

# Guam Community College 12th Annual Institutional Assessment Report AY 2011-2012





Twelfth Annual Institutional Assessment Report  
AY2011-2012  
Committee on College Assessment  
Guam Community College  
August 2012

**Part 1. Overview**

Since academic year 2000-2001, GCC has been publishing annual institutional assessment reports (AIARs) highlighting the College's assessment activities each academic year. The 2011-2012 annual institutional assessment report is the twelfth of such reports holding true to the College's testimony of its commitment to assessment.

GCC's assessment initiative has evolved over time and through the regular evaluation of the systematic assessment processes in place and the outcomes of assessment, the initiative continues to grow, evolve, and mature. The assessment evidence that guides improvements at the course, program, and institutional levels has grown more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College. The College's Assessment, Institutional Effectiveness, and Research (AIER) Office continues to publish various assessment reports, such as the *Student Ratings of Instruction Survey Report*, *Night Administrator Duty Assessment Report*, *Leadership Academy Evaluation Report*, and the *Fact Book (Volume 6)* in academic year 2011-2012.

Assessment is a shared responsibility at GCC. Throughout the fall and spring semesters, academic programs, administrative units, and student services units are engaged in assessment activities. These units are delineated into four (4) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs<sup>1</sup>). The Committee on College Assessment (CCA) created a two-year assessment cycle based on these four (4) groups, which identifies the assessment requirements for each group (Appendix B).

The success and high level of efficiency of GCC's institutional assessment processes were not accomplished without the hard work and commitment of the College's administrators, faculty, staff, students, and the board. In AY2011-2012, the CCA committee spent a total of one hundred ninety-three hours (193) attending CCA meetings and four hundred seventy-one (471) hours reviewing TracDat plans/reports and meeting with assessment authors to provide technical assistance on TracDat or other assessment requirements. The level of effort and dedication exhibited by the CCA members, TracDat users, and assessment authors represent the college

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<sup>1</sup> Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

community's overall commitment to quality demonstrated through the regular and systematic cycle of assessment.

The 12<sup>th</sup> AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2011-2012. Also included is an update of annual assessment compliance and Student Learning Outcomes (SLOs) assessment. Additionally, the 12<sup>th</sup> AIAR highlights college-wide assessment activities through several program review components for AY2011-2012. These components include program enrollment, program completions, advisory committee meetings, and curriculum revision activities. The information provided in this report is intended for planning purposes at various levels.

## **Part II. Assessing Assessment Activities**

This section of the report includes information on the various assessment activities completed during the 2011-2012 academic year, including data on assessment surveys, compliance rates, and key program review elements, such as student learning outcomes (SLOs) compliance rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

### Assessment Author and User Survey

As in the previous AIER reports, the College continues to assess its twelve-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users. In fall 2011, the AIER office conducted a survey of thirty-seven (37) assessment authors and TracDat users to gauge their understanding of assessment and level of proficiency using TracDat.

The survey results revealed that 48.6% of respondents are comfortable using TracDat. Seventy-three percent (73%) are somewhat comfortable with their level of proficiency with TracDat. A little over thirty percent (32.4%) indicated that that they have used TracDat three to five years. Seventy-three percent (73%) of the respondents claimed that they only use TracDat only when assessment is due. A little over sixty-four percent (64.9%) said that they have a general understanding of assessment. A great majority of respondents (54.1%) indicated that they understand their department's/unit's assessment activities. As for the type of training desired, (73%) said that they would like to have TracDat refresher training.

Table 1 on the next page shows the results of each of the survey questions.

Table 1. Assessment Author and User Survey Results-AY2011-2012

1. Ease with TracDat navigation		
	Response percent	Response Count
Not at all comfortable	10.8%	4
Somewhat comfortable	48.6%	18
Comfortable	35.1%	13
Very comfortable	5.4%	2
Answered question		37
2. Level of proficiency with TracDat		
	Response percent	Response Count
Not at all comfortable	10.8%	4
Somewhat comfortable	73.0%	27
Comfortable	16.2%	6
Very comfortable	0.0%	0
Answered question		37
3. Length of TracDat use		
	Response percent	Response Count
Less than a year	16.2%	6
1-2 years	24.3%	9
3-5 years	32.4%	12
5 or more years	27.0%	10
Answered question		37
4. Frequency of TracDat log in		
	Response percent	Response Count
Daily	0.0%	0
Weekly	8.1%	3
Monthly	18.9%	7
Only when assessment requirements are due	73.0%	27
Answered question		37
5. General understanding of assessment		
	Response percent	Response Count
I don't understand it	0.0%	0
I understand it somewhat	27.0%	10
I understand it	64.9%	20
I understand it completely	8.1%	7
Answered question		37
6. Understanding of department's/unit's assessment activities		
	Response percent	Response Count
I don't understand it	0.0%	0
I understand it somewhat	27.0%	10
I understand it	54.1%	20
I understand it completely	18.9%	7
Answered question		37
7. Type of assessment training desired		
	Response percent	Response Count
Basic assessment principles	40.5%	15
TracDat refresher training	73.0%	27
TracDat Navigation	70.3%	26
Uploading documents	59.5%	22
Other	13.5%	5
Answered question		37

Based on the results of the survey cited above, the AIER Office has initiated the following plan of action: (1) Completed survey of assessment authors and users to determine the type of training needed; (2) Created and uploaded a Step-by-Step Guide for TracDat navigation and input for each of the four groups of assessment units onto the College's website; (3) Updated and uploaded a TracDat User's Manual onto the College's website; and, (4) TracDat training sessions continue to be held throughout the semesters with representation from members of all four groups of assessment units.

As a response to the identified training needs for TracDat users, AIER conducted a series of TracDat training in fall 2011 and spring 2012. In fall 2011, the office organized nine (9) TracDat/Assessment workshops. A total of 51 participants attended the fall training sessions. The participant summary breakdown for the fall training sessions is as follows: forty-eight (48) faculty, two (2) staff, and one (1) administrator. Faculty participation accounted for 94%, staff 4%, and administrators 2%.

For spring 2012, AIER conducted sixteen (16) TracDat/Assessment workshops with a total of one hundred sixty (160) participants attending the various training sessions. The participant summary breakdown for the spring training sessions include one hundred twenty-nine (129) faculty, twenty-nine (29) administrators, and two (2) staff. Faculty participation accounted for 81%, staff 1%, and administrators 18%.

How is training connected to assessment compliance? The next section discusses compliance rates at the divisional level through the years.

### Assessment Compliance

Table 1. Compliance Rate at the Divisional Level  
Updated Rates of Divisional Compliance with Assessment Requirements

AY	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%
	<b>Academic Affairs Division</b>		<b>Finance<sup>2</sup> &amp; Administration Division</b>		<b>Admin. Services Division</b>		<b>President/ CEO<sup>3</sup></b>		<b>Board of Trustees &amp; Foundation Board<sup>4</sup></b>	
AY02-03	43/61	70%	0/6	0%	4/4	100%				

<sup>2</sup> Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.

<sup>3</sup> TracDat data entry for the President/CEO began in AY04-05. The President is assessed every other year. TracDat data entry follows the two-year assessment schedule. Effective fall 2010, the President/CEO units include Communications & Promotions, Planning & Development, Development & Alumni Relations, and Facilities.

<sup>4</sup> TracDat data entry began in AY04-05. Units are assessed every other year.

AY	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%
	<b>Academic Affairs Division</b>		<b>Finance<sup>2</sup> &amp; Administration Division</b>		<b>Admin. Services Division</b>		<b>President/ CEO<sup>3</sup></b>		<b>Board of Trustees &amp; Foundation Board<sup>4</sup></b>	
AY03-04	35/57	61%	0/5	0%	2/4	50%				
AY04-05	37/65	57%	4/5	80%	3/4	75%	2/2	100%	2/2	100%
AY05-06	45/55	82%	5/5	100%	4/4	100%				
AY06-07	31/56	55%	3/5	60%	3/4	75%	2/2	100%	2/2	100%
AY07-08	33/48	69%	4/4	100%	2/4	50%				
AY08-09	40/46	87%	4/4	100%	4/4	100%	3/3	100%	2/2	100%
AY09-10	30/45	67%	2/4	50%	3/4	75%				
AY10-11	24/38 <sup>5</sup>	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		

The College monitors assessment compliance by division each academic year. Table 1 above shows that compliance rates have fluctuated throughout the years. The Academic Affairs Division assessment compliance rate has improved by 23%, from 63% in AY2010-2011 to 86% in AY2011-2012. The Finance and Administration Division and the President/CEO's Office continue to maintain a 100% compliance rate due to the low number of programs in their respective offices.

The progress the College has made in incorporating SLOs into all courses and programs offered and the commitment to assess these courses and programs is presented in the next section.

### Student Learning Outcomes (SLOs)

GCC made significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. As illustrated in Table 2 on the next page, it clearly shows that GCC has worked diligently to institutionalize the assessment of student learning outcomes and complete the implementation of student learning outcomes for 100% of its courses and programs. In the 11<sup>th</sup> AIAR, it was reported that nearly one hundred percent (96.97%) of the total number of courses in the spring 2011 College catalog had course-level SLOs. By spring 2012, the SLO completion rate rose to nearly one hundred percent (99.50%) of meeting the SLO goal. As for program-specific courses, the percentage of courses with SLOs being assessed within programs increased by almost six percent (6%), from 60.35% reported in the 11<sup>th</sup> AIAR for AY2010-2011 to 65.92% for AY2011-2012.

<sup>5</sup> Data Collection Status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A is not included in the compliance count (there are 20 programs under Group A).



In addition, the assessment rate of courses required for associate degree programs increased by four percent (4%) from 78.01% for AY2010-2011 to 82.07% for AY2011-2012. The assessment rate of courses required for certificate programs increased by almost fifteen percent (14.5%) from 41.94% for AY2010-2011 to 56.45% for AY2011-2012.

Table 2. Student Learning Outcomes (SLOs)  
AY2011-2012

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
SPRING 2012 CATALOG	400	402	99.50%
Spring 2011 Catalog	384	396	96.97%
Fall 2010 Catalog	384	396	96.97%
Spring 2010 Catalog	250	412	60.68%
Fall 2009 Catalog	181	350	51.71%
Spring 2009 Catalog	70	375	18.67%
Fall 2008 Catalog	68	375	18.13%
Spring 2007 Catalog	0	399	0.00%
Fall 2006 Catalog	0	399	0.00%
<b>AS REQUIREMENT FOR PROGRAM</b>	<b>SLO COUNT</b>	<b>TOTAL</b>	<b>PERCENT</b>
Associate Degree Programs	Number of courses with SLOs being assessed	174	82.07%
	Number of courses within the programs	212	
Certificate Programs	Number of courses with SLOs being assessed	35	56.45%
	Number of courses within the programs	62	
<b>AS REQUIREMENT FOR PROGRAM</b>	<b>SLO COUNT</b>	<b>TOTAL</b>	<b>PERCENT</b>
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	56	43.75%
	Number of courses within the programs	128	
Total number of courses with SLOs being assessed within programs	Number of courses with SLOs being assessed	265	65.92%
Total count of courses within programs	Number of courses within programs	402	

The linking of program and course-level SLOs to related goals in TractDat is a key feature of the TracDat assessment software and an important tool for demonstrating how assessments at the course and program levels are linked to institutional goals and the College's overall mission. The next section reveals these linkages.

#### Linking Program and Course-Level SLOs to Related Goals in TracDat

Linking program and course-level SLOs to institutional related goals is a key element in developing assessment plans and reports in TracDat. How have program and course-level SLOs



been linked to institutional goals such as Institutional Learning Outcomes (ILOs)<sup>6</sup>, ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards? Table 3 below reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 3, the most frequently linked goal in TracDat is program review (1559)<sup>7</sup> which incorporates budget related goals and objectives. This is followed by division level goals (895), ILOs (795), program/unit level goals (739), ISMP goals (626), school level goals (554), Governing Board Level goals (511), ACCJC Standard II goals (457), institution level goals (434), ACCJC Standard III goals (123), ACCJC Standard I (96), course level goals (31), and ACCJC Standard IV goals (4). Linking program and course-level goals to the related goals in TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission.

Table 3. Linking Course SLOs to Related Goals in TracDat  
(n=402 postsecondary courses listed in the College catalog as of August 2011)

<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
Course Level	31
Division Level	895
Governing Board Level	511
Institution Level	434
Institutional Learning Outcome (ILO)	795
Institutional Strategic Master Plan (ISMP)	626
Program Review (Budget Related Goals & Objectives)	1559
Program/Unit Level	739
School Level	554
STANDARD I: Institutional Mission and Effectiveness	96
STANDARD II. Student Learning Programs and Services	457
STANDARD III: Resources	123
STANDARD IV. Leadership and Governance	4
<b>Grand Total</b>	<b>6824<sup>8</sup></b>

Source: Ad Hoc TracDat Report ran on June 28, 2012<sup>9</sup>

<sup>6</sup> In the December 2, 2009 BOT meeting, the Board adopted six (6) Institutional Learning Outcomes (ILOs) that were developed by the General Education Committee with input from all faculty, the Faculty Senate, and the College Governing Council (CGC). ILOs represent the knowledge, skills, abilities, and values students should develop and acquire because of their overall experiences with any aspect of the College.

<sup>7</sup> SLOs are linked to planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2010 and subsequently entered into TracDat. This information will be entered into TracDat annually.

<sup>8</sup> Nine-hundred and six course level SLOs were not linked to a goal type in TracDat.

<sup>9</sup> Data was extracted from the Ad Hoc TracDat Report (run date June 28, 2012) which includes postsecondary and secondary courses. Furthermore, courses may have been archived prior to running the Ad Hoc report. When course assessment began in Fall 2008, the Committee on College Assessment (CCA) required only one SLO per course to be assessed. The significant increase in assessing course SLOs have more than doubled compared to AY2010-2011 due to authors aggressively meeting the assessment deadline. Furthermore, course assessment for associate degrees, certificate, secondary and adult education program course SLOs have completed at least two cycles since fall 2008.

Table 4 below illustrates the number of program/unit outcomes linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 4, the most frequently linked goal in TracDat to program/unit outcomes is program review linked to budget goals (968), followed by division level (811), program/unit level (721), institution level (678), ACCJC Standard II (473), ISMP (321), Governing Board level (274), ILOs (265), school level (232), ACCJC Standard III (214), ACCJC Standard I (76), ACCJC Standard IV (25), and course level (20). Based on the information contained in Table 3 and Table 4, it appears that some TracDat users may have skipped the important step of linking course SLOs and program/unit outcomes to related goals in TracDat. Future TracDat training will therefore emphasize the importance of these linkages and should include systematic instructions on how to make the links. This is particularly important for new TracDat users.<sup>10</sup>

Table 4. Linking Program/Unit Outcomes to Related Goals in TracDat  
(n=71 program/units listed in the AY2011-2012 Taxonomy)

Related Goal Type	Count of Related Goal Type
Course Level	20
Division Level	811
Governing Board Level	274
Institution Level	678
Institutional Learning Outcome (ILO)	265
Institutional Strategic Master Plan (ISMP)	321
Program Review (Budget Related Goals & Objectives)	968
Program/Unit Level	721
School Level	232
STANDARD I: Institutional Mission and Effectiveness	76
STANDARD II. Student Learning Programs and Services	473
STANDARD III: Resources	214
STANDARD IV. Leadership and Governance	25
<b>Grand Total</b>	<b>5078<sup>11</sup></b>

Program enrollment is an important data element to track course and program demands and the overall health of the program over time. The following section reveals enrollment trends in the different programs from fall 2006 to fall 2011.

### Program Enrollment

Program enrollment is an essential element of program review. Table 5 on the following page provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past six (6) years (fall semester enrollment only).

<sup>10</sup> AIER should communicate with Nuventive, the TracDat vendor, to see if users can be forced to make the linkages before moving on to the next data entry step.

<sup>11</sup> 158 Program/Unit level outcomes were not linked to a goal type in TracDat

Table 5. Postsecondary Unduplicated Enrollment by Program<sup>12</sup>  
Six-Year Trend (Fall 2006-Fall 2011)

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
AA in Culinary Arts	16	36	57	77	92	97
AA in Education	47	87	92	116	127	143
AA in Liberal Arts	42	76	107	137	148	182
Associate of Arts Grand Total	105	199	256	330	367	422

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
AS in Accounting	54	79	66	86	99	114
AS in Automotive Service Technology	11	21	31	56	72	86
AS in Automotive Tech <sup>13</sup>	26	16	11	3	1	-
AS in Computer Networking	8	15	21	33	40	54
AS in Computer Science	78	71	80	92	96	110
AS in Criminal Justice	55	68	86	143	169	237
AS in Early Childhood Education	57	79	99	112	119	127
AS in Electronics Networking <sup>14</sup>	4	4	1	-	-	-
AS in Emergency Management <sup>15</sup>	-	0	0	2	5	9
AS in Food & Beverage Management <sup>16</sup>	-	-	-	-	14	13
AS in Hospitality Industry Management <sup>17</sup>	51	53	59	60	-	-
AS in Hotel Operations & Management <sup>18</sup>	-	-	-	-	14	16
AS in Marketing	22	25	24	25	28	32
AS in Medical Assisting	94	113	113	102	97	101
AS in Office Technology	23	31	23	30	33	29
AS in Pre-Architectural Drafting <sup>19</sup>	-	-	-	-	7	15
AS in Sign Language Interpreting <sup>20</sup>	<b>1</b>	<b>0</b>	-	-	-	-

(Table continues on the next page)

<sup>12</sup> Changes in program enrollment may be a result of student records management. Student records are reviewed and corrected on a continuous basis even after a semester has ended.

<sup>13</sup> Program replaced with AS in Automotive Service Technology in Fall of 2006.

<sup>14</sup> Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

<sup>15</sup> Program was adopted in April of 2007 and began in Fall of 2007.

<sup>16</sup> From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

<sup>17</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

<sup>18</sup> From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

<sup>19</sup> Program was reinstated in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

<sup>20</sup> Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

Table 5. Postsecondary Unduplicated Enrollment by Program (continued)

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
AS in Supervision & Management	27	43	43	59	76	84
AS in Surveying Technology <sup>21</sup>	-	-	-	-	3	4
AS in Tourism & Travel Management <sup>22</sup>	-	-	-	-	58	62
AS in Visual Communications	19	26	43	48	48	61
Associate of Science Grand Total	530	644	700	851	979	1154

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
CERT in Accounting <sup>23</sup>	9	4	2	2	1	-
CERT in Automotive Service Technology	2	11	11	15	20	24
CERT in Automotive Tech <sup>24</sup>	21	13	5	2	1	1
CERT in Computer Aided Design & Drafting <sup>25</sup>	-	-	-	-	2	2
CERT in Computer Science	11	6	5	9	4	8
CERT in Construction Technology	0	1	0	5	18	25
CERT in Cosmetology	20	19	17	33	40	35
CERT in Criminal Justice	3	21	46	15	17	24
CERT in Early Childhood Education	5	4	4	9	21	9
CERT in Education	4	5	8	3	5	2
CERT in Emergency Management <sup>26</sup>	-	0	0	0	2	1
CERT in Fire Science	1	0	0	1	27	4
CERT in Medical Assisting	17	21	24	34	30	21
CERT in Medium/Heavy Truck Diesel Technology <sup>27</sup>	-	-	-	0	0	0
CERT in Office Technology	5	4	4	3	2	0
CERT in Practical Nursing	27	24	36	42	37	23
CERT in Pre-Nursing	0	0	1	84	148	183
CERT in Sign Language Interpreting <sup>28</sup>	0	1	3	1	1	-
CERT in Supervision & Management	1	3	7	7	2	2
CERT in Surveying Technology <sup>29</sup>	-	-	-	0	0	1
CERT in Systems Technology <sup>30</sup>	2	10	6	3	-	-
Certificate Grand Total	128	147	179	268	378	365

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, & 5.

<sup>21</sup> Program adopted in April of 2009.

<sup>22</sup> From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

<sup>23</sup> Program archived in May of 2006; however, one student remains continuously enrolled.

<sup>24</sup> Program replaced with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled.

<sup>25</sup> Program reinstated in May of 2010 and last appeared in the 1999-2000 catalog.

<sup>26</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>27</sup> Program adopted in July of 2009.

<sup>28</sup> Program archived in September of 2008; however, one student remains continuously enrolled.

<sup>29</sup> Program reinstated in April of 2009 and previous program title was a Certificate in Basic Surveying.

<sup>30</sup> Program archived in April of 2009.

As reflected in Table 5, there were fourteen associate degree programs continuously offered since fall 2006 (AA in Culinary Arts, AA in Education, AA in Liberal Arts, AS in Accounting, AS in Automotive Service Technology, AS in Computer Networking, AS in Computer Science, AS in Criminal Justice, AS in Early Childhood Education, AS in Marketing, AS in Medical Assisting, AS in Office Technology, AS in Supervision and Management, and AS in Visual Communications). Of these fourteen associate degree programs, ten (10) experienced continuous growth over the past six (6) years (AA in Culinary Arts, AA in Education, AA in Liberal Studies, AS in Accounting, AS in Automotive Service Technology, AS in Computer Networking, AS in Criminal Justice, AS in Early Childhood Education, AS in Supervision & Management, and AS in Visual Communications).

Of the eleven (11) certificate programs that have been continuously offered since fall 2006, which include Automotive Service Technology, Computer Science, Cosmetology, Criminal Justice, Early Childhood Education, Education, Fire Science, Medical Assisting, Office Technology, Practical Nursing, and Supervision and Management, the number of students declared in these programs has fluctuated throughout the years and only one (1) program experienced continuous growth throughout the seven-year period (CERT in Automotive Service Technology). Ten (10) certificate programs are also offered at the associate degree level (Automotive Service Technology, Computer Science, Criminal Justice, Early Childhood Education, Education, Emergency Management, Medical Assisting, Office Technology, Supervision and Management, and Surveying Technology). As shown in Table 5, except for AS in Office Technology, enrollment in these associate degree programs has been increasing. It appears that students may be more inclined to choose an associate degree program over a certificate program as these data reflect. In terms of the Fire Science certificate program, this program is offered through special arrangement with the Guam Fire Department on an as needed basis; consequently, enrollment varies from year-to-year. As for the Practical Nursing Certificate program, in order to declare in the program, students must meet special admissions requirements, including the completion of the Pre-Nursing Certificate program or equivalent work at GCC or from other accredited U.S. institutions. Additionally, a maximum of 40 students are accepted each year, limiting enrollment growth, which is a direct result of the Guam Board of Nursing Examiners mandate for quality training in Guam nursing programs. In the case of the Cosmetology Certificate program, students do not need to declare in the program in order to take the Guam Board of Cosmetology exam. Consequently, a number of students do not declare and take only courses just to get the lab hours needed to take the exam, hence affecting program completion.

Faculty involvement in program recruitment and retention efforts are very important. As mentioned in prior Student Ratings of Instruction Survey Reports, students indicated that faculty *sometimes* encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). Faculty should continue to encourage students to communicate with them if they

have any questions or concerns about their program or courses. Additionally, departments/faculty should continue to participate in recruitment events and should actively promote their own programs.

Additionally, departments should continue to work with the Office of Communications and Promotions to promote a greater awareness of their programs in the community, including the high schools. Departments should also continue to work with advisory committees to identify ways to improve programs, particularly in the areas of recruitment and retention.

The following section shows program completion rates over the course of seven academic years starting from AY05-06 to AY11-12. Completion rates also demonstrate program success and student success.

### Program Completions

Program completion is another essential element of program review. Table 6 below provides information on the number of postsecondary program completers for the past seven (7) years.

Table 6: Completers by Program- Seven-Year Trend  
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11, AY11-12)

Associate of Arts Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
AA in Culinary Arts	1	1	0	2	9	6	9	28
AA in Education	3	0	6	7	20	16	14	66
AA in Liberal Arts	3	6	4	1	5	5	8	32
Associate of Arts Grand Total	7	7	10	10	34	27	31	126

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
AS in Accounting	7	4	11	7	9	8	5	51
AS in Automotive Service Technology	0	0	0	0	3	3	4	10
AS in Automotive Tech <sup>31</sup>	3	1	1	1	2	0	-	8
AS in Computer Networking	0	0	1	3	1	3	7	15
AS in Computer Science	11	8	6	6	8	8	6	53
AS in Criminal Justice	4	5	14	14	11	21	12	81
AS in Early Childhood Education	12	9	6	10	17	20	13	87

(Table continues on the next page)

<sup>31</sup> Program replaced with AS in Automotive Service Technology in Fall of 2006.

Table 6: Completers by Program- Seven-Year Trend (continued)  
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11, AY11-12)

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
AS in Electronics Networking <sup>32</sup>	0	0	1	-	-	-	-	1
AS in Emergency Management <sup>33</sup>	-	-	0	0	1	0	0	1
AS in Food & Beverage Management <sup>34</sup>	-	-	-	-	-	0	6	6
AS in Hospitality Industry Management <sup>35</sup>	2	1	5	2	3	4	-	17
AS in Hotel Operations & Management <sup>36</sup>	-	-	-	-	0	0	1	1
AS in Marketing	4	3	0	2	2	2	1	14
AS in Medical Assisting	15	9	11	5	12	13	9	74
AS in Office Technology	4	0	1	3	3	3	1	15
AS in Pre-Architectural Drafting <sup>37</sup>	-	-	-	-	0	0	0	0
AS in Sign Language Interpreting <sup>38</sup>	1	0	0	-	-	-	-	1
AS in Supervision & Management	6	6	11	0	5	8	4	40
AS in Surveying Technology <sup>39</sup>	-	-	-	0	0	0	0	0
AS in Tourism & Travel Management <sup>40</sup>	-	-	-	-	3	0	2	5
AS in Visual Communications	0	7	0	2	3	6	6	24
Associate of Science Grand Total	69	53	68	55	83	99	77	504

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
CERT in Accounting <sup>41</sup>	0	0	6	0	1	0	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	3
CERT in Automotive Tech <sup>42</sup>	3	2	1	0	0	0	0	6
CERT in Computer Aided Design & Drafting <sup>43</sup>	-	-	-	-	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	10
CERT in Construction Technology	0	1	0	0	0	0	0	1
CERT in Cosmetology	1	0	0	1	0	0	0	2
CERT in Criminal Justice	21	2	11	35	11	7	9	96
CERT in Early Childhood Education	4	3	2	3	3	27	1	43
CERT in Education	<b>0</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>14</b>

(Table continues on the next page)

<sup>32</sup> Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

<sup>33</sup> Program was adopted in April of 2007 and began in Fall of 2007.

<sup>34</sup> From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

<sup>35</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

<sup>36</sup> From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

<sup>37</sup> Program was reinstated in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

<sup>38</sup> Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

<sup>39</sup> Program adopted in April of 2009.

<sup>40</sup> From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

<sup>41</sup> Program archived in May of 2006; however, one student remains continuously enrolled.

<sup>42</sup> Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.

<sup>43</sup> Program reinstated in May of 2010 and last appeared in the 1999-2000 catalog.



Table 6: Completers by Program- Seven-Year Trend (continued)  
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11, AY11-12)

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
CERT in Emergency Management <sup>44</sup>	-	-	0	0	0	0	0	0
CERT in Fire Science	0	0	0	0	0	26	0	26
CERT in Medical Assisting	16	10	14	6	9	13	8	76
CERT in Medium/Heavy Truck Diesel Technology <sup>45</sup>	-	-	-	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	1	0	4
CERT in Practical Nursing	14	0	14	19	32	34	20	133
CERT in Pre-Nursing	0	0	0	0	0	0	3	3
CERT in Sign Language Interpreting <sup>46</sup>	0	0	0	0	0	1	-	1
CERT in Supervision & Management	0	0	1	0	0	0	0	1
CERT in Surveying Technology <sup>47</sup>	-	-	-	0	0	0	0	0
CERT in Systems Technology <sup>48</sup>	0	0	0	0	-	-	0	0
Certificate Grand Total	65	21	53	73	59	112	43	426

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, & 5.

When conducting program review, it is important to bear in mind that implementation dates may vary between programs. In general, programs offered for several years have a higher completion rate than those offered for a few years. Additionally, the number of completers can vary by program based on program enrollment. Of the fourteen associate degree programs continuously offered by the College, the five (5) programs with the greatest number of completers over the six-year period are AS in Early Childhood (87), AS in Criminal Justice (81), AS in Medical Assisting (74), AA in Education (66), and AS in Computer Science (53). Of the fourteen (14) associate degree programs continuously offered by the College, the five (5) with the least number of completers are AS in Automotive Service Technology<sup>49</sup> (10), AS in Marketing (14), AS in Computer Networking (15), AS in Office Technology (15), and AS in Visual Communications (24). It is possible that completion numbers have been impacted by course prerequisites that have been added throughout the years. These prerequisites are now being strictly enforced by Banner (the College's student information system) and the Admissions and Registration Office. In the past couple of years, only department chairpersons were allowed to override a course prerequisite. Prior to this, advisors were also allowed to override prerequisites. It is likely that this resulted in some delays in program completions.

As for certificate programs, of the eleven certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (133), Criminal Justice (96), Medical Assisting (76), Early Childhood Education (43), and Fire Science<sup>50</sup> (26). Of the eleven certificate programs continuously offered by the College, the five

<sup>44</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>45</sup> Program adopted in July of 2009.

<sup>46</sup> Program archived in September of 2008; however, one student remains continuously enrolled.

<sup>47</sup> Program reinstated in April of 2009 and previous program title was a Certificate in Basic Surveying.

<sup>48</sup> Program archived in April of 2009.

<sup>49</sup> AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.

<sup>50</sup>The Fire Science Technology program provides basic training for recruits from the Guam Fire Department and other Pacific Basin fire departments. There was a fire cycle offered in AY2010-2011.

(5) with the least number of completers are Supervision and Management (1), Cosmetology (2), Automotive Service Technology (3), Office Technology (4), and Computer Science (10). As mentioned earlier, in the case of Cosmetology, students do not need to complete the cosmetology program in order to take the Guam Board of Cosmetology exam. Students can take the exam after they have completed 1600 hours per Guam Board of Cosmetology requirement. As for Supervision and Management and Office Technology, enrollment for the past six (6) years has been relatively low. Completions are consequently affected by this trend. In the case of the Automotive Service Technology program, the low number of completers may be due to additional requirements resulting from substantive program changes that were implemented in fall 2006. Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

Advisory Committees serve as an important link to industry as a valuable feedback tool for improving courses and programs in line with industry standards and requirements. The following section presents statistics on department meetings with industry partners through these advisory committees in an effort to improve programs and keep them current with the changing times.

#### Advisory Committee Meetings

An important factor in program success is dialogue between industry representatives and program faculty. The exchange of ideas is essential for program currency and improvement. In fall 2011, of the eight (8) departments required to submit advisory committee meeting minutes to AIER, six (6) submitted minutes (75%). In spring 2012, four (4) departments submitted advisory minutes (50%). The Construction Trades department and the Marketing department did not submit advisory committee minutes for the academic year. Departments should continue to hold advisory committee meetings each semester and minutes should be documented and posted online on MyGCC. The tables on the next page reflect the compliance of various departments with this requirement.

Table 7: Advisory Committee Meetings by Program (AY2011-2012)  
Meeting Minutes Matrix

Fall 2011 (Aug 2011 – Dec 2011)		
Department/Program	School	Program Meeting/Minutes Dated
I. Allied Health Department <ul style="list-style-type: none"> <li>• Introduction to Health Occupations Secondary Program</li> <li>• Medical Assisting Certificate Program</li> <li>• Medical Assisting AS</li> <li>• Practical Nursing Certificate Program</li> <li>• Pre-Nursing Certificate Program</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Introduction to Health Occupations Secondary Program (11/29/2011)</li> <li>• Medical Assisting Certificate Program (11/29/2011)</li> <li>• Medical Assisting AS (11/29/2011)</li> <li>• Practical Nursing Certificate Program (11/29/2011)</li> </ul>

Fall 2011 (Aug 2011 – Dec 2011)		
1. Allied Health Department (continued)		<ul style="list-style-type: none"> <li>• Pre-Nursing Certificate Program (11/29/2011)</li> </ul>
2. Construction Trades Department <ul style="list-style-type: none"> <li>• Computer Aided Design &amp; Drafting Certificate Program</li> <li>• Construction Technology Certificate Program</li> <li>• Construction Trades Secondary Program</li> <li>• Pre-Architectural Drafting AS Program</li> <li>• Surveying Technology Certificate Program</li> <li>• Surveying Technology AS Programs</li> </ul>	TPS (6)	No meeting minutes submitted.
3. Criminal Justice & Social Science Department <ul style="list-style-type: none"> <li>• Criminal Justice Certificate</li> <li>• Criminal Justice AS</li> <li>• Emergency Management Certificate<sup>51</sup></li> <li>• Emergency Management AS</li> <li>• Fire Science Technology Certificate Program</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Criminal Justice Certificate (9/30/2011)</li> <li>• Criminal Justice AS (9/30/2011)</li> <li>• Fire Science Technology Certificate (11/18/2011)</li> <li>• Emergency Management AS (11/21/2011)</li> <li>• Emergency Management Certificate (11/21/2011)</li> </ul>
4. Education Department <ul style="list-style-type: none"> <li>• Cosmetology Certificate Program</li> <li>• Early Childhood Education Certificate</li> <li>• Early Childhood Education AS</li> <li>• Education Certificate</li> <li>• Education AA</li> </ul>	TPS (6)	<ul style="list-style-type: none"> <li>• Early Childhood Education AS (10/7/2011)</li> <li>• Early Childhood Education Secondary (10/7/2011)</li> <li>• Early Childhood Education Certificate (10/7/2011)</li> <li>• Education AA (10/7/2011)</li> <li>• Education Certificate (10/7/2011)</li> </ul>
5. Marketing Department <ul style="list-style-type: none"> <li>• Accounting AS</li> <li>• Marketing AS</li> <li>• Marketing Secondary</li> <li>• Supervision &amp; Management Certificate</li> <li>• Supervision &amp; Management AS</li> <li>• Visual Communications AS</li> <li>• Visual Communications Secondary</li> </ul>	TPS (7)	No meeting minutes submitted.
6. Technology Department <ul style="list-style-type: none"> <li>• Computer Networking AS Program</li> <li>• Computer Science Certificate</li> <li>• Computer Science AS</li> <li>• Electronics &amp; Computer Networking Secondary</li> <li>• Office Technology Certificate</li> <li>• Office Technology AS</li> </ul>	TSS (6)	<ul style="list-style-type: none"> <li>• Computer Science AS (11/4/2011)</li> <li>• Computer Science Certificate (11/4/2011)</li> <li>• Office Technology Certificate (12/9/2011)</li> <li>• Office Technology AS (12/9/2011)</li> </ul>
7. Tourism & Hospitality Department <ul style="list-style-type: none"> <li>• Culinary AA Program</li> <li>• Food &amp; Beverage Management AS Program</li> <li>• Hotel Operations &amp; Management AS Program</li> <li>• Lodging Management Secondary Program</li> <li>• ProStart Secondary Program</li> <li>• Tourism &amp; Travel Management AS Program</li> </ul>	TPS (6)	<ul style="list-style-type: none"> <li>• Culinary Arts AA (11/18/2011)</li> <li>• Food &amp; Beverage Management AS (11/18/2011)</li> <li>• Hotel Operations &amp; Management AS (11/18/2011)</li> <li>• Lodging Management Secondary (11/18/2011)</li> <li>• ProStart Secondary (11/18/2011)</li> </ul>

<sup>51</sup> Moved to Allied Health Department effective Spring 2012

Fall 2011 (Aug 2011 – Dec 2011)		
7. Tourism & Hospitality Department (continued)		<ul style="list-style-type: none"> <li>• Tourism &amp; Travel Management AS (11/18/2011)</li> </ul>
8. Transportation Department <ul style="list-style-type: none"> <li>• Auto Body Secondary Program</li> <li>• Automotive Services Technology Certificate</li> <li>• Automotive Services Technology AS</li> <li>• Automotive Services Technology Secondary</li> <li>• Medium/Heavy Truck Diesel AS</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Auto Body Secondary Program (12/14/2011)</li> <li>• Automotive Services Technology Certificate (12/14/2011)</li> <li>• Automotive Services Technology AS (12/14/2011)</li> <li>• Automotive Services Technology Secondary (12/14/2011)</li> <li>• Medium/Heavy Truck Diesel AS (12/14/2011)</li> </ul>
Number of TPS programs	26/40	65%
Number of TSS programs	4/6	67%

Spring 2012 (Jan 2012 – May 2012)		
Department/Program	School	Program Meeting/Minutes Dated
I. Allied Health Department <ul style="list-style-type: none"> <li>• Introduction to Health Occupations Secondary Program</li> <li>• Medical Assisting Certificate Program</li> <li>• Medical Assisting AS</li> <li>• Practical Nursing Certificate Program</li> <li>• Pre-Nursing Certificate Program</li> </ul>	TPS (5)	No meeting minutes submitted.
II. Construction Trades Department <ul style="list-style-type: none"> <li>• Computer Aided Design &amp; Drafting Certificate Program</li> <li>• Construction Technology Certificate Program</li> <li>• Construction Trades Secondary Program</li> <li>• Pre-Architectural Drafting AS Program</li> <li>• Surveying Technology Certificate Program</li> <li>• Surveying Technology AS &amp; Certificate Programs</li> </ul>	TPS (6)	<ul style="list-style-type: none"> <li>• Computer Aided Design &amp; Drafting Certificate Program (3/7/2012)</li> <li>• Construction Technology Certificate Program (3/7/2012)</li> <li>• Construction Trades Secondary Program (3/7/2012)</li> <li>• Pre-Architectural Drafting AS Program (3/7/2012)</li> <li>• Surveying Technology Certificate Program (3/7/2012)</li> <li>• Surveying Technology AS &amp; Certificate Programs (3/7/2012)</li> </ul>
III. Criminal Justice & Social Science Department <ul style="list-style-type: none"> <li>• Criminal Justice Certificate</li> <li>• Criminal Justice AS</li> <li>• Emergency Management Certificate</li> <li>• Emergency Management AS</li> <li>• Fire Science Technology Certificate Program</li> </ul>	TPS (5)	No meeting minutes submitted.
IV. Education Department <ul style="list-style-type: none"> <li>• Cosmetology Certificate Program</li> <li>• Early Childhood Education Certificate</li> <li>• Early Childhood Education AS</li> <li>• Early Childhood Education Secondary Program</li> <li>• Education Certificate</li> <li>• Education AA</li> </ul>	TPS (6)	<ul style="list-style-type: none"> <li>• Cosmetology Certificate (3/19/2012)</li> <li>• Early Childhood Education AS (2/24/2012)</li> <li>• Early Childhood Education Certificate (2/24/2012)</li> <li>• Early Childhood Education Secondary (2/24/2012)</li> </ul>

Spring 2012 (Jan 2012 – May 2012)		
IV. Education Department (continued)		<ul style="list-style-type: none"> <li>• Education AA (2/24/2012)</li> <li>• Education Certificate (2/24/2012)</li> </ul>
V. Marketing Department <ul style="list-style-type: none"> <li>• Accounting AS</li> <li>• Marketing AS</li> <li>• Marketing Secondary</li> <li>• Supervision &amp; Management Certificate</li> <li>• Supervision &amp; Management AS</li> <li>• Visual Communications AS</li> <li>• Visual Communications Secondary</li> </ul>	TPS (7)	No meeting minutes submitted.
VI. Technology Department <ul style="list-style-type: none"> <li>• Computer Networking AS Program</li> <li>• Computer Science Certificate</li> <li>• Computer Science AS</li> <li>• Electronics &amp; Computer Networking Secondary</li> <li>• Office Technology Certificate</li> <li>• Office Technology AS</li> </ul>	TSS (6)	<ul style="list-style-type: none"> <li>• Computer Networking AS (2/10/2012)</li> <li>• Computer Science Certificate (5/9/2012)</li> <li>• Computer Science AS (5/9/2012)</li> <li>• Electronics &amp; Computer Networking Secondary (2/10/2012)</li> </ul>
VII. Tourism & Hospitality Department <ul style="list-style-type: none"> <li>• Culinary AA Program</li> <li>• Food &amp; Beverage Management AS Program</li> <li>• Hotel Operations &amp; Management AS Program</li> <li>• Lodging Management Secondary Program</li> <li>• ProStart Secondary Program</li> <li>• Tourism &amp; Travel Management AS Program</li> </ul>	TPS (6)	No meeting minutes submitted.
VIII. Transportation Department <ul style="list-style-type: none"> <li>• Auto Body Secondary Program</li> <li>• Automotive Services Technology Certificate</li> <li>• Automotive Service Technology AS</li> <li>• Automotive Services Technology Secondary</li> <li>• Medium/Heavy Truck Diesel AS</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Auto Body Secondary Program (6/5/2012)</li> <li>• Automotive Services Technology Certificate (6/5/2012)</li> <li>• Automotive Services Technology AS (6/5/2012)</li> <li>• Automotive Services Technology Secondary (6/5/2012)</li> <li>• Medium/Heavy Truck Diesel AS (6/5/2012)</li> </ul>
Number of TPS programs	17/40	43%
Number of TSS programs	4/6	67%

Updated curriculum is an important factor in ensuring that programs are current and meets the ever changing demands of industry to prepare students for the workforce. The following section provides information on the currency of technical, related technical, related general education and technical elective course requirements.

### Curriculum Revision Activities

In order to ensure the quality of a program, it is important that the courses required for the program be regularly updated to coincide with the skills required in the workplace. Input from advisory committees helps to guide curriculum revisions at both the program and course level. The Summary Table of Program and Course Review Audit by Department for Academic Year

2011-2012, found on Appendix C contains an audit of courses for academic year 2011-2012. The table provides information on the currency of technical, related technical, related general education and technical electives course requirements for the various programs offered by the College.

The summary table reveals that out of the seventeen certificate programs offered by the College in academic year 2011-2012, fourteen programs (82%) did not have any course that was five (5) years old and older. The Computer Aided Design & Drafting Certificate program has one (1) technical course that is five (5) years old and older (AE150). The Surveying Technology Certificate program has two (2) technical course requirements that are five (5) years old and older (SU100 and SU101) and one (1) related general education and technical course requirement that is five (5) years old and older (AE150). The Computer Science Certificate program has two (2) technical course requirements that are five (5) years old and older (CS102 and CS290).

Of the twenty associate degree programs available in academic year 2011-2012, ten programs (50%) do not have any course that is five (5) years old or older. The Pre-Architectural Drafting AS program has one (1) technical course requirement that is five (5) years old and older (AE150). The Surveying Technology AS program has three (3) technical course requirements that are five (5) years old and older (SU100, SU101, and CE211) and one (1) related general and technical course requirement that is five (5) years old and older (AE150). The Criminal Justice AS program has two (2) technical course requirements that are five (5) years old and older (CS215, and CS217). The Supervision and Management AS program has one (1) technical course requirement that is five (5) years old and older (SM220). The Computer Networking AS program has one (1) professional electives course that is five (5) years old and older (EE280). The Computer Science AS program has one (1) technical course requirement that is five (5) years old and older (CS102). The Culinary Arts AA program has one (1) related technical course requirement that is five (5) years old and older (HS140). The Food & Beverage Management AS program has one (1) technical course requirement that is five (5) years old and older (HS140) and one (1) related general education and technical requirement (HS152). The Hotel Operations & Management AS program has one (1) technical course requirement that is five (5) years old and older (HS254) and one (1) related general education and technical course requirement that is five (5) years old and older (HS152). The Tourism & Travel Management AS program has two (2) technical courses that are five (5) years old and older (HS257 and HS292) and two (2) related general education and technical course requirements that are five (5) years old and older (HS152 and HS254).

Of the ten (10) secondary programs offered by GCC, nine (9) programs (90%) do not have any course that is five (5) years old and older. The Construction Trades (Carpentry and AutoCAD)

secondary program has two (2) technical course requirements that are five (5) years old and older (VECT053 and VECT080).

For a program to be current, the general education requirements, technical requirements, and related general and technical requirements must all be current. This requires communication between departments since some courses required by a program may be under the oversight of another department. This dialogue should be part of the curriculum review process.

#### **Part IV. Closing the Loop**

What is *closing the loop*? It is the last phase in the assessment cycle where assessment data is turned back into program/course improvements. *Closing the loop* is important because it informs program review, planning, and budgeting; improves teaching and learning; promotes continuous improvement; strengthens programs; promotes collegiality; and enhances retention and graduation rates.

Based on GCC's two-year assessment schedule, for AY 2011-2012, Group A programs (Associate Degree) were required to enter their program and course-level assessment report and implementation status in TracDat. Specifically they had to enter their assessment results and indicate how the results will be used to improve their particular units. They also had to report on their implementation status in TracDat. Group B (Certificate Programs) was required to report on their data collection status and to input their program and course-level assessment report in TracDat. Group C programs (Administrative and Student Services) were required to enter their program-level assessment plans and data collection status in TracDat. Group D (Special Programs) was required to input their implementation status and program and course-level assessment plans in TracDat. The *closing the loop* information for AY2011-2012 is demonstrated by the results of assessments completed by Group A and Group D as summarized below.

The results of assessment show how individual departments and programs closed the loop during academic year 2011-2012. They include programs that were *out of sync*, but were able to *close the loop* during the academic year.

Of the twenty (20) assessment units under Group A, 65% or thirteen (13) units completed program-level assessment cycle and closed the assessment loop. The thirteen (13) assessment units include: Accounting AS, Automotive Service Technology AS/Cert, Computer Networking AS, Computer Science AS/Cert, Early Childhood Education AS/Cert, Education AA/Cert, Hotel Operations & Management AS, Liberal Studies AA, Marketing AS, Medical Assisting AS/Cert, Office Technology AS/Cert, Supervision & Management AS/Cert, and Tourism & Travel Management AS.



Of the twenty (20) assessment units under Group D, 45% or nine (9) units completed their assessment cycle and closed the loop. The nine (9) assessment units include: Adult Education Program-Adult High School Diploma (AHS), Adult Education Program-Basic Skills (ABS), Automotive Secondary-Collision Repair & Refinishing Technology Program, General Education Diploma (GED) Program, Lodging Management Program Secondary, Work Experience Secondary, English Department Courses, Math & Science Department Courses, and Tourism & Hospitality Department Courses.

Of these programs that closed the loop, improvements reported include use of results to refine the assessment method or to implement new assessment methods, to increase the number of full time faculty, to establish further articulation agreements, to hire more tutors, to utilize computer software to enhance course delivery, to draft legislative proposals, and to implement changes in course guides. As for courses, reported improvements include changes in instructional emphasis for faculty, use of results to refine the assessment method or to implement new assessment methods, and changes in course guide after review. Secondary programs reported that assessment results were used to implement changes in instructional emphasis for faculty and to refine the assessment method or to implement new assessment methods.

All the assessment information reported in this report was harvested from TracDat. TracDat has a reporting feature that provides useful information for program review, planning, and decision-making.

#### **Part V. Actionable Plans for Improvement**

The following recommendations are made based on a review of assessment and program review activities reported for academic year 2011-2012:

- Departments/units chairs/assessment authors should hold regular meetings with their respective faculty/staff to discuss assessment plans and reports in order to increase “buy in” of assessment processes.
- Departments/units assessment authors should mentor individuals who are new to the assessment process.
- AIER needs to develop digestible overviews of institutional assessment reports and publish them in MyGCC and Chachalani to reach a wider audience.
- Deans/departments chairs should assist the Office of Communications and Promotions to promote a greater awareness of their programs in the community.
- Department chairs should work collaboratively with advisory committees to identify ways to improve programs.
- Deans/Academic department chairs, along with counselors, should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.
- Department chairs should ensure that advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.

- Department chairs need to review and update their curriculum documents to ensure the currency of their courses and programs.
- Department chairs must engage in dialogue with their advisory committees as they review their course offering to ensure that industry needs are taken into account as curriculum is being updated.
- Future TracDat training should emphasize the importance of linking program/unit outcomes to related goals in TracDat and should include step-by-step instructions on how to make the linkages.
- Department chairs should communicate with other departments regarding general education requirements, technical requirements, and related general and technical requirements necessary for each of their programs in order to ensure the currency of all program- required courses. Include this dialogue as part of the curriculum review process.

# **Appendix A**

**Assessment Taxonomy for  
(AY 2011-2012)**

# **GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2011-2012<sup>1</sup>**

## **GROUP A Associate Degree Programs**

Accounting AS	Hotel Operations & Management AS
Automotive Service Technology AS & Certificate	Liberal Studies AA
Civil Engineering Technology	Marketing AS
Computer Networking AS	Medical Assisting AS & Certificate
Computer Science AS & Certificate	Office Technology AS & Certificate
Criminal Justice AS & Certificate	Pre-Architectural Drafting AS
Culinary Arts AA	Supervision & Management AS & Certificate
Early Childhood Education AS & Certificate	Surveying Technology AS & Certificate
Education AA & Certificate	Tourism & Travel Management AS
Food & Beverage Management AS	Visual Communications AS

## **GROUP B Certificate Programs**

Computer Aided Design & Drafting	Medium/Heavy Truck Diesel Technology
Construction Technology	Practical Nursing
Cosmetology	Pre-Nursing
Fire Science Technology	

## **GROUP C Administrative & Student Services Units**

Accommodative Services	Facilities
Admissions & Registration	Foundation Board +
Apprenticeship Training Program	Health Services Center
Assessment & Counseling	Human Resources Office
Board of Trustees +	Learning Resources Center
Business Office	Management Information Systems
Center for Civic Engagement	Materials Management
Center for Student Involvement	Office of President +
Communications & Promotions	Planning & Development
Continuing Education & Workforce Development	Project AIM/TRiO
Development & Alumni Relations	Student Financial Aid
Environmental Health & Safety	Student Support Services

<sup>1</sup> Fall 2011 postsecondary faculty start date is August 12, 2011 and ends December 14, 2011 based on the Five-Year Academic Calendar approved by BOT Chairperson Gina Ramos on August 2, 2010. Spring 2012 postsecondary faculty start date is January 12, 2012 and ends May 11, 2012. Secondary faculty begins August 8, 2011 (teacher orientation) and ends May 31, 2012 (secondary flexible makeup day #10). The number of programs per category may change during the academic year due to program adoption and/or deletion.

The Emergency Management AS & Certificate programs are listed in the 2011-2012 College Catalog (Fall 2011 issue), but due to the special nature of these programs, they are not included in this taxonomy report. They will follow an alternative schedule to be developed by AIER.

+ These administrative units do not follow the standardized assessment schedule. They report every other year.

## GROUP D Special Programs

(All federally funded instructional programs, general education, developmental courses<sup>2</sup>, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult Education Program – Adult High School Diploma (AHS)	Criminal Justice & Social Science Department ( <i>CJ, EC, EMS, FS, HI, HU, PI, PS, PY, SO, SS</i> ) Courses
Adult Education Program – Basic Skills (ABS)	Construction Trades Department ( <i>AE, CE, CT, EM, OR, SU, WA, WE, WT, WW</i> ) Courses
Adult Education Program – English as a Second Language (ESL)	English Department ( <i>EN</i> ) Courses
Automotive Service Technology (Secondary)	Math & Science Department ( <i>MA, SI</i> ) Courses
Automotive (Collision Repair & Refinishing Technology Secondary)	Tourism & Hospitality Department Courses ( <i>CH, CI, HS, JA, KE</i> )
Construction Trades (Carpentry & AutoCAD Secondary)	
Early Childhood Education Certificate of Completion/Mastery (Secondary)	
Electronics & Computer Networking (Secondary)	
General Education Committee (Program)	
General Education Diploma (GED)	
Introduction to Health Occupations (Secondary)	
Lodging Management Program (Secondary)	
Marketing Education (Secondary)	
ProStart (Secondary)	
Work Experience (Secondary) <sup>3</sup>	
Visual Communications (Secondary)	

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<sup>2</sup> ACCJC/WASC SLO Annual Report requires GCC to report on the status of where we are in terms of developing, mapping and assessing **ALL** program and **course level student learning outcomes (SLO)**. Refer to page 31 of the 8<sup>th</sup> AIAR. Courses not directly associated with a specific degree or certificate program as a technical requirement for a program is listed under specific departments in TracDat. Example: Allied Health Department; Construction Trades Department; English Department; etc.

<sup>3</sup> Email correspondence from Dr. Ray Somera, AVP dated August 4, 2011, indicated Work Experience falls under the secondary program effective immediately.



# **Appendix B**

**GCC's Two-Year Assessment Cycle Schedule**

**Effective Fall 2011**



# GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

## EFFECTIVE FALL 2011

	<b>GROUP A</b> Associate Degree	<b>GROUP B</b> Certificate Programs	<b>GROUP C</b> Administrative & Student Services Units	<b>GROUP D</b> Special Programs
<b>FALL 2011</b>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 10, 2011</p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 10, 2011</p>	<p><b>Admin/Student Services Units</b> Assessment Plan; Incorporate modifications of what was said on how to improve the unit by inputting the <u>new</u> AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 10, 2011</p>	<p><b>Course Level SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> October 10, 2011</p>
<b>SPRING 2012</b>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> March 12, 2012</p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> March 12, 2012</p>	<p><b>Admin/Student Services Units</b> Gather unit level AUO/SSUO data continuously; Input status of data collection in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p style="text-align: center;"><b>DEADLINE:</b> March 12, 2012</p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> March 12, 2012</p>
<b>Fall 2012</b>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>	<p><b>Admin/Student Services Units</b> Assessment Report Go to TracDat's Data Collection/Summary of Results (N=?) Tab to enter assessment results and record how results will be used for improvement in the next cycle of assessment</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>
<b>SPRING 2013</b>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>	<p><b>Admin/Student Services Units</b> Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>

**ACCJC/WASC VISIT: March 19-22, 2012**

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



# GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

## EFFECTIVE FALL 2013

	<b>GROUP A</b> Associate Degree	<b>GROUP B</b> Certificate Programs	<b>GROUP C</b> Administrative & Student Services Units	<b>GROUP D</b> Special Programs
<b>Fall 2013</b>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p><b>DEADLINE:</b> October 14, 2013</p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p><b>DEADLINE:</b> October 14, 2013</p>	<p><b>Admin/Student Services Units</b> Assessment Plan; Incorporate modifications of what was said on how to improve the unit by inputting in the <u>new</u> AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and Sub-tabs</p> <p><b>DEADLINE:</b> October 14, 2013</p>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p><b>DEADLINE:</b> October 14, 2013</p>
<b>Spring 2014</b>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p><b>DEADLINE:</b> March 10, 2014</p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p><b>DEADLINE:</b> March 10, 2014</p>	<p><b>Admin/Student Services Units</b> Gather unit level AUO/SSUO data continuously; Input status of data collection in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p><b>DEADLINE:</b> March 10, 2014</p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p><b>DEADLINE:</b> March 10, 2014</p>
<b>Fall 2014</b>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p><b>DEADLINE:</b> October 13, 2014</p>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p><b>DEADLINE:</b> October 13, 2014</p>	<p><b>Admin/Student Services Units</b> Assessment Report Go to TracDat's Data Collection/Summary of Results (N=?) Tab to enter assessment results and record how results will be used for improvement in the next cycle of assessment</p> <p><b>DEADLINE:</b> October 13, 2014</p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p><b>DEADLINE:</b> October 13, 2014</p>
<b>SPRING 2015</b>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p><b>DEADLINE:</b> March 9, 2015</p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p><b>DEADLINE:</b> March 9, 2015</p>	<p><b>Admin/Student Services Units</b> Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p><b>DEADLINE:</b> March 9, 2015</p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p><b>DEADLINE:</b> March 9, 2015</p>

# **Appendix C**

**Summary of Program and Course Review Audit**

**By Department**

**(AY 2011-2012)**

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>1</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Adult Education Department	Adult Education Program (Adult High School Diploma)	2/3/2012	17	1 SS080 US History (no course guide)	6%
			0	0	0%
Allied Health Department	Introduction to Health Occupations Secondary	8/25/2008	3	0	0%
			0	0	0%
	Medical Assisting AS	10/27/2005	13	0	0%
			10	0	0%
	Medical Assisting Certificate	11/3/2005	10	0	0%
			7	0	0%
	Practical Nursing Certificate	3/28/2012	9	0	0%
			5	0	0%
	Pre-Nursing Certificate	12/1/2008	0	0	0%
			5	0	0%

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<sup>1</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>2</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades Department	Computer Aided Design & Drafting Certificate	5/3/2010	6	0	0%
			5	0	0%
	Construction Technology Certificate	2/24/2010	20	0	0%
			5	0	0%
	Construction Trades (Carpentry) Secondary	4/29/2010	2	1 VECT053 Intro to Carpentry IA/IB (5/2005)	50%
			0	0	0%
	Construction Trades (AutoCAD) Secondary	11/15/2010	2	1 VECT080 Intro to AutoCAD (1/2000)	50%
	Pre-Architectural Drafting AS	5/7/2010	7	1 AE150 Computer Aided Design & Drafting (CADD) I (4/1994)	14%
			7	0	0%
	Surveying Technology AS	8/12/2008	11	3 • SU100 Surveying Drafting (1/2000) • SU101 Surveying Problems I (10/1980) • CE211 Plane Surveying I (10/1980)	27%
			6	1 AE150 Computer Aided Design & Drafting (CADD) I (4/1994)	17%

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<sup>2</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>3</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades Department	Surveying Technology Certificate	4/01/2009	7	2 <ul style="list-style-type: none"> <li>• SU100 Surveying Drafting (1/2000)</li> <li>• SU101 Surveying Problems I (10/1980)</li> </ul>	29%
			6	1 AE150 Computer Aided Design & Drafting (CADD) I (4/1994)	17%
Criminal Justice & Social Science Department	Criminal Justice AS	12/24/2009	26	2 <ul style="list-style-type: none"> <li>• CS215 Windows Server (5/2005)</li> <li>• CS217 Windows Directory Services (5/2005)</li> </ul>	8%
			0	0	0%
	Criminal Justice Certificate	9/26/2011	9	0	0%
			0	0	0%
	Emergency Management AS	4/25/2007 (approved by ACCJC)	27 <sup>4</sup>		
			6	0	0%
Emergency Management Certificate	4/19/2007	27 <sup>5</sup>			
		3	0	0%	

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<sup>3</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

<sup>4</sup> Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

<sup>5</sup> Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>6</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Criminal Justice & Social Science Department	Fire Science Technology Certificate	11/01/2010	6	0	0%
			1	0	0%
Education Department	Industry Certification in Cosmetology	5/08/2012	8	0	0%
			0	0	0%
	Early Childhood Education AS	01/03/2012	11	0	0%
			8	0	0%
	Early Childhood Education Certificate	1/03/2012	10	0	0%
			0	0	0%
	Early Childhood Education Secondary	5/03/2010	5	0	0%
			0	0	0%
	Education AA	12/05/2011	9	0	0%
			4	0	0%
Education Certificate	12/05/2011	9	0	0%	
		4	0	0%	
English Department	Liberal Studies AA	3/16/2011	12	0	0%
			0	0	0%

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<sup>6</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>7</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Marketing Department	Accounting AS	11/25/2008	7	0	0%
			5	0	0%
	Marketing AS	12/11/2007	7	0	0%
			7	0	0%
	Marketing Secondary	3/09/2010	8	0	0%
			0	0	0%
	Supervision & Management AS	11/25/2008	11	1 SM220 Management Skill Development (3/2007)	9%
			7	0	0%
	Supervision & Management Certificate	11/25/2008	11	0	0%
			0	0	0%
	Visual Communications AS	4/4/2008	10	0	0%
			5	0	0%
Visual Communications Secondary	12/11/2007	4	0	0%	
		0	0	0%	
Technology Department	Computer Networking AS	5/11/2011	12	0	0%
			4	1 EE280 Network Security I (3/2007)	25%

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<sup>7</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.



Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>8</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Technology Department	Computer Science AS	3/23/2011	13	1 CS102 Computer Operations (10/1980)	7%
			4	0	0%
	Computer Science Certificate	6/01/1992	12	2 CS102 Computer Operations (10/1980)  CS290 Special Project (10/1980)	17%
			3	0	0%
	Electronics & Computer Networking Secondary	9/29/2008	6	0	0%
			0	0	0%
	Office Technology AS	4/20/2009	11	0	0%
			4	0	0%
	Office Technology Certificate	4/8/2009	9	0	0%
			3	0	0%

(Continue on next page)

<sup>8</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>9</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality Department Tourism & Hospitality Department	Culinary Arts AA	10/8/2009	9	0	0%
			6	1 -HS140 Menu Planning (10/2003)	17%
	Food & Beverage Management AS	5/10/2010	8	1 -HS140 Menu Planning (10/2003)	13%
			6	1 -HS152 Customer Service (11/2005)	17%
	Hotel Operations & Management AS	5/10/2010	7	1 HS254 Hospitality & Travel Management	14%
			6	1 -HS152 Customer Service (11/2005)	17%
	Lodging Management Secondary	3/10/2009	3	0	0%
			0	0	0%

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<sup>9</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>10</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality Department	ProStart Secondary Program	3/10/2009	3	0	0%
			0	0	0%
	Tourism & Travel Management AS	5/4/2009	8	2 -HS257 Principles of Tour Guiding (3/2004) -HS292 Hospitality Industry Management Practicum (9/2003)	25%
			6	2 -HS152 Customer Service (11/2005) -HS254 Hospitality & Travel Marketing (4/2007)	33%
Transportation Department	Automotive Service Technology Secondary (Collision Repair & Refinishing Technology)	2/17/2011	4	0	0%
			0	0	0%
	Automotive Services Technology AS	5/6/2011	18	0	0%
			0	0	0%
Automotive Service Technology Certificate	5/24/2010	18	0	0%	
		0	0	0%	

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<sup>10</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>11</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Transportation Department	Automotive Services Technology Secondary	12/8/2010	6	0	0%
			0	0	0%
	Medium/Heavy Truck Diesel Certificate	5/24/2010	12	0	0%
			0	0	0%

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<sup>11</sup> Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.



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**GCC**

**GUAM COMMUNITY COLLEGE**

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*Kulehon Kumunidát Guáhan*