data collection, summary of results, and the use of results to instill change. The last step is meant to close the loop leading to overall improvements. In attempts to meet CCA’s October 2008 deadline for all associate programs to complete Course Level Plans and the means of assessment for at least 50% of their technical required courses, a couple of faculty members realized their SLOs were too narrowly focused which led to changes in verbiage from ‘identify and list’ to ‘explain and analyze’

depicting higher order thinking skills more worthy of assessment. This example illustrates that early drafts of SLOs are not perfectly worded and impervious, but are meant to evolve over time.

An omnipresent concern remains. Who is responsible for SLO development, mapping, assessment, documentation of results, and use of results to drive change? Attainment of these interminable tasks should not be singlehandedly carried out by department chairs. A collaborative undertaking amongst full and part-time faculty, subject area experts, industry, employers, and advisory committee members is essential to produce quality SLOs and meaningful assessment. Reaching consensus as to which are the most important outcomes for a course and how best to measure success may involve lengthy discourse. Nichols and Nichols in *The Department Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness* (2000) point out that consensus among faculty might never occur. They suggest identification of common themes, abilities, and attitudes using the longer outcomes list. The role of department chairs is pertinent to the development, refinement, and permeation of SLOs by orchestrating a continuous dialog among faculty and constituencies. Students deserve consistency and quality in their education at GCC regardless of variants such as instructor, section, and class location. SLOs are a means of leveling this playing field.

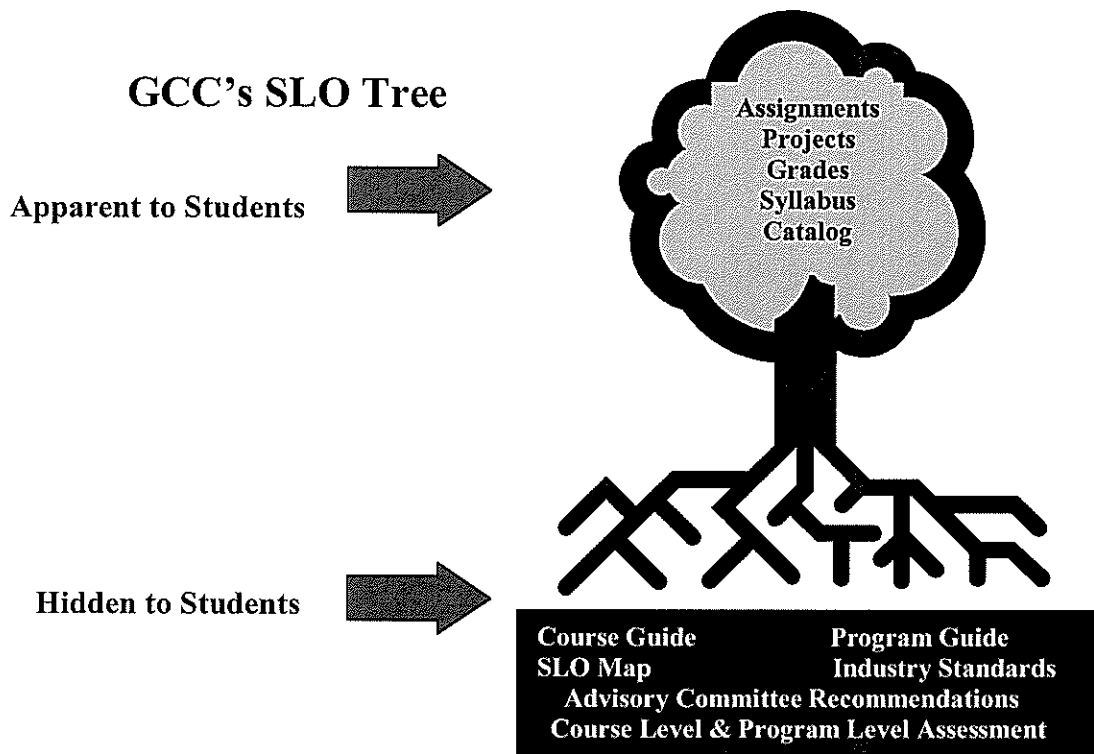
The permeation of Course Level SLOs into the curriculum is analogous to a tree. Akin to the aboveground and subterranean parts of a tree, SLOs have apparent and hidden effects on students and can evolve top-down, bottom-up, middle, or several places simultaneously. The roots strengthen and sustain the tree by providing a solid foundation for a long lifespan with healthy branches and leaves. If a faculty member designs an excellent activity or project to measure student success, incorporation of this idea into the course guide and assessment plan would have a greater impact and enduring affect.

***SLOs are a means
of leveling this
playing field.***

This booklet enumerates the initial attempts by faculty in the development and publication of Course Level SLOs; a small step on the journey to meeting ACCJC's eminent goals for institutions of higher education. If not supported by strong roots, SLO integration will be fleeting at best. Further examination and discussion is needed to ensure that all GCC students are able to attain meaningful SLOs. Once agreement is reached on Course-Level SLOs, the next action for faculty is to go through the curriculum process and incorporate these SLOs in course guides.

Note to Instructors: Please use this booklet to...

- Stimulate discussion amongst faculty to reach agreement on Course Level SLOs.
- Establish consistent SLOs, criteria of success, and means for measurement.
- Provide uniformity in Course Level SLOs as written in the syllabi.
- Use as a resource for newly hired faculty.
- Complete the SLO Map and update course guides.
- Recognize the excellent work already done by adjuncts and full-time faculty in the development of SLOs.



To be a learner-centered institution means to be in a continuous process of refinement using assessment results to make improvements; fundamentally enabling students to better achieve established SLOs. Faculty are encouraged to reflect upon their Course Level SLOs and ask the following questions:

- Are Course Level SLOs by different instructors of the same course identical?
- Are the three to five SLOs written broadly in scope and feasible to assess?
- Do the SLOs address what students will be able to do, know, think, and/or value by the successful completion of a course?
- Have the SLOs been fully integrated into the course guide, SLO Map, syllabus, and catalog?
- Were advisory committee members, adjuncts, and all relevant faculty involved in the development or is further discussion needed?

Full-time faculty and adjuncts alike, who contributed greatly to the compilation of this booklet, by the correct incorporation of Course Level SLOs in their syllabi, deserve accolades. Other faculty are encouraged to follow the lead of the faculty listed here. The distinguished work of all these 'SLO Champs' will lead the way in helping GCC strive toward meeting accreditation standards.

/s/

Dr. Marsha Postrozny
 Associate Dean
 School of Technology & Student Services

**Compilation of Summer 2008, Fall 2008, & Spring 2009 SLOs
(Extracted from Syllabi)**

AC – ACCOUNTING

AC100 Fundamentals of Bookkeeping and Accounting

- Instructor: Upon successful completion of this course, students will be able to:
B. Bouchard-Miller 1. Explain the processing of financial data and its flow in the accounting cycle.
 2. Improve accounting vocabulary and increase problem solving skills.
 3. Analyze, record, classify, summarize, report, and interpret business transactions.
 4. Demonstrate practical skills of bookkeeping that will be useful in the life ahead.

AC101 Accounting I

- Instructor: Upon successful completion of this course, students will be able to:
B. Bouchard-Miller 1. Interpret and apply accounting principles and concepts to record and report business financial data for effective management decision making.
 2. Demonstrate the proper procedures to perform all the steps of the accounting cycle for a merchandise business.
 3. Perform manual and computerized accounting tasks that use subsidiary ledgers and special journals.
 4. Perform bank reconciliations for business records and maintain petty cash systems.
 5. Demonstrate the ability to calculate inventory data using various types of inventory costing methods.

AC102 Accounting Principles II

- Instructor: Upon successful completion of this course, students will be able to:
B. Bouchard-Miller 1. Analyze and record journal entries for corporations dealing with stockholder's equity of a corporation.
 2. Apply financial statement analysis to assess the solvency and profitability of a business.
 3. Analyze accounting issues related to bonds and the calculations to compute the present value of bonds payable.
 4. Process payroll transactions and registers with related employee and employer taxes.
 5. Analyze the process to prepare a company's statement of cash flows.

AC110 Payroll Accounting

- Instructor: Upon successful completion of this course, students will be able to:
P. Pangelinan 1. To develop an understanding of the personnel and payroll records that provide the information required under the numerous laws affecting the operations of a payroll system.

2. To describe the payroll-record life of employees from their initial applications for employment to their applications for their first social security benefit checks.
3. To introduce the various aspects of the Fair Labor Standards Act and the other laws that affect payroll operations and employment practices.
4. To describe the basic payroll accounting systems and procedures used in computing wages and salaries and the timekeeping methods used to record time worked.

AC210 Introduction to Financial Management

Instructor:

P. Pangelinan

Upon successful completion of this course, students will be able to:

1. Interpret and apply financial ratios to financial statements to evaluate future prospects of the business.
2. Define markets and determine the market interest rate using various universal tools.
3. Compare risk with the rate of return in a single investment and a portfolio investment.
4. Perform valuations of stock and bonds.
5. Calculate present value and future value of cash flow problems.
6. Explain the concept of working capital and its components in order to manage cash conversion cycles.

AC225 Hospitality Industry Accounting

Instructor:

P. Pangelinan

Upon successful completion of this course, students will be able to:

1. Develop mastery-level skills in the fundamentals of financial accounting for the global hospitality industry.
2. Obtain the American Hotel and Lodging Association (AH&LA) Certificate upon completion of all course requirements and successfully pass the national certification exam with a score 69% or better on a comprehensive examination graded by the AH&LA Educational Institute.
3. Perform analysis and interpretation of financial statements of the hospitality industry.
4. Discuss computerized accounting systems prevalent in hospitality businesses that use special journals and subsidiary ledgers.

AC233 Accounting

Instructor:

B. Bouchard-Miller

Upon successful completion of this course, students will be able to:

1. Demonstrate computer-based skills using a current version software of QuickBooks to perform necessary procedures for each step of the accounting cycle for service, nonprofit and manufacturing business.
2. Apply appropriate procedures to analyze problems and to make corrections to errors discovered in a company's books using QuickBooks.

3. Review basic accounting principles and theory during the process of recording business transactions using the accounting software QuickBooks.
4. Use appropriate accounting terminology and language to evaluate accounting financial statements and other accounting documents generated by QuickBooks software.

AE – ARCHITECTURAL ENGINEERING

AE103 Basic Blueprint Reading

- Instructor: Upon successful completion of this course, students will be able to:
G. Yanger
1. Develop and apply technical knowledge of basic blueprint reading.
 2. Read and create blueprints and working drawings.
 3. Demonstrate basic proficiency in measurement, mathematics, and problem solving.

ASL – AMERICAN SIGN LANGUAGE

ASL100 American Sign Language I

- Instructor: Upon successful completion of this course, students will be able to:
S. Leon Guererero
1. Demonstrate basic expressive and receptive conversational skills in American Sign Language (ASL) that includes core vocabulary, finger spelling the alphabet and signing numbers.
- J. Russell
2. Demonstrate proficiency in visual acuity using body and facial expressions, gestures and other nonverbal skills to convey and respond to information received.
 3. Demonstrate acceptable behavior in the Deaf community.

ASL110 American Sign Language II

- Instructor: Upon successful completion of this course, students will be able to:
T. Artero
1. Demonstrate basic understanding of American Sign Language (ASL) that includes manually coded English and finger spelling.
- S. Leon Guerrero
2. Demonstrate expanded vocabulary and conversational range such as talking about other people and activities, giving directions, describing people, and making requests.

ASL120 American Sign Language III

- Instructor: Upon successful completion of this course, students will be able to:
E. Mesngon
1. Develop their ability to transliterate texts and apply transliterating principles to live interactions.
 2. Code switch when and if needed while functioning as a language mediator between live participants.
 3. Distinguish ASL as a language apart from other manual modes of communication.
 4. Demonstrate receptive and expressive proficiency of non-manual markers.

5. Apply conceptually accurate ASL to spoken or written English.

AE – AUTOMOTIVE SERVICE TECHNOLOGY

AST100 Introduction to Automotive Service

- Instructor: J. Egana
G. Reyes
- Upon successful completion of this course, students will be able to:
1. Demonstrate proper safety including the use of shop tools and equipment in the automotive service field.
 2. Check and adjust fluid and pressure levels, wear of mechanical and hydraulic components.
 3. Demonstrate how to perform preventive maintenance and troubleshoot common automobile malfunctions.

AST120 Automatic Transmission and Transaxle

- Instructor: L. Pajarillo
- Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of both domestic and foreign automatic transmissions.
 2. Demonstrate skills needed in the process of rebuilding complete transmissions/transaxles.
 3. Diagnose, adjust, replace, and repair transmissions.

AST160 Electrical/Electronic Systems

- Instructor: C. Dennis
- Upon successful completion of this course, students will be able to:
1. Properly work with electrical and electronic test equipment.
 2. Perform general electrical systems diagnosis.
 3. Perform battery and starting system diagnosis and service.
 4. Perform lighting systems diagnosis and repair.
 5. Perform accessories diagnosis and repair.

AST180A Engine Performance I (Tune-Up, No Fuel/Emission)

- Instructor: J. Flores
- Upon successful completion of this course, students will be able to:
1. Demonstrate a basic understanding of engine performance.
 2. Demonstrate basic skills and competencies related to engine performance.
 3. Diagnose, adjust, replace, and repair components of the ignition, charging, starting, engine cooling and valve train systems.

CD – EARLY CHILDHOOD DEVELOPMENT

CD110 ECE Orientation

- Instructor: M. Cruz
L. Switzer
- Upon successful completion of this course, students will be able to:
1. Demonstrate basic knowledge of all developmental domains related to childhood.
 2. List entry-level requirements and employment skills for various careers within the early childhood education field.

3. Demonstrate basic knowledge and skills needed to create a developmentally appropriate learning environment for young children.

CD140 Environments for Young Children

- Instructor: Upon successful completion of this course, students will be able to:
L. Switzer
1. Demonstrate strategies for the promotion of good health practices in early childhood.
 2. Demonstrate skills needed to successfully design a safe and healthy environment for infants through age eight.

CD180 Language Arts in Early Childhood

- Instructor: Upon successful completion of this course, students will be able to:
Dr. C. Camacho
1. Demonstrate understanding of language development and skills at the early childhood level.
 2. Plan, develop, and implement language activities, including literacy activities, in early childhood settings.

CD221 Child Growth & Development

- Instructor: Upon successful completion of this course, students will be able to:
L. Switzer
1. Demonstrate an understanding of historical and current educational practices as it relates to child growth and development.
 2. Demonstrate an understanding of how society, culture, and family impact children at each stage of their development and growth.
 3. Demonstrate observation skills to gain insight on developmentally appropriate activities in areas of physical/motor, social, cognitive, and language development.

CD240 Cognitive & Creative Development

- Instructor: Upon successful completion of this course, students will be able to:
C. Pestanas
1. Plan, write and implement lessons/activities for young children that incorporate the areas of math, language arts, science, art, writing and creative expression.
 2. Demonstrate the ability to incorporate creativity in all content areas of a developmentally appropriate early childhood learning environment.
 3. Demonstrate the ability to plan and execute activities while providing an environment that will stimulate cognitive development in the ECE setting.

CD260 Social & Emotional Development

- Instructor: Upon successful completion of this course, students will be able to:
C. Pestanas
1. Demonstrate knowledge in the domains of social and emotional development in young children.
 2. Demonstrate skills in child management techniques that foster self-concept, positive self-esteem, and social behaviors.
 3. Apply skills in using positive guidance in an early childhood setting.

CD280 Program Development & Family Partnerships

Instructor:
L. Switzer

Upon successful completion of this course, students will be able to:

1. Discuss and develop appropriate curricula that meet the needs of infant, young children, and their families.
2. Demonstrate appropriate attitude and skills in effective parent communication.
3. Demonstrate knowledge in early childhood programs ranging from early intervention, Head Start, Reggio Emilia, Waldorf, Montessori, before and after school-age programs, High Scope and bilingual education.

CD285 Childcare Management

Instructor:
Dr. M. Postrozny

Upon successful completion of this course, students will be able to:

1. Demonstrate a familiarity of the laws and regulations controlling the child care industry.
2. Become familiar with several types of child care and early education programs, and develop an understanding of the administration of such programs.
3. Demonstrate the skills needed to staff and structure a quality child care center.

CD292 ECE Practicum

Instructor
Dr. C. Camacho

Upon successful completion of this course, students will be able to:

Dr. M. Postrozny

1. Demonstrate appropriate work-site behavior and apply the National Association of Young Children's Code of Ethics.
2. Develop and implement a learning and/or activity center that incorporates all developmental areas of early childhood.
3. Apply appropriate teaching methods for the social, emotional, physical, cognitive, and communicative needs of young children.

CJ – CRIMINAL JUSTICE

CJ100 Introduction to Criminal Justice

Instructor:
B. Sison

Upon successful completion of this course, students will be able to:

1. Demonstrate basic understanding of the framework and concepts which define the American criminal justice system and how it differs with civil processes.
2. Demonstrate understanding of the three branches of government, each of their basic structures and their roles/functions with respect to the American criminal justice system; how such structures and functions have and are expected to change, and how they interrelate with each other.
3. Develop an awareness of the factors and circumstances which may impact the direction and changes to the American criminal justice system.
4. Demonstrate understanding of Guam's criminal justice.

5. Demonstrate understanding of the role of police and other law enforcement personnel.
6. Demonstrate understanding of the rights of offenders and victims and how such rights have changed and are subject to further changes.

CJ150 Criminal Procedure

- Instructor: Upon successful completion of this course, students will be able to:
 D. Cruz
1. Demonstrate understanding of the role of criminal procedure in the criminal justice system.
 2. Identify the steps in investigating a crime.
 3. Analyze the rules of conduct related to a criminal case.

CJ200 Criminal Law

- Instructor: Upon successful completion of this course, students will be able to:
 D. Cruz
1. Demonstrate understanding of the role of criminal law in the criminal justice system.
 2. Identify the elements of a crime in investigating a crime.
 3. Analyze the rules of conduct related to a criminal case.
 4. Apply the Guam Code Annotated (GCA) to hypothetical situations.

CM – COSMETOLOGY

CM102L Salon I

- Instructor: Upon successful completion of this course, students will be able to:
 R. Abshire
1. Demonstrate and employ the skills needed to work in a variety of cosmetology-related occupations, such as an esthetician, salon owner, nail specialist, hair color specialist, and makeup artist.
- I. Bukikosa
2. Generate the knowledge and illustrate the skills required to pass the National-Interstate Council of State Boards of Cosmetology Practical Examination.
 3. Apply affective interpersonal skills and practice professional ethics needed to succeed in this profession.

CM202L Salon II

- Instructor: Upon successful completion of this course, students will be able to:
 R. Abshire
1. Demonstrate the psychomotor skills needed for haircutting and haircoloring skills rendered at a mastery level.
- I. Bukikosa
2. Demonstrate the psychomotor skills needed for hair, chemical texture services skills rendered at a mastery level.
 3. Demonstrate the psychomotor skills needed for hair design and styling rendered at a mastery level.

CS101 Introduction to Computer Systems & Information Technology

- Instructor: P. Parvin
M.D. Setzer II
- Upon successful completion of this course, students will be able to:
1. Demonstrate basic knowledge of computer hardware and software concepts.
 2. Apply computer skills to navigate around a computer, choose the proper application software to produce a desired result, and access information on the World Wide Web.
 3. State the social and ethical implications of computers in business and society.
 4. Explain the relatively short history of computers.

CS102 Computer Operations

- Instructor: M.D. Setzer II
- Upon successful completion of this course, students will be able to:
1. Contrast single user and multi-user operating systems.
 2. Use system utilities at the basic level on AS/400.
 3. Create a simple menu system using Command Language (CL) program and Screen Design Aid (SDA).

CS103 RPG II

- Instructor: M.D. Setzer II
- Upon successful completion of this course, students will be able to:
1. Comprehend basic syntax and command structure.
 2. Properly use commands to create programs to solve problems.
 3. Debug programs to find syntax and logical errors.

CS110 Introduction to Internet

- Instructor: Y. Flores
- Upon successful completion of this course, students will be able to:
1. Explain the impact of the Internet in society and emerging Internet technologies.
 2. Demonstrate communication using electronic means.
 3. Locate valid information resources.
 4. Demonstrate information retrieval using a variety of Internet tools.
 5. Design a simple web page.

S151 Windows Applications

- Instructor: Y. Flores
R. Johns
Z. Teng
R. Unpingco
- Upon successful completion of this course, students will be able to:
1. Manage and organize files.
 2. Create, edit, and format different kinds of documents such as reports, letters, newsletters, and resumes using Microsoft Word.
 3. Use spreadsheets to solve problems that involve numbers using Microsoft Excel.
 4. Create databases to store, retrieve, and analyze information using Microsoft Access.
 5. Create professional presentations using Microsoft PowerPoint.

6. Integrate data and functions using the Microsoft Office 2003 suite of products.

CS152 Macintosh Applications

- Instructor: Upon successful completion of this course, students will be able to:
G. Marsh
1. Use many of the features of Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and FileMaker Pro in college work, business life, and everyday life.

CS202 COBOL

- Instructor: Upon successful completion of this course, students will be able to:
M. Setzer II
1. Comprehend basic syntax and command structure.
 2. Properly use commands to create programs to solve problems.
 3. Debug programs to find syntax and logical errors.

CS203 System Analysis & Design

- Instructor: Upon successful completion of this course, students will be able to:
M. Setzer II
1. Investigate the initial system request.
 2. Analyze various aspects of the system request, and produce system requirement documents.
 3. Design the solution to meet the system requirements documents (virtual solution).
 4. Develop program codes to meet the system requirement (actual solution).
 5. Implement the actual solution into the system and fine tune it to best meet the needs of the users.

CT – CONSTRUCTION TRADES

CT196A Fundamentals of Oxyacetylene Welding I

- Instructor: Upon successful completion of this course, students will be able to:
R. Balajadia
1. Demonstrate the safety procedures for handling and mixing of gases.
 2. Set up equipment to ensure a safe and orderly work area.
 3. Set correct pressures on all the gases in relation to type of function to be performed.
 4. Demonstrate the correct procedure for lighting and setting oxy fuel mixture.
 5. Lay beads in four prescribed positions using a variety of joint configurations.

CT196B Fundamentals of Oxy-Acetylene Welding II

- Instructor: Upon successful completion of this course, students will be able to:
B. Balajadia
1. Demonstrate the safety procedures for handling and mixing of the gases.
 2. Set up equipment to ensure a safe and orderly work area.

3. Set correct pressures on all the gases in relation to type of function to be performed.
4. Demonstrate the correct procedure for lighting and setting oxy fuel mixture.
5. Lay beads in four prescribed positions using a variety of joint configurations.

CT197B Shielded Metal Arc Welding II

Instructor:
B. Balajadia

Upon successful completion of this course, students will be able to:

1. Demonstrate the safety procedures for handling and mixing of the gasses and be able to set proper settings on arc welding machines.
2. Set up equipment to ensure a safe and orderly work area as it specifically relates to shielded metal arc welding.
3. Set correct pressures on all the gases in relation to type of function to be performed.
4. Demonstrate the correct procedure for lighting and setting oxy fuel mixtures.
5. Lay beads in four prescribed positions using a variety of joint configurations.

EC – ECONOMICS

EC110 Principles of Economics

Instructor:
B. Mead

Upon successful completion of this course, students will be able to:

J. Munoz

1. Discuss with understanding the basic principles and theories of economics.
2. Apply economic principles and theories to decisions societies make, (Micro).
3. Demonstrate understanding of the relationships between various global markets and the impact those relationships have on the entire world economy (Macro).

ED – EDUCATION

ED100 Behavior Management

Instructor:
S. Sablan

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge and skills in the area of behavior management.
2. Demonstrate teaching strategies to promote and encourage positive classroom behaviors.
3. Develop various modification plans given different scenarios.

ED150 Introduction to Teaching

Instructor:
R. Canos

Upon successful completion of this course, students will be able to:

1. Identify general characteristics of the educational profession;

- D. Pereda
2. Develop a philosophy of education that includes, personal choices and plans for a future as an educator;
 3. Explain the basic theories of the foundation of education.

ED180 Educational Methods

- Instructor: A. Canos
- Upon successful completion of this course, students will be able to:
1. Plan and implement lesson plans that incorporate different methodologies and strategies.
 2. Plan and implement games and educational activities.
 3. Prepare instructional material needed to implement lessons in a classroom setting.

ED200 Instructional Technology

- Instructor: Dr. C. Camacho
- Upon successful completion of this course, students will be able to:
1. Demonstrate proficiency in basic and advanced technology tools used in regular classroom settings such as copy machines, computers, laminating machines, and cameras.
 2. Create posters, Word documents, grade spreadsheets, and electronic presentations given Microsoft Software tools such as Publisher, Word, Excel and Power Point.

ED220 Human Growth & Development

- Instructor: S. Leon Guerrero
- Upon successful completion of this course, students will be able to:
1. Demonstrate an understanding of historical and current educational practices as it relates to human growth and development.
 2. Demonstrate an understanding of how society, culture and family impact an individual at each stage of their development and growth.
 3. Explain various theories as it relates to human growth and development.

ED231 Introduction to Exceptional Children

- Instructor: Dr. C. Camacho
- Upon successful completion of this course, students will be able to:
1. Describe ways to modify curriculum and provide accommodations for students with disabilities.
 2. Demonstrate an understanding and respect for the family with a special needs child as well as develop strategies to empower families.
 3. Describe ways to modify curriculum and provide accommodations for students with disabilities.

ED281 Bilingual/Bicultural Education

- Instructor: B. Chargualaf
- Upon successful completion of this course, students will be able to:
1. Demonstrate ways of creating a multicultural environment.
 2. Demonstrate an understanding of involving parents and families in creating and maintaining a multicultural classroom.
 3. Demonstrate the ability to use multicultural learning and materials and techniques with students in the classroom.

ED292 Education Practicum

- Instructor: S. Leon Guerrero
- Upon successful completion of this course, students will be able to:
1. Demonstrate professionalism and ethical conduct within the educational field.
 2. Demonstrate appropriate disposition and skills needed to effectively work with students who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than /English.
 3. Demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.

EE – ELECTRONICS

EE103 Electricity I: Direct Current Circuits

- Instructor: R. Valenzuela
- Upon successful completion of this course, students will be able to:
1. Assist the student in learning and improving their math skills.
 2. Use basic hand tools and laboratory equipment properly.
 3. Interpret, analyze, and wire electronics and electrical schematic diagrams properly.
 4. Compose mathematical formulas and solutions in solving electrical circuit problems.
 5. Design, calculate, and experiment different electrical and electronic circuits.

EE104 Electricity II – Alternating Current Circuits

- Instructor: R. Valenzuela
- Upon successful completion of this course, students will be able to:
1. Assist the student in learning and improving their math skills.
 2. Use basic hand tools and laboratory equipment properly.
 3. Interpret, analyze, and wire electronics and electrical schematic diagrams properly.
 4. Compose mathematical formulas and solutions in solving electrical circuit problems.
 5. Design, calculate, and experiment different electrical and electronic circuits.

EE110 Instrumentation

- Instructor: H. Lee
- Upon successful completion of this course, students will be able to:
1. Design a circuit using MultiSIM computer simulation software.
 2. Explain the nature of time and frequency.
 3. List standards upon which all frequency measurements are based.
 4. Explain the types of test equipment available in the field.
 5. Identify the capabilities and limitations of each type of test equipment. Students will be able to explain the theory and operation of this equipment, as well as its expected accuracy and calibration requirement.

EE111 Introduction to PC Systems Installation & Maintenance

- Instructor: M. Ho
- Upon successful completion of this course, students will be able to:
1. Acquire the basic principles needed for assembling, upgrading and repairing PC Systems.
 2. Install popular operating systems such as Windows XP, and Windows Vista.
 3. Demonstrate basic knowledge of DOS command and its usage, networking, latest computer hardware.
 4. Assemble a computer from scratch.
 5. Demonstrate knowledge of the installation and technology used in the latest computer processors.

EE112 Electronic Devices

- Instructor: H. Lee
- Upon successful completion of this course, students will be able to:
1. Solve circuit problems using a calculator and verify results using MultiSIM computer simulation software.
 2. Explain how the most important semiconductor devices operate and their particular biasing requirements.
 3. Handle semiconductor components properly without exceeding their maximum ratings or damaging them with improper handling procedures.
 4. Recognize the schematic symbols that are used to represent a wide variety of semiconductor devices.
 5. Analyze schematics and predict voltage readings and signal waveforms.
 6. Test various semiconductor devices to determine if they are functioning properly.

EE116 Digital Technology

- Instructor: H. Lee
- Upon successful completion of this course, students will be able to:
1. Convert between number systems and perform binary arithmetic.
 2. Name the major components used in implementing digital circuits and explain how they operate including the operation of digital logic gates.
 3. Use Boolean algebra and Karnaugh maps to express logic operations and to minimize logic equations.
 4. Explain the operation of flip-flops.
 5. Design both combinational and sequential logic circuits for a given application, from definition and concept, to the selection of the integrated circuits.
 6. Troubleshoot digital circuits using logic probes.

EE211 IT Essentials I

- Instructor: T. Kuper
M. Ho
- Upon successful completion of this course, students will be able to:
1. Perform a step by step assembly of a desktop computer tower.
 2. Explain the purpose of preventive maintenance and identify the elements of the troubleshooting process.

3. Explain, install, and navigate an operating system; upgrade component base on customer needs and perform preventive maintenance and troubleshooting.
4. Perform advance installation of a desktop computer tower; select components based on customer needs and perform preventive maintenance and troubleshooting.

EE241 Category 5 Wiring/Test-Certification

- Instructor: J. Limtiaco
- Upon successful completion of this course, students will be able to:
1. Define the Telecommunications Industry Association (TIA) and Electronics Industries Association (EIA) standards.
 2. Demonstrate hands on training to install wire cable on cable tray.
 3. Terminate cable onto jack and patch panels.
 4. Test and certify cable installation as per TIA/EIA standards.

EE243 Fiber Optics Installation

- Instructor: J. Limtiaco
- Upon successful completion of this course, students will be able to:
1. Install, terminate, and splice fiber optic cables.
 2. Troubleshoot and repair fiber optic cable.
 3. Use test equipments for troubleshooting (light source & power meter, optical time domain reflectometer, and visible light source.)

EE267 Computer Networking III

- Instructor: T. Kuper
- Upon successful completion of this course, students will be able to:
1. Compare the types of switches used in an enterprise network.
 2. Explain how Spanning Tree Protocol prevents switching loops.
 3. Describe and configure Virtual Local Area Networks (VLANs) on a Cisco switch.
 4. Describe and configure trunking and Inter-VLAN routing.
 5. Maintain VLANs in an enterprise network.

EE268 Computer Networking IV

- Instructor: T. Kuper
- Upon successful completion of this course, students will be able to:
1. Design a simple Internetwork using Cisco technology.
 2. Design an IP addressing scheme to meet LAN requirements.
 3. Install and configure a prototype Internetwork.
 4. Obtain and upgrade Cisco IOS Software in Cisco devices.

EE271 Advanced Network Professional I

- Instructor: T. Kuper
- Upon successful completion of this course, students will be able to:
1. Implement appropriate technologies to build a scalable routed network.
 2. Build campus networks using multilayer switching technologies.
 3. Improve traffic flow, reliability, redundancy, and performance for campus Local Area Network's (LAN), routed and switched Wide Area Network's (WAN) and remote access networks.

4. Create and deploy a global intranet.
5. Troubleshoot an environment that uses Cisco routers and switches for multiprotocol client hosts and services.
6. Perform entry-level tasks in the planning, design, installation, operation and troubleshooting of Ethernet, Transmission Control Protocol (TCP) and Internet Protocol (IP) networks.

EN – ENGLISH

EN066 Reading Workshop

- Instructor: A. Cruz
- Upon successful completion of this course, students will be able to:
1. Participate in silent reading of self-selected books.
 2. Gain an appreciation and value of reading.
 3. Become empowered, competent, critical, and reflective in reading.
 4. Utilize reading strategies to enhance comprehension of a variety of literature.
 5. Improve overall reading skills.

EN067 Writing Workshop

- Instructor: J. Cruz
J. Tedtaotao
- Upon successful completion of this course, students will be able to:
1. Gain a more positive attitude toward writing.
 2. Demonstrate that writing is a progressive activity.
 3. Utilize the components of the writing process to improve individualized skill levels.
 4. Use basic skills in organizing an effective message.
 5. Gain self-confidence in expressing ideas to others.
 6. Apply writing skills in a variety of individual, group, organizational, and related social settings.

EN081 Literature Survey

- Instructor: Dr. M. Santos
- Upon successful completion of this course, students will be able to:
1. Gain an understanding of the short story, play, lyric poem, personal narrative, and essay.
 2. Demonstrate an understanding of plot, character, point of view, setting, mood, irony and satire, and theme.
 3. Demonstrate dictionary and composition skills.

EN091 Fundamentals of Communication

- Instructor: J. S. Tedtaotao
- Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of the communication process and become aware of how to participate in the process.
 2. Improve ability to communicate with others in every-day situations.
 3. Gain self-confidence in expressing ideas to others and listen more effectively.
 4. Explore how people communicate nonverbally.
 5. Demonstrate basic skills in organizing an effective message.

6. Apply various communication skills in a variety of individual, group, organizational, and related social settings.

EN100B Fundamentals of English-Basic

Instructor: P. Huseby W. Tam	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate improvement in writing, listening and speaking skills. 2. Show improvement in reading speed. 3. Demonstrate improvement in vocabulary and comprehension skill. (Test out score of 6.0) 4. Recognize basic organizational relationships in sentences and paragraphs and become aware of different types of writing. 5. Improve listening and speaking skills through small group and class discussions.
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EN100R Fundamentals of English/Reading

Instructor: B. Aguon L. Baza-Cruz J. Cruz Jr. P. Huseby B. Jacala	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate growth in vocabulary level. 2. Demonstrate improved speed in reading. 3. Improve reading skills in vocabulary, comprehension, and critical thinking. 4. Apply reading strategies and practices toward increasing exit reading scores to the required 10.6 or above on the Nelson-Denny Reading Test. 5. Further experience the benefits of the reading process through self-selection of novels, extended periods of time reserved for independent silent reading, journal reflections, large class discussion, and in-class exercises.
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EN100W Fundamentals of English-Writing

Instructor: B. Aguon V. Calvo Dr. P. Canilao J. Cruz Jr. M. Cruz-San Nicolas P. Egrubay G. Griffin A. Nacar J. Salas P. Terlaje	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Improve writing skills necessary for placement and success in Freshman English (EN110). 2. Use writing to discover, organize, and communicate ideas. 3. Demonstrate competence in using the conventions of writing, to include grammar, spelling, and mechanics. (Written Communication) 4. Use word processing applications to facilitate the writing process. 5. Gain a more positive attitude towards writing.
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EN110 Freshman English

Instructor:	Upon successful completion of this course, students will be able to:
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| Dr. P. Canilao | 1. Employ the writing process (invention, drafting, revising) and writing strategies including the practice of critical thinking. |
| G. Griffin | 2. Demonstrate understanding of the benefits of conferencing and peer-editing workshops. |
| S. McKinnon | 3. Identify the characteristics of effective writing and work with the instructor and peers to review, revise, and edit writing effectively. |
| T. Tenorio | 4. Analyze prose, as well as understand the connection between reading and the writing process. |
| R. Zimmerman | 5. Demonstrate the connection between an author's purpose, audience, and strategies. |
| | 6. Compose essays using prose patterns in narration and description, exposition, cause and effect, and argument and persuasion. |

EN111 Freshman Composition

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| Instructor:
Dr. P. Canilao | Upon successful completion of this course, students will be able to: |
| T. Tenorio | <ol style="list-style-type: none"> 1. Engage in primary research by conducting interviews and observations. 2. Conduct research in the library and through the internet and electronic databases evaluating sources. 3. Document and cite sources using the Modern Language Association (MLA) format. 4. Generate a focused and mature thesis. 5. Report, analyze, argue, paraphrase, and summarize. 6. Coherently synthesizes information from multiple sources. |

EN125 Introduction to Speech

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| Instructor:
R. Aguon
Dr. C. Camacho
S. McKinnon | <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the unique function and features of the spoken word. 2. Demonstrate listening and information gathering skills. 3. Describe aspects of human communication and appreciate the differences in cultural communication patterns. 4. Practice strategies that improve communication. 5. Prepare and deliver public speaking activities (speeches). |
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EN210 Introduction to Literature

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| Instructor:
T. Tenorio | <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze critically acclaimed poetry, fiction, and drama from diverse cultures. 2. Recognize and employ terminology for discussing literature. 3. Demonstrate an understanding of drama through analysis and the performance of plays. 4. Analyze film as literature. 5. Identify different approaches to literary criticism. |
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HI – HISTORY

HI122 World Civilization II

- Instructor: Upon successful completion of this course, students will be able to:
B. San Nicolas
1. Develop an understanding of the basic principles and theories involved with world civilizations.
 2. Apply principles and theories to major events related to world civilizations.
 3. Develop an appreciation of world civilizations.

HL – ALLIED HEALTH

HL120 Medical Terminology

- Instructor: Upon successful completion of this course, students will be able to:
K. Uchima
1. Define 350 medical word elements.
 2. Define medical abbreviations and symbols.

HL130 First Aid & Safety

- Instructor: Upon successful completion of this course, students will be able to:
E. Chong
1. Explain how to care for a victim in an emergency.
 2. Identify symptoms of heart attacks, sudden cardiac arrest, and demonstrate how to provide care.
 3. Describe the prevention for injuries and illnesses.
 4. Evaluate injuries and to provide first aid.

HL131 BLS for Healthcare Providers

- Instructor: Upon successful completion of this course, students will be able to:
E. Chong
1. Identify how to give assistance in an emergency for adults, children, and infants.
- Dr. M. Santos
2. Demonstrate cardio-pulmonary resuscitation with and without an automated external defibrillator.
 3. Recognize and react to a foreign body airway obstruction.

HL150 Study of Diseases

- Instructor: Upon successful completion of this course, students will be able to:
B. Mafnas
1. Identify the basic concepts, principles, and characteristics of disease processes.
 2. Recognize and apply terminology pertaining to injuries and the disease process.
 3. Identify the etiology of common diseases.

HL160 Introduction to Pharmacology

- Instructor: Upon successful completion of this course, students will be able to:
B. Mafnas
1. List drug classifications and give one example of each and describe drug interactions.

2. List official sources of drug standards and legislative acts controlling drug use and abuse.
3. Identify the major classes of antibacterial agents and drugs in each class and describe actions and uses of diagnostic drugs.
4. Verbalize the rationale for supplementation of vitamins and minerals.
5. Explain the concept of immunity and relate the immunization schedule as per the Center for Disease and Control (CDC).
6. State principles related to the medical assistant accountability in the preparation and administration of medications.

HL161 Pharmacological Treatment of Disease

Instructor:
B. Mafnas

Upon successful completion of this course, students will be able to:

1. Identify drugs specific to body systems, nervous, cardiovascular, gastrointestinal, respiratory, metabolic, musculoskeletal, integumentary, and reproductive systems.
2. Identify five basic principles of drug actions and explain assessment re-absorption.
3. List three categories of drug administration; state the routes of administration for each category.
4. Differentiate between general and selective types of drug distribution and excretion of drugs.
5. State common safety measures used in the administration of drugs.
6. List the six rights of medication administration.

HL162 Administration of Medications

Instructor:
B. Mafnas

Upon successful completion of this course, students will be able to:

1. Demonstrate proficiency in reading and writing numerical values using roman numerals, calculating mathematical problems using addition, subtraction, multiplication and division of fractions, decimal and percentages using conversions, ratios and proportion methods for solving medication problems.
2. Calculate safe dosages of medication for individual patients, given the patients weight and height and recommended dosages.
3. Define the four categories of drug orders and describe the procedure in the clinical setting for taking, recording and transcribing and verifying verbal medication orders.
4. Transcribe medication orders from a doctor's order sheet to medication cards and complete medication profile.
5. Describe and explain procedures for each route of medication administration.
6. Demonstrate giving medications.

HL202 Nutrition

Instructor
D. Crisostomo
Y. Tam

Upon successful completion of this course, students will be able to:

1. Identify the major food groups in the food pyramids.
2. Recognize the importance of each basic food group.

3. Recognize factors in formulating good sources of nutrients.
4. Identify the type of nutrients needed over the human life cycle.
5. Explain the correlation among health, nutrition, food preparation and food safety.
6. Discuss the impact of health and exercise in human body and lifestyle

HS – HOSPITALITY

HS140 Menu Planning

- Instructor: F. Evangelista
- Upon successful completion of this course, students will be able to:
1. Demonstrate positive work ethics required of them in the field of Culinary Arts.
 2. Demonstrate knowledge in culinary terms, methods, and application.
 3. Interpret the fundamentals of food service as it applies to the work of a Culinarian.

HS150 Welcome to Hospitality

- Instructor: Dr. F. Tung
- Upon successful completion of this course, students will be able to:
1. Describe all facets of tourism and the hospitality industry.
 2. Explain how tourism and hospitality industry segments work together to achieve objectives and goals.
 3. Identify career opportunities and describe trends in the tourism and the hospitality industry.
 4. Summarize the knowledge, skills, and attitudes required for advancement in the hospitality industry.
 5. Critique the descriptive criteria established by American Automobile Association (AAA) and Mobile to evaluate hospitality property rating system.

HS152 Customer Service

- Instructor: L. Gamble
- Upon successful completion of this course, students will be able to:
1. Demonstrate accepted protocol for answering the telephone within 10 seconds: greet the caller, name the location, and identify self.
 2. Assess customers' wants and needs through the use of demographics and other database information.
 3. Apply appropriate steps to take during a negative customer encounter and turn it into a positive customer service experience.

HS153 Destination Geography

- Instructor: L. Gamble
- Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge in geographical terminology, landforms, weather, countries, and destinations, as it relates to the tourism industry.
 2. Demonstrate knowledge in researching, planning, and selling a destination by creating a travel itinerary with the required components.

3. Create and present a destination with an emphasis of knowledge based on travel and tour offerings found at that destination site with a power point presentation.

HS155 Basic Hotel and Restaurant Accounting

Instructor:
Dr. F. Tung

Upon successful completion of this course, students will be able to:

1. Define and describe bookkeeping and double entry accounting and identify common bookkeeping accounting and tools.
2. Describe the income statement, identify the accounts used to prepare an income statement, define the revenue classification, and explain when a sale is recognized.
3. Describe the income statements and accounting procedures for full-service and fast-food restaurants in accordance with the Uniform System of Accounts for Restaurants.
4. Describe hotel financial statements for external users, and explain the Internal Hotel Income Statement and departmental statement formats recommended by the Uniform System of Accounts for the Lodging Industry.
5. Discuss all budgeting and forecasting related competencies.

HS160 Hospitality Supervision

Instructor:
Dr. F. Tung

Upon successful completion of this course, students will be able to:

1. Identify characteristics of a successful supervisor, and describe the general functions of a supervisor.
2. Identify and describe methods used to ensure high quality and productivity.
3. Describe workplace safety and health programs, including their benefits and the supervisor's role in them.
4. Explain how supervisors can initiate conflict resolution, respond to a conflict, and mediate conflict resolution.
5. Propose feasible strategies to manage a hospitality department efficiently and effectively.

HS203 Sanitation & Safety

Instructor:
Chef K. Dietrichs

Upon successful completion of this course, students will be able to:

1. Explain the scientific based research behind the theory of food safety practices.
2. Apply proper food safety principles while working in a foodservice establishment.
3. Prepare, write and institute a Hazard Analysis and Critical Control Point (HACCP) based food safety program in a food service establishment.

HS208 Food & Beverage Service

Instructor:
Dr. F. Tung

Upon successful completion of this course, students will be able to:

1. Describe essential attitudes, knowledge and skills needed to become efficient and effective food and beverage employers, supervisors and managers.
2. Identify causes, assess potential solutions, and formulate a plan of action to address all negative moments of truth encountered by guests.
3. Develop an appropriate sequence of service for various food and beverage establishments.
4. Prepare a three day training program and outline training objectives for a fine dining restaurant.
5. Demonstrate knowledge and skills in providing American, English, Russian, and French service in various food and beverage establishments.
6. Evaluate if a food and beverage establishment's service procedure is properly implemented and managed.

HS222 Food & Beverage Cost Control

Instructor:
Dr. F. Tung

Upon successful completion of this course, students will be able to:

1. Describe essential attitude, knowledge and skills needed to become efficient and effective food and beverage cost controller.
2. Develop food and beverage standards for various food and beverage establishments.
3. Formulate effective revenue control systems.
4. Design effective labor cost control systems.
5. Calculate and compare actual food and beverage costs to the budgeted food and beverage costs, and suggest plan of actions to address any variances.
6. Evaluate if a food and beverage establishment's food and beverage cost control function, systems and procedures are properly implemented and managed.

HS237 Principles of European Cuisine

Instructor:
Chef P. Kerner

Upon successful completion of this course, students will be able to:

1. Demonstrate positive work ethics using practical recipes in a professional kitchen in Advanced Food Preparation for the production of soups, salads, cold foods, fish and sea food, poultry, and meats, for impressive plate presentations incorporating techniques that utilize tools needed for advanced careers in the culinary arts.
2. Perform skills and tasks associated with the culinary field of Advanced Food Preparation through skill development and application of techniques under pressures associated with the demands in a professional kitchen.
3. Interpret the fundamentals of Advanced Food preparation emphasizing the preparation and presentation through mise en place, fabrication,

grilling, broiling, roasting, baking, sauté, pan frying, deep frying, steaming, submersion cooking, braising, and stewing, remaining true to the principles that govern classical and contemporary cooking concepts in the world of culinary arts.

HS238 Garde Manger

Instructor:
Chef P. Kerner

Upon successful completion of this course, students will be able to:

1. Demonstrate positive work ethics using practical recipes in a professional kitchen in Advanced Food Preparation for the production of soups, salads, cold foods, fish and sea food, poultry, and meats, for impressive plate presentations incorporating techniques that utilize tools needed for advanced careers in the culinary arts.
2. Demonstrate positive work ethics using practical recipes in a professional kitchen in Advanced Food Preparation for the production of soups, salads, cold foods, fish and sea food, poultry, and meats, for impressive plate presentations that incorporate techniques that utilize the tools needed for advanced careers in the culinary arts.
3. Perform the skills and tasks associated with the culinary field of Advanced Food Preparation through skill development and application of techniques under pressures associated with the demands in a professional kitchen after completion of this course.
4. Interpret the fundamentals of Advanced Food preparation emphasizing preparation and presentation through mise en place, fabrication, grilling, broiling, roasting, baking, sauté, pan frying, deep frying, steaming, submersion cooking, braising, and stewing, remaining true to the principles that govern classical and contemporary cooking concepts in the world of culinary arts.

HS244 Baking – Fundamentals of Breads and Baking

Instructor:
Chef K. Dietrichs

Upon successful completion of this course, students will be able to:

1. Apply the twelve steps in the baking process from scaling, mixing, bulk fermentation, folding, dividing, pre-shaping, bench resting, shaping, final fermentation, scoring, baking and cooling.
2. Discuss the importance of starters, structure builders, tenderizers, moisteners, and driers used in bread making.
3. Demonstrate the production of flat breads, yeast breads & straight dough's, yeasted preferments, leavening breads, sourdough breads, braiding techniques and decorative breads using various methods.

HS245 Food Production Principles

Instructor:
Chef K. Dietrichs

Upon successful completion of this course, students will be able to:

1. Discuss the different types of jobs related to the culinary industry.
2. Demonstrate the proper use of various kitchen equipment, chemicals and cooking techniques in a professional and safe manor.
3. Demonstrate the skills needed to keep a clean kitchen, use proper chemicals, and proper cooking techniques.

HS246 Buffet Service/Catering

- Instructor: Upon successful completion of this course, students will be able to:
Chef K. Dietrichs
1. Write a theme buffet menu, prepare the menu, serve the menu, clean up after the menu and submit and event closing report.
 2. Evaluate problems that can arise in the kitchen and make appropriate decisions on how to resolve such problems.
 3. Lead a team of cooks through production and service professionally and in a timely manor.

HS248 Patisserie – Fundamentals of Patisserie

- Instructor: Upon successful completion of this course, students will be able to:
Chef P. Kerner
1. Demonstrate positive work ethics using practical recipes in the pastry kitchen patisserie for the production of cakes, puff pastries, creams, and soufflés, for impressive plate presentations and incorporate techniques that utilize tools needed.
 2. Perform skills and tasks associated with the culinary field of patisserie through skill development and application of techniques under pressures associated with the demands in a professional pastry production kitchen.
 3. Interpret the fundamentals of Patisserie food service as emphasis will be placed on the preparation and presentation of the different varieties of pastries.
 4. Demonstrate methods of basic chocolate work, decorating cakes, individual pastries, and plated desserts.
 5. Demonstrate application of mise en place and culinary terms used in Patisserie.

HS249 Advanced Food Preparation

- Instructor: Upon successful completion of this course, students will be able to:
Chef P. Kerner
1. Demonstrate positive work ethics using practical recipes in a professional kitchen in advanced food preparation for the production of soups, salads, cold foods, fish and sea food, poultry, and meats for impressive plate presentations incorporating techniques that utilize tools needed for advanced careers in the culinary arts.
 2. Perform skills and tasks associated with the culinary field of advanced food preparation through skill development and application of techniques under pressures associated with the demands of a professional kitchen.
 3. Interpret the fundamentals of advanced food preparation as emphasis will be placed on the preparation and presentation through mise en place, fabrication, grilling, broiling, roasting, baking, sauté, pan frying, deep frying, steaming, submersion cooking, braising, and stewing, remaining true to the principles that govern classical and contemporary cooking concepts in the world of culinary arts.

HS251A Ticketing and Travel Documents

- Instructor: L. Gamble
- Upon successful completion of this course, students will be able to:
1. Answer questions from clients regarding domestic airline travel: baggage allowance, special in-flight services, medical assistance service, unaccompanied children, and basic information from the American Society of Travel Agents' (ASTA) Air Traveler's Bill of Rights.
 2. Apply basic geography skills with an emphasis on major destinations and airports serving North America.
 3. Access resources for reservation with an emphasis on how to qualify the client based on their terms which may include: preferences for airline, aircraft, destination, and other pertinent requests.
 4. Explain and demonstrate how reservations are made.

HS251B Internet Travel

- Instructor: L. Gamble
- Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge of how the Internet can be used as a tool for the travel and tourism industry.
 2. Demonstrate the convergence of the Internet as an alternate and additional distribution channel for travel services for travel professionals and travelers alike.
 3. Demonstrate knowledge by accessing and researching travel destinations and making a pseudo-reservation using the Internet.

HS254 Hospitality & Travel Marketing

- Instructor: L. Gamble
- Upon successful completion of this course, students will be able to:
1. Explain marketing and its evolution in the hospitality and travel industry.
 2. Create a package tour with all the required components for that specific marketing tool.
 3. Create a marketing plan for a project within the hospitality and tourism industry.

HU – HUMANITIES

HU220 Guam Cultures & Legends

- Instructor: B. San Nicolas
- Upon successful completion of this course, students will be able to:
1. Develop an understanding of the basic principles and theories of the origin of the Chamorro people and their culture.
 2. Apply basic principles and theories of the Chamorro people and their culture.
 3. Develop a deeper understanding/appreciation of the Chamorro people and their culture.

JA – JAPANESE

JA110 Beginning Japanese I

- Instructor: D. Blas
- Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of simple everyday conversations.
 2. Communicate orally in a limited variety of situations using basic Japanese.
 3. Comprehend short, simple sentences written in Japanese.
 4. Identify and write Hiragana, and identify Katakana and 24 Kanji characters.

JA111 Beginning Japanese II

- Instructor: D. Blas
- Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of additional simple everyday conversations.
 2. Communicate orally in a variety of everyday situations using basic Japanese.
 3. Comprehend additional short, simple sentences written in Japanese.
 4. Identify an additional 50 Kanji characters.

MA – MATHEMATICS

MA085 Fundamentals of Mathematics

- Instructor: T. Hormillosa
M. Mafnas
P. Pangelinan
- Upon successful completion of this course, students will be able to:
1. Compute whole numbers, fractions, decimals, and percentages.
 2. Identify and set up a ratio or proportion.
 3. Solve proportions, equations, and word-problems.
 4. Evaluate and simplify expressions.
 5. Develop the prerequisite skills for post-secondary math courses.

MA095 Pre-College Mathematics

- Instructor: T. Blas
T. Hormillosa
G. James
S. Lam
C. Torres II
P. Watson
A. Yao
- Upon successful completion of this course, students will be able to:
1. Work with operations involving real numbers both rational and irrational, even with units of measurement
 2. Simplify or solve elementary algebraic expressions, proportions, equations, and word-problems.
 3. Identify and apply basic geometric properties and concepts.
 4. Summarize a set of data by finding the mean, median, mode, and range.
 5. Graph points and lines.

MA108 Introduction to College Algebra

- Instructor: T. Blas
J. Emmanuel
- Upon successful completion of this course, students will be able to:
1. Graph linear equations, linear inequalities and quadratic equations.
 2. Solve linear equations, linear inequalities, quadratic equations, linear systems and systems of inequalities.

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|---------------------------|---|
| T. Hormillosa | 3. Apply properties of integer and rational exponents to simplify exponential expressions and rational expressions. |
| G. James | 4. Simplify, factor or evaluate monomials, polynomials, radical expressions and rational expressions. |
| J. Jocson
C. Torres II | 5. Identify and compute complex numbers. |

MA110A Finite Mathematics

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|------------------------|--|
| Instructor:
F. Blas | Upon successful completion of this course, students will be able to: |
| M. Chan | 1. Demonstrate understanding of key theories and concepts, applying them to solve questions selected from the following topics: functions and their graphs, linear and quadratic equations, matrices, linear programming, and financial mathematics. |
| S. Lam | 2. Solve problems in Finite Mathematics by completing daily homework assignments in problem solving. |
| | 3. Solve problems using appropriate technology, translating problems from one form to another, using various problem solving strategies. |
| | 4. Think critically about Finite Mathematics by applying key theories, concepts, and methods of inquiry in Finite Mathematics to novel problems, to other disciplines, and to situations that require understanding rather than rote memory. |

MA145 Culinary Math

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|------------------------|---|
| Instructor:
B. Mead | Upon successful completion of this course, students will be able to: |
| | 1. Convert units of measure of volume or weight. |
| | 2. Calculate yield percentages for food recipes. |
| | 3. Calculate kitchen ratios. |
| | 4. Calculate various costs including, As Purchased Cost vs Edible Portion Cost. |

MA161A College Algebra/Technical Mathematics

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|------------------------|---|
| Instructor:
M. Chan | Upon successful completion of this course, students will be able to: |
| | 1. Apply essential facts about real numbers, exponents, rules of algebra, coordinate plane, straight lines, and graphs as needed. |
| | 2. Deal effectively with real-world problems by solving equations, inequalities, even equations involving logarithmic or exponential properties by using algebraic, numerical, and graphical methods or through the application of technology when appropriate. |
| | 3. Consider algebraic and graphical methods of solving inequalities. |
| | 4. Approximate polynomial functions or their quotients (rational functions). |
| | 5. Solve systems of linear equations using matrix operations and use linear programming for dealing with optimization problems involving several variables. |

6. Apply basic mathematical concepts and methods involving the concept of sequences, counting processes, probability and mathematical induction

MA161B College Algebra & Trigonometry

- Instructor: Upon successful completion of this course, students will be able to:
F. Blas
1. Demonstrate understanding of the trig concepts to solve trig exercises and equations.
 2. Determine which definition, concept, and identity should be implemented to find solutions to application problems.

ME – AUTOMOTIVE

ME161B Introduction to Auto Body Painting

- Instructor: Upon successful completion of this course, students will be able to:
E. Tudela
1. Prepare automobile paint surface for refinishing
 2. Identify single and two-stage finishes
 3. Apply primer or sealer
 4. Determine type and color of paint already on vehicle
 5. Adjust spray gun using fluid, air and pattern control valve

ME171A Auto Body Collision Repair

- Instructor: Upon successful completion of this course, students will be able to:
E. Tudela
1. Demonstrate effective use of procedures in the repair of automobiles
 2. Analyze damaged panels
 3. Identify the tools and equipment associated with collision repair.

MK – MARKETING

MK123 Principles of Marketing

- Instructor: Upon successful completion of this course, students will be able to:
A. Manzana
1. Obtain career-sustaining employment in a marketing profession.
 2. Demonstrate preparedness to enter a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions.

MK124 Selling

- Instructor: Upon successful completion of this course, students will be able to:
Y. Tam
1. Demonstrate the principles of selling and demonstrate a professional attitude toward business.
 2. Describe the role of a salesperson as a marketing individual.
 3. Illustrate the responsibilities of a salesperson in performing all managerial functions in the marketplace.
 4. Identify the vital role of professional selling, its relationship to other functions of marketing in the firm and to the success of the business as it operates in the marketplace.

5. Investigate professional opportunities available to those who wish to pursue a career in sales and sales management.
6. Demonstrate the selling process through sales presentations and acquire real sales experience through sales projects.

MK205 Entrepreneurship

Instructor:
R. Skipper

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the characteristics and skills of a successful entrepreneur.
2. Calculate the risks and rewards of an entrepreneurial venture.
3. Understand the advantages and disadvantages of a startup, a buyout, and a franchise arrangement.
4. Develop a Business Plan and harvesting strategy.
5. Understand the legal organization of a small business and determine the factors necessary to gain a competitive advantage.
6. Determine sources of funding and understand what lenders look for when granting credit and interpret financial reports.

MK206 Retailing

Instructor:
R. Roberson

Upon successful completion of this course, students will be able to:

1. List the major aspects of a retail career and the prerequisites for success in retailing.
2. Explain the importance of retail customers to the retail manager.
3. Explain how retailers select and reach their target market through the location decision.
4. Explain a retailer's merchandise buying and handling.
5. Discuss the role of advertising and promotion in the operation of a retail business.

MK207 E-Marketing

Instructor:
R. Roberson

Upon successful completion of this course, students will be able to:

1. Explain the basic models for engaging in commerce on the Internet.
2. Explain how information technology can create a competitive advantage.
3. Develop product strategies for global competition.
4. Discuss techniques for relationship marketing and customer services on the Internet.
5. Explain why interactivity is a fundamental and vital aspect of an Internet retail strategy.
6. Explain how channels of distribution become factors in determining competitive advantage.

MK224 Advertising

Instructor:
M. Devine

Upon successful completion of this course, students will be able to:

1. Develop a comprehensive and effective Advertising Plan.

2. Plan strategically; gather and analyze research data; compute and evaluate the potential of alternate courses of action; cooperate with a team in developing creative solutions to a problem; analyze competitive proposals and discuss human behavior.
3. Appreciate the effects of marketing and advertising on business, industry, and national economics.
4. Comprehend the strategic function of advertising within the broader context of business and marketing.
5. Discover what people in advertising do, how they do it, and the career opportunities these fields offer.

MS – MEDICAL ASSISTING

MS125 Clinical Office Experience

- Instructor: B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Practice the application of basic ambulatory care concepts and principles in the performance of actual skills in the back office.
 2. Apply routine patient care and assist with patient care, including vision and hearing testing and electrocardiograms (EKGs).
 3. Practice preparation and processing of patients and maintenance of equipment and supplies in the clinic.

MS140 Administrative Medical Assisting

- Instructor: B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge of general office procedures as performed by a Medical Assistant (MA) in an office setting
 2. Demonstrate basic front office skills in a medical assisting setting.
 3. Demonstrate effective communication skills.
 4. Pass written tests with 80% or better.

MS141 Administrative Medical Assisting II

- Instructor: B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge of general office procedures as performed by a medical assistant (MA) in an office setting
 2. Exhibit professional behavior working in a clinical setting.
 3. Demonstrate effective oral communication in scheduling appointments, greeting patients, answering phones, message taking, and communicating with co-workers and peers.
 4. Handle and properly document incoming and outgoing correspondence for the medical office.
 5. Demonstrate proper documentation on patient charts and invoices and explain legal ramifications of improper documentation.
 6. Pass all program required competencies with a 90% or better.

MS145 Administrative Medical Assisting Experience

- Instructor:
B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Exhibit professional behavior in working in a clinical setting including effective oral communication in scheduling appointments, greeting patients, answering phones, message taking, and communicating with co-workers and peers.
 2. Handle and properly document incoming and outgoing correspondence for the medical office.
 3. Explain the difference between the local insurance companies and demonstrate knowledge of varying plans, co-payments and the importance of collection.
 4. Explain proper patient documentation and legal repercussions of improper documentation.
 5. Demonstrate proper filing of patient charts, invoices, and other documents.
 6. Demonstrate the skills needed to properly handle front office procedures.

MS201 Medical Law and Ethics

- Instructor:
B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Demonstrate knowledge and understanding of patient rights.
 2. Demonstrate a basic understanding of law and how it applies to the medical field.

MS220 Medical Assisting Specialties

- Instructor:
B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Assist the physician in the appraisal of the patient's health status.
 2. Demonstrate the ability to use advanced medical assisting techniques and procedures.
 3. Adequately prepare room for appropriate procedures.
 4. Discuss procedures and expected outcomes.
 5. Plan ahead anticipating the physician needs and observe aseptic and sterile techniques.
 6. Successfully pass practical skills tests related to medical assistants.

MS221 Medical Assisting Specialties Laboratory

- Instructor:
B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Demonstrate the ability to practice advanced medical techniques in a lab setting.
 2. Demonstrate the ability to act as liaison between the patient and physician.
 3. Adequately prepare room for appropriate procedures.
 4. Plan ahead anticipating the physician need and observe aseptic and sterile techniques.

MS225 Medical Assisting Specialties Clinical

- Instructor: B. Mafnas
- Upon successful completion of this course, students will be able to:
1. Demonstrate the ability to use advanced medical assistant knowledge and techniques in an ambulatory setting.
 2. Demonstrate professional characteristics expected of a beginning practicing medical assistant.
 3. Plan ahead anticipating the physician needs and observe aseptic and sterile techniques.
 4. Discuss the diversity of clinical settings.

NU – NURSING

NU110 Nursing Foundations

- Instructor: R. Loveridge
D. Manglona
- Upon successful completion of this course, students will be able to:
1. Utilize the nursing process in the assessment, planning, implementation, and evaluation.
 2. Practices basic therapeutic nursing interventions in a laboratory and clinical setting.
 3. Apply problem-solving and critical thinking skills.
 4. Apply a variety of interpersonal and communication skills.

NU140 Mental Health Nursing

- Instructor: J. Avery
- Upon successful completion of this course, students will be able to:
1. Utilize the nursing process in the assessment, planning, implementation, and evaluation as it relates to mental illness.
 2. Practice therapeutic nursing interventions in a laboratory and clinical setting applying a variety of interpersonal and communication skills as it relates to mental health.
 3. Demonstrate knowledge of the history of psychiatric nursing.
 4. Explain the Five Axis System of diagnosis and identify the most common Axis I and Axis II disorders.
 5. Demonstrate knowledge of generic and brand names of the commonly prescribed drugs for psychiatric/mental health disorders.

NU220 Adult Medical-Surgical Nursing

- Instructor: D. Cruz
R. Loveridge
C. Reilly
- Upon successful completion of this course, students will be able to:
1. Utilize the nursing process in the assessment, planning, implementation, and evaluation of medical-surgical conditions.
 2. Practice basic therapeutic nursing interventions in a laboratory and clinical setting as it relates to medical-surgical procedures.
 3. Apply problem-solving and critical thinking skills.
 4. Apply a variety of interpersonal and communication skills.

NU230 Maternal/Newborn Concepts & Skills

- Instructor: R. Loveridge
G. Almonte
D. Manglona
- Upon successful completion of this course, students will be able to:
1. Perform comprehensive physical assessments and relate assessment data to the disease process.
 2. Identify and prioritize patient problems from assessment data.
 3. Formulate appropriate nursing diagnosis(s) related to patient's assessment data and develop a plan of care identifying specific nursing interventions appropriate for identified problems.
 4. Assess effectiveness of interventions in resolving problems and meeting patient needs.
 5. Utilize comprehensive discharge assessment to identify educational support needs of patient prior to discharge.
 6. Identify age and cultural variations within assessment data collection and within a specific plan of care.

NU240 Pediatric Nursing Concepts & Skills

- Instructor: C. Reilly
G. Almonte
D. Manglona
- Upon successful completion of this course, students will be able to:
1. Demonstrate skills in the preparation of children at different developmental stages for procedures within the scope of a licensed practical nurse (LPN).
 2. Demonstrate proper assessment of vital signs from infancy through adolescence and analyze the effectiveness of selected nursing interventions.
 3. Perform supportive pediatric procedures in the lab and clinical setting including the measuring and recording of input and output.
 4. Demonstrate proper positioning of an infant for lumbar puncture, venipuncture, and Intravenous (IV) therapy.
 5. Collect urine and stool from client who range in age from infancy to adolescence
 6. Calculate and administer recommended doses of medication safely.

NU280 Nursing Trends

- Instructor: G. Almonte
- Upon successful completion of this course, students will be able to:
1. Prepare a resume and discuss how to prepare for a job interview.
 2. Identify current trends and issues in the healthcare industry.
 3. Review and discuss ethical codes developed by the National Federation of Licensed Practical Nurses.

NU281 NCLEX-PN Review and Transition

- Instructor: R. Loveridge
- Upon successful completion of this course, students will be able to:
1. Correctly apply to take the NCLEX-PN exam.
 2. Demonstrate a commitment in reviewing the content of an LPN program.
 3. Apply test-taking strategies.

4. Utilize the nursing process in the assessment, planning, implementation, and evaluation of given case studies.
5. Apply problem-solving and critical thinking skills as it relates to the preparedness to take the NCLEX-PN exam.

NU292 Practical Nursing Clinical

Instructor: D. Manglona R. Loveridge C. Reilly	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Meet the eligibility requirements to take the National Council Licensure Examination – Practical Nurse (NCLEX-PN) exam in order to become licensed practical nurses (LPNs) or to enter more advance degree nursing programs. 2. Display professionalism in performing LPN duties. 3. Utilize the nursing process for all patient-encounter time for the assessment, planning, implementation, and evaluation of medical-surgical conditions within the LPN scope of practice. 4. Employ therapeutic nursing interventions while in clinical setting as it relates to medical-surgical procedures within the LPN scope of practice. 5. Apply problem-solving, interpersonal, communication, and critical thinking skills in patient care settings within the LPN scope of practice. 6. Pass the National League of Nursing (NLN) NCLEX Diagnostic Readiness test at 85% accuracy.
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OA – OFFICE TECHNOLOGY

OA101 Keyboarding Applications

Instructor: J. Arceo S. Balbin R. Bamba B. Bouchard-Miller J. Cruz-Jones M. Mariano P. Johns L. Torres Santos	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of computer terms. 2. Demonstrate how to start and exit a word processing program. 3. Develop key stroke techniques locating the alphabetic keys, number, symbol, function, and computer-specific keys. 4. Navigate in both a Windows and non-Windows environment with speed and accuracy. 5. Create and format personal/business letters in block and modified block style, reports, posters, and tables. 6. Develop desirable interpersonal skills, work habits, and attitudes for the workplace.
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OA103 Filing Systems

Instructor: S. Balbin	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Index code, and arrange personal names, business names, and organization names in correct filing order.
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2. Index using numeric filing methods, geographic location filing methods, subject filing methods, and computer databases.

OA109 Business Math Using Excel

- Instructor: J. Cruz-Jones
- Upon successful completion of this course, students will be able to:
1. Perform computations involving whole numbers, decimals, fractions, and percents.
 2. Prepare bank statement reconciliations.
 3. Calculate the components of payroll.
 4. Solve simple interest and compound interest problems.
 5. Use Excel to solve business problems.

OA211 Business Communication

- Instructor: C. Sison
- Upon successful completion of this course, students will be able to:
1. Write effective business memos, letters and reports.
 2. Develop a practical job search strategy, including writing successful resumes and cover letters.
 3. Demonstrate effective interpersonal communication skills.

OA220 Spreadsheet Systems

- Instructor: S. Balbin
- Upon successful completion of this course, students will be able to:
1. Create, save, retrieve, edit, format, and print and electronic worksheet using formulas, built in functions, and charts.
 2. Create and manipulate electronic spreadsheet databases, templates, and macros.
 3. Integrate with other office applications, collaborate and secure data.

OA240 Machine Transcription

- Instructor: J. Cruz-Jones
- Upon successful completion of this course, students will be able to:
1. Develop the ability to think and use judgment while keying correspondence.
 2. Demonstrate proper techniques of transcription to produce mailable business documents.
 3. Apply correct spelling, grammar usage, and style to documents.
 4. Examine and use appropriate reference materials.

OA250 Office Procedures

- Instructor: J. Cruz-Jones
- Upon successful completion of this course, students will be able to:
1. Develop an understanding of the responsibilities, professional image, appropriate job attitudes, and interpersonal relationships of the administrative assistant.
 2. Develop skills in completing tasks commonly performed in an office setting; including, answering the telephone, faxing, using e-mail, and reprographics.
 3. Enhance communication and interpersonal skills.
 4. Work independently and as a member of an internal team.

5. Be resourceful in obtaining, organizing, evaluating, and managing information.

PS – POLITICAL SCIENCE

PS140 American Government

Instructor:
B. Sison

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the basic framework and concepts which define the American system/style of democracy.
2. Explain the historical roots of American government and the events which have affected the development and course of American government.
3. Explain the three branches of government, their basic structures and functions, and how they are expected to change and interrelate with each other.
4. Develop an awareness of the factors and circumstances which may impact the direction and changes to the American system of government.
5. Demonstrate understanding of Guam's system of government.

PY – PSYCHOLOGY

PY100 Personal Adjustment

Instructor:
K. Sukola

Upon successful completion of this course, students will be able to:

1. Explain and evaluate the importance of personal adjustment and the benefits of self-awareness.
2. Evaluate emotions and the significance of their emotions on self-development.
3. Identify and demonstrate the skills necessary for healthy communication and relationships.
4. Understand the impact societal expectations have on human behavior.
5. Recognize and evaluate the factors affecting individual choices and their effects on one's self and adjustment within society.

PY120 General Psychology

Instructor:
J. Armstrong

Upon successful completion of this course, students will be able to:

A. Leon Guerrero
B. San Nicolas

1. Demonstrate familiarity with the major concepts, theoretical perspectives and historical trends in psychology.
2. Demonstrate the ability to apply psychology principles and theories.
3. Demonstrate an appreciation for the uniqueness of the individual.
4. Discuss and explain the major developmental theories of psychology.
5. Demonstrate proficiency in written communication, critical thinking, and oral communication as it relates to the field of psychology.

PY125 Interpersonal Relations

- Instructor: P. Leon Guerrero
- Upon successful completion of this course, students will be able to:
1. Develop interpersonal and critical thinking skills necessary to become productive members of the workforce in society.
 2. Demonstrate the use of appropriate written and oral skills necessary for effective communication.

SI – SCIENCE

SI103 Marine Biology

- Instructor: J. Kerr
- Upon successful completion of this course, students will be able to:
1. Describe key chemical, biological, geological, and ecological processes that affect the marine environment and organisms therein.
 2. Identify and classify common marine organisms.
 3. Explain the effects of factors such as climate change, pollution, and over-fishing in marine ecosystems, as well as reflect on their roles in these issues.
 4. Employ basic methods and observations to collect data, present results graphically, and interpret results to form conclusions.
 5. Demonstrate and integrate knowledge and observations obtained from lectures, labs and field trips in written reports, quizzes and exams.
 6. Demonstrate their ability to complete a research paper including correct citation of sources and presentation of their research. OR Plan and execute a service learning project that will include incorporating course information with service experience in a written reflection and presentation.

SI110 Environmental Biology

- Instructor: T. Hormillosa
- Upon successful completion of this course, students will be able to:
1. Describe key chemical, biological, ecological, and atmospheric processes that affect organisms, with an emphasis on tropical island environments.
- J. Jocson
2. Explain the ecological, social, and/or economical implications of climate change, conservation and sustainable use of resources, overpopulation, waste management and recycling, as well as reflect on their personal roles in these issues.
- J. Kerr
3. Appreciate and explain the interconnectedness of species and the importance of maintaining biodiversity.
 4. Demonstrate their ability to gather and analyze data, present results graphically, interpret results and form conclusions.
 5. Demonstrate and integrate knowledge and observations obtained from lectures, labs and field trips in written reports, quizzes and exams.
 6. Demonstrate their ability to conduct a literature search on a chosen topic, correctly cite appropriate sources (avoid plagiarism), and develop a conclusion by completing a research paper and oral

presentation. OR (in Kerr's class only) Plan and execute a service learning project, incorporate course information with service experience in a written reflection, and give a presentation of their service learning project.

SI141 Applied Physics I

Instructor:
M. Chan

Upon successful completion of this course, students will be able to:

1. Define key terminology used in the physics field.
2. Identify and classify common physical phenomena such as forces, friction, and center of gravity.
3. Explain common laws and rules of physics from Newton and Kepler and their application to everyday circumstances.
4. Employ basic methods and observations to identify given data graphically or numerically and employ proper procedure to solve the problem applying all physical rules and formulas correctly.

SM – SUPERVISION & MANAGEMENT

SM108 Introduction to Business

Instructor:
B. Sgambelluri

Upon successful completion of this course, students will be able to:

1. Jump start their business careers by learning how to prepare scanner friendly, one page resumes in chronological, functional, and results-oriented formats.
2. Integrate a web-based learning environment with the limitless resources of the Internet and the convenience of anytime learning via CD ROM and Internet assignments.
3. Explain the private enterprise system and describe the roles of business, competitors, and entrepreneurs within the system.
4. Explain how ethics and social responsibility affect the learner's business decision process.
5. List the stages in the development of ethical standards, and relate the ways government regulation affects business ethics and social responsibility.

SM208 Personnel Supervision

Instructor:
P. Pangelinan

Upon successful completion of this course, students will be able to:

B. Sgambelluri

1. Describe, evaluate, and compare the schools of management thought: scientific, functional, human/behavioral, and quantitative/systems approaches.
2. Summarize and interpret the functions of supervision/management: planning, organizing, staffing, leading, and controlling as they relate to first-line supervision.
3. Apply contemporary communication techniques—vital links in supervisory management.
4. Interpret and apply motivational principles as used in the work place.
5. Apply knowledge and skills of solving problems in decision making.

SM215 International Management

Instructor:
B. Sgambelluri

Upon successful completion of this course, students will be able to:

1. Develop and apply cross-cultural ethics, social responsibility, communications, business practices, negotiations, decision making, leadership, and motivation techniques.
2. List various international structures and explain how other country factors such as legal, political/governmental, economic, and technological systems affect the managerial process.
3. Develop strategies for internationalizing business operations.
4. Analyze options for developing global managers for international operations.
5. Develop ways to control management results against cultural global performance standards.

SM220 Management Skill Development

Instructor:
B. Sgambelluri

Upon successful completion of this course, students will be able to:

1. Explain and apply the traditional four functions of management: planning, organizing, leading, and controlling.
2. Develop strategies to manage change, stress, and innovation.
3. Explain the foundations of individual and group behavior.
4. Apply motivation techniques and employee rewards.
5. Appraise and apply communication and interpersonal skills.

SM225 Leadership

Instructor:
B. Sgambelluri

Upon successful completion of this course, students will be able to:

1. Describe and discuss leadership theories and concepts and how to apply this to skill development exercises.
2. Evaluate leadership development skills applicable in today's business environment.
3. Evaluate self-assessment exercises as it applies to leadership principles.
4. Apply behavior models: how-to steps for handling day-to-day leadership functions.
5. Measure and compare the four models to determine the appropriate leadership styles for team development.
6. Assess manager personality profile and examine the application of manager profile to leadership potential.

SM230 Business Law Applications

Instructor:
B. Sgambelluri

Upon successful completion of this course, students will be able to:

1. Discuss business ethics and social responsibilities.
2. Apply intellectual property and Internet law in cyberspace transactions and explain new legal concepts of cyber law.
3. Distinguish between crimes and torts.
4. Distinguish among the nature and classes of real and personal property.

5. Explain the nature and classification of contracts, draft basic contracts and distinguish among the nature and classes of negotiable instruments.
6. Summarize debtor-creditor relationships.

SM240 Employment & Labor Law

Instructor:
B. Sgambelluri

- Upon successful completion of this course, students will be able to:
1. Discuss the Development of American Labor Unions, the National Labor Relations Board, and the National Labor Relations Act (NLRA).
 2. Demonstrate how unfair labor practices by employers and unions in collective bargaining may subject them to federal liabilities.
 3. Illustrate the enforcement and administration of the collective agreement specifying the rights of union members.
 4. Evaluate common-law employment issues addressing the doctrine of employment-at-will.
 5. Interpret the most common exception to wrongful discharge—the public policy exception.
 6. Discuss and summarize how the Uniformed Services Employment and Reemployment Rights Act (USERRA) and Title VII of the Civil Rights Act prohibit discrimination.

SM245 Ethics & Stakeholders Management

Instructor:
A. Erguiza

- Upon successful completion of this course, students will be able to:
1. Discuss the concept of stakeholder management and describe ethical standards in management identifying its role in contemporary business practices.
 2. Evaluate social and ethical issues and explain how they drive the strategic management decision.
 3. Describe and explain actions or strategies that management may take to improve a firm's ethical climate.
 4. Outline the characteristics of the new social contract between employers and employees.
 5. Discuss the principal ways in which shareholder activism exerts pressure on corporate management to improve governance.

SO – SOCIOLOGY

SO130 Introduction to Sociology

Instructor:
J. Armstrong
J. Munoz
M. Reidy
B. San Nicolas

- Upon successful completion of this course, students will be able to:
1. Identify how societies instill values in individuals, families and groups.
 2. Describe how other societies objectively utilize sociological imagination.
 3. Use language, techniques, and strategies appropriate for effective public speaking presentations.

SS – SOCIAL SCIENCES

SS081 US History I

Instructor:

J. Armstrong

Upon successful completion of this course, students will be able to:

1. Trace the settlement of the New World by Native Americans and describe their societies, life styles, and achievements prior to the coming of the Europeans.
2. Describe the European voyages of discovery and the resultant development of colonies, including the effect on Native American societies.
3. Explain the circumstances and forces which compelled the colonies to seek independence.
4. Describe the importance of the Louisiana Purchase, the War of 1812, and the Mexican War.
5. Discuss the economic, political and social origins of slavery as well as the related issues that led to the Civil War.
6. Explain the military strategies, key battles and leaders during the Civil War and describe the process of Reconstruction and its legacy.

SS091 Multicultural Workplaces

Instructor:

J. Armstrong

Upon successful completion of this course, students will be able to:

1. Complete various types of job applications, produce a written resume, and practice interview skills.
2. Demonstrate appropriate workplace attire, positive attitude, work ethics, initiative, and assume responsibility.
3. Describe major cultural groups on Guam Community College and their values
4. Practice enhanced human relation skills related to the workplace
5. Demonstrate effective communication and conflict resolution skills.

VC – VISUAL COMMUNICATIONS

VC101 Introduction to Visual Communications

Instructor:

R. Maiquez

Upon successful completion of this course, students will be able to:

1. Use the vocabulary of graphic design to demonstrate an understanding of standard graphic visual concepts, light and color, perception, trends, forms, and delivery of digital media.
2. Identify the six typeface families and demonstrate how each expresses a mood.
3. Find and recognize reference art to demonstrate understanding of visual graphic concepts and uses.
4. Distinguish basic visual processes, physiological aspects and sensual perceptual theories.
5. Develop understanding of injurious imaging, including cartoons, prejudicial thinking, stereotyping.

6. Demonstrate knowledge of the ethical and legal standards regarding the uses of graphic design and images and computer applications.

VC102 Design Principles and Elements

Instructor:
P. Healy

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the principles and elements of design applying them to a variety of graphic design and advertising work assignments.
2. Apply procedures to solve design problems while considering the factors of materials, tools (computer, camera), style, choice and creative license.
3. Recognize and apply the elements of graphic design including space, line, shape, value, texture, color, balance, contrast and variation.
4. Use basic analog (drawing) and digital (computer) methods to create graphic design projects.
5. Select effective typography and text composition in graphic design.
6. Conceptually describe the meaning of text and image in combination and demonstrate an understanding of three-dimensional design.

VC125 Digital Graphics: PhotoShop

Instructor:
N. Cepeda

Upon successful completion of this course, students will be able to:

1. Apply the principles of good graphic design to computer graphic projects.
2. Navigate with the tools of PhotoShop to create and edit graphics for print and for the web.
3. Employ basic photo and scan editing and corrections including cloning, healing and patching.
4. Use layers, masks paths and channels to produce graphic images.
5. Differentiate between vector and raster (bit-map) graphics.
6. Prepare images for two-color printing and produce and print consistent color including optimizing web images and image maps.

VC126 Digital Graphics: Illustrator

Instructor:
N. Cepeda

Upon successful completion of this course, students will be able to:

1. Apply the principles of good graphic design to computer graphic projects.
2. Demonstrate use of the tools and procedures of Illustrator and navigate to the proper tool to create and edit graphics for print and for the web.
3. Work with type including creation of type, type mask, formatting and wrapping text.
4. Combine Illustrator graphics and PhotoShop images.
5. Draw cylinders and boxes using gradients and brushes to draw shapes and objects.
6. Create images for web publication including exporting in Graphics Interchange Format (GIF) and the Joint Photographic Experts Group (JPEG) format.

VC131 Desktop Publishing

Instructor:
P. Parvin

Upon successful completion of this course, students will be able to:

1. Demonstrate critical thinking skills related to resolving both visual and non-visual communications problems in using various technologies and techniques.
2. Demonstrate solutions for communication issues with analyses of both visual and non-visual in storage and retrieval of the data.
3. Demonstrate operational levels of skills in all areas of explored technologies in the Visual Communication Media Studies Program.
4. Research, produce, and organize written justification and rationale regarding specific projects.
5. Demonstrate applied knowledge of various industries and industrial applications of visual communications in a student program portfolio.

VC141 Web Design

Instructor:
M. Devine

Upon successful completion of this course, students will be able to:

1. Produce a simple multi-page website.
2. Create a personal portfolio website.
3. Re-design an existing business website employing current practices of web site graphics and using effective web site typography.
4. Write simple HTML/XHTML code.
5. Create Cascading Style Sheets [CSS] and rollover buttons.
6. Upload websites and modifications to web servers.

VC145 Macromedia Suite

Instructor:
M. Devine

Upon successful completion of this course, students will be able to:

1. Employ current practices of web site graphics.
2. Use effective web site typography.
3. Use HTML/XHTML code and CSS.
4. Demonstrate advanced design techniques with Fireworks.
5. Design and create animations including animated maps with Flash.
6. Include movies and filmstrips in web pages and create web site photo viewers.

VC161 Video I

Instructor:
J. Terbio

Upon successful completion of this course, students will be able to:

1. Plan and create storyboards for video productions and shoot video according to plans.
2. Operate a variety of video cameras and use a variety of camera moves with hand-held and studio cameras.
3. Demonstrate use of a variety of industry standard shots.
4. Employ a variety of microphones and audio mixers used in audio recording.
5. Employ simple computer digital editing including titling and audio dubbing.
6. Produce simple video productions from planning through editing.

VC165 Digital Editing: Final Cut Pro

- Instructor: D. Macaluso
- Upon successful completion of this course, students will be able to:
1. Use common vocabulary of digital video editing.
 2. Use the tools, commands and procedures of Final Cut Pro.
 3. Capture video and import audio into the computer to establish the content for the editing process.
 4. Cut up shots and build video sequences of shots, apply animation to incorporate motion to still images, add and edit voice and music tracks, and create titles and credits in a variety of styles.
 5. Convert video to various final export formats including Digital Video Disc (DVD) and the Web.
 6. Create a story, shoot it using various camera skills obtained in VC161 and edit it using Final Cut Pro.

VC172 Imaging Concepts and Elements

- Instructor: R. Golding
- Upon successful completion of this course, students will be able to:
1. Use common vocabulary and terms as it relates to cameras, scanners, and digital imaging.
 2. Recognize and apply the elements of effective aesthetic composition to produce effective photographs with cameras.
 3. Use camera controls of focus, shutter speed, and f-stop to vary light entering the camera for effective photography.
 4. Utilize studio lighting principles for basic portraiture and small product photography.
 5. Scan photos, negatives, slides and printed images, including text, to produce digital images.
 6. Employ basic digital photo and image editing using PhotoShop, Aperture and the software included with scanners and other basic computer editing applications.

VC201 Project Management and Marketing Solutions

- Instructor: R. Skipper
- Upon successful completion of this course, students will be able to:
1. Use cooperative teamwork for visual communications problem solving and production.
 2. Research potential products identifying customers to be targeted.
 3. Conceptualize and create visual messages for clients and customers using print, video and web media.

WE228 Basic Metallurgy

Instructor:
R. Balajadia

- Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of basic terminology involved with metallurgy.
 2. Demonstrate basic methods and processes involved in metallurgy.
 3. Demonstrate knowledge of the elements that contribute to characteristics of alloy steel.

Appendix K

GCC BOARD OF TRUSTEES LOG SCHEDULE
for
Boardmanship Training and Activities, Retreats, etc
From 2006 - Present

Dates	Name of Training/Activity	Attendees
June 25-26, 2006	Association of Community College Trustees Governance Leadership Workshop (Washington, DC)	Trustee Antonio B. Jesus
July 13-15, 2006	Orientation & Boardmanship Workshop (Saipan)	Trustee Latisha Leon Guerrero
July 28, 2006	Board Retreat - Board Assessment	BOT Members
October 11-14, 2006	Association of Community College Trustees Leadership Congress (Orlando, Florida)	Trustee Maria Dilanco Garcia, Trustee Latisha Leon Guerrero, Staff Board Secretary Lourdes Bautista
September 15, 2007	Board Retreat - Board Assessment	BOT Members
September 25, 2007	Accrediting Commission for Community & Junior Colleges (ACCJC) Boardmanship Training (Saipan)	Trustee Joseph B. Leon Guerrero, Trustee Charlene K. Flores, Faculty Advisory Member Barry Mead
September 26-29, 2007	Association of Community College Trustees Leadership Congress (San Diego, California)	Trustees Gina Ramos, Eduardo Ilaio
November 17, 2007	Board Retreat - Board Assessment	BOT Members
December 15, 2007	Board Retreat - Board Assessment	BOT Members
January 17, 2008	Review of Board Policies (BOT Subcommittee)	Trustee Eduardo Ilaio, Trustee Joseph Leon Guerrero, Vice President Dr. Ray Somera
January 19, 2008	Joint Boards Retreat - Gift Giving Overview	Board of Trustees & Foundation Board of Governors
January 24, 2008	Review of Board Policies (BOT Subcommittee)	Trustee Eduardo Ilaio, Trustee Joseph Leon Guerrero, Vice President Carmen K. Santos
February 9-12, 2008	Association of Community College Trustees Legislative Summit	Trustee Gina Ramos
February 28, 2008	Review of Board Policies (BOT Subcommittee)	
March 13, 2008	Review of Board Policies (BOT Subcommittee)	Trustee Eduardo Ilaio, Trustee Joseph Leon Guerrero, Vice President John Camacho

Dates	Name of Training/Activity	Attendees
March 27, 2008	Review of Board Policies (BOT Subcommittee)	Trustee Eduardo Ilaio, Trustee Joseph Leon Guerrero, Vice President John Camacho
March 28-April 3, 2008	National Conference on Student Leadership (Atlanta, Georgia)	Trustee Charlene K. Flores
April 10, 2008	Review of Board Policies (BOT Subcommittee)	Trustee Eduardo Ilaio, Trustee Joseph Leon Guerrero, Vice President Dr. Ray Somera, Vice President John Camacho
June 12, 2008	Ethics in Government Training (University of Guam)	Trustee Gina Y. Ramos, Trustee Joseph B. Leon Guerrero
August 16, 2008	Board Retreat - Review of Board Policies	BOT Members
October 29, 2008	Board Retreat - Review of Board Policies (New York)	Trustees Gina Ramos, Maria Garcia, Charlene Flores, Deborah Belanger, President Okada, Staff Board Secretary Lourdes Bautista
October 29-November 1, 2008	Association of Community College Trustees Leadership Congress (New York)	Trustees Gina Ramos, Maria Garcia, Charlene Flores, Deborah Belanger, President Okada, Staff Board Secretary Lourdes Bautista
December 13, 2008	Board Retreat - Review of Board Policies	BOT Members
February 8-11, 2009	Upcoming Association of Community College Trustees Legislative Summit (Washington, DC)	Trustee Eduardo R. Ilaio, Trustee Deborah C. Belanger, Trustee Frank P. Arriola (still pending confirmation to attend) President Mary Okada

Appendix L

POLICY REVIEW TOOL
Criteria for BOT Policy Review
Academic Year 2007-2008

Revise

Policy No. 185
Title of Policy Discrimination - Sexual Harassment
Category _____
Date of Policy 4/70/1994
Age of policy (in years) 13 years + 11 months

REVIEW CRITERIA

1. **Currency or Timeliness**
 - a. Does the existing policy use references to current practice in the field? no
yes
 - b. Does the existing policy as written reflect verbiage that is consistent with current usage? no
yes
2. **Institutional Need and Direction**
 - a. Does the existing policy reflect the needs and direction of the institution as it now enters its 30th year of existence? no
yes
 - b. Does the existing policy take the current structure of the college's programs and services into account? no
yes
3. **Changing Institutional and Societal Context**
 - a. Does the existing policy reflect the changing context of industry needs on the island? no
yes
 - b. Does the existing policy reflect the way GCC has changed to accommodate the demands of the community through the years? no
yes

Total YES 0
Total NO 6

RECOMMENDATION: () Revise/update () Delete () Retain

REASON: Language must be included to prohibit the use of technology such as email, text messaging, Internet, websites, and/or cell phones to sexually harass people. Make training mandatory.

Reviewed by Francisco C. Camacho
(Print name)

Francisco C. Camacho
(Signature)

MIS/ASD
(Dept School)

GCC BOT APPROVAL: February 15, 2008

Appendix M

**Guam Community College
Board of Trustees**

**General Policies
(Reviewed & Amended: September 5, 2008)**

Policy Number	Policy Title	Resolution Number	Board Approved
100	Mission Statement	12-2008	Sept 5, 2008
105	Reaffirmation of Autonomy	13-2008	Sept 5, 2008
110	Board Policy Development & Review	14-2008	Sept 5, 2008
111	Adoption of BOT Membership Handbook	15-2008	Sept 5, 2008
113	Board Policy Publication	16-2008	Sept 5, 2008
115	Code of Trustees Ethics & Conduct	17-2008	Sept 5, 2008
120	Orientation of New Board of Trustees Members	18-2008	Sept 5, 2008
125	Professional Associations	19-2008	Sept 5, 2008
130	Legislative Testimony	20-2008	Sept 5, 2008
135	Acting President	21-2008	Sept 5, 2008
140	Organizational Chart of Guam Community College	22-2008	Sept 5, 2008
145	Identity System Manual	23-2008	Sept 5, 2008
150	Media Relations	24-2008	Sept 5, 2008
155	GCC Protocol Gude	25-2008	Sept 5, 2008
160	Affirmative Action	26-2008	Sept 5, 2008
165	Compliance with the Americans with Disabilities Act	27-2008	Sept 5, 2008
170	Campus Crime & Security	28-2008	Sept 5, 2008
171	Violence Prevention in the Workplace	29-2008	Sept 5, 2008
172	Pandemic Response Plan	30-2008	Sept 5, 2008
175	GCC As A Tobacco Products & Betelnut Free Campus	31-2008	Sept 5, 2008
180	Risk Management Emergency Plans	32-2008	Sept 5, 2008
185	Sexual Harassment Prevention	33-2008	Sept 5, 2008
190	Travel Policy	34-2008	Sept 5, 2008
195	A Guide to the Selection & Appointment of Guam Community College Trustees	35-2008	Sept 5, 2008
196	Real Property Use and Income Generation Plan for 314 acre site	36-2008	Sept 5, 2008

**Guam Community College
Board of Trustees**

**Apprenticeship Policies
(Reviewed & Amended 2008)**

Still pending final review and approval by BOT

Policy Number	Policy Title	Resolution Number	Board Approved
700	Authorization to Duly Establish the GCC Apprenticeship Council - DELETED		
702	GCC Apprenticeship Council Bylaws - DELETED		
705	Apprenticeship Council - Scholarship and Incentive Bonus Program - DELETED		
710	Accelerated Advancement, Apprentices - DELETED		
	GCC Apprenticeship Training Program This recommended policy is to replace Policies 700, 702, 705, & 710		

Appendix N

GUAM COMMUNITY COLLEGE

Office of Assessment & Institutional
Effectiveness (AIE)

8
EIGHTH
ANNUAL INSTITUTIONAL

AUGUST 2008
AY 2007 - 2008

Committee on College Assessment (CCA)

ASSESSMENT REPORT



This report was prepared by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness (AIE) and Co-Chair of the Committee on College Assessment (CCA). CCA members for AY 2007-2008 include Michael D. Setzer II (Chair), Robert Balajadia, Joseph Benavente, Ines Bukikosa, Pearl Capindo, Eric Chong, Joleen Evangelista, Priscilla Johns, Klem Kio, Doris Perez, Richard Quiambao, Kelly Sukola, Wilson Tam, Esther Yanger, Charlene Flores and Latisha Leon Guerrero (Student Representatives). Administrative assistance was provided by AIE staff Priscilla Johns, Vangie Aguon and Richard Quiambao. AIE would like to thank all GCC constituents and administrators who willingly participated in this assessment project. AIE would also like to thank Casey Ksau, GCC Visual Communication and Marketing student for this report's cover design.

GCC student earns gold medal at leadership conference

By Duane M. George

Pacific Daily News

dmgeorge@guampdn.com

While the Olympic Games are still about six weeks away, Guam has struck gold.

For the second year in a row, a student from Guam Community College won a gold medal at the SkillsUSA 2008 National Leadership and Skills Conference in Kansas City, MO.

Stephanie Sablan won a gold medal in medical assisting at the annual conference, which brought together 5,000 competitors from 50 states and four territories, according to a Guam Community College news release.

Last year, GCC student Abby Farmer also won gold at the event, also in medical assisting.

The community college sent eight competitors this year, with four placing in the top half of their events.

Other top performers include:

- Eric Cruz, a JFK student in GCC's ProStart program, finished 10th out of 42 in secondary culinary arts.
- GCC student Kristian Marquez finished 10th out of 22 in post secondary commercial baking.
- Simon Sanchez student Ashley Garcia, who is in GCC's Lodging Management Program, came in 14th out of 35 in secondary food and beverage service.

This article appeared on the July 1, 2008 issue of the Pacific Daily News.

Eighth Annual Institutional Assessment Report, AY 2007-2008
Committee on College Assessment
Guam Community College
August 2008

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Eighth Annual Institutional Assessment Report (AIAR)
Committee on College Assessment
Guam Community College
August 2008

Executive Summary

The 8th AIAR addresses the four major recommendations contained in the 2006 ACCJC Evaluation Report related to General Education (Gen. Ed.) Assessment, governance processes, integration of Student Learning Outcomes (SLOs) in program and course documents, and the Board of Trustees' (BOT) leadership in the development of the college.

This report contains an update of the progress made in achieving a unified digital campus, assessing the College's Gen. Ed. policy and incorporating student learning outcomes (SLOs) into the curriculum. The report also contains a synthesis of the 2007-2008 institutional assessment reports produced by the Office of Assessment and Institutional Effectiveness (AIE) including the *GCC Foundation's Second Assessment Report*, the *Third Board of Trustees' Assessment Report*, the *Faces of the Future Third Survey Report on GCC Students*, the *Third Consolidated Administrator's Assessment Report*, the *Gen. Ed. Impact Study Report*, and the *Second Effectiveness Survey Report of the GCC Faculty Senate*. Additionally, a synthesis of the Gen. Ed. Committee's SLO Study is included in this report.

The recommendations (planned actions) found at the end of the report identify the offices and/or committees responsible for carrying out the recommendations as well as a suggested timeline of suggested activities. These recommendations, and the activities associated with them, when gradually implemented, will help to ensure that the College is prepared for its midterm progress report which is due to the Accrediting Commission for Community and Junior Colleges (ACCJC) on March 15, 2009. It will also help the college prepare for the site visit by ACCJC in Spring 2012.

The college has made significant progress in addressing the concerns of the accreditors but there is still much more to be done.

Introduction

Academic Year 2007-2008 (AY 2007-2008) was a very busy year for Guam Community College (GCC). On December 28, 2007, the college unveiled its 30th Anniversary Logo and announced the year-long activities planned to celebrate the College's 30 years of providing Guam with career and technical education in both the secondary and postsecondary levels.¹ The day before, the college issued a press release which stated that "The college looks forward to celebrating GCC's history with those in the community who support our students and programs, and who have helped make GCC what it is today—a fiscally, responsible, well-managed institution of higher education." Several events have occurred since the unveiling of the 30th Anniversary Logo. A "Denim and Diamonds" 30th Anniversary Dinner was held on February 13, 2008. A "Breakfast with the President" was held on February 22, 2008 at the GCC Multipurpose Auditorium. Students, faculty, and staff were treated to breakfast prepared by the Culinary Arts students and served by the GCC president and vice presidents. A career and technical education GCC Mall Event was held on February 23, 2008. A "Run the Right Path" 5K Run/Walk Fun-Raiser was held on Saturday, April 19, 2008. On May 9, 2008 GCC held a 30th Anniversary Dinner honoring employees, students, alumni, and founders. During the dinner, recipients of the Employee Recognition Awards were announced (Faculty Excellence Award, Employee of the Year Award, Supervisor of the Year Award, and Administrator of the Year Award). A Graduation Drive was held in May 2008 and on July 2008 a parade float was built in partnership with the University of Guam (UOG) and the Guam Public School System (GPSS). This float was part of the July 21, 2008 Liberation Day festivities. More events are planned this fall to highlight the College's 30th anniversary celebration until November 2008.

In addition to providing 30 years of career and technical education to the community, GCC is proud of its tradition of being fiscally responsible. During the June 18, 2008 episode of KUAM News, it was reported that GCC is "making strides as a low-risk auditee." (Appendix A) Specifically, the report indicated that "the community college qualified as a low-risk auditee as the Office of the Public Auditor did not find any questioned costs or unresolved prior year audit findings." On June 19, 2008, the *Marianas Variety* reported that "The Guam Community College, for the seventh year in a row, has qualified as a low-risk auditee by the Office of the Public Auditor." (Appendix B)

¹ GCC was created by Guam Public Law 14-77 in 1977.

Another accomplishment for the college was the partnership with the Guam Homeland Security Office to offer an Associate Degree and Certificate Program in Emergency Management (EM). On March 18, 2008, GCC issued a press release (Appendix C) announcing the new programs. These programs were designed for individuals seeking careers related to homeland security, emergency management and catastrophic disasters. According to the press release, “GCC is the first postsecondary institution in the region to offer an Associate’s Degree or Certificate in Emergency Management.”

In AY 2007-2008, GCC acquired resources for the College through donations from the community. In March 2008, Hawthorne Pacific Corp. donated an Olympian-brand generator valued at \$8,000 to assist the college in offering a diesel engine preventative maintenance course. Also in March, Environmental Systems Research Institute provided GCC with \$400,000 worth of software for land use analysis projects on Guam.

During AY 2007-2008, GCC continued its efforts to become a unified digital campus through the “MyGCC” Project. GCC was successful in meeting its timeline for the implementation of the different modules scheduled for Fall 2007 and Spring 2008.

In addition to the above events, GCC was privileged to host three-day workshops sponsored by the Accrediting Commission for Community and Junior Colleges (ACCJC). From April 15 to 17, 2008, several workshops facilitated by ACCJC Vice President Garman “Jack” Pond were held on the GCC campus for visiting institutions in Micronesia. More than 40 faculty, administrators, and staff from the College of Micronesia-FSM, Palau Community College, Northern Marianas College, College of the Marshall Islands and GCC participated in the workshops. Topics such as program review, self-study, and Accreditation Liaison Officer (ALO) expectations were discussed.

Another ACCJC visit occurred several days later on April 22, 2008. ACCJC President, Dr. Barbara Beno and Commissioner Floyd Takeuchi met with students, faculty, staff, and administrators to discuss the Commission’s expectations in relation to institutional compliance with standards. During this visit, Dr. Beno also discussed the rubric for Evaluating Institutional Effectiveness which was released by ACCJC in Fall 2007²

² April 2008 Issue of Chachalani, p. 5

Organization of the Report

This report is divided into ten major sections. Part I, “Updates to the 7th AIAR” provides information about the status of the *MyGCC* Project which was reported in last year’s institutional assessment report. Also included is information on administrator changes that occurred during the year and a request for a *Position Classification, Compensation and Benefits Study* related to the salary study mentioned in last year’s report. Additionally, acknowledgement is given to students, staff, faculty, and administrators who brought institutional recognition to the college. Part II, “Implementing Recommendations from Last Year’s Report” provides information on the progress of the recommendations made in the 7th AIAR.

Part III, “Addressing Accreditors’ Concern with General Education (Gen. Ed.) provides a synthesis of the Gen. Ed. Impact Study conducted by the Office of Assessment and Institutional Effectiveness (AIE) and the Gen. Ed. Committee’s Student Learning Outcomes (SLO) Study.

Part IV, “Institutional Data” provides information taken from the GCC Fact Book (Volume II) including Fall 2007 post secondary enrollment by gender, ethnicity, and program. It also provides information about program completers for AY 2007-2008. A discussion of the changes in enrollment data from Volume I and Volume II is included.

Part V, “AY 2007-2008 Institution-Wide Assessment Activities” includes an SLO update as well as an overview of the steps taken by the college to ensure that SLOs are incorporated into the curriculum. A discussion of the *Rubric for Evaluating Institutional Effectiveness* and the *Student Climate* Survey is included. Also included is a description of a new assessment initiative at the College, the Academic Vice President’s Small Assessment Grant Award (AVP Saga).

Part VI, “TracDat Data Patterns: Measures of Assessment and Institutional Effectiveness” provides information about the compliance rate at the divisional level as reported in the College’s assessment software (TracDat); patterns in articulating assessment outcomes; assessment methodologies for SLOs; patterns of means of assessment in administrative units and student services; implementation of assessment results for associate degree, certificate and secondary programs; implementation of assessment results for student services and administrative units; patterns of use of assessment results for program improvement; and patterns of curriculum revision activities.

Part VII, “Institutional Strategic Master Plan (ISMP)” contains a brief description of the College’s request for proposal for the ISMP and GCC’s involvement in the anticipated military buildup and workforce development.

Part VIII, “Guam Community College’s Governance System” includes the results of the *Second Effectiveness Survey Report of the GCC Faculty Senate* and a discussion of shared governance in relation to accreditation standards.

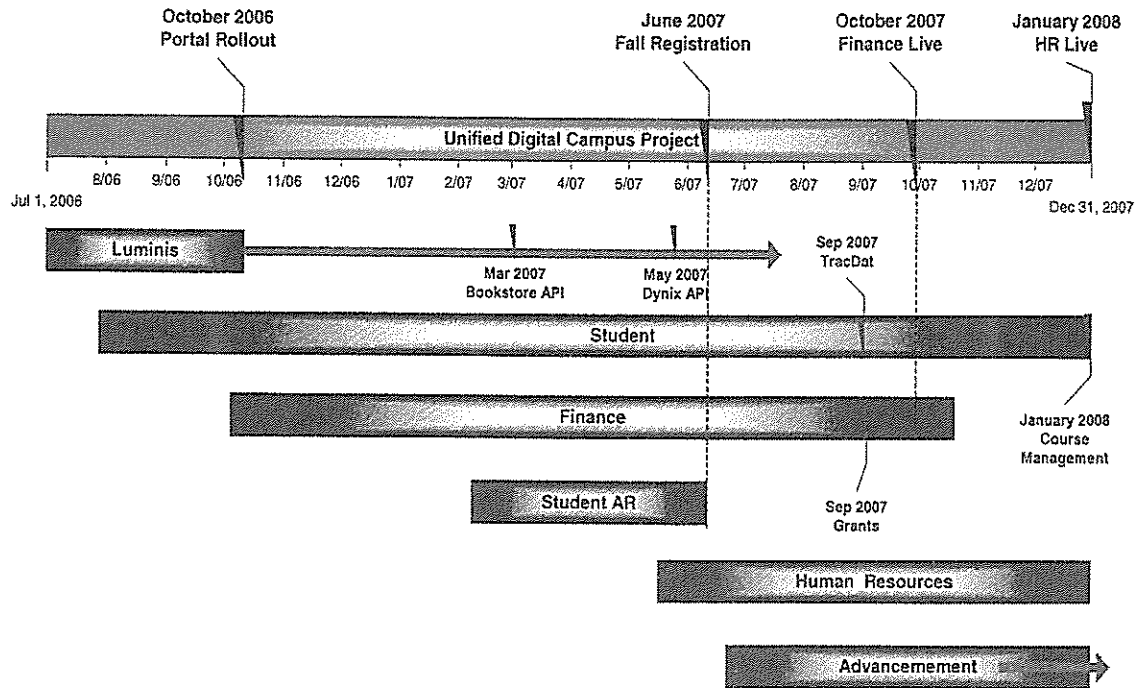
Part IX, “AY 2007-2008 Institutional Assessment Reports” provides a brief description of four of six institutional assessment reports prepared by AIE last academic year. Reports include the *GCC Foundation Board’s Second Assessment Report*, the *Third Board of Trustees’ Assessment Report*, the *Faces of the Future Third Survey Report on GCC Students*, and the *Third Consolidated Administrators’ Assessment Report*. The other two reports, the *Gen. Ed. Impact Study Report* and the *Second Effectiveness Survey Report of the GCC Faculty Senate* are described in other sections.

Part X, “Recommendations” provides a matrix of recommendations and responsibilities for the next academic year.

Part I: Updates to the 7th AIAR

GCC’s Unified Digital Campus: The MyGCC Project

Figure 1. SunGard Higher Education: Guam CC Timeline



As mentioned in the GCC Seventh Annual Institutional Assessment Report (7th AIAR), the college engaged the services of SunGard Higher Education for the Banner Luminis project, a web-accessible information system that combines Student, Financial Aid, Finance, and Human Resources functions into one database system now known as *MyGCC*. Since the portal rollout in October 2006, GCC has been able to offer many online services. On June 1, 2007, online registration became available. For the first time at GCC, students are able to apply for admissions, register for courses, and check their grades online. Also, in June 2007, a new e-mail system for employees as well as students was implemented. Student email accounts are another first at GCC. Students are now able to communicate with their peers and faculty via student email accounts. Additionally, course management is available via *MyGCC*. Faculty are able to review student schedules, conduct degree audits, post syllabi and office hours and enter grades via *MyGCC*. Furthermore, Department Chairs are able to build their department's schedules (course offerings) each semester in *MyGCC*. On October 2007, the Finance component of *MyGCC* went live. Accounts Payable, (A/P), Accounts Receivable (A/R) and General Ledgers (GL) are all active. In January 2008, the Human Resources component went live, including payroll. Employees are able to access information related to their benefits, deductions, pay, and leave balances. On March 14, 2008, the online payment function was made available and on June 2008, the Financial Aid component went live.

Administrator Changes

Several administrator changes occurred during AY 2007-2008. Due to retirement, the position of Academic Vice President (AVP) became vacant and was filled by Dr. R. Ray D. Somera who previously held the position of Assistant Director of AIE. Consequently, the position of Assistant Director of AIE became vacant and was filled by Dr. Gina C. Tudela who was previously an Associate Dean for the School of Trades and Professional Services (TPS). Geri James who was an Associate Dean for the School of Technology and Student Services (TSS) was reassigned to TPS to fill the vacancy left by Dr. Tudela. Consequently, a new Associate Dean for TSS was hired. Esther Yanger assumed the position on March 17, 2008.

Since the college president, Mary Okada, vacated her previous position as Vice President (VP) for Business & Finance when she took the presidency on June 2007, the VP position needed to be filled. On December 3, 2007, Carmen Kwek Santos was hired as the new VP for Business and Finance.

On October 29, 2007, the college hired its first Assistant Director for Development and Alumni Relations. Lolita Reyes who was previously an Associate Dean for TSS and who oversaw the Office of Continuing Education was hired for the position. Kelly Sukola who was an Adjunct Associate Dean was hired as an Associate Dean and filled the vacancy left by Ms. Reyes on February 18, 2008. Consequently, Marsha Postrozny, Associate Professor for Early Childhood Education, was selected to fill the vacancy left by Ms. Sukola.

Except for the Vice President for Business and Finance and the Associate Dean for TSS, administrator changes occurred internally through promotions and reassignments.

Position Classification, Compensation and Benefits Study

In Fall 2006, GCC's Institutional Researcher was tasked to conduct an in-house salary study of faculty, staff, and administrators. However, because legal authority for staff salaries does not reside with the GCC Board of Trustees, the focus of the study was only on administrators and faculty. The study revealed that the faculty and administrator salary schedules need to be updated. Findings revealed that GCC's salary pay scales for faculty, administrators and staff have not changed since October 1, 1991. Additionally, the stagnant pay scales and the yearly increase in the cost of living have resulted in continual diminishing purchasing power for employees. The 1991 pay scales additionally hinder recruitment of qualified employees especially in "hard to hire" disciplines."³ According to the study, UOG received a salary adjustment on January 2007 and GPSS received a salary adjustment on April 2006. "These adjustments brought their salaries closer to the U.S. national averages placing them in an advantageous recruiting position against GCC."⁴

During the April 17, 2008 GCC Board of Trustees (BOT) monthly meeting, the Board authorized Guam Community College to proceed with a request for proposal for an independent and more comprehensive salary study to include classified staff, administrators, and faculty. Consequently, on May 15, 2008, a Request for Proposal (RFP) for a *Position Classification, Compensation and Benefits Study* was published in the Pacific Daily News (PDN) (Appendix D). The RFP calls for a review of the compensation and benefits of all classes of positions utilized

³ GCC Faculty, Administrators, and Staff Salary Study, February 28, 2007, p. 1

⁴ 7th AIAR, p. 24

within the college and its organizational structure and the development of a work plan to restore internal pay equity and external competitiveness.

Institutional Recognition Through Awards

Through the hard work and dedication of its students, faculty, staff, and administrators, GCC received much recognition in AY 2007-2008. The following are some accomplishments reported throughout the year⁵:

- For the second year in a row, a GCC student won a gold medal at the SkillsUSA National Leadership and Skills Conference in Kansas City, Missouri. Stephanie Sablan won the gold medal in medical assisting at the annual conference. There were over 5,000 competitors from the 50 states and four territories represented in the conference. Three other GCC students placed in the top half of their events. Eric Cruz, a John F. Kennedy High School student enrolled in the ProStart program finished 10th out of 42 in the secondary culinary arts competition. Kristian Marquez finished 10th out of 22 in the postsecondary commercial baking competition and Ashley Garcia, a Simon Sanchez High School student enrolled in the Lodging Management Program (LMP) finished 14th out of 35 in secondary food and beverage service.⁶
- GCC's secondary Lodging Management Program (LMP) team from Simon Sanchez High School took 2nd place nationally at the American Hotel & Lodging Educational Institute's National LMP competition held on April 9-11, 2008 in Orlando Florida.
- GCC postsecondary business instructor, Pilar Pangelinan, brought national recognition to the college by serving as an advisor on the review committee for the 11th Annual Continuums of Service Conference which took place on April 17-19, 2008 in Portland, Oregon.
- On March 17, 2008, GCC's ProStart Assistant Instructor, Frank Evangelista, was awarded the 2008 Educator Excellence Award during the Annual National Restaurant Association, Hotel-Motel Show. The award is given to faculty who employed innovative

⁵ The recognition and awards mentioned were reported in the College's Chachalani newsletter.

⁶ June 2008 Issue of Chachalani, p. 2

techniques to motivate their students to learn and participate in mentored internships to prepare them for a career in industry.⁷

- Included in the Spring 2008 issue of *Chef Educator Today*, the official publication of the Food Services Educators Network International, was an article on GCC's ProStart Associate Professor, Susan Seay. The article is entitled "Achieving Excellence--How one ProStart Teacher Achieves Teaching Excellence in Guam." The article states that "Without a doubt, Susan Seay has proven that she is among the best of the best culinary educators."
- GCC faculty member, Eric Chong, was selected as a Faculty Scholar for the 2008 Phi Theta Kappa Faculty Scholar Conference and 2008 Phi Theta Kappa International Honors Institute.
- Dr. Michelle Santos, Dean of TSS received the 2008 Chair Academy's Exemplary Leader Award. The Arizona-based Chair Academy promotes world-class training programs and services that advance academic and administrative leadership for postsecondary institutions.⁸
- The Corporation for National & Community Service recognized GCC as a 2008 Presidential Honor Roll recipient. Higher education institutions were selected based on factors such as scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers service learning courses.⁹

⁷ April 2008 Issue of Chachalani, p. 3

⁸ Spring 2008 Issue of Chachalani, p. 3

⁹ April 2008 Issue of Chachalani, p. 3

Part II. Implementing Recommendations from Last Year's Report

Table I. Matrix of Recommendations and Responsibilities
for AY 2007-2008 Extracted from the 7th AIAR

<p>Recommendation #1: <i>The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success. Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)</i></p> <p><i>A standardized general education pattern has likewise been established. To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (Standard II.A.3.a)</i></p>		
Planned Action	Responsible Office/Committee	Action Taken or To Be Taken
<p>Design and implement a well thought-out study that assesses the impact of the General Education policy in terms of enrollment, student learning, and other relevant variables;</p>	<p>AIE, AVP, AAD-REG, Gen. Ed. Committee</p>	<p>In Spring 2008, AIE conducted a study which examined student enrollment, grade distribution, and completion rates over a five-year period (AY 2003-2004 to AY 2007-2008) and repeater patterns over a four-year period (AY 2003-2004 to AY 2006-2007) in developmental English and math courses to gauge the effect of the Gen. Ed. requirements on <i>student access and success</i>. Findings and recommendations can be found in Appendix E. Also in Spring 2008, the Gen. Ed. Committee conducted a Gen. Ed. SLO Study using a survey designed to collect information from full-time faculty who taught during AY 2006-2007 about (1) how many degree program courses at GCC are incorporating Gen. Ed. SLOs into the course curriculum, (2) which Gen. Ed. SLOs are being addressed and to what extent these Gen. Ed. SLOs are reinforced, and</p>

		(3) what type of assignments do faculty use to address these SLOs. Findings and recommendations from the Gen. Ed. Committee's SLO Study Report can be found in Appendix F.
Systematize the collection and analysis of student data in English and math classes dating back to Fall 2003 when the Gen. Ed. policy was first implemented. This effort will be led by the college's Institutional Researcher, in partnership with the Registrar;	AIE, AAD-REG, Gen. Ed. Committee	Same as above. Re: AIE's Gen. Ed. Impact Study in Appendix E
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 Humanities and Fine Arts courses. This effort will be spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees;	AVP, AAD, AAD-TSS, AAD-TPS	Informal dialogue has occurred but no action taken as of yet.
Produce a Gen. Ed. impact study report; disseminate results widely to Faculty Senate committees, and engage in campus-wide dialogue; include highlights and synthesis of discussion in 8 th AIAR;	AIE, AAD	Same as above. The Gen. Ed. reports will be discussed in further detail in Part III of this report. Additionally, the Gen. Ed. studies will be posted on the GCC website.
<i>Recommendation #2: The college is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The college should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes at the college. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3)</i>		
Planned Action	Responsible Office/Committee	Action Taken or To Be Taken
Ensure that the recommendations contained in the "GCC Faculty Senate Survey Report" (March 2007) and included on pages 136-138 of this report is monitored and <i>followed-through</i> as the Faculty Senate enters its second year. The Faculty Senate President (and President-Elect) will have oversight of this process, in close collaboration with the Governing Council;	FAC-SEN, AAD, Governing Council	The <i>Second Effectiveness Survey Report of the GCC Faculty Senate</i> (Appendix G) provides updates to the implementation of the recommendations made in the March 2007 Faculty Senate Report. Updates to the

		<p>implementation of recommendations contained in the 2007 Faculty Senate include:</p> <p>--The Senate did act on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner. The first GCC Faculty Senate newsletter was published in Fall 2007 and the second is expected to be published and disseminated on or before Fall 2008.</p> <p>-- Although the Senate did act on the recommendation made in the first survey report to strive for "representativeness" rather than just "representation" of various constituent voices in this year's survey of Senate effectiveness by administering the survey during the Professional Development Day held this past Spring, closer coordination with the Professional Development Review Committee could have resulted in higher return rates. Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.</p> <p>-- A recommendation that was</p>
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		<p>made in the March 2007 Faculty Senate Effectiveness Report was “to create and refine a solid assessment plan that would become an integral part of Senate functioning, and that which considers multiple tools and sources of data (i.e., strive for triangulation of evidence), once the Senate becomes more stable in its organization and structure.” Article V of the bylaws of the Faculty Senate calls for a mandatory review of the constitution and bylaws of the College Faculty Senate and Shared Governance Council at the end of every year of operation. This review is part of the Senate’s assessment process. In response to the recommendation made last Spring, the Faculty Senate created a committee evaluation process. As part of this process, the Faculty Senate along with committee members will evaluate the effectiveness of the Senate committees. Committee goals will be reviewed and approved by the Senate to ensure they support institutional goals. The Faculty Senate created a <i>Committee Goal Reporting Matrix</i> (Appendix H) which includes committee goals, related college goals, committee activities or plans to address the goal, current status, and recommendations. The matrix was designed to assist the Senate in evaluating the effectiveness of faculty</p>
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		<p>committees as a whole, and not individual committee members. As part of this evaluation process, committees must submit a copy of their goals to the Senate by the end of September. They must also submit a midterm report the first week of September which involves identifying their committee goals, related college goals, committee activities or plan to address the goal, and current status. They must also submit their annual closing report by the first week of April. In addition to the information provided in the mid-term report, the closing report should also include written recommendations for next year. Only eight committees submitted their annual closing report. Consequently, committee evaluations could not be completed before the end of Spring Semester. This is a compliance issue that the Senate needs to address.</p>
<p>Produce a performance report detailing substantive accomplishments in shared governance processes for submission to the AVP and AIE; include synthesis and analysis of this report in 8th AIAR;</p>	<p>FAC-SEN, AIE</p>	<p>The Second Effectiveness Survey Report of the GCC Faculty Senate was published by AIE in May 2008.</p> <p>This report is described in Part VIII of this report.</p>

Recommendation #3: Working on the strength of its assessment structure, the college should now fully undertake the process of developing student learning outcomes for courses, programs and the institution. As these student learning outcomes are developed, they should be communicated to students, the college community and the public. (Standards II.A, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f)

Planned Action	Responsible Office/Committee	Action Taken or To Be Taken
<p>The action strategies under this recommendation support the new requirements implemented by ACCJC this year in terms of its expectation that the college complies with the demands of the Annual Report Update on Student Learning Outcomes, as specified in its new 2007 template.</p>		
<p>Work with the various committees of the Faculty Senate (notably, the Curriculum Committee, CCA and the Gen. Ed. Committee) to establish protocols and processes for addressing needed SLO work in linking Program SLOs to Course SLOs to Course Syllabi, and eventual publication in student catalog:</p> <ul style="list-style-type: none"> • examine <i>all</i> the existing TSS/TPS program guides to ensure that student learning outcomes (SLOs) become an integral part of the document and make the terminology consistent all throughout the guides; • examine <i>every</i> 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; • 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; • plan for the publication of these program and course SLOs in the Student Catalog (both print and online); 	<p>AAD, AAD-TSS, AAD-TPS, FAC-SEN, Curriculum Committee, Gen. Ed. Committee, CCA-AIE</p>	<p>--The College's Curriculum Manual was revised in Spring 2008 to ensure that SLO information is incorporated into curriculum documents and ultimately into the college catalog.</p> <p>--An "SLO Map-Program and Course Level" (Appendix I) template was created through a joint effort between the Gen. Ed. and Curriculum Committees. It is commonly referred to as an SLO Map. The template requires authors to identify the Gen. Ed. SLOs that relate to the courses they are updating.</p> <p>If an SLO map is not part of a program adoption or program substantive revision, a non-substantive curriculum revision memo must be attached to it in order to ensure that the SLOs will be published in the College's online catalog under program/course descriptions.</p> <p>--The Curriculum Committee developed checklists for reviewing the course form and checklists for reviewing the program form (Appendix J) in the 2008 edition of the Curriculum Manual to ensure that all course/program</p>

		<p>documents incorporate SLOs.</p> <p>--An SLO Writing Workbook was published by the Curriculum Committee in AY 2007-2008 (Appendix K).</p> <p>--Several SLO training workshops were conducted by the Curriculum Committed in both the Fall and Spring semesters.</p> <p>--The College's <i>Syllabus Checklist</i> was revised (Appendix L). Faculty are now required to identify three to five course SLOs in their syllabi.</p> <p>--The <i>2008-2010 College Catalog</i> identifies program SLOs for each of the 14 certificate programs and program SLOs for each of the 16 associate degree programs offered at the college. There is a total of 75 course-level SLOs identified in the catalog.</p>
<p>Expand the college's program level approach to assessment to gradually include course level assessments. Formulate a comprehensive training plan that would expand the faculty's level of comfort in using TracDat to cover course level assessment. A delineation would also need to be made regarding the variations between course and program level assessments so that the faculty are properly guided in this transition;</p>	<p>AIE, CCA, AAD</p>	<p>Two TracDat refresher training workshops were held on September 28, 2007. The first TracDat Version 4 training was held on February 22, 2008. Additionally, one-on-one TracDat training with assessment authors and the program specialist for assessment was scheduled throughout the spring semester on a weekly basis. Training with individual departments was also scheduled.</p>
<p>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 data necessary to comply with this requirement. This will be part of a campus-wide plan to stagger the collection of such course-level</p>	<p>AIE, CCA, AAD</p>	<p>The Academic Affairs Division (AAD) currently has an electronic Curriculum Log which identifies course and program level changes through approved curriculum documents. This information</p>

data over the span of a 5-year period;		can be provided by AAD at the end of each assessment cycle.
Monitor compliance (with AIE's assistance) with the 5-year cycle in program guide revision;	AAD-TSS, AAD-TPS, AIE, AAD	The Curriculum Committee compiled a list of all courses listed in the college catalog that are over five years old and calculated the approximate percentage of outdated course guides under each program.
Systematize the mapping of programmatic SLOs to all the courses in each Certificate/AS/AA program, as required by the 2007 ACCJC new template. Training workshop sessions for program faculty will also need to be set up to address this collaborative project among the committees involved;	CCA, AIE, FAC-SEN, Curriculum Committee, Adjunct Associate Dean	As indicated above, the Curriculum Committee developed an "SLO Map-Program and Course Level" template to show how program SLOs align with course SLOs and vice versa. The Curriculum Committee also conducted several workshops throughout the school year to support curricula writing, SLO formulation, and working with the new templates. (See Appendix M for sample SLOs extracted from the 2008-2010 College Catalog)
Cognizant of the demands of the new ACCJC template, CCA and AIE will systematize the documentation of programs using particular methodologies (by academic year) in order to comply with the requirements of the annual SLO reporting format;	CCA, AIE	CCA will communicate with Nuventive, the College's assessment software (TracDat) vendor to create Ad-Hoc reports to extract this information. Ad Hoc reports are a new feature of TracDat. Since the annual SLO report for ACCJC is due in April, the Ad Hoc reports needed for this report should be generated at this time.
The course assessment feature of TracDat will be explored to document assessment activities at the course level. Faculty training in TracDat, specifically in course-level assessment, will be designed and implemented in the next academic year. A closer monitoring of TracDat data (at the	AIE, CCA, Adjunct Associate Dean	Work with the Curriculum Committee to provide training for Department Chairs and/or program authors on how to use the course level assessment feature in TracDat.

course level) will also be implemented;		
Provide additional TracDat Version 4 user training to improve the familiarity of TracDat users with the new version of the assessment software;	AIE	Fall 2008
As required by the new ACCJC template, detail changes in individual programs as dictated by assessment findings. A template will need to be created so that programs can report these changes not only systematically, but also incrementally. At the present time, these changes are simply culled from Column 5 (Use of Assessment Results & Follow Up) of assessment reports inputted in TracDat by individual assessment authors. For a more systematic reporting of these results, a new template will guide assessment authors more meaningfully into reporting their action strategies that address assessment findings;	AIE, CCA	As mentioned above, CCA will communicate with Nuventive to create Ad-Hoc reports to extract this information. In addition, a template will be developed internally to monitor how assessment findings are being used.
Lead the effort to review the existing Gen. Ed. courses and their respective outcomes with the view that these will be published in the student catalog, as soon as practicable;	Gen. Ed. Committee	As mentioned above, the Gen. Ed. Committee conducted a Gen. Ed. SLO study in Spring 2008 (Appendix F)
Since the publication of the Gen. Ed. curriculum mapping matrix in the 5 th Annual Institutional Assessment Report, there has been no systematic effort to monitor the fidelity of the matrix in terms of implementation. The college plans to take a different approach to Gen. Ed. assessment in the next academic year (2007-2008), and the matrix will be monitored more carefully so that implementation issues may be identified, discussed and resolved;	AIE, CCA, Adjunct Associate Dean	The 2008 revised Curriculum Manual requires that all program approval forms submitted for adoption and substantive revision must have an "SLO Map-Program and Course Level" attached. The SLO map includes a matrix where departments must tie Gen. Ed. SLOs to the courses required of the program.
At the present time, there is no systematic and integrated assessment of Gen. Ed. at the college. Because of the "piecemeal method" utilized to assess Gen. Ed., the effort has so far yielded no meaningful patterns across the program because of methodological issues. With the Gen. Ed. Committee adopting an advisory role, AIE will take the lead in implementing an institutional approach to Gen. Ed. assessment in the next academic year, with a definite plan and timeline to accomplish certain Gen. Ed. assessment activities in time for some productive results by the ACCJC midterm report due in 2009;	AIE, CCA, Gen. Ed. Committee, Adjunct Associate Dean	As reported earlier, the Gen. Ed. Committee and AIE have conducted two Gen. Ed. assessment studies last Spring. The Gen. Ed. Committee and AIE will continue to work closely together to ensure that Gen. Ed. assessments are systematic. Note: Update the current plan and indicate realistic timelines.

Recommendation #4: *The Board of Trustees is now fully empanelled and evidences a commitment to further the development of the college. Provision should be made to provide training for the Board to assist them in fulfilling this commitment. After the Board adopts its recently revised manual, it should engage in a review of Board policies. (Standards IV.B.1.e, IV.B.1.f, IV.B.1.g)*

<p>Formulate a strategic plan that includes three important components: (1) protocols for new member orientation and training, (2) regular and consistent assessment of Board activities, and (3) careful review of existing Board policies for currency and updating, if and when appropriate;</p>	<p>BOT, PRES, AAD</p>	<p>---New BOT members are provided with a copy of the Membership Handbook which provides them with information about their duties and responsibilities. Also, a recommendation made in the <i>Third BOT Assessment Report</i> (Appendix N) is to “Discuss the various domains of responsibility in the GCC Board of Trustees’ Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions.”</p> <p>---From January 2008 to April 2008, two Trustees met with the Vice Presidents for Academic Affairs, Business and Finance, and Administrative Support to review each board policy for potential deletion or revision. The review of each policy was done using the <i>Policy Review Tool</i> that was approved by the Board in February 15, 2008 (Appendix O). After the review process was done at the committee level, all of the policies were then presented to the whole Board during the June 18, 2008 meeting for further review, discussion, and potential approval. The Board, however, placed the review of all Board policies in first reading, and with the recommendation of legal counsel, the Board held a retreat on August 16, 2008</p>
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		and reviewed the 26 general policies. These policies will be considered for adoption during the Board's upcoming meeting scheduled for September 5, 2008. The remaining 66 board policies will be reviewed at a later date.
Hold at least one retreat every year for greater familiarity with ACCJC accreditation standards (e.g. Standard 4), assessment terminology (e.g., SLO, ISMP), and institutional assessment processes (e.g. 2-year cycle schedule);	BOT, AIE, AAD, PRES	BOT retreats were held on September 15, 2007, November 17, 2007, and December 15, 2007. A fourth BOT retreat is expected to be held in August. A joint retreat between the GCC BOT and the GCC Foundation Board was also held on January 19, 2008.
Document policy review activities, as well as other assessment-related initiatives, for reporting in the 8 th AIAR.	BOT, AIE	Same as above (Recommendation #4, Planned Action #1)

The College's goal is that the recommendations contained in the annual institutional assessment report is completed or in the process of being completed by the time the College's midterm progress report is due to ACCJC in March 2009.

Part III. Addressing Accreditors' Concern with General Education (Gen. Ed.)

Gen. Ed. Impact Study conducted by AIE

The ACCJC-WASC evaluation team that visited GCC on February 27, 2006 to March 2, 2006 made the following recommendations with respect to the college's Gen. Ed. policy¹⁰:

The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success.

Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)

¹⁰ Accrediting Commission for Community and Junior College's Evaluation Team Report of Guam Community College, April 2006, p. 5.

In the April 2006 ACCJC Evaluation Team Report, reference was made to the recommendations of the previous evaluation team. The Gen. Ed. Impact Study relates to the following recommendation: “To implement and support an English and Mathematics assessment and sequencing program to ensure *student access* to appropriate courses and permit program completions in a reasonable time” (p. 14).

In response to the recommendations above, GCC developed a recommended plan of action to address the ACCJC’s concerns with the college’s Gen. Ed. Policy. The plan included the following steps¹¹:

- Design and implement a well thought-out study that assesses the impact of the General Education policy in terms of enrollment, student learning, and other relevant variables;
- Systematize the collection and analysis of student data in English and math classes dating back to Fall 2003 when the Gen. Ed. policy was first implemented. This effort will be led by the college’s Institutional Researcher, in partnership with the Registrar;
- Seek general input from faculty and Deans; initiate a dialogue with the Gen. Ed. committee regarding the expansion of the Gen. Ed. curriculum to include Humanities and Fine Arts courses. This effort will be spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees;
- Produce a Gen. Ed. impact study report; disseminate results widely to Faculty Senate committees, and engage in campus-wide dialogue; include highlights and synthesis of discussion in 8th AIAR;

The June 2008 General Education Impact Study (Appendix E) was designed to address the substantive aspects of the plan. The objectives of the study sought to document, examine, and interpret the following:

- Student enrollment in developmental English and math courses over a five- year period (AY 2003-2004 to AY 2007-2008)
- Grade distribution in developmental English and math courses over a five-year period (AY 2003-2004 to AY 2007-2008)

¹¹ 7th AIAR- Table 20: *Matrix of Recommendations and Responsibilities for AY 2007-2008*, p. 140

- Completion rates in developmental English and math courses over a five-year period (AY 2003-2004 to AY 2007-2008)
- The number of times students repeated a developmental English or math course over a four-year period (AY 2003-2004 to AY 2006-2007)¹²

Although GCC's Gen. Ed. policy requires that students enrolled in certificate and degree programs take specific English and math courses, depending on their COMPASS test scores¹³, students may be required to take lower-level English and math courses before they can take these courses. For instance, students with a COMPASS English reading test score less than 38 must pass *Fundamentals of English-Basic* (EN100B) before enrolling in *Fundamentals of English-Reading* (EN100R). They then must pass EN100R before enrolling in *Fundamentals of English-Writing* (EN100W). Once they pass EN100W they could enroll in *Freshman English* (EN110). As for math, although declared students in certificate programs must pass *Introduction to College Algebra* (MA108) or higher and declared students in degree programs must pass *Finite Mathematics* (MA110A), depending on COMPASS math placement test scores, students may be required to take lower-level math courses. For example, students with a placement test score less than 47 in the pre-algebra portion of the COMPASS placement test must pass *Fundamentals of Mathematics* (MA085) before taking *College Mathematics* (MA095). Once they pass MA095, they can take MA108 and once they pass MA108, they can take MA110A. Considering that a significant number of students place in developmental English and math courses, the study focuses on these courses. Of the total 476 students who took the math placement test from August 1, 2007 to May 31, 2008, 347 (72.9%) placed in MA085 and MA095. As for English, of the 477 students who took the English placement test from August 1, 2007 to May 31, 2008, 409 (85.7%) placed in an English course below EN110 (EN100B, EN100R, EN100R/W, and EN100W).¹⁴

¹² GCC's new student information system from SunGard, called Banner, was launched in June 1, 2007. Prior to this date, data from the previous student database, NIAS (National Institute for Administrative Systems), was migrated into Banner. Although a Gen. Ed. student data report was created to extract *repeater* data for AY 2007-2008, attempts to connect students in Banner with students in NIAS were unsuccessful because of the differences in student IDs in NIAS and Banner. Without this connection, the continuity of repeating students in Gen. Ed. courses was broken. Consequently AY 2007-2008 repeater data is not possible at this time.

¹³ COMPASS stands for Computer-Adaptive Placement Assessment and Support System. It is a comprehensive software package developed by ACT to help postsecondary institutions place students into appropriate course levels. GCC adopted COMPASS in Fall 2005 to place students into English and math courses.

¹⁴ Data was provided by the GCC Assessment and Counseling Office.

The findings derived from the study reveal interesting patterns. In terms of enrollment over a five-year period (AY 2003-2004 to AY 2007-2008), EN100W had the greatest enrollment followed by EN100R and EN100B. As for math, there was significantly greater enrollment in MA095 than MA085. In terms of course completions, a majority of EN100B students were awarded a “Z”¹⁵ (63.3%) followed by “P”¹⁶ (17.4%) and “F, TF, RF”¹⁷ (11.1%). Of the total students enrolled in EN100B over the five-year period, 8.4% withdrew from the course. Course completion in EN100R was similar to that in EN100B. A majority of EN100R students were awarded a “Z” (52.2%) followed by a “P” (25.7%) and “F, TF, RF” (12.7%). Of the total students enrolled in EN100R over the five-year period, 9.5% withdrew from the course. Course completion for EN100W was similar to the other two developmental English courses. Most students enrolled in EN100W received a “Z” (49.3%) followed by “P” (20.5%) and “F, TF, RF” (14.7%). Of the total students enrolled in EN100W over the five-year period, 15.5% withdrew from the course. Unlike developmental English courses, developmental math courses did not follow the same completion trend. A majority of MA085 students were awarded a “P” (40.7%) followed by “Z” (25.4%) and “F, TF, RF” (21.4%). Of the total students enrolled in MA085 over the five-year period, 12.6% withdrew from the course. Nearly the same number of MA095 students was awarded a “P” (38.8%) and “F, TF, RF” (31.0%). Of the total students enrolled in MA095 over the five-year period, 18.4% withdrew from the course.

With regards to student repeaters over a four-year period (AY03-04 to AY06-07), 49% of students enrolled in EN100B repeated the course. Most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%) and three times (6.8%). The remaining 5.7% repeated the course between 4 to 7 times. As for EN100R, of the total students enrolled in the course over the four-year period, 55.8% repeated the course. Like EN100B *repeaters*, most EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%) and three times (9.6%). The remaining 6.3% repeated the course between 4 to 8 times. As for EN100W, 53.3% of the total students enrolled in the course over the four-year period repeated the course. Similar to EN100B, most EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). The remaining 5.8% of *repeaters* repeated the course between 4 to 9

¹⁵ A “Z” indicates that a student is making progress but has not reached the required scores to pass.

¹⁶ A “P” indicates that a student passed the course.

¹⁷ An “F” indicates that a student failed the course, typically due to excessive absences. “TF” indicates that a student registered for the course but never attended and “RF” indicates that the student initially received an “F” for the course but repeated the course.

times. In terms of math, of the total students enrolled in MA085 over the four-year period, 73.0% repeated the course. Over 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). The remaining 1.4% repeated the course 4 to 5 times. As for MA095, 63.8% of the students enrolled in the course over the four-year period repeated the course. Of these *repeaters*, 80.0% repeated the course once followed by twice (14.9%) and three times (3.4%). The remaining 1.7% repeated the course between 4 to 6 times.

Considering the above findings, it is recommended that the English and math departments review the curriculum documents for each of their developmental courses and make appropriate modifications to ensure *student access* and *success*. For example, consideration should be given to learning styles as a function of ethnicity when developing course design and content. Also, perhaps incorporate a variety of teaching strategies to address different learning styles. Additionally, English and math faculty should work with their department members to identify ways to improve student achievement in developmental courses. The departments could perhaps schedule faculty training in multi-cultural awareness in order to better understand the learning styles of their students and how to incorporate this information into their teaching methods and strategies. It is also recommended that since there is no mechanism in place to enforce the Gen. Ed. policy, the Office of Admissions and Registration could work with the SunGard consultants for the *MyGCC* project to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff could verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy. Another recommendation is to have the Gen. Ed. Committee, in coordination with the math and science departments establish a systematic assessment process for English and math developmental courses. It is also recommended that the college look at ways to offer more English and math tutoring services to all students. If possible, consideration should be given to matching tutors and students by ethnicity because of similarities in learning styles. Also, this should minimize language barriers that may hinder the learning process. Additionally, there may be cultural issues to consider when matching students to tutors (ex. same gender matches). Departments and offices offering tutoring services, including tutors themselves, should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available.

In order to get a comprehensive picture of repeater patterns in developmental courses since the implementation of the College's Gen. Ed. policy, the Institutional Researcher should work with the SunGard consultants to get repeater data for AY 2007-2008. Additionally, an assessment of enrollment and student learning outcomes in other Gen. Ed. required math and English courses (non-developmental courses) must be conducted.

Gen. Ed. Committee SLO Study

In order to determine the extent that Gen. Ed. SLOs are addressed at GCC, the Gen. Ed. Committee conducted a study in Spring 2008 (Appendix F). Using the online survey engine, Survey Monkey, the committee designed a survey for full-time faculty who taught in Fall 2007 and Spring 2008. The survey included the following questions: (a) How many degree program courses at GCC are incorporating Gen. Ed. SLOs into the course curriculum, (b) Which Gen. Ed. SLOs are being addressed and to what extent are these Gen. Ed. SLOs reinforced, and (c) What type of assignments do faculty use to address these SLOs?

The survey required that faculty identify the following: (a) the courses they taught during AY 2007-2008, (b) the individual Gen. Ed. SLOs that were addressed in those courses, (c) the level that the courses addressed specific SLOs (i.e., introduced, reinforced, emphasized, or not addressed), and (d) the type of assignment that best addressed those SLOs.

Of the 95 faculty that were asked to participate in the survey, nearly 35% (n=33) responded. Of the courses that faculty reported on, less than 20% of those courses did not address a Gen. Ed. SLO and 48% of the courses addressed and emphasized one of the 28 Gen. Ed. SLOs.

The study revealed an unequal emphasis of Gen. Ed. SLOs within the seven categories of SLO areas (Written Communication, Quantitative Reasoning, Information Literacy, Critical Thinking Skills, Civic Engagement, Individual and Society, and Oral Communication). For example, the study found that less than 3% and 9% of courses did not address SLOs in Oral Communication and Quantitative Reasoning, respectively. Additionally, a large number of courses did not incorporate Written Communication (23%) or Information Literacy (39%). The courses that were reported, however, reflect a small proportion of the total number of courses offered at GCC.

The study was not able to identify a clear trend among the types of assignments that courses used to address the various SLOs. Part of this was due to a limitation of the survey tool. Specifically, the types of assignments that were available for respondents to choose from were limited. However, some types of assignments were preferred by faculty. For instance, service learning projects were the preferred means of assessment by faculty that addressed Civic Engagement SLOs.

According to the results of the study, the written communication SLO was not addressed by a number of courses reported in the survey. This was also the case for the information literacy SLO. Departments can use the findings of the study to perhaps develop or modify curriculum to address gaps. Faculty can also use the information to revise their teaching strategies to incorporate Gen. Ed. SLOs. Additionally, the Gen. Ed. Committee should work with the various departments on campus to ensure that they incorporate Gen. Ed. SLOs in their course assessments.

Part IV: Institutional Data

The GCC Fact Book

In Fall 2007, GCC published its first Fact Book (Volume I) which includes a profile of GCC students and employees. It also includes an overview of the college's financial data (revenues, appropriations, and expenditures). The data presented in Volume I of the Fact Book was gathered from numerous administrative departments. The disclaimer in the Fact Book noted that "Data Entry duplication and discrepancies were frequent." Furthermore, the disclaimer noted that "common definitions and standards were lacking." This was the case for enrollment data. Data was taken from several sources including IPEDS (Integrated Postsecondary Education Data System), NIAS (National Institute for Administrative Systems),¹⁸ and Board of Trustees Reports.

Enrollment data for Volume II of the GCC Fact Book was taken from the College's data information access software known as the Operational Data Store (ODS) with the College's new integrated database system (Banner). Banner allows for a discrete coding system which is expected to improve the quality of data being reported.

¹⁸ Student database used at the time Volume I of the Fact Book was being published.

The following tables can be found in Volume II of the GCC Fact Book. These tables contain Fall 2007 data on student profile, unduplicated enrollment¹⁹, and program completion for AY 2007-2008.

Table 2. Post Secondary Enrollment by Gender (Fall 2007 Unduplicated Students)

Enrollment Fall 2007				
Gender	Female	Male	Unknown	Grand Total
Enrollment	1056	744	6	1806

Source: GCC ODS²⁰ Reports

Table 2 above reveals a total post secondary enrollment of 1806. The total enrollment reported in last year's Fact Book was 1768.²¹ According to this information, there was a 2.2% increase in enrollment from Fall 2006 to Fall 2007. Table 2 shows that for Fall 2007, a majority of the student population is female (n=1056, 59%). This trend is similar to what was reported last year.

Table 3. Post Secondary Enrollment by Ethnicity (Fall 2007 Unduplicated Students)

Post-Secondary Enrollment by Ethnic Groups	Count	Percentage
Am. Indian or Alaskan Native	1	.1%
Asian Indian	5	.3%
Asian or Pacific Islander	10	.6%
Black Non-Hispanic	19	1%
Chamorro	802	44%
Chinese	15	1%
Chuukese	139	8%
Filipino	564	31%
Hispanic	14	1%
Japanese	26	1%
Korean	26	1%
Kosraean	3	.2%
Marshallese	1	.1%
Micronesian	1	.1%
Other	34	2%
Palauan	39	2%
Ponapean	14	1%

¹⁹ Unduplicated count is the sum of students enrolled in a given reporting period with each student counted only once during the reporting period.

²⁰ The Operational Data Store (ODS) is the College's institutional-wide information reporting system.

²¹ Data source identified in the Fact Book Vol. I was the Board of Trustees Report

Vietnamese	1	.1%
White Non-Hispanic	58	3%
Yapese	34	2%
Grand Total	1806	

Source: GCC ODS Reports

The ethnicity data reported in last year’s Fact Book was taken from IPEDS which breaks the ethnic data into six categories (African American, Hispanic, Asian Pacific Islander, White, Other, and Non-Resident Alien). This year’s data comes from ODS which breaks the ethnic data down to more discrete categories. Although a detailed comparison of the ethnic data found in Volume I and Volume II of the Fact Book is not possible, Asian Pacific Islanders continue to be the largest ethnic group of students on campus. According to Table 3, the ethnic group with the highest student enrollment in Fall 2007 is Chamorro (n=802, 44.4%) followed by Filipino (n=564, 31.3%), and Chuukese (n=139, 7.7%).

Table 4. Post Secondary Enrollment by Program (Fall 2007 Unduplicated Students)

<u>Unduplicated Enrollment</u>	<u>Enrollment</u>	<u>Percentage</u>
Associate Programs	831	46%
Certificate Programs	150	8%
Other Programs ²²	825	46%
Total	1806	

Source: GCC ODS Report

According to Volume I of the GCC Fact Book, there were 880 unduplicated students enrolled in associate degree programs, 234 unduplicated students enrolled in certificate programs and 654 students enrolled in “other programs”. Table 4 above reveals that there were 831 unduplicated students enrolled in associate degree programs, 150 unduplicated students enrolled in certificate programs, and 825 unduplicated students enrolled in “other programs”. A comparison between the two years reveals a 5.6% decrease in the number of students enrolled in associate degree programs, a 35.9% decrease in the number of students enrolled in certificate programs, and a 26.2% increase in the number of students enrolled in “other programs.”

²² “Other Programs” includes Journeyworker, Adult High School, and Undeclared.

Table 5. Post Secondary Enrollment, Other Programs (Fall 2007 Unduplicated Students)

Other Programs	Total	Percentage
Adult High School	54	7%
Journeyworker Certificate	88	11%
Undeclared	684	83%
Other Programs Total	825	

Source: GCC ODS Report

Volume I of the GCC Fact Book reports that in Fall 2006, there were a total of 78 students declared in the Adult High School Program, 122 students declared in the Journeyworker Certificate Program, and 454 undeclared students. A comparison of these numbers with the data above reveals that there was a 30.8% decrease in the number of students declared in the Adult High School Program from 78 in Fall 2006 to 54 in Fall 2007. There was a 27.9% decrease in the number of students declared in the Journeyworker Certificate Program from 122 in Fall 2006 to 88 in Fall 2007 and a 50.7% increase in the number of undeclared students from 454 in Fall 2006 to 684 in Fall 2007. Overall, the greatest increase was the number of undeclared students.

Table 6. Post Secondary Enrollment, School of Trades and Professional Services (TPS) Associate and Certificate Programs (Fall 2007 Unduplicated Students)

TPS Associate Programs	Total	Percentage
AA in Culinary Arts	36	6%
AA in Education	87	15%
AA in Liberal Arts	69	12%
AS Admin of Criminal Justice	30	5%
AS Automotive Service Tech	20	3%
AS in Automotive Technology	16	3%
AS in Early Childhood Ed	77	13%
AS Hospitality Industry Mgt	52	9%
AS in Marketing	25	4%
AS in Medical Assisting	115	19%
AS in Visual Communications	28	5%
AS Law Enforcement Admin	38	6%
TPS Associate Total	593	
TPS Certificate Programs	Total	Percentage
CERT in AST-General Svc Tech	7	6%
CERT in AST-Master Svc Tech	4	4%
CERT in Automotive Technology	13	11%
CERT in Criminal Justice	28	25%
CERT in Early Childhood Ed	4	4%
CERT in Education	5	4%
CERT in Marketing	1	1%
CERT in Medical Assisting	20	17%
CERT in Practical Nursing	22	19%

CERT in Sys Tech - A+ Cert	10	9%
TPS Certificate Total	114	

Source: GCC ODS Report

Fall enrollment for each associate and certificate degree program offered at the college was not reported in Volume I of the Fact Book. According to Table 6 above, there were 593 students declared in associate degree programs and 114 students declared in certificate programs under the School of Trades and Professional Services (TPS) in Fall 2007. The top three associate degree programs under TPS with the greatest enrollment were AS in Medical Assisting (n=115, 19.4%), AA in Education (n=87, 14.7%), and AS in Early Childhood Education (n=77, 13.0%). The top three certificate programs under TPS with the greatest enrollment were Certificate in Criminal Justice (n=28, 24.6%), Certificate in Practical Nursing (n=22, 19.3%), and Certificate in Medical Assisting (n=20, 17.6%).

Table 7. Post Secondary Enrollment, School of Technology and Student Services (TSS) Associate and Certificate Programs (Fall 2007 Unduplicated Students)

TSS Associate Programs	Total	Percentage
AS in Accounting	79	33%
AS in Computer Networking	14	6%
AS in Computer Science	68	29%
AS in Electronic Networking	4	2%
AS in Office Technology	31	13%
AS in Supervision & Mgt	42	18%
TSS Associate Total	238	

TSS Certificate Programs	Total	Percentage
CERT in Accounting	3	8%
CERT in Computer Science	6	17%
CERT in Cosmetology	19	53%
CERT in Office Technology	4	11%
CERT in Sign Lang Interpreting	1	3%
CERT in Supervision & Mgt	3	8%
TSS Certificate Total	36	

Source: GCC ODS Report

The table above shows that there were 238 students declared in associate degree programs and 36 students declared in certificate programs under the School of Technology and Student Services (TSS) in Fall 2007. The top three associate degree programs under TSS with the greatest enrollment were AS in Accounting (n=79, 33.2%), AS in Computer Science (n=68, 28.6%), and AS in Supervision and Management (n=42, 17.7%). The top three certificate

programs under TSS were Certificate in Cosmetology (n=19, 52.8%), Certificate in Computer (n=6, 16.7%) and Certificate in Office Technology (n=4, 11.2%). As seen in Table 7, a majority of programs are offered under TPS.

Table 8. Completers by Program, AY 2007-2008

Program	Count
AA in Culinary Arts	2
AA in Education	6
AA in Liberal Arts	4
AS in Accounting	10
AS in Automotive Technology	1
AS in Computer Science	6
AS in Criminal Justice	10
AS in Culinary Arts	2
AS in Early Childhood Education	9
AS in Electronics Networking	1
AS in Hospitality Industry Management	6
AS in Medical Assisting	12
AS in Office Technology	1
AS in Supervision & Management	2
AS in Supervision and Management	9
AS in Travel Agency Management	2
CERT in Accounting	3
CERT in Computer Science	2
CERT in Criminal Justice	6
CERT in Early Childhood Education	1
CERT in Medical Assisting	3
CERT in Practical Nursing	15
Adult High School Diploma	12
Apprenticeship	4
GED	171
Grand Total	300

Source: Registrar's Office

Table 8 reveals that there were a total of 300 completers for AY 2007-2008. Of these completers, 83 received an Associates Degree, 30 received a Certificate, 12 received an Adult High School diploma, 4 received Journeyworker Certificates, and 171 received General Education Diplomas (GED). Completer data was not reported in Volume I of the Fact Book.

Part V. AY 2007-2008 Institution-Wide Assessment Activities

SLO Update

The table below is a more current version of the Annual SLO Report that was submitted to ACCJC last April.

Table 9: Guam Community College 2007-2008 Institutional Annual Report Update on Student Learning Outcomes

Annual Report Update on Student Learning Outcomes 2007-2008

Dear Colleague:

This 2007-2008 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide an institutional framework of that which is required for defining expected student learning outcomes. This is done by assessing learning, analyzing the assessment results, and using those results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcome requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Steve Maradian, Vice President for Policy and Research at (415) 506-0234 or smaradian@accjc.org.

From the ACCJC 2002 Standards

Standard I 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 it 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. See additional details in the Standards.

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. See additional details in the Standards.

				<p><i>discussed and resolved in a timely manner.</i></p> <p><i>The Gen. Ed. committee has created a spreadsheet covering the following expected student learning outcomes:</i></p> <ol style="list-style-type: none"> 1. <i>Written Communications</i> 2. <i>Quantitative Reasoning</i> 3. <i>Oral Communications</i> 4. <i>Critical Thinking Skills</i> 5. <i>Information Literacy</i> 6. <i>Individual and Society</i> 7. <i>Civic Engagement</i> <p><i>This report identifies specific student learning outcomes for each of the Gen. Ed. courses with data indicating whether SLOs are introduced, reinforced, emphasized or not addressed. See the attached spreadsheet.</i></p>
<p>3. Defining Assessment of Expected Student Learning Outcomes</p>	<p>Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?</p>	<p>X</p>	<p><u>88%</u> of Courses</p>	<p>List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.</p> <p>EN110, MA110A, CS151, SII03, SII10, PY120, & SOI30</p> <p>Source: <i>GCC currently uses TracDat as its assessment software. In Spring 2008, GCC upgraded from TracDat Version 3 to TracDat Version 4.</i></p>
<p>4. Assessing Student Learning Outcomes</p>	<p>Has the college assessed student learning outcomes for all courses in general education?</p>	<p>X</p>	<p><u>88%</u> of Courses</p>	<p>List the general education courses for which assessment of expected student learning outcomes is complete.</p> <p>same courses as above</p>

						<p>Source: GCC currently uses TracDat as its assessment software. In Spring 2008, GCC upgraded from TracDat Version 3 to TracDat Version 4.</p>
5. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?		X	88% of Courses	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.	<p>Refer to Item #2 above.</p> <p>List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p> <p>As a result of the new ACCJC template, GCC is mandated to report on student learning outcomes for each course, program, and support unit of the college. Please see attached Gen. Ed. Assessment Study Design created by the college's Gen. Ed. Committee.</p> <p>Note: Gen. Ed. assessment is not complete at this time.</p> <p>Plan: Evaluators will be recruited and trained to score artifacts for specific student learning outcomes.</p>
6. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?		X	0% of Courses		

In the area of SLOs for Gen. Ed., the percentages in three of the six variables reported for AY 2006-2007 and AY 2007-2008 remained the same (defining expected student learning outcomes -100%, mapping of programmatic student learning outcomes to courses- 100%, and planning and implementing changes to pedagogy, facilities, etc. to improve learning-0%). Percentages increased for the other three variables from 33% in AY 2006-2007 to 88% in AY 2007-2008 (defining assessment of expected student learning outcomes, assessing student learning outcomes, and analyzing the results of assessment).

2007-2008 Institutional Annual Report Update on Student Learning Outcomes

Part II: Student Learning Outcomes for Courses

	Ye s	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
7. Defining Expected Student Learning Outcomes		X	20% of Courses	List the courses for which identification of expected student learning outcomes is complete.	List the disciplines for which identification of expected student learning outcomes is complete.
			This portion of the report was updated August 3, 2008 and the updated percentage of approved courses with SLOs identified/added is 20% (75/383).	TSS AC100 Fundamentals of Bookkeeping & Accounting TSS AC101 Accounting Principles I TSS AC102 Accounting Principles II TSS AC103 Accounting Principles III TSS AC110 Payroll Accounting & Related Taxes TSS AC150 Federal Income Tax I TSS AC210 Intro to Financial Management TSS AC225 Hospitality Industry Accounting TSS AC232 Accounting on the Computer TSS AC233 Accounting on the Computer Using QuickBooks TSS AC240 Certified Bookkeeper Review TSS AC250 Federal Income	AS in Accounting (12) As in Computer Networking (2) AS/Certificate in Criminal Justice (2) AS/Certificate in Early Childhood Education (15) AS in Hospitality Industry Management (7) AS in Marketing (8) Certificate in Practical Nursing (9) AS/Certificate in Sign Language Interpreting (6) AS in Supervision & Marketing (1) AS in Visual Communications (12) WT100 Introduction to Waterworks Technology – note: this course is not connected to a particular program at this time. However, this course will run through the Office of Continuing Education. This course is required f

program for the Guam Waterworks Authority employees.		
Tax II		
TPS	ASL100 American Sign Language I	
TPS	CD110 ECE Orientation	
TPS	CD140 Environments for Young Children	
TPS	CD180 Physical & Language Development	
TPS	CD221 Child Growth & Development	
TPS	CD240 Cognitive & Creative Development	
TPS	CD260 Social & Emotional Development	
TPS	CD280 Program Development & the Family Partnership	
TPS	CD292 ECE Practicum	
TPS	CJ107 Introduction to Corrections	
TPS	CJ150 Criminal Procedure	
TPS	ED100 Behavior Management	
TPS	ED150 Introduction to Teaching	
TPS	ED180 Educational Methods	
TPS	ED220 Human Growth & Development	
TPS	ED231 Intro to Exceptional Children	
TPS	ED281 Bilingual/Bicultural Education	
TPS	ED292 Education Practicum	
TSS	EE265 Computer Networking I	
<p>Note: The college catalog was updated based on curriculum changes. The number of courses in the catalog was reduced from 473 reported last academic year to 383 this academic year.</p> <p>Source: TPS/TSS curriculum documents on file at the AVP's Office for AY07-08.</p> <p>Plan: The Curriculum Committee will continue to provide student learning outcomes training for instructional programs. Also, AIE will continue to provide TracDat Version 4 training to instructional and non-instructional units in order to provide an awareness and understanding of the steps necessary to report student learning outcomes in the assessment database.</p>		

		Assistant Clinical	
TPS		NU110 Nursing Foundations & Basic Skills	
TPS		NU140 Mental Health Nursing	
TPS		NU160 Pharmacology for Practical Nurses	
TPS		NU220 Adult Medical-Surgical Nursing	
TPS		NU230 Maternal/New Born Concepts & Skills	
TPS		NU240 Pediatrics Concepts & Skills	
TPS		NU280 Nursing Trends	
TPS		NU292 Practical Nursing Clinical	
TPS		SM205 Purchasing	
TPS		VC101 Intro to Visual Communications	
TPS		VC102 Design Principles & Elements	
TPS		VC125 Digital Graphics: Photoshop	
TPS		VC126 Digital Graphics: Illustrator	
TPS		VC131 Desktop Publishing	
TPS		VC135 DTP: Quark Xpress	
TPS		VC141 Web Design	
TPS		VC145 Macromedia Suite	
TPS		VC161 Video I	
TPS		VC165 Digital Editing: Final Cut Pro	
TPS		VC172 Imaging Concepts & Elements	

<p>8. Defining Expected Student Learning Outcomes</p>	<p>Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?</p>	<p>X</p>	<p>4.5% of Courses 17/383</p>	<p>TPS</p> <p>TPS</p> <p>VC201 Project Management & Marketing WT100 Introduction to Waterworks Technology 75 courses</p>	<p>List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.</p> <p>During Spring 2008, program authors were introduced to TracDat V4. This new version allows program authors to add SLOs at the course level as well as assess SLOs at the course level. Only two programs (Early Childhood Education AS/Certificate & Education AS/Certificate) have begun populating course level SLOs in TracDat.</p> <table border="1" data-bbox="971 1320 1395 1619"> <tr> <td>CD110</td> <td>Early Childhood Education AS/Certificate</td> </tr> <tr> <td>CD140</td> <td></td> </tr> <tr> <td>CD180</td> <td></td> </tr> <tr> <td>CD221</td> <td></td> </tr> <tr> <td>CD240</td> <td></td> </tr> <tr> <td>CD260</td> <td></td> </tr> <tr> <td>CD280</td> <td></td> </tr> <tr> <td>CD281</td> <td></td> </tr> <tr> <td>CD292</td> <td></td> </tr> <tr> <td colspan="2">Education AS/Certificate</td> </tr> <tr> <td>ED100</td> <td></td> </tr> <tr> <td>ED150</td> <td></td> </tr> </table>	CD110	Early Childhood Education AS/Certificate	CD140		CD180		CD221		CD240		CD260		CD280		CD281		CD292		Education AS/Certificate		ED100		ED150		<p>TPS</p>	<p>List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.</p> <p>Refer to Part II, item #7 above.</p> <p>Note: Last year's report was based on courses that were linked to specific programs in TracDat Version 3. This version did not have the functionality to include course level student learning outcomes. TracDat Version 4 now includes this feature. It is expected that more programs will input course level SLOs into their respective sections in TracDat.</p> <p>Plan: Provide continuous TracDat training on assessing SLOs at the course level and schedule a joint training with the Curriculum Committee in Fall 2008.</p>	<p>List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.</p> <p>Refer to Part II, item #7 above.</p> <p>Note: Last year's report was based on courses that were linked to specific programs in TracDat Version 3. This version did not have the functionality to include course level student learning outcomes. TracDat Version 4 now includes this feature. It is expected that more programs will input course level SLOs into their respective sections in TracDat.</p> <p>Plan: Provide continuous TracDat training on assessing SLOs at the course level and schedule a joint training with the Curriculum Committee in Fall 2008.</p>
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CD292																																
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ED100																																
ED150																																

9. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?	X	57.2% of Courses Refer to Part II, item #7 above.	ED180	ED200	List the disciplines in which assessment of student learning outcomes is complete for all of its courses. Refer to Part II, item #7 above.
				ED220	ED231	
				ED281	ED292	
10. Analyzing the Results of Assessment	Has the college analyzed assessment results for the student learning outcomes for all courses?	X	33% of Courses Note: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate degree programs and March 2010 for the certificate programs. Please see attached two-year assessment cycle	Sixty (60) additional courses have identified student learning outcomes this academic year.	List the courses for which analyzing assessment results for student learning outcomes is complete. Refer to Part II, item #7 above.	List the disciplines in which analyzing assessment results for student learning outcomes is complete. Refer to Part II, item #7 above.
				<p>Note: Last year's report was based on courses that were linked to specific programs in TracDat Version 3. This version did not have the functionality to include course level student learning outcomes. TracDat Version 4 now includes this feature. It is expected that more programs will input course level SLOs into their respective sections in TracDat.</p>		

<p>11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?</p>	<p>X</p>	<p>for a better understanding of the assessment processes that have been institutionalized at the college.</p>	<p>33% of Courses Note: Last year's report was based on courses that were linked to specific programs in TracDat Version 3. This Version did not have the functionality to include course level student learning outcomes. TracDat Version 4 now includes this feature. It is expected that more programs will input course level SLOs into their respective sections in TracDat.</p> <p>Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the associate degree programs and March 2010 for certificate programs. Therefore use of assessment results is not expected until after October 2009.</p> <p>Please see attached two-year assessment for a</p>	<p>List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p> <p>Refer to Part II, item #7 above.</p>	<p>Plan: The college's administration will collaborate with the various committees of the Faculty Senate to identify course level changes at the end of each assessment cycle for each of the programs inputted in TracDat. A template will be developed to collect the course level data necessary to comply with this requirement. This will be part of a campus-wide plan to stagger the collection of such course-level data over the span of a 5-year period.</p>
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				better understanding of assessment processes that have been institutionalized at the college.	
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As for SLOs for courses in AY 2007-2008, there was a decrease in defining expected SLOs (25% in AY 2006-2007 to 20% in AY 2007-2008). There was an increase in the percentages reported in two areas. One area was in defining assessment of expected SLOs (0% in AY 2006-2007 and 4.5% in AY 2007-2008) and assessing SLOs (33% in AY 2006-2007 and 57.2% in AY 2007-2008). Percentages remained 33% in two areas—analyzing the results of assessment and planning and implementing changes to pedagogy, facilities, etc. to improve learning. It is important to note that the college catalog was updated based on curriculum changes. The number of courses in the catalog was reduced from 473 in AY 2006-2007 to 383 in AY 2007-2008 (as of the date the April 2008 SLO report was submitted to ACCJC).

Part III: Student Learning Outcomes for Programs leading to Certificates and Degrees

	Yes	No	Percentage (%) of all courses/programs	Courses/Programs
12. Defining Expected Student Learning Outcomes	X		100% of Programs	List the certificate and degree programs for which identification of expected student learning outcomes is complete.
			Certificate AS/	Certificate Associate Science/Arts Degree

				AA (15)	(12)	<ol style="list-style-type: none"> 1. Automotive Technology 2. Computer Science 3. Cosmetology 4. Criminal Justice 5. Early Childhood Education 6. Education 7. Fire Science Technology 8. Medical Assisting 9. Office Technology 10. Practical Nursing 11. Supervision & Management 12. Systems Technology 	<ol style="list-style-type: none"> 1. Accounting 2. Automotive Services Technology 3. Computer Networking 4. Computer Science 5. Criminal Justice 6. Early Childhood Education 7. Hospitality Industry Management 8. Medical Assisting 9. Office Technology 10. Supervision & Management 11. Visual Communications 12. Culinary Arts (AA) 13. Education (AA) 14. Liberal Arts (AA) 15. Marketing
13. Mapping Programmatic Student Learning Outcomes to Courses	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, co-internships, co-curricular, etc.) required completing the certificate and degree programs?	X	<u>56%</u> of Programs Source: Curriculum documents Note: 27 total programs, (12 Certificate & 15 AS/AA Degrees)	List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete. AS in Accounting AS in Early Childhood Education AS in Marketing AS in Visual Communications Certificate in Early Childhood Education and Certificate in Practical Nursing AS in Criminal Justice AS in Education AS Computer Networking AS Hospitality Industry AS in Supervision & Management Certificate in Criminal Justice Certificate in Education Certificate in Sign Language Certificate in Supervision & Management (15 out of 27 programs)			

<p>14. Defining Expected Student Learning Outcomes</p>	<p>Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?</p>	<p>X</p>	<p><u>81.5%</u> of Programs Note: The Sign Language Certificate program identified additional assessment methodologies in Fall 2007.</p>	<p>List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete. Note: <i>TracDat Version 4 includes a drop down list of assessment tools for authors to select from. However, not all programs/administrative/student service units have populated their respective sections in TracDat.</i></p>																																				
<p>15. Assessing Student Learning Outcomes</p>	<p>Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?</p>	<p>X</p>	<p><u>64.50%</u> of Programs Note: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate degree programs and March 2010 for certificate programs. Therefore use of assessment results is not expected until after October 2009. Please see attached two-year assessment for a better understanding of assessment processes that have been institutionalized at the college.</p>	<p>List the certificate/degree programs for which assessment of expected student learning outcomes for all courses required to complete the certificate/degree program is complete.</p> <table border="1" data-bbox="763 94 1429 934"> <thead> <tr> <th colspan="2">Certificates</th> <th colspan="2">Associate Degrees (AA/AS)</th> </tr> <tr> <th>Program Name</th> <th>Courses Assessed/Total No. in Program</th> <th>A\Program Name</th> <th>Courses Assessed/Total No. in Program</th> </tr> </thead> <tbody> <tr> <td>Automotive Service Technology</td> <td>10/13</td> <td>Accounting</td> <td>14/20</td> </tr> <tr> <td>Computer Science</td> <td>9/12</td> <td>Automotive Service Technology</td> <td>14/20</td> </tr> <tr> <td>Cosmetology</td> <td>9/12</td> <td>Computer Networking</td> <td>14/20</td> </tr> <tr> <td>Criminal Justice</td> <td>9/12</td> <td>Computer Science</td> <td>10/16</td> </tr> <tr> <td>Early Childhood Education</td> <td>10/13</td> <td>Criminal Justice</td> <td>9/16</td> </tr> <tr> <td>Education</td> <td>10/13</td> <td>Early Childhood Education</td> <td>14/20</td> </tr> <tr> <td>Fire Science Technology</td> <td>7/10</td> <td>Hospitality Industry</td> <td>15/21</td> </tr> </tbody> </table>	Certificates		Associate Degrees (AA/AS)		Program Name	Courses Assessed/Total No. in Program	A\Program Name	Courses Assessed/Total No. in Program	Automotive Service Technology	10/13	Accounting	14/20	Computer Science	9/12	Automotive Service Technology	14/20	Cosmetology	9/12	Computer Networking	14/20	Criminal Justice	9/12	Computer Science	10/16	Early Childhood Education	10/13	Criminal Justice	9/16	Education	10/13	Early Childhood Education	14/20	Fire Science Technology	7/10	Hospitality Industry	15/21
Certificates		Associate Degrees (AA/AS)																																						
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<p>16. Analyzing the Results of Assessment</p>	<p>Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?</p>	<p>X</p>	<p><u>74%</u> of Programs</p> <p>Note: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate Degree programs.</p> <p>For the Certificate programs, data analysis is due March 2010.</p> <p>Please see attached two-year assessment for a better understanding of assessment processes that have been institutionalized at the college.</p>	<p>List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete.</p> <p>Same as above.</p>
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<p>17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?</p>	<p>X</p> <p><u>11.11%</u> of Programs</p> <p>Source: TracDat.</p>	<p>List the certificate/degree programs for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p> <p>AS Accounting Review of course guide to align with changes in course content.</p> <p>Justification of past curriculum changes and to show program improvement resulting in those changes.</p> <p>Development of new career exploration and career services for students.</p> <p>Addition/deletion of courses in course sequence.</p> <p>Complete revamp of degree program; certificate program deleted.</p> <p>Change in textbook adoption.</p> <p>AS Hospitality Industry Management Revamp of complete program; change from six programs into one comprehensive program.</p> <p>Changes in degree requirements.</p> <p>Use of assessment information to guide changes in degree program and development in new program options.</p> <p>AS Supervision & Management Use of assessment information to facilitate curriculum discussion at faculty meetings, curriculum committee meetings, and faculty retreats.</p> <p>Development of initiatives to strengthen curriculum discussion with members of the advisory committee. Use of assessment information to further refine the assessment methods or implement new assessment methods.</p> <p>Note: Certificate in Accounting program was deleted from the catalog but reported in last year's ACCJC/SLO report.</p>
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In terms of SLOs for programs leading to certificate and degree programs, there was a decrease in the percentages reported in assessing SLOs (74% in AY 2006-2007 and 64.5% in AY 2007-2008) and planning and implementing changes to pedagogy, facilities, etc. to improve learning (15% in AY 2006-2007 and 11.11% in AY 2007-2008). Increased occurred in two areas- mapping programmatic SLOs to courses (11% in AY 2006-2007 and 56% in AY 2007-2008) and defining assessment of expected SLOs (78% in AY 2006-2007 and 81.5% in AY 2007-2008). Percentages remained the same for defining expected SLOs (100%) and analyzing the results of assessment (74%).

Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<p>18. Defining Expected Student Learning Outcomes</p> <p>Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.)?</p> <p>Has the college defined expected student learning outcomes for student support services?</p> <p>Note: The college has difficulty with the terminology used here. We need proper guidance in this respect.</p>		X	<p>100% of Instructional Support Courses or other experiences</p> <p>100% of Student Support Services Courses or other experiences</p> <p>Source: TracDat</p> <p>Note: The college makes a distinction between student learning outcomes (SLOs) and administrative unit outcomes (AUOs). SLOs are for instructional programs (Certificate, AS/AA) while AUOs are for student services and administrative units. In SLOs, learning is the</p>	<p>List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete.</p> <ol style="list-style-type: none"> 1. Accommodative Services 2. Advisement Services 3. Apprenticeship Training Program 4. Assessment & Counseling 5. Career Placement Center 6. Center for Civic Engagement 7. Center for Student Involvement 8. Continuing Education 9. Financial Aid 10. Health Services Center 11. Learning Resources Center 12. Project Aim/TRiO Programs 13. Veteran's Upward Bound 14. Work Experience <p>Note: Educational Talent Search grant expired Spring 2008.</p>

		<p>desired outcome, in AUOs, service is the desired outcome.</p> <p>In this report, we have translated the “instructional support courses or other experiences” as <u>student services</u> while the student support services or courses or other experiences”: as administrative units. <i>We need more clarification on the delineation of these two terminologies as used in this report.</i></p>	<p>List the student support services courses or other experiences for which identification of expected student learning outcomes is complete.</p> <ol style="list-style-type: none"> 1. Admissions & Registration 2. Board of Trustees 3. Business Office 4. Communications & Promotions 5. Facility Maintenance 6. Foundation Board 7. Human Resources Office 8. Instructional Technology Center 9. Management Information Systems 10. Materials Management 11. Planning & Development 12. President/CEO 13. Safety Office 14. Student Support Services (formerly Auxiliary Services)
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<p>19. Mapping of Programmatic Student Learning Outcomes to Courses</p>	<p>Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?</p> <p>Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?</p>	<p>X</p>	<p>0% of Instructional Support Courses or other experiences</p> <p>0% of Student Support Services Courses or other experiences</p>	<p>List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete.</p> <p>This has not been done at all, since in the last 6 years that the college has implemented a systematic and comprehensive assessment process, the larger focus has been given to instructional programs. However, TracDat V4 has the functionality to link SLO to student support activities/functions. This is currently being introduced in TracDat training.</p> <p>Note: The college needs guidance how to map service and administrative outcomes to courses.</p> <p>List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.</p> <p>This has not been done at all, since in the last 6 years that the college has implemented a systematic and comprehensive assessment process, the larger focus has been given to instructional programs.</p> <p>Note: The college needs guidance how to map service and administrative outcomes to courses.</p> <p>Note: This is an area that the identified SLO champion at the College needs to work on as well (Adjunct Associate Dean).</p>
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Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

	Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<p>20. Defining Assessment of Expected Student Learning Outcomes</p>		<p>X</p>	<p>100 % of Instructional Support Courses or other experiences Note: Although assessment for SLOs has been largely explored in previous institutional assessment reports, this has not been done for AUOs at all.</p>	<p>List the instructional support courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. See above.</p>
<p>Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?</p>			<p>100% of Student Support Services Courses or other experiences</p>	<p>List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. See above.</p>
<p>Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?</p>			<p>Although TracDat has the ability to incorporate this information, assessment authors have not inputted the information at this time. This TracDat function however, was introduced to assessment during the Spring 2008 training.</p>	<p>See above.</p>

<p>21. Assessing Student Learning Outcomes</p>	<p>Has the college assessed student learning outcomes for all courses or other experiences in instructional support?</p> <p>Has the college assessed student learning outcomes for all courses or other experiences in student support services?</p>	<p>X</p>	<p><u>100%</u> of Courses or other experiences in Instructional Support</p> <p>See above item.</p> <p><u>100%</u> of Courses or other experiences in Student Support Services</p> <p>Note: Based on our two-year assessment cycle, data analysis is due October 12, 2009 for the Associate degree programs and March 2010 for certificate programs. Therefore use of assessment results is not expected until after October 2009.</p>	<p>List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete.</p> <ol style="list-style-type: none"> 1. Accommodative Services 2. Apprenticeship Training Program 3. Assessment & Counseling 4. Career Placement Center 5. Center for Civic Engagement 6. Center for Student Involvement 7. Continuing Education 8. Enrollment Services (Formerly Advisement Services) 9. Financial Aid 10. Health Services Center 11. Learning Resources Center 12. Project Aim/TRiO 13. Work Experience <p>Note: Educational Talent Search grant expired Spring 2008.</p>
				<p>List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete.</p> <ol style="list-style-type: none"> 1. Admissions & Registration 2. Board of Trustees 3. Business Office 4. Communications & Promotions 5. Facility Maintenance 6. Foundation Board 7. Human Resources Office 8. Instructional Technology Center 9. Management Information Systems 10. Materials Management 11. Planning & Development 12. President/CEO 13. Safety Office

<p>22. Analyzing the Results of Assessment</p>	<p>Has the college analyzed assessment results for all courses or other learning experiences in instructional support?</p>	<p>X</p>	<p>100% of Courses or other learning experiences in instructional support (13/13).</p>	<p>14. Student Support Services (formerly Auxiliary Services)</p> <p>List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.</p> <ol style="list-style-type: none"> 1. Accommodative Services 2. Apprenticeship Training Program 3. Assessment & Counseling 4. Career Placement Center 5. Center for Civic Engagement 6. Center for Student Involvement 7. Continuing Education 8. Enrollment Services (Formerly Advisement Services) 9. Financial Aid 10. Health Services Center 11. Learning Resources Center 12. Project Aim/TRiO 13. Work Experience <p>Note: Educational Talent Search grant expired at the end of Spring 2007.</p> <p>List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.</p> <ol style="list-style-type: none"> 1. Admissions & Registration 2. Board of Trustees 3. Business Office 4. Communications & Promotions 5. Facility Maintenance 6. Foundation Board 7. Human Resources Office 8. Instructional Technology Center 9. Management Information Systems
<p>Has the college analyzed assessment results for all courses or other learning experiences in instructional support?</p>	<p>Has the college analyzed assessment results for all courses or other learning experiences in student support services?</p>	<p>85.80% of Courses or other learning experiences in student support services (12/14).</p>	<p>Based on Institutional Assessment practices in the past these units have focused on administrative unit outcomes instead of SLOs.</p> <p>Currently Student Services Unit Outcomes cannot be linked to SLOs in TracDat.</p>	

<p>23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?</p> <p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?</p>	<p>X</p>	<p>However, SLOs could be incorporated into the description of each SSUO. This is introduced in TracDat training.</p> <p>Additionally, student support units are not scheduled to analyze data this academic year.</p> <p><u>92.90%</u> of Courses or other learning experiences in Instructional Support (13/14).</p> <p><u>85.8%</u> of Courses or other learning experiences in Student Support Services (12/14).</p> <p>See item above.</p>	<p>10. Materials Management 11. Planning & Development 12. President/CEO 13. Safety Office 14. Student Support Services (formerly Auxiliary Services)</p> <p>Note: AAD Support Staff was deleted from the list of administrative units to be assessed.</p> <p>List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p> <p>Refer to item #22 above.</p> <p>Note: The Veteran's Upward Bound Program is a new instructional support program, and based on GCC's two-year assessment cycle, it is scheduled to submit an assessment report on October 13, 2008.</p> <p>List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p> <p>Refer to item #22 above.</p>
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With respect to SLOs for instructional support and student support services, there were reported increases in analyzing assessment results for all courses or other learning experiences in student support services (80% in AY 2006-2007 and 85.80% in AY 2007-2008) and planning and implementing changes to pedagogy, facilities, etc. to improve learning in student support services (80% in AY 2006-2007 and 85.8% in AY 2007-2008). There was a reported decrease in planning and implementing changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences (100% in AY 2006-2007 to

92.90% in AY 2007-2008). Percentages remained the same for all other areas reported above. The percentage for defining expected SLOs, defining assessment of expected SLOs, assessing SLOs, and analyzing assessment results for all courses or other learning experiences in instructional support was 100% for both academic years. The percentage reported for mapping instructional support student learning outcomes to courses was 0% for both academic years.

Revisions to the Curriculum Manual

The College's Curriculum Manual was revised in Spring 2008 to ensure that SLO information is incorporated into curriculum documents. The Manual contains modified forms (Course Approval Form for Adoption and Substantive Revision and Program Approval Form for Adoption and Substantive Revision; see Appendix P) which incorporates SLO information at the course and program level as well the SLO template developed by the Curriculum Committee. The documents were revised to include the addition of SLOs in the Course Goals, Catalog Description, and Program Outcomes sections.

According to the revised Curriculum Manual, all Course Approval Forms must include course level SLOs. Additionally, the catalog description or revisions must include course level SLOs. Furthermore, there is a detailed SLO list in each course guide which must be based on the course outline. The Non-Substantive Curriculum Revision Memorandum (Appendix Q) contains an additional choice of "addition or revision of Student Learning Outcomes (SLOs) that does not significantly change the program content" and requires that any non-substantive curriculum revision submitted for the addition or revision of SLOs must have a copy of the old and new SLOs attached. All Program Approval Forms must identify SLOs at the program level. Also Program Approval Forms are required to have an SLO map attached.

The "SLO Map- Program and Course Levels" developed by the Curriculum Committee and the General Education Committee requires authors to identify the Gen. Ed. SLOs that relate to the courses they are updating.

In Spring 2007, the Curriculum Committee began to develop an SLO Writing Workbook to assist departments in writing their SLOs. The SLO Writing Workbook (Appendix K) was published online and distributed to faculty in AY2007-2008.

Several SLO training workshops were conducted by the Curriculum Committee during AY 2007-2008. During the October 8, 2007 Professional Development Day, the Curriculum Committee conducted an SLO workshop and members highly encouraged Department Chairpersons (DCs) to attend. During the February 18, 2008 Professional Development Day, the Curriculum Committee conducted an SLO presentation to all faculty and administrators present.

In addition to the Professional Development Day presentations, the Curriculum Committee conducted monthly mini workshops. They also met with faculty on a one-to-one basis to go over the new curriculum templates and to learn how to write SLOs.

In order to ensure that SLOs are incorporated into course syllabi, this past summer semester, faculty were required to submit their syllabi to the Dean's Office. The syllabi were then reviewed to ensure that all the necessary information required in the *Syllabus Checklist* (Attachment L) was in the syllabi, including three to five course SLOs. Faculty are required to provide secondary students with a copy of their course syllabus by the end of the first full week of instruction and to provide postsecondary students with a copy of their course syllabus within the first three class sessions. Syllabi must be submitted to the DCs and Deans by the end of the second week of class.

Rubric for Evaluating Institutional Effectiveness

In compliance with the expectations of the Western Association of Schools and Colleges (WASC), a *Rubric for Evaluating Institutional Effectiveness* (Appendix R) was created by AIE which incorporates the levels of implementation and the characteristics for institutional effectiveness in program review, characteristics of institutional effectiveness in planning, and characteristics of institutional effectiveness in student learning outcomes identified by WASC. Prior to administering the instrument to GCC faculty, staff, and administrators, AIE pilot tested the instrument on two administrators, one faculty, and one support staff. Based on their feedback, modifications were made to the instrument. The revised rubric was administered during Professional Development Day on February 18, 2008. One limitation of administering the instrument on this day was that feedback from secondary instructional faculty was not possible because they were not able to attend since it was a regular duty day for them. Additionally, only a limited number of administrators and staff were present during the event. Another issue that was encountered was the fact that other surveys were being administered at the same time. The return rate for the rubric was 25.7%. Of the 160 surveys that were distributed during Professional Development Day, only 41 were completed. Of the 41 surveys that were collected, many of them were only partially complete. After Professional Development Day, surveys were administered to secondary faculty at their respective high schools. AIE staff and the Adjunct Associate Dean for the School of Trades and Professional Services (TPS) went to the high schools on different days and met with the GCC secondary faculty for each school as a group to provide them with directions on how to complete the rubric.

Of the 32 secondary faculty, 20 completed the survey (62.5%). However, a number of surveys were only partially complete.

No conclusions could be drawn from the surveys for several reasons. First of all, not all surveys that were returned were complete. Secondly, a review of the surveys revealed that many respondents did not understand the directions that were given on how to complete the survey. Based on verbal feedback from survey respondents, the survey was perceived as being too complicated for the amount of time that was allotted to complete the survey. It was suggested that the surveys be administered to individual departments rather than a large group.

Student Climate Survey

A student climate survey (student survey—Appendix S) was posted on the GCC website from April 28, 2008 to May 12, 2008. The surveys were designed to gather information about student perceptions on instruction. Prior to April 28, 2008, an email message was sent to the Deans and Department Chairs instructing them to inform their faculty that the student survey is available in electronic format and to direct their students to log onto *MyGCC* to complete the survey. Surveys were administered in a way where all students enrolled in a course listed in GCC's Spring 2008 Master Schedule had an opportunity to complete the survey. Students were instructed to complete the survey once, even if they were enrolled in multiple courses during the semester.

Of the 1,681 students (unduplicated) enrolled in Spring 2008, only 305 students logged on to view the survey. Of these 305 students, 245 completed the survey, 37 submitted incomplete surveys, and 23 declined to complete the survey. Since the overall completion rate was 14.6% (245/1681), no conclusions could be drawn from the surveys received.

The student surveys focused more on instruction rather than on learning. Perhaps the focus should be on learning rather than instruction. Results of the *Faces of the Future Survey*, a nationwide survey of community college students conducted by the American Association of Community Colleges (AACC) and ACT, Inc., which was administered to GCC students in Fall 2007 reveal that credit and non-credit students enrolled at GCC feel that their experience at the College contributed to their growth by enabling them to learn skills needed for their current or future job, increasing their academic competence, identifying the training and skills required for career opportunities that fit their interests and abilities, and developing self-confidence. These

results show that students place great value on their learning outcomes. This finding supports the College's increased emphasis on student learning outcomes.

GCC has utilized off-island vendors for the *Faces of the Future Survey* and the administrators' assessment. The administrator's assessment included two online surveys developed by the IDEA Center (a non-profit organization based at Kansas State University). The results gathered from these survey instruments are comprehensive and analyzed systematically. The College should consider acquiring the services of the IDEA Center to administer the next student survey given the problems associated with the traditionally-conceptualized student climate survey. Instead of emphasizing the instructor's teaching techniques or personality, the IDEA system focuses on student learning and tailors the report to fit the instructor's teaching objectives. Thus, teaching effectiveness is determined by student progress on goals chosen by the instructor.

Academic Vice President's Small Assessment Grant Award (AVP Saga)

During Professional Development Day on February 18, 2008, the AVP announced his new assessment incentive called the *Academic Vice President's Small Assessment Grant Award (AVP SAGA)*. The incentive program provides monetary rewards to departments or faculty members who develop innovative approaches that improve practice in course assessment to enhance SLOs. Additionally, it serves as an incentive for faculty who are interested in engaging in small assessment research projects that are not covered under course assessment.

According to the AVP Saga Guidelines (Appendix T), departments or individuals are invited to submit proposals that support the following:

- The continued development of course assessment initiatives that focus on enhancing student learning using authentic assessment methodologies;
- Engagement in research that addresses knowledge gaps as identified in the WASC 2006 Evaluation Report such as:
 1. Expanding assessment approaches to include studying and researching concerns related to identifying and meeting educational needs of students and the possible disproportionate impact of policies and practices on specific students.
 2. Adopting a systematic process of updating and revising curriculum to maintain currency even when curriculum is not being scheduled.

3. Developing a system for the inclusion of an assessment-based analysis of competency levels appropriate for various programs.
4. Developing college-wide programs or efforts to promote greater student understanding between groups and to promote a general appreciation of the value of diversity of students.
5. Developing assessment efforts that focus on the educational needs of the broad range of age and life experiences of both day and evening students, and younger as well as older students.
6. Integrating meaningful participation of adjunct faculty into the assessment process.
7. Utilizing data from the COMPASS instrument to inform the college about the academic needs of students or to help in planning course offerings and scheduling of courses.

In Spring 2008, based on a review of proposals (Appendix U) by the AVP SAGA Review Panel, three faculty members were awarded the funding to perform the following assessment-related activities:

- Develop a graduate course for GCC faculty that addresses diversity in the classroom
- Conduct a project utilizing COMPASS data to identify the academic needs of GCC's postsecondary students and for planning GCC developmental college-level English and Math course offerings and scheduling of courses; and
- Conduct a project on integrating meaningful participation of adjunct faculty into the assessment process

Faculty members are expected to submit a mid-term report of their progress to the AVP SAGA review panel by the end of Fall 2008. The final report is due in Spring 2009.

Part VI. TracDat Data Patterns: Measures of Assessment and Institutional Effectiveness

Compliance Rate at the Divisional Level

Table 10. Updated Rates of Divisional Compliance with Assessment Requirements for the Two-Year Assessment Cycle Schedule (in percentages)

Academic Year	Programs/Units on Track	%	Programs/Units on Track	%	Programs/Units on Track	%
	Total Number of Programs/Units		Total Number of Programs/Units		Total Number of Programs/Units	
	(Academic Affairs Division)		(Business & Finance Division)		(Administrative Services Division)	
AY 2000-2001	--		--		--	
AY 2001-2002	--		--		--	
AY 2002-2003	43/61	70%	0/6	0%	4/4	100%
AY 2003-2004	35/57	61%	0/5	0%	2/4	50%
AY 2004-2005	37/65	57%	4/5	80%	3/4	75%
AY 2005-2006	45/55	82%	5/5	100%	4/4	100%
AY 2006-2007	31/56	55%	3/5	60%	3/4	75%
AY 2007-2008	33/48	69%	4/4	100%	2/4	50%

Table 10 reveals that the number of reporting units under the Academic Affairs Division decreased from 56 in AY 2006-2007 to 48 in AY 2007-2008. Several certificate programs (Group B) and degree programs (Group A) were combined, consequently, resulting in one reporting requirement rather than two. For example, the associates degree and certificate programs in Automotive Service Technology now follows the Group A assessment schedule. Previously there were two reporting dates; one for the associate degree and one for the certificate program.

The number of reporting units under the Business and Finance Division decreased by one because one reporting unit under the division was deleted (Budget and Contracts). In AY 2007-2008, Business & Finance Division had a 100% compliance rate.

The number of reporting units under the Administrative Services Division (ASD) remained the same over the six year period. The compliance rate, however, for ASD, decreased by 33% from three in AY 2006-2007 to two in AY 2007-2008. The decrease in compliance rate for ASD is due in part to the fact that Management Information System (MIS) went off-track

because the department's significant efforts were dedicated to ensuring that the MyGCC Project went smoothly.

Patterns in Articulating Outcomes

Table 11. Dimensions of Program Assessment Expressed in SLOs for Associates, Certificate and Secondary Programs, AY 2005-2006, AY 2006-2007 and AY 2007-2008

Programs	Total SLOs	<u>COGNITIVE</u> <i>What do students know?</i>	%	<u>BEHAVIORAL</u> <i>What can they do?</i>	%	<u>AFFECTIVE</u> <i>What do they think and value?</i>	%
<u>AY05-06</u> <u>AY06-07</u> AY07-08	<u>AY05-06</u> <u>AY06-07</u> AY07-08	<u>AY05-06</u> <u>AY06-07</u> AY07-08	<u>AY05-06</u> <u>AY06-07</u> AY07-08	<u>AY05-06</u> <u>AY06-07</u> AY07-08	<u>AY05-06</u> <u>AY06-07</u> AY07-08	<u>AY05-06</u> <u>AY06-07</u> AY07-08	<u>AY05-06</u> <u>AY06-07</u> AY07-08
Associate Degree (n=15)	45	14	31%	19	42%	12	27%
Associate Degree (n=15)	98	19	19%	64	66%	15	15%
Associate Degree (n=15)	54	12	22%	21	39%	21	39%
Certificate (n=9)	30	6	20%	16	53%	8	27%
Certificate (n=8)	33	3	9%	23	70%	7	21%
Certificate (n=6)	18	6	33%	8	44%	4	22%
Secondary Programs (n=4)	15	6	40%	4	27%	5	33%
Secondary Programs (n=9)	43	5	12%	33	76%	5	12%
Secondary Programs (n=10)	31	10	32%	16	52%	5	16%

Table 11 reveals that associate degree programs tend to focus more on what students can do (behavioral) when articulating SLOs. For degree programs, the main focus for all three years was on the behavioral dimension. In AY 2007-2008, there was a 67.2% decrease in the number

of SLOs focusing on the behavioral dimension from 64 in AY 2006-2007 to 21 in AY 2007-2008. During that same year, there was a 40.0% increase in the number of SLOs which focused on what students think and value (affective) from 15 in AY 2006-2007 to 21 in AY 2007-2008. As for the cognitive dimension, there was a 36.9% decrease in the number of SLOs which focused on what students know from 19 in AY 2006-2007 to 12 in AY 2007-2008.

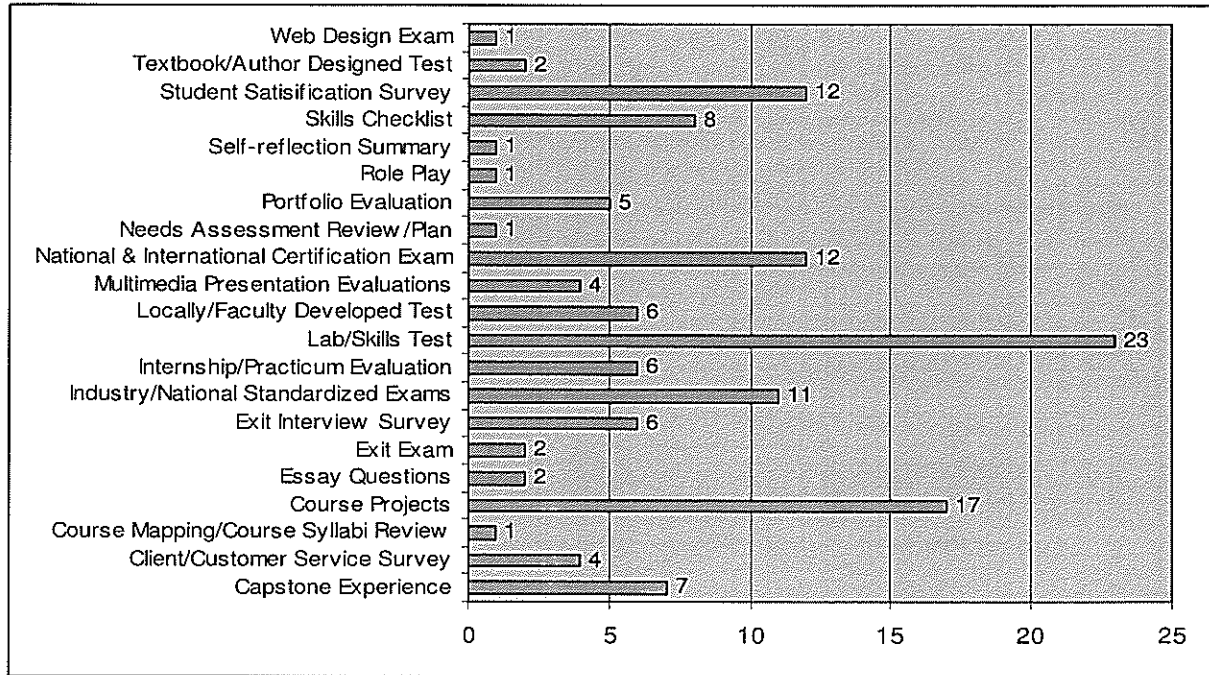
Similar to associate degree programs, certificate programs tend to focus more on the behavioral dimension when articulating SLOs. For all three academic years, the main focus was on the behavioral dimension. In AY 2007-2008, there was a 100% increase in the number of SLOs emphasizing what students know (cognitive) from 3 in AY 2006-2007 to 6 in AY 2007-2008. There was a 65.3% decrease in the number of SLOs focusing on the behavioral dimension from 23 in AY 2006-2007 to 8 in AY 2007-2008 and a 42.9% decrease in the affective dimension from 7 in AY 2006-2007 to 4 in AY 2007-2008.

As for secondary programs, the emphasis on the behavioral dimension was the greatest for two of the three academic years (AY 2006-2007 and AY 2007-2008). In AY 2007-2008, there was a 100% increase in the number of SLOs focusing on the cognitive dimension from 5 in AY 2006-2007 to 10 in AY 2007-2008. There was a 51.6% decrease in the number of SLOs focusing on the behavioral dimension from 33 in AY 2006-2007 to 16 in AY 2007-2008. There was no change in the number of SLOs focusing on the affective dimension during the three-year period. The number remained five for all three academic years.

Table 11 reveals that in AY 2007-2008 there was a shift from the behavioral dimension to the cognitive and affective dimensions when articulating SLOs. Although the greatest focus was still on the behavioral dimension, there was an increase in the number of SLOs which focused on the affective and cognitive dimensions. This shift can be attributed to several things. First of all, the SLO workshops conducted by the Curriculum Committee provided assessment authors with information on how to write SLOs, including behavioral, affective, and cognitive domains. Secondly, during TracDat training, assessment authors were informed that they must develop an SLO for each domain. Thirdly, the new version of TracDat, Version 4, includes a drop down menu where assessment authors could easily identify what the dimension of focus is for the SLO.

Assessment Methodologies for SLOs

Figure 1. Direct and Indirect Indicators of Assessment in Associates, Certificate and Secondary Programs, AY 2007-2008



Similar to what was reported in the 7th AIAR, assessment authors have concentrated on the behavioral dimension of assessment in articulating their program outcomes. This is evidenced by the frequency of lab/skills tests (23) used by faculty. In terms of frequency, lab/skills tests are followed by course projects (17) and student satisfaction surveys and national & international certification exam (12). Unlike last year, there is a greater variety in the direct and indirect indicators of assessments being used. In the 7th AIAR, there were ten types of direct and indirect indicators reported (student satisfactions surveys, skills proficiency checklists, role play, portfolio evaluations, national certification exams, multimedia presentation evaluations, local exit exams, final course projects, and faculty-developed tests). In AY 2007-2008, twenty-one direct and indirect indicators were reported. As indicated in Table 11 above, although the greatest emphasis is on the behavioral dimension, there is more emphasis being placed on the cognitive and affective dimensions compared to the previous year.

Figure 2. Patterns of Means of Assessment in Administrative Units and Student Services
AY 2007-2008

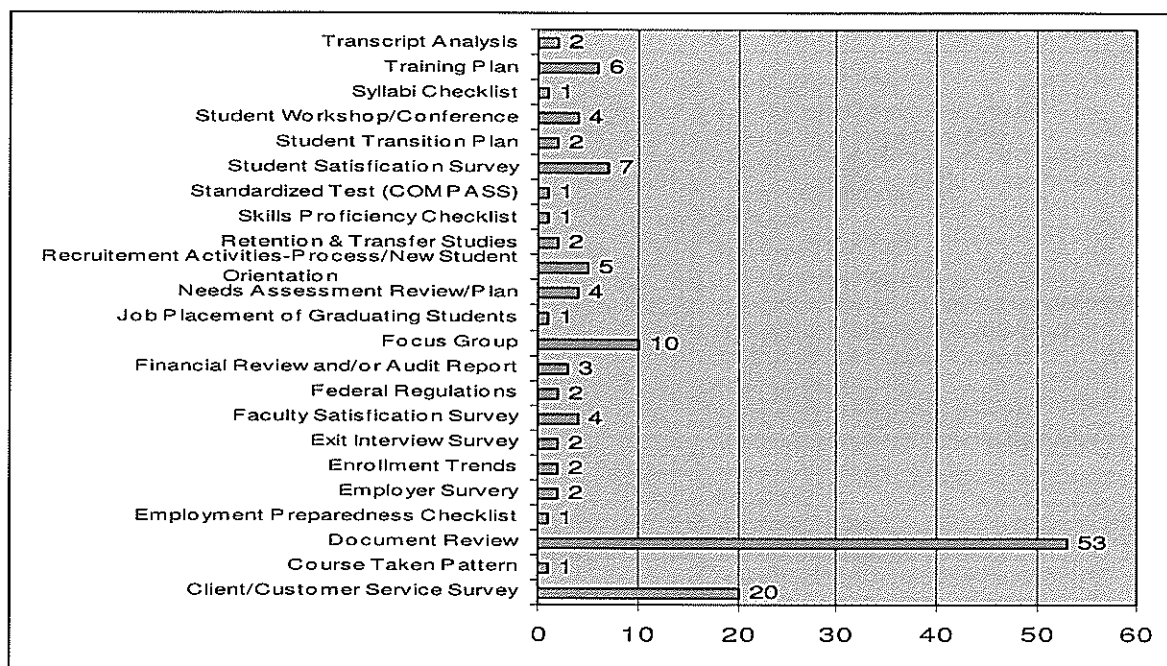


Figure 2 reveals that the most common means of assessment in administrative units and student services is document review (53) followed by client/customer service survey (20) and focus group (10). In last year's institutional assessment report, an almost equal number of administrative units and student services were using surveys and questionnaires (19) and document review (18). Document review continues to be the most common means of assessment for this area. However, like associates, certificates, and secondary programs, there is a greater variety of assessment means being used compared to the previous academic year.

The patterns reported in Figure 1 and Figure 2 appear to be a result of the implementation of the new version of GCC's assessment software. Version 4 includes a drop down menu, formatted by AIE, which lists the above categories or methods used to assess outcomes. Prior to the implementation of the new version, assessment authors only had a choice of either "direct" or "indirect" methods and the actual assessment methods had to be identified by reading the description under the "means of assessment" tab in TracDat Version 3. The new version requires more specific information, consequently, improving the reporting of the assessment methods used to assess outcomes.

Patterns of Use of Assessment Results for Program Improvement

Table 12. Assessment Results for Program Improvement, AY 2007-2008

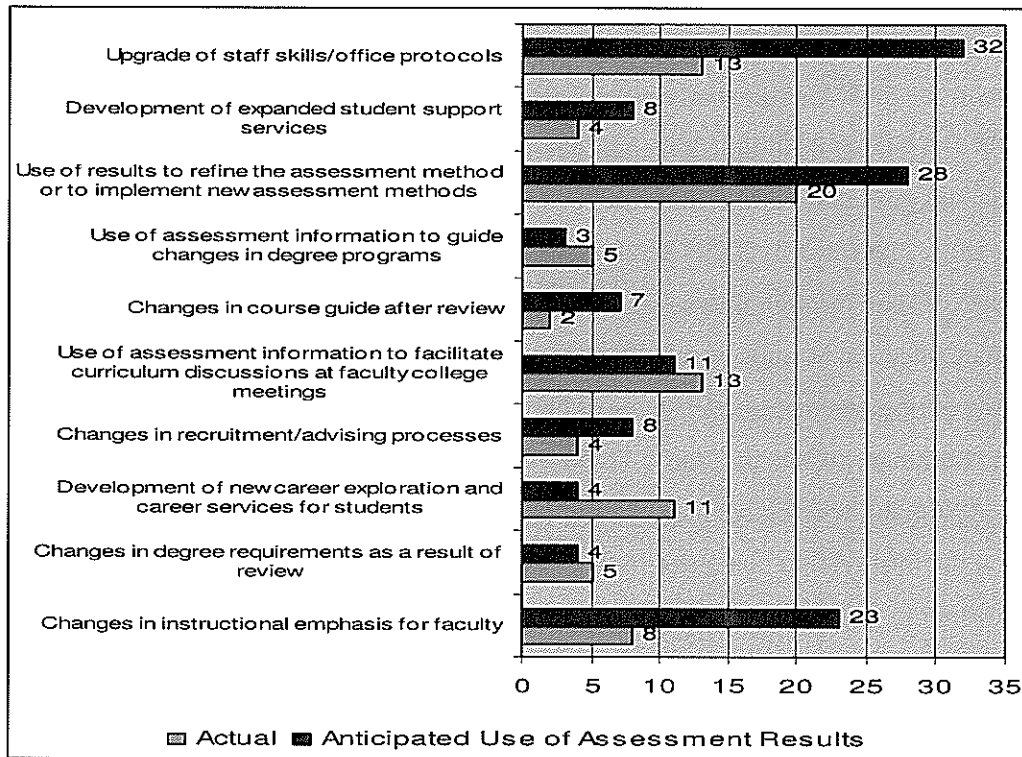


Table 12 reports both actual and anticipated use of assessment results. Due to the implementation of TracDat Version and the limited familiarity of users with the upgraded version and the fact that training on the new version was conducted just two weeks prior to the March 10, 2008 assessment deadline, not all the required tabs were populated in TracDat to reflect actual results. In terms of actual results, the refinement of assessment methods and the implementation of new assessment methods was reported as the greatest consequence of program assessment (n=20). The second greatest consequence was the facilitation of curriculum discussions at faculty meetings (n=13) and upgrade of staff skills/office protocols (n=13) followed by the development of new career exploration and career services for students (n=11). As for anticipated use of assessment results, the upgrade of staff skills and office protocols was the most frequently cited in TracDat (n=32) followed by use of results to refine the assessment method or to implement new assessment methods (n=28) and changes in instructional emphasis for faculty (n=23).

The information contained in the following two tables is not as detailed as it was (ex. lack of implementation information) in the previous year for several reasons. First of all, TracDat Version 4 was implemented in Fall 2007. However, *user training* was not conducted until Spring 2008 because of the availability of Nuventive officials to conduct *program administrator training* in the Fall. Consequently, *user training* was scheduled just 10-days prior to the March 10, 2008 assessment deadline. Although one-to-one training was provided to authors prior to this deadline, their unfamiliarity with the new version resulted in partial data population in TracDat. Additionally, on March 3, 2008 CCA advised assessment authors through an interoffice memo (Appendix V) and through their assigned CCA members (Triad Team) that the Implementation and Data Collection Memos were no longer necessary. Instead authors were instructed to input the status of implementation and status of data collection directly into TracDat under the “Task” tab and “Summary of Results” tab.

Although the effective date of this change was identified in the memo as March 10, 2008, based on the information contained in the tables, it appears that assessment authors assumed that since the memo was given to them prior to the March 10, 2008 deadline, they no longer had to submit the status of implementation and status of data collection.

Table 13. Implementation of Assessment Results for Associate Degree, Certificate and Secondary Programs, Fall 2007 – Spring 2008

ACCOUNTING AS PROGRAM	
Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Accounting AS - AY 06-07 SLO#1 COMPUTER SKILLS IN ACCOUNTING</p> <p>Anticipated Use of Assessment Result: Student success is highly dependent upon course-entry competency skills and student access to on-campus computers. Course prerequisites set the standards for student enrollment of AC232 and AC233. Accounting faculty may need to better communicate course requirements to advisors and counselors of accounting students enrolling in AC232 or AC233. Focus must be on enrolling only students who meet all the prerequisites for AC232 and AC233</p> <p>03/07/2007 - 86% of all students (n=14) completed a computerized Project 4 for a Manufacturing Business by December 3, 2006 in AC232. Two students did not complete the project. A rubric was used to score the results. Expert (4.5-4.0) Result was 8 Journey-Person (3.9-3.5) Result was 4 Apprentice (3.4-3.0) Result was 0.</p>	<p>Task: Further develop three projects for AC233 QuickBooks Complete for the assessment of the accounting program objectives. The previous projects were developed for the Peachtree Accounting software; they will remain available for AC232 and its future offerings.</p> <p>Description: AC233 will be offered for Spring 2008. The department chairperson with assistance from Carmen Santos will further structure the three projects for the QuickBooks course and make changes to the rubric measurement tool if necessary.</p> <p>Task: Rethink the time offering for AC225 for accounting majors who need to take this course for an elective in the accounting program.</p> <p>Description: Survey accounting majors who intend to take AC225 about the best time to offer this course. Consider the times offered of other accounting courses that may also be</p>

<p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% scored at 3.5 or higher</p>	<p>needed by the same target group. Schedule AC225 for Spring 2008 and assist students who may enroll in this course.</p>
<p>Accounting AS - AY 06-07 SLO#2 KNOWLEDGE OF ACCOUNTING THEORY</p> <p>Anticipated Use of Assessment Result: If criteria is not met, the department members must reflect on how to address the problem by incorporating tutoring, teaching methodology, and faculty professional development. Establish that the instructor assigned to teach has experience from the hotel industry. Student's inability to pass this exam indicates learning objectives are not being met in accounting courses.</p> <p>03/13/2008 - AC225 was offered for Fall 2008 and canceled for enrollment. No data was collected for Fall 2008 for this SLO.</p> <p>Budget Implications: No budget impact</p>	<p>Notes: Offer this course so it does not conflict with other student courses needed for the same semester.</p>

AUTOMOTIVE TECHNOLOGY AS/CERTIFICATE PROGRAM

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Automotive Technology AS/Certificate - AY 06-07 SLO#1 KNOWLEDGE OF AUTOMOTIVE CORE ENGINE COMPONENTS</p> <p>Anticipated Use of Assessment Result: The results will be used to gauge the instructional effectiveness of the task for the purpose of improvement, such as textbook change, trainer equipment upgrades, etc.</p> <p>04/21/2008 - Out of a total of 34 students (n=34) in the program, 58.83% of the students attained a 70% or better accuracy rate on the exam, 14.7% attained a score below 70%, and 26.47% did not take the exam because they stopped attending the class. The instructor gave the students that were absent, a week to go in and take the test but they never showed up.</p>	<p>04/30/2008 - The Department Chair (DC) will get the list of students from the instructor, who were absent for the test. The DC will try and contact the students to ascertain why they were absent or why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.</p>
<p>Automotive Technology AS/Certificate - AY 06-07 SLO#2 PERFORMING A CYLINDER COMPRESSION CRANKING TEST: DETERMINE CONCERN -</p> <p>Anticipated Use of Assessment Result: The results will be used to gauge the instructional effectiveness of the task for the purpose of improvement, such as textbook change, trainer equipment upgrades, etc.</p> <p>04/21/2008 - Out of a total of 20 students (n=20) in the program for Spring 08, 60% of the students attained a 70% or better accuracy rate on the exam and 40% did not take the test because they were absent. The instructor gave the students that were absent, a week to go in and take the test but they never showed up.</p>	<p>04/30/2008 - The Department Chair (DC) will get the list of students from the instructor, who were absent for the test. The DC will try and contact the students to ascertain why they were absent or why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.</p>

COMPUTER NETWORKING AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Computer Networking AS - AY07-08 SLO#3 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY.</p> <p>Anticipated Use of Assessment Result: Will evaluate the results on a yearly basis to ensure that program is effective. Students are required to complete the SLO. If met, students will move on. Our success rate for students meeting the SLO is high.</p> <p>Enrollment has increased for the past three years. We are waiting to start certain courses in our program. Our Computer Networking program is in demand in both government and private industries.</p>	<p>Task: Implementation Status (SP08) Effective and Productive Technicians - Instructor administers skills test.</p> <p>Description: Fall 07 - 38 GTA employees are certified for CAT5 Wiring & Testing and 17 are certified for Fiber Installer. Employees from Dick Pacific, Citizens Bank and Kindo Electric are also certified for CAT5 Wiring & Testing and Fiber Installer. Employees from NAVCOMTELSTA took the Re-certification course to update their ETA certifications.</p>

CONSTRUCTION TRADES SECONDARY

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Construction Trades Secondary - AY 06-07 Attitudinal Orientation - SLO#1</p> <p>Anticipated Use of Assessment Result: Results will be used to make any needed improvements to the way Construction Trades students are taught about proper work place attitude</p>	<p>10/19/2007 - DC will collect and analyze survey at the end of Spring 2008. Faculty recognize the importance for students to have proper work attitude to be successful in a career. Survey results will determine the need to possibly have representatives from the Career Placement or Counseling Office speak to students regarding work ethics.</p>
<p>Construction Trades Secondary - AY 06-07 Cutting and Measuring - SLO#2</p> <p>Anticipated Use of Assessment Result: Results will be used to make any needed improvements to the ways the Construction Trades secondary program teaches students cutting and measuring skills.</p> <p>10/19/2007 - Data will be collected and analyzed by DC at the end of Spring 2008 semester. Faculty recognize the importance for students to have measuring and cutting skills to be successful in a construction related career. Survey results will determine the level of knowledge related to measuring and cutting and possibly the need to modify teaching methods or course guides to reflect industry standards.</p>	
<p>Construction Trades Secondary - AY 06-07 Safety - SLO#3</p> <p>Anticipated Use of Assessment Result: Results will be used to make any needed improvements to the ways safety skills are taught in the Construction Trades high school program.</p>	

10/06/2007 - DC will gather feedback on draft checklist and revise accordingly by the end of Fall 2007. Outcome will be measured in Spring 2008. There was difficulty in getting faculty members to participate in the assessment process which eventually prevented the survey to be carried out. Now that the survey instrument has been revised the Chairperson is confident to rally full faculty participation.	
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COSMETOLOGY CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Cosmetology Certificate - AY06-07 SLO#1 COSMETOLOGY SKILLS</p> <p>Anticipated Use of Assessment Result: Maintain continuity for the program</p> <p>02/22/2008 - Eleven students enrolled in CM202L Salon II during the Spring and Fall 2007 semester completed performance competency and student progress sheets for seven cosmetology skills. The results indicate the average performance rating for all skills measured was 94%. The criteria has been met. All students performed the measured cosmetology skills higher than 75%.</p> <p>09/14/2007 - Upon review of the performance checklist, students tend to score less in the chemical and haircutting areas. More time and emphasis will be spent in these areas to increase the performance rating.</p>	
<p>Cosmetology Certificate - AY06-07 SLO#2 KNOWLEDGE OF COSMETOLOGY THEORY</p> <p>Anticipated Use of Assessment Result: Review teaching methodology for this course.</p> <p>03/13/2008 - The results cumulative was above the national average. 75% is a passing score for the Guam Board of Cosmetology licensing board. One student failed, lack of attendance</p>	

CRIMINAL JUSTICE AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Criminal Justice AS - AY 06-07 Satisfaction with the Program - AY 06-08</p> <p>Anticipated Use of Assessment Result: The assessment results will be used to identify areas of improvement, strengths within the program, and generate dialogue among department faculty.</p> <p>10/04/2007 - There were no students that participated in an Internship for this Academic Year.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Summary of Result Status: Open</p>	
Criminal Justice AS - AY 06-07	

<p>Internship Self-Evaluation - AY 06-08</p> <p>Anticipated Use of Assessment Result: The assessment results will be used to identify areas of improvement, strengths within the program, and generate dialogue among department faculty.</p>	
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CULINARY ARTS AA PROGRAM

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Culinary Arts AA - AY 07 08 Culinary Skills</p> <p>Anticipated Use of Assessment Result: To Evaluate the students retained learning from classroom and lab experiences</p> <p>05/06/2008 - 18 of 22 students completed</p> <p>Summary of Result Type: Criterion Met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>Task: Portfolio Presentation</p> <p>Description: Portfolio</p> <p>Task: Prepare a Portfolio in relationship to the practicum exercise</p> <p>Task: Practicum</p> <p>Description: Students will participate in a 600 hour practicum onsite hands on experience</p> <p>Task: Students will perform all aspects of their classroom and lab experiences and techniques</p>
<p>Culinary Arts AA - AY 07 08 Students Work Ethics and Attitudes</p> <p>Anticipated Use of Assessment Result: Performance evaluation will determine effectiveness of student learning outcome.</p>	<p>Task: HS-160 Exam</p> <p>Description: Test</p> <p>Task: AH&LA EI Hospitality Supervision Final Exam</p> <p>Task: Practicum</p> <p>Description: Performance of onsite work experience</p> <p>Task: Students will perform 600 hours of Practicum on site work experience</p>
<p>Culinary Arts AA - AY 07 08 Students Knowledge of Culinary Arts</p> <p>Anticipated Use of Assessment Result: At the end of the projects, instructor and students will evaluate if improvements to the menu is needed. serve the menu items in a buffet style environment.</p> <p>Anticipated Use of Assessment Result: To Evaluate the Students knowledge of and ability to present Internationally flavored foods.</p> <p>Anticipated Use of Assessment Result: To measure the student's ability to produce what was learned in the classroom and lab experiences.</p>	<p>Task: Buffet Food Presentation</p> <p>Description: Buffet food presentation at an established Food service Operation.</p> <p>Task: Buffet food presentation, using various themes and styles of service.</p> <p>Task: Fine Dining Food Presentation</p> <p>Description: Fine Dining food presentation conducted at various venues. Students will prepare the recipes, menus and food items for a variety of fine dining events</p> <p>Task: International Cuisine Food Presentation</p> <p>Description: International Cuisine Food Presentation</p> <p>Task:</p>

	Prepare various International flavors of food and present them at various venues.
<p>Culinary Arts AA - AY 07 08 Students Knowledge of Food Service</p> <p>Anticipated Use of Assessment Result: To measure the students understanding and application of Food Safety and Sanitation Standards-140 Menu Planning Final Exam.</p> <p>Anticipated Use of Assessment Result: to measure the students ability to understand and perform Food & Beverage Cost Control methods.</p> <p>Anticipated Use of Assessment Result: To measure the students understanding of Food & Beverage Service</p>	<p>Task: HS140</p> <p>Description: Menu Planning Class</p> <p>Task: Students will demonstrate knowledge and ability to create menus</p> <p>Task: HS203</p> <p>Description: Food Safety and Sanitation Class</p> <p>Task: Student will demonstrate knowledge of food service safety and sanitation by successfully completing the ServSafe food Production Managers course and the AH&LA HACCP Program</p> <p>Task: HS208</p> <p>Description: Food & Beverage Service Class</p> <p>Task: Student will demonstrate knowledge of Food & Beverage Service</p> <p>Task: HS222</p> <p>Description: Food & Beverage Cost Control Class</p> <p>Task: Student will demonstrate knowledge of Cost Control measures</p>

EARLY CHILDHOOD EDUCATION AS/CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Early Childhood Education AS/Certificate - AY 08-09 Learning Environment</p> <p>Anticipated Use of Assessment Result: If criterion is not met, instructor will share results with department faculty to determine if more topics in safe and healthy need to be incorporated into the ECE program.</p> <p>Anticipated Use of Assessment Result: If criterion is not met, instructor will share results with department faculty to determine if more topics in safe and healthy need to be incorporated into the ECE program.</p>	
<p>Early Childhood Education AS/Certificate - AY 08-09 Teaching Strategies</p> <p>Anticipated Use of Assessment Result: If students fall below anticipated outcome, the Practicum Supervisor will schedule more practicum seminars and/or observations.</p>	

<p>Early Childhood Education AS/Certificate - AY 08-09 ECE Disposition</p> <p>Anticipated Use of Assessment Result: If criterion is not met, instructor will schedule more seminars/observations of students who do not score 2.0 on item #8 on rating sheet and/or 4.0 on item #5 of Rating Sheet.</p>	
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EDUCATION AA/CERTIFICATE PROGRAM

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Education AA/Certificate Programs - AY06-07 SLO#2 Professionalism –</p> <p>Anticipated Use of Assessment Result: Students who score 100% on the Portfolio Checklist will be asked to present/share their portfolio with the students who are having difficulty.</p>	<p>09/28/2007 - ED292 Practicum Supervisor will add more discussion during practicum seminars on professional portfolio assessment in Fall 2007 semester.</p> <p>Follow-Up: 10/01/2007 - During a Department Meeting in Fall 2007, discussion on the option of having students do an electronic portfolio took place. The next Assoc./Cert. in Education assessment plan will have as a goal for professionalism 'students will be able to create a professional electronic portfolio.</p> <p>09/28/2007 - Results from ED292 Education Practicum will be compared to prior results to show whether further discussion in seminars was helpful in meeting goal at 70%.</p> <p>09/28/2007 - Instructor was off island and returned the week the professional portfolio assignment was due. During an interview with one of the students who did not meet goal it was discovered that she was confused as to the criteria related to this assignment and did not seek help earlier in the semester.</p>
<p>Education AA/Certificate Programs - AY08-09 SLO#2 Special Populations</p> <p>Anticipated Use of Assessment Result:</p> <p>The assessment results will be used to identify areas of improvement, strengths within the program, and generate dialogue among department faculty.</p>	

ELECTRONICS & COMPUTER NETWORKING SECONDARY

<p>Electronics & Computer Networking Secondary - AY08-09 CONNECT, CONFIGURE AND TROUBLESHOOT A ROUTER –</p> <p>Anticipated Use of Assessment Result: All four high schools will have the same skill-based exam. From the results, weakness will be strengthened in the following year.</p>	
<p>Electronics & Computer Networking Secondary - AY08-09 STANDARDIZED CISCO EXAM –</p> <p>Anticipated Use of Assessment Result: Cisco has changed the curriculum in order to emphasize on practical skills which is aligned with Electronics department's goal and concerns. Students will attain more skills than basic competent computer networking knowledge.</p>	

HOSPITALITY INDUSTRY AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Hospitality Industry Management AS - AY 07 08 SLO#1 Students Knowledge of Hotel Management Program Anticipated Use of Assessment Result: Results of the exam will provide instructors with information regarding areas that may or may not require in depth training.	

LIBERAL ARTS AA PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Liberal Arts AA - AY 06-07 SLO#1 Continuity and Change Anticipated Use of Assessment Result: Assessment results will prompt faculty to examine and discuss the possible implications for the LA program to include course revision, stakeholder input, and ways to improve the data collection process. 09/28/2007 - Unsure Summary of Result Type: Problem/limitation Summary of Result Status: Open	
Liberal Arts AA - AY 06-07 SLO#2 Critical Thinking and Reflection – Anticipated Use of Assessment Result: Assessment results will prompt faculty to examine and discuss the possible implications for the LA program to include course revision. Stakeholder input, and ways to improve the data collection process.	
Liberal Arts AA - AY 06-07 SLO#3 Integration of Events – Anticipated Use of Assessment Result: Assessment results will prompt faculty to examine and discuss the possible implications for the LA program to include course revision. Stakeholder input, and ways to improve the data collection process. 09/28/2007 - Unsure Summary of Result Type: Problem/limitation Summary of Result Status: Open	

LODGING MANAGEMENT SECONDARY

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Lodging Management Secondary Program - AY07-08 SLO#1 Students Lodging Operations Skills. Anticipated Use of Assessment Result: Course projects and quizzes/tests will determine what changes may need to be made to improve in each skill or which skills may need more instructor focus.	Task: LODGING OPERATIONS BASIC FUNDAMENTAL SKILLS Description: LMPI students will be knowledgeable in the following skills: Guest Relations/Service, Professionalism, Diversity and Teamwork. LMPII students will be well-versed in Professional Telephone skills, Making a Room Reservation, and Front Office Check-in/Check-out Procedures. LMPIII students will

	be able to perform the tasks associated in making a bed and be familiar with leadership skills related to the lodging industry.
Lodging Management Secondary Program - AY07-08 SLO#3 Students Professional and Career-Planning Skills. Anticipated Use of Assessment Result: Student Career Portfolio will provide the individual student with the skills and tools to enable them to complete the various documents required for employment in their chosen field.	Task: Student Career Planning Portfolio Description: Each LMP Faculty assigned to their respective high school will collect the required data.
Lodging Management Secondary Program - AY07-08 SLO#4 Student Employability Skills in Hospitality – Anticipated Use of Assessment Result: Based on the results more emphasis and or training may be utilized in area of weaknesses	Task: Banquet Management Description: Students will plan a banquet event from scratch. Task: 1. Student (in a team environment) will develop and plan a banquet event. 2. Students will develop appropriate forms using industry standards for the banquet. 3. Students will provide a sample of table display for the banquet event. Task: Night Audit Description: Students will be able to complete a mini night audit process according to industry standards. Task: 1. Students will post transactions on guest folios. 2. Students will summarize guest folios to the Guest Ledger. 3. Students will balance Guest Ledger transactions. Task: Sales and Marketing Description: 1. Students will be able to provide realistic solutions to sales and marketing case studies. 2. Students in LMP III will develop a marketing plan. Task: 1. Text workbook case studies are utilized for the sales and marketing cases. 2. Marketing plan is developed in a team environment per textbook standards.

MARKETING AS CERTIFICATE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Marketing AS - AY08-09 SLO#1 Basic Core Course Knowledge – Anticipated Use of Assessment Result: Results will indicate if key concepts are properly conveyed in several courses. This could be used as a device to monitor the effectiveness of adjunct teachers.	
Marketing AS - AY08-09 SLO#2 Communication and Technology Skills Anticipated Use of Assessment Result: Results will indicate if instruction is sufficient in making presentations and verbal skills.	
Marketing AS - AY08-09 SLO#3 Successful Marketing Profession – Anticipated Use of Assessment Result: Results will drive curriculum changes.	

MARKETING SECONDARY PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Marketing Secondary - AY08-09 SLO#1 Preparing Power Point Presentations Anticipated Use of Assessment Result: Results will indicate if students are able to use technology in making presentations	
Marketing Secondary - AY08-09 SLO#2 Student Survey Anticipated Use of Assessment Result: Results will indicate what parts of the program have been successful and influence curriculum improvement.	
Marketing Secondary - AY08-09 SLO #3 Understanding the Product	

MEDICAL ASSISTING AS/CERTIFICATE PROGRAMS

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Medical Assisting AS/Certificate - AY07-08 SLO#1 ICD-9 Coding Assessment Results (Column 4) use of Assessment Results (Column 5) Anticipated Use of Assessment Result: The results will assist with determining which coding areas may require more attention than others, thereby allowing for greater success with coding skills.	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Medical Assisting AS/Certificate - AY07-08 SLO#2 MS221 Specialties Anticipated Use of Assessment Result: The results will be used to determine those specialty areas in which further emphasis may or may not be needed.	
Anticipated Use of Assessment Result: These results will be used to reinforce effective learning skills as well as improve upon the lesser productive ones.	

OFFICE TECHNOLOGY AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Office Technology AS - AY06-07 SLO#1 Legal or Medical Office Administrative Skills Anticipated Use of Assessment Result: Continue improving timed-writings speed and accuracy. Administer the 5-minute straight copy timed-writings each spring semester to ensure that the speed and accuracy meet the industry standards (50 or higher).	Task: No action taken. Description: OA240 Machine Transcription was canceled Spring Semester 2008 due to low enrollment. This course will be offered again in Spring Semester 2009 at which time data collection will be gathered.

<p>Office Technology AS - AY06-07 SLO#2 Employment Preparedness</p> <p>Anticipated Use of Assessment Result: Results from these surveys will revise and or improve Office Technology Program.</p>	<p>Task: No action taken.</p> <p>Description: No action taken. OA240 Machine Transcription was canceled Spring Semester 2008 due to low enrollment. This course will be offered again in Spring Semester 2009 at which time data collection will be gathered.</p>
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OFFICE TECHNOLOGY CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Office Technology Certificate - AY 06 -07 SLO#1 OFFICE TECH KNOWLEDGE –</p> <p>Anticipated Use of Assessment Result: Results will be used to evaluate/improve teaching methods.</p> <p>03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
<p>Office Technology Certificate - AY 06 -07 SLO#2 OFFICE TECH PERCEPTION –</p> <p>Anticipated Use of Assessment Result: Results will be used to evaluate/improve teaching methods and/or sequencing of instructional activities.</p> <p>03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
<p>Office Technology Certificate - AY 06-07 SLO#3 OFFICE TECH SKILLS</p> <p>Anticipated Use of Assessment Result: Evaluate areas of weakness and redesign instructional activities to reinforce/strengthen desired learning outcomes.</p> <p>03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Summary of Result Status: Open</p>	

Budget Implications: No budget impact	
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PRACTICAL NURSING CERTIFICATE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Practical Nursing Certificate - AY05-06 Students will express their attitudes and perception of the nursing program in relation to their planned goals for employment.</p> <p>Anticipated Use of Assessment Result: Program measurement to determine success of program</p> <p>03/08/2008 - AY 05-06 Students yielded 100% return of the Capstone course survey. Unfortunately, the tool did not yield the results we expected. Therefore, the program is in the process of updating the survey to better illicit the SLO identified above.</p>	
<p>Practical Nursing Certificate - AY05-06 Demonstrate Knowledge of Skills</p> <p>Anticipated Use of Assessment Result: Evaluate the opportunities for skills available in the workplace for student experience. I would expect the students to meet this criteria and to be able to perform skills successfully. If there is not 100% compliance then the lab content will be altered to include the opportunity to achieve the goals of the checklist.</p> <p>03/08/2008 - The TRACDAT PROGRAM refused to allow me to input the following under the summary of results: (after my data is where I would like it) Problem #1: The program found that the AY 05-06 Skills Checklist forms did not correlate appropriately to our program, the level of the program and were unclear. 03/08/2008 - As demonstrated by our results, the initial Skills Checklist didn't meet our criteria. The program has since updated the form and feels this will yield a better result for the AY 07-08. The expectation of 100% return rate continues and the 90% completion of skills will be discussed among faculty.</p>	<p>Intervention/Plan: The program has since revamped the form to clearer and more realistic in regards to our program expectations. # 2) The program found that skills may have been done, but not checked off. The checklists were also lost by students. Plan/Intervention: The instructors discussed this and will sign the skill off immediately following the procedure performed and in general awareness was increased. In addition, the instructors will retain possession of the form from the beginning of the AY until the end.</p>
<p>Practical Nursing Certificate - AY06-07 Students will express their attitudes and perception of the program in relation to their planned goals for employment</p> <p>Anticipated Use of Assessment Result: The program will be able to assess the students' attitudes and perceptions of the nursing program in relation to their planned goals for employment</p> <p>04/11/2008 - n= 15. 14/15 Students in the capstone course returned their evaluation forms. This was 93% of the graduating class. This is a good response.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>Notes: Again, this survey did not meet our expectations in determining the students' attitudes and perceptions of the nursing program in relation to their planned goals. The Program is currently in the process of reevaluating the form.</p>
<p>Practical Nursing Certificate - AY06-07 Students will complete a diagnostic nursing program completion test.</p> <p>Anticipated Use of Assessment Result: 80% passing rate will demonstrate the knowledge obtained</p>	<p>Notes: The test has since arrived and will be used for the AY07-08 group.</p>

<p>during the program and hopefully, can be correlated to their pass rate of the NCLEX-PN exam</p> <p>04/11/2008 - n= 0 This graduating class also did not receive these tests prior to taking their NCLEX exam. Although, it has arrived and will be used for the AY07 -08 group.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
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PROSTART SECONDARY PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>ProStart Secondary - AY07-08 SLO#1 Food Service Skills</p> <p>Anticipated Use of Assessment Result: Results will indicate the student's abilities and will provide feedback with which to determine any improvements that may be necessary to the program.</p>	
<p>ProStart Secondary - AY07-08 SLO#2 Students knowledge of food service operations.</p> <p>Anticipated Use of Assessment Result: Based on the result more emphasis and or training may be needed in areas of weakness</p>	<p>Task: Careers in Foodservice Project Restaurant Service Project or the Chef's Table</p> <p>Description: List organizational positions in the food service industry. Demonstrate how to properly set a table, take food order, serve food, and presenting the check. Demonstrate successful customer relations.</p> <p>Task: Students will research on the different career opportunities a in the foodservice industry and present their findings through PowerPoint presentation. Students will undertake a restaurant simulation project either on or off campus.</p>
<p>ProStart Secondary - AY07-08 SLO#3 Students Work Ethics Attitudes</p> <p>Anticipated Use of Assessment Result: Modify skills test for students who do not meet the minimum score on the lab/skills test. The results of the test will determine areas of weakness if any. This will be re-enforced in class.</p>	<p>Task: ProStart Competition Rules-revised</p> <p>Description: ProStart competition enables students in a team setting to produce recipes for judging by professional Chefs in the food and beverage industry. They are graded during this competition by rubrics established by the National Restaurant Association.</p> <p>Task: Students will be clocked in, inspected for uniform, judged on sanitation and safety, recipe interpretation, cooking methods, food prep methods, plating of food presentation, and clean up.</p>

SUPERVISION & MANAGEMENT CERTIFICATE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Supervision & Management AS AY06-07 SLO#1 Knowledge of Management Theory</p> <p>Anticipated Use of Assessment Result: SM220 Management Skill Development (SM220) course guide was [not] approved Spring 2006. Please note: SM220 is pending AAC approval as of November 20, 2006 per AAC chairperson. Assessment results will be used to determine whether the newly adopted SLOs need further review, discussion, and revisions.</p>	<p>Task: Review of SM220 Management Skill Development SLOs for 2008</p> <p>Description: Program Administrator will collaborate with adjunct professor end of spring 2008 to review current SM220 SLOs and determine whether a course guide revision is warranted; In addition, two students who did not meet the criterion for 2007 have indicated they did not prepare adequately for either the formative or the summative components of the assessments.</p>

<p>Follow-Up: 09/27/2007 – Program Administrator presently on medical leave. Collaborative SLO review with advisory members will be on hold until Program Administrator's return in November 2007. 05/04/2007 - Due to emergency heart surgery, Program Administrator was replaced early spring 2007 by accounting adjunct instructor who taught SM220 Management Skill Development for the remaining term. Adjunct instructor proctored own testing for midterms and finals and could not follow-up with the second scheduled formative and summative exams as proposed.</p>	
<p>Supervision & Management AS - AY06-07 SLO#2 Supervision & Management Student Perceptions –</p> <p>Students will respond to background information questions, students will express their opinions regarding experience with faculty teaching methods, students will express their opinions regarding their student learning experiences, and students will express their opinions regarding SM knowledge gained from completing the Supervision & Management program at GCC.</p> <p>Follow-Up: 10/09/2007 – Program Administrator received three completed surveys from student proctor for review and analysis. Student proctor was encouraged to continue soliciting the remaining SM graduates to provide a richer harvest of survey data. 10/09/2007 - On a "Related Matter" (see this document under "column four" "Summary of Results " "View file") consistent with SM substantive course and program revisions, in fall 2006 and spring 2007 the Marketing and Business departments collaborated and proposed adoption and deletion of specific Marketing and Management courses to enhance and strengthen both programs with the objective of increasing student interest and enrollment. The consensus reached by the two departments indicated a need to incorporate MK123 Principles of Marketing and MK205 Entrepreneurship into the elective component of the SM AS program. The SM Program Administrator received department approval and met with the Business Advisory</p> <p>Follow-Up: 10/09/2007 – Program Administrator received three completed surveys from student proctor for review and analysis. Student proctor was encouraged to continue soliciting the remaining SM graduates to provide a richer harvest of survey data. 10/09/2007 - On a "Related Matter" (see this document under "column four" "Summary of Results " "View file") consistent with SM substantive course and program revisions, in fall 2006 and spring 2007 the Marketing and Business departments collaborated and proposed adoption and deletion of specific Marketing and Management courses to enhance and strengthen both programs with the objective of increasing student interest and enrollment. The consensus reached by the two departments indicated a need to incorporate MK123 Principles of Marketing and MK205 Entrepreneurship into the elective component of the SM AS program. The SM Program Administrator received department approval and met with the Business Advisory</p> <p>Follow-Up: 10/09/2007 – Program Administrator received three completed surveys from student proctor for review and analysis. Student</p>	<p>Task: Improve SM graduate survey participation and completion for spring 2008 Description: In an effort to improve the SM</p>

<p>proctor was encouraged to continue soliciting the remaining SM graduates to provide a richer harvest of survey data.</p> <p>10/09/2007 - On a "Related Matter" (see this document under "column four" "Summary of Results " "View file") consistent with SM substantive course and program revisions, in fall 2006 and spring 2007 the Marketing and Business departments collaborated and proposed adoption and deletion of specific Marketing and Management courses to enhance and strengthen both programs with the objective of increasing student interest and enrollment. The consensus reached by the two departments indicated a need to incorporate MK123 Principles of Marketing and MK205 Entrepreneurship into the elective component of the SM AS program. The SM Program Administrator received department approval and met with the Business Advisory</p> <p>On July 2007 Department Chairperson responded that three SM graduates participated and completed the survey--four did not.</p> <p>04/11/2007 – Program Administrator presently off island on medical leave and has requested Business Department Chairperson to contact and coordinate with the seven graduating SM students the scheduled questionnaire for May 2007. Hard copy available under SM Plan "Means of Assessment" "Document Link."</p> <p>04/06/2007 - The registrar identified seven students who will complete the SM AS degree spring 2007. The students will be asked to complete a "hard copy" questionnaire in May 2007 and express their opinions regarding experience with faculty teaching methods, their student learning experiences, and their opinions regarding SM knowledge gained from completing the Supervision & Management program at GCC</p>	
<p>Supervision & Management AS - AY06-07 SLO#3 Supervision & Management Skills</p> <p>Anticipated Use of Assessment Result: Present SM240 Labor Law course guide does not require a legal prerequisite. Results will be used by legal advisors to determine whether or not SM230 Business Law Applications should be adopted and required as a prerequisite before enrolling in SM240.</p> <p>Follow-Up: 11/04/2007 - This fall 2007, adjunct legal instructor, a practicing attorney, will ensure compliance with legal advisory committee currency recommendations of the following federal labor statutes: 1926 & 1936 Railway Labor Act (RLA), 1932 Norris-LaGuardia Act 1932, 1935 National Labor Relations Act (Wagner), 1947 Labor Management Relations Act (Taft-Hartley), & 1959 Landrum-Griffin Act. 09/27/2007 - Adjunct legal instructor, an attorney, was hired for fall 2007 to replace Program Administrator who went on medical leave. Upon Program Administrator's return in November 2007, Program Administrator will collaborate with adjunct and legal advisors to discuss whether or not SM230 Business Law Applications should be a prerequisite for SM240 Employment & Labor Law.</p>	<p>Task: Consult and collaborate with adjunct and legal advisors to determine prerequisites for SM230 Business Law Applications</p> <p>Description: Author and legal advisors have scheduled a meeting for May 7, 2008, Room D8b or earlier—if feasible—to discuss whether or not SM230 Business Law Applications requires a prerequisite</p>

SUPERVISION & MANAGEMENT CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	
<p>Supervision & Management Certificate - AY06-07 SLO#1 Supervision & Management Knowledge</p> <p>Anticipated Use of Assessment Result: Results from the SM211 data harvest will be used to evaluate and determine whether adopted SLOs in SM211 require review and modification in terms of student learning</p> <p>09/17/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Results from the SM211 data harvest will be used to evaluate and determine whether adopted SLOs in SM211 require review and modification in terms of student learning.] Use of Assessment Results: Full time instructor and adjunct have determined that since the overall student rubric performance of 88% exceeded the 70% criterion, current SLOs in SM211 E-Commerce will be reviewed and revised--if needed, during its five-year currency program scheduled for fall 2008</p> <p>Follow-Up: 09/27/2007 - The dynamics of Internet technology requires an annual review of current textbooks that feature cutting edge SLOs ensuring students learn the latest updates and upgrades with regard to management principles unique to the Internet working environment. This critical activity is necessary to support the evaluation of current SLOs offered in SM211. SM211 textbook reviewed in 2006 and superseded with current text approved for 2007. 09/19/2007 - Although two students did not meet the "exemplary 3" criterion, full time instructor and adjunct agree the overall class performance was acceptable due to 88% scoring rate. A follow up discussion between full time instructor and adjunct fall 2007 will determine why the two students who scored "emerging 1" did not meet the "exemplary 3" criterion.</p>	
<p>Supervision & Management Certificate - AY06-07 SLO#2 Supervision & Management Service Learning Component</p> <p>Anticipated Use of Assessment Result: Data harvested will be used to evaluate the efficacy of Service Learning component in SM225 Leadership.</p> <p>09/17/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Data harvested will be used to evaluate the efficacy of Service Learning component in SM225 Leadership.]</p>	
<p>Supervision & Management Certificate - AY06-07 SLO#3 Supervision & Management Student Perception</p> <p>Anticipated Use of Assessment Result: Student responses should indicate their level of satisfaction with their program completion in Supervision & Management. Data compiled from the survey will be used by the author, department, adjuncts, and advisory committee for program review, assessment, and revisions purposes to determine whether specific courses will require substantive course guide and program revisions.</p>	<p>(1) Recruit "SMILE" COPSA SM student association group to assist in the survey; (2) Collaborate with SM instructors to conduct the survey with their SM students in the last two weeks of spring 2008 term; (3) Follow up with registrar identifying additional SM graduates completing degree requirements in fall 2007 and spring 2008 for survey participation.</p> <p>Follow-Up: 10/07/2007 - On a related matter, spring 2007, the SM AS program received institutional approval merging and adopting Marketing and Supervision & Management program principles</p>

03/07/2008 - In an effort to improve the SM graduate survey completion rate for 2008, the author proposes the following work in progress plan designed to actively solicit more SM graduates' participation in the SM Graduate Survey:	creating a synergistic product in terms of SLOs. 10/06/2007 - The SM Certificate program is scheduled for a complete review concurrent with the technical and related general education course requirements fall 2008.
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SYSTEMS TECHNOLOGY CERTIFICATE PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Systems Technology Certificate - AY06-07 SLO#1 CONFIGURE AND REPAIR NETWORK SYSTEMS - Students will be able to install, configure and repair Computer Network System.</p> <p>Anticipated Use of Assessment Result: Will evaluate the results on a yearly basis to ensure that program is effective. Note: Certificate in Systems Technology has an impact in Computer Networking A.S. There's been an increased in students pursuing Computer Networking A.S.</p> <p>04/15/2008 - With this assessment results, students will be able to pass the CCNA exam. This semester employees from MCV who currently took the course Network I-IV, has successfully passed the CCNA exam.</p>	
<p>Systems Technology Certificate - AY06-07 SLO#2 PASS THE LOCAL & NATIONAL CERTIFICATION TEST - Students will be able to pass Local & National Certification test in Computer repair & Networking Administrative.</p> <p>Anticipated Use of Assessment Result: Will evaluate the results on a yearly basis to ensure that program is effective.</p> <p>04/17/2008 - The CAT5 & Fiber is designed and develop by Industry, changes to the ETA certification exam can only be made by the industries. 04/15/2008 - The results will be used to assist in determining what changes needed in the ETA examinations. ETA retains this information and is brought up within meetings as changes arise in the industry.</p>	
<p>Systems Technology Certificate - AY06-07 SLO#3 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY.</p> <p>04/17/2008 - The CAT5 & Fiber is designed and develop by Industry, changes of the ETA Certification Exam can only be made by the industry. 04/15/2008 - In order for students to complete the Category 5 Wiring & Testing class, all students must pass the skills portion. Attached will be the Skills Testing Documentation to show completion. The skills testing documentation is part of the requirement for the ETA certification.</p>	

VISUAL COMMUNICATIONS AS PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Visual Communications AS Program AY 08-09 SLO#1 MAC OS Basics</p> <p>Anticipated Use of Assessment Result: Results will indicate if students are learning the continually evolving operating system that is the basis for other lab courses.</p>	
<p>Visual Communications AS Program AY 08-09 SLO #2 Map – Students will demonstrate their knowledge and skill using Illustrator to make a digital map.</p> <p>Anticipated Use of Assessment Result: Results will assess student’s ability to use the enhanced tools of CS3 Illustrator software.</p>	
<p>Visual Communications AS Program - AY 08-09 SLO #3 Student Survey - Students will indicate satisfaction with the Visual Communications Program.</p> <p>Anticipated Use of Assessment Result: This survey will tell us if students have had enough successful interaction with the workplace to feel confident in their abilities; if the visual communications courses allow for creativity; and if there is sufficient instruction in crafting digital presentations.</p>	

VISUAL COMMUNICATIONS SECONDARY PROGRAM

<p>Visual Communications Secondary Program - AY 08-09 SLO#1 MAC OS Basics –</p> <p>Anticipated Use of Assessment Result: Results will indicate if the students have learned the basics of the Macintosh Operating System.</p>	
<p>Visual Communications Secondary Program - AY 08-09 SLO #2 Multimedia Presentation - Teams of students will collaborate to develop multimedia presentations.</p> <p>Anticipated Use of Assessment Result: Results will assess if students are able to use computer applications.</p>	
<p>Visual Communications Secondary Program - AY 08-09 SLO#3 Student Survey - Students will display the attitudes to be successful in a Visual Communications profession.</p> <p>Anticipated Use of Assessment Result: Results will indicate if the students have successfully completed enough Industry based projects to give them confidence in their workplace skills; if the students have confidence in producing and using electronic presentations; and, if the students have been given adequate opportunities to express their creativity.</p>	

Table 14. Implementation of Assessment Results for Student Services and Administrative Units,
Fall 2007 – Spring 2008

ACCOMMODATIVE SERVICES

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Accommodative Services - AY 07-08 COMMUNITY PARTNERS AND RELATIONSHIPS</p> <p>Anticipated Use of Assessment Result: Establish a community support system for students with disabilities.</p>	
<p>Accommodative Services - AY 07-08 INTERNAL PLANNING, BUDGETING AND EVALUATION PROCESS</p> <p>Anticipated Use of Assessment Result: Assessment results will determine the need for service providers.</p>	

APPRENTICESHIP TRAINING PROGRAM

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Apprenticeship Training - AY07-08 AUO#1 APPRENTICESHIP ADVISEMENT - To support educational programs by providing accurate advisement to registered apprentices as to their academic "MAP" (Related Instruction Schedule).</p> <p>Anticipated Use of Assessment Result: To determine the consistency of Advisement towards the Academic Goals of students.</p>	
<p>Apprenticeship Training - AY07-08 AUO#2 APPRENTICESHIP ENROLLMENT - To support educational programs by beginning to record trade related course enrollments of apprentices. Although, this information has been available, a systematic recording of this data has not been established.</p> <p>Anticipated Use of Assessment Result: Accurate audit for the apprentices as they track through their "Related Instruction Schedule" (MAP).</p>	
<p>Apprenticeship Training - AY07-08 AUO#3 APPRENTICES REPORTS ONLINE - To support the educational programs by ensuring the timeliness of the Quarterly Reports which are formulated for the use of our user's i.e. Dean, AVP, President & The Board of Trustee. This information should be readily available on our electronic network.</p>	

<p>Anticipated Use of Assessment Result: To affirm the accuracy and accessibility of reports to internal and external customers.</p>	
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ASSESSMENT & COUNSELING

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Assessment & Counseling - AY07-08 AUO#1 Student Activities</p> <p>03/10/2008 - Status of data collection: Minimum # of workshops to be offered and evaluated was met. Offerings were based on the Student Needs Assessment conducted in 2007, focusing on the top 5 workshops students are interested in. Workshops conducted to date: 1) "Take advantage of MyGCC online services" workshop (September 2007). 2) Tips for Academic Success - "Getting Good Grades" workshop (September 2007). 3) Goal Setting - "Planning Ahead" workshop (September 2007). 4) Career Development - "Am I really making the right career decision?" (February 2008) 5) Time management- "Fighting Procrastination" workshop (March 2008). Data from the surveys collected for each workshop have yet to be compiled and analyzed.</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Workshop series sponsored by GTA.</p> <p>Anticipated Use of Assessment Result: The results of the needs assessments will be used to determine which workshops/presentations will be offered.</p> <p>03/10/2008 - Status of data collection: Student Needs Assessment – 306 surveys distributed. Data gathered June-August 2007. Compilation of Results completed September 2007. Summary of Result Type: Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Workshop series sponsored by GTA.</p>	<p>Task: Sally Sablan & Karen Sablan as primary facilitators</p> <p>Description: The department will conduct evaluations after each workshop conducted by the counselors and guest speakers.</p> <p>Task: Schedule, conduct, and evaluate workshops addressing student success knowledge and skills.</p>

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Assessment & Counseling - AY07-08 AUO#2 Employee Awareness of Counseling Services</p> <p>Anticipated Use of Assessment Result: If criterion is not met department will evaluate results and create or improve the product or type of media deliverable.</p> <p>03/10/2008 - Status of data collection: The focus group was conducted on February 29, 2008. The nature of the questions asked of the participants provided for illustrative examples of the strengths of the department with particular emphasis on the department developed advocacy booklet and the department developed newsletter. Note: 86 copies of the Advocacy Booklets were distributed at AY 2007 -2008 Convocation. The quarterly newsletter was distributed since Fall 2005 (via hardcopy and email). A pre-scripted approach to conducting the focus group concentrated on the department's productive energies toward positive outcomes. This methodology was used to cooperatively explore what is working well so that the department can plan and implement further positive action. The following guide themes were formulated to generate enthusiasm through positive inquiry, illuminating the positive core, and identifying strengths, specifically: * What is appreciated' * High Point Activities * Images of the Future Following each theme were a series of questions. In addition, a handout with the written form of the questions was given to the focus group members who would rather respond in writing. The final report will be generated once all responses have been transcribed and analyzed.</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Notes: Budget implications indicated is for printing costs (ideally). However, recent budget constraints in recent distributions kept the budget under \$500.</p>	
<p>Assessment & Counseling - AY07-08 AUO#3 Student Success in College</p> <p>03/10/2008 - Status of data collection: During the Fall 2007 semester, a survey of faculty was conducted in which the following information was obtained for the question: "Do you think a college level student success course (3 credits)</p>	

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>should be a General Education requirement for our post-secondary students” Of the 84 faculty who responded to the survey, 81 faculty completed the above question. Raw data results: 50 indicated "Yes" to the question and 31 indicated "No" to the question. Research on national trends was conducted during the Fall 2007 and Spring 2008 semester. Data will be compiled.</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Under \$500 which the following information was obtained for the question: "Do you think a college level student success course (3 credits) should be a General Education requirement for our post-secondary students” Of the 84 faculty who responded to the survey, 81 faculty completed the above question. Raw data results: 50 indicated "Yes" to the question and 31 indicated "No" to the question. Research on national trends was conducted during the Fall 2007 and Spring 2008 semester. Data will be compiled.</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Under \$500 compiled onto a bar graph to be used for guidance in the development of a course.</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p>	
<p>Assessment & Counseling - AY07-08 AUO#4 Career and Technical Education Secondary Presentations</p> <p>03/10/2008 - Status of data collection:</p> <p>Data for this method was collected through surveys distributed to 9th and/or 10th grade students following the presentations to increase students' awareness and understanding regarding the GCC Career Technical Education programs offered at the secondary level at all four GPSS high school sites (GW, SHS, JFK, & SSSHS). The anticipated minimum number of presentations and evaluations were met for all school sites. Raw data have been gathered during the academic year to date; however,</p>	

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>more will be gathered sometime during the Spring 2008 semester. Summary information of surveys collected to date: GW site: 129 surveys collected (December 10-13, 2007) SHS site: 72 surveys collected (February 19(1) & 21(2), 2008) JFK site: 301 surveys collected (October 8-12 10th) & (October 15, 16, 18, 22, 23, 24 9th) SSHS site: 100 surveys collected (February 11-14, 2008) Total: 301 surveys collected Survey results will be tabulated for SSHS & JFK during the Spring 2008 semester. Survey results have been tabulated for SHS - Raw data collected: Q1 Q2 Strongly Agree 48 45 Agree 22 25 Not Sure 01 01 Disagree 01 01 Strongly Disagree 00 00 Survey results have been tabulated for GW - Raw data collected: Q1 Q2 Strongly Agree 52 53 Agree 65 52 Not Sure 08 19 Disagree 02 01 Strongly Disagree 00 00 Data analysis of all raw data gathered will be completed by the Fall 2008 semester.</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>03/10/2008 - Status of data collection: Counselor for GW site conducted follow-up questions with the 129 students surveyed to check for increased understanding and awareness and raw data has been tabulated from this follow-up questioning. Overall, focus groups will be conducted this Spring 2008 semester and data analysis to follow</p>	

BOARD OF TRUSTEES

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Board of Trustees - AY07-08 AUO#1 Membership Education - comprehensive professional development plan that would provide for continuous education for board members.</p> <p>Anticipated Use of Assessment Result: Each board member will be able to participate in board meetings with utmost professionalism and will be able to better understand their role and duties as a member on the Board.</p> <p>Anticipated Use of Assessment Result: Professional Development</p> <p>Anticipated Use of Assessment Result: Upon completion of attendance at various conferences, board member(s) will share with fellow board members information and new ideas gathered.</p>	
<p>Board of Trustees - AY07-08 AUO#2: Board Assessment -Establish and implement systematic assessment processes.</p> <p>Anticipated Use of Assessment Result: Attend follow up assessment training with AIE.</p>	
<p>Board of Trustees - AY07-08 AUO#3: Review of Board Policies</p> <p>Anticipated Use of Assessment Result: Results will determine how often board policies are to be reviewed, e.g. yearly, every 2-years, etc.</p> <p>Anticipated Use of Assessment Result: Conduct follow up meetings, as needed, with college stakeholders such as internal college representatives, advisory committee participants, and the three branches of the government of Guam.</p> <p>Anticipated Use of Assessment Result: Results will determine whether the Board is in compliance with Accreditation's recommendations.</p>	

BUSINESS OFFICE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Business Office - AY07-08 AUO#1 Communications with campus community on financial resources. - To support educational programs by communicating and working closely</p>	

<p>with the campus community, the Business Office will provide monthly financial reports.</p> <p>04/30/2008 - Training sessions to access online financial information on the integrated financial system are being conducted at least once a month.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>04/30/2008 - There has been three training sessions conducted and an approximate total of 40 participants.</p>	
<p>Business Office - AY07-08 AUO#2 Timely processing of employee and vendor payments. - To support educational programs, the Business Office will process timely payments to employees and vendors for services performed and supplies obtained.</p> <p>04/30/2008 - Vendor invoices are initially received by Materials Management and forwarded to Accounts Payable for payment processing. A payment register will be generated to determine timeliness of payment to vendors.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>04/30/2008 - The payment register will identify the number of days it took prior to processing of payment to vendor.</p> <p>A payment register will be generated to verify the timeliness of payment to vendors. Payments have been processed about three times a week in the last seven months to</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>04/30/2008 - Vendor invoices are initially received by Materials Management Division and forwarded to Accounts Payable for payment processing. From October 2006 through February 2008, vendor payments were being processed manually. Only in mid-March 2008 did the payment processing through the system begun.</p>	
<p>Business Office - AY07-08 AUO#3 Monitor GovGuam and federal reporting requirements. - To support educational programs by providing quarterly financial reporting to internal and external</p>	

<p>stakeholders. The Business Office ensures that the college is in compliance with reporting requirements set forth by the Guam Legislature and federal grantors.</p> <p>04/30/2008 - The Guam Office of the Public Auditor is required by law to ensure that the College complies with the quarterly reporting requirements. According to the law, the College is to provide copy of the report manually, electronically, and post the report on the College's website. The College has satisfactorily met all quarterly reporting requirements.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>04/30/2008 - The College have complied at 100% of the reporting requirements.</p> <p>04/30/2008 - Audit work by independent auditor is still in progress. Audit report is projected to be issued no later than May 31, 2008.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p>	
<p>Business Office - AY07-08 AUO#4 Ensure timeliness of budget allocation & management of fiscal resources. - To support education programs by ensuring the timeliness of budget allocations, the business office will provide financial information to departments based on funds appropriated by the Legislature and the Board of Trustees.</p> <p>04/30/2008 - Due to the instability of the system, budget allocation were completely loaded on the Banner system in January 31, 2008. During this time procurement process was done manually.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>04/30/2008 - Daily cash flow report is prepared to monitor availability of funds. Banner Finance module contains budget monitoring function which alert users processing purchase order when budget has exceeded.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p>	

CAREER PLACEMENT CENTER

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Career Placement Center - AY07-08 SSUO#1 STUDENT TRANSITION PREPAREDNESS PLAN/TRAINING</p> <p>07/03/2008 - Academic Advisement Committee will convene in Fall 2008. Emphasis will be placed in helping the Transition subcommittee develop Student Transition plans. Results from Transition plan will be used 1) to assist secondary student's transition to GCC postsecondary programs; 2) to assist post-secondary student's transition to higher education, employment or military careers.</p>	<p>Task: A) STUDENT TRANSITION PLAN Description: Develop a Transition Plan through the Academic Advisement Committee. Task: Develop a Transition Plan through the Academic Advisement Committee.</p> <p>B) EMPLOYMENT PREPAREDNESS CHECKLIST Description: Checklist for students or graduates to prepare for employment. Task: Checklist for students or graduates to prepare for employment. Task: C) CAREER/EMPLOYMENT WORKSHOP SURVEYS Description: Training/workshop surveys that address career development and employment readiness issues. Task: Conduct surveys for class presentations, workshops, conferences at least 2x per term. Task: D) EMPLOYER FEEDBACKSTUDENT PREPAREDNESS Description: Feedback from employers evaluating students/graduate preparedness. Task: Prepare/finalize employer feedback as a follow up to referred/placed students. Task: E) ADVISORY COMMITTEE Description: Advisory minutes will be used to review needs and recommendations to assist students/graduates for preparing for employment and careers. Task: Set up meeting for Spring 2008. Task: F) COMMUNITY PARTNERSHIPS TO ASSIST STUDENTS'GRADUATES WITH Description: Promote activities such as job fairs, workshops or career related activities in sponsorship with external/internal community partners. Task: 1. Promote CTE/JOB FAIR in partnership with</p>

	GHRA, 2/23/08 2. Promote workshops or career related activities in sponsorship with a STUDENT ORGANIZATION at least 1x per AY. 3. Promote workshops or career related activities in sponsorship with a PROGRAM/FACULTY at least 2x per AY.
<p>Career Placement Center - AY07-08 SSUO#2 STUDENT RECRUITMENT/APPLICANT POOL (EMPLOYMENT) - To increase student/graduate employment recruitment/applicant pool for referring for employment/career opportunities.</p> <p>03/07/2008 - (A) STUDENT IN-TAKE FORMS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07.</p> <p>Progressive effort in collecting data from student in-take forms accounting for new student applicant pool and the sources that have been effective in reaching postsecondary</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Recruitment through: 1. Class presentations 2. 2/23/08, Career and Technical Education and Celebration/Job Fair in partnership with GHRA. 3. Work with Office Technology, Business Department to provide resume writing workshops through a class presentation while recruiting new student pool for CPC.</p>	<p>Task: A) STUDENT IN-TAKE FORMS</p> <p>Description: Student in-take forms to assess CPC's recruitment and advertisement effectiveness; and provide recruitment pool strategies.</p> <p>Task: Track student pool via in-take forms each semester.</p>
<p>Career Placement Center - AY07-08 SSUO#3 STUDENT/COMMUNITY AWARENESS & PARTNERSHIPS - a) To build student awareness about CPC programs so students utilize services to assist with their career transitions. b) To build and strengthen community (internal/external) awareness about CPC services to recruit more students for needed fields in the workforce.</p> <p>03/10/2008 - (A) STUDENT IN-TAKE FORMS & STUDENT LOGS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN-12/6/07.</p> <p>Progressive data collection from student services log and student intake forms, pending CCA's approval of resubmitted plan.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>03/10/2008 - (B) EMPLOYER JOB REQUEST</p>	<p>Task: (A) STUDENT IN-TAKE FORMS &</p> <p>Description: Student in-take forms and logs will record students/graduates awareness of CPC's services and needs.</p> <p>Task: Data collection conducted upon students visiting the office.</p> <p>Task: (B) EMPLOYER JOB REQUESTS LOG, JOB ANNOUNCEMENT, and/or SURVEYS</p> <p>Description: Employer job requests logs to record request for GCC students/graduates. Job Announcement log to record announcements issued to applicants. Employer surveys to assess student skills/needs.</p> <p>Task: Collect employer data via job</p>

<p>LOGS, JOB ANNOUNCEMENT LOGS and/or SURVEYS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07. Monthly data collection of Employer job requests logs, job announcements. Employer surveys recently issued at CTE/Job Fair 2/23/08. Follow ups currently being conducted.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Career and Technical Celebration and Job Fair are such a successful event. However, money resources are needed for promotions and contingency plans should a problem arise with the location. GHRA hopes to partner again next year with a sponsorship plan to assist with advertising/venue costs.</p> <p>03/10/2008 - (C) ADVISORY COMMITTEE MINUTES PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07. Committee will meet towards the end</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>requests logs, job announcements monthly. Surveys collected at least one time per academic year. Means of collecting used to assess the employer's awareness of CPC's services.</p> <p>Task: (C) ADVISORY COMMITTEE</p> <p>Description: Advisory meeting minutes collected to use as a recommendation to improve, add or delete student training programs/services in preparation of the workforce.</p> <p>Task: Compile CPC's advisory committee minutes at least 2 x per term.</p> <p>Task: (D) GRADUATE SURVEYS</p> <p>Description: Conduct graduate surveys at commencement rehearsal to evaluate graduates awareness of our services.</p> <p>Task: Issue surveys at commencement rehearsal.</p>
<p>Career Placement Center - AY07-08 SSUO#4 STUDENT PLACEMENT</p> <p>03/10/2008 - (A) REFERRAL/PLACEMENT LOGS (B) STUDENT SERVICES LOGS PENDING CCA'S APPROVAL OF CPC'S RESUBMITTED PLAN- 12/6/07.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>Notes: Recording student visitors/services utilized and student/graduate referral and placement status monthly. Pending approve of resubmitted assessment plan 12/6/07.</p>

CENTER FOR CIVIC ENGAGEMENT

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Center for Civic Engagement - AY07 -08 AUO1 SUPPORT GENERAL EDUCATION REQUIREMENT</p> <p>03/06/2008 - DATA COLLECTION PROGRESS: For A and B: The CCE office is maintaining records</p>	

<p>of SL activities conducted by faculty. Instructors are communicating with CCE's fulltime VISTA Coordinator whenever a SL activity is being implemented, and CCE is creating files of these SL activities. Included in each file is the instructor's name, course, description of SL activity, number of participants, and student reflections. At the end of AY2007- 2008, the number of instructors and courses implementing SL will be tallied. In order to ensure that no SL activities are missed, CCE will send out a faculty survey at the end of AY2007-2008 to verify participation in SL and to provide an accurate count of courses implementing SL. This survey will be done in lieu of using the DC Syllabi Checklist. Note: The courses integrating SL were not identified in the Spring 2008 Master Schedule. This deadline was too ambitious because more lead time is needed to identify these courses in the Master Schedule as DCs build the Master Schedule well in advance of the upcoming semesters. CCE is now targeting SL course identification in the Master Schedule for Fall 2008.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p>	
<p>Center for Civic Engagement - AY07 -08 AUO2 RESOURCES FOR FACULTY USE - To provide resources and support for faculty.</p> <p>03/06/2008 - DATA COLLECTION PROGRESS: An inventory of CCE resources was completed in Fall 2007, and this inventory is being updated regularly. Log sheets and records (as per the means of assessment) are all being maintained.</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
<p>Center for Civic Engagement - AY07-08 AUO3 WORKSHOPS FOR FACULTY - To conduct or coordinate CE/SL workshops for</p> <p>03/06/2008 - DATA COLLECTION PROGRESS: A workshop was conducted with new instructors during the GCC Professional Development Day in October, 2007. Additionally, CCE's fulltime VISTA Coordinator has met with DCs and their respective departments to discuss services offered through CCE and to offer assistance to faculty. Records are being maintained of these meetings including collection of workshop evaluation data.</p> <p>Summary of Result Type: No Issues Found</p>	

Summary of Result Status: Open Budget Implications: No budget impact	
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CENTER FOR STUDENT INVOLVEMENT

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Center for Student Involvement - AY07-08: SSUO#1 – Leadership Conferences - To support students, based on outcomes of STUDENT surveys, by providing training opportunities for them to develop their leadership skills. 04/17/2008 - Still currently collecting surveys from students. Once all surveys are collected, data compilation will begin. Summary of Result Type: No Issues Found Summary of Result Status: Open Budget Implications: No budget impact	Task: Student Surveys Description: Status: currently still collecting surveys from students. Once all surveys are collected, data compilation will begin. Task: Center for Student Involvement to distribute and collect surveys from students.
Center for Student Involvement - AY07-08: SSUO#2 – Leadership Conferences - To support students, based on outcomes of FACULTY surveys, by providing training opportunities for them to develop their leadership skills. 04/17/2008 - Still collecting surveys from faculty. Once all surveys are collected, data compilation will begin.	Task: Faculty Surveys Description: Status: currently still collecting surveys from faculty. Once all surveys are collected, data compilation will begin. Task: Center for Student Involvement will distribute and collect surveys from faculty.
Center for Student Involvement - AY07-08: SSUO#3 - COPSA Officer & BOT Student Member Training - To support the newly elected STUDENT leaders by providing leadership training to prepare them for their new roles. 04/17/2008 - Training to be conducted during the summer months. Training dates to be determined after incoming COPSA Officers and BOT Student Member are officially sworn in. Summary of Result Type: No Issues Found Summary of Result Status: Open Budget Implications: No budget impact	Task: Leadership Training Description: Leadership training dates to be determined after incoming COPSA Officers and BOT Student Member are officially sworn in. Task: Center for Student Involvement to conduct leadership training during the summer months for the incoming COPSA Officers and the BOT Student Member.

COMMUNICATIONS & PROMOTIONS

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Communications & Promotions - AY07-08 AUO#1 DEVELOP PROMOTIONAL MATERIAL FOR SECONDARY STUDENT POPULATION - To provide a general information brochure (GIB) of GCC's programs for the secondary and post secondary environments that can be used to help promote and build awareness of the college's programs and services. This GIB will help better inform the community of GCC's educational opportunities and the success of student learning outcomes at the completion of any of GCC's programs in the high school and post secondary.</p> <p>Anticipated Use of Assessment Result: After completion of GCC presentations and the distribution of the new GCC GIB, a post survey will be conducted with instructors and students to determine their new understanding of the college. Based on data collected, the Office of Communications & Promotions is better able to refine promotional activity and media buys based on input provided by students and faculty where GCC presentations are conducted.</p>	
<p>Communications & Promotions -AY07-08 AUO#2 INTERNAL COMMUNICATION MESSAGES - To ensure that the internal communication messages received from administrators, faculty are posted on MyGCC within the same work day in a satisfactory manner by end-user.</p> <p>Anticipated Use of Assessment Result: Based on information provided by Users, recommendations will be made to the MyGCC Core Advisory Committee to help improve the services and handling of internal messages for the campus community.</p>	
<p>Communications & Promotions - AY07-08 AUO#3 INCREASE GCC AWARENESS AT THE GPSS MIDDLE SCHOOL LEVEL – GPSS middle school students, in the eighth grade, at Untalan Middle School and Agueda Johnston Middle school should have a better understanding of the available career and technical educational courses that are provided at the GPSS high schools by GCC. The select public middle school students will also have a better understanding of GCC postsecondary programs.</p> <p>Anticipated Use of Assessment Result: Based on the surveys and presentations, the results will help determine the understanding and exposure GCC secondary programs, and eventually post secondary programs, exist at the middle school</p>	

<p>level. This AUO will also help determine what GCC needs to do to better its exposure at the middle school level.</p> <p>Anticipated Use of Assessment Result: Presentations will determine how effective and knowledgeable the students are about GCC programs at the secondary and post secondary level.</p>	
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CONTINUING EDUCATION

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Continuing Education - AY06-07 AUO#1 PROFESSIONAL & PERSONAL ENRICHMENT – To provide professional and personal enrichment courses to the public, government agencies, private businesses and regional entities throughout the year.</p> <p>05/06/2008 - Using the results of data, we will re-evaluate plan to assess and address critical areas of need. We will also look at reevaluating criterion to a more conservative percentage than the 10% we indicated. AUO Not met. Increase in course offerings and MOA's were not met. This is due to several factors attributed to ; implementation of new computer system, published advertising contract ending, lack of personnel support due to reduction in work hours and rising costs for education.</p> <p>05/06/2008 - The Office of Continuing Education will look at setting up a budget for printed advertisement, increase presence at Conferences and Fairs, and reevaluate method of flyer distribution to companies and agencies.</p>	
<p>Continuing Education - AY06-07 AUO#2 PROMOTION AND ADVERTISEMENT - To aggressively promote and advertise the department's goals in the community to include government agencies and private businesses so that all industry needs are addressed.</p> <p>05/06/2008 - The course interest log data shows that respondents (n=229) contacted the Office of Continuing Education for more information on programs and course offerings. Of the 229, 43% of potential students contacted our office as a result of viewing a printed ad in the Pacific Daily News. 26% of potential students expressed interest in taking a course or program through the Office of Continuing Education's participation at a Fair or Conference. 17% of potential students either telephoned, emailed or walked in to our office as a result of their interest in attending a course or program for professional or personal development. 12% contacted our office</p>	

<p>through a referral by a friend or family member. The remaining 2% contacted our office about a program or course advertised by a flyer at their place of work.</p> <p>Summary of Result Type: Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The Office of Continuing does not have an advertising budget. If a budget were to include at least \$5000.00 or more, printed ads would encourage the general public to contact our office for more information and generate interest in our programs and courses. A half page ad typically costs \$1100.00 .One ad placed in the PDN on a monthly basis would generate much interest and contact from the community which would lead to larger enrollment numbers.</p> <p>Related Documents: CE Course Interest Log Data & Results.xls CE Course Interest Log Data & Results.xls</p>	
<p>Continuing Education - AY06-07 AUO#3 STUDENT SATISFACTION - To increase student satisfaction through the use of student questionnaire specific to CE programs.</p> <p>05/06/2008 - When evaluating data results, survey shows the few responses of dissatisfaction due to inconvenient class hours and course taken by student did not meet training or personal development needs. Program planning could include a variety of hours, not limited to evening and weekends only for those who would like to take courses at varied hours. Although AUO was met, criterion should have been "increase student satisfaction by 1% - 2%" instead of 5%.</p>	

ENROLLMENT SERVICES

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Enrollment Services - AY07-08 AUO#2 Support for Recruitment Activities - To ensure resources are provided to recruitment activities (i.e. job fair, high school recruitment events) based on participants' requests. Participants may include faculty, staff, and administrators.</p> <p>03/10/2008 - Since September 2007 twelve requests (n=12) were received. Of the 12 requests 10 were fulfilled. Two requests asked for resources that were not available through this office. One (1) had to be</p>	<p>Notes: Both unfulfilled requests were addressed by referring the requestors to other offices on campus. However, since this office is the recruitment clearing house for resources, and based on these assessment findings, my office will purchase additional resources.</p> <p>Related Documents: Enrollment Services Recruitment Logbook</p>

<p>referred to another office (the request was fulfilled), and one (1) could not be fulfilled due to a the fact that the resource requested could not be located on campus.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p>	
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FACILITY MAINTENANCE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Facility Maintenance - AY 06-07 Quality maintenance and repair services. - To provide quality maintenance and repair services for college facilities to include cleanliness and sanitation, and the assurance that college grounds are well-kept and aesthetics properly maintained.</p> <p>Anticipated Use of Assessment Result: Infrastructure Improvement - We will maintain college facilities with the highest degree of serviceability within available resources.</p>	
<p>Facility Maintenance - AY 06-07 Work requests over 8 hours duration will be started and/or completed within 5 work days. - Work requests over 8 hours duration will be started and/or completed within 5 work days or submitted for contract accomplishment after receipt in the Maintenance Department.</p> <p>Anticipated Use of Assessment Result: We will make our maintenance organization structure more responsive to our customers.</p>	

FOUNDATION BOARD

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Foundation Board - AY07-08 COMMUNITY RELATIONS PROGRAM - To evaluate the board's performance in developing a public community relations program.</p> <p>Anticipated Use of Assessment Result: Finding will be used as a springboard for discussing ideas for improvement of social outreach activities.</p>	
<p>Foundation Board - AY07-08 NONTRADITIONAL FUNDING SUPPORT - To identify the strengths and weaknesses of the board vis-à-vis its principal</p>	

<p>mission as a vehicle for the contributions of funds to activities, goals, plans, projects and programs at GCC that are not funded (by not adequately being funded) by the government or traditional sources.</p> <p>Anticipated Use of Assessment Result: The results will be used to suggest concrete steps or strategies that the board can take to improve its functioning.</p>	
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HEALTH SERVICES CENTER

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Health Services Center - AY07-08 AUO#1 HEALTH CLEARANCE REQUIREMENTS - The Banner program will be utilized in facilitating health requirements for school admission and registration.</p> <p>Anticipated Use of Assessment Result: To determine any improvements necessary in using Banner program for health clearance in school admission and registration.</p>	<p>Task: Audit of enrollees' health records on Banner</p> <p>Description: The health records of students on Banner were audited to see completeness and accurateness of data entry. The problems encountered during the Fall 2007 audit were discussed.</p> <p>Task: The Banner program was not successfully utilized in Fall 2007 registration because it was more often down than up. Most of the inputting of health records on Banner took place after the actual registration. The staff of Admission and Registration helped out with the data entry during and after registration. The unreliability of Banner continued on pretty much until October 2007. This had made it very difficult, if not impossible, to conduct a health audit. Unlike NIAS program which allowed us to print out students' records with the immunizations and TB clearances data, Banner can only provide us with the names of students and their incomplete Banner file numbers. This makes health audit highly dependent on the availability of Banner, meaning if Banner is down we cannot do audit. Thus, the health audit of enrollees' records in Fall 2007 did not get completed until the early part of Spring 2008. The problems encountered/noted from the Fall 2007 audit include: health data of 66 students were not completely migrated from NIAS program to Banner (nurses had to manually do the migration), files with no data both in Banner and NIAS (nurses still don't have the know-how in checking if clients are actively enrolled unlike with NIAS), and 7 incomplete PPD recording (had dates but results not indicated, so nursing staff had to check the logbook and input the results). Other improvements that need to be done on the part of nursing and Admission and Registration staff doing the data entry include: making sure that health holds are cleared/removed when appropriate, and for the old TB skin test data to be deleted when the most</p>

	<p>current TB tests have already been inputted. In Spring 2008 registration, the Banner remained up which had made the health clearance process much smoother than the previous semester. The staff of Admissions and Registration assisted with the data entry during the heavy registration period until the days of add and drop. Since the TB clearance and immunizations data are not in ODS (Operational Data System), the plan for Spring 2008 audit is to utilize the listings with the names and banner number of students who are lacking immunization or those due for TB clearance updates. This will make it easier and more practical for the nursing staff to conduct an audit. The request for the listing was provided to the registrar on Feb.11, 2008.</p>
<p>Health Services Center - AY07-08 AUO#2 ANNUAL EMPLOYEE TB CLEARANCE - Annual TB clearance of employees will be conducted as required by Public Law.</p> <p>Anticipated Use of Assessment Result: To determine compliance rate of employees to annual TB clearance requirement. To use data as needed in reporting to the TB section of the Department of Public Health and Social Services.</p>	<p>Task: Audit of employees' annual TB clearances.</p> <p>Description: Results of audit of employees' health records to determine compliance to annual TB clearance requirements.</p> <p>Task: As in the past, the compliance rate of FTEs to annual TB clearance has been excellent. The ones whose TB clearances are not up-to-date on our records are those who are on extended leave, and these are the ones on military leave. As of Feb. 29, 2008, all the employees due for an update in the month of February have been updated. The Center is currently working on employees who are due in March 2008. As far as adjunct faculty are concerned, their compliance rate is satisfactory, but not as exemplary as the FTEs. They comply fast when the Administrators (the Deans) get into their cases. As of February 26, 2008, all adjunct faculty due for updates in the month of February have all been cleared. There are only two who are due in March 2008 and those have been notified by the respective dcs and the acting adjunct associate dean.</p>
<p>Health Services Center - AY07-08 AUO#3 HEALTH CENTER CUSTOMER SATISFACTION -Satisfaction surveys and student focus group will be utilized to assess and improve customer satisfaction with the Health Center services.</p> <p>Anticipated Use of Assessment Result: To look at the suggestions and take them into considerations, as necessary, towards the improvements of infrastructure and services.</p>	<p>Task: Satisfaction Survey</p> <p>Description: Results of satisfaction survey from October 2007 to February 2008.</p> <p>Task: From Oct. 2007 to Feb. 2008, there were 81 clients who completed the satisfaction surveys. 100% of the respondents indicated agree or strongly agree to the survey statements, meaning that they were satisfied with the health services. Several comments were positive, echoing and emphasizing the professionalism of the school nurses, the attitude of caring, kindness, and friendliness, and appreciation of services provided, especially the free shots (referring to immunizations). The suggestions for improvement were limited to infrastructure and</p>

	equipment as the clients put it "Need new computer" and "Need bigger offices." There were 6 students who agreed to be a part of the student focus group for the Health Services Center. The first meeting will take place before Spring 2008 semester ends.
<p>Health Services Center - AY07-08 AUO#4 HEALTH COUNSELING SERVICES - Counseling on health related issues will be provided to clients of the Health Center.</p> <p>Anticipated Use of Assessment Result: To determine what continuing education workshops/conferences nursing staff should participate in and resources needed to support health counseling.</p>	<p>Task: Audit of medical referrals, illness reports and request for medication forms from October 2007 to February 2008.</p> <p>Description: Results of audit of medical referrals, illness reports and request for medication forms from October 2007 to February 2008 to determine health counseling done.</p> <p>Task: From October 2007 to February 2008, there were 131 clients seen for management of common conditions according to the audit of illness reports, medical referrals, and request for medication forms. All of these clients (131/131) were provided with necessary health counseling. Majority of the visits were due to following conditions: headache (26 cases), common colds and flu (23 cases), conjunctivitis (16 cases which were all reported to the Guam Territorial Epidemiologist as required by law), cut/abrasion/sores (12 cases), problems associated with digestion (9 cases), joint pain and muscle pain (8 cases), and other problems which had 4 cases or less such as, but not limited, to insect bites, earache, and nosebleed.</p>
<p>Health Services Center - AY07-08 AUO#5 NURSING INTERVENTIONS TO INJURIES - Appropriate nursing interventions to injuries sustained on-campus will be provided at the Health Center.</p> <p>Anticipated Use of Assessment Result: To determine what areas of nursing skills and necessary supplies needed to appropriately deal with on-campus injuries.</p>	<p>Task: Audit of accident reports which happened on-campus.</p> <p>Description: Results of audit of accident reports which happened on-campus from October 2007 to February 2008.</p> <p>Task: From October 2007 to February 2008, there were 21 reports completed for the accidents which took place on-campus. 100% (21/21) of these accidents were provided with appropriate nursing interventions. Most of the cases (11 out of 21 or 52%) were superficial cuts. There was one case of a fall in which an ambulance was summoned due to rule out head injury and for stitching of facial cut.</p>

HUMAN RESOURCES OFFICE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Human Resources - AY07-08 AUO#1 DEVELOPMENT & TRAINING - To support education programs by providing training.</p> <p>Anticipated Use of Assessment Result:</p>	

(1) To improve the timely offering of training. (2) To ensure participants satisfaction with training.	
Human Resources - AY07-08 AUO#2 EMPLOYMENT PRACTICES - To support educational programs by ensuring that employment practices of recruitment and promotion comply with the federal and local Anticipated Use of Assessment Result: Meet 100% of application submission for job announcement. Meet 100% of applicant request of eligibility for promotion.	
Human Resources - AY07-08 AUO#3 Improving & Enhancing HR Operations - To support educational programs by developing and implementing the human resources and payroll module through the Banner integrated database. Anticipated Use of Assessment Result: Determines the need for future Banner training.	

INSTRUCTIONAL TECHNOLOGY CENTER

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
Instructional Technology Center - AY07-08 AUO#1 EFFICIENCY WITHIN OUR WORK ENVIRONMENT - To support educational programs by providing activities that effectively employ advances in technology to create efficiencies within our work Anticipated Use of Assessment Result: Track the progressive usage of Banner and MyGCC.	
Instructional Technology Center -AY07-08 AUO#2 COMMUNICATIONS BETWEEN INSTRUCTORS & STUDENTS – To support educational programs by providing E-Mail and Course Studio workshops to improve communications between instructors Anticipated Use of Assessment Result: Track progressive usage and successes of communication(s) via Course Studio and E-Mail.	
Instructional Technology Center - AY07-08 AUO#3 USAGE OF MYGCC FEATURES - To support educational programs by enhancing the usage of new technologies which includes MyGCC features along with future technological advances. Anticipated Use of Assessment Result: Track wider usage of features offered by Banner/MyGCC.	

LEARNING RESOURCES CENTER

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Learning Resource Center - AY 07- 08 SSUO#1 CUSTOMER SERVICES - Students will receive competent assistance when borrowing materials, asking directional questions, using computer stations, making audiovisual requests, or conducting other library business at the Circulation</p> <p>03/10/2008 - A Library Services Survey was distributed and compiled during both the 2007 Fall & 2008 Spring Semesters. 347 patrons evaluated the services provided by GCC Library. A Student Focus Group was conducted on Feb.14, 2008 to assess student perceptions of the quality of customer services. Another Library Services Survey will be distributed during the Fall Semester, 2008.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Student Focus Group Questions Student Library Services Survey Student Focus Group Responses Student Library Services Survey</p>	<p>Task: Evaluation of Customer Services</p> <p>Description: Customer Services will be evaluated through surveys and focus groups conducted during the assessment cycle.</p> <p>Task: 1. Distribute and compile library surveys during Fall, 2007 and Spring, 2008 Semesters. 2. Conduct a student focus group in Spring Semester, 2008.</p>
<p>Learning Resource Center - AY 07- 08 SSUO#2 INFORMATION LITERACY SKILLS - Students will learn information literacy skills to become effective library users, information consumers and life long learners.</p> <p>03/10/2008 - Surveys were distributed in 7 Library Information Literacy Classes during the 2007 Fall & 2008 Spring Semesters. Student artifacts were collected and analyzed. In the Focus Groups conducted during February, 2008, questions were asked about the effectiveness of Information Literacy Instruction.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Student Focus Group Questions Student Library Instructional Survey Student Focus Group Responses Student Library Instructional Survey Results, Spring, 2008</p>	<p>Task: Evaluation of Information Literacy Instructional Program</p> <p>Description: Evaluation of the Information Literacy Program will be assessed by administering surveys and conducting focus groups to determine the effectiveness of the instructional program.</p> <p>Task: 1. Distribute surveys to Library Information Literacy classes in Fall, 2007 and Spring, 2008. 2. Ask specific instructional questions in focus groups in Spring, 2008.</p>

<p>Learning Resource Center - AY 07- 08 SSUO#3 LEARNING RESOURCES - The library will provide sufficient resources to support the curricular needs of</p> <p>03/10/2008 - In the Faculty Survey distributed in February, 2008, the faculty were polled about the sufficiency of learning resources in GCC Library. In the Faculty Focus group, questions were asked about the sufficiency of learning resources.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Faculty Focus Group Questions Faculty Instructional Survey Faculty Focus Group Responses 2008-1 Faculty Instructional Survey Responses 2008-1</p>	<p>Task: Evaluation of Learning Resources</p> <p>Description: A faculty survey and focus group will be used to determine the sufficiency of resources to support the curriculum.</p> <p>Task: Conduct a faculty survey and focus group in Spring, 2008.</p>
<p>Learning Resource Center - AY 07- 08 SSUO#4 LIBRARY TECHNOLOGY - Students and faculty will be provided with the most current library technology and services to facilitate student learning and improve access to information.</p> <p>03/10/2008 - Students and Faculty were asked to evaluate library technology in surveys and focus groups conducted during the Fall, 2007 and Spring, 2008 semesters.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>Task: Evaluation of Library Technology</p> <p>Description: Student surveys and a faculty focus group will be used to evaluate current library technology.</p> <p>Task: 1. Conduct student surveys in Fall, 2007 and Spring, 2008. 2. Ask faculty about library technology in a focus group in Spring, 2008.</p>

MANAGEMENT INFORMATION SYSTEMS (MIS)

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Management Information Systems - AY07-08 AUO#1 Security & Reliability for the Network & Computer Technology Infrastructure - In order to provide students and employees better computer security and network reliability and protection for an environment that is more conducive to teaching and learning, MIS will put in place routers, switches, firewalls, enterprise antivirus subscriptions, stricter router access-list, continued use of antispam systems, activation of personal system firewalls, and the removal of unnecessary public IP addresses</p>	<p>Task: Network Phase-by-phase Tests & Upgrade</p> <p>Description: As part of the TAC-approved emergency measures to stabilize and improve the campus network, phase-by-phase tests and upgrades will be conducted. Firewalls, Routers and network segmentation will be implemented to better manage network traffic flow.</p> <p>Task: Research, procure, install, configure, and test</p>

<p>Anticipated Use of Assessment Result: To identify measures to further improve network and computer security, accessibility, reliability, and performance. To provide justification for the purpose of acquiring hardware and software tools to better monitor and manage computer assets and the network's infrastructure.</p>	<p>firewalls and routers and make adjustments for network improvements where necessary.</p>
<p>Management Information Systems - AY07-08 AUO#2 Technical Support Services - Improve accessibility and/or presence of MIS personnel for technical support services that can be conducted over the phone or in person within two-hours or less for simple requests, and two days or more for complicated requests. Increase and improve levels of availability, quality, capacity, and know-how of MIS personnel in the direct delivery of in-house technical support for all types of service requests.</p> <p>Anticipated Use of Assessment Result: To determine areas for improvements in the delivery of MIS technical support services and to identify ways to respond quicker and be more reachable to our users. To determine if staffing levels in MIS is insufficient, and if yes, to use results as justification to hire additional personnel.</p>	<p>Task: Staff Workloads and Responsibilities Assessment & Realignment Description: This is to assess and look at each MIS employee's workload and responsibilities to determine areas where improvements can be made and a more balanced approach is implemented in the distribution of work orders, tasks, projects, and technical support. Task: Revisit overall employee task and support matrix and make adjustments where necessary.</p>
<p>Management Information Systems - AY07-08 AUO#3 Upgrade new computer specifications - In order to ensure that students and employees are provided computers that will be capable of meeting the requirements of current and future software, all new lab and employee desktop and laptop PCs will be installed with specifications no less than the current consolidated bid specification standards as approved by the Technology Advisory Committee and as awarded through the bidding process. All systems will be installed with current standard software as approved by the Technology Advisory Committee. Exceptions to purchase requests of non-standard equipment and software will be reviewed by the Technology Advisory Committee for either approval or disapproval.</p> <p>Anticipated Use of Assessment Result: To justify continuing with this practice of consolidating and standardizing computer technology bid specifications. To track problematic configurations, vendor delivery and service performance. To determine if improvements are necessary for future standard specifications. To determine if MIS technical support is also improving through systems standardization.</p>	<p>Task: Checklist for System Delivery and Return for Repaired and Newly Imaged Computers Description: Please put together list of applications installed on Employees systems: A. Bid Spec's Applications: MS Office 2003 MS Office 2007 Corel WP Office Suite Special Application B. Non-Bid Spec's Applications 1. Adobe Acrobat Professional 2. _____ (customer to fill out) Purchased App #1 3. _____ (customer to fill out) Purchased App #2 Also, Image Name for MIS use. Basically list all the specifics that reside on the host system. Please put together list of Shared Resources. This would include Drive Mappings to Novell Servers, Drive Mapping to Special Servers (i.e. Project AIM's 'ACCESS' database system and Josephine Arceo's Emaint program) among others. Special logins such as Novell Accounts (User/GCC2000 or Guest/GCC_Operations). For the 'server-based' Systems create another form for that server's specs. This form will have all the details regarding the installation and set-up for that server/application. Network Identity: Computer Name (15 character field), Computer Description</p>

	<p>(~30 characters) and IP requirements. This field will be set by us based on existing data. I.e. Dept-User is the GCC default for the Full Computer name.</p> <p>Workgroup Devices: Shared Printers/Copiers this field will be pretty much fill in the blank. You should have fields like IP Address of device, Windows workgroup name, etc. System Peripherals: that may be attached to the host computer; printers, PDA's, scanners, any hardware that connects directly to the host system and may require special drivers or software. One form for 'User-WorkStation', 'User-Server' and User-Workgroup Device'. User-WorkStation' form should have references to the 'User- Server' or 'User-Work-Group Device' forms. Devise a checklist of the different types of tasks needed to be done when end-user computers are being serviced, especially when they are being deployed, retrieved and then returned. The checklist should include items the user can resume doing all of their work when their computers are deployed or returned back to them. Among many others, the checklist of tasks should include: &#8730; Saving and restoring e-mail setup and associated e-mail messages, calendar, address books, etc. &#8730; Saving and restoring critical user files as requested by the user (especially if user was unable to do his/her own backup due to lack of know-how, problems with the computer, lack of backup medium, etc.) &#8730; Saving and restoring bookmarks of browser &#8730; Installation/Reinstallation of standard and specialized software (Operating Systems, MS Office, Corel, Norton, Adobe Reader, Adobe Professional/Creative Suite/Publishing Collection, QuickBooks, etc.) &#8730; Saving and restoring of Static IP information and system name, etc..&#8730; Saving, restoring, installation, or reinstallation of printers, printer drivers, etc. &#8730; Saving and restoring of Personal Firewall Settings, System Configurations, etc. &#8730; Saving, restoring, installation or reinstallation of Novell Mapped Drives, Windows Mapped Drives, Mapped Shared Drives, etc. &#8730; Saving, restoring, installation or reinstallation of specialized accessories or devices (PDAs, scanners, USB drives, wireless devices, etc.) Additional suggestions can include brief training sessions with users on how to backup their files, login/logout, connect to the MyGCC portal, change passwords, use email properly, etc. Add other tasks that may be missing. Users should acknowledge the checklist when the unit is first retrieved and then re-acknowledge when the unit is returned back to them.</p> <p>Task: Devise a checklist of the different types of tasks</p>
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	<p>needed to be done when end-user computers are being serviced, especially when they are being deployed, retrieved and then returned. Another checklist can also be developed for other types of equipment such as servers, printers, etc. Task: Microsoft VISTA Hardware and Software Tests and Upgrades</p> <p>Description: Since Microsoft VISTA is fast approaching, MIS needs to conduct and complete tests of existing hardware and software to better determine the financial and technological impact of this new operating system.</p> <p>Task: Procure, install, configure, test, and compile a report of the Microsoft VISTA operating system as it relates to the current hardware and software specifications and standards.</p>
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MATERIALS MANAGEMENT/PROCUREMENT

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Materials Management/Procurement - AY 07-08 AUO#1 COMMUNICATION WITH THE CAMPUS COMMUNITY - To support educational programs by communicating and working closely with the campus community in confirming receipt of goods and services to ensure receipt of invoices</p> <p>03/24/2008 - Materials Management is currently tracking receipts from vendors through a log book. The data being collected is the date in which the item is received and when it was delivered or picked up. This will allow MM to monitor the length of time it takes to deliver the items and what the issues are when it takes more than 5 days.</p> <p>Summary of Result Type: Outcome not met</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Currently, Materials Management is tracking this process manually however, MM is working on obtaining this information through Banner.</p> <p>03/24/2008 - Materials Management is currently tracking this manually however, will transition into obtaining this information through Banner. An initial meeting will be scheduled to gather information from departments to identify any issues that need to be addressed.</p> <p>Summary of Result Type:</p>	<p>Notes: Although training was held on March 13 and 20, 2008 there were some issues found and Materials Management will continue the manual requisition process until there is an upgrade to the system.</p>

<p>Issues Found Summary of Result Status: Open Budget Implications: No budget impact</p> <p>03/24/2008 - Materials Management conducted trainings for creating requisitions through Banner on March 13, 2008 and March 20, 2008. The feedback of the training will be entered as we continue to gather the information. Materials Management did advise the attendees that only requisitions submitted using one FOAP (new acronym for the budget account code - Fund, Organization, Account, Program) and 5 items or less could be done electronically.</p> <p>Summary of Result Type: Issues Found Summary of Result Status: Open Budget Implications: Over \$5,000</p>	
<p>Materials Management/Procurement - AY 07-08 AUO#2 TIMELINESS IN PROCURING SUPPLIES & MATERIALS - To support educational programs by ensuring the timeliness in procurement of supplies and services needed in support of college programs and services.</p> <p>03/24/2008 - As of January 2008, Materials Management was about 2 months behind in processing requisitions into purchase orders. In March 2008, MM caught up and is now about 2 weeks behind. At the start of FY2008 (October 1, 2008), the FOAPS were not set up for prior year. This was due to having to load all the prior year purchase orders first and then processing the many other requisitions that were submitted. Due to the Form Fusion template not being set up, MM is currently loading the PO's into Banner and then manually printing them which requires more time. MM is working with MIS to install the software so that the PO template is created and then once loaded into Banner it can be automatically printed on the laser printer.</p> <p>Summary of Result Type: Problem/limitation Summary of Result Status: Open Budget Implications: Over \$5,000 Notes: The delay was due having to load all the prior year purchase orders first and then process the submitted</p>	

<p>requisitions. On a daily basis there were numerous walk-thrus (more than 10), in which requesters wanted those to be processed ASAP thus, delaying the processing of the other already submitted.</p>	
<p>Materials Management/Procurement - AY 07-08 AUO#3 MONITOR PROCUREMENT COMPLIANCE - To support educational programs through oversight of the procurement process, Materials Management ensures that the college follows GovGuam and federal rules and regulations in procuring goods and services, insuring applicable assets, and tracking college inventory.</p> <p>03/24/2008 - The audit for FY2007 is currently being conducted. Summary of Result Type: No Issues Found Summary of Result Status: Open Budget Implications: No budget impact</p> <p>03/24/2008 - The renewal of policies for property, automobile, crime, and educational insurances was completed for the current period (October 1, 2007 - September 30, 2008). The property, automobile and crime insurance is with Moylan's Insurance and educational insurance with United Educator's. Summary of Result Type: Distinction/strength Summary of Result Status: Open Budget Implications: Over \$5,000 Notes: The upcoming renewal of applications will be for the period of: October 1, 2008 to September 30, 2009)</p> <p>03/24/2008 - Inventory Management Officer is current on physically tagging all assets for the college. Although GCC has items that need to be surveyed and removed from the campus, GSA (General Services Agency - responsible for accepting the assets) is not accepting the items for survey. The IMO is working with GSA closely to clear out these items from the campus. Summary of Result Type: Issues Found Summary of Result Status: Open Budget Implications: No budget impact</p> <p>03/24/2008 - The Inventory Management Officer is</p>	

<p>currently working on getting all the data loaded into Banner. The tables for Fixed assets have all been loaded however, the data for Fixed Assets will be loaded as soon as the audit request for Fixed Assets is complete. For the past couple of months, the IMO has been assisting in other areas of Materials Management (requisitions, receiving and other training for Banner).</p> <p>Summary of Result Type: Problem/limitation</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
<p>Materials Management/Procurement - AY 07-08 AUO#4 BOOKSTORE QUALITY SERVICE - To support educational programs by ensuring student satisfaction in providing quality services, including adequate supply of books and supplies in a timely manner.</p> <p>03/24/2008 - The Bookstore Manager is taking inventory of current books in stock so that there is a good estimate of books needed for the start of Summer 2008.</p> <p>Notes: Bookstore does not have any control on the addition or deletion of a course per semester. It can be a problem when the semester begins and there is a need to order books for RUSH and the cost of the shipping is big due to the weight and priority of the shipment.</p> <p>03/24/2008 - The Bookstore Order Worksheet for Summer 2008 was sent to All Deans and Vice Presidents of the college on March 10, 2008 to be distributed to all Department Chairs and Special Project Coordinators so that an accurate count of books will be ordered and any new courses being offered. The deadline for submission is March 24, 2008.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The Book Order Worksheet Memo detailed with instructions to the Department Chairs and Special Project Coordinators will be posted for Fall 2008 in MyGCC.</p>	

PLANNING & DEVELOPMENT

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Planning & Development - AY07-08 - AUO#1 - ADMINISTRATION OF SELECTED FEDERAL GRANTS - To support educational programs through the administration of federal grants (i.e., Workforce Investment Act (WIA), Adult Education & Family Literacy and Perkins. Career and Technical Education, Title III, etc.).</p> <p>Anticipated Use of Assessment Result: To strengthen the administration of selected grants by providing stakeholders effective training, planning, budgeting and evaluating processes.</p> <p>Anticipated Use of Assessment Result: To strengthen and improve P&D's monitoring system of federal funds and assure full use of the program administrator's approved budget.</p>	
<p>Planning & Development - AY07-08 - AUO#2 - DIVERSIFICATION OF FINANCIAL RESOURCES – To support the institution by seeking opportunities that diversify GCC's financial resources in order to develop new or strengthen existing programs or support institutional initiatives. 05/07/2008 - 1.n=25 2.n=10</p> <p>Summary of Result Type: No Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Notes: 1. Between 7/1/06 - 6/30/07, 25 (8 WIA and 17 CTE) individuals/companies obtained an application for federal assistance (WIA and CTE); between 7/1/07 - 5/7/08, 32 (17 WIA and 15 CTE) were obtained which represents an increase (7) from the previous year. 2. The log sheet identifies several projects by the month requested. When compared to FY2007 (11 presidential initiatives), 10 projects were initiated in FY2008 through April 2008. Additionally, 5 projects have been identified to be worked on by the end of FY2008. Of the 10 projects, 8 have been accomplished; 1 is in progress; and 1 has not started.</p> <p>Anticipated Use of Assessment Result: To seek opportunities to diversify GCC's financial resources by improving and promoting networking and information sharing within the campus community.</p>	

<p>Planning & Development - AY07-08 - AUO#3 - FEDERAL FUNDS SUPPORTING EDUCATIONAL PROGRAMS - To support educational programs by awarding federal funds that develop new or strengthen existing programs.</p> <p>Anticipated Use of Assessment Result: Results will be used to maximize the eligible providers' use of federal funds to improve and strengthen adult and career and technical programs.</p>	
<p>Planning & Development - AY07-08 -AUO#4 - INSTITUTIONAL DATA AND RESEARCH - To provide data and/or research to stakeholders or agencies on individuals who benefit from Workforce Investment Act (WIA) or Perkins funds.</p> <p>Anticipated Use of Assessment Result: To strengthen and improve the response rate to provide institutional data and research to internal and external shareholders or agencies.</p>	

PRESIDENT'S OFFICE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>President/CEO - AY07-08 Integrating Diverse Voices for Institutional Improvement - The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement.</p> <p>Anticipated Use of Assessment Result: Results will demonstrate the President's strong commitment to the college's mission, and will also reveal issues that concern certain sectors of the college. These findings will be used to find ways to improve college processes that demand attention.</p>	
<p>President/CEO - AY07-08 Strengthen, diversify, or increase the human, fiscal, and physical resources for college operations. - The President (CEO) will allocate resources to address the needs of the institution. This process includes initiatives for adequate funding from the Legislature, as well internal and external funding sources.</p> <p>Anticipated Use of Assessment Result: Results will identify areas of improvement that will be addressed by the President, particularly in areas that deal with human, physical and fiscal improvements.</p>	
<p>President/CEO - AY07-08 Upholding the college mission - The President (CEO) will strengthen the</p>	

<p>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.</p> <p>Anticipated Use of Assessment Result: Findings from the document analysis will be used to validate the college's mission statement in the annual review presented to the Board of Trustees.</p>	
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PROJECT AIM/TRiO PROGRAMS

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Project AIM/TRiO Programs - AY07- 08 SSUO#1 Cumulative GPA of 2.0 or higher. - Each participant will achieve a cumulative GPA of 2.0 or higher on a 4.0 scale per academic year.</p> <p>Anticipated Use of Assessment Result: Results will determine what other activities will be needed to ensure that the minimum of 80% participants will receive a 2.0 GPA each program year.</p>	<p>Task: Academic Counseling each semester. Description: Each participant will meet with the Academic Counselor at least 3 times per semester to review academic progress. Each participant will provide progress report to the program each semester. Services provided to participant will include tutoring, mentoring and program participation.</p>
<p>Project AIM/TRiO Programs - AY07-08 SSUO#2 Financial Aid Assistance - Participants accepted into the program will be offered financial aid assistance to ensure that each participants' financial need</p> <p>03/05/2007 - All participants have received Financial Aid Assistance through one-on-one counseling sessions with the Project AIM counselor and have been provided with Financial Aid Workshop during the Fall and Spring semester. Each student has also met with the Financial Aid coordinator at the school site. 100% of students were serviced in this area. Where n=175 participants.</p> <p>Summary of Result Type: Distinction/strength Summary of Result Status: Open Budget Implications: No budget impact Notes: None</p> <p>03/05/2007 - The results will be provided in the Performance Annual Report of the grant which is due in November 2007.</p>	<p>Task: Financial Aid review. Description: Academic Counselor will ensure that each participant has been provided Financial Aid Assistance. Review Pell Grant documents supported by the financial aid office at GCC.</p>
<p>Project AIM/TRiO Programs - AY07- 08 SSUO#3 Identify and Select 175 Participants - Identify and select 175 participants each year as indicated by the federal grant.</p>	<p>Task: Recruitment of program participants. Description: Program will recruit participants and present the program to classrooms, college recruitment</p>

<p>Anticipated Use of Assessment Result: To comply with the requirements of the US Department of Education's Annual Performance Report as required by the Grant.</p> <p>Anticipated Use of Assessment Result: By the middle of the Academic year, if recruitment of participants were not met, evaluation and review of pending applications will be assessed for acceptance.</p>	<p>activities and community service activities.</p>
<p>Project AIM/TRiO Programs - AY07-08 SSUO#4 Retain and Graduate -Participants who have been retained and graduated with an associate degree will transfer to a 4-year institution.</p> <p>03/05/2007 - Unable to provide this data until the end of the academic year (May 2007). Summary of Result Type: Problem/limitation Summary of Result Status: Open 03/05/2007 - As of February 2007, there are 8 participants that are ready to graduate in May 2007 of which 50% (n=4) of these students will transfer to a four-year institution to receive their baccalaureate degree. Follow-Up: 03/26/2007 - Follow up after May 2007, after graduation. 03/05/2007 - Close supervision of the 8 students' progress report Follow-Up: will be monitored by the counselor to ensure that 100% of students retained and will graduate and transfer on to their baccalaureate degree will be monitored by the counselor to ensure that 100% of students retained and will graduate and transfer on to their baccalaureate degree.</p>	<p>Task: Tracking of graduated students with an Associate Degree. Tracking of transfer students to a 4- year institution. Description: The program staff will continue to track students with Associate Degree who transfer to a 4 year institution. The program will track students' retention at the 4 year institution until completion of a baccalaureate degree.</p>

SAFETY OFFICE

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Safety Office - AY07-08 AUO#1 SAFETY AND HEALTH COMMITTEE - Safety Office to incorporate Safety and Health with the ADA committee to improve safety awareness, prevent violations, injuries and comply with ADA</p> <p>Anticipated Use of Assessment Result: The comparison of the quarterly accident/injury report will determine if additional safety training is required.</p> <p>04/10/2008 - This is just an example Summary of Result Type:</p>	

<p>Issues Found</p> <p>Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is just a test</p>	
<p>Safety Office - AY07-08 AUO#2 SAFETY ORIENTATION TRAINING - To require faculty and staff to attend the mandatory safety orientation training (unless previously attended within one year).</p> <p>Anticipated Use of Assessment Result: The attendance results will determine whether more training will be necessary.</p>	
<p>Safety Office - AY07-08 AUO#3 SAFETY TIP-BITS THROUGH THE MYGCC WEB SITE - The Safety Office will set safety tip-bits using the GCC Joomla web site.</p> <p>Anticipated Use of Assessment Result: Better awareness of occupational safety and health environment</p>	
<p>Safety Office - AY07-08 AUO#4 TRAINING & OSHA EQUIPMENT PURCHASE - To procure Occupational Safety & Health Equipment.</p> <p>Anticipated Use of Assessment Result: Request to increase the Safety Office" annual budget.</p>	

STUDENT FINANCIAL AID

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Student Financial Aid - AY07-08 AUO#1 STUDENT SATISFACTION - Ensure timeliness in disbursement of federal financial aid and scholarships. To support educational programs through the timely award of federal financial aid and scholarships, the financial aid office ensures the efficient and timely disbursement of student assistance.</p> <p>Anticipated Use of Assessment Result: To determine if disbursement procedures or other services need to be changed.</p>	
<p>Student Financial Aid - AY07-08 AUO#2 FEDERAL FINANCIAL AID PROGRAM ELIGIBILITY – Ensure institutional eligibility for federal financial aid programs. To support educational programs, the financial aid office will</p>	

<p>complete the necessary reporting requirements for the annual FISAP (Fiscal Operations Report and Application to Participate) to ensure institutional eligibility for federal financial aid programs.</p> <p>Anticipated Use of Assessment Result: To identify needed procedural changes.</p>	
<p>Student Financial Aid - AY07-08 AUO#3 DISSEMINATE FINANCIAL AID PROGRAM INFORMATION - Provide information for students about Financial Aid opportunities. To support educational programs the financial aid office will provide information to students during each semester orientation.</p> <p>Anticipated Use of Assessment Result: Results will be used to gather baseline data on the number of students receiving financial aid material each semester.</p>	

STUDENT SUPPORT SERVICES

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Student Support Services - AYSPFA06I- DISCIPLINARY INTERVENTION FOR CROSSENROLLED, SECONDARY STUDENTS - To ensure that all cross-enrolled, secondary students attending GCC who need disciplinary intervention receive this service in an efficient, timely manner.</p> <p>Anticipated Use of Assessment Result: (1) To attend conferences and training to enhance disciplinary intervention skills. (2) Design effective methods of communication with instructors of cross-enrolled, secondary students about the services provided by the Office of Student Support Services.</p> <p>Anticipated Use of Assessment Result: (1) To attend conferences and training to enhance disciplinary intervention skills. (2) Design effective methods of communication with instructors of cross-enrolled, secondary students about the services provided by the Office of Student Support Services.</p>	
<p>Student Support Services - AYSPFA06I- SECURITY SERVICES FOR CAMPUS COMMUNITY – To ensure the campus community receives security services needed for a safe learning environment.</p> <p>Anticipated Use of Assessment Result: To enlist the aid of the Assistant Director for Communications & Promotions on how to provide</p>	

<p>optimum awareness on security to the GCC community, either through emails or brochures. The objective is to increase the methods of communication within the institution about the need to promote a safe and secure learning environment.</p> <p>Anticipated Use of Assessment Result: To promote a safe and secure learning environment by improving upon the need to provide security services to the campus community.</p>	
<p>Student Support Services - AYSPPA06I- STUDENT & FACULTY IDENTIFIERS FOR CAMPUS ACCESS - To provide students and faculty with identification cards and parking decals within the first month of each academic semester.</p> <p>Anticipated Use of Assessment Result: To train the staff within the Office of Student Support Services to utilize the assistance of the Assistant Director for Communications & Promotion about the process to send email messages to the GCC community. The objective is to increase the methods of communication within the institution about the need to obtain identification cards and parking decals.</p> <p>Anticipated Use of Assessment Result: Improve efficiency and satisfaction in providing identifiers such as ID cards and parking decals to students, faculty, and staff.</p>	

VETERAN'S UPWARD BOUND

<p>Assessment Results (Column 4) Use of Assessment Results (Column 5)</p>	<p>Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)</p>
<p>Veterans Upward Bound - AY07-08 SSUO#1 Veterans recruitment - Veterans Upward Bound program will identify and select 120 veterans in the program.</p> <p>Anticipated Use of Assessment Result: Individually contact pending applications to encourage participation.</p> <p>Anticipated Use of Assessment Result: By the middle of the Academic year, if recruitment of participants is not met, evaluation and review of pending applications will be assessed for acceptance.</p> <p>Anticipated Use of Assessment Result: By the middle of the Academic year, if recruitment of participants were not met, evaluation and review of pending applications will be assessed for</p>	<p>Task: Create personal portfolio for each participant Description: Personal portfolio folder will include documents submitted by participant, counselor's notes and forms as well as any other documents needed.</p> <p>Task: Create student database Description: Database will include participants personal information (name, address, SS#), eligibility, test scores and staff notes.</p> <p>Task: Recruitment of participants Description: Program will recruit participants and present program to various veterans' organizations, Gov Guam agencies and mayors' offices.</p>

acceptance.	
<p>Veterans Upward Bound - AY07-08 SSUO#2 Academic Improvement on Standardized Test – Participants served during each budget period will improve their academic skills.</p> <p>Anticipated Use of Assessment Result: The instructors and VUB staff will constantly monitor progress and if improvement is not made by each participant, then the course context will be altered/adjusted to fit their academic need.</p>	<p>Task: Conduct pre and post standardized test (Compass)</p> <p>Description: Participants will be asked to take the pre and post test to determine the academic level they are at before the program and after completing the VUB program.</p>
<p>Veterans Upward Bound - AY07-08 SSUO#3 Education Program Retention and Completion - Participants served by the project during each budget period will remain enrolled or completed their prescribed GCC-VUB educational program.</p> <p>Anticipated Use of Assessment Result: Staff will receive training in retention and counseling techniques as well as conduct monthly meetings to discuss participant's status, progress and any improvements that need to be addressed.</p>	<p>Task: Staff will receive retention and counseling training</p> <p>Description: VUB staff will receive training in retention and counseling techniques and theories and professional development.</p>

WORK EXPERIENCE

Assessment Results (Column 4) Use of Assessment Results (Column 5)	Status of Implementation (Note: Effective March 10, 2008, the status of implementation was required to be inputted into TracDat V4, Task Tab.)
<p>Work Experience - AY05-06 RECRUITMENT: To actively recruit students into the Work Experience Program. - To actively recruit students enrolled in GCC Satellite and Postsecondary programs.</p> <p>10/04/2006 - At this time, there is only one coordinator on board since Hank Schilling's retirement. With WE coordinators providing services to the satellite and postsecondary population, another WE coordinator needs to be hired to fulfill this service for students to receive credits for either graduation (postsecondary & satellite students) and earn a Certificate of Mastery (satellite students). To improve efforts for recruitment, a budget for this department would be of great assistance in this area to help promote the program and its services. 03/16/2006 - Recruitment for SSHS and SHS did not meet desired expectation. Cathy LG will improve recruitment in this area by working with the instructors more to assist in this area. Student Surveys also stated more presentations needed to be made so that students are aware of the WE program.</p>	
Work Experience - AY05-06 PLACEMENT: To place eligible students in relevant, meaningful learning experiences at the workplace related to their degree/vocational program. – To place eligible	

<p>students in relevant, meaningful learning experiences at the workplace related to their degree/vocational program.</p> <p>10/04/2006 - WE Coordinators are continuing to collect weekly journal reports, final projects and student surveys. Collection began in the Fall 2005 semester and will continue till the end of Spring semester 2006. Cathy Leon Guerrero (May 2006): n=91 All students were placed in a training station related to their career path. Hank Schilling (3-13-06): n=44 Students were placed in their career path. All of the eligible students are placed in their career path. Robin Roberson (3-30-06): 72% of the applications received were placed.</p> <p>Summary of Result Type: Problem/limitation 10/04/2006 - Criteria met. There is always room for improvement. WE coordinators can work with employer and respective departments to discuss new learning can occur for each student.</p>	
<p>Work Experience - AY05-06 EMPLOYER SERVICES: To determine what employer think about with the WE program regarding student recruitment, placement, and training. - To determine what employer think about with the WE program regarding student recruitment, placement, and training.</p> <p>10/04/2006 - WE Coordinators are still collecting Employer surveys. Surveys have been collected since December 2005 and will continue till the end of Spring 2006. Cathy Leon Guerrero: Employer surveys received indicated 90% are satisfied. Hank Schilling: Employer surveys received indicate that 90% satisfied. Robin Roberson: n=4 Who participated in the WE program are satisfied with its effectiveness.</p> <p>10/04/2006 - Criteria has been met. Employers were impressed with how little training students need in the workplace. Employer recognition would help continue the partnership with respective employer through certificates, awards etc.</p>	
<p>Work Experience - AY05-06 STUDENT SERVICES: To determine what students think about the WE program is responsive to their needs regarding recruitment, placement, monitoring, counseling and evaluation. - To determine what students think about the WE program is responsive to their needs regarding recruitment, placement, monitoring, counseling and evaluation.</p> <p>10/04/2006 - WE Coordinators are continuing to collect student surveys. Surveys have been collect since the end of Fall 2005 semester. Collection will</p>	

<p>continue through Spring 2006. Cathy Leon Guerrero (May 2006): out of the 91 students, 75 turned in the surveys. N= 75. 100 % were satisfied. Hank Schilling (3-13-06): 86% were satisfied. Robin Roberson (3-30-06): 100% were satisfied.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Summary of Result Status: Open</p> <p>10/04/2006 - Criteria was met. Student services can always be improved because students' are our customers.</p>	
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Patterns of Curriculum Revision Activities

The table below was created based on a review of approved program and course curriculum files from Spring 2006 to Spring 2008. As discussed in the footnote on page 118 of the 7th AIAR, some corrections were made to reconcile certain discrepancies. The college catalog served as the main document source for the audit. Deleted programs during AY 2007-2008 were excluded from the matrix.

Out of the 13 certificate programs listed in the matrix, four programs had a lower percentage rate of courses that were 5 years old or more (Automotive Service Technology, Cosmetology, Supervision and Management, and Systems Technology). Thirteen out of 15 associate degree programs had an increase in the number of courses that were 5 years old or more. Six secondary programs had a lower percentage rate of courses that were 5 years old or more (Allied Health, Automotive Technology, Electronics Technology, Lodging Management, Marketing, Construction Technology). Two secondary programs had the same percentage rate of courses that were 5 years old or more (ProStart and Visual Communications). As for the Adult High School Diploma Program, all but two of the 17 required courses are outdated (88%). The above figures reflect the departments' efforts in ensuring that courses are mapped to their programs because the emphasis was more on this area than on updating their course curriculum documents.

Table 15. Summary of Program and Course Review Audit at the End of Spring 2008²³

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008
<i>Certificate Programs</i>				
Automotive Services Technology	4/6/06	24	11	46%
		18	18	100%
		18	0	0%
Computer Science	3/03/03	15	9	60%
		13	7	54%
		12	9	75%
Cosmetology	2/12/07	9	7	78%
		9	1	9%
		6	0	0%
Criminal Justice	12/21/04	7	4	57%
		7	2	29%
		9	8	89%
Early Childhood Education	12/3/07	11	0	0%
		10	0	0%
		10	3	30%
Education	4/4/08	11	1	9%

²³ This matrix was developed by Priscilla Johns, Program Specialist, AIE and updated by Priscilla Johns and Vangie Aguon. Please submit corrections (if any) to priscilla.johns@guamcc.edu. This document was included in the 5th Annual Institutional Assessment Report (AIAR) and updated August 5, 2008 for this year's report; some corrections were made to reconcile certain discrepancies. In addition to the curriculum files, the printed college catalog served as the main document source. Deleted programs were excluded from the above matrix. Furthermore, although students may have a choice between two courses for some program requirements, all the courses listed in the College Catalog were included in the count for courses that were 5-years and older.

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above		Percentage of courses 5yrs old and above	
			Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008
		10	1	10%		
		10	2	20%		
Fire Science Technology	12/21/04	6	4	67%		
		4	1	25%		
		7	5	71%		
Medical Assisting	11/3/05	17	0	0%		
		17	1	6%		
		17	3	18%		
Office Technology		12	5	42%		
		12	5	42%		
		12	7	58%		
Practical Nursing	12/3/07	16	0	0%		
		13	0	0%		
		14	0	0%		
Sign Language Interpreting This program was re-activated during Spring 2008 term.	4/7/06	9	3	33%		
Supervision & Management	5/19/04	11	0	0%		
		10	1	10%		
		10	0	0%		
Systems Technology	4/9/04	19	10	53%		
		19	15	79%		
		19	14	74%		
Associate Degree Programs						
Accounting	3/27/07	12	2	17%		

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
		<u>Spring 2006</u> <u>Spring 2007</u> <u>Spring 2008</u>	<u>Spring 2006</u> <u>Spring 2007</u> <u>Spring 2008</u>	<u>Spring 2006</u> <u>Spring 2007</u> <u>Spring 2008</u>
		13	1	8%
		12	2	17%
Automotive Service Technology	4/6/06	25	12	48%
		20	0	0%
		20	1	5%
Computer Networking	7/26/05	18	7	39%
		18	9	50%
		18	8	44%
Computer Science	3/3/03	17	13	76%
		15	10	67%
		13	12	92%
Criminal Justice	12/21/04	11	1	9%
		11	1	9%
		11	3	27%
Culinary Arts	4/3/07	14	1	7%
		14	1	7%
		15	5	33%
Early Childhood Education	12/29/07	18	4	22%
		19	5	26%
		14	6	43%
Education	4/4/08	20	5	25%
		21	4	19%
		14	8	57%
Hospitality Industry Management	5/25/05	29	14	48%

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
		Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008
		29	7	24%
		26	7	27%
Liberal Arts	3/25/03	12	1	8%
		12	1	8%
		11	7	64%
Marketing	3/27/07	15	2	13%
		13	1	8%
		14	1	7%
Medical Assisting	9/20/05	24	0	0%
		23	3	13%
		23	4	17%
Office Technology	4/30/04	26	6	23%
		25	8	32%
		23	10	43%
Supervision & Management	4/20/07	18	3	16%
		18	5	28%
		14	5	36%
Visual Communications	3/5/07	19	2	11%
		16	2	13%
		15	3	20%
<i>Adult High School Program</i>				
Adult High School Diploma Program (Adult Basic Education/Adult Secondary Education)	6/8/05	2	0	0%
		3	0	0%

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
		Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008	Spring 2006 Spring 2007 Spring 2008
		17	15	88%
<i>Secondary Programs</i>				
Allied Health/Nursing Assistant	5/3/02	4	3	75%
		4	3	75%
		5	0	0%
Automotive Technology		8	4	50%
		10	4	40%
		10	0	0%
Construction Technology		5	2	40%
		6	5	83%
		4	3	75%
Electronics Technology		6	3	50%
		6	5	83%
		8	4	50%
Tourism (Lodging Management)	1/24/06	5	3	60%
		3	1	33%
		3	0	0%
Marketing	3/10/02	9	7	77%
		10	6	60%
		10	0	0%
Tourism (ProStart)	1/24/06	3	1	33%
		3	1	33%
		3	1	33%

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			<u>Spring 2006</u> <u>Spring 2007</u> <u>Spring 2008</u>	<u>Spring 2006</u> <u>Spring 2007</u> <u>Spring 2008</u>
Visual Communications	4/3/02	6	2	33%
		6	0	0%
		6	0	0%

Table 16. Summary of Course/Program Changes for AY 2007-2008

TYPE OF CHANGE INITIATED	DEPARTMENT	FREQUENCY
Program Substantive Change/Revision	Allied Health	1
	Education AA	1
	Electronics (Secondary)	1
Total Program Substantive Changes/Revisions		3
Program Non-Substantive Change/Revision	Allied Health	1
	Education AA	1
	Education AS	1
	Education Certificate	1
	Marketing AS	1
	Visual Communications AS	1
	Visual Communications Secondary	1
Total Program Non-Substantive Changes/Revisions		7
Course Adoption	Electronics (AS)	1
	Electronics (Secondary)	1
	Marketing	1
	Tourism & Hospitality	4
Total Course Adoption		7

Course Substantive Change/Revision	Allied Health	5
	Allied Health (Secondary)	1
	Automotive Service Technology (Secondary)	4
	Business	3
	Criminal Justice	1
	Education	5
	Electronics	2
	Electronics (Secondary)	3
	Marketing	5
	Tourism & Hospitality	4
	Visual Communication	1
Total Course Substantive Changes/Revisions		34
Course Non-Substantive Change/Revision	Allied Health	2
	Marketing	7
Total Course Non-Substantive Changes/Revisions		9
Course Deletions	Cosmetology	1
	Education	1
	Visual Communications	5
Total Course Deletions		7
Total Number of Curricular Changes for AY 2007 – 2008		67

Important Note: Vangie Aguon compiled the information on this table from the Dean's curriculum log in Microsoft Access format. Please submit corrections (if any) to evangeline.aguon@guamcc.edu

Course substantive changes/revisions were the most frequent curriculum activity in AY 2007-2008. Many of these changes are tied to the incorporation of SLOs into the curriculum documents.

Part VII. Institutional Strategic Master Plan (ISMP)

Request for Proposal (RFP)

GCC published an RFP for an Institutional Strategic Master Plan (ISMP) (Appendix W) on the December 5, 2007 issue of the Pacific Daily News (PDN). The intent was to solicit proposals from qualified firms to perform an audit of adult and career and technical education programs then facilitate and develop the ISMP for the College.

As indicated in the June 15, 2006 issue of the PDN, Guam will receive over 8,000 U.S. Marines and their dependents from Okinawa, Japan beginning in 2008 at a cost of over \$10 billion dollars; consequently, there will be an increase in the demand for educational services and

training. Thus, it is important for the College to develop a strategic plan in response to the anticipated economic growth.

As the State Agency for Career and Technical and Adult Education programs on Guam, the College is required to develop State Plans under the Carl D. Perkins Career and Technical Education (CTE) Act of 2007 and Workforce Investment Act (WIA), Title II of 1998. As mentioned in section III of the RFP, “These Plans, along with other institutional documents (GCC mission and goals, technology audit, assessment reports, etc.) and data (qualitative and quantitative) will be the foundation of the ISMP.” According to the RFP (p.4) the ISMP must:

- a) accomplish the institution’s goal, “*...to provide quality learning opportunities in occupational, technological, academic, and continuing education reflective of our community and industry needs*”,
- b) be cognizant of and integrate the State Plan for Adult Education, State Plan for Career and Technical Education, and other appropriate GCC reports, studies, and/or documents, will cover a five-year period,
- c) identify an Institutional Vision Statement by working closely with the Task Force, focus groups, and the Standard I, Institutional Mission and Effectiveness Committee, and
- d) holds steadfast to GCC’s Mission Statement (Policy 100) or develop an appropriate Mission Statement that shows conviction to realizing the Institutional Vision Statement.

The consultant who was awarded the ISMP contract has been working with the Adult and Career and Technical Education Task Force and an internal focus group comprised of staff, faculty, administrators, and student representatives to develop the ISMP. The task force and focus groups have been meeting regularly to discuss issues related to career and technical education. Recommendations from the Task Force and focus groups have been incorporated into the ISMP. The draft of the ISMP is currently in its second reading and the final version is expected to be approved this semester.

Military Buildup and Workforce Development

GCC has been actively engaged in dialogue surrounding the anticipated military buildup on Guam. On August 7, 2007, GCC’s Board of Trustees Chairwoman, Gina Ramos, and President Mary Okada, met with Guam delegate Madeleine Bordallo, U.S. Virgin Islands

Delegate, Donna Christian-Christensen, and Maria Connelley, Director of the Guam Department of Labor to discuss economic opportunities with the impending military buildup in the next few years.²⁴

GCC has been working to identify ways to enhance its apprenticeship programs in order to prepare the local workforce for the upcoming military buildup. In the January 1, 2008 edition of KUAM News (Appendix X), President Okada reported that the college participates in the Governor's Civilian/Military Task Force for both its subcommittees on education and labor. President Okada also reported that upgrades have been made to the school's trade and industry divisions to include improvements in the welding, electrical, refrigeration, and automotive shops. Additionally, efforts to improve machinery are also underway. Furthermore, President Okada reported that the college has been working with the Society for Human Resource Management to provide information to the community showcasing what the College can do to provide training, particularly for the anticipated military buildup.

GCC is expected to play an important role in the upcoming military buildup and is committed to continuous engagement in activities that enhance public and private partnerships which provide opportunities for students.

Part VIII. Guam Community College's Governance System

Second Effectiveness Survey Report of the GCC Faculty Senate

GCC's Faculty Senate was implemented in Fall 2006 and provides for a governance structure in which faculty, administrators, staff, and students can participate in decision-making processes that impact the institution.

Since its implementation, the Faculty Senate has been assessed twice. The first assessment was conducted in Spring 2007 and the second was conducted in Spring 2008. The latest assessment report, *Second Effectiveness Survey Report of the GCC Faculty Senate*, highlights the following findings, some of which were tied to the findings and recommendations made in the first assessment report:

- The Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.

²⁴ August 2007 Issue of Chachalani , p. 2

- Concerns were raised regarding disparity in faculty participation in committee work. These concerns relate to equity of work, accountability and evidence of performance. The Faculty Senate has been communicating with the Evaluation and Job Specification Committee to address these concerns.
- Feedback from the *general membership survey* used in the Faculty Senate study reveals a concern with the length of membership in committees. Several respondents suggested that the minimum term on a committee should be two years in order to ensure continuity of work.
- Qualitative responses from the *general membership survey* suggest that not all faculty understand the college's existing governance structure. When asked what seems not to be working with the Faculty Senate, respondents cited the following: (a) inadequate communication throughout the institution relative to shared governance and its importance, (b) lack of understanding about the Senate structure, and (c) input not fully valued by all constituents. When asked to provide concrete suggestions on how the Senate's organization or structure can be improved, one suggestion that was made was *continual development of the importance of shared governance and the role everyone on campus can and should try to play*.
- The Senate did act on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner. The first GCC Faculty Senate newsletter was published in Fall 2007 and the second is expected to be published and disseminated on or before Fall 2008.
- There appears to be a compliance issue with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws. A review of the Faculty Senate website reveals that not all committee agendas, minutes, and reports have been posted on the website. Also, the information contained in the Faculty Senate website is not current. This finding is supported by qualitative responses to the *general membership survey* which reveals a concern with the lack of information posted on the Faculty Senate website and on the individual committee pages.
- There appears to be a concern with how decisions are made at certain levels. Qualitative comments from the *general membership survey* suggest that decisions are being made

without broad participation from all stakeholders and are being made by a few individuals. Responses to the *faculty survey* reveal that 33% of faculty either disagreed or strongly disagreed with the statement “I am satisfied with the way decisions are currently made at GCC.” Additionally, 37% of faculty either disagreed or strongly disagreed with the statement “I am able to participate in the decision-making process at GCC.”

- Although the Senate did act on the recommendation made in the first survey report to strive for “representativeness” rather than just “representation” of various constituent voices in this year’s survey of Senate effectiveness by administering the survey during the Professional Development day held this past Spring, greater coordination with the Professional Development Review Committee could have resulted in higher return rates. Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.
- A recommendation that was made in the March 2007 Faculty Senate Effectiveness Report was “to create and refine a solid assessment plan that would become an integral part of Senate functioning, and that which considers multiple tools and sources of data (i.e., strive for triangulation of evidence), once the Senate becomes more stable in its organization and structure.” Article V of the bylaws of the Faculty Senate calls for a mandatory review of the constitution and bylaws of the College Faculty Senate and Shared Governance Council at the end of every year of operation. This review is part of the Senate’s assessment process. In response to the recommendation made last Spring, the Faculty Senate created a committee evaluation process. As part of this process, the Faculty Senate along with committee members will evaluate the effectiveness of the Senate committees. Committee goals will be reviewed and approved by the Senate to ensure they support institutional goals. The Faculty Senate created a *Committee Goal Reporting Matrix* which includes committee goals, related college goals, committee activities or plan to address the goal, current status, and recommendations. The matrix was designed to assist the Senate in evaluating the effectiveness of faculty committees as a whole, and not individual committee members. As part of this evaluation process, committees must submit a copy of their goals to the Senate by the end of September.

They must also submit a midterm report the first week of September which involves identifying their committee goals, related college goals, committee activities or plan to address the goal, and current status. They must also submit their annual closing report by the first week of April. In addition to the information provided in the mid-term report, the closing report should also include written recommendations for next year. Only eight (8) committees submitted their annual closing report. Consequently, committee evaluations could not be completed before the end of Spring Semester. This is a compliance issue that the Senate needs to address.

The following recommendations are given in relation to the conclusions above:

- The Faculty Senate should ensure that all required information is submitted to its office and posted on the Faculty Senate website in a timely manner. Additionally, the Faculty Senate as well as committees should ensure that the information contained in the website is current. The Faculty Senate should establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of information to the Faculty Senate. Likewise, the Faculty Senate Past-President who serves as the College Faculty Senate Secretary should ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website. It would be best if the Senate leadership establishes a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website. Also, as mentioned in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate, the Faculty Senate should “conduct regularized training of committee chairpersons on Senate processes and protocols so that they are well equipped and better prepared to handle their multi-layered responsibilities.”
- The Faculty Senate should identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees. Possibly adopt the suggested two-year minimum.
- Although the Faculty Senate has conducted several presentations on the College’s current Faculty Senate structure and the current governance concept, the Senate should continue its efforts in educating all faculty about the college’s governance process in order to ensure a good understanding of the concept. This would also address the concern

- mentioned above regarding how decisions are made at the College. Perhaps presentations should be conducted during department meetings. These presentations should also include information about committee reporting requirements and deadlines.
- If survey instruments are going to be used in future assessments of the Faculty Senate, they should be e-mailed to the target groups to ensure that all voices are heard. Also, since there are individuals who have multiple roles in the Faculty Senate or serve in several committees, instructions should be provided so that these individuals know which survey to complete.
 - In terms of the concerns brought up in relation to equity of work, accountability, and evidence of performance, as suggested in the first survey report of the GCC Faculty Senate, a creative and balanced system of incentives and sanctions need to be developed in order to promote commitment, rather than mere compliance to Senate processes.

Although the Faculty Senate has implemented many of the recommendations made in its first assessment report, there is more that needs to be done to ensure that its assessment activities are meaningful.

Shared Governance and Accreditation Standards

The concern with how decisions are being made at the College mentioned in the *Second Effectiveness Survey Report* requires a closer look at ACCJC accreditation standards. As suggested in the report, perhaps the concern with the college's current decision-making processes is a result of a disjointed understanding of what "shared governance" means. Do faculty and administration view "shared governance" as sharing in the decision-making process or is it collaborative or participatory governance? On May 2, 2008, Dr. Barbara Beno, President of ACCJC sent an advisory (Appendix Y) to the College's Academic Vice President which stated that "the Commission does not require *shared governance* but instead, participation in governance." She made reference to Standard IV.A. 2 which states: "The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes." Moreover, she noted that "the institution relies on faculty, its academic senate *or other appropriate faculty structures*, the curriculum committee and academic administrators for *recommendations* about student learning programs and

services.” (Standard IV.A.2.b). Additionally, she stated that “the Standards do NOT specify that those groups have the responsibility to make all decisions; indeed, they imply that other bodies or individuals may be making some decisions.”

Furthermore, she explains that “The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate as *appropriate* in decision making processes.” She goes on to say that “standards do not suggest that all participants be weighed equally, or included equally, in all decisions.” Moreover, she notes that “the commission evaluates decision making processes and structures on the basis of their outcomes, not who is included.”

According to Standard IV.A.3.b, institutions must delineate the governance structures, processes, and practices. The Standard specifically states that “Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.”

Dr. Beno notes in her letter that “the main thrust of the standards is that decisions be evaluated in terms of their integrity and effectiveness (Standard IV.A.5) in enabling the institution to identify values, set and achieve goals, learn and improve (Standard IV. Preamble).” Thus, the focus of evaluating decision making processes and structures is not on who is included in the decision making but rather the outcomes.

Article XXII of the of the Board-Union contract states that “the intent of Interest-Based Bargaining is to create a permanent collaborative relationship between the College’s Faculty and the Administration.” Furthermore, according to Article XXII, “the Board and the Union recognize that the spirit of this Agreement calls for a serious collaborative effort to work out issues that will arise in the implementation of this Agreement.” As a result of Dr. Beno’s advisory, and the issue it raised with respect to the effectiveness of the existing faculty governance structure, faculty and management have been collaborating to address ACCJC’s concerns. What has resulted from this collaborative effort is a proposal to restructure the existing Faculty Governance Structure (Appendix Z).

As part of this restructuring, the following two types of committees are proposed: (a) **critical committees** (institutional in nature, joint membership including faculty, staff, students, and administrators when necessary and appropriate) and (b) **necessary committees** (exclusively faculty in membership). In the proposal, management recommends that the phrase “collaborative governance” be included in the language of the next Board-Union contract. Although the faculty agree with the concept of *collaborative governance* as indicated in the proposal, they ask that they be given an opportunity to provide input through the various committees and processes and that such input not just be paid “lip” service but be given serious consideration”. As a result of all this dialogue, a Faculty Negotiating team was formed to discuss Article XII (The Faculty Senate) of the Board-Union Contract with the Management Team sometime in September 2008.

Part IX. AY 2007-2008 Institutional Assessment Reports

Aside from the 8th AIAR and the Fact Book, a total of six institutional assessment reports was produced by AIE in AY 2007-2008. They included the following:

- General Education Impact Study
- Board of Trustee’s Third Assessment Report
- GCC Foundation Board’s Second Assessment Report
- Second Effectiveness Survey Report of the GCC Faculty Senate
- Third Consolidated Administrators’ Assessment Report
- Faces of the Future Report

Since the *General Education Impact Study* and the *Second Effectiveness Survey Report of the GCC Faculty Senate* were described elsewhere in this report, the focus of this section will be on the other four institutional assessment reports.

GCC Foundation Board’s Second Assessment Report

In March 2008, AIE published the *Second Assessment Report of the GCC Foundation Board* (Appendix A2). This study was conducted to assess the effectiveness of board functioning from the perspective of Foundation Board members themselves. It was designed to provide members with an opportunity to evaluate the work of the board through a systematic self-report process, and to provide a means for monitoring any potential problems that may require attention.

This report identifies several areas of strengths as well as areas of growth and needed improvements in relation to board functioning. Survey results indicate that the areas of growth and needed improvement are areas where respondents had possibly lacked relevant information for them to form significant opinions and perceptions. Most variables identified as areas of growth and needed improvement fall under the themes of board responsibilities and self-evaluation. As for strengths, most variables identified as strengths fall under the themes of personal conduct, conduct of meetings, board members' knowledge and experience, and Foundation Board/Board of Trustees relations. The board's greatest strength is in the area of personal conduct.

As a result of the findings, it is recommended that (a) a procedure to orient new Foundation Board members be established, (b) a Foundation Board Membership Handbook be created, (c) media exposure of Foundation activities and successes be increased, (d) a regular schedule for the review of board policies be implemented, (e) the Assistant Director of Development and Alumni Relations provide quarterly reports to the Foundation Board (f) Foundation Board members attend college activities, (g) the survey instrument used in this study be revised, and (h) data collection methods in future board assessments be expanded.

Third Board of Trustees' Assessment Report

Also in March 2008, AIE published the third BOT Assessment Report. The purpose of this study is to gauge the effectiveness of board functioning from the perspective of board members as well as board meeting participants (i.e. Deans, Assistant Directors, and General Administrators). This assessment provides an opportunity for the board to evaluate its own work, as well as to provide a mechanism for monitoring any potential problems that may require attention.

This report identifies several strengths and areas in need of improvement in relation to board functioning. The results of this study reveal a positive relationship between the Board and the CEO as well as amongst board members themselves. Although the study reveals a need for improvement in the areas of board assessment, board meetings, communication between the Foundation Board and Board of Trustees, board orientation and education, review of board policies, and evaluation, these are areas that are being addressed by the existing board.

Based on the findings of the report, the following recommendations were made:

- More frequent communication between Foundation Board members and the Board of Trustees. Article VI of the By-Laws of the GCC Board states that the Chairperson of the Board of Trustees (or his designee) and another member of the Board of Trustees, selected by that body, shall be members of the Board of Governors. These representatives should provide board meeting participants with updates from the Foundation Board meetings so that they are aware of Foundation Board activities.
- Implement a regular schedule for board assessment retreats
- Members of the Board of Trustees and the Foundation Board should attend college activities to promote interaction between them as well as with other members of the college community.
- Implement a regular schedule for the review of board policies in compliance with the Board of Trustees Membership Handbook
- Ensure that new members of the board are provided with training as soon as they take office so that they can become familiar with their duties and responsibilities
- Discuss the various domains of responsibility in the GCC Board of Trustees' Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions.

Faces of the Future: Third Survey Report on GCC Students

In April 2008, the third survey report on GCC students' socio-demographic profile and current college experience was published (Appendix B2). Unlike the past two reports, this report includes information about non-credit students. The earlier reports focused solely on students who were taking courses for credit. The inclusion of non-credit students is an attempt to get a good profile of students who enroll in GCC's Continuing Education programs. Since the *Faces of the Future* survey is nationally-normed, the results from our college will be compared with those of other community colleges nationwide, for both credit and non-credit students. The survey results provide valuable information that will enable the college to make informed decisions with respect to planning programs and services as well as allocating resources in order to address student needs and concerns.

The results reveal the following:

- GCC students are first generation college students.
- GCC students tend to be older with multiple roles and responsibilities.
- A majority of GCC credit students are employed, most on a full-time basis. Non-credit students tend to be employed part-time.
- Common areas of concern shared by credit students and non-credit students are the availability of courses at convenient times, friendliness of the registration process, availability of computing services/facilities when needed, and a sense of general safety and security while on campus and attending classes. Areas of concern reported only by credit students are the availability of instructors outside of class time and the quality of academic advising. An issue reported only by non-credit students is concern for students as individuals.
- Credit and non-credit students want to have a steady and secure job, to have time for their personal and family interests, to be self-reliant, to help others in need, and to make a lot of money.
- Credit and non-credit students both reported that their experience at GCC contributed to their growth by enabling them to learn skills needed for their current or future job, increasing their academic competence, identifying the training and skills required for career opportunities that fit their interests and abilities, and developing self-confidence.

The following recommendations are given in relation to the findings above:

- Utilize the features of Banner, GCC's new student information system, to disseminate valuable financial aid information to students. Incorporate helpful tips and links to navigate through the financial aid process. Include the same types of information and links on the GCC website. Communicate the availability of this information to students, faculty, staff, and administrators.
- Develop and institutionalize a systematic retention program through collaboration with the Coordinator of Admissions and Registration, counselors, advisors, Academic Advisement Committee, and other key individuals.

- Post instructors' office hours electronically in Banner. Ensure that office hours are also included in the course syllabi in Banner as well as the hard copies distributed to students. In addition to office hours, include contact information and office location.
- Departments should analyze the enrollment trends of classes offered each semester (low enrollment and high enrollment versus the days and times courses were offered). They should also look at class cancellations due to low enrollment. Additionally, they should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).
- Bring student concerns with the availability of computing services/facilities to the attention of the Technology Advisory Committee. Student lab hours should take student schedules into consideration.
- Update GCC's Academic Advising Strategic Plan. Ensure that all advisors are provided with Banner training so that they are able to access student information in Banner. Training should be provided to individual departments. Ensure that all new full-time faculty are provided with training on academic advisement as well as Banner.
- Provide students with safety and health information that would make them feel safe and secure on campus. Students should be informed about who to contact in the event that they have a concern regarding safety and security issues on campus. Contact numbers should also be provided to students. This information should be included in the GCC website and in Banner as well as the student handbook. This information should also be disseminated through student newsletters or email messages and posted throughout the campus. Additionally, security personnel should be visible around the campus. Furthermore, the college should ensure proper lighting in parking areas and walkways at night.
- The Office of Admissions and Registration should develop a quick reference guide for students to follow when registering for classes. This guide should include steps to register on-line as well as responses to frequently asked questions. The Office of Admissions and Registration should also schedule training for students on how to navigate through the on-line registration process. This training could be offered several times during open registration and could be a collaborative effort with other departments such as Assessment and Counseling.

Third Consolidated Administrators' Assessment Report

The Third Consolidated Administrators' Assessment Report (Appendix C2) was published in June 2008. Using two online survey instruments developed by The IDEA Center, full-time college employees were surveyed about their perceptions of the job performance of fifteen (15) GCC administrators in both academic and non-academic areas. Two hundred and eight (208) employees made up the total sample population. While this total sample evaluated one Vice President, the other administrators were rated using inclusion criteria that took into account the college's organizational structure, administrative leadership, committee memberships, and support personnel. The underlying criterion is that the rater is in a position to observe the behavior being rated. Consequently, the total sample for administrators varied in size and scope because of administrator-specific criteria.

This report consolidates quantitative data into tables and provides a guide to interpreting the data. As mentioned in the previous administrator assessment reports, since these results must be grounded in the limitations of the survey tool, sample size, response rates, and other extraneous variables, readers must avoid generalizations and comparability. Quantitative data may be validated by the qualitative comments made by respondents. Because survey responses are anonymous, *abuse of anonymity* may result. In other words, respondents may use the survey instrument as a means for venting their frustrations. Therefore, readers should not place too much weight on individual comments until a pattern emerges from multiple sources.

Response rates for both academic and non-academic administrators ranged from a high of 85% to a low of 62%. While general administrator results for job performance ranged from a high of 3.8 to a low of 2.6, the overall mean for job performance was **3.19** (on a 5-point scale) and confidence in the administrators' leadership was **3.27** (on a 4-point scale). For the deans, the overall mean for job performance was **3.07** (on a 4-point scale) while confidence in the deans' ability to manage was **3.70** (on a 5-point scale).

The following observations are derived from a review of the qualitative comments made by survey respondents and the quantitative results of the survey:

- Administrators are perceived as knowledgeable. Perhaps because several administrators who were evaluated this third cycle have been at the college for many years, they have accumulated a wealth of institutional knowledge as well as job-specific knowledge.

- Administrators are reported to have good interpersonal skills and are team players. A number of respondents described administrators as approachable.
- Administrators are believed to have integrity. Respondents described administrators as honest, trustworthy, and fair.
- Communication is an area of improvement for administrators. Respondents believe that administrators need to communicate more and to seek feedback from others. Moreover, they need to be more visible.
- Respondents believe that administrators need to be more proactive/assertive/aggressive in order to get things done.

How can performance improvement be achieved? The following recommendations are given to address this question:

- Simply giving administrators their assessment results is unlikely to motivate the administrator to make significant changes. The administrator needs to review the evaluation with his or her supervisor. During this meeting, specific suggestions should be made on how to improve performance.
- Vice Presidents should provide concrete tools for administrators to improve their performance. For example, training opportunities should be provided to administrators to help them address their weaknesses and develop their strengths.
- As recommended in the January 2007 Consolidated Administrators' Assessment Report, the IDEA online survey must somehow be integrated into the college's existing job performance evaluation process. Although this will require discussion among all administrators and may take time to be implemented, a concrete first step would be to include the IDEA performance evaluation report of a specific administrator in every HR increment form that is sent to an employee's supervisor. This will ensure that the conversation for improvement will continue between supervisor and employee.

These reports are important components of the College's assessment initiative. The valuable information contained in the reports will help the College make more informed decisions that will ultimately lead to improvements throughout the institution.

Part X. Recommendations

Table 17: Matrix of Recommendations and Responsibilities
for AY 2008-2009

<p>Recommendation #1: <i>The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success. Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)</i></p> <p><i>A standardized general education pattern has likewise been established. To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for greater breadth of understanding of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (Standard II.A.3.a)</i></p>		
Planned Action	Responsible Office/Committee	Suggested Timeline
Review the curriculum documents for each of the developmental English and math courses and make appropriate modifications to ensure <i>student access and success</i> .	English and Math Departments, Gen. Ed. Committee, Curriculum Committee	To be completed by the end of Spring 2009.
Identify ways to improve student achievement in developmental courses.	English and math departments, TPS/TSS Deans	Fall 2008 and Spring 2009
Improve the enforcement of the Gen. Ed. requirements by working with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff could verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.	Admissions & Registration Office	Begin dialogue with SunGard consultants in Fall 2008.
Continue to 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 Humanities and Fine Arts courses. This effort will be	AVP, AAD, AAD-TSS, AAD-TPS	Fall 2008 through Spring 2009

spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees;		
<p>Establish a systematic assessment process for English and math developmental courses.</p> <p>Work with the SunGard consultants to get repeater data for AY 2007-2008.</p> <p>Conduct an assessment of enrollment and student learning outcomes in other Gen. Ed. required math and English courses (non-developmental courses).</p>	Gen. Ed. Committee, English and math departments, AIE	Fall 2008
The college should look at ways to offer more English and math tutoring services to all students. If possible, consideration should be given to matching tutors and students by ethnicity because of similarities in learning styles and language. Tutors should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available.	Student Services, English and math departments, TPS/TSS Deans	Fall 2008 through Spring 2009
<p><i>Recommendation #2: The college is considering a more formal organization for faculty participation in shared governance such as the initiation of a faculty senate. The college should finish its work on developing a formal system for faculty, staff, and student participation in the governance processes at the college. Such systems should provide clear lines of communication and contribute to timely decision making oriented toward the positive development of the institution. (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3)</i></p>		
Planned Action	Responsible Office/Committee	Suggested Timeline
<p>Ensure that all required information is submitted to the Faculty Senate Office and posted on the Faculty Senate website in a timely manner.</p> <p>Ensure that the information contained in the website is current.</p> <p>Establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of</p>	FAC-SEN, committees, FAC-SEN Secretary	Fall 2008 through Spring 2009

<p>information to the Faculty Senate.</p> <p>Ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website. Perhaps establish a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website.</p> <p>Conduct regularized training of committee chairpersons on Senate processes and protocols so that they are well equipped and better prepared to carry out their responsibilities.</p>		
<p>Identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees.</p>	FAC-SEN	Fall 2008
<p>Continue educating all faculty about the college's governance process in order to ensure a good understanding of the concept. Perhaps conduct presentations during department meetings. These presentations should also include information about committee reporting requirements and deadlines.</p>	FAC-SEN	Fall 2008 through Spring 2009
<p>Develop a creative and balanced system of incentives and sanctions in order to promote commitment, rather than mere compliance to Senate processes.</p>	FAC-SEN	Fall 2008
<p><i>Recommendation #3: Working on the strength of its assessment structure, the college should now fully undertake the process of developing student learning outcomes for courses, programs and the institution. As these student learning outcomes are developed, they should be communicated to students, the college community and the public. (Standards II.A, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f)</i></p>		
Planned Action	Responsible Office/Committee	Suggested Timeline
<p>The action strategies under this recommendation support the new requirements implemented by ACCJC this year in terms of its expectation that the college complies with the demands of the Annual Report Update on Student Learning Outcomes, as specified in its new 2007 template.</p>		

<p>Continue to work with the various committees of the Faculty Senate (notably, the Curriculum Committee, CCA and the Gen. Ed. Committee) to establish protocols and processes for addressing needed SLO work in linking Program SLOs to Course SLOs to Course Syllabi, and eventual publication in student catalog:</p> <ul style="list-style-type: none"> • examine <i>all</i> the existing TSS/TPS program guides to ensure that student learning outcomes (SLOs) become an integral part of the document and make the terminology consistent all throughout the guides; • examine <i>every</i> 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. 	<p>AAD, AAD-TSS, AAD-TPS, FAC-SEN, Curriculum Committee, Gen. Ed. Committee, CCA-AIE</p>	<p><i>By the end of Spring 2009 – 50% to 60%</i> of project completed <i>By the end of Spring 2010 – 70% to 90%</i> of project completed <i>By the end of Spring 2011 – 90% to 100%</i> of project completed <i>By AY 2011-2012 –</i> All program and course SLOs published in student catalog</p>
<p>Work with Nuventive (TracDat) to create Ad Hoc assessment reports tailored to meet the needs of the College.</p>	<p>AIE, CCA, AAD</p>	<p>Begin dialogue with Nuventive in Fall 2008. Create Ad Hoc Reports from Fall 2008 to Spring 2009 based on feedback from TracDat users.</p>
<p>Provide additional TracDat Version 4 user training to improve the familiarity of TracDat users with the new version of the assessment software.</p>	<p>AIE</p>	<p>Fall 2008</p>
<p>Continue to systematize the mapping of programmatic SLOs to all the courses in each Certificate/AS/AA program, as required by the 2007 ACCJC new template. Training workshop sessions for program faculty will also need to be set up to address this collaborative project among the committees involved;</p>	<p>CCA, AIE, FAC-SEN, Curriculum Committee</p>	<p>By the end of Fall 2008 through early Spring 2009; project should be 50% to 60% completed by midterm report to the Commission on March 15, 2009</p>
<p>Utilize an established online student survey (ex. IDEA Center Student Survey) to replace the Climate Survey used by the</p>	<p>AIE, Faculty Senate</p>	<p>Fall 2008</p>

College in order to ensure the assessment of student learning, in consonance with the college's emphasis on SLOs at the program and course levels.		
<i>Recommendation #4: The Board of Trustees is now fully empanelled and evidences a commitment to further the development of the college. Provision should be made to provide training for the Board to assist them in fulfilling this commitment. After the Board adopts its recently revised manual, it should engage in a review of Board policies. (Standards IV.B.1.e, IV.B.1.f, IV.B.1.g)</i>		
Implement a regular schedule for board assessment retreats	BOT, AIE, AAD, PRES	Create a schedule for AY 2008-2009 at the beginning of Fall 2008.
Implement a regular schedule for the review of board policies in compliance with the Board of Trustees Membership Handbook	BOT, PRES	Update the schedule in Fall 2008 to include new policies.
Ensure that new members of the board are provided with training as soon as they take office so that they can become familiar with their duties and responsibilities.	BOT	Fall 2008 through Spring 2009
Discuss the various domains of responsibility in the GCC Board of Trustees' Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions.	BOT	Fall 2008 through Spring 2009

The recommendations identified in the table above will help the college to make more informed decisions, which will ultimately lead to improvements at the course, program and institutional levels. It will also adequately prepare the college for the expected team visit from ACCJC in Spring 2012.

Appendix O

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
GUAM COMMUNITY COLLEGE

AVP SAGA GUIDELINES AND APPLICATION FORM

For Innovative Approaches that Improve Practice in Course Assessment and/or Research

What is the AVP SAGA? AVP SAGA stands for *Academic Vice President's Small Assessment Grant Award*. It is a newly created incentive program developed by the Academic Vice President to provide monetary rewards to departments or faculty members who come up with innovative approaches that improve practice in course assessment to enhance student-learning outcomes. It also serves as an incentive for individual faculty members who are willing to engage in small assessment research projects, not covered under course assessment.

General Information

This Request for Proposal (RFP) will provide funding for department(s)/individual(s) that promise innovative approaches or improved practice in course assessment. Assessment is a process of describing and documenting progress toward identified educational goals or outcomes for the purposes of improving student learning experiences and academic performance and determining program effectiveness. The RFP invites departments or individuals to submit proposals that support:

- The continued development of course assessment initiatives that focus on enhancing student learning using authentic assessment methodologies;
- Engagement in research that addresses knowledge gaps as identified in the WASC 2006 Evaluation Report such as:
 1. Expanding assessment approaches to include studying and researching concerns related to identifying and meeting educational needs of students and the possible disproportionate impact of policies and practices on specific students.
 2. Adopting a systematic process of updating and revising curriculum to maintain currency even when curriculum is not being scheduled.
 3. Developing a system for the inclusion of an assessment based analysis of competency levels appropriate for various programs.
 4. Developing college-wide programs or efforts to promote greater student understanding between groups and to promote a general appreciation of the value of diversity of students.
 5. Developing assessment efforts that focus on the educational needs of the broad range of age and life experiences of students of both day and evening students, and younger as well as older students.
 6. Integrating meaningful participation of adjunct faculty into the assessment process.
 7. Utilizing data from the COMPASS instrument to inform the college about the academic needs of students or to help in planning course offerings and scheduling of courses.

Amount of Awards: \$500.00 to \$1,000.00, ranging in duration from one to two years. No budget is required.

Proposals will be reviewed twice during the academic year with the deadline for submission indicated in the proposal submission section of this RFP.

Guidelines:

Proposal format: All proposals must be submitted by electronic copy in the following format:

- Name of department or individual requesting funds to develop project
- Provide a brief abstract of the proposed project (at least 100 words)
- Describe the project including the following:
 - Purpose of project/Timeline
 - Intended outcomes of the project
 - Assessment method(s) that will be used in the project. (For course assessment, methods might only include reflective direct measures of learning such as student essays, videotaped presentations, paper or electronic portfolios etc.).
 - Data analysis to be employed
 - Evaluation and dissemination of the results. Please note that a final written report must be submitted within 30 days of completion of project.

Deadline for Submitting Proposals

For the Spring semester 2009, all proposals must be submitted to the Academic Vice President's Office via Joseph Benavente (joseph.benavente@guamcc.edu) no later than March 15, 2009. Electronic submissions are encouraged.

Proposal Review

Proposals will be reviewed twice during the academic year with specific deadlines. A proposal review panel will critique all proposal submissions and make recommendations for funding award.

Award Announcement

Proposal award announcement will be made immediately. Upon approval of proposal, 50% of grant amount will be awarded immediately. The other 50% will be paid upon submission of the closeout report.

Questions and Inquiries

All questions and inquiries regarding the proposal process must be directed to Joe Benavente @ joseph.benavente@guamcc.edu or telephone 735-5641.

AVP SAGA APPLICATION FORM
Innovative Approaches in Course Assessment and/or Research

Applicant Information

Name:

Department/Unit:

Telephone Contact:

Email Address:

Project Information

Title of Project:

Target Class/Research Area:

Project Start Date:

Project End Date:

Total Funding

Requested: \$

Applicant's Signature: _____ **Date:**

- Provide a brief abstract of the proposed project (at least 100 words)
- Purpose of project/Timeline
- Intended outcomes of the project
- Assessment method(s) that will be used in the project. (For course assessment, methods only include direct measures of learning such as student reflection essays, videotaped presentations, paper or electronic portfolios etc. TracDat training is also necessary.)
- Data analysis to be employed
- Evaluation and dissemination of the results.

For Official Use Only

Project Recommended for Funding: Yes _____ No _____

Signature: _____ **Date:** _____
Project Review Panel Chairperson

Total Amount of Funding Approved: \$ _____

As announced during the Professional Development Day activities, the Academic Vice President has created an incentive program called the Academic Vice President's Small Assessment Grant Award (AVP SAGA). This incentive program provides honorarium to departments or faculty members who come up with innovative approaches that improve practice in course assessment to enhance student-learning outcomes or engage in assessment research projects that are not covered under course assessment. Awards range from \$500.00 to \$1,000.00, and no budget is necessary. Direct your inquiries to Joe Benavente at 735-5641, or email him at joseph.benavente@guamcc.edu. Download the AVP SAGA guidelines and application form.

Appendix P



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

SEP 17 2008

Mary Okada
Guam Community College
One Sesame Street
Mangilao, GU 96913

RE: Application P382B080006

Dear President:

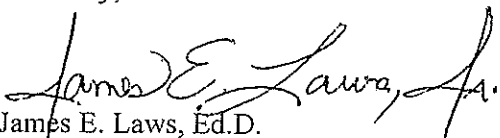
Congratulations! It is my pleasure to inform you that the Department of Education has approved your fiscal year (FY) 2008 two-year development grant application under the Asia American and Native American Pacific Islander-Serving Institutions (AANAPISI) Program. The AANAPISI Program was reauthorized under the Higher Education Opportunity Act of 2008, Public Law 110-335, which moved the statutory authority for this program from Title IV, Part J of the HEA to Title III, Part F and made some limited changes to the program. We have enclosed your institution's Grant Award Notification document and the readers' technical review forms.

You may use these funds for only those activities that directly relate to the goals and objectives listed in your application.

We have also enclosed, for your review and use, a memorandum that discusses key financial management requirements for discretionary grants.

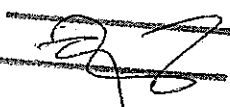
Again, congratulations on your success in becoming a FY 2008 ANNAPISI Program grantee. Your assigned program specialist from the Department of Education will contact the project director shortly. In the interim, if you have any questions, please contact Mrs. Darlene B. Collins at (202) 502-7576.

Sincerely,


James E. Laws, Ed.D.
Director
Institutional Development and
Undergraduate Education Service

Enclosures:

Grant Award Notification
Discretionary Grants Requirements

RECEIVED
PRESIDENT'S OFFICE
DATE: OCT - 1 2008
TIME:
INITIAL: 



U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME: Guam Community College One Sesame Street Mangilao, GU 96913	5	AWARD INFORMATION PR/AWARD NUMBER P382B080006 ACTION NUMBER 02 ACTION TYPE Administrative AWARD TYPE Discretionary										
2	PROJECT TITLE 84.382B The overall goal of this project is to improve academic quality and student learning outcomes by expanding the quantity of learning resource materials and facility.	6	AWARD PERIODS BUDGET PERIOD 10/01/2008 - 09/30/2009 PERFORMANCE PERIOD 10/01/2008 - 09/30/2010 FUTURE BUDGET PERIODS <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align:left;"><u>BUDGET PERIOD</u></th> <th style="text-align:left;"><u>DATE</u></th> <th style="text-align:right;"><u>AMOUNT</u></th> </tr> </thead> <tbody> <tr> <td>02</td> <td>10/01/2009 - 09/30/2010</td> <td style="text-align:right;">\$1,249,560.00</td> </tr> </tbody> </table>	<u>BUDGET PERIOD</u>	<u>DATE</u>	<u>AMOUNT</u>	02	10/01/2009 - 09/30/2010	\$1,249,560.00				
<u>BUDGET PERIOD</u>	<u>DATE</u>	<u>AMOUNT</u>											
02	10/01/2009 - 09/30/2010	\$1,249,560.00											
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR John Camacho (671) 735 - 5509 EDUCATION PROGRAM CONTACT Pearson T. Owens (202) 502 - 7804 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930	7	AUTHORIZED FUNDING <table style="width:100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align:right;">THIS ACTION</td> <td style="text-align:right;">N/A</td> </tr> <tr> <td style="text-align:right;">BUDGET PERIOD</td> <td style="text-align:right;">\$969,068.00</td> </tr> <tr> <td style="text-align:right;">PERFORMANCE PERIOD</td> <td style="text-align:right;">\$969,068.00</td> </tr> <tr> <td style="text-align:right;">RECIPIENT COST-SHARE</td> <td style="text-align:right;">158.42%</td> </tr> <tr> <td style="text-align:right;">RECIPIENT NON-FEDERAL AMOUNT</td> <td style="text-align:right;">\$1,535,196.00</td> </tr> </tbody> </table>	THIS ACTION	N/A	BUDGET PERIOD	\$969,068.00	PERFORMANCE PERIOD	\$969,068.00	RECIPIENT COST-SHARE	158.42%	RECIPIENT NON-FEDERAL AMOUNT	\$1,535,196.00
THIS ACTION	N/A												
BUDGET PERIOD	\$969,068.00												
PERFORMANCE PERIOD	\$969,068.00												
RECIPIENT COST-SHARE	158.42%												
RECIPIENT NON-FEDERAL AMOUNT	\$1,535,196.00												
4	KEY PERSONNEL <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align:left;"><u>NAME</u></th> <th style="text-align:left;"><u>TITLE</u></th> <th style="text-align:left;"><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>John Camacho</td> <td>Project Director</td> <td>25%</td> </tr> </tbody> </table>	<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	John Camacho	Project Director	25%	8	ADMINISTRATIVE INFORMATION DUNS/SSN 778900092 REGULATIONS EDGAR AS APPLICABLE ATTACHMENTS N/A				
<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>											
John Camacho	Project Director	25%											
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL college cost reduction act COLLEGE COST REDUCATION ACT PROGRAM TITLE: STRENGTHENING MINORITY-SERVING INSTITUTIONS CFDA/SUBPROGRAM NO: 84.382B												

Appendix Q

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<u>Standard I: Institutional Mission and Effectiveness:</u> 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 and analysis 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.	N/A	N/A	N/A
<i>Broaden the area of review, discussion, and development of the college mission, to include all stakeholders of the college</i>	AVP	Referred to Faculty Senate's Std 1 Self-Study committee, now part of workload under Faculty Senate structure.	Completed/Closed
<i>Clarify representation for the review of the mission statement</i>	AVP	Referred to Faculty Senate's Std 1 Self-Study committee; same as above.	Completed/Closed
<i>Insure a better means of soliciting participation and obtaining information in the development of the mission statement</i>	AVP	Referred to Faculty Senate's Std 1 Self-Study committee; same as above.	Completed/Closed
<i>Inform all stakeholders, internal and external such as industry and students.</i>	AVP	Referred to Faculty Senate's Std 1 self-study committee; same as above.	Completed/Closed
<i>Administration of College allow for more faculty input to the information gathering process before decisions are made that the college staff and faculty are then expected to deal with.</i>	AVP	Faculty Senate structure implemented in Fall 06	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue the development of programs that meet community needs, while ensuring continuous improvement of student learning and institutional processes</i>	Continuing Ed	Programs and processes are developed according to community and industry needs. Course offering requests are fulfilled in the areas of need and interest through the Continuing Education department	Pending
<i>Continue process of BOT Policy 306 (assessment mandates), with CCA's assessment survey as part of the institution's assessment process)</i>	AIE staff	Institutionalized the the conduct of campus-wide assessment surveys every other year (e.g. "Faces of the Future" for students; "President's Evaluation Survey" for the CEO, etc.)	Completed/Closed
<i>Continue Annual Institutional Assessment Reporting, adhering to assessment timelines</i>	AIE staff	Annual reporting cycle established	Completed/Closed
<i>Continue continuous dialog through CAC's review process of assessment plans</i>	AIE Office	AIE Office is continuously working with Curriculum Committee in identifying programs and courses that need to be revisited to keep current with changes in the industry and business environment.	Continuous
<i>Continue quarterly meeting and program template development that provide continuous dialogue</i>	AIE Office	Assessment already institutionalized	Completed/Closed
<i>Update GCC College website immediately</i>	MIS	The college's website has been updated with the implementation of new Banner System in June 2007.	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue TracDat training to faculty and staff</i>	AIE Office	AIE Office continues to implement a group or one- on-one training with assessment authors or interested individuals. TracDat training is also scheduled two weeks prior to assessment deadline every semester.	Continuous
<i>Have all faculty see assigned students</i>	TSS/TPS	This process was improved through Banner. Advisor listing tab is included in Banner where students can click on the tab and find out who their advisor is. Also student/advisor communication can be done electronically through Banner under Student Services.	Continuous
<i>The AIE through the CCA continually stress that departments conduct program reviews to update their curricular offerings</i>	AIE Office	AIE Office has instituted a procedure to monitor compliance of departments with their assessment requirements every semester by sending timely email reminders about assessment deadlines as well as missed deadlines.	Continuous
<i>Continue having SLOs included in Course Guides and Program Documents</i>	AAD	This is being addressed in the new GCC 5-year Institutional Strategic Master Plan under the Educational Excellence initiative of the Plan.	Pending

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Have BOT take a more pro-active role in the assessment process and perceive their participation as part of the big picture.</i>	BOT	Training retreats have been conducted for BOT members on accreditation and assessment processes to give them a bigger picture of their role as advisory body to the college.	Completed/Closed
<i>Ensure continuation that artifacts are collected and data is shared via electronic mail and website, per Annual Institutional Assessment Reporting</i>	AIE staff	TracDat training sessions emphasize electronic storage of assessment artifacts. Assessment memo submissions are accepted only in electronic format.	Continuous
<i>Continue process of having results of program assessment plan templates published in the 5th Annual Institutional Assessment Reports</i>	CCA members and AIE staff	Examples of commendable plans and reports are uploaded to the website for guidance of other authors.	Completed/Closed
<i>Continue surveys that collect feedback of GCC programs and assessment efforts</i>	AIE staff	Generated more participation from students in administering "Faces of the Future" survey through meaningful collaboration with the COPSA leadership; survey implemented every other year.	Continuous
<i>Continue having departments/units demonstrate SLOs in respective assessments, with continuous cycle of evaluation from CCA member</i>	AIE staff	Monthly reporting are provided to the Deans with regard to compliance with assessment requirements of programs in their respective schools	Continuous

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Review, create, and implement new Mission Statement when needed</i>	Faculty Senate	Self-Study committee Std 1 is charged with the development, monitoring, tracking and periodic review of the mission statement before the development or revisions of the document is forwarded to the BOT for approval. This includes disseminating the document to all stakeholders for review and	Continuous
<i>Continue funding travel to training that helps maintain the college's curricular currency and technological advantage.</i>	AVP	The Professional Development Review Committee (PDRC) under the Faculty Senate receives funding allocation for this purpose every budget year.	Completed/Closed
<i>Address counselors' concern about their role as student advocates in the Student Judiciary process, and concern among counselors about duplication of efforts (enrollment services?)</i>	AAD-TSS	New student handbook was approved in February 2006 and updated on December 2008. As the handbook clarifies, Counselors will serve as student advocates. Job specs were completed and non-instructional roles were clearly defined in the latest Board-Union contract.	Completed/Closed
<i>Create functional enrollment services (Recruitment, Retention, Transfer)</i>	AVP	This is being addressed on the new GCC 5-year Institutional Strategic Master Plan under the Community Interaction initiative of the Plan.	Pending

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Provide more time and thought put into the Mission Statement by the BOT before approving, ensuring that as many stakeholders as possible have provided input (i.e. such as advisory committees)</i>	Faculty Senate	Self-Study committee Std 1 is charged with the development, monitoring, tracking and periodic review of the mission statement before the development or revisions of the document is forwarded to the BOT for approval. This includes disseminating the document to all stakeholders for review and	Continuous
<i>Follow time lines established in the formulation of the Mission Statement</i>	Faculty Senate	Self-Study committee Std 1 is charged with the development and periodic review of the mission statement before the development or revisions of the document is forwarded to the BOT for approval.	Continuous
<i>Clarify the evolving process of the development of the mission statement</i>	Faculty Senate	Self-Study committee Std 1 is charged with the development and periodic review of the mission statement before the development or revisions of the document is forwarded to the BOT for approval.	Continuous
<i>Provide an identified storage area for archived data (tracking continuity)</i>	AVP	Storage space has been identified and operational for storing archived data of evidence.	Completed/Closed
<i>Allow for non-degree students and students taking courses for enrichment to have true open access to the courses they desire</i>	AVP	BOT Policy ____, Enrichment Student, addresses this concern.	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Revise and implement Certificate Programs that allow students to take courses of study in their field of work to enhance their job skills and encourage them to continue towards a degree.</i>	AVP	Programs are reviewed every five years, with input solicited from members of Advisory Committee.	Continuous
<i>Continue institutional assessment process (SAIAR), which has shown evidence of participation by non-academic divisions of the college</i>	AIE Office	Integrated both academic and non-academic units into the whole assessment process by enforcing the 2-year cycle for all programs.	Completed/Closed
<i>Utilize TracDat baseline evidence and data to begin the discussion surrounding the ongoing assessment process, its progress and recommendations for action</i>	AIE Office	Disseminated year-end assessment results to all stakeholders by uploading document into the AIE website.	Completed/Closed
<i>Continue institutional mandate for the assessment process (i.e. TracDat)</i>	AIE Office	Assessment deadlines and assessment compliance are monitored on a regular basis.	Completed/Closed
<i>Continue supporting the infrastructure for systematic planning and assessment to achieve and evaluate effectiveness of institutional goal</i>	AIE Office	Results of column 5 (use of assessment results) for all programs and units are transformed into plans and improvements and the information are integrated into the annual assessment reports.	Completed/Closed
<i>Continue providing the details of the assessment structure and data collection throughout the college</i>	AIE Office	The AIE website has been utilized for the dissemination of important assessment information for all authors such as useful tracDat checklist for plans and reports	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue having CCA distribute copies of documents to all departments / sections for perusal</i>	AIE Office	Copies of documents and reports are being distributed to departments and units by the CCA through the AIE Office.	Completed/Closed
<i>Continue researching the formation of a faculty senate</i>	AVP	Faculty Senate established in Fall 06	Completed/Closed
<i>Communicate to faculty in a timely manner all approved documents affecting programs</i>	AVP	AAD Admin Officer notifies DCs of changes	Completed/Closed
<i>Continue the requirement of an annual review of the Mission Statement with possible revisions</i>	Faculty Senate	Std 1 of the self-study committee is the responsible entity for reviewing the mission statement which includes disseminating the document to all stakeholders for their	Continuous
<i>Include improvements in the College Master Plan to insure continuity, such as revisions of the curriculum manual to align student outcomes at the course and program level; focus on student learning outcomes; reflect consistency in language with AIE assessment processes</i>	AIE Office	AIE Office has instituted an ongoing collaboration with AAC (in its oversight of the curriculum review process) to ensure that assessment terminology remains consistent in usage in both the curriculum manual and in daily language use on campus. Also AIE Office continues to work closely with AAC chair to respond to curriculum revision	Continuous
<i>Continue TracDat user training for all levels - beginners, refresher</i>	AIE Office	TracDat training schedule established. One-on-one as well as group training is provided upon request.	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Follow time lines established and insure that all stakeholders are included in the formulation of the Mission Statement.</i>	AVP	Accomplished in February 2005. Further review is scheduled for each January which will be forwarded to the Standard 1 Self-Study Committee.	Completed/Closed
<i>Evaluate the role of AAC as the responsible entity for review of mission statement, considering concerns/voices of all stakeholders</i>	Faculty Senate	Std 1 of the self-study committee is the responsible entity for reviewing the mission statement which includes disseminating the document to all stakeholders for their	Continuous
<i>Continue the evaluation of programs, which will lead to more planning in the development of SLOs within programs and courses and will result in improvements in student learning.</i>	AIE Office	AIE Guides out-of-sync programs to fulfill their assessment requirements so that they could get back in sync with the already established assessment cycle.	Continuous
<i>Include the seat count of students in programs as an assessment result</i>	AIE Office	Coordination has been made with Registrar to upload student data information into the AIE website on a regular basis so that users can have easy access to such information.	Completed/Closed
<i>Continue Institutional Assessment process and cycle, with the re-evaluation and restructuring of assessment systems to address needs campus-wide</i>	AIE Office	Evaluation of TracDat's utility to the college assessment process through a brief survey of user satisfaction is being administered and results are published in the Annual Institutional Assessment Report.	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue training workshops for TracDat for most of administration and faculty</i>	AIE Office	Institutionalized continuous TracDat training by implementing a 2-year training cycle for Groups A, B, C, & D.	Continuous
<i>Continue current 2 year cycle of program reviews, including input from industry and review of the actual outcomes from the student artifacts used to evaluate SLO's used in the Department Assessment Plan</i>	AIE Office	Revised the 2-year assessment cycle schedule to reflect assessment deadlines two years ahead of time in order to allow for better planning on the part of departments	Completed/Closed
<i>Search for external funding, in the form of grants, providing more revenue generating services to the community has also increased</i>	Planning & Development	This self-study recommendation is now part of P&D's responsibility. Staff was added to the department to seek and write grants based on institutional goals.	Continuous
<i>Develop agreement for an established shared governance joint committee</i>	AVP	The College Governing Council and the Faculty Senate have already been established as part of GCC's commitment to fulfill the requirement.	Completed/Closed
<i>Continue with the internal dialogue among AAC, CCA & AIE.</i>	AIE Office	AIE Office has maintained open communications with the Curriculum Committee involving assessment related changes in the curriculum manual.	Continuous

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue process set forth in the BOT Policy 306, providing an environment that encourages assessment activities</i>	AIE Office	Assessment successes are celebrated through the inclusion of commendable assessment plan and reports in the AIE website to serve as a guide for other GCC assessment authors.	Completed/Closed
<i>Continue having the program advisory committee(s), consisting of industry partners and experts, measures the SLOs</i>	AVP	Advisory committee members provide curriculum input through twice a year meeting schedule with departments.	Completed/Closed
<i>Continue process of Financial Exigency Committee to ensure college effectiveness</i>	AVP	Provisions are in the BOT/GFT contract.	Completed/Closed
<i>Proactive efforts in obtaining adequate funding for all programs</i>	AVP	Budget process is in place for such purpose.	Completed/Closed
<i>Obtain a new system, to address the NIAS system and the need to use Windows 98 to run the program -- proven to be behind its time and inadequate</i>	AVP	Contract awarded to SunGard to replace NIAS system with Banner solution in September 2006	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Review the process of reviewing the mission statement</i>	Faculty Senate	Self-Study committee Std 1 is charged with the development, monitoring, tracking and periodic review of the mission statement before the development or revisions of the document is forwarded to the BOT for approval. This includes disseminating the document to all stakeholders for review and input or making revisions to mission statement review process.	Continuous
<i>Continue having the catalog and other publication reflect the mission statement</i>	Faculty Senate	The mission statement is routinely published in all college publications.	Completed/Closed
<i>Continue institutional assessment process (SAIAR)</i>	AIE Office	All assessment activities on campus are monitored and managed through periodic reports of compliance rates and reported to the Academic Affairs VP. Reminder memos are sent to those who miss their assessment deadlines.	Completed/Closed
<i>Continue process of TracDat usage, with the AIE providing for coordinated assessment activities and all activities and assessment documentation published</i>	AIE Office	Documented assessment activities through pictorial evidence are uploaded to the AIE website. Currency of information posted in the AIE website are monitored.	Completed/Closed

Self Study Recommendations AY2005-2006 By Standard	Assigned Personnel	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue mandated Comprehensive Assessment Plan / process, providing the foundation of all college assessment activities</i>	AIE Office	Comprehensive Assessment Plan document is revisited to ensure that the campus-wide use of the TracDat software is fully integrated into the plan.	Completed/Closed
<i>Continue process of internal and external reviews, audits, and assessments provide for an environment of institutional transparency</i>	AIE Office	Assessment activities are undertaken at all levels of the institution from the Board of Trustees to students with accountability and improvement as the driving force behind the initiative.	Completed/Closed
<i>Utilize the GCC's website program to communicate changes not reflected in catalog</i>	AVP	The college catalog is now available in both hard and electronic copy and changes or corrections are being made electronically.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<u>Standard 2: Student Learning Programs and Services:</u> 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	N/A	N/A	N/A
<i>Create an effective College governance system in which meaningful dialog about curriculum matters may be discussed in an inclusive manner.</i>	AVP	Faculty Senate established in Fall 2006	Completed/Closed
<i>Address the need of student involvement and student input throughout the college</i>	AAD-TSS	Evidence of student participation is available in most committee meeting minutes on the website of the Faculty Senate.	Completed/Closed
<i>Expand student participation</i>	AAD-TSS	Evidence of student participation is available in most committee meeting minutes on the website of the Faculty Senate.	Completed/Closed
<i>Faculty encourage their students to maximize the use of library facility and resources</i>	AAD-TSS AAD-TPS	Integrate the topic for a Faculty Development Day presentation.	Pending

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>The Board of Trustees should provide full commitment to the College's assessment process.</i>	BOT	BOT enacted BOT Policy 306 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units) to ensure mandated campus assessment activities.	Completed/Closed
<i>Assessment training incorporated as part of normal operations, devoting greater resources to assessment</i>	AVP	Assessment training is part of the AIE budget.	Completed/Closed
<i>Update course guides in a timely manner</i>	AVP	AIE will continue to publish lists of outdated course guides. AAC and Faculty Senate will be involved in the dialog.	Continuous
<i>Address SLOs at all levels</i>	AVP/AIE	Course documents will include SLOs. Training will be arranged through the AIE Office.	Completed/Closed
<i>Fund tutoring program and computer labs</i>	AVP	Funding was identified in the 07 NAF budget	Completed/Closed
<i>Integrate formally into the curriculum the information literacy SLOs for General Education and Liberal Arts</i>	AVP/Deans/AAC	New curriculum documents will be reviewed for information literacy SLOs	Pending
<i>Improve the review of the mission statement</i>	Faculty Senate	Self-Study Committee Std1 is responsible for reviewing and updating proposed changes to the mission statement.	Continuous

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Connect the curriculum organizations that support student learning to the process of review, submittal, and approval of changes in the college mission</i>	AVP	Referred to Faculty Senate Self-Study Committee Std1 which is charge of reviewing and updating proposed changes to the mission statement.	Continuous
<i>Expand the tutoring programs</i>	AVP	Funding was identified in the 07 NAF budget for the purpose of expanding tutoring programs services to students.	Completed/Closed
<i>Increase the number of open computer labs and monitoring</i>	AVP	Additional lab was established in the library and two lap tops were purchased to increased	Completed/Closed
<i>Supply students with GCC email accounts</i>	MIS	With the implementation of the new "MyGCC" portal, students are now provided with email accounts and is part of the	Completed/Closed
<i>Require mandatory participation of all faculty in assessment guidelines and methodology training</i>	AVP	Now part of the isntitutionalized assessment process	Completed/Closed
<i>Build a new Library that complies with all applicable standards and budget for adequate staff and resources</i>	AVP	Federal grant money is being sought on a continuous basis for this purpose. As of Novmeber 2008, the college has already been awarded 2.5 million in federal grant to help expand the existing library.	Pending

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Increase the number of student computers in the library, while upgrading existing library computers</i>	AVP	Additional lab was established in the library and two lap tops were purchased to increased number of computers in the new lab.	Completed/Closed
<i>Provide a viewing room in the library for faculty and students as stated in the Union Board Contract</i>	AVP	Space for this purpose is made available in the new Tech Bldg.	Completed/Closed
<i>Provide a student-group study room in the library</i>	AVP	Space for this purpose is made available in the new Tech Bldg.	Completed/Closed
<i>Increase the level of necessary resources that support faculty in the assessment processes and technology</i>	AVP	Assessment office already established and an Institutional Researcher under the office have been hired in 2005.	Completed/Closed
<i>Provide evening, night and weekend access to online assessment software</i>	MIS	24/7 access is provided except during backup and system maintenance scheduled times.	Completed/Closed
<i>Provide copies of assessment reports to relevant faculty committees and other key stakeholders.</i>	AIE Office	Electronic copies of assessment reports are available on the AIE website. Hard copies are provided to chairs of Self-Study committees in addition to the online posting.	Completed/Closed
<i>Continue to improve assessment efforts</i>	AIE Office	CCA templates (and other assessment-related templates) have been refined as necessary and appropriate. AIE website has been updated and stays current with faculty needs and issues.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Develop an effective code of professional ethics for staff, faculty and administrators with enforcement procedures</i>	Faculty Senate	HR Office worked with the Faculty Senate Committee to develop/update professional code of ethics. Code of Ethics Policy was completed and adopted by the BOT, BOT Policy 470, in March 2008.	Completed/Closed
<i>Develop an effective review mechanism for the college catalog prior to publication.</i>	AVP	Recommendation is already in practice	Completed/Closed
<i>Redesign and regularly update the College's website, committing to resources needed for improvement.</i>	MIS	SunGard Luminus to supplement (not replace) front-end and link portal and integrated database system. Department or divisional content updates will be done directly by the department's or the division's designated web content authors.	Completed/Closed
<i>Place the library link/webpage in a prominent place on the college home page, for students to access quickly and easily.</i>	MIS	New Luminis environment is addressing library's links.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<u>Standard 3: Resources:</u> 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.	N/A	N/A	N/A
<i>Work with CSC to create/update/reclassify civil service job specifications or detach from CSC to allow the College to create/update/reclassify civil service position.</i>	HR Office	Public Law 28-112 was signed into law on 4/14/06. The Act is entitled "The Personnel Management Modernization Act of 2006". The Act allows more autonomy to Agency head and less interference with CSC and DOA. Work on reclassifications and creations of positions began in fiscal year 2006.	Completed/Closed
<i>Convene a committee that will assist the college in identifying and prioritizing facilities requirements</i>	MIS Department	Resource & Budget Committee created through the Faculty Senate is charged with identifying and prioritizing facilities requirements.	Completed/Closed
<i>Complete a Technology Master Plan to incorporate recommendations from the campus community and the TAC.</i>	MIS Department	As of 2/22/07, Technology Plan is now under the purview of the TAC. Technology Master Plan is currently being updated.	Pending
<i>Implement policies and procedures to govern the TAC. (eg. Publish minutes, recommendations from the group and implementation, reports on how technology fee is utilized, and how to access the fees)</i>	TAC Committee	As of 2/22/07 TAC is now charged with the development and implementation of technology policies.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue to take appropriate steps to plan for the unpredictability of funding sources to address institutional priorities</i>	Business & Finance Office	Implemented weekly tracking of receipts. Management team is being provided with monthly financial reports.	Completed/Closed
<i>Continue intra-departmental discussions to insure goals and objectives (to include professional development priorities) are connected to submitted budget requests</i>	AVP	Professional needs will be identified in the assessment process and submitted to the PDRC for funding consideration. Discipline-specific required professional development (usually in the form of certification) may be budgeted by each department.	Pending
<i>Continue providing training that educates department chairpersons/program managers along with their department/program faculty on how to connect finances to their goals and objectives (including professional development).</i>	AVP	Training arranged through the Budget Office. Professional development needs are identified in the assessment process and submitted to PDRC for funding consideration. Discipline-specific required professional development (usually in the form of certification) may be budgeted by each department.	Completed/Closed
<i>Have an institutional process that develops stronger links between faculty appraisal system and student learning outcomes.</i>	AVP	This topic will be referred to the Job Specifications Committee.	Pending
<i>Appraisal should include measuring adjunct faculty effectiveness in ensuring students achieve student learning outcomes.</i>	AVP	This topic will be referred to the Job Specifications Committee.	Pending

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Include the Planning and Development Office research and evaluate the effectiveness of how the institution, individually and collectively, align its goals and objectives with SLOs</i>	AVP	Management has narrowed P&D's responsibilities to the administration of grants and diversification of financial resources. This responsibility remains with the AIE Office	Completed/Closed
<i>Identify appropriate baselines</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning initiative.	Pending
<i>Ensure that the draft physical master plan establishes measurement criteria which are linked to SLOs</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending
<i>Assess the allocation of physical resources to align with SLOs</i>	AVP	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Educational Excellence initiative.	Pending
<i>Institutionalize assessment of the correlation between technology and student learning outcomes, and incorporate it into the Ten Year Master Plan and Technology Master Plan</i>	MIS Department	Recommendation was made to AAD that every instructor regardless of discipline incorporate use of technology in the classroom with the goal of attaining minimum standard levels of computer literacy for students.	Continuous
<i>Develop and provide mini-courses for students needing training for the use of computers and applications</i>	AAD-TSS	The ITC Department already provides the training upon request.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Assess the appropriateness of the methodology and strategies used by departments/programs to gather data and how this data supports their financial projection</i>	AIE Office	CCA feedback emphasize the importance of linking column 3 (means of assessment) to column 5 (use of assessment results) to have all authors learn to use assessment evidence to support projected departmental needs.	Completed/Closed
<i>Analyze and appropriate accordingly an increase in funds for professional development for staff, faculty and administrators.</i>	AVP	Funding was increased in FY06	Completed/Closed
<i>Review and implement relevant recommendations in the Uyehara report.</i>	AVP	This refers to professional development recommendations. Professional development priorities will be further established through the	Completed/Closed
<i>Align capital improvement projects with a master plan and facilities plan</i>	Business & Finance Office	Capital Improvement Master Plan completed. The Financial Plan will effectuate the initiatives presented and the timing of the improvements.	Completed/Closed
<i>Identify additional revenues to ensure the capital improvement projects identified in the draft campus master plan are accomplished</i>	President's Office	Explore federal grants to supplement capital improvement funding.	Pending
<i>Create and Implement a Technology Master Plan that includes governing policies that define how technology resource needs are prioritized and allotted.</i>	MIS Department	TAC now charged with the development of new policies and the implementation of the recommendations from the Technology Audit Report.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Continue to take the appropriate steps to plan for the unpredictability of its funding sources to ensure institutional priorities are addressed</i>	Business & Finance Office	Implemented weekly tracking of receipts. Management team is being provided with monthly financial reports.	Completed/Closed
<i>Link institutional assessment to the development of human resources.</i>	HR Office	Data on professional and staff development regarding training and certification is being collected and analyzed periodically through the HR assessment process.	Continuous
<i>Finalize the draft Rules and Regulations for Academic Personnel</i>	HR Office	Public Law 28-112 signed into law on 4/14/06 allows the creation of one set of personnel rules and regulations for all classification of positions (Academic & Csc). Drafting of one personnel rules and regulations for all employees	Pending
<i>Evaluate physical resource and safety needs through departments and programs</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning initiative.	Pending
<i>Conduct long-term planning for physical resources based on periodic evaluations and assessment</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning initiative.	Pending
<i>Develop a means to systematically evaluate the draft campus master plan to ensure that changing needs are addressed</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning initiative.	Pending

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Incorporate institutional assessment of departments' and programs' facilities and equipment into planning process.</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning initiative.	Pending
<i>Develop and implement a systematically institutional evaluation method to determine the need and frequency for upgrades/replacements.</i>	MIS Department	Completed the Upgrade/Replacement cycle calendar but plan is continuous and updated annually.	Continuous
<i>Utilize assessment results to develop and implement a 5 year financial plan.</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending
<i>Utilize assessment results to review and revise the Ten Year Master Plan.</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending
<i>Provide training on budget development and fiscal planning to ensure that departments and programs increase awareness and understanding on the business side of planning and its impact on fiscal planning.</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending
<i>Systematically conduct an evaluation involving faculty, staff and students on the effectiveness of the services outsourced</i>	VP, ASD	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Establish a committee that will research a plan to utilize an institution-wide system to include student information, financial and administrative information</i>	MIS Department	Completed research with Educause Core Database Resource and presented findings to the Integrated Database Portal Committee. SunGard and Datatel showed to be most promising vendors. SunGard eventually got awarded a \$3.6Million project in Summer 2006.	Completed/Closed
<i>Assess financial and business processes for a more direct alignment to institutional planning.</i>	Business & Finance Office	This recommendation will be addressed in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending
<i>Strengthen the college's planning and development process by engaging the existing Planning and Development Office in the review of assessment results and other appropriate evidence with the intent to identify and submit recommendations to the appropriate divisional managers for institutional action</i>	AVP	AVP has assumed responsibility for the ISMP, and is responsible in carrying out this recommendation.	Completed/Closed
<i>Review and finalize the code of ethics developed by an Ad Hoc faculty committee in Spring 2000, with ethical standards encompassing the entire college community and its constituents (for example, vendor contracts, advisory committees)</i>	Faculty Senate	HR Office worked with the Faculty Senate Committee to develop/update professional code of ethics. Code of Ethics Policy was completed and adopted by the BOT, BOT Policy 470, in March 2008.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Review and implement an Affirmative Action Plan through the EEO Coordinator</i>	HR Office	Assigned personnel successfully completed EEO Training with the Society of Human Resources Management (SHRM) in December 2005. Affirmative Action Plan and Program was reviewed and updated on February 2006.	Completed/Closed
<i>Strengthen the GCC/GPSS MOA to ensure that GPSS follows through with the commitments identified in the MOA</i>	AVP	MOA reviewed annually. Periodic meetings between GPSS/GCC officials are conducted to discuss MOA.	Continuous
<i>Finalize the draft campus master plan and ensure that it is aligned with the institution's long-range goals and objectives and strategic plans</i>	VP, ASD	This recommendation will be addressed in GCC's new 5- year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending
<i>Ensure that broad-based input is received from the college community (including students) before the draft campus master plan is finalized</i>	VP, ASD	This recommendation will be addressed in GCC's new 5- year Institutional Strategic Master Plan under the Dedicated Planning Initiative.	Pending
<i>Increase IT support personnel to include a Web Master</i>	MIS Department	As of Summer 2006, CSA 1 tasked with website administration. Training plans underway for CSA 1. CSA 1 completed completed one of the Red Hat O/S certification in late 2006	Completed/Closed
<i>Develop ethical standards as they relate to technology and its applications</i>	TAC Committee	As of 2/22/07 TAC is now charged with the development and implementation of technology policies.	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Provide accountability for updating information on the website (e.g., contract)</i>	Communications & Promotions	Incorporated in Luminis through MyGCC. Departments/programs are now able to update information on website	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<p><u>Standard 4: Leadership and Governance:</u> 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.</p>	N/A	N/A	N/A
<p><i>Continuously revisit the mission statement to reflect the changing needs of the college and community</i></p>	Faculty Senate	Self-Study committee Std 1 is charged with the development and periodic review of the mission statement before the development or revisions of the document is forwarded to the BOT for approval.	Continuous
<p><i>Ensure a complete board is available to avoid cancellation of meetings due to a lack of a quorum</i></p>	President	Board vacancies have been filled and Board is now functioning as a fully	Completed/Closed
<p><i>President must take a more active role in interacting with different sectors of the community, increasing visibility in the public realm, outside the college</i></p>	President	The new President has been actively involved with business and community organizations. The President is also in charged of overseeing the Community Interaction initiative on the college's new 5-year Institutional Strategic Master Plan focusing primarily on community and business sector involvement.	Continuous

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Ensure implementation of recommendations in the President's Second Evaluation Report</i>	President	Recommendation have been addressed.	Completed/Closed
<i>Continue training of TracDat software and the assessment process</i>	AIE Office	Regularized AIE's offering of beginner and refresher TracDat training sessions so that software training is continuously done throughout the semester	Continuous
<i>Be more effective in assessing general education requirements.</i>	AIE Office	AIE Office provided guidance to the Gen Ed Committee in choosing multiple assessment tools that would generate meaningful data through sustained participation in the committee's meetings.	Completed/Closed
<i>Continue to work on the new Master Plan and complete the renovations and new buildings</i>	AVP	The Facility Master Plan was made a part of the Institutional Strategic Master Plan in Fall 2006. It will also be a part of the new 5-year Institutional Strategic Master Plan and will fall under the Dedicated Planning Initiative of the new plan where it will be continued to be monitored and updated.	Pending
<i>Regularly maintain and upgrade campus facilities, including classrooms</i>	AVP	The Campus Master Plan will be incorporated in GCC's new 5-year Institutional Strategic Master Plan. The Dedicated Planning Initiative of the plan will address campus upgrades and maintenance.	Pending
<i>BOT continue its efforts to obtain the MDF funds</i>	BOT	Collection of MDF funds is being monitored and tracked through the Business Office.	Continuous

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Have President lead discussion of teaching and learning at the first Faculty Development Day in Fall 2005</i>	PDRC	Addressed in Fall convocation, 2005	Completed/Closed
<i>Implement the Campus Master Plan</i>	AVP	The Campus Master Plan will be incorporated in GCC's new 5-year Institutional Strategic Master Plan.	Pending
<i>Strengthen the apprenticeship program to better meet community needs</i>	TPS	Program is expanding. More companies are having standards prepared and registering their employees into the program.	Continuous
<i>Evaluate the General Education policies and the impact on enrollment</i>	AVP	General Education Impact Study completed in Fall 2008.	Completed/Closed
<i>Review program deletion policy (i.e. deletions based on low enrollment based on sufficient period of time, such as three to five years, for the student body to adjust to new requirements)</i>	AVP	Referred to Faculty Senate for discussion.	Completed/Closed
<i>Hold off from cancellation of classes until the end of the add/drop period</i>	AVP	Already currently practiced. Department Chairs now attend class cancellation session.	Completed/Closed
<i>Form a standing committee, through AAC or CAC, to monitor enrollment and the possible deletion of programs</i>	AVP	Referred to Faculty Senate for discussion. Faculty Senate operational in Fall 2006.	Completed/Closed
<i>Link NIAS, the registration data, with TracDat</i>	MIS Department	This recommendation has been addressed with SunGard Banner System	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Programs should include enrollment information and information regarding the number of declared students in TracDat, to assist the college and departments in planning for future courses.</i>	AIE Office	An Institutional Researcher was hired under the AIE Office to take charge of systematic data collection and analysis of relevant student data	Completed/Closed
<i>Develop a firm plan to use the college's 314 acres of property and implement the plan before the property is no longer available to the college</i>	VP, ASD	This recommendation will be incorporated in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning initiative of the plan.	Pending
<i>Continue institutional activities that promote the college's role as Guam's leader in workforce development</i>	Business & Fin	This recommendation will be incorporated in GCC's new 5-year Institutional Strategic Master Plan under the Pioneering initiative of the	Pending
<i>Regularly revisit the Campus Master Plan and be flexible in making changes.</i>	VP, ASD	This recommendation will be incorporated in GCC's new 5-year Institutional Strategic Master Plan under the Dedicated Planning initiative of the plan.	Pending
<i>Amend the Faculty evaluation process as needed</i>	AVP	BOT/GFT Contract calls for reevaluation on a 2-year cycle	Completed/Closed
<i>BOT establish a formal process for evaluating its performance, and begin to implement systematic and regularized assessment activities for purposes of accountability and improvement (Fifth Annual Institutional Assessment Report)</i>	AIE Office	The BOT is included in the Institutional Assessment process and is required to submit assessment plans and reports to comply with the 2-year assessment cycle	Completed/Closed

Self-Study Recommendations AY2005-2006 By Standard	Assigned Personnel or Department	Final Outcome (Completed or continue to the Next Planning Cycle)	Status
<i>Find resources to overhaul the GCC Web site, keeping the web site updated</i>	AVP	GCC was awarded a Title III 5- year 2-million dollar grant to upgrade the college's integrated database system. SunGard was awarded the contract and GCC's integrated database system and website has been upgraded.	Completed/Closed
<i>Make the assessment reports available to the public electronically</i>	AIE Office	Assessment results are posted online. In addition to online posting, AIE Office provides hard copies to key administrators and chairs of self-study committees; also share assessment results to administrators of other colleges in the region.	Completed/Closed
<i>Have AAC continue to effectively support student learning</i>	AVP	Already currently practiced.	Completed/Closed
<i>Revisit the proposal to permit non- degree/self-enrichment students to take courses without satisfying the general education requirements.</i>	AVP	BOT policy ____ approved by the Board on ____	Completed/Closed
<i>BOT to continue to arrange for studies that help determine the curriculum needs of the college</i>	BOT	This process is being addressed through institutional assessment results.	Completed/Closed
<i>Include key information from the student handbook in the college catalog, such as the academic dishonesty policy</i>	AVP	Information available online	Completed/Closed
<i>Continue to follow syllabus polices and refine as needed</i>	AVP	Already currently practiced.	Completed/Closed
<i>BOT continue to review and update BOT policies as needed</i>	BOT	BOT policies are being updated on a regular basis through BOT retreats.	Continuous

Appendix R

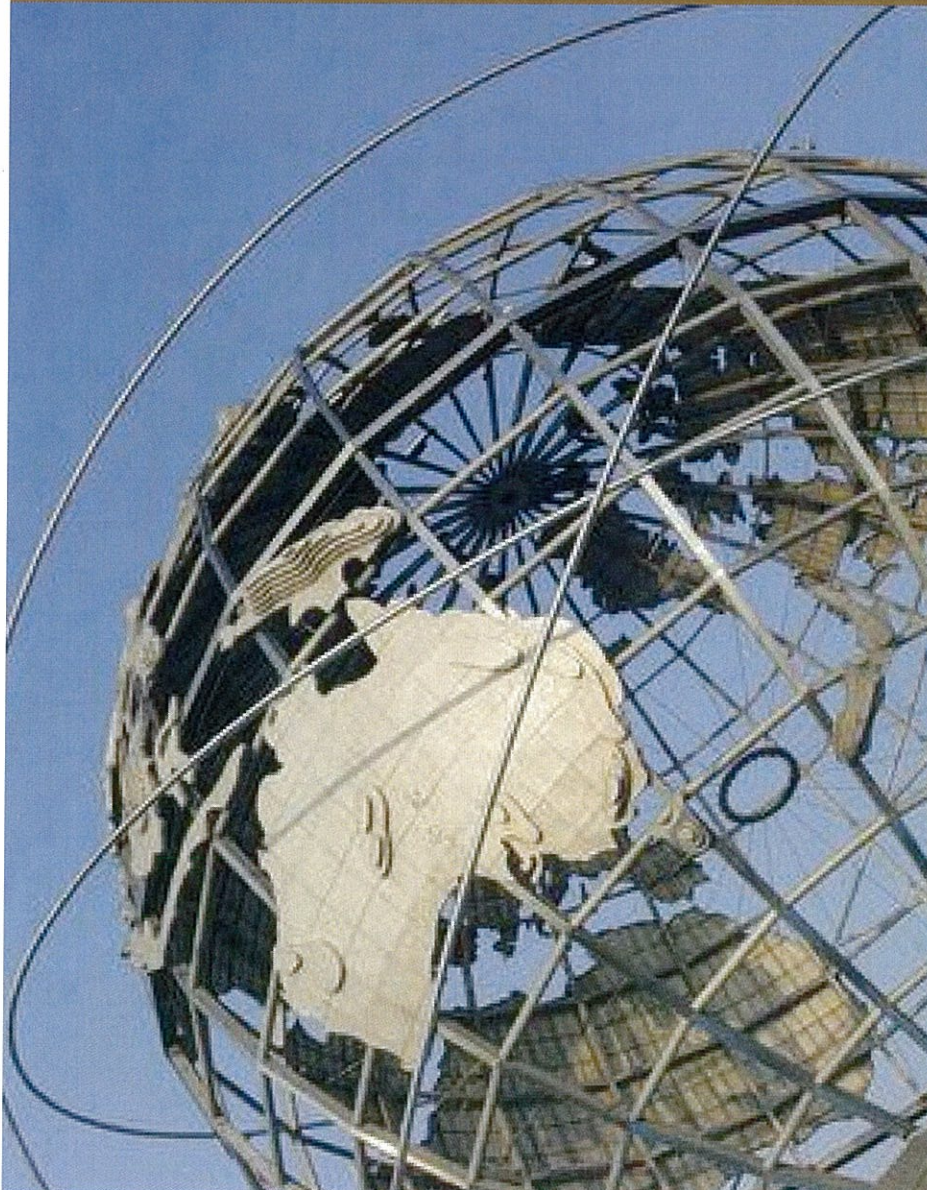


- 2009 Strategic Master Plan
- Main Building
 - Learning Resource Center
 - Student Center
 - Administration Building
 - Technology Building
 - Physical Education Building
 - Fine Arts Building
 - Student Center
 - Learning Resource Center
 - Student Center
 - Administration Building
 - Technology Building
 - Physical Education Building

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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Guam Community College

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*Office of the President
Mary A.Y. Okada*

President



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,

A handwritten signature in black ink that reads 'Mary A.Y. Okada'.
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:

- 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.
- 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.
- 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.
- 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.
- 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 the ACCJC. 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 overriding 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 Council¹ 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.

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. Develop the GCC brand: 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. Create an employer outreach program: 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. Enrollment Campaign: 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 stakeholders². 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.

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 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. Improved Data Collection: 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. Support from the Board of Trustees: 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. The Use of an Overall Measure of Institutional Effectiveness: 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 category¹:

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.

QUANTITATIVE 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.

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 Schedule². 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

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 well 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 learning, as student services and administrative units are meant to induce.

For academic programs:

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

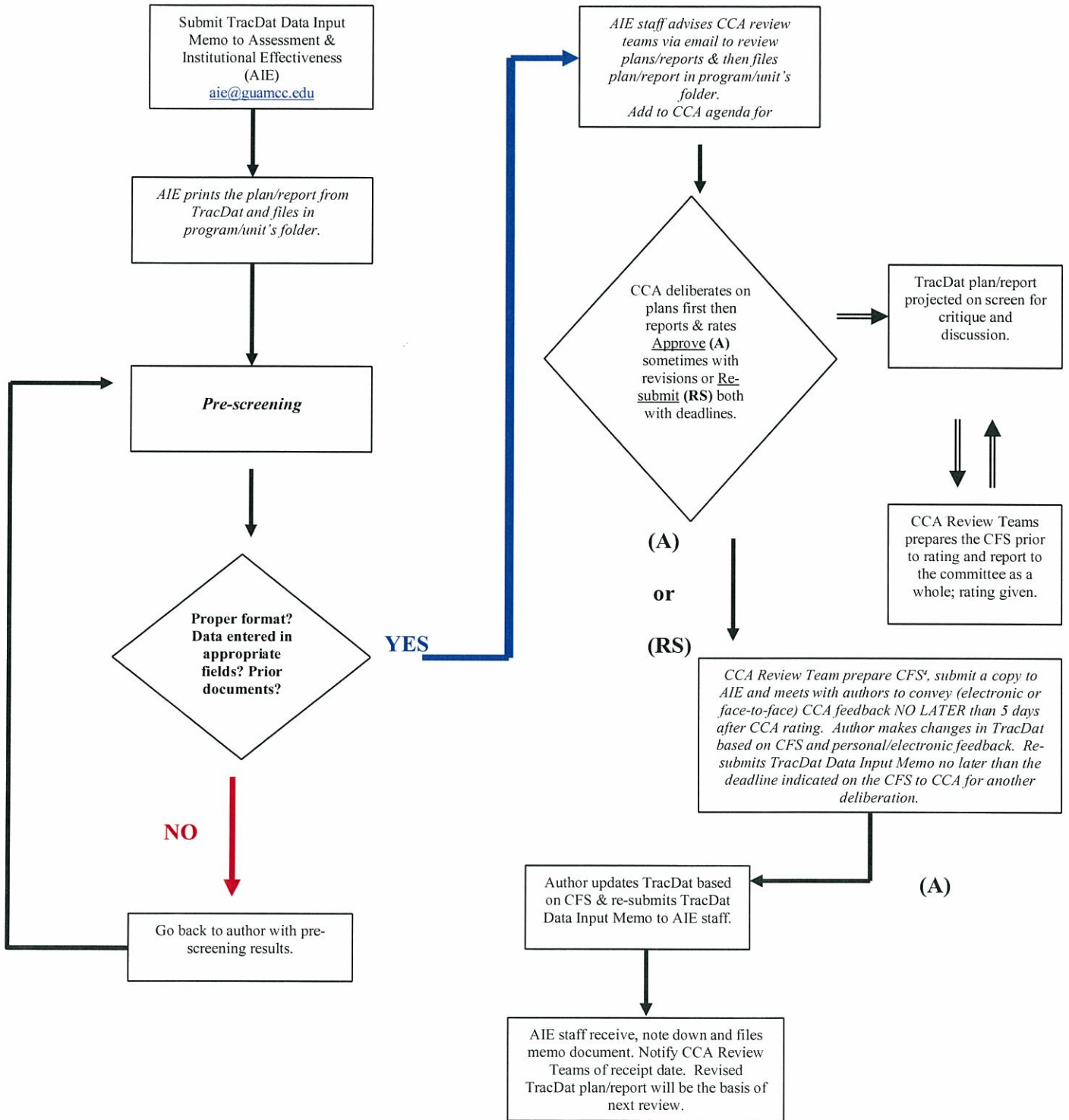
This five-column model format will cover the results of the student learning outcomes or SLOs, as well as administrative and student services outcomes, in various departments and units at the college. All the hard copy templates that have been developed early on in the assessment process have been essentially 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.

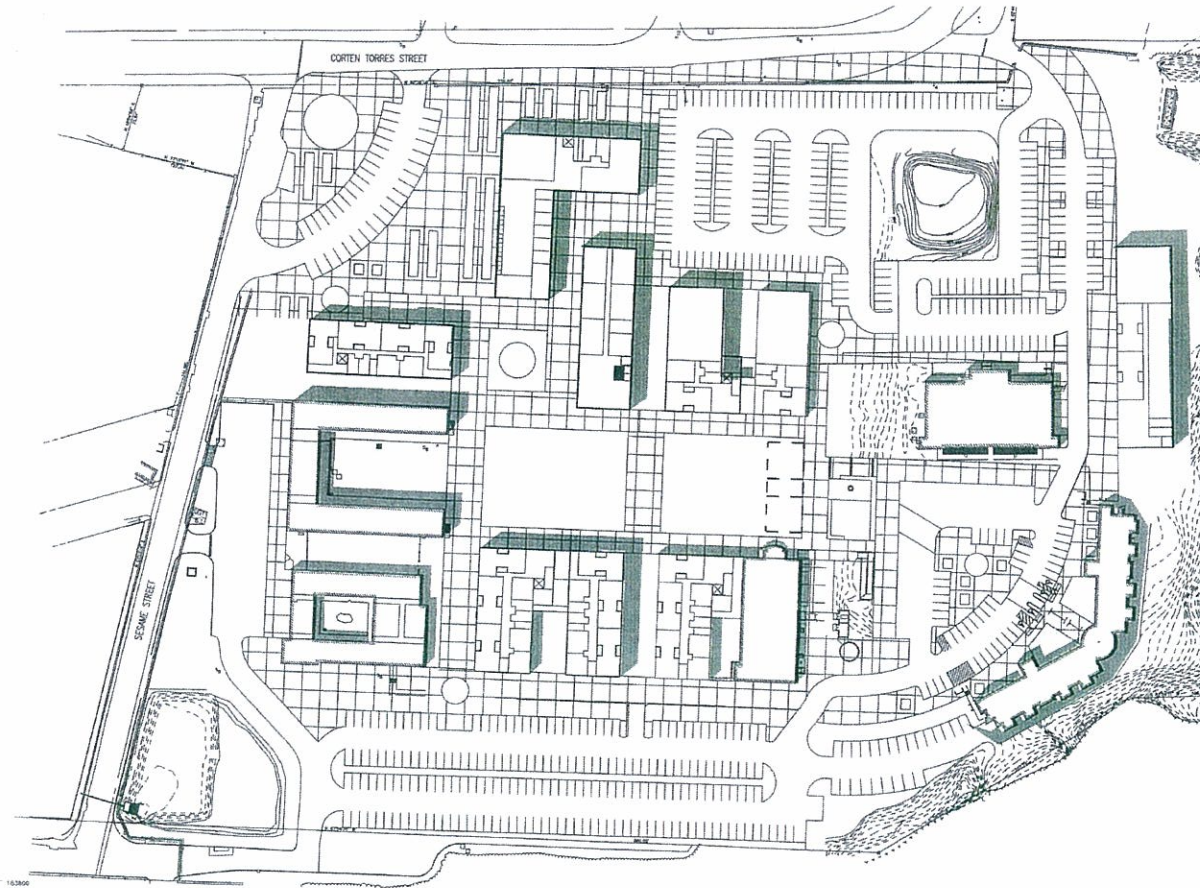
**CRITIQUING PLANS/REPORTS by the CCA³:
ASSESSMENT REVIEW FLOW PROCESS
Revised August 2008**



³ Committee on College Assessment

⁴ Consolidated Feedback Sheet

Appendix B
Physical Master Plan



Guam
Community
College

Campus
Master
Plan

SEPTEMBER 2005

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 Multi-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 are 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 Torres 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

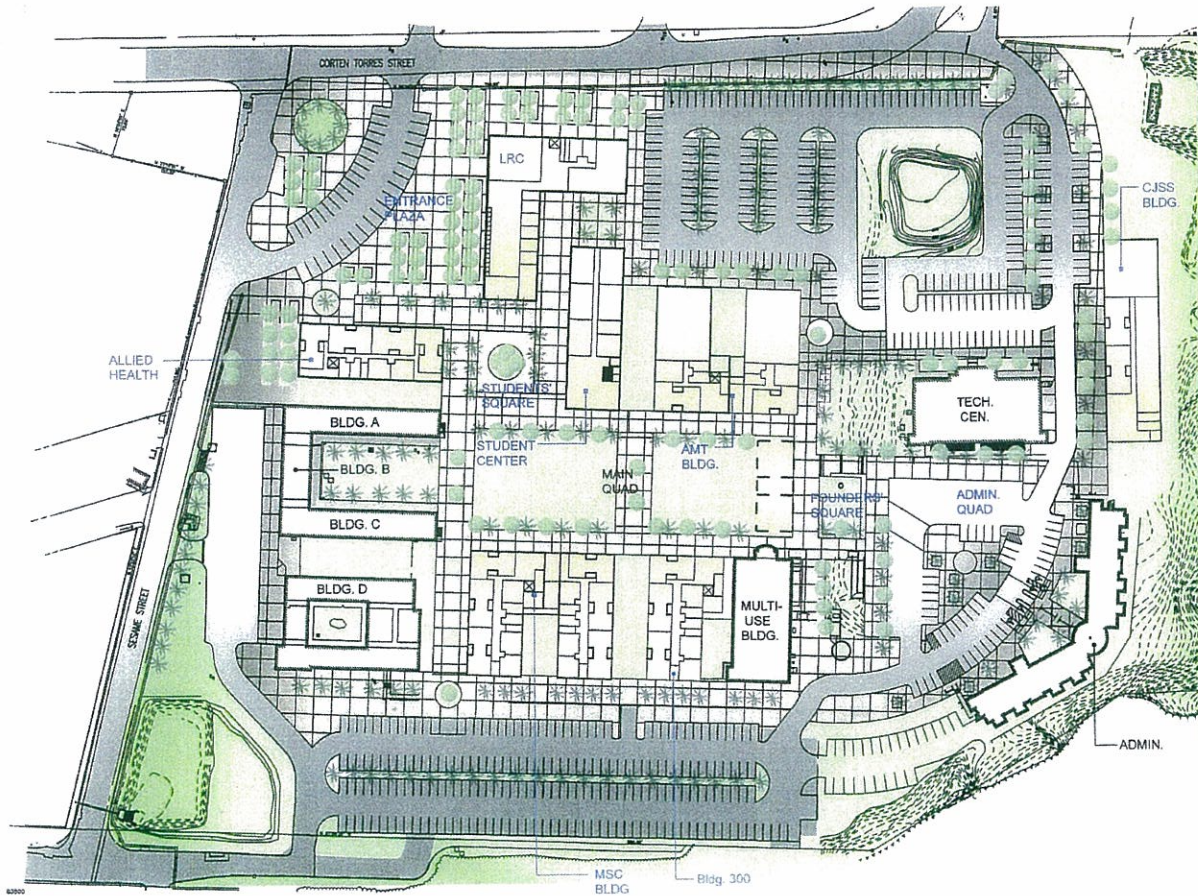
Additional strategies that are being recommended to GCC which may be programs that the school could undertake to improve the campus sustainability.

- 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**

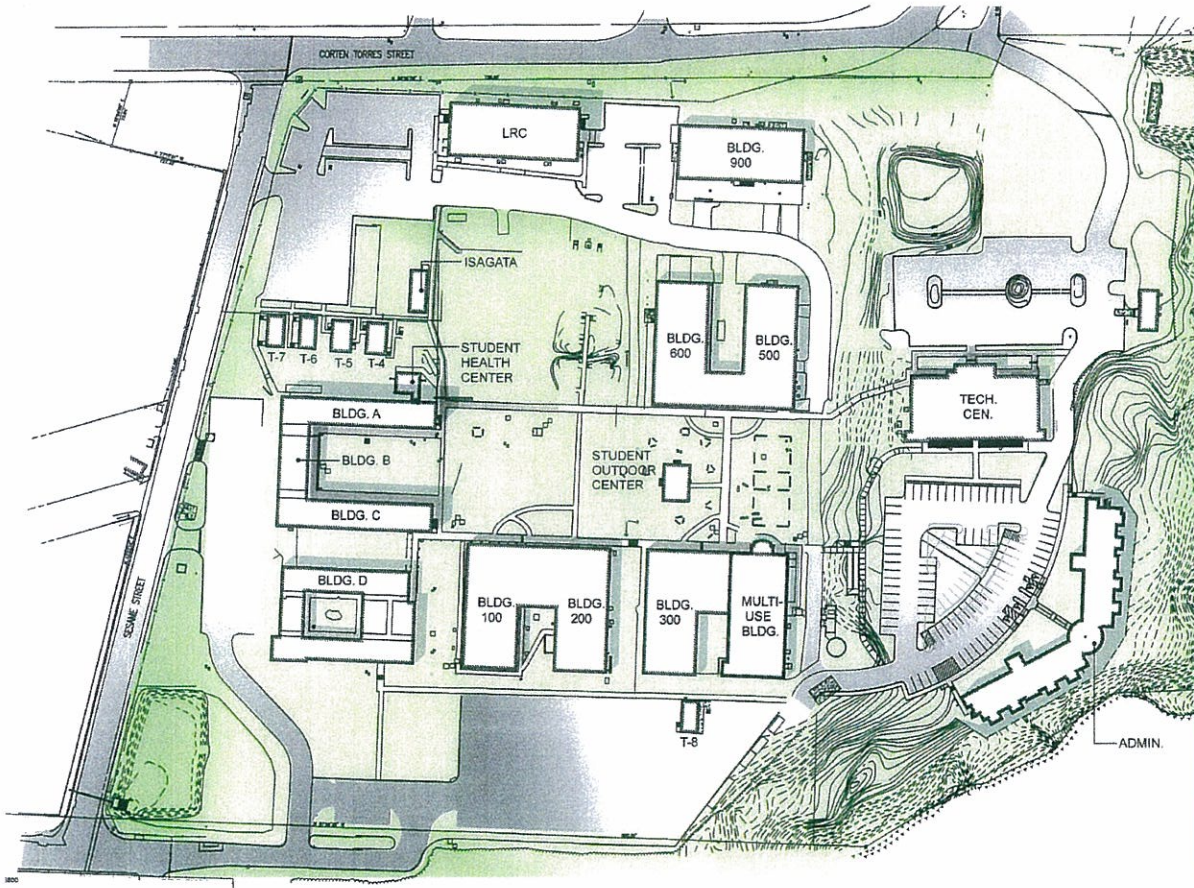
AA in Culinary Arts	53
AA in Education	81
AA in Liberal Arts	101
Adult High School Diploma Pgm	89
AS Admin of Criminal Justice	41
AS in Accounting	75
AS in AST-General Svc Tech	24
AS in AST-Master Svc Tech	4
AS in Automotive Technology	9
AS in Computer Networking	18
AS in Computer Science	76
AS in Early 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



GCC Campus Master Plan

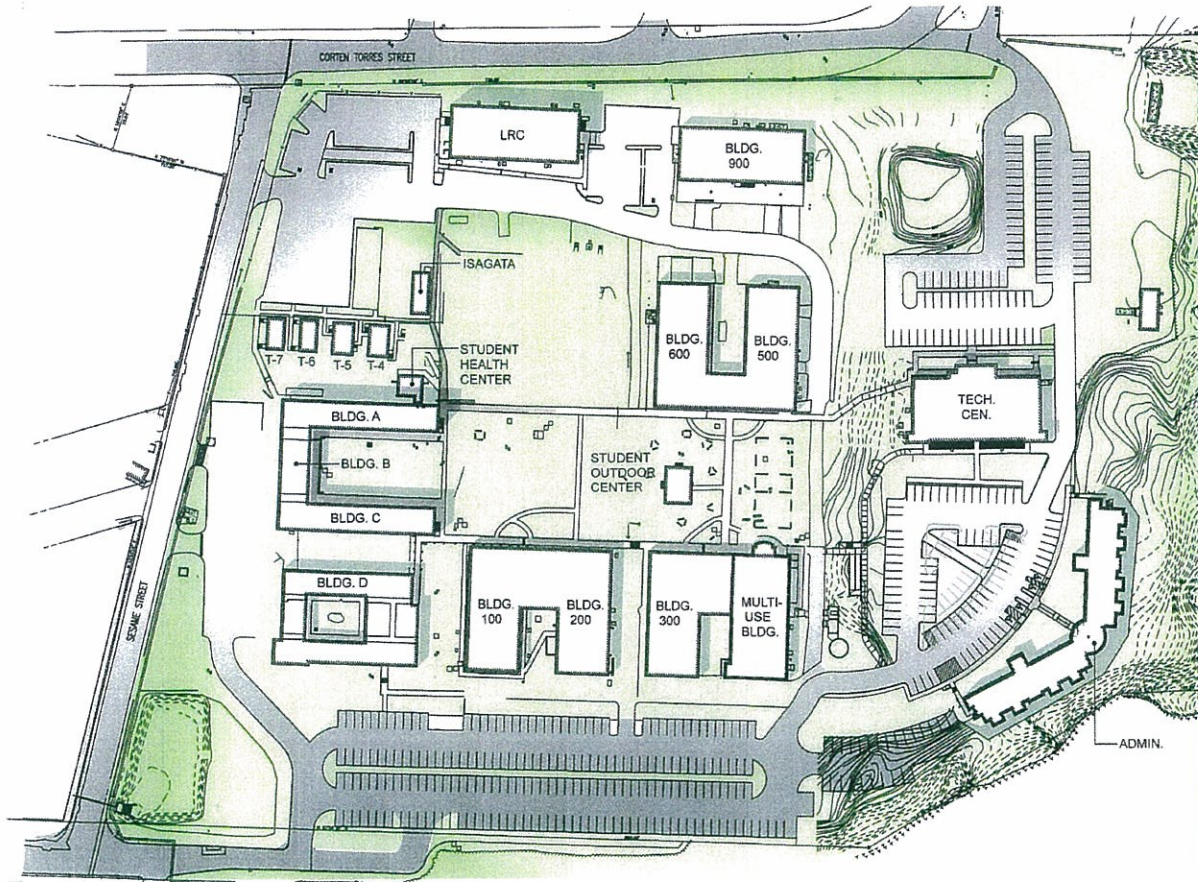
- Master Plan Concept:
 - a.) Enhance open spaces inherent in existing campus layout:
 - 1.) Main Quad
 - 2.) Admin Quad
 - b.) Define a Main Entrance to the campus along Corten Torres Street.
 - c.) Unify the campus with walkways landscaping, and building characteristics.
- New Buildings:
 - a.) Student 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. (C.JSS Bldg.)
 - g.) Bldg. 300
- Main Open spaces:
 - a.) Entrance Plaza
 - b.) Students' Square
 - c.) Main Quad
 - d.) Founder's Square
 - e.) Admin. Quad



GCC Existing Campus

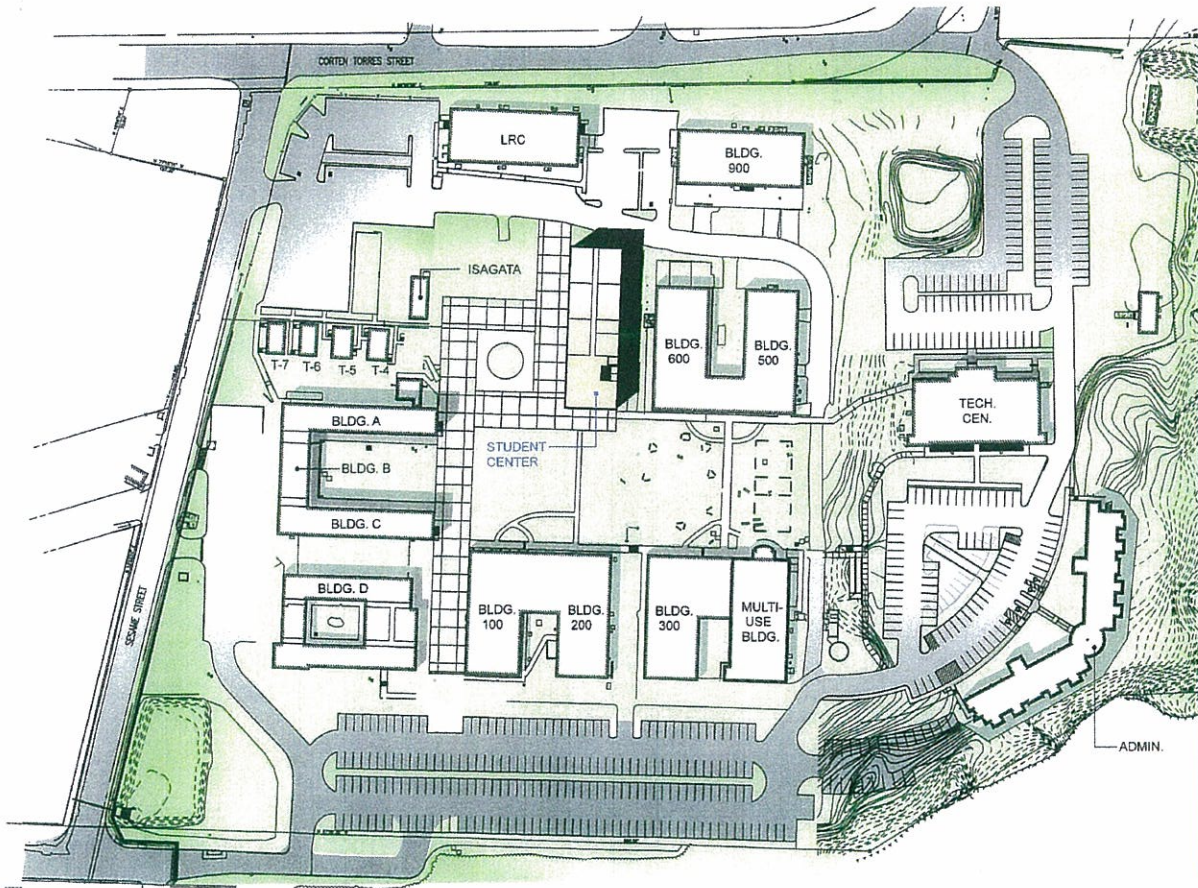
- Existing Buildings and Programs:

- 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.--8000 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.



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.)



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

NOTE: This Plan is currently being updated and will be added to the ISMP once it is completed.

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.

Location

Mangilao, Guam

Mailing Address

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Barrigada, Guam 96921

Admission and Registration

Tel: (671) 735-5531-4

Fax: (671) 735-0540

Scholarships & Financial Aid

(671) 735-5544

Accreditation

Accrediting Commission for
Community and Junior Colleges
Western Association of Schools
and Colleges

Degrees Offered

Associate of Science

Associate of Arts

Certificate

Diploma

Website

www.guamcc.edu

