15th Annual Institutional Assessment Report (AIAR): A Composite Program Review

AY 2014-2015

Mission

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

***Sinangan Misión* (Chamorro translation)**

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

Fifteenth Annual Institutional Assessment Report (AIAR)
AY2014-2015
Committee on College Assessment
Guam Community College
September 2015

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 2014-2015 annual institutional assessment report is the fifteenth of such reports. These annual reviews assure integrity in all representations of the assessment processes in place and the results of the College's time and energy invested in assessment-related activities. GCC is committed to student success at all levels as demonstrated in the ongoing and continuous assessment conversations throughout campus.

GCC's assessment system fosters and encourages qualities that contribute positively and meaningfully to student learning and facilitates the investigations of the degree to which institutional practices impact individual students. A key component of the College's assessment system is the Committee on College Assessment (CCA) whose members represent all the important constituencies of the College.

The maturity and sustainability of assessment at GCC is evident in the amount and sheer number of individual assessments ongoing. TracDat, the assessment data management software which records assessment activities and outcomes, has allowed the College to implement an embedded assessment system. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year round. We must continually monitor and intentionally increase the quality of each assessment cycle.

Evaluating the effectiveness of the assessment process is founded on the clear articulation of student learning outcomes at the course and program levels, student service unit outcomes at the student services level, administrative unit outcomes at the administrative unit level, institutional learning outcomes for the institution, and the clear articulation of the key components and processes with the opportunity to impact student learning directly or indirectly. The college believes that for assessment to be meaningful, it must be done thoughtfully and systematically.

GCC has done this by incorporating SLOs across all courses and programs since 2008. This report examines the progress made on the assessment of these SLOs over the past seven years. 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.

As a result of the information and recommendations contained within the 14th AIAR, the Committee on College Assessment (CCA), the Learning Outcomes Committee (LOC), the Office of Assessment, Institutional Effectiveness & Research (AIER), and the AVP joined efforts to develop an Annual Curriculum Review Cycle Schedule (Appendix C) to formalize the link between curriculum and the two-year cycle of assessment for a systematic review of course and program student learning outcomes and

other curricular components to ensure the assessments conducted over time are meaningful and relevant for current and future students. The online Acalog curriculum approval system and the TracDat assessment management system serve as key tools to support this key institutional initiative. A detailed discussion is found under the Curriculum Revision Activities section of this report.

The assessment evidence that guides improvements at the course, program, and institutional levels continues to grow more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The assessment results are meaningfully used as a guide in identifying areas where improvement efforts should be focused; and, the results provide a roadmap of opportunities for effective practices that have the greatest impact on student learning and success. 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, the Fact Book (Volume 9), the 2014-2015 GCC Fact Book Analysis and Trends, the 2014 Annual Institutional Strategic Master Plan Update*, *the Graduate Employment Report for the Class of 2014,* and *the General Education Impact Follow-Up 2013-2014 Statistical Update* in academic year 2014-2015.

The Committee on College Assessment (CCA) has organized college assessment units 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[1]). Additionally, the two-year assessment cycle schedule (Appendix B) published annually serves as a guide for each group and details the semester activities and requirements as each group plans and implements improvements based on the data and recommendations resulting from the assessment of each learning outcome. Assessment is a shared responsibility at GCC which is integrated into each and every aspect and level of the institution.

The success and high level of efficiency of GCC's institutional assessment processes could not be accomplished without the hard work and commitment of the College's administrators, faculty, staff, students, and the governing board. In AY2014-2015, the CCA committee spent approximately two hundred and fifty-six hours (256) attending CCA meetings and approximately seven hundred fifteen (715) hours reviewing TracDat plans/reports, meeting with assessment authors to provide technical assistance on TracDat or other assessment requirements, and providing training during the annual Assessment Leadership Summit (Appendix E) or as requested by departments. The level of effort and dedication exhibited by the CCA members, TracDat users, and assessment authors continues to represent the college community's overall commitment to quality demonstrated through the regular and systematic cycle of assessment.

This 15th AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2014-2015. Also included is an update of annual assessment commitment rates[2] and Student Learning Outcomes (SLOs) assessment. Additionally, the 15th AIAR highlights college-wide assessment activities through several program review

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[1] Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.
[2] Beginning with this report, "commitment rate" will replace the phrase "compliance rate" which was used in previous reports. The college has reached a level of assessment maturity after more than a decade of assessment practice, hence this change in terminology.

components for AY2014-2015. These components include program enrollment, program completions, workforce advisory committee meetings, and curriculum revision activities. The information provided in this report is intended for implementation and 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 2014-2015 academic year, including data on assessment commitment rates and key program review elements, such as student learning outcomes (SLOs) commitment rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

Assessment Structure
As in the previous AIER reports, the College continues to assess its fourteen-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users.

The AIER Office 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 and TracDat training by department was provided in the fall and spring semesters, including one-on-one intense assessment sessions by AIER and CCA members with assessment authors.

During this reporting period, the Associate Deans of the School of Trades and Professional Services published the 2014 updated Student Learning Outcomes Handbook (Appendix F) to serve two main purposes: 1) To provide all members of our college community with a valuable resource tool; 2) To provide consistent guidance for the SLO review and revision process. The handbook has been utilized as a tool in various professional development sessions for faculty, staff, and administrators as they implement improvements in course and program guides, student service unit outcomes, and administrative unit outcomes.

Additionally, the AIER office formally published the 2014-2015 Assessment Handbook (Appendix G) as a reference for the campus community to easily access the history, best practices, and expectations of assessment at GCC. The handbook is available online and in printed format.

Assessment Leadership Summit
During the Fall 2014 semester, the CCA held its first Assessment Leadership Summit on September 4, 2014. The summit agenda included these topics: Student Learning Outcomes (SLO) Workshop; Assessment and TracDat for Beginners; Frequently Asked Questions and TracDat Hands-On Working Session; Budget and Your Assessment; Winner Showcase; and, the ACCJC Basics Online Course Session. The CCA organized the summit agenda around the various areas expressed by assessment authors as topics of interest and areas needing improvement. A total of sixty-one (61) attendees consisting of eleven (11) administrators, thirty-seven (37) faculty, twelve (12) staff, and one (1) student signed in on the sessions sign-in sheets.

The Assessment Leadership Summit had been a topic of CCA discussion introduced by the 2011 CCA faculty chairperson based on a professional development activity he had attended which inspired him to share this effective practice from other institutions. The primary goal of the event was to gather campus

constituents in one location to talk about assessment and share successes and challenges within their areas of expertise.

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

<u>Assessment Commitment</u>

Table 1. Assessment Commitment Rate at the Divisional Level

Updated Rates of Divisional Commitment to Assessment Requirements

AY	Programs/ Units on Track Total # of Programs/ Units **Academic Affairs Division**	%	Programs/ Units on Track Total # of Programs/ Units **Finance[3] & Administration Division**	%	Programs/ Units on Track Total # of Programs/ Units **Admin. Services**	%	Programs/ Units on Track Total # of Programs/ Units **President/ CEO[4]**	%	Programs/ Units on Track Total # of Programs/ Units **Board of Trustees & Foundation Board[5]**	%
AY02-03	43/61	70%	0/6	0%	4/4	100%				
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[6]	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		
AY12-13	55/63	87%	5/5	100%			4/4	100%	2/2	100%
AY13-14	61/64	95%	7/7	100%			5/5	100%	2/2	100%
AY 14-15	65/65	100%	7/7	100%			5/5	100%	2/2	100%

Commitment rates have gone up or down through the years. With the largest number of academic programs under its wing, the Academic Affairs Division assessment commitment rate has increased by 5%, from 95% in AY2013-2014 to 100% in AY2014-2015. The Finance and Administration Division, the

[3] Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.
[4] 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.
[5] TracDat data entry began in AY04-05. Units are assessed every other year.
[6] Data Collection Status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A is not included in the commitment count (there are 20 programs under Group A).

President/CEO's Office, and the Boards continue to maintain a 100% commitment rate with assessment requirements. The CCA has pledged to help the campus sustain assessment commitment for years to come through the regular assessment of the effectiveness of the assessment process and documented in these annual assessment reports. The progress the College has made in incorporating SLOs into all courses and programs offered and the commitment to assess these courses and programs are presented in the next section.

Student Learning Outcomes (SLOs)
GCC continues to make significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. The College is operating at the level of sustainable continuous quality improvement as outlined by the Accrediting Commission for Community and Junior Colleges in its 2012 Evaluation Report. The report states, "The team found that the College's two-year cycle for the assessment of student learning outcomes at the course, program, certificate, and degree levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes." Sustainable continuous quality improvement is the highest level on the Commission's Rubric for Evaluating Institutional Effectiveness and includes the following six characteristics:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

As illustrated in the SLO tables on the next two pages, 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 all of its courses and programs in all the College's instructional programs.

As reflected in Table 2, the College continues to maintain its one hundred percent (100%) course-level SLO completion rate in its postsecondary courses. Additionally, during this reporting period and also reiterated under the curriculum revisions section of this report, the College adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. As guided by the College's 5-year curriculum age rule and the College's 2-year assessment cycle schedule, through the joint efforts of the Learning Outcomes Committee (LOC) and the Committee on College Assessment (CCA), an Annual Curriculum Review Cycle schedule has been developed to formalize the link between curriculum and the two-year cycle of assessment. As reflected in the following table, this systematic cycle of review of the curriculum will ensure that the results of assessment are based on relevant and current curriculum. The additional element of curriculum review has been incorporated into the annual reporting of student learning outcomes assessment to accurately reflect the full extent of the ongoing improvement efforts taking place at the College.

Table 2. Student Learning Outcomes (SLOs)
Postsecondary
AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2014 Catalog	402	402	100.00%
Fall 2013 Catalog	412	412	100.00%
Spring 2013 Catalog	410	410	100.00%
Fall 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%

As Requirement For Program	SLO Count	Total	Percent
Associate Degree Programs	Number of courses with SLOs being assessed	13	100%
	Number of courses under curriculum review	192	
	Number of courses within the programs	205	
Certificate Programs	Number of courses with SLOs being assessed	17	100%
	Number of courses under curriculum review	38	
	Number of courses within the programs	55	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	19	100%
	Number of courses under curriculum review	123	
	Number of courses within the programs	142	
Total number of courses with SLOs being assessed within programs	Number of courses with SLOs being assessed	49	**100%**
	Number of courses under curriculum review	353	
Total count of courses within programs	Number of courses within programs	402	

During this reporting period, the Office of Continuing Education and Workforce Development (CEWD) in partnership with the Office of Assessment, Institutional Effectiveness and Research continued to incorporate the assessment of all CEWD-offered courses (both credit and non-credit bearing) as part of the College's regular and systematic cycle of assessment. Table 3 below shows that of the total one hundred and thirty-four (134) courses listed in the 2013-2015 CEWD catalog, one hundred and thirty-four (134) or one-hundred percent (100%) had course-level SLOs. Additionally, of the total one hundred and thirty-four (134) courses, twenty-five or approximately nineteen percent (18.66%) of CEWD-offered courses were assessed during this reporting period.

In an effort to improve the assessments of CEWD-offered courses, the CCA and AIER will continue to hold one-on-one sessions with individual assessment authors in the next academic year to assist with the specific data analysis and input of these courses into the TracDat assessment system. These individualized sessions have been effective in the past with helping assessment units improve their commitment to the College's assessment requirements.

The 2012 Accreditation Evaluation Report provided a similar emphasis on the assessment of CEWD-offered courses in its statement, "In order to improve, the team recommends that the College develop a process for systematically evaluating non-credit courses, workshops, and training sessions for content and effectiveness in alignment with the assessment process that is in place for credit courses." As reflected throughout this report, every component of the College undergoes assessment and that assessment is also documented and available through the TracDat assessment management system.

Table 3. Student Learning Outcomes (SLOs)
Continuing Education and Workforce Development-AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
2013-2015 Catalog	134	134	100.00%
SLO COUNT		TOTAL	PERCENT
Total number of courses with SLOs being assessed		25	**18.66%**
Total count of courses		134	

The assessment of SLOs in GCC's Career and Technical Education (CTE) Secondary courses and programs has been an integral part of the College's institutional process of evaluation since its infancy. The CTE Secondary assessments have also been a key element in the quality and implementation of GCCs Dual Credit Articulated Programs of Study (DCAPS) which provides the opportunity for students enrolled in GCC's CTE courses in the five Guam public high schools to earn college credit in GCC postsecondary programs if they earn a grade of "B" or better in these CTE programs. Further details on the DCAPS program may be found on the College's public website at www.guamcc.edu.

Table 4 below shows that of the total forty-two (42) courses listed in the 2013-2015 CTE Secondary catalog, one hundred percent (100%) of the courses had course-level SLOs, thirty-four (34) courses were assessed during this reporting period, and eight (8) courses were under curriculum review.

Table 4. Student Learning Outcomes (SLOs)
Career and Technical Education Secondary-AY2014-2015

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
SY 2013-2015 Catalog	42	42	100.00%
SLO COUNT		TOTAL	PERCENT
Total number of courses with SLOs being assessed		34	**100%**
Total number of courses under curriculum review		8	
Total count of courses		42	

The linking of program and course-level SLOs to related goals in TracDat 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)[7], 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 5 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 5, the most frequently linked goal in TracDat is program review (3801)[8] which incorporates budget-related goals and objectives. This is followed by ILOs (1073), ISMP goals (885), and division level goals (598). 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. This also allows TracDat users to see their connectedness to the broader goals of the institution.

Table 5. Linking Course SLOs to Related Goals in TracDat
(n=402 postsecondary courses listed in the College catalog as of July 2015)

Related Goal Type	Count of Related Goal Type
Course Level	29
Division Level	598
Governing Board Level	394
Institution Level	293
Institutional Learning Outcome (ILO)	1073
Institutional Strategic Master Plan (ISMP)	885
Program Review (Budget Related Goals & Objectives)	3801
Program/Unit Level	559
School Level	473
STANDARD I: Institutional Mission and Effectiveness	109
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Adopted June 2014)	10
STANDARD II: Student Learning Programs and Services	595
STANDARD II: Student Learning Programs and Support Services (Adopted June 2014)	42
STANDARD III: Resources	138
STANDARD III: Resources (Adopted June 2014)	5

[7] 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.
[8] 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 2014 and subsequently entered into TracDat. This information will be entered into TracDat annually.

Related Goal Type	Count of Related Goal Type
STANDARD IV: Leadership and Governance	1
STANDARD IV: Leadership and Governance (Adopted June 2014)	1
Grand Total	**9006**

Source: Ad Hoc TracDat Report ran on September 29, 2015[9]

Table 6 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 6, the most frequently linked goal in TracDat to program/unit outcomes is program review linked to budget goals (2,521), followed by Program/unit level goals (884), division level goals (830), institutional level goals (691), and the four (4) Accreditation Standards (1,066).

Table 6. Linking Program/Unit Outcomes to Related Goals in TracDat
(n=80 program/units listed in the AY2014-2015 Taxonomy)

Related Goal Type	Count of Related Goal Type
Course Level	20
Division Level	830
Governing Board Level	314
Institution Level	691
Institutional Learning Outcome (ILO)	533
Institutional Strategic Master Plan (ISMP)	664
Program Review (Budget Related Goals & Objectives)	2521
Program/Unit Level	884
School Level	278
STANDARD I: Institutional Mission and Effectiveness	89
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Adopted June 2014)	14
STANDARD II: Student Learning Programs and Services	572
STANDARD II: Student Learning Programs and Support Services (Adopted June 2014)	40
STANDARD III: Resources	290
STANDARD III: Resources (Adopted June 2014)	19
STANDARD IV: Leadership and Governance	37
STANDARD IV: Leadership and Governance (Adopted June 2014)	5
Grand Total	**7801**

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[9] Data was extracted from the Ad Hoc TracDat Report (run date September 29, 2015) 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 AY2013-2014 due to authors aggressively meeting the assessment deadlines. Furthermore, course assessment for associate degrees, certificate, secondary and adult education program course SLOs have completed at least four cycles since fall 2008 and have begun work on a fifth cycle.

During the fall semester of this reporting period, the Vice President for Finance and Administration and the Assistant Director for AIER reviewed and re-evaluated the effectiveness of the TracDat custom fields specifically designated for the budget goals, budget related performance indicators, and budget related proposed outcomes. A realignment of the custom fields in TracDat was made to better align the input of these three budget-related items with the requirements for the assessment plans, data collection, assessment reports, and implementation status. A revisit of the effectiveness of these realignments will be made in fall 2016 so that at least one complete assessment cycle may reflect these changes and evaluated.

The assessment plans and reports found in the TracDat assessment system provide important evidence to the College and all stakeholders of how assessment is linked to the WASC/ACCJC Accreditation Standards. The following section provides an update of the progress the College has made in addressing the actionable improvement plans and recommendations for improvement found in the 2012 Accreditation Evaluation Report.

Accreditation Midterm Report
The Accreditation Midterm Report is developed to address the visiting team's recommendations for improvement from the March 2012 accreditation site visit as well as the actionable improvements plans (formerly planning agenda items) identified in the Guam Community College (GCC) 2012 Institutional Self-Evaluation Report.

The midterm report preparation involves various stakeholders of the College. For example, the Accreditation Standard Committees which is a committee under GCC's Faculty Senate along with the Accreditation Liaison Officer (ALO) and the Office of Assessment Institutional Effectiveness and Research (AIER) staff were extensively involved in the development of the report. In addition, many faculty, staff, students, and administrators contributed to the report preparation by providing meaningful input and data needed to develop the report.

The report development preparation began in fall 2012 soon after the team's departure. The report development process included monthly meetings with the ALO, the Accreditation Standard Committees (Standards 1. 2, 3, and 4), and AIER staff for the purpose of providing updates on the data collection process and disseminating accreditation related information. To strengthen the organization and coordination in developing the report, a Midterm Report Strategic Plan was created to specify action steps on the process to finalize the report, i.e. identification of the person(s) responsible for the specific action or task and the time frame the action/task must be completed.[10] The strategic plan included due dates for report draft, comment periods for feedback on the draft, Board of Trustees (BOT) review and approval of the report, and the established date for the report submission to ACCJC.

The midterm report was finalized in the fall 2014 semester and sent to the BOT for their final review and approval in February of 2015. The report was printed and transmitted to ACCJC in February of 2015. An acknowledgement and acceptance letter was received from Dr. Barbara A. Beno, President for the Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges. (Appendix H)

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[10] Please refer to the Midterm Report Work Plan in Appendix D

The Vice President for Academic Affairs presented five (5) lessons and insights from three (3) accreditation visits to the chairpersons of all the governance bodies of the College at the conclusion of the campus-wide Midterm Report draft feedback period. The AVP's inspirational message and presentation to these governance leaders related to accreditation visits included: the importance of thoughtful planning for a successful visit; a thoroughly-written self-study report is critical to the team's work; the importance of a current institutional data repository; the benefits of having accreditation as a core value entrenched in the life of the institution; and, improvement initiatives should be based on previous performance at the course, program, and institutional levels.

Institutional Self Evaluation Report
Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year cycle. It is also expected that the changes and improvements noted in the Midterm Report are sustained so that it may be verified at the time of the next regularly scheduled visit. The College will submit its Institutional Self Evaluation of Educational Quality and Institutional Effectiveness Report in preparation for the comprehensive review in spring 2018. To close out the 2014-2015 academic year, the four faculty Accreditation Standards Committees submitted their first draft ISER report addressing the new ACCJC Accreditation Standards adopted in June 2014.

A key element in GCC's assessment process is planning. Planning efforts are initiated at all levels of the institution, from course-level assessment plans to program-level, student services unit-level, and administrative unit-level assessment plans. Additionally, a significant point of interest is the tie-in of these unit-level plans to the overall plans of the institution. The following section highlights GCC's Institutional Strategic Master Plan.

Institutional Strategic Master Plan
The college assembly held on Friday, November 21, 2014 in the MPA included updates from the President on the four (4) goals of the 2014-2020 Institutional Strategic Master Plan (ISMP). The ISMP updates included information on the annual curriculum review cycle, Project Win-Win, the 2014 Assessment Leadership Summit, the Comprehensive Institutional Professional Development Plan, the Facilities Master Plan update, sustainability initiatives, the Participatory Governance Structure Handbook, the updates to the MyGCC portal committee sites, the Data Driven Dedicated Planning (3DP) process, the updates to the budget and assessment links in TracDat, the electronic curriculum process, the campus multimedia project, the 5-year marketing plan, articulation agreements, and internationalizing initiative updates. The assembly also included a professional development presentation by Terry Summerlin titled "Leadership Magic: Powerful Keys for Team Building" in which the ideas and lessons were reinforced with activities and reflections involving the audience in areas such as leadership, responsibility, and motivation. The fall 2014 college assembly presentation is found in Appendix I of this report.

The 2014-2020 ISMP incorporates four new goals of (1) Retention and Completion, (2) Conducive Learning Environment, (3) Improvement and Accountability, and (4) Visibility and Engagement. These four goals also align with the College's efforts to prepare for the spring 2018 Accreditation Site Visit. This six-year plan brings with it a more global approach to workforce development, a student-centered curriculum, partnerships with on-island and global businesses, and additional initiatives to further upgrade the physical campus.

GCC has made significant progress in its partnerships with island businesses for employment and training opportunities. The College continues to maintain and sustain the assessment infrastructure in place by incorporating the assessment of all Continuing Education and Workforce Development offered courses into the regular cycle of assessment.

The distance education pilot project commenced in the spring of 2015 with the selection of the four (4) courses to be piloted and the exceptional volunteer efforts of the four (4) faculty members who agreed to attend regular planning meetings, complete an online course and online teaching certification exam, submit curriculum revisions to incorporate the online components into the course guides, and configure the online Moodle classroom based on the College's course template by the designated completion date of August 2015. The three courses are MA110A-Finite Mathematics, EN110-Freshman Composition, and OA101-Keyboarding and Document Processing. One section of the Keyboarding and Document Processing course was piloted as a hybrid course with 50% of the course delivered online in the Moodle classroom and 50% of the course delivered face-to-face at the GCC campus classroom.

The program specialist for Academic Technologies led the DE taskforce through the planning and pilot phases of the DE pilot project. Upon completion of the pilot courses, the DE taskforce will finalize and formally adopt the DE Strategic Plan to guide further expansion of distance education at GCC.

In addition to expanding the College's DE offerings, GCC continues to implement one proven high-impact practice to help students succeed: orientation. Orientation is the opportunity for the College to provide information to the students to help them get around campus and find the resources they may need to succeed in their educational endeavors while at GCC. The following section on Student Orientation provides a summary of the New Student Orientation surveys conducted over the past seven (7) semesters since the spring of 2012.

Student Orientation
The College's Center for Student Involvement leads the New Student Orientations at the beginning of each semester. Since the spring of 2012, a total of seven (7) orientations have been held with a total of one-thousand seven-hundred eighty-four (1,784) attendees. Of the attendees, a total of one-thousand four-hundred sixty-two (1,462) responded to the New Student Orientation Evaluation Survey with an 82% response rate. The table below summarizes the responses from the surveys since the spring of 2012.

Table 7. Student Orientation Program
(Spring 2012 thru Spring 2015)

		Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Gender:	Male	37	113	58	112	63	153	87
	Female	64	140	87	173	79	196	100
	Total	101	253	145	285	142	349	187
Age:	16-21	67	188	89	223	88	284	115
	22-25	15	31	32	23	18	21	33
	26-30	9	12	9	21	15	22	19
	31-35	4	4	7	9	8	10	3
	36-40	1	6	5	1	6	4	6

		Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Age:	41-45	1	6	0	1	3	4	4
	46-50	1	0	1	0	0	0	5
	51-55	0	1	1	2	2	1	1
	56 or older	2	5	1	0	2	6	1
	Blank	1					0	0
Attending GCC for:	GED	3	13	6	6	6	6	0
	Adult High School Diploma	2	22	23	27	14	29	28
	Apprenticeship Program	1	0	3	12	3	6	3
	Associate Degree Program	83	186	99	216	102	267	140
	Certificate Program	15	35	17	35	17	50	18
	Blank	0	0	0	1	1	1	1

Based on each section Presentation, I now have the knowledge of where and how to get the support I need to succeed here at GCC.

		Admissions and Registration	Financial Aid	Assessment and Counseling	Student Support Services	Accommodative Services	Learning Resources Center	Project AIM (TRiO Programs)	Center for Student Involvement
SPRING 2015	Strongly Agree	56	62	61	59	54	54	41	65
	Agree	40	33	33	34	34	42	38	30
	Neutral	3	5	6	7	10	5	19	4
	Disagree	1	1	1	0	2	0	2	1
	Strongly Disagree	0	0	0	0	0	0	1	0
	BLANK	1	0	0	1	1	0	0	1
FALL 2014	Strongly Agree	115	117	124	109	92	111	90	123
	Agree	112	103	104	108	109	104	109	103
	Neutral	25	29	22	32	45	32	45	23
	Disagree	0	3	1	3	6	4	5	3
	Strongly Disagree	1	1	2	1	1	2	4	1
	BLANK	0	0	0	0	0	0	0	0
SPRING 2014	Strongly Agree	72	72	71	70	70	70	62	71
	Agree	59	56	60	55	53	59	52	54
	Neutral	13	16	13	19	20	14	26	19
	Disagree	1	1	1	1	2	2	5	1
	Strongly Disagree	0	0	0	0	0	0	0	0
	BLANK	0	0	0	0	0	0	0	0
FALL 2013	Strongly Agree	140	144	152	145	137	136	120	149
	Agree	113	112	101	113	113	114	109	97
	Neutral	30	27	30	25	32	33	48	33
	Disagree	1	2	2	2	3	2	6	6

Based on each section Presentation, I now have the knowledge of where and how to get the support I need to succeed here at GCC.									
		Admissions and Registration	Financial Aid	Assessment and Counseling	Student Support Services	Accom-modative Services	Learning Resources Center	Project AIM (TRiO Programs)	Center for Student Involvement
	Strongly Disagree	1	0	0	0	0	0	2	0
	BLANK								
SPRING 2013	Strongly Agree	68	73	71	73	62	76	60	85
	Agree	59	54	52	57	58	53	54	41
	Neutral	15	15	19	12	22	13	27	14
	Disagree	0	0	0	0	0	0	0	2
	Strongly Disagree	0	0	0	0	0	0	1	0
	BLANK	0	0	0	0	0	0	0	0
FALL 2012	Strongly Agree	148	157	173	163	154	160	134	171
	Agree	157	134	135	134	142	137	143	136
	Neutral	39	50	35	45	49	48	62	38
	Disagree	2	5	3	3	1	1	3	0
	Strongly Disagree	0	0	0	0	0	0	4	0
	BLANK	3	3	3	4	3	3	3	4
SPRING 2012	Strongly Agree	98	96	106	89	86	97	98	100
	Agree	75	73	67	76	78	74	72	73
	Neutral	14	16	13	19	18	15	15	13
	Disagree	0	1	1	2	3	1	1	1
	Strongly Disagree	0	1	0	1	0	0	1	0
	BLANK	0	0	0	0	2	0	0	0

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 2014.

Program Enrollment

Program enrollment is an essential element of program review. Table 7 below provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past nine (9) years (fall semester enrollment only).

Table 8. Postsecondary Unduplicated Enrollment by Program[11]
Nine-Year Trend (Fall 2006-Fall 2014)

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
AA in Culinary Arts	16	36	57	77	92	97	118	103	107
AA in Education	47	87	92	116	127	143	155	198	222
AA in Interdisciplinary Arts & Sciences[12]	42	76	107	137	148	182	194	206	198
Associate of Arts Grand Total	**105**	**199**	**256**	**330**	**367**	**422**	**467**	**507**	**527**

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
AS in Accounting	54	79	66	86	99	114	106	127	113
AS in Automotive Service Technology	11	21	31	56	72	86	80	93	75
AS in Automotive Tech[13]	26	16	11	3	1	-	-	-	-
AS in Civil Engineering Technology[14]	-	-	-	-	-	-	0	0	6
AS in Computer Networking	8	15	21	33	40	55	56	61	60
AS in Computer Science	78	71	80	92	96	110	92	92	77
AS in Criminal Justice	55	68	86	143	169	237	223	225	230
AS in Early Childhood Education	57	79	99	112	119	127	110	116	125
AS in Electronics Networking[15]	4	4	1	-	-	-	-	-	-
AS in Emergency Management[16]	-	0	0	2	5	9	9	7	4
AS in Food & Beverage Management[17]	-	-	-	-	14	13	12	10	5
AS in Hospitality Industry Management[18]	51	53	59	60	-	-	-	-	-
AS in Hotel Operations & Management[19]	-	-	-	-	14	16	26	36	27
AS in Human Services[20]	-	-	-	-	-	-	-	-	0
AS in Marketing	22	25	24	25	28	32	59	50	60
AS in Medical Assisting	94	113	113	102	97	101	98	236	232
AS in Office Technology	23	31	23	30	33	29	19	30	25
AS in Pre-Architectural Drafting[21]	-	-	-	-	7	15	23	31	26
AS in Sign Language Interpreting[22]	1	0	-	-	-	-	-	-	-
AS in Supervision & Management	27	43	43	59	76	84	81	75	82

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[11] 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.

[12] Program changed from Liberal Arts to Liberal Studies in March of 2011 and from Liberal Studies to Interdisciplinary Arts & Sciences in 6February of 2013.

[13] Program replaced with AS in Automotive Service Technology in Fall of 2006.

[14] Program was reinstituted in November of 2011.

[15] Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

[16] Program was adopted in April of 2007 and began in Fall of 2007.

[17] From Fall 2003 through Spring 2010, the Food & Beverage Manag73ement emphasis was under the AS in Hospitality Industry Management program.

[18] Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

[19] From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

[20] Program adopted in June of 2014

[21] Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003catalog.

[22] Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
AS in Surveying Technology[23]	-	-	-	-	3	4	3	2	6
AS in Tourism & Travel Management[24]	-	-	-	-	58	62	60	73	66
AS in Visual Communications	19	26	43	48	48	61	68	93	96
Associate of Science Grand Total	**530**	**644**	**700**	**851**	**979**	**1155**	**1125**	**1357**	**1315**

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
CERT in Accounting[25]	9	4	2	2	1	-	-	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20	6	9
CERT in Automotive Tech[26]	21	13	5	2	1	1	-	-	-
CERT in Computer Aided Design & Drafting[27]	-	-	-	-	2	2	1	2	0
CERT in Computer Science	11	6	5	9	4	8	2	3	3
CERT in Construction Technology	0	1	0	5	18	25	26	28	37
CERT in Cosmetology[28]	20	19	17	33	40	35	15	3	2
CERT in Criminal Justice	3	21	46	15	17	24	17	17	15
CERT in Early Childhood Education	5	4	4	9	21	9	9	4	4
CERT in Education	4	5	8	3	5	2	7	2	5
CERT in Emergency Management[29]	-	0	0	0	2	1	1	0	2
CERT in Family Services	-	-	-	-	-	-	-	5	10
CERT in Fire Science	1	0	0	1	27	4	0	4	5
CERT in Medical Assisting	17	21	24	34	30	21	18	31	28
CERT in Medium/Heavy Truck Diesel Technology[30]	-	-	-	0	0	0	0	0	1
CERT in Office Technology	5	4	4	3	2	0	4	2	5
CERT in Practical Nursing	27	24	36	42	37	23	21	22	24
CERT in Pre-Nursing	0	0	1	84	148	183	196	44	13
CERT in Sign Language Interpreting[31]	0	1	3	1	1	-	-	-	-
CERT in Supervision & Management	1	3	7	7	2	2	4	6	5
CERT in Surveying Technology[32]	-	-	-	0	0	1	0	0	0
CERT in Systems Technology[33]	2	10	6	3	-	-	-	-	-
Certificate Grand Total	**128**	**147**	**179**	**268**	**378**	**365**	**341**	**179**	**168**

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, 8 & 9.

[23] Program adopted in April of 2009.
[24] From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.
[25] Program archived in May of 2006; however, one student remains continuously enrolled.
[26] Program replaced with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled.
[27] Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.
[28] Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.
[29] Program adopted in April of 2007 and began in Fall of 2007.
[30] Program adopted in July of 2009.
[31] Program archived in September of 2008; however, one student remains continuously enrolled.
[32] Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.
[33] Program archived in April of 2009.

As reflected in Table 8, there were fourteen associate degree programs continuously offered since fall 2006 (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 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, four (4) experienced continuous growth over the past eight (8) years (AA in Culinary Arts, AA in Education, AA in Liberal Studies, 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, Construction Technology, 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 through the years. 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). 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. Enrollment in the Practical Nursing and Medical Assisting programs are expected to steadily increase over the next several years. Additionally, a maximum of 40 students are accepted each year into the Practical Nursing program, limiting enrollment growth, which is a direct result of the Guam Board of Nursing Examiners mandate for quality training in Guam nursing programs.

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. Departments should also 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 workforce 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 nine (9) academic years starting from AY05-06 to AY13-14. Completion rates also demonstrate program success and student success.

Program Completions
Program completion is another essential element of program review. Table 9 below provides information on the number of postsecondary program completers for the past nine (9) years.

Table 9: Completers by Program- Nine-Year Trend
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10, AY10-11, AY11-12, AY12-13, AY13-14)

Associate of Arts Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
AA in Culinary Arts	1	1	0	2	9	6	9	10	7	45
AA in Education	3	0	6	7	20	16	14	15	17	98
AA in Liberal Arts	3	6	4	1	5	5	8	9	20	61
Associate of Arts Grand Total	**7**	**7**	**10**	**10**	**34**	**27**	**31**	**34**	**44**	**204**

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
AS in Accounting	7	4	11	7	9	8	5	10	7	68
AS in Automotive Service Technology	0	0	0	0	3	3	4	3	6	19
AS in Automotive Tech[34]	3	1	1	1	2	0	-	-	-	8
AS in Computer Networking	0	0	1	3	1	3	7	3	4	22
AS in Computer Science	11	8	6	6	8	8	6	4	8	65
AS in Criminal Justice	4	5	14	14	11	21	12	11	18	110
AS in Early Childhood Education	12	9	6	10	17	20	13	15	22	124
AS in Electronics Networking[35]	0	0	1	-	-	-	-	-	-	1
AS in Emergency Management[36]	-	-	0	0	1	0	0	1	1	3
AS in Food & Beverage Management[37]	-	-	-	-	-	0	6	1	0	7
AS in Hospitality Industry Management[38]	2	1	5	2	3	4	-	-	-	17
AS in Hotel Operations & Management[39]	-	-	-	-	0	0	1	0	4	5
AS in Human Services[40]	-	-	-	-	-	-	-	-	0	0
AS in Marketing	4	3	0	2	2	2	1	6	3	23
AS in Medical Assisting	15	9	11	5	12	13	9	24	20	118
AS in Office Technology	4	0	1	3	3	3	1	2	3	20
AS in Pre-Architectural Drafting[41]	-	-	-	-	0	0	0	0	2	2
AS in Sign Language Interpreting[42]	1	0	0	-	-	-	-	-	-	1

[34] Program replaced with AS in Automotive Service Technology in Fall of 2006.
[35] Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.
[36] Program was adopted in April of 2007 and began in Fall of 2007.
[37] From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.
[38] Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.
[39] From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.
[40] Program adopted in June 2014.
[41] Program was reinstituted in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.
[42] Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
AS in Supervision & Management	6	6	11	0	5	8	4	8	5	53
AS in Surveying Technology[43]	-	-	-	0	0	0	0	0	0	0
AS in Tourism & Travel Management[44]	-	-	-	-	3	0	2	1	1	7
AS in Visual Communications	0	7	0	2	3	6	6	6	7	37
Associate of Science Grand Total	**69**	**53**	**68**	**55**	**83**	**99**	**77**	**95**	**111**	**710**

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
CERT in Accounting[45]	0	0	6	0	1	0	-	-	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	1	1	5
CERT in Automotive Tech[46]	3	2	1	0	0	0	0	-	-	6
CERT in Computer Aided Design & Drafting[47]	-	-	-	-	0	0	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	0	3	13
CERT in Construction Technology	0	1	0	0	0	0	0	0	0	1
CERT in Cosmetology[48]	1	0	0	1	0	0	0	1	-	3
CERT in Criminal Justice	21	2	11	35	11	7	9	4	9	109
CERT in Early Childhood Education	4	3	2	3	3	27	1	1	4	48
CERT in Education	0	0	2	8	2	1	1	1	2	17
CERT in Emergency Management[49]	-	-	0	0	0	0	0	0	0	0
CERT in Family Services	-	-	-	-	-	-	-	0	1	1
CERT in Fire Science	0	0	0	0	0	26	0	0	0	26
CERT in Medical Assisting	16	10	14	6	9	13	8	1	21	98
CERT in Medium/Heavy Truck Diesel Technology[50]	-	-	-	0	0	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	1	0	0	1	5
CERT in Practical Nursing	14	0	14	19	32	34	20	18	17	168
CERT in Pre-Nursing	0	0	0	0	0	0	3	10	14	27
CERT in Sign Language Interpreting[51]	0	0	0	0	0	1	-	-	-	1

[43] Program adopted in April of 2009.

[44] From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

[45] Program archived in May of 2006; however, one student remains continuously enrolled.

[46] Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.

[47] Program reinstituted in May of 2010 and last appeared in the 1999-2000 catalog.

[48] Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.

[49] Program adopted in April of 2007 and began in Fall of 2007.

[50] Program adopted in July of 2009.

[51] Program archived in September of 2008; however, one student remains continuously enrolled.

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	Grand Total
CERT in Supervision & Management	0	0	1	0	0	0	0	0	2	3
CERT in Surveying Technology[52]	-	-	-	0	0	0	0	0	0	0
CERT in Systems Technology[53]	0	0	0	0	-	-	0	-	-	0
Certificate Grand Total	**65**	**21**	**53**	**73**	**59**	**112**	**43**	**37**	**75**	**538**

SOURCE: Operational Data Store (ODS), Banner System and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, 8 & 9.

Student Success Initiatives

Project Win-Win

Two projects initiated by the Student Success Coordinator, in consultation with the Registrar, Deans, and the Assistant Director for AIER, are the Completion-Retention Project Pilot Group (45 GPA credits earned or more as of AY13-14; GPA 2.0 or better & declared in a program whose department is one of the two with the most students represented in the data) and the WinWin Retention Project Pilot Group (Student is identified as a stop-out student; Educational plan is based on 2014-2015 GCC catalog; Degree - 45 or more GPA credits (cumulative) earned as of Spring 2014, or Certificate - 20 or more GPA credits (cumulative) earned as of Spring 2014; GPA 2.0 or better). The project focused on the Hospitality, Computer Networking, and Education/ECE programs. The goal was to identify those students who had 10 or less courses remaining, and to further break it down by general education and technical/related technical courses. The Student Success Coordinator completed the degree plans for the students identified and a report was sent electronically to the Deans and department chairpersons and hard copies of the student degree plans were given directly to the department chairpersons.

Career Pathways

During this reporting period, the Student Success Coordinator took the lead to contact GCC's 2013-2014 graduates via email and personal telephone calls to gather employment specific data. The data was collected and entered into the College's Banner system and a final report was prepared and posted by the AIER office. As required by Guam Public Law 32-181, also known as the Fiscal Year 2015 Budget Act, GCC is required to report graduate employment statistics to the Guam Legislature by June 30th or each year. The Graduate Employment Report for the Class of 2014 (Appendix J) includes the following data tables for the 2013-2014 graduates: Total Graduates by Degree Program, Graduate Career Pathways, Graduates by Ethnicity and Gender, Graduate Salary Ranges, and the Alignment of Graduate Career Pathway with Current Employment Occupation including further aggregation based on those that are aligned and those that are not aligned.

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 nine-year period are AS in Early Childhood (124), AS in Medical Assisting (118), AS in Criminal Justice (110), AA in Education (98), and AS in Accounting (68). Of the fourteen (14) associate degree programs continuously offered by the College, the

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[52] Program reinstituted in April of 2009 and previous program title was a Certificate in Basic Surveying.
[53] Program archived in April of 2009.

five (5) with the least number of completers are AS in Automotive Service Technology[54] (19), AS in Office Technology (20), AS in Computer Networking (22), AS in Marketing (23), and AS in Visual Communications (37). 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 the Admissions and Registration Office. The College revised its process over the past couple of years to allow only department chairpersons to override a course prerequisite.

As for certificate programs, of the eleven (11) certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (168), Criminal Justice (109), Medical Assisting (98), Early Childhood Education (48), and Fire Science[55] (26). The five (5) with the least number of completers are Construction Technology (1), Supervision and Management (3), Office Technology (5), Automotive Service Technology (5), and Computer Science (13). Enrollment in these programs has been relatively low over the past nine (9) years. Completions are consequently affected by this trend. Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

Workforce 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 workforce advisory committees in an effort to improve programs and keep them current with the changing times.

Workforce Advisory Committee Meetings

An important factor in program success is dialogue between industry representatives and program faculty. As guided by the Workforce Advisory Committee Handbook (Appendix K) published by the Dean's Office of the College, departments are encouraged to maintain an open dialogue with industry professionals and the island's industries. The exchange of ideas is essential for program currency and improvement. In fall 2014, of the eight (8) departments required to submit workforce advisory committee meeting minutes to AIER, three (3) submitted minutes (38%) including the following departments: Criminal Justice and Social Science, Education, and Automotive Technology. In spring 2015, two (2) departments submitted minutes (25%), Tourism and Hospitality Department and the Automotive Technology Department. The following departments did not submit workforce advisory committee meeting minutes to AIER in the fall 2014 semester: Nursing and Allied Health, Construction Trades, Business and Visual Communications, Technology, and Tourism and Hospitality. The following departments did not submit workforce advisory committee meeting minutes to AIER in the spring 2015 semester: Nursing and Allied Health, Construction Trades, Criminal Justice and Social Science, Education, Business and Visual Communications, and Technology. Departments should commit to the importance of industry feedback through workforce advisory committee meetings each semester and minutes should be documented and posted online on MyGCC. The tables on the next page reflect the commitment of various departments to this requirement.

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[54] AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.
[55] 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.

Table 10: Workforce Advisory Committee Meetings by Program (AY2014-2015)
Meeting Minutes Matrix

Fall 2014 (Aug. 2014 – Dec. 2014)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department • Adult Education Program (Adult High School Diploma) • Adult Education Program (Basic Skills) • Adult Education Program (English as a Second Language) • High School Equivalency Diploma	TPS (4)	Not required to provide Workforce Advisory Committee minutes (not included in the commitment rates)
2. Criminal Justice & Social Science Department • Criminal Justice Certificate • Criminal Justice AS • Emergency Management Certificate • Emergency Management AS • Fire Science Technology Certificate • Human Services AS	TPS (6)	• Criminal Justice Certificate (10/22/2014) • Criminal Justice AS (10/22/2014) • Emergency Management Certificate(10/22/2014) • Emergency Management AS(10/22/2014) • Fire Science Technology Certificate(10/22/2014) • Human Services AS (10/21/2014)
3. Education Department • Early Childhood Education Certificate • Early Childhood Education AS • Early Childhood Education Secondary • Education Certificate • Education AA • Family Services Certificate	TPS (6)	• Early Childhood Education AS (12/4/2014) • Early Childhood Education Secondary (12/4/2014) • Early Childhood Education Certificate (12/4/2014) • Education AA (12/4/2014) • Education Certificate (12/4/2014)
4. Automotive Technology Department • Automotive (Collision Repair & Refinishing Technology Secondary) • Automotive Services Technology Certificate • Automotive Services Technology AS • Automotive Services Technology Secondary • Medium/Heavy Truck Diesel Technology Certificate	TPS (5)	• Automotive (Collision Repair & Refinishing Technology Secondary) (12/11/2014) • Automotive Services Technology Certificate (12/11/2014) • Automotive Services Technology AS (12/11/2014) • Automotive Services Technology Secondary (12/11/2014) • Medium/Heavy Truck Diesel Technology Certificate (12/11/2014)

Spring 2015 (Jan 2015 – May 2015)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department • Adult Education Program (Adult High School Diploma) • Adult Education Program (Basic Skills) • Adult Education Program (English as a Second Language)	TPS (4)	Not required to provide Workforce Advisory Committee Minutes (not included in the commitment rates)

Spring 2015 (Jan 2015 – May 2015)		
Department/Program	School	Program Meeting/Minutes Dated
• GED®		
2. Tourism & Hospitality Department • Culinary AA • Food & Beverage Management AS • Hotel Operations & Management AS • Lodging Management Secondary • ProStart Secondary Program • Tourism & Travel Management AS	TPS (6)	• Culinary AA (3/19/2015) • Food & Beverage Management AS (3/19/2015) • Hotel Operations & Management AS (3/19/2015) • Lodging Management Secondary (3/19/2015) • ProStart Secondary Program (3/19/2015) • Tourism & Travel Management AS (3/19/2015)
3. Automotive Technology Department • Auto Body Secondary Program • Automotive Services Technology Certificate • Automotive Service Technology AS • Automotive Services Technology Secondary • Medium/Heavy Truck Diesel AS	TPS (5)	• Auto Body Secondary Program (4/28/2015) • Automotive Services Technology Certificate (4/28/2015) • Automotive Service Technology AS (4/28/2015) • Automotive Services Technology Secondary (4/28/2015) • Medium/Heavy Truck Diesel AS (4/28/2015)

Through an analysis of the minutes submitted to AIER during this reporting period, key discussions indicate the value of these meetings. Discussions of new programs/degrees, expectations of graduates using national standards, need for "hands-on" experience before transitioning into the workforce, discussion on department strategic plans, community needs, gaps in industry workforce, and other relevant information departments may use in program planning.

Recommendations for improvement include the identification of a regular funding source for hosting workforce advisory committee meetings so that refreshments and other meeting incentives may be offered as a token of the College's appreciation for their expert feedback and valuable time. Additionally, departments should provide actionable-data to meeting participants such as program outlook, job placement data, and College initiatives designed to help students graduate with the knowledge and skills to succeed in a global economy.

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 workforce advisory

committees helps to guide curriculum revisions at both the program and course level. The Summary of Program and Course Review Audit by Department for Academic Year 2014-2015 table, found on Appendix C, contains an audit of courses for academic year 2014-2015. The table provides information on the currency of technical, related technical, related general education and technical electives and departmental course curriculum based on the College's requirement that all course guides be reviewed every five years to be current with industry and national standards for the various programs offered by the College.

The College's Curriculum Manual provides additional details on curriculum processes and procedures. Additionally, the College adopted the Annual Curriculum Review Cycle Schedule based on the findings and recommendations found in the Annual Assessment Reports. Specifically, the recommendation in the 14th AIAR stated, "The Learning Outcomes Committee should work directly with the Committee on College Assessment to ensure curriculum currency with the five year curriculum rule and align those updates with the semester-specific assessment requirements for all instructional programs of the College."

The summary table reveals that out of the twenty-one (21) associate programs offered by the College in academic year 2014-2015, nine programs (43%) have program guides with dates over five (5) years old. It also reveals that out of the sixteen (16) certificate programs offered by the College in the same timeframe, nine programs (56%) have program guides with dates over five (5) years old. As for the GCC Career and Technical Education Secondary Programs, the summary table reveals that out of the ten (10) secondary CTE programs, six secondary programs (60%) have program guides with dates beyond the five (5) year rule as detailed in the College's Curriculum Manual.

The summary table reveals that out of the sixteen (16) certificate programs offered by the College and the twenty-one (21) associate degree programs in academic year 2014-2015, thirty-six programs had courses that were five (5) years old and older.

Of the ten (10) secondary CTE programs offered by GCC, five (5) programs (50%) do not have any course that is five (5) years old and older. These programs are: Health Careers and Science Secondary, Early Childhood Education Secondary, Marketing Secondary, Lodging Management Program Secondary, and ProStart Secondary.

As for the Continuing Education and Workforce Development (CEWD) offered courses, the summary table reveals that out of the one hundred and thirty-four (134) CEWD-offered courses, twenty-four courses (18%) have course guides with dates beyond the College's five (5) year rule.

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.

Success on the Walls
In line with the recommendations received in the annual IDEA Student Ratings of Instruction Survey Report, the Committee on College Assessment voted to support and encourage a campus-wide effort to motivate and inspire students and employees alike. The annual budget allocated to the annual assessment awards will be utilized to award the campus community every other year beginning with the 2014-2015

academic year through the Success on the Walls initiative. The idea was borrowed from University Business magazine, in partnership with Higher One, Models of Excellence national recognition program honoree in the Academic Success/Outcomes program category in the August 2015 edition of University Business.

The Fall 2014 IDEA Student Ratings of Instruction Survey Report provides several recommendations, namely: (1) In an effort to enhance improvements in teaching methods, styles, and student learning, instructors should inspire students to set and achieve goals which really challenge them; (2) In an effort to encourage a structured classroom experience, faculty should schedule course work (e.g. class activities, tests, projects) in ways that encourage students to stay up to date in their work; (3) In an effort to enhance critical thinking and student learning, involve students in "hands on" projects such as research, case studies, or "real life" activities; and, (4) Give projects, tests, or assignments that require original or creative thinking.

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 2014-2015, Group A programs (Associate Degree) were required to enter their new program-level and course-level assessment plans and data collections to start their new Fall 2014 through Spring 2015 assessment cycle. Group B programs (Certificate) were required to enter their program and course-level data collections and assessment reports for the Spring 2014 thru Fall 2015 assessment cycle. Group C programs (Administrative and Student Services) were required to enter their unit assessment reports and implementation status to close the loop on the Fall 2013 thru Spring 2015 assessment cycle. 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 D (Special Programs) was required to enter their program and course-level data collections and assessment reports for the Spring 2014 thru Fall 2015 assessment cycle. The *closing the loop* information for AY2014-2015 is demonstrated by the results of assessments completed by Group C as summarized below.

The results of assessment show how individual departments and programs closed the loop during academic year 2014-2015. Of the twenty-six (26) assessment units under Group C, 100% of these assessment units completed their administrative unit-level and student services-level assessment cycles and closed the assessment loop. The twenty-six (26) assessment units include: Academic Technologies, Accommodative Services, Admissions & Registration Office, Apprenticeship Training Program, Assessment & Counseling, Board of Trustees/Foundation Board, Business Office, Center for Student Involvement, College Access Challenge Grant Program, Communications & Promotions Office, Continuing Education & Workforce Development, Development & Alumni Relations, Environmental Health & Safety, Facilities, Health Services Center, Human Resources Office, Learning Resources Center, Management Information Systems Office, Materials Management, Office of the President, Planning & Development Office, Project AIM/TRiO, Student Financial Aid, Student Support Services, Sustainability Office, and WorkKeys.

Of the twenty-one (21) assessment units under Group A, only one assessment unit completed its program-level and course-level assessment cycle: the Associate of Arts in Liberal Studies. The remaining twenty (20) assessment units initiated their annual curriculum reviews for programs and courses including: Culinary Arts AA, Education AA and Certificate, Accounting AS, Automotive Service Technology AS and Certificate, Civil Engineering Technology AS, Computer Networking AS, Computer Science AS and Certificate, Criminal Justice AS and Certificate, Early Childhood Education AS and Certificate, Emergency Management AS and Certificate, Food & Beverage Management AS, Hotel Operations & Management AS, Marketing AS, Medical Assisting AS and Certificate, Office Technology AS and Certificate, Pre-Architectural Drafting AS, Supervision & Management AS and Certificate, Surveying Technology AS and Certificate, Tourism & Travel Management AS, and Visual Communications AS.

Of these assessment units that closed the loop, recommendations for improvement based on assessment results include (1) a refinement in business processes, (2) use of results to refine the assessment method or implement new assessment methods, (3) increased number of full time faculty, (4) establish further articulation agreements, (5) hire more tutors, (6) utilize computer software to enhance course delivery, (7) draft legislative proposals, and (8) implement changes in course guides. As for courses, reported improvements include (1) changes in instructional emphasis for faculty, (2) use of results to refine the assessment method or to implement new assessment methods, and (3) changes in course guide after review.

The effectiveness in implementation of the improvements based on assessment is integrated into the unit assessment cycle through the linking of prior assessment results into current assessment results. Assessment authors are required to input a historical assessment perspective narrative into the next assessment plan and link assessment plans with prior assessment results and recommendations. The TracDat data management tool provides assessment authors with this capability.

All the assessment information reported in this report was harvested from TracDat. For an assessment data management tool, it does have 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 2014-2015 and include similar recommendations from the 14th AIAR:
- The Committee on College Assessment and the Office of Assessment, Institutional Effectiveness & Research should continue to hold one-on-one or dedicated workshops to focus on improving the assessment rates of CEWD-offered courses.
- The Committee on College Assessment should work with department assessment authors through dedicated workshops during the Annual Assessment Leadership Summit and guide discussions with respective faculty/staff to discuss assessment plans and reports in order to increase "buy in" of assessment processes.
- Seasoned assessment authors should mentor individuals who are new to the assessment process and new to the GCC culture in order to maintain the pulse of the college's assessment momentum.
- Department chairs should continue to work collaboratively with workforce advisory committees to identify ways to improve programs and ensure that workforce advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.

- Deans/Academic department chairs, along with counselors, should continue to review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements. Department chairs should continue to review and update their curriculum documents to ensure the currency of their courses and programs.
- 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. This dialogue must be included as part of the curriculum review process.

Appendix A

Assessment Taxonomy for

(AY 2014-2015)

GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2014-2015

GROUP A
Associate Degree Programs

Accounting AS	Human Services AS
Automotive Service Technology AS & Certificate	Interdisciplinary Arts and Sciences AA
Civil Engineering Technology AS	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
Hotel Operations & Management AS	

GROUP B
Certificate Programs

Computer Aided Design & Drafting Certificate	Practical Nursing Certificate
Construction Technology Certificate	
Family Services Certificate	
Fire Science Technology Certificate	
Medium/Heavy Truck Diesel Technology Certificate	

GROUP C
Administrative & Student Services Units

Academic Technologies*	Facilities
Accommodative Services	Foundation Board +
Admissions & Registration Office	Health Services Center
Apprenticeship Training Program	Human Resources Office*
Assessment & Counseling	Learning Resources Center
Board of Trustees +	Management Information Systems Office*
Business Office*	Materials Management*
Center for Civic Engagement	Office of the President +
Center for Student Involvement	Peace Officer Standards and Training (P.O.S.T.)
College Access Challenge Grant Program	Planning & Development Office
Communications & Promotions Office	Project AIM/TRiO
Continuing Education & Workforce Development	Student Financial Aid*
Development & Alumni Relations Office	Student Support Services
Environmental Health & Safety*	Work Keys

*Units under Finance & Administration are due November 5th and April 1st of every year.
+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, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult High School Diploma Program (AHS)

Technology Department Courses (CS, EE, OA, PV, RE)

Adult Basic Education (ABE)

Tourism & Hospitality Department Courses (*CH, CI, HS, JA, KE)*

Allied Health (Introduction to Health Occupations) (Secondary)

Tourism (Lodging Management Program) (Secondary)

Automotive (Automotive Service Technology) (Secondary)

Tourism (ProStart) (Secondary)

Automotive (Collision Repair & Refinishing Technology) (Secondary)

Visual Communications (Secondary)

Automotive Service Technology Department Courses

Work Experience (Secondary)

Business Department Courses (AC, MK, SM, VC)

Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)

Construction Trades (Carpentry & AutoCAD) (Secondary)

Early Childhood Education (Secondary)

Education/Cosmetology Department Courses (ASL, CD, ED, CM)

Electronics-Computer Networking (Secondary)

English Department (EN,TH) Courses

General Education Development Test Program (GED)

Health Career & Science (Secondary)

Marketing (Secondary)

Math & Science Department Courses (MA, SI)

Nursing & Allied Health Department Courses (EMS, HL, MS, NU)

Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY SO, SS)

Appendix B

GCC's Two-Year Assessment Cycle Schedule

Effective Fall 2014

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE FALL 2014

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
FALL 2014	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: October 13, 2014**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 13, 2014**	**Admin/Student Services Unit AUO/SSUO Assessment Report** Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab **DEADLINE: October 13, 2014**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 13, 2014**
SPRING 2015	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 9, 2015**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: March 9, 2015**	**Admin/Student Services Unit AUO/SSUO Implementation Status** Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 9, 2015**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 9, 2015**
FALL 2015	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 12, 2015**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 12, 2015**	**Admin/Student Services Unit AUO/SSUO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and each Sub-tab and enter data in each field/box for the new cycle **DEADLINE: October 12, 2015**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: October 12, 2015**
SPRING 2016	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 14, 2016**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 14, 2016**	**Admin/Student Services Unit AUO/SSUO Data Collection Status** Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 14, 2016**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE: March 14, 2016**

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

AIER

Office of Assessment, Institutional Effectiveness & Research

Appendix C

Summary of Program and Course Review Audit

By Department

(AY 2014-2015)

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[56]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Adult Education	Adult High School Diploma (AHS)	4/15/2013	15[57]	3	20%
	Adult Basic Education (ABE)	Course-specific	CEWD[58]		
	English-as-a-Second Language (ESL)	Course-specific	CEWD[59]		

In a memo transmitted to the Committee on College Assessment (CCA) dated February 17, 2014, the Program Specialist assigned to the Adult Education Office indicated that the Adult High School Diploma Program, the Adult Basic Education, and the English as a Second Language programs were undergoing program and course revisions to incorporate College & Career Readiness Standards and Common Core State Standards. The CCA approved the request to extend assessment requirements for these programs to the official curriculum revisions approval dates due to the extensive changes proposed for these programs.

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[56] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

[57] The courses required for the Adult High School Diploma Program are maintained by other departments of the College and are included under each department's course statistics found within this appendix.

[58] Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

[59] Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

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[60]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Business	Business Department Courses (AC, MK, SM, VC)	Course-specific	11	8	73%
	Accounting AS	3/27/2007	7	5	71%
	Marketing AS	3/27/2007	7	7	100%
	Marketing Secondary	4/21/2010	5	0	0%
	Supervision & Management AS	4/20/2007	8	8	100%
	Supervision & Management Certificate	5/19/2004	6	6	100%
	Visual Communications AS	3/5/2007	9	8	89%
	Visual Communications Secondary	9/25/2006	4	4	100%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	46	**81%**
Total Department-owned Courses	57	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	7	**100%**
Total Department-owned Programs	7	

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[60] 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[61]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades	Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Course-specific	20	19	95%
	Civil Engineering Technology AS	1/3/2012	6	2	33%
	Computer Aided Design & Drafting Certificate	3/30/2015	7	6	86%
	Construction Technology Certificate	3/18/2009	19	19	100%
	Construction Trades (Carpentry & AutoCAD) Secondary	4/29/2010	4	4	100%
	Pre-Architectural Drafting AS	5/13/2015	8	7	88%
	Surveying Technology AS	4/1/2009	11	10	91%
	Surveying Technology Certificate	3/31/2009	7	6	86%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	73	**89%**
Total Department-owned Courses	82	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	4	**57%**
Total Department-owned Programs	7	

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[61] 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
Continuing Education & Workforce Development	CEWD Department Courses[62]	Course-specific	134	24	18%

[62] Effective Spring 2014, the Office of Continuing Education and Workforce Development incorporated the assessment of all courses offered through the CEWD office. In partnership with the Office of Assessment, Institutional Effectiveness & Research, CEWD-offered courses and workshops have been created in the College's TracDat assessment management system and the regular monitoring of assessment commitment now includes these courses.

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[63]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Education/ Cosmetology	Education/Cosmetology Department Courses (ASL, CD, ED, CM)	Course-specific	12	4	33%
	Early Childhood Education AS	4/15/2013	9	2	22%
	Early Childhood Education Certificate	1/03/2012	6	1	17%
	Early Childhood Education Secondary	4/15/2013	5	0	0%
	Education AA	3/30/2015	5	1	20%
	Education Certificate	12/05/2011	5	1	20%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	9	**21%**
Total Department-owned Courses	42	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	0	**Compliant**
Total Department-owned Programs	5	

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[63] 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[64]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
English	English Department Courses	Course-specific	9	1	11%
	Interdisciplinary Arts & Sciences, A.A.	2/25/2015	21	7	33%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				1	**7%**
Total Department-owned Courses				14	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				0	**Compliant**
Total Department-owned Programs				1	

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[65]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Math and Science	Math and Science Department Courses (MA, SI)	Course-specific	31	4	13%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				4	**13%**
Total Department-owned Courses				31	

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[64] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

[65] 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[66]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Nursing and Allied Health	Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	Course-specific	14	10	71%
	Health Careers and Science (formerly Introduction to Health Occupations) Secondary	4/15/2013	4	0	0%
	Medical Assisting AS	5/14/2015	13	12	92%
	Medical Assisting Certificate	9/20/2005	10	9	90%
	Practical Nursing Certificate	3/17/2012	8	5	63%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	36	**73%**
Total Department-owned Courses	49	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	2	**40%**
Total Department-owned Programs	5	

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[66] 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[67]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Social Science/Criminal Justice	Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS)	Course-specific	23	16	70%
	Criminal Justice AS	12/24/2009	13	5	38%
	Criminal Justice Certificate	3/13/2013	10	6	60%
	Emergency Management AS[68]	4/25/2007	27	0	0%
	Emergency Management Certificate[69]	4/19/2007	27	0	0%
	Family Services Certificate	2/28/2013	5	0	0%
	Fire Science Technology Certificate	9/07/2010	6	4	67%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	31	**54%**
Total Department-owned Courses	57	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	2	**50%**
Total Department-owned Programs	4	

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[67] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

[68] Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

[69] 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[70]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Technology*	Technology Department Courses (CS, EE, OA, PV, RE)	Course-specific	12	3	25%
	Computer Networking AS	6/23/2015	12	9	75%
	Computer Science AS	6/23/2015	11	5	45%
	Computer Science Certificate	3/03/2003	4	3	75%
	Electronics & Computer Networking Secondary	9/29/2008	6	4	67%
	Office Technology AS	6/30/2015	10	2	20%
	Office Technology Certificate	6/22/2015	7	1	14%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	27	**44%**
Total Department-owned Courses	62	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	2	**33%**
Total Department-owned Programs	6	

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[70] 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[71]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality	Tourism and Hospitality Department Courses (CH, CI, HS, JA, KE)	Course-specific	14	4	29%
	Culinary Arts AA	4/15/2013	12	0	0%
	Food & Beverage Management AS	5/13/2013	6	1	17%
	Hotel Operations & Management AS	5/10/2010	7	4	57%
	Lodging Management Secondary	5/12/2014	3	0	0%
	ProStart Secondary Program	5/28/2012	3	0	0%
	Tourism & Travel Management AS	3/29/2010	6	5	83%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				14	**27%**
Total Department-owned Courses				51	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	**33%**
Total Department-owned Programs				6	

[71] 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[72]	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Transportation	Transportation Department Courses (AST, ME, MHT)	Course-specific	4	4	100%
	Automotive Service Technology Secondary (Collision Repair & Refinishing Technology)	2/17/2011	4	4	100%
	Automotive Services Technology AS	6/6/2015	18	18	100%
	Automotive Service Technology Certificate	4/6/2006	18	18	100%
	Automotive Services Technology Secondary	3/10/2009	6	6	100%
	Medium/Heavy Truck Diesel Technology Certificate	7/19/2009	12	2	17%

CURRICULUM SUMMARY		
Total Department-owned Courses exceeding the 5-year Curriculum Rule	34	**77%**
Total Department-owned Courses	44	
Total Department-owned Programs exceeding the 5-year Curriculum Rule	3	**60%**
Total Department-owned Programs	5	

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[72] Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Appendix D

Annual Curriculum Review Cycle Schedule

Fall 2014

GCC's ANNUAL CURRICULUM REVIEW CYCLE SCHEDULE
EFFECTIVE FALL 2014

	Associate Degree W	Certificate Programs X	Secondary Programs Y	Department Courses Z
FALL 2014	**Program** (10 of 21 as of July 2014) • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs **DEADLINE: October 13, 2014**			**Course** (126/205) • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: October 13, 2014**
SPRING 2015	**Course** (126/205) • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: March 9, 2015**	**Program** (9 of 17) • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs **DEADLINE: March 9, 2015**		
FALL 2015		**Course** (33 of 55) • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: October 12, 2015**	**Program** (4 of 10) • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs **DEADLINE: October 12, 2015**	
SPRING 2016			**Course** (21 of 42) • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: March 14, 2016**	

*****DEADLINE**: The date that the Learning Outcomes Committee (LOC) should receive the curriculum changes for review.

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

ACCJC/WASC ACCREDITATION SITE VISIT: MARCH 2018

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GCC's ANNUAL CURRICULUM REVIEW CYCLE SCHEDULE
EFFECTIVE FALL 2014

	Associate Degree W	Certificate Programs X	Secondary Programs Y	Department Courses Z
FALL 2016	**Program** • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs **DEADLINE: October 10, 2016**			**Course** • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: October 10, 2016**
SPRING 2017	**Course** • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: March 13, 2017**	**Program** • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs **DEADLINE: March 13, 2017**		
FALL 2017		**Course** • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: October 16, 2017**	**Program** • Program Adoption • Program Substantive Revision • Program Non-Substantive Revision • New or Pilot Programs **DEADLINE: October 16, 2017**	
SPRING 2018			**Course** • Course Adoption • Course Substantive Revision • Non-Substantive Revision **DEADLINE: March 12, 2018**	

*__DEADLINE__: The date that the Learning Outcomes Committee (LOC) should receive the curriculum changes for review.

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Appendix E

GCC's Annual Assessment Leadership Summit

Fall 2014

Assessment Leadership Summit
Friday, September 19, 2014

Guam Community College-Committee on College Assessment (CCA)

Student Learning Outcomes (SLO) Workshop:
Where: D-Wing , D9
Presenter(s): Dr. Liz Diego, CCA
Morning Session: 9 a.m. – 10 a.m.
Afternoon Session 2 p.m. – 3 p.m.

Assessment and TracDat for Beginners:
Where: D-Wing, D8
Presenter(s): Marlena Montague, Peter Roberto, & Katsuyoshi Uchima, CCA
Moring Session: 9 a.m. – 10 a.m.
Afternoon Session: 2 p.m. – 3 p.m.

Frequently Asked Questions and TracDat Hands-On Working Session:
Where: D-Wing, D2 & D3
Facilitators: Peter Roberto, Katsuyoshi Uchima, Inez Bukikosa & Joe Benavente, CCA
Morning Session: 10 a.m. – 11:00 a.m.
Afternoon Session: 3 p.m. – 4 p.m.

Budget and your Assessment:
Where: D-Wing, D2
Presenter(s): VP Carmen K. Santos, CCA
Session 1: 1 p.m. – 2 p.m.
Session 2: 2 p.m. – 3 p.m.

Winner Showcase:
Where: D-Wing, D9 & D10
Time: 9 a.m. thru 4 p.m.

ACCJC Basics Online Course
Where: D-Wing, D8
Facilitator: Zhaopei Teng, CCA
Time: 3 p.m. – 4 p.m.

Appendix F

Student Learning Outcomes (SLO) Handbook

AY 2014-2015

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

Student Learning Outcomes

SLO

Handbook

Table of Contents

Overview of Outcomes Assessment

Higher education institutions in recent years have demonstrated their full commitment to the teaching and learning process by recognizing the importance of assessment. This entails documenting what and how much students are learning and utilizing this information to improve the educational experiences being offered.

As educators, we have been engaging in assessment at the most basic level when we articulate the main objectives of the course, check to see whether students achieved them, and use the results to improve our courses. Guam Community College is capitalizing on what we are already doing by instituting a systematic and formalized process, creating a culture in which institutional effectiveness and student learning are highly valued by the college community, and encouraging an organizational-wide culture of dialogue, assessment, reflection, and collective effort.

Student Learning Outcomes (SLOs) were first formally published at GCC in the Spring of 2009 in an effort to sustain improvement in teaching and learning. In conjunction with the Institutional Learning Outcomes (ILOs), SLOs serve an important role by guiding our programs to ensure alignment with industry standards, to establish a baseline of consistency in the quality of education that students receive, to stimulate dialogue, and to establish high expectations for all. By 2010, all programs had established SLOs. By the Fall of 2011, the Student Learning Outcomes and Curriculum Mapping Booklet was published.

It is critical that the review and revision of SLOs be a systematic and continuous process as clear articulation of learning outcomes provide a solid foundation for evaluating our effectiveness in the teaching and learning endeavor.

This handbook serves two main purposes:

1). To provide all members of our college community with a valuable resource tool

2). To provide consistent guidance for the SLO review and revision process.

*This section is extracted from and details may be found in the Assessment Handbook.

Outcomes Assessment is the process of collecting information that will tell an organization whether the services, activities, or experiences it offers are having the desired impact. Otherwise stated, **is the organization making a difference in the lives of the individuals it serves?**

Outcomes

Defining the most important goals for students to achieve as a result of participating in a learning experience

Assessment

Evaluating how well students are actually achieving these goals

Closing the Loop

Using the results to improve the learning experience
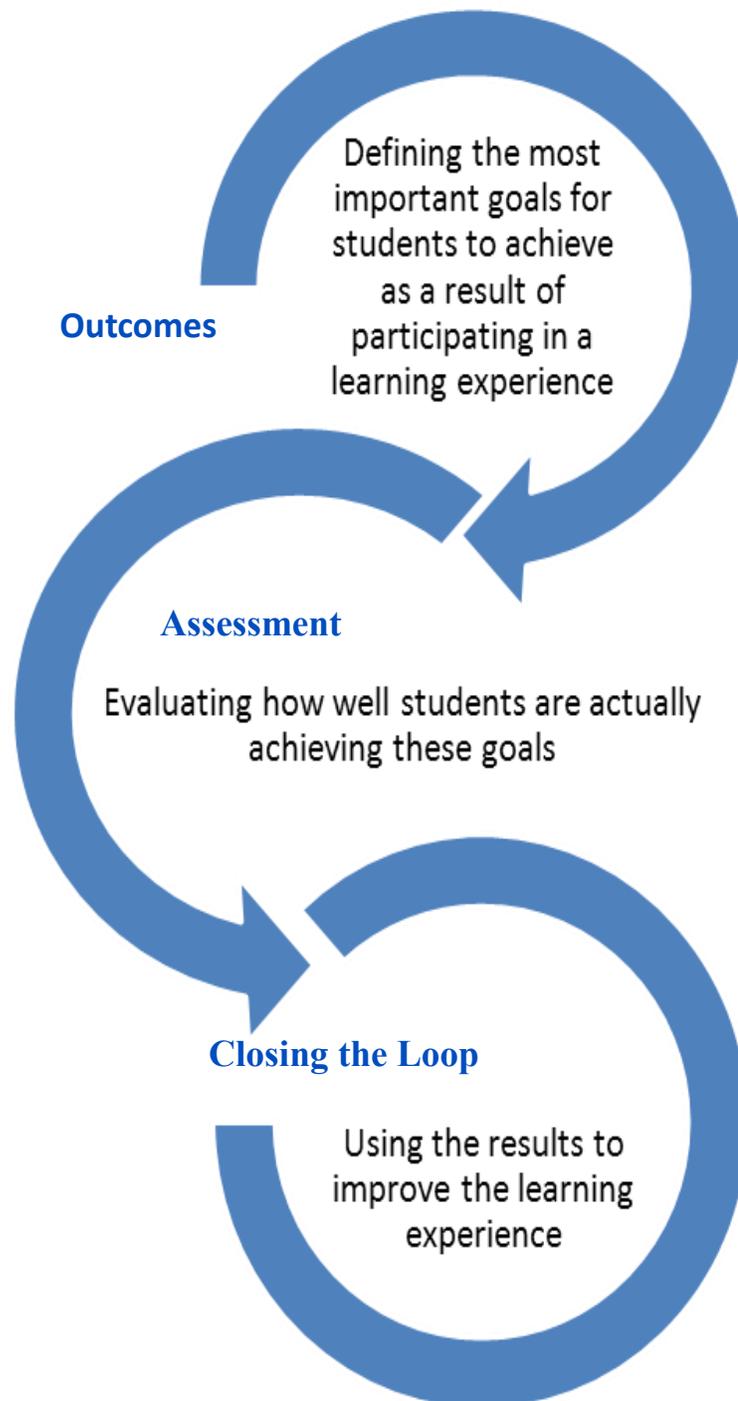
WHY ARE WE DOING ASSESSMENT?

While it is of utmost importance for our College to satisfy accreditation requirements, in all honesty, the question that we should be asking ourselves is to what extent is there genuine commitment in the ongoing process of identifying our strengths and weaknesses in our programs as reflected in student performance?

WHO BENEFITS FROM ASSESSMENT?

For **students**, outcomes will:

♦ Communicate clear expectations about what's important in a course or program
♦ Will enable students to articulate what it is they are learning and have learned
♦ Will help students to explain what they can do and what they know
♦ Inform them that they will be evaluated in a consistent and transparent way
♦ Allow them to make better decisions about programs based on outcomes results

For **faculty**, outcomes will:

♦ Help determine what's working and what's not in their courses or programs
♦ Provide feedback
♦ Facilitate valuable interdisciplinary and intercampus discussions
♦ Provide powerful evidence to justify needed resources to maintain or improve programs

For **administrators**, implementing outcomes will:

♦ Demonstrate an institutional commitment to continually improving the academic programs and services offered by the College.

WHAT OVERALL QUESTIONS SHOULD THE ASSESSMENT PROCESS & SLO ADDRESS?

1. What **knowledge, skills, abilities**, and **dispositions** should the **ideal** student graduating from our program demonstrate?

2. How **will** they be able to demonstrate these capacities?

3. How **well** does our **program** prepare students for careers, further education, or lifelong learning?

4. What **assessments** can we use to demonstrate growth in students' knowledge, skills, abilities, and dispositions as they progress through our program?

WHAT ARE THE TYPES OF ASSESSMENT?

There are basically two **types** of assessments:

1. Program review—examines issues pertaining to enrollment, retention, curriculum, graduation, placement, and satisfaction.

2. Student learning outcomes—describes what students are expected to learn as a result of participating in academic activities or experiences at the College. They focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed. **These are outcomes that we as educators should be most concerned with** and are the most challenging to measure, and may require a number of iterations before the data collected are deemed valid and reliable.

WHAT IS SO IMPORTANT ABOUT SLOs?

♦   Students who know what is expected of them with respect to their learning are provided a framework for maximum learning to occur and are thus, more successful.

♦   Faculty who have a deep grasp of what they want their students to learn are able to align their instructional activities to these outcomes.

It is for these two reasons that **clearly articulated outcomes are critical to student learning**.

HOW IMPORTANT IS THE ROLE OF SLOs IN THE ASSESSMENT PROCESS?

The link between the assessment method and learning outcome must be logical. Too often, an assessment method is selected without giving serious consideration as to whether or not the method is appropriate.

Equally important in the process is that we ask ourselves the question:

Is my assessment accurately measuring what it is intended to measure?

Improvement in the Learning Experience

Accurate Assessment

Good SLO

The role of the SLO is extremely important! **Clear articulation of learning outcomes serves as the foundation** to evaluating the effectiveness of the teaching and learning process. If you don't have a solid SLO, the rest of the process will be greatly affected.

Three central questions that remain important in the **review process** and in the **effective design** of SLOs are:

Cognitive
What do we want our students to know?

Student-Centered Learning

Affective/Attitudinal
What do we want our students to think or care about?

Behavioral /Performance
What do you want your students to be able to do?
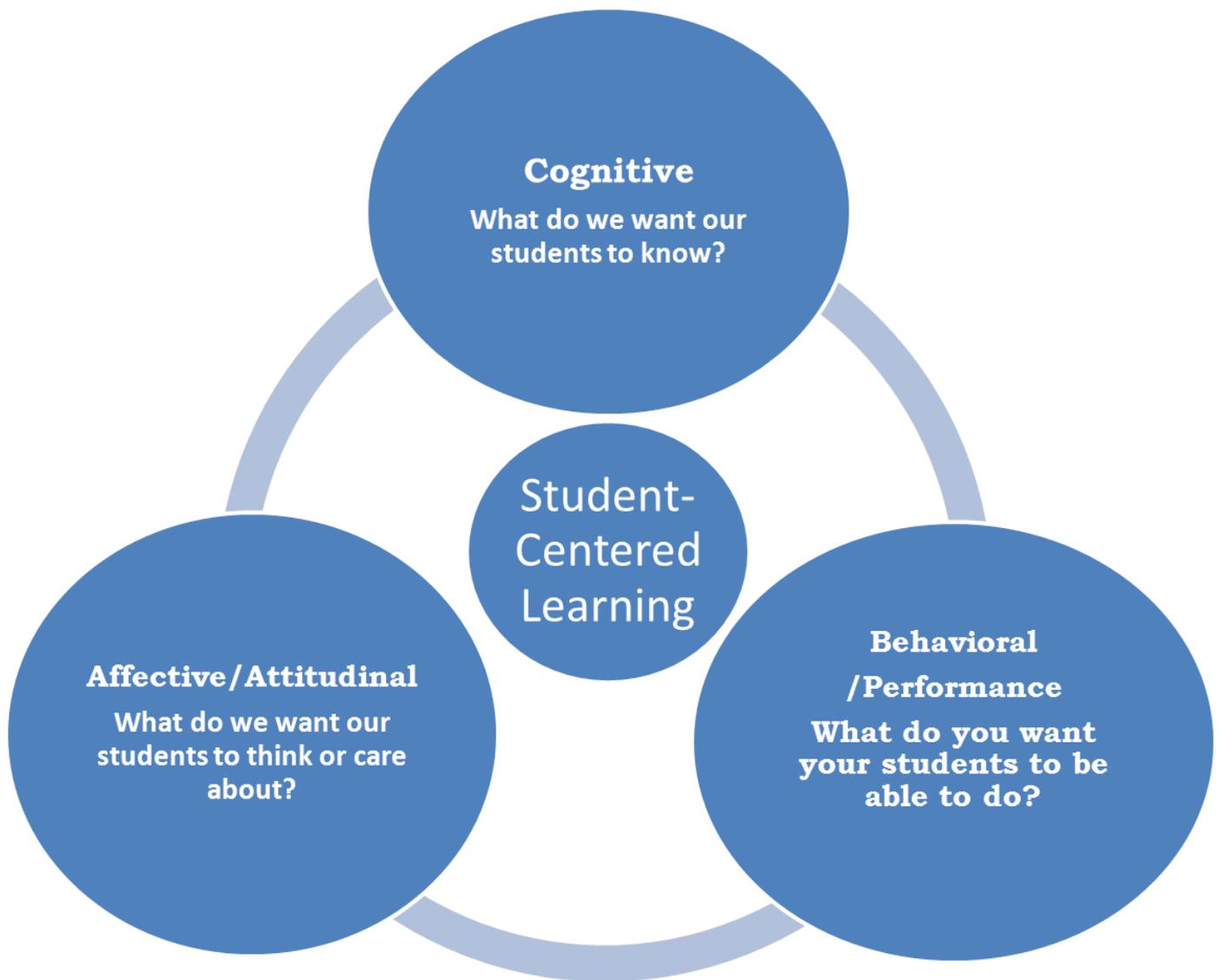
WHAT SHOULD YOU FOCUS ON WHEN DESIGNING SLOs?

In general and perhaps the most important is that **good learning outcomes focus on what students can do** instead of the effort we put into teaching them.

From ➤ Instructor-Directed   **To** ➤ Student-Centered

Second, college-wide outcomes must be **essential to the courses's goal**; something that everyone teaching the course agrees is important. It is wise to avoid outcomes that are idiosyncratic or tied to a particular instructor's approach to a course.

Third, design outcomes that are **meaningful for faculty and students**. If you cannot explain *why* a certain outcome is important, it probably isn't very meaningful.

Lastly, outcomes often reflect a **range of thinking skills**, from low level identification to higher level application of knowledge or skills.

Good outcomes **can be measured** in some way; they communicate what student learning will be evaluated in the course. Often courses will have two levels of outcomes; some broader based outcomes which reflect higher order thinking skills and broad topics, and some more narrow, lower level thinking skills outcomes which are essential to reaching the broader outcomes.

When defining student learning outcomes to assess, it is tempting to take the easy route and think only in terms of learning outcomes that represent lower order skills because they will be simpler to evaluate. Instead, concentrate on the skills and knowledge which are essential for a student to be considered competent at the end of the semester. While some lower order types of learning outcomes may be essential to reaching higher level outcomes, make sure that you define a range of outcomes which reflect higher order, complex application tasks in addition to any essential supporting learning outcomes which may reflect lower order thinking skills.

WHAT IS CONSTRUCTIVE ALIGNMENT AND HOW DOES IT RELATE TO SLOs?

The curriculum should be designed in a way so that the teaching activities, learning activities, and assessment tasks are coordinated with the learning outcomes. This process is called *constructive alignment.* Constructive refers to the type of learning and what the learner does. Alignment refers to what the teacher does. A good teaching system is characterized by the coordination of the method of teaching and assessment and learning activities that support student learning. The **basic tasks** involved in constructive alignment are:

1. **Clearly defining** the learning outcomes

2. **Selecting teaching and learning methods** that are likely to ensure that the learning outcomes are achieved.

3. **Assessing the student learning outcomes** and checking to see how well they match with what was intended.

The SLO PROCESS involves...

1. Developing Student Learning Outcomes

5. Utilizing data to improve learning

Student Learning

2. Determining a plan to assess

4. Analyzing and interpreting data

3. Assessing what students learned

Program Student Learning Outcomes

At this level, **3 to 5 central goals** describe what the students will have atttained by the end of the program

Characteristics of Student Learning Outcomes at the Program Level:

Encapsulates the knowledge, skills, and attitude that students are expected to learn from the program	Are the **broadest** goals for the program	**Require higher order thinking skills** (is a synthesis of distinct skills and specialized areas of content)	Are **evaluated or regularly updated** each academic year

Course Student Learning Outcomes

Characteristics of Student Learning Outcomes at the Course Level:

Are more **specific** and **identify the unique knowledge and skills** expected to be gained in a particular course	**clearly relate** to topics, assignments, and exams that are covered in the present course	Are **measurable**	**Use action verbs**

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HOW DO WE KNOW THE SLO IS A GOOD ONE?

Two questions must be answered to make this determination.
You should be able to say **yes** to both otherwise, the SLO needs some more work:

1. **Can it be measured?**

2. **Is learning being demonstrated?**

Please keep in mind that writing SLOs is an on-going process which requires several iterations and collaboration.

COMMON EXAMPLES OF STUDENT LEARNING OUTCOMES THAT FAIL THE 2-QUESTION TEST

Examples that are **TOO general and DIFFICULT to measure**:

...will <u>appreciate</u> the benefits of learning a foreign language (too ambiguous; how would appreciation be measured?)

...will be able to <u>access</u> resources (too vague; how would the ability to access resources to measured?)

...will <u>develop problem-solving skills</u> (too general; how would development of problem-solving skills be measured and which ones?

...will have <u>confidence in their knowledge</u> of the subject matter (too vague; what is being measured: level of confidence or knowledge of the subject matter? How would degree to which one has confidence determine the extent of their knowledge of the subject matter?)

...will <u>demonstrate knowledge, skills, and attitudes</u> (too broad; covers too many at once; which knowledge, skills, and attitudes will be measured?

Examples that are **still general and hard to measure**:

...will <u>value</u> knowing a second language as a communication tool (how will value be measured?)

...will <u>develop and apply effective problem-solving skills</u> (too general—how is development of the skills defined and how will it be measured? Also, how will effectiveness be defined?)

...will demonstrate the <u>ability to resolve problems</u> (to what extent would one's demonstration show ability?)

...will <u>demonstrate critical thinking skil</u>ls (too general; which critical thinking skills and how will these be measured?

ACTION VERBS THAT YOU CAN USE IN SLOS
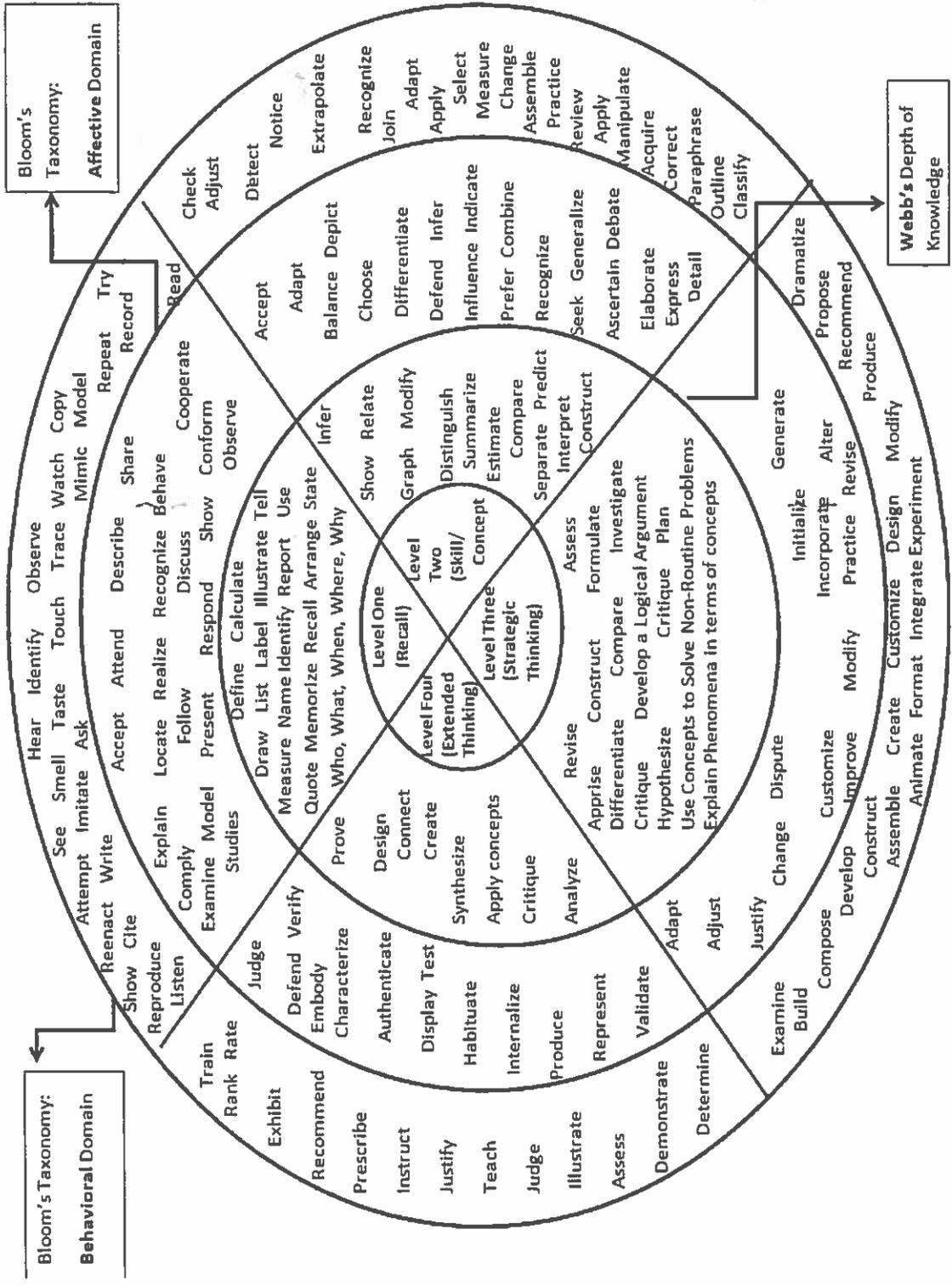
Verb Wheel: (combined Bloom's Taxonomy & Webb's Depth of Knowledge)

These tools were combined to provide a resource of active/action verbs for you to select from in writing/designing your SLOs.

The verbs contained in the wheel are by no means exhaustive. Depending on a number of factors such as cognitive complexity and tasks, there are verbs repeated at varying levels on the wheel.

Please note: While there are similarities in the use and meaning of the verbs, these are two distinct systems that have different emphasis. Thus, the word construct under Revised Bloom's Taxonomy (RBT) differs from verb construct under Webb's Depth of Knowledge (DOK).

Please see the next two pages for an explanation of Revised Bloom's Taxonomy and Webb's Depth of Knowledge

Bloom's Taxonomy: Affective Domain

Bloom's Taxonomy: Behavioral Domain

Webb's Depth of Knowledge

Level One (Recall)
Level Two (Skill/Concept)
Level Three (Strategic Thinking)
Level Four (Extended Thinking)

Hear Identify Observe
See Smell Taste Touch Trace Watch Copy
Attempt Imitate Ask Mimic Model
Reenact Write Accept Attend Describe Repeat Try
Show Cite Locate Realize Recognize Behave Record
Reproduce Explain Follow Discuss Share Read
Listen Comply Present Respond Show Conform
Examine Model Studies Cooperate Observe

Define Calculate
Draw List Label Illustrate Tell
Measure Name Identify Report Use
Quote Memorize Recall Arrange State
Who, What, When, Where, Why
Show Relate Infer
Graph Modify
Distinguish Summarize
Estimate Compare
Separate Predict
Interpret Construct

Accept Check Adjust
Adapt Detect Notice
Balance Depict Extrapolate
Choose Recognize
Differentiate Join Adapt
Defend Infer Apply Select
Influence Indicate Measure
Prefer Combine Change
Recognize Assemble Practice
Seek Generalize Review Apply
Ascertain Debate Manipulate
Elaborate Acquire Correct
Express Paraphrase
Detail Outline Classify

Prove
Design Connect Create
Synthesize
Apply concepts
Critique
Analyze
Revise
Apprise Construct
Differentiate Compare Investigate
Critique Develop a Logical Argument
Hypothesize Critique Plan
Use Concepts to Solve Non-Routine Problems
Explain Phenomena in terms of concepts
Assess Formulate

Judge
Defend Verify
Embody Characterize
Authenticate
Display Test
Habituate
Internalize
Produce
Represent
Validate
Adapt
Adjust
Justify

Train Rank Rate
Exhibit
Recommend
Prescribe
Instruct
Justify
Teach
Judge
Illustrate
Assess
Demonstrate
Determine
Examine Build
Compose Develop Construct
Assemble Create Customize Design Modify
Animate Format Integrate Experiment

Generate
Initialize Incorporate Alter
Customize Practice Revise
Improve Modify Recommend Produce
Change Dispute
Dramatize Propose
Recommend

Bloom's Taxonomy: Affective Domain

Revised Bloom's Taxonomy	Webb's Depth of Knowledge
Creating -Put elements together to form a coherent or functional whole; Reorganizing elements into a new pattern or structure through generating, planning, or producing	**Level 4: Extended Thinking** (Correlates to Bloom's 2 highest levels) -the most complex cognitive effort -students synthesize information from multiple sources, often over an extended period of time -requires investigation, complex reasoning, planning, developing, and thinking over an extended period of time.
Evaluating -Make judgments based on criteria and standards	
Analyzing -Break down material into component parts to explore understandings and relationships.	**Level 3: Strategic Thinking** -Thinking is more abstract -Students use planning and evidence -Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer (students must justify their choices)
Applying -Use learned material in new and concrete situations	**Level 2: Skills and Concepts** -Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps. - Student makes some decision(s) about his/her approach
Understanding -Grasp the meaning of material so that the knowledge can be reproduced or communicated	**Level 1: Recall and Reproduction** (Correlates to Bloom's 2 lowest levels) -does not require any cognitive effort beyond remembering the right response or formula
Remembering -Recall appropriate information	

Revised Bloom's Taxonomy
(RBT) 2001

Webb's Depth of Knowledge
(DOK) 2002

Creating	Extended Thinking
Evaluating	
Analyzing	Strategic Thinking
Applying	Skills and Concepts
Understanding	Recall and Reproduction
Remembering	
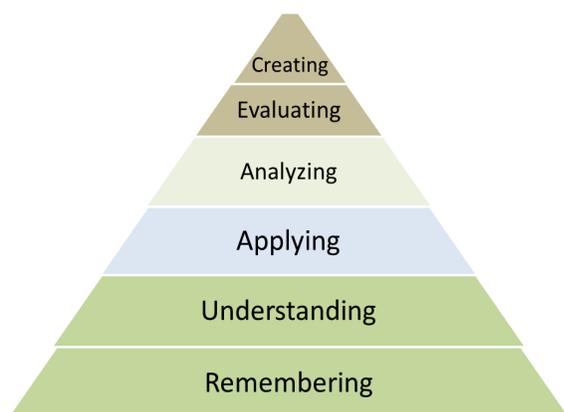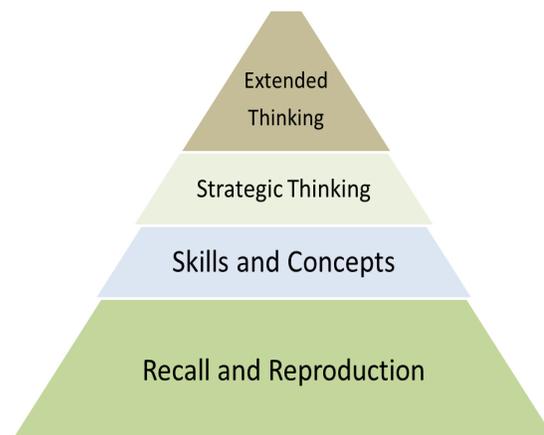
Main Distinction: Describes the type of thinking needed to interact with information during an activity

Categorizes the cognitive complexity of an activity. Measures the degree to which the knowledge elicited from students on assessments is as complex as what students are expected to know.

Bloom's Taxonomy of Learning

Bloom's taxonomy was originally published in 1956 under the leadership of educational Psychologist, Benjamin Bloom. The Taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of assessments (tests and other evaluations of student learning), curriculum (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

The most recent adaptation (referred to as Revised Bloom's Taxonomy [RBT] of Bloom's work released in 2001, came about as a result of the work of Krathwohl, an original member of Bloom's committee, and Anderson, a former student of Bloom. This latter group redefined Bloom's original concepts and considered many of his concerns and criticisms about the original taxonomy.

At first glance, rewordings from nouns to verbs, renaming some of the components, and repositioning are the obvious differences .

However, the major differences lie in the more useful and comprehensive additions of how the taxonomy intersects and acts upon the different types of

Webb's Depth of Knowledge (DOK)

A scale developed in 1997 by Norman Webb that measures the level of cognitive demand (thinking). Released in 2002, Webb's Depth of Knowledge (DOK) model has these main components:

- the context in which the verb is used and the depth of thinking that is required to successfully complete a task

- Each grouping of tasks reflects a different cognitive expectation or depth of knowledge required to complete a task

- The DOK level should reflect the complexity of the thinking process demanded by the task as opposed to whether or not the task itself is difficult.

This tool was included because it is being utilized for Common Core

WHAT ARE THE PITFALLS TO BE AVOIDED WHEN WRITING SLOs?

⇒ **The learning outcome does not follow department, division, or college goals**

All learning outcomes should have meaning for you, your department, and the students participating in the programs or receiving services. This meaning should be derived from the specific goals of your department

⇒ **The learning outcome includes words that are difficult or impossible to measure**

*Avoid words or phrases that are too general, ambiguous, vague, and difficult to measure such as **know, understand, appreciate, value, become familiar, learn, realize, comprehend**). These words are usually associated with teaching objectives and not SLOs.*

*Utilize Bloom's Taxonomy & Webb's Depth of Knowledge for **active** /action verbs (Diagram can be found on pages 20 & 21 of this handbook). **Recommendation**: **One** active verb per learning outcome.*

⇒ **The learning outcome includes too many skills in <u>one</u> statement**

Have only one skill per statement. If multiple skills are included , the outcome becomes complex and difficult to measure

⇒ **The learning outcome is written in a way that includes too many or all the possible things students can learn by participating in a learning activity**

 Focus on the key things you want students to learn as a result of the learning activity

⇒ **The learning outcome is too broad**

The challenge of a broad SLO is that there is no discernible knowledge or skills that are identified

For example: 80% of the students will successfully pass the course as reflected in a "C" grade or higher

⇒ **The learning outcome joins too many elements (**is a **<u>bundled</u>** statement)

Example: Engineering students will <u>demonstrate</u> knowledge of math, science, and engineering fundamentals, and <u>gain competency</u> in basic skills in writing reports, **communicating** research ideas and **make** oral <u>presentations</u>.

One challenge of this SLO is that too many skills need to be assessed which most likely will also require different assessment methods.

⇒ **The learning outcome is actually not a learning outcome**

The **learner's performance** should be **observable** and **measureable**. The use of active/action verbs in an SLO will facilitate the teaching and learning process much more effectively because action verbs result in **overt behavior that can be observed and measured**.

COMMON ERRORS FOUND IN SLOs

Words to Avoid:

- Comprehend
- Learn
- Realize
- Hear
- Believe
- Value
- Know
- Understand
- Develop
- Appreciate
- Experience
- Perceive
- Feel

Phrases to Avoid:

- become aware of
- will be able to develop
- become acquainted with
- will demonstrate the ability to
- will appreciate
- will value
- Be able to have more confidence
- gain understanding of
- will develop problem-solving skills
- gain knowledge of
- become familiar with

Why should you avoid these words or phrases?

They are **too ambiguous/vague, too general,** and **difficult to measure**!

The key to the successful writing of learning outcomes is in the use of **correct** (active) verbs

...will gain **knowledge**

use these **action** verbs instead that will provide **evidence of knowledge**

...**define** the following medical terms...

...**memorize** the communication codes for emergency situations

collect forensic evidence following standard procedures

...**identify** what behaviors constitute good work ethics

...recall the steps in engine diagnostics

...**describe** why laws change and the consequences of these changes on society

...will **comprehend**

use these action verbs instead that will provide **evidence of comprehension**

...**differentiate** between criminal law and civil law

...**summarize** the steps of the accounting cycle

...**apply** graphical methods to solve three-dimensional space problems

...**explain** how the national building codes affect local codes

...**estimate** cost of building materials for a house projecr

...**interpret** survey data

...become **familiar** with

use these words instead which will provide evidence of familiarity

identify	detect
defend	cite
explain	choose
describe	select
discriminate	instruct
solve	apply
locate	teach

...will **value**

use these active verbs instead to provide evidence of value

critique	evaluate	consider
rank	judge	estimate
reconcile	decide	rate
assess	resolve	differentiate
review	appraise	weigh
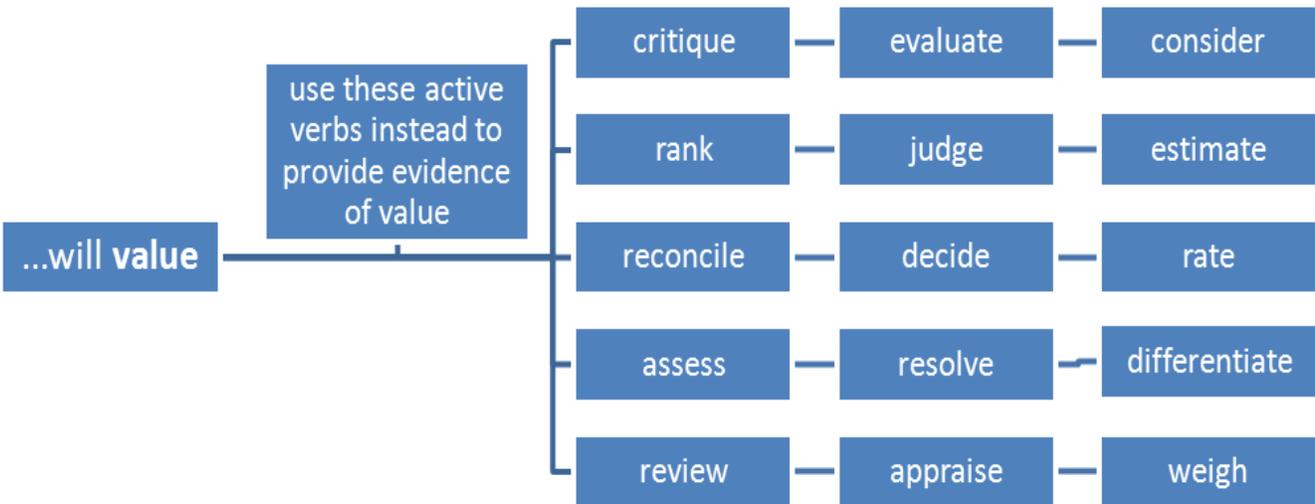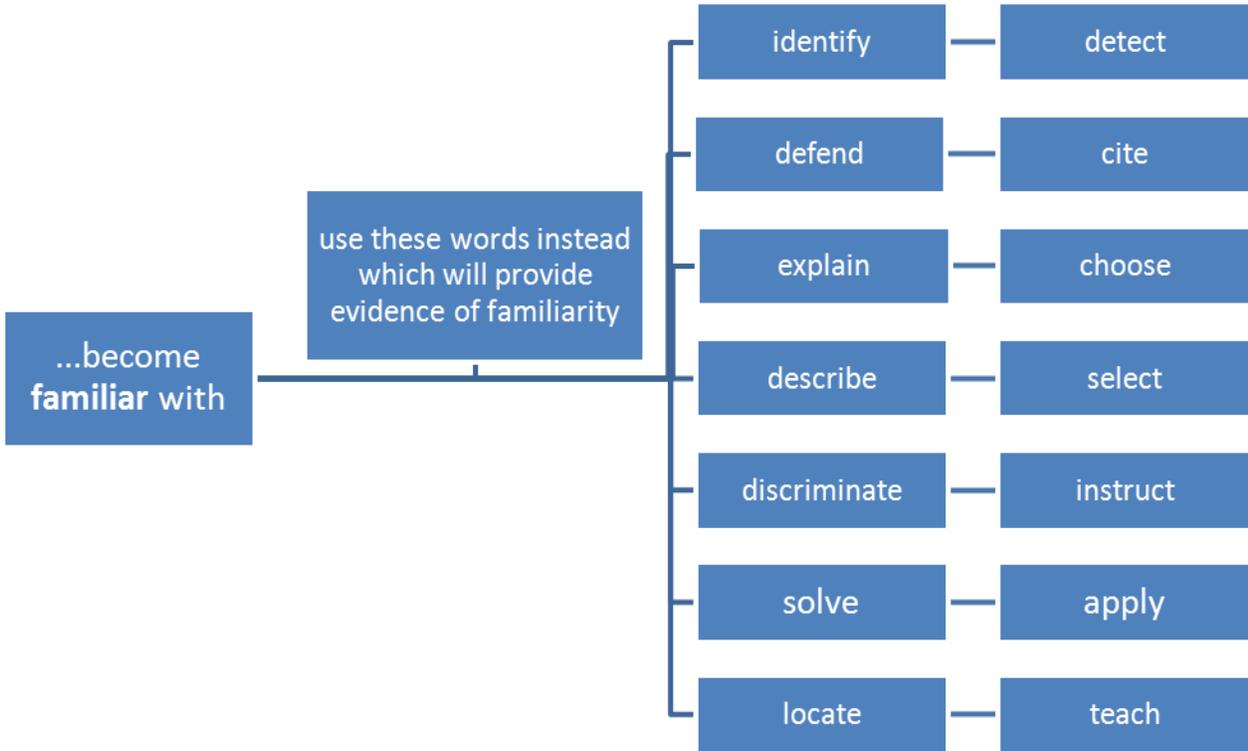
...will review and prepare for the national exam

...will receive at least a C grade on all assignments

...will submit assignments by scheduled due date

...will arrive to class on time

...will dress appropriately

...demonstrate professionalism and appropriate work ethic

...offer opportunities for students to master integrated use of technology

...the program will engage a significant number of students in a formalized cultural studies program

...students will be exposed to exceptionality in learning disabilities

EXAMPLES OF SLOS IN THE THREE DOMAINS

Cognitive

...identify shop safety procedures

...name the elements in a periodic table

...interpret information from basic statistical graphs

Behavioral/Performance

...practice officer survival skills in mock situations

...apply hair coloring using the correct steps

...perform cylinder head and valve train diagnostics

...analyze a food and beverage establishment's standard operating procedure for proper implementation

...calculate house load requirements

Affective

...revises judgment in light of new evidence

...listens to others without interruption

...gives a presentation on the need for professional ethical standards

...prioritizes time to meet the needs of the group

...explain the importance of confidentiality in the professional-client relationship

...shows self-reliance when working independently

For Student Service Unit Outcomes (SSUOs), program outcomes are written to identify what the program staff <u>want the students to be able to do after completion of a service</u>.

Administrative support for our students' learning can be either direct or indirect. Administrative Unit Outcomes (AUOs) identify what we want <u>students to be able to do after completion of an administrative unit's direct service</u> or they identify <u>how the unit functions indirectly to support</u> student learning.

Examples- Upon successful completion of services rendered, students will be able to:

...access and successfully submit the FAFSA online.

...identify the steps in the student complaint process.

...complete a plan of action for the upcoming academic year.

...identify resources and procedures needed to organize a student event.

...apply for and receive a supplemental grant.

...register online using the Banner system.

..apply strategies and interventions to overcome barriers to academic success.

...identify accommodations related to his/her disability.

...complete the financial aid application independently.

...apply positive strategies for reducing stress and anxiety.

...locate a variety of library resources for information specific to topic/assignment.

...apply study skill techniques for reading textbooks and other course materials.

...use a time management schedule to complete assignments.

...identify their own learning styles.

SLO STATEMENT STEMS

Upon successful completion of services rendered by (Student Service Unit), students will be able to:

Upon successful completion of (name of program), students will be able to:

Upon successful completion of (name of the course), student will be able to:

Similarities

Objectives:	**Goals:**	**Outcomes:**
• Use the language of outcomes • Describe intended purposes and expected results of teaching activities • Are **intended** results or consequences of instruction, curricula, program, or activities • Express intended results in **_specific_** terms *Key distinguishing feature between objectives & goals is the level of specificity	• Use the language of outcomes • Describe intended purposes and expected results of teaching activities • Express **intended** results *(in **_general_** terms)	• Are **achieved** results or consequences of what was learned • Are more precise, specific, clear, and focus on the ability to demonstrate learning on the part of the student • Usually expressed as knowledge, skills, attitudes, or values • Specifies an **action by the student** that must be **observable**, **measurable**, and able to be **demonstrated**
• Brief, clear statements that describe the desired learning outcomes of instruction i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals • May also reflect different levels of learning or specific types of performances: Mastery—those learning tasks/skills that must be mastered before moving on to the next level of instruction Developmental—those learning tasks students can be expected to demonstrate at varying degrees of progress Instructional—describe in detail the behaviors that students will be able to perform a the conclusion of a unit of instruction and the conditions and criteria which determine the acceptable level of performance • Written more in terms of teaching intentions and usually indicate the subject content that the instructor intends to cover	• Statements about general aims or purposes of education that are broad, long-range intended outcomes and concepts	• Statements that describe significant and essential learning that learners have achieved and can demonstrate at the end of a course or program • Identifies what the learner will know and be able to do as a result of a learning activity • Base program and curriculum design ,content, delivery, and assessment on an analysis of the integrated knowledge, skills, and values needed by both students and society • **Is student-centered:** describes what the _learner should learn_ • Support the goal(s) • Focus on student behavior (it is not about what the instructors can provide but what the students can demonstrate)

Again, the **2-Question Test** has to be applied:

1. Can it be measured?

2. Is learning being demonstrated?

Examples follow to illustrate whether the SLO passes the 2-Question test:

-Participants will understand the 6 reasons for conducting a complete diagnostic test.

learning is being demonstrated, but the extent of understanding will be difficult to measure

The fix: Students will list the six reasons for conducting a complete diagnostic test.

-The student will understand the importance of arriving on time during the internship period.

can be measured, but learning is not necessarily being demonstrated

The fix: The student will articulate the necessity of maintaining office hours during the internship period.

-Students will develop an appreciation of cultural diversity in the workplace.

Cannot be measured—you would have to know how a student will demonstrate appreciation and define what is meant by appreciation

The fix: Students will summarize in writing their feelings about cultural diversity in the workplace.

-Students will gain knowledge of architectural skills

Too broad: what knowledge will be gained and which architectural skills?

The fix: Students will create variations of two and three dimensional designs

-develop an understanding of current payroll methods and procedures

How will understanding be measured and which payroll methods and procedures will be learned?

The fix: Students will be able to calculate wages.

Students will maintain employees' earning records

Students will process a four-month payroll period using manual and computerized methods.

WHAT ARE THE CHARACTERISTICS OF A GOOD SLO?

⇒ Contains an **action** verb that describes an **observable** or **identifiable** action

⇒ Is **learner-centered**; **focus is on the student as the performer** (or as the learner/alignment to institutional goal of student-centered education: what students are able to know, do, think/feel)

⇒ Is **specific** (to institutional and/or program level)

⇒ Is **easy to measure**

⇒ Is **written in a clear, concise, explicit manner** and is easily understood by multiple audiences (<u>**free of ambiguities)**</u>

⇒ Is in **alignment** with the course description, industry standards, and ILOs

⇒ **Emphasis is on critical thinking skills** and/or obvious progression to higher order thinking skills is evident (alignment to institutional goal of providing quality education)

⇒ Is **receptive to feedback** or comments on the quality and utility of the information provided

⇒ Is **constructively aligned** (with instructional/learning activities and method (s) of assessment)

⇒ Is **updated regularly** to ensure currency and responsiveness

SLO CHECKLIST

Once you create your SLO, use this checklist to verify its effectiveness and to determine whether
revision is needed:

1.   Are the outcomes aligned with the vision, mission, values, and goals?   Y   N

2.   Does the outcome describe what the program intends for students to know   Y   N
      (cognitive), think (affective/attitudinal), and do (behavioral/performance)?

3.   Is the outcome important/worthwhile?   Y   N

4.   Is the outcome

      a. specific?   Y   N

      b. clear/easy to understand?   Y   N

      c. written using an action verb?   Y   N

      d.   measurable?   Y   N

      e. a result of student learning?   Y   N

5.   Do you have or can you create a learning activity that
      will facilitate students to learn the desired outcome?   Y   N

6.   Taken together, would the indicators associated with the outcomes accurately   Y   N
     reflect the key results of the programs, operations, or service offered by your unit
     or program?

7.   Are the outcomes stated which makes it possible to use a single method to   Y   N
      measure the outcome?

8.   Are the outcomes states do that outcomes requiring different assessment   Y   N
      methods are not bundled into one statement?

9.   Does the language describe student rather than teacher behaviors?   Y   N

10.   Does the language describe a learning outcome and not a process?   Y   N

Appendix G
GCC Assessment Handbook

AY 2014-2015

Guam Community College

Assessment Handbook

AY 2014-2015

Mission:

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

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Introduction

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. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College.

Building an institutional assessment culture requires a massive effort of mobilizing campus resources and energy. At the core of this effort lies the firm commitment to student learning and its continuous improvement. The necessity of creating an institutional infrastructure to support the components of the institution's assessment system is vital and must be given utmost priority. The developed infrastructural components of protocols, templates, and timelines provide the necessary guideline and tools needed to achieve the desired goal of effectively integrating assessment into all aspects of the College's educational and workforce development program to accomplish its mission.

Assessment is a shared responsibility at GCC. In September 2002, GCC formalized its assessment initiative through Board of Trustees (BOT) Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees (Appendix A) which provides the institutional mandate that drives all campus-wide assessment activities. The success and high level of efficiency of GCC's institutional assessment processes are accomplished through the hard work and commitment of the College's administrators, faculty, staff, students and the Board.

The Committee on College Assessment (CCA), an institution-level committee, was first created under the terms of the 2000-2005 Board-Union Agreement to monitor assessment activities on campus. The Office of Assessment, Institutional Effectiveness & Research (AIER) and the CCA enforces and monitors the College's Comprehensive Assessment Initiative. To come up with an established timeframe guideline for assessing educational courses, programs and services, the Committee on College Assessment (CCA) created a two-year assessment cycle schedule (Appendix C) which identifies the assessment requirements and the respective deadlines for the campus.

The College's AIER Office was created in 2004 to develop and sustain assessment momentum through capacity building efforts that will empower constituents to use assessment results for accountability and improvement and to systematize assessment protocols, processes and policies.

TracDat, the assessment data management software which records assessment activities and outcomes, has allowed the College to implement an embedded assessment system. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year round. The assessment software has allowed the College to learn more about its students. The data gathered provides the baseline for dialogue and improvement at the institutional and program levels. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College's assessment efforts is the program review process, which guides improvements throughout the College.

The assessment infrastructure of the College is built around student learning outcomes at the course, program, student support services, administrative offices, and institutional levels. TracDat provides the mechanism for assessment plans and reports to link outcomes and goals at all levels of the institution including the accreditation standards established by the Accrediting Commission for Community and Junior College.

The assessment process at GCC is driven by the College's mission statement in which institutional goals are created to enhance, strengthen, and continuously improve educational programs and services to the community. Embedded in the mission statement are core values which express GCC's philosophy and beliefs in:

1. Diversity, which embraces diverse points of view;
2. Accountability, which fosters responsibility and transparency;
3. Service, which contributes to the College, students, and community;
4. Integrity, which holds high standards of character;
5. Learning-Centered, which fosters intellectual flexibility, knowledge, and skills;
6. Student-Focused, which promotes lifelong learning, civic and social responsibility, leadership and career growth.

College Mission and Goals

Being the only community college on Guam, GCC offers post-secondary and secondary educational services and workforce development training programs. The College was created by the Community College Act of 1977 (Public Law 14-77) with a four-fold purpose: (1) to consolidate and strengthen many of the existing manpower training programs administered by the government of Guam under one governing board; (2) to expand and strengthen career education within the territory; (3) to expand short-term and extension programs in skill training; and (4) to strengthen the formal secondary and post-secondary education programs in the vocational-technical fields. With this mandate, the College offers ten career and technical education programs to five public high schools and also provides postsecondary career and

technical education programs, adult and continuing education, community education, and short-term specialized training. These programs are delivered both on and off campus, in satellite programs and on site at businesses as needed.

The College also serves as the State Agency for Career and Technical Education, and provides instructional support to the Apprenticeship Training Program of the U.S. Department of Labor. In addition, the College offers a variety of community service and special programs to prepare students for college experiences to include English-as-a-Second Language, Adult Basic Education, General Education Development (GED) preparation and testing, and an Adult High School Diploma program.

To stay true to its mandate, the mission of the College reads: "Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia". To achieve success in accomplishing the mission, the mission statement is supported with four strategic goals that are designed to direct critical steps in achieving overall excellence in educational programs and career and technical workforce development. These goals are as follows:

Goal 1:<u>Retention and Completion</u>: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce;

Goal 2:<u>Conducive Learning Environment</u>: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success;

Goal3: <u>Improvement and Accountability</u>: Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities in order to boost improvement and accountability; and,

Goal4: <u>Visibility and Engagement</u>: Promote the Guam Community College brand to achieve regional, national, and international recognition.

In maintaining a student-centered, open door learning environment, GCC is committed to providing the best academic and student support services possible to assist students in achieving their educational goals and to instill amongst its employees the value of hard work and a true commitment to student access and success.

Adding strength and support to the mission, GCC's Institutional Learning Outcomes (ILOs) were developed as a task of the General Education Committee with input from all faculty, the Faculty Senate, the College Governing Council (CGC), and the Board. These ILOs represent what knowledge, skills/abilities, and values students should develop and acquire as a result of their overall experiences with any aspect of the College. There are 5 defined ILOs published in the College catalog. The proclamation of the College's ILOs, are as follows:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology

Ability to access, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally

Student learning outcomes (SLOs) and Institutional Learning Outcomes (ILOs) are integral components of the assessment process in which all activities of the College are measured for its effectiveness. The assessment results of courses, programs, and support units provide the data on the ongoing quest to continually improve delivery of education and related services to students.

These ILOs are assessed continuously through the program and course level SLO assessment process via TracDat whereby program and course SLOs are linked and/or related to at least one of the defined ILOs. GCC's Institutional Strategic Master Plan (ISMP) for 2014-2020 was developed through a facilitated process of guided discussions with faculty, staff, and administrators at GCC. The ISMP goals are consistent with the mission of the College and include measurable tasks which are assessed on an annual basis. The ISMP's four goals of Retention and Completion, Conducive Learning Environment, Improvement and Accountability, and Visibility and Engagement are made available in TracDat for assessment authors to link/relate each AUO, SSUO and SLO to at least one of the five ILOs and at least one of the four ISMP goals.

The annual budget submission process requires the departments of the College to develop Budget Related Goals, Budget Related Performance Indicators, and Budget Related Proposed Outcomes which assessment authors utilize to link their assessment plans and reports to their budget and resource needs based on the findings of assessment as reflected in *GCC's Model of Linking Program Review to Integrated Institutional Planning* diagram found on page 13 of this handbook. This organizing framework of assessment at GCC allows every constituent to locate him or herself in the entire assessment process and thereby address the important assessment questions appropriate for each level.

Course level SLOs are required to link to program level SLOs. All assessment plans are required to link or relate to at least one of the ACCJC Accreditation Standards and to at least one of the goals from the following: Institutional Strategic Master Plan (ISMP), institutional learning outcome (ILO), budget program review goal (PRG), division level budget program review goal, and school level budget program review goal. This linking of outcomes and related goals is possible because of TracDat's capability to generate this kind of report.

Overview of Assessment[1]

Higher education institutions in recent years have demonstrated their full commitment to the teaching and learning process by recognizing the importance of assessment. This entails documenting what and how much students are learning and utilizing this information to improve the educational experiences being offered.

As educators, we have been engaging in assessment at the most basic level when we articulate the main objectives of the course, check to see whether students achieved them, and use the results to improve our courses. Guam Community College is capitalizing on what we are already doing by instituting a systematic and formalized process, creating a culture in which institutional effectiveness and student learning are highly valued by the college community, and encouraging an organizational-wide culture of dialogue, assessment, reflection, and collective effort.

Student Learning Outcomes (SLOs) were first formally published at GCC in the Spring of 2009 in an effort to sustain improvement in teaching and learning. In conjunction with the Institutional Learning Outcomes (ILOs), SLOs serve an important role by guiding our programs to ensure alignment with industry standards, to establish a baseline of consistency in the quality of education that students receive, to stimulate dialogue, and to establish high expectations for all. By 2010, all programs had established SLOs. By the Fall of 2011, the Student Learning Outcomes and Curriculum Mapping Booklet was published.

It is critical that the review and revision of SLOs be a systematic and a continuous process as clear articulation of learning outcomes provides a solid foundation for evaluating our effectiveness in the teaching and learning endeavor. The Student Learning Outcomes Handbook serves two main purposes: 1) To provide all members of our college community with a valuable resource tool; 2) To provide consistent guidance for the SLO review and revision process.

Guam Community College publishes all program and course SLOs in the College's academic catalog. These SLOs and the College's electronic assessment records are maintained within TracDat, the College's assessment data management software. Guided by the College's Two Year Assessment Cycle Schedule, the regular and systematic assessment of courses, degree

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[1] This section is also found in the Guam Community College Student Learning Outcomes Handbook.

programs, student services units, administrative units, and the overall institution along with the accompanying evidence may be found in TracDat (http://tracdat.guamcc.edu/tracdat/). The college defines student learning outcomes for student services units as student services unit outcomes (SSUOs) and administrative units as administrative unit outcomes (AUOs).

Course and program level SLOs are included in the course and program guide. As part of the program guide, faculty members must also complete the SLO map. This map connects course level SLOs to program level SLOs and the ILOs. Faculty members are primarily responsible for creating student learning outcomes, with input from workforce advisory committees as appropriate. This method ensures that student learning outcomes are at the collegiate level. In addition, faculty members articulate a plan on how to assess course- and program-level student learning outcomes, collect data, report the findings, and then describe how the results will be used for program improvement. Assessment authors are also required to input information on budget implications into TracDat. The Two-Year Assessment Cycle Schedule guides when program and course level outcomes should be assessed.

The College's assessment process is based on student learning outcomes and all course, program, student services unit, and administrative unit outcomes are available in the assessment data management system, TracDat, for the campus to access and utilize in data-driven decision-making and planning processes. Course syllabi detail the SLOs and the evaluation process. Syllabi are reviewed every semester by the department chairperson and the adjunct associate dean and a sample of each course syllabi is required to be uploaded into TracDat under the course related documents.

As validated by the visiting team during our March 2012 Comprehensive accreditation visit, GCC is operating at the level of sustainable continuous quality improvement (Level 4) as outlined by the Commission. The College has established and communicated to students and the community student learning outcomes. The College's two-year cycle for the assessment of SLOs at the course, program, certificate, degree, student support services, administrative offices, and the institutional levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The College is committed to student success and demonstrates this commitment regularly through the strategic initiatives found in planning documents and institutional decision-making processes. The College encourages an open dialogue amongst constituents through the governance structures and processes established and embedded into the framework of the institution. Our July 2012 reaffirmation of accreditation by ACCJC testifies to the College's commitment to continue this effort with zeal, tenacity and dedication.

Defining Assessment

The definition of assessment comes in various contexts as in education, health, tax and risk. On the education context, assessment is defined as "the process of documenting (usually in measurable terms), knowledge, skills, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational institutional system as a whole".[2] Assessment can also be defined as "the process of utilizing data-driven *results* which provide faculty members, administrators, trustees, and stakeholders with evidence, numerical or otherwise, from which they can develop useful information about their students, institutions, programs and courses". Assessment results provide information that can help make informed decisions about student learning and development, professional effectiveness, and program quality. Overall, assessment is a process to evaluate and improve the effectiveness of programs and services, achievement of institutional mission, goals, and plans, and compliance with accreditation standards.

Through the regular and systematic process of assessing various aspects of the College using tools such as the Student Ratings of Instruction Survey, the President's Performance Appraisal Survey, the Institutional Effectiveness Survey, the Board of Trustees and Foundation Board of Governors Survey, and various other surveys, AIER is able to gather and report statistics related to key components of the institution and provide a thorough analysis and meaningful recommendations for improvement based on the data available.

The CCA is tasked with reviewing the information inputted into TracDat by departments/units and making recommendations for improved assessment processes. This committee is comprised of faculty members, including one post-secondary faculty member who chairs the committee, as well as administrators and staff, along with a student representative.

AIER reports have grown in depth and complexity through the years, demonstrating how assessment has become an integral part of the College's daily activities and provides evidence of the impact of assessment on successful student learning outcomes and quality institutional reflection, planning and decision-making. The AIER Office also provides institutional data that has been sufficiently disaggregated for use in various planning initiatives.

Examples of some comprehensive assessment reports that continue to be produced are: Board of Trustees and Foundation Board of Governors Assessment Reports, Consolidated Administrators' Assessment Reports, Faces of the Future Reports, Fact Books, Faculty Senate Effectiveness Survey Reports, IDEA Student Ratings of Instruction Survey Reports, Institutional Effectiveness Survey Reports, President's Performance Appraisal Survey Reports, CCESQ Survey Report, Student Questionnaire Report, General Education Impact Study Assessment Report, Guam

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[2] Wikipedia, (a web-based free-free content encyclopedia)

Employers' Survey. The annual assessment reports attest to the College's commitment to continuous institutional self evaluation and reflection with realistic plans and initiatives for improvement.

Building and Organizing the Assessment Process at GCC

Assessment at Guam Community College is viewed as a collective effort to demonstrate accountability as well as to improve program and institutional processes. Building on this philosophy, GCC's Comprehensive Assessment Plan was launched in fall 2000 (Appendix B). At the core of the plan is the improvement of student learning through the relevant linking of assessment processes with planning and budgeting decisions that specifically support student learning at the course, program, and institutional levels. Performing assessment at the College is simply geared to improve programs and services that will, in the long run, advance student learning.

Prior to AY2000-2001, assessment at the College had been sporadic and unorganized. Because the culture of assessment had never existed, assessment attempts had been episodic at best. Since the implementation of the comprehensive institutional assessment plan, the College has accomplished major assessment milestones. One of the milestones was the creation on the Committee on College Assessment (CCA) under the terms of the Board-Union Agreement which recognized the central role that assessment plays in all aspects of the College's functioning. CCA is an institution level committee created under the terms of the 2000-2006 Board of Trustees-Faculty Union Agreement that took effect in fall 2000. Since its creation, CCA has developed protocols, processes, and timelines to meaningfully guide all constituents in fulfilling their assessment requirements. In addition, CCA has also developed its own mission and goals to assert the committee's commitment to and support of the assessment process. The committee's mission and goals are as follows:

Mission: The committee's mission is to build and sustain a campus-wide culture of evidence which promotes, fosters and improves student learning outcomes at the course, programs, and institutional levels.

Goals:

To lead in capacity building efforts that aim to raise the level of awareness of faculty, staff and others involved in assessment regarding perspectives and methods of effective practice;

To guide and assist campus constituents to fulfill their assessment requirements by disseminating useful assessment information, models, and examples;

To monitor assessment compliance on campus, following a balanced system and sanctions;

To model sound assessment practice through productive feedback that highlight the work of individuals, departments, and units; and

To generate longitudinal data or evidence that helps the college meet its accreditation requirements vis-à-vis the integration of ongoing cycle of assessment that is woven into the functioning of all aspects of institutional life.

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 D): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs[3]).

Since improvements always demand continuous adjustments and modifications as necessary, CCA recognizes that questions and concerns about assessment processes arise and are usually brought up during assessment workshops and training sessions spearheaded by CCA. Some of the frequently asked questions (FAQ) are in the following areas:

"The purpose of doing assessment at GCC"

There are two major reasons that drive all assessment at GCC: accountability and improvement. Board of Trustees Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and the Board of Trustees is the institutional mandate that fuels all campus-wide assessment activities.

On the March 2000 WASC accreditation report, the accreditation team wrote: "Despite specific recommendations related to a variety of assessments, the absence of systematic reviews of educational programs, student services, and overall institutional effectiveness continues. The responsibility for and contribution to assessment must be assumed by all segments of the institution". In light of the Team's findings, the Vice President for Academic Affairs rose to the challenge and the GCC Comprehensive Institutional Assessment Plan was launched in fall 2000.

"Assessment helps improve student learning"

Ted Marchese says that "assessment is a rich conversation about student learning informed by data." Along this vein, the transformative power of assessment has contributed largely to the

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[3] Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

many pockets of conversations on learning that has gradually swept the campus. For example, the implementation of the General Education core requirements in all Associate and Certificate degree programs in fall 2003 was the result of spirited campus dialogue on the value of General Education in a vocationally-oriented environment. Henceforth, the General Education Committee and Curriculum Committee have joined forces in 2010 and are now known as the Learning Outcome Committee (LOC).

The College's institutional assessment process has brought forth a multitude of activities. Ongoing training of campus constituents on the Curriculum Manual is an attempt to align student learning outcomes at the course, program, and institutional levels. At the department level, program guides are being revisited, capstone courses are being developed, and in some cases, the sequence of courses in a program is being changed as a result of program assessment results. At the class level, course guides are being re-written, syllabus components are being standardized, and teaching methods are continually being improved in order to address various learning styles of students. The development and transformation of these assessment-fueled strategies will gradually contribute to an environment conducive for student learning.

"Defining student learning"

Various definitions of "student learning outcome" abound in the assessment literature. One author defines it as a set of statements that describe what a student will be able to do with what he or she knows as a result of a set of learning experiences. Another author considers it as a measurement of the degree whereby students are learning what educators believe students are learning. In the academic area, student learning outcomes assessment measures whether the learning objectives set by faculty in their respective classes or programs are being met. In the non-academic area, it is a little bit more complicated since evidence of student learning is indirect and implicit at best. In both areas, how to measure student learning outcomes is the greatest challenge in doing assessment. Thoughtful consideration of the assessment instruments, tools, and methods must align with the learning that is being measured so that meaningful feedback and results may inform improvements in pedagogy, teaching methods, and other teaching strategies.

At the core of the assessment process are three (3) important questions that are asked regarding student learning: What do students know? What do they value and think? What can they do? These three questions correspond to the cognitive, affective, and behavioral domains of student learning.

"The use of assessment"

Assessment is used as a decision-making tool for planning, budgeting, and resource allocation. GCC is committed to a dynamic linking of assessment with planning and budgeting processes. Assessment pinpoints strengths, weaknesses, and needs for program improvement. Planning, in turn, draws upon identified needs to determine priorities for human and fiscal resource allocation. In short, assessment results are used for informed decision-making processes that impact student learning and institutional effectiveness.

"Performing assessment and the impact on the performance evaluation of faculty"

The fundamental reason for doing assessment is the improvement of student learning. Since the focus of assessment is student learning outcomes, the 2010-2016 Board-Union agreement included the provision that all permanent faculty are to be evaluated on the content and expertise in engaging in institutional assessment. Their participation in assessment may involve the updating of curricula and it may also involve the use of assessment results to effectuate improvement or change in a department strategic plan just to name a few.

"The need of establishing assessment deadlines"

The college's established two-year cycle for assessment indicates specific semester goals that move assessment processes from assessment planning to implementation of assessment improvements based on the results. The two-year cycle consists of four (4) semesters of assessment work: Semester One is to formulate or modify an assessment plan; Semester Two is to gather data continuously; Semester Three is intended for the reporting of assessment results and findings; and, Semester Four is utilized to implement improvements based on assessment results.

Using these semester goals as markers, timelines have been developed for the purpose of regularizing assessment submissions in an organized way. Deadlines are necessary to bring everyone into rhythm with the established assessment cycle, as much as possible.

"Assessment effort is not an infringement on academic freedom"

Assessment is not an infringement of academic freedom since it systematically seeks meaningful information to improve student learning across the institution. The Board-Union agreement (2010-2016) clearly states that the intent of Article VII (Participatory Governance) 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 College President". Furthermore, the new faculty job specifications identify assessment and program evaluation as a key faculty responsibility. Engagement in this collaborative effort is therefore crucial and expected.

"The measures used to gather the data needed"

The measures we use are dictated by the assessment questions we pose. In assessing student learning, there are direct measures, indirect measures, and so-called non-measures. Because we are always striving towards a triangulation of methods, we must use all the measures we can, but even within these strategies, there is a wide array of options. Faculty are charged with creating direct measures for assessing student learning within the classroom.

GCC's Model of Linking Program Review to Integrated Institutional Planning

Planning and Budgeting
- Budget approval process through governance structure
- Institutional priorities
- Review of Mission statement
- Review of Institutional Strategic Master Plan (ISMP)

Plan

Culture of Evidence

In

GCC's Two-Year Program Review Cycle

Implement Results and Follow up

Collect Data

Report results

Decision-making processes at work through participatory governance structure:
- Board of Trustees
- College Governing Council
- Faculty Senate
- Staff Senate
- Self Study Committees
- Learning Outcomes Committee
- PDRC
- RPF
- President's Mgmt. Team
- AAD Mgmt. Team
- Council of DCs

Improvement Initiatives at various levels:
- Pedagogy (e.g. mode of delivery, teaching strategy)
- Curriculum
- Processes (e.g. advising, registration)
- Services
- College structure and infrastructure (e.g. Faculty Senate, CGC, MyGCC)

Data harvested from TracDat database and reported in Annual Institutional Assessment Report (AIAR)

Report highlights in
- Fall semester convocation
- AIER publications

Full report posted online on AIER web pages on www.guamcc.edu and on MyGCC portal site.

GCC's Data Driven Dedicated Planning (3DP) Process

Course and program assessment are tied directly to the annual program review process, and the assessment practice of linking assessment results to improvements leads to budget allocation through the planning process. The College's Data-Driven Dedicated Planning (3DP) Framework models this data-driven approach to planning, decision-making, and resource allocation. The program review process guides improvements and plays a key role in resource allocation and decision-making processes. As culled from the TracDat database, the most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment.

AIER
CCA
Assessment Data & Self-Study Planning Agenda Repository

ASSESSMENT & SELF-STUDY CYCLE CONTINUES

- Assessment Cycle for GROUP A, B, C, & D Continues
- Annual Self-Study Cycle Continues
- Program Review/Budget Planning Continues

OUTCOMES ASSESSMENT/ PROGRAM REVIEW

GROUP A, B, C, & D Develop Assessment Plan and Assessment Report

ANNUAL INSTITUTIONAL ASSESSMENT REPORT (AIAR)

STRATEGIC PLANNING PROCESS

- Admin/Faculty & Staff Senate
- Programmatic Planning & Improvement Strategies in CCA Compliance Reports
- ISMP 2014-2020

COMMITTEE ON COLLEGE ASSESSMENT/AIER

Review Outcomes Assessment Findings and Use of Results Data for Programmatic Improvement or Resource Allocation Impact

OTHER INSTITUTIONAL REPORTS

BUDGET PLANNING & TRACDAT

- Department Level
- Deans/AVP Review
- Resource Planning & Facilities (RPF)
- College Governing Council (CGC)

ANNUAL SELF-STUDY PROCESS

- ACCJC's Evaluation Guide
- Institutionalized Process
- Recommendations Translated Into Planning Agenda

COMPILED SELF-STUDY PLANNING AGENDA & COMMUNITY/INSTITUTIONAL GROWTH NEEDS
Gaps Identified in Planning Agenda; Community and Industry Needs Derived Through Advisory Committees or Special Requests

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

APPENDICES

APPENDIX A

Board of Trustees Policy 306

GUAM COMMUNITY COLLEGE
Board of Trustees

COMPREHENSIVE ASSESSMENT OF INSTRUCTIONAL PROGRAMS, STUDENT SERVICES, ADMINISTRATIVE UNITS AND THE BOARD OF TRUSTEES

WHEREAS, Guam Community College remains steadfast in its commitment to provide the citizens of Guam and the region with quality educational programs and services that undergo systematic and continual assessment, and

WHEREAS, Board Policy 305, adopted on April 6, 1994, provided for a 5-year cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and vocational training;

Ensure wise allocation of resources;

Determine the program's effectiveness and to implement program improvement strategies, and

WHEREAS, newly-approved accreditation standards mandate a more comprehensive assessment process for all instructional programs, student services and administrative units on campus, and

WHEREAS, assessment of student learning outcomes must be the cornerstone of all assessment activities, as indicated in new accreditation standards, and

WHEREAS, the regular cycle of assessment should be on an annual or two-year cycle as determined by a staggered assessment schedule of programs, services, and administrative units, and

WHEREAS, the Board of Trustees and its sub-group, the Foundation Board, shall set an example of compliance with the new accreditation standards.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees assigns the responsibility to the President and/or his designee, with consultation from the Committee on College Assessment, to refine, monitor and strengthen the campus-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders of the college, and

BE IT FURTHER RESOLVED, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees Policy shall supercede Board Policy 305, and shall take effect in the 2002-2003 Academic Year and each academic year thereafter.

Amended & Adopted: November 17, 2008
Resolution 58-2008

Adopted: September 4, 2002
Resolution 13-2002

APPENDIX B

Comprehensive Institutional Assessment Plan

Guam Community College

Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees[4]

*(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, Institutional Effectiveness and Research (AIER)[5]. The AIER office reports its findings in the *Guam Community College Annual Institutional Assessment Report.* In this regard, assistance to AIER 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 Board of Trustees-GCC Faculty Union contract in 2000 then in 2005, and further strengthened in the 2010-2016 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees Guam Community College. 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 and henceforth, 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

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[4] Updated February 2011, Revisited January 2009, Revisited December 2005, Revisited March 2004, Revisited September 2002, Revisited December 2001, Original document approved October 2000.

[5] The Office of Assessment and Institutional Effectiveness (AIE) was renamed the Office of Assessment, Institutional Effectiveness and Research (AIER) to include the research component of the assessment process. Effective October 1, 2010, the name change was officially implemented when the Board of Trustees approved the current organizational chart at its September 2010 meeting.

The College "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, Data Collection Status/Summary of Results (Column 4) and Use of Assessment Results/Implementation Status (Column 5), primarily complete the assessment report. For review of the program and/or course-level reports, CCA runs the Unit Assessment Report - Four Column and Unit Course Assessment Report - Four Column due to redundancy of the Assessment Report showing how each assessment unit is supporting the goals of the institution.

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 limited implementation through sustained training of users in that same year. With its campus-wide 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, and 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 ACCJC 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 this 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. Program review is a process analyzing the effectiveness of an educational program with the intent of improving institutional effectiveness and student learning. Regular program review involves the review of a degree or certificate program and comprehensive program review involves the review of a coherent educational experience (i.e., Work Experience program).

Comprehensive Program Reviews should examine a broad range of indicators and it is a periodic, detailed report on the historical development, current activities and performance, goals and needs of a specific program – qualitative, quantitative and financial – and a statement of how that program's content and activities related to the College Mission and Goals. The Deans decide on program review assignments and timelines depending on program or institutional need.

Program review through the systematic assessment process is an institutionalized process on a two-year cycle. The process includes four steps: planning, data collection, reporting, and use of results. Student Learning Outcomes identified at the program level are the primary focus of this type of systematic review. Tools, criteria of success are all identified at the outset.

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, Institutional Effectiveness and Research will report findings to the Vice President for Academic Affairs, which is responsible for institutional assessment as a whole. Each academic program will input into TracDat their program assessment plan, collect and summarize data collected, report the results, address/report how results will be used for improvement, and discuss implementation of program improvement governing the measurement of programmatic success and benchmarks of satisfactory performance. If results show constancy or improvement each year, the program or service will need no further review. If however, key results record a decline or abnormality, then a more comprehensive review will be instituted. Administrative and student services units will implement a client satisfaction survey, as well as other relevant measures, on various categories identified in the assessment plan. A program review will be a necessary complement of the other identified assessment measures.

These components are similar for non-instructional programs, student services and administrative units. The only difference is that student services and administrative units are "administrative unit outcomes (AUOs)" and "student services unit 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 aier@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 CCA Checklist and 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 the 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. A similar process will be followed in the assessment of Foundation Board of Governors.

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 (AIAR),* 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.

It is important to note that the College has an established review process for all assessment plans and reports entered into TracDat. First, assessment authors submit a TracDat Data Input Memo to AIER. The AIER staff then advises the CCA Review Team via email to review the plan/report and adds the program or unit to the CCA agenda for deliberation. CCA then deliberates on the plan/report and rates it as either *approved* or *resubmit*. After an assessment plan or report is rated, the CCA Review Team prepares a CCA Checklist and Consolidated Feedback Sheet (CFS) with comments and suggestions and submits a copy to AIER. A copy of

the CFS is then forwarded to the assessment author. The assessment author then makes changes in TracDat based on the CFS and discussions with the review team. After changes are made, the author then submits another TracDat Data Input Memo to CCA no later than the deadline indicated on the CFS indicating that the changes have been made.

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.

Guam Community College believes that general education provides the academic foundation necessary for students to achieve their life goals. General education is intended to offer students a breadth of quality student learning experiences, encourage their respect for cultural heritage, promote their ethical and responsible social behavior and facilitate their life-long learning.

The General Education program strives to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication.

Guam Community College believes that high quality general education opportunities for all citizens are necessary for democratic principles and practices to exist and for a sound economy to flourish. The College continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire hope, opportunity and responsibility in all its constituencies.

Institutional Learning Outcomes (ILOs)

In keeping with its mission that Guam Community College be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia, the College community has established the following Institutional Learning Outcomes[6]. During academic year 2008-2009 the General Education Committee facilitated the development of GCC's six (6) Institutional Learning Outcomes (ILOs) which derived from the previously-existing 28 GenEd SLOs and was approved by the Board of Trustees on December 9, 2009. To align the original 28 SLOs, the ILOs were categorized with an acronym as follows:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology

Ability to assess, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally

Two-Year Assessment Cycle Schedule

The schedule for formulating instructional program assessment plans and completing assessment reports in TracDat is listed in an annually-produced poster, GCC's Two-Year Assessment Cycle Schedule. 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.

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[6] Recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees (December 2, 2009)

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[7], 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. This occurs in March and October of each year. 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

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

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[7] 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. CCA approved a motion to have all instructional programs assess fifty percent of their technical requirements for each associate degree and certificate program. At least one SLO per selected course must be assessed. This requirement was made effective Fall 2010. During the November 19, 2010 CCA meeting, CCA approved a motion to combine the deadline for the Data Collection Status and the Assessment Report.

inputting information into the Data Collection Status/Summary of Results (N=?) tab, and the Use of Assessment Results & Implementation Status field/box. Documents, like student artifacts and other relevant materials, can also be uploaded in the Related 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 Plan and 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, Institutional Effectiveness and Research (AIER) 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 AIAR, a separate report is written by AIER which is largely focused on Board concerns and other issues. The Foundation Board of Governors is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness.

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 AIER website for historical purposes. The website dedicated to GCC assessment (http://www.guamcc.edu/aie)

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* (AIAR) at the beginning of each academic year. This report is then utilized as one critical document to guide and inform relevant divisions, departments, or units so they can be guided in their annual planning activities, as reflected in the Data-Driven Dedicated Planning (3DP) Framework (see Attachment B).

Central Repository

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

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Attachment A:
CRITIQUING PLANS/REPORTS by the CCA[8]:
ASSESSMENT REVIEW FLOW PROCESS
Revised September 2012

Authors submit **TracDat Data Input Memo** to the Office of Assessment, Institutional Effectiveness & Research (AIER)

Pre-screening

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

YES

NO

Advise author of pre-screening results for correction and re-submission.

AIER staff advises CCA Review Teams via email to review plans/reports. AIER files plan/report in program/unit's assessment file as well as in their respective Documents tab in TracDat. Submission is added to the CCA meeting agenda for deliberation

CCA deliberates on unit assessment plans/reports & rates Approved **(A)** or Re-submit **(RS)** both with deadlines.

Unit assessment plan/report projected on screen for critique and discussion.

CCA Review Teams prepare the draft CFS prior to committee rating based on team review; draft rating given.

(A)

or

CCA Review Team finalizes CFS[2], submits a copy to AIER NO LATER than Monday after CCA rating, and meets with authors to convey CCA feedback. Author implements recommendations in TracDat based on CFS and committee feedback. Author re-submits CFS with their responses no later than the deadline indicated on the CFS to the CCA via aier@guamcc.edu for another deliberation.

(RS)

(A)

AIER receives CFS from CCA Review Team. AIER updates the assessment compliance matrix and notifies Deans. AIER uploads the CFS to TracDat assessment unit documents tab in respective folder. AIER notifies assessment authors of approved rating and revised assessment plan/report will be the basis of TracDat data input based on the 2-year Assessment Cycle Schedule.

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[8] Committee on College Assessment
2 Consolidated Feedback Sheet

APPENDIX C

GCC Two-Year Assessment Cycle Schedule

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE FALL 2014

	GROUP A **Associate Degree**	GROUP B **Certificate Programs**	GROUP C **Administrative & Student Services Units**	GROUP D **Special Programs**
FALL 2014	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE:** **October 13, 2014**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 13, 2014**	**Admin/Student Services Unit AUO/SSUO Assessment Report** Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab **DEADLINE:** **October 13, 2014**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 13, 2014**
SPRING 2015	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 9, 2015**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE:** **March 9, 2015**	**Admin/Student Services Unit AUO/SSUO Implementation Status** Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 9, 2015**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 9, 2015**
FALL 2015	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 12, 2015**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 12, 2015**	**Admin/Student Services Unit AUO/SSUO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and each Sub-tab and enter data in each field/box for the new cycle **DEADLINE:** **October 12, 2015**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 12, 2015**
SPRING 2016	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 14, 2016**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 14, 2016**	**Admin/Student Services Unit AUO/SSUO Data Collection Status** Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 14, 2016**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE:** **March 14, 2016**

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

AIER

Office of Assessment, Institutional Effectiveness & Research

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE Fall 2016

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
FALL 2016	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE:** **October 10, 2016**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 10, 2016**	**Admin/Student Services Unit AUO/SSUO Assessment Report** Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab **DEADLINE:** **October 10, 2016**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 10, 2016**
SPRING 2017	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 13, 2017**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field box for the new cycle **DEADLINE:** **March 13, 2017**	**Admin/Student Services Units AUO/SSUO Implementation Status** Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 13, 2017**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 13, 2017**
FALL 2017	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 16, 2017**	**Program & Course SLO Data Collection Status** Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **October 16, 2017**	**Admin/Student Services Unit AUO/SSUO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle **DEADLINE:** **October 16, 2017**	**Program & Course SLO Implementation Status** Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 13, 2017**
SPRING 2018	**Program & Course SLO Implementation Status** Input the status of Implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 12, 2018**	**Program & Course SLO Assessment Report** Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 12, 2018**	**Admin/Student Services Unit AUO/SSUO Data Collection Status** Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE:** **March 12, 2018**	**Program & Course SLO Assessment Plan** Go to Program/Unit-Level Assessment Plan Tab and Course –Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle **DEADLINE:** **March 12, 2018**

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

APPENDIX D

GCC Assessment Taxonomy

GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2014-2015

GROUP A
Associate Degree Programs

Accounting AS
Automotive Service Technology AS & Certificate
Civil Engineering Technology AS
Computer Networking AS
Computer Science AS & Certificate
Criminal Justice AS & Certificate
Culinary Arts AA
Early Childhood Education AS & Certificate
Education AA & Certificate
Food & Beverage Management AS

Hotel Operations & Management AS
Interdisciplinary Arts and Sciences AA
Marketing AS
Medical Assisting AS & Certificate
Office Technology AS & Certificate
Pre-Architectural Drafting AS
Supervision & Management AS & Certificate
Surveying Technology AS & Certificate
Tourism & Travel Management AS
Visual Communications AS

GROUP B
Certificate Programs

Computer Aided Design & Drafting Certificate
Construction Technology Certificate
Family Services Certificate
Fire Science Technology Certificate
Medium/Heavy Truck Diesel Technology Certificate

Practical Nursing Certificate
Pre-Nursing Certificate

GROUP C
Administrative & Student Services Units

Academic Technologies*
Accommodative Services
Admissions & Registration Office
Apprenticeship Training Program
Assessment & Counseling
Board of Trustees +
Business Office*
Center for Civic Engagement
Center for Student Involvement
College Access Challenge Grant Program
Communications & Promotions Office
Continuing Education & Workforce Development
Development & Alumni Relations Office
Environmental Health & Safety*

Facilities
Foundation Board +
Health Services Center
Human Resources Office*
Learning Resources Center
Management Information Systems Office*
Materials Management*
Office of the President +
Peace Officer Standards and Training (P.O.S.T.)
Planning & Development Office
Project AIM/TRiO
Student Financial Aid*
Student Support Services
Work Keys

*Units under Finance & Administration are due November 5th and April 1st of every year.
+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, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult High School Diploma Program (AHS)

Adult Basic Education (ABE)

Allied Health (Introduction to Health Occupations) (Secondary)

Automotive (Automotive Service Technology) (Secondary)

Automotive (Collision Repair & Refinishing Technology) (Secondary)

Business Department Courses (AC, MK, SM, VC)

Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)

Construction Trades (Carpentry & AutoCAD) (Secondary)

Early Childhood Education (Secondary)

Education/Cosmetology Department Courses (ASL, CD, ED, CM)

Electronics-Computer Networking (Secondary)

English Department (EN,TH) Courses

General Education Development Test Program (GED)

Health Career & Science (Secondary)

Marketing (Secondary)

Math & Science Department Courses (MA, SI)

Nursing & Allied Health Department Courses (EMS, HL, MS, NU)

Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY SO, SS)

Technology Department Courses (CS, EE, OA, PV, RE)

Tourism & Hospitality Department Courses (*CH, CI, HS, JA, KE)*

Tourism (Lodging Management Program) (Secondary)

Tourism (ProStart) (Secondary)

Transportation Department Courses (AST, ME, MHT)

Visual Communications (Secondary)

Work Experience (Secondary)

This handbook was prepared by the Office of Assessment, Institutional Effectiveness & Research (AIER), in consultation with R. Ray D. Somera, Ph.D., Vice President for Academic Affairs.

Appendix H
ACCJC Letter

ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES

*Western Association
of Schools and Colleges*

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
STEVEN KINSELLA
Administrative Member

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President
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Vice President
GARMAN JACK POND

Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

June 29, 2015

Dr. Mary Okada
President/CEO
Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Dear President Okada:

The Accrediting Commission for Community and Junior Colleges, Western
Association of Schools and Colleges, at its meeting June 3-5, 2015,
reviewed the Midterm Report submitted by Guam Community College.
The Midterm Report was certified by college leadership, including the chair
of the governing board, the college president, Accreditation Liaison Officer,
and leaders of the faculty, staff, and student organizations.

Based on the College Midterm Report and evidence submitted, the
Commission finds that the College has sustained the work accomplished
after the last comprehensive evaluation and has maintained compliance with
Standards previously identified in the comprehensive team report and linked
to Recommendations 1 through 4. The Midterm Report also provided an
update on the Self-identified Actionable Improvement Plans from the 2012
Self Evaluation Report.

Institutions are expected to meet Eligibility Requirements, Accreditation
Standards, and Commission policies at all times during the six-year cycle.
It is expected that the changes and improvements noted in the Midterm
Report will be sustained. This will be verified at the time of the next
regularly scheduled visit. The College will submit its Institutional Self
Evaluation of Educational Quality and Institutional Effectiveness Report in
preparation for the comprehensive review in **spring 2018**.

The Midterm Report submitted in spring 2015 will become part of the
accreditation history of the College. The Commission requires that you give
the Midterm Report and this letter appropriate dissemination to your
College staff and to those who were signatories of your Midterm Report.
This group should include the campus leadership and the Board of Trustees.
The Commission also requires that these documents be made available to
students and the public by placing a copy on the College website. *Please*

Dr. Mary Okada
Guam Community College
June 29, 2015

note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no more than one click from the institution's home page.

On behalf of the Commission, I wish to encourage your continued work to ensure Guam Community College's educational quality and to support students' success. Professional self-regulation is the responsibility of an accredited college and the accreditor. Thank you for sharing in that responsibility.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/tl

Appendix I
College Assembly

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guåhan

Institutional Strategic Master Plan (ISMP) 2014-2020

Progress Report

**Friday, November 21, 2014
Multi-Purpose Auditorium**

ISMP 2014~2020

VISIBILITY AND ENGAGEMENT

RETENTION AND COMPLETION

IMPROVEMENT AND ACCOUNTABILITY

CONDUCIVE LEARNING ENVIRONMENT
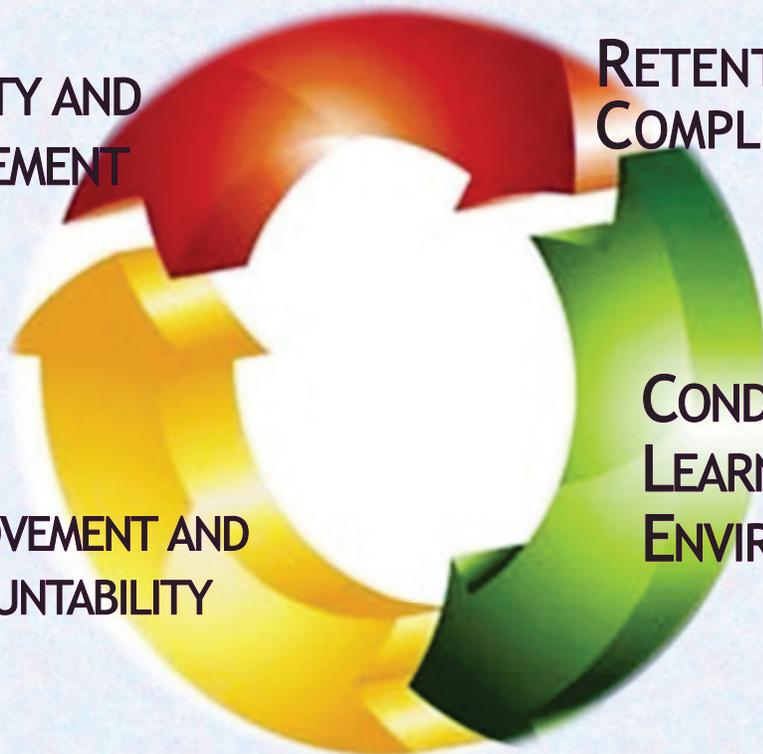
GOAL 1 - Retention and Completion

Student-Centered Learning

Annual Curriculum Review Cycle

- Regular and systematic cycle of review
- Updates to programs and course guides

Project Win-Win

- Identify students without degree but with 45+ credits
- Convince them to complete GCC degree

GOAL 1 - Retention and Completion

Professional Development

Assessment Leadership Summit

- Student Learning Outcomes Handbook
- In 2008, SLOs incorporated into curriculum - revisit and revise

Comprehensive Institutional Professional Development Plan

- Institutional Priorities for Professional Development
- Results of IDEA surveys for teaching effectiveness

GOAL 2 - Conducive Learning Environment

Physical Master Plan

Facilities Master Plan

- Update scheduled for 2015
- Upgrades to campus buildings

Sustainability

- New recycle bins
- Dedicated sustainability coordinator
- Efforts to include in curriculum

GOAL 2 - Conducive Learning Environment

Participatory Governance

Participatory Governance Structure Handbook

- Handbook on MyGCC
- Campus training scheduled for Spring 2015

MyGCC Committee Sites

- Committee minutes, agendas, and resources available online

GOAL 3 - Improvement and Accountability

Resource Allocation

Data Driven Dedicated Planning (3DP) Process

- Budget requests updated to include alignment of goals, indicators, and outcomes

Budget and Assessment

- TracDat updated to include new budget and assessment links

GOAL 3 - Improvement and Accountability

Financial/Resource Allocation Master Plan

Automation of Manual Processes

- Automation of Curriculum Approval Process through Acalog

ITSP-Information Technology Strategic Plan

- College Technology Committee
- Campus multimedia projector project upgrade and replacement cycle

GOAL 4 - Visibility and Engagement

The GCC Brand

5-yr Marketing Plan
- New Logo design group
- Redesign website for 40th anniversary in 2017

Series of 1 to 2-minute Videos
- Highlight classroom action
- Student success testimonials
- Showcase modernized facilities

GOAL 4 - Visibility and Engagement

Promote Internationalizing GCC

Articulation Agreements
- 2+2 agreements
- 2+1 agreements

Curriculum
- Infuse international elements/components
- Work with consulate offices

Midterm Report

Midterm Report

- Draft 5 being finalized by Standard Committees
- Final draft by December 15th
- Board review and approval by January 2015 meeting

Appendix J

2014 Graduate Employment Report

GRADUATE EMPLOYMENT REPORT FOR THE CLASS OF 2014

Submitted by Guam Community College Dr. Mary A. Okada, President

A report in compliance with Public Law 32-181, also known as the Fiscal Year 2015 Budget Act.

List of Tables

Graduate Employment Report for the Class of 2014

Table 1
2014 Total Graduates by Degree Program

Degree Program	2013-2014 Total Number of Graduates	Percentage of Total Graduates
AA in Culinary Arts	7	3.24
AA in Education	14	6.48
AA in Liberal Studies	20	9.26
AS in Accounting	7	3.24
AS in AST-General Svc Tech	2	0.93
AS in AST-Master Svc Tech	4	1.85
AS in Computer Networking	4	1.85
AS in Computer Science	9	4.17
AS in Criminal Justice	19	8.80
AS in Early Childhood Ed	20	9.26
AS in Emergency Management	1	0.46
AS in Hotel Management	2	0.93
AS in Hotel Ops and Mgmt	1	0.46
AS in Marketing	4	1.85
AS in Medical Assisting	22	10.19
AS in Office Technology	3	1.39
AS in Pre-Architectural Draft	2	0.93
AS in Supervision & Mgt	6	2.78
AS in Tourism & Travel Mgt	1	0.46
AS in Travel & Tour Mgt	1	0.46
AS in Visual Communications	6	2.78
CERT in AST-Master Svc Tech	1	0.46
CERT in Computer Science	2	0.93
CERT in Criminal Justice	5	2.31
CERT in Early Childhood Ed	4	1.85
CERT in Education	2	0.93
CERT in Family Services	1	0.46
CERT in Medical Assisting	16	7.41
CERT in Office Technology	1	0.46
CERT in Practical Nursing	16	7.41
CERT in Pre-Nursing	11	5.09
CERT in Supervision & Mgt	2	0.93
Grand Total	**216**	**100.00**

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 2

2014 Graduate Career Pathways

Graduate Career Pathways*	Traditional	Non Traditional	Grand Total
Architecture and Construction	1	1	2
Arts, Audiovisual Technology, and Communications	3	3	6
Business, Management and Administration	24	14	38
Education and Training	40	1	41
Health Services	56	10	66
Hospitality and Tourism	9	3	12
Information Technology	9	2	11
Law, Public Safety and Security	15	10	25
Marketing, Sales and Services	4		4
Science, Technology, Engineering and Math	3	1	4
Transportation, Distribution and Logistics	5	2	7
Grand Total	169	47	216

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Table 3
2014 Graduates by Ethnicity and Gender

Graduate Ethnicity	Female	Male	Grand Total
Asian or Pacific Islander	148	57	205
Chamorro	61	16	77
Chinese		1	1
Filipino	75	35	110
Japanese	1		1
Korean	2		2
Palauan	3	3	6
Ponapean	4	1	5
Vietnamese	1	1	2
Yapese	1		1
Black Non-Hispanic	2		2
Black	2		2
Hispanic	2	1	3
Hispanic	2	1	3
White Non-Hispanic	5	1	6
White	5	1	6
Grand Total	**157**	**59**	**216**

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 4
2014 Graduate Salary Ranges

Graduate Salary Ranges	2013-2014 Total	Percentages
$ 20,000 - $ 24,999	16	7.41
$ 25,000 - $ 29,999	12	5.56
$ 30,000 - $ 34,999	5	2.31
$ 35,000 - $ 39,999	4	1.85
$ 40,000 or more	4	1.85
Less than $ 20,000	55	25.46
Relocated	6	2.78
Seeking Higher Degree	7	3.24
Unemployed	16	7.41
Not Reported	91	42.13
Grand Total	**216**	**100.00**

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 5
2014 Alignment of Graduate Career Pathway with Current Employment Occupation

Graduate Career Pathways*	2013-2014 Total	Percentages
Aligned	60	27.78
Not Aligned	35	16.20
Other	121	56.02
Grand Total	**216**	**100.00**

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Table 6

2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Aligned.

This table is a subset of Table 5 and represents 60 of the 216 graduates.

Graduate Career Pathwasy*	Career Pathway To Current Occupation Relationship Aligned Count	Percentage Aligned
Arts, Audiovisual Technology, and Communications	1	1.67
Business, Management and Administration	9	15.00
Education and Training	10	16.67
Health Services	18	30.00
Hospitality and Tourism	6	10.00
Information Technology	6	10.00
Law, Public Safety and Security	7	11.67
Marketing, Sales and Services	1	1.67
Science, Technology, Engineering and Math	1	1.67
Transportation, Distribution and Logistics	1	1.67
Grand Total	**60**	**100.00**

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

Table 7

2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Not Aligned.

This table is a subset of Table 5 and represents 35 of the 216 graduates.

Graduate Career Pathways*	Career Pathway to Current Occupation Relationship Not Aligned Count	Percentage Not Aligned
Arts, Audiovisual Technology, and Communications	2	5.71
Business, Management and Administration	2	5.71
Education and Training	8	22.86
Health Services	14	40.00
Information Technology	1	2.86
Law, Public Safety and Security	5	14.29
Science, Technology, Engineering and Math	1	2.86
Transportation, Distribution and Logistics	2	5.71
Grand Total	**35**	**100.00**

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Table 8

2014 Alignment of Graduate Career Pathway with Current Employment Occupation-Unemployed, Unable to Contact, Relocated, Higher Degree.

This table is a subset of Table 5 and represents 121 of the 216 graduates.

Career Pathways*	Unemployed Count	%	Unable to Contact Count	%	Relocated Count	%	Higher Degree Count	%
Architecture and Construction		0.00	2	1.65		0.00		0.00
Arts, Audiovisual Technology, and Communications		0.00	3	2.48		0.00		0.00
Business, Management and Administration	3	2.48	24	19.83		0.00		0.00
Education and Training	5	4.13	13	10.74		0.00	5	4.13
Health Services	6	4.96	23	19.01	3	2.48	2	1.65
Hospitality and Tourism		0.00	5	4.13	1	0.83		0.00
Information Technology		0.00	4	3.31		0.00		0.00
Law, Public Safety and Security	1	0.83	9	7.44	2	1.65	1	0.83
Marketing, Sales and Services		0.00	3	2.48		0.00		0.00
Science, Technology, Engineering and Math		0.00	2	1.65		0.00		0.00
Transportation, Distribution and Logistics	1	0.83	3	2.48		0.00		0.00
Grand Total	**16**	**13.22**	**91**	**75.21**	**6**	**4.96**	**8**	**6.61**

Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Appendix K
Workforce Advisory Committee Handbook

Workforce Advisory Committee Handbook

2014-2016

GCC is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Should you have any recommendations for improvements to this document, please direct them to the Associate Deans of Trades and Professional Services.

Latest Revision: August 2014

Table of Contents

President's Message

One of the central tenets of Guam Community College's mission is to provide programs that respond to the needs of our community. Two critical questions we ask are:

What are employers and industries in Guam and the region looking for?

What kind of employees do they want to hire?

Advisory Committees can be an effective mechanism for ensuring that the College accurately answers these questions.

Advisory Committees are designed to provide a unique perspective and an informed viewpoint, ensuring that the curriculum remains relevant to business and industry needs. These committees should serve as a critical link between GCC, the community, and the Pacific region. Close cooperation is made possible as business, industry, and labor representatives have a vested interest in helping GCC to provide accurate and innovative education and skills training, and in ultimately, helping students to succeed. Overall, Advisory Committees are not only critical in the successful implementation of career and technical programs, but they also play a vital role in guiding, strengthening, and improving these programs.

The expertise that members of various career and technical fields can provide our students will enable them to be prepared to meet the challenges of their chosen careers. These industry partnerships are the college's reassurance to the community that our graduates will be capable of performing competitively in our dynamic job market. Such input also provides a better understanding for faculty and staff of the needs of the occupations for which we prepare our students.

The Guam Community College Board of Trustees, the college staff and I appreciate the valuable service these Advisory Committees can provide. We encourage you to partner with us as a member of a GCC Advisory Committee, and we thank you for the time and dedication invested in our students and our community.
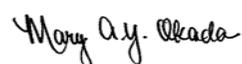
Mary A. Y. Okada, Ed D.

President

Who We Are

Vision

Guam Community College will be the premiere educational institution for providing globally recognized educational and workforce development programs.

Mission

Guam Community College is a leader in career and technical workforce development providing the highest quality student-centered education and job training for Micronesia.

Sinagan Misión
(Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhiló mamanaguen finá chéchó yan i teknikåt na kinahuló i manfáfachéchó ya u ná guáguaha nu i manakhiló yan manmaolek na tiningó ni i manmafananågui yan i finánáguen chóchó
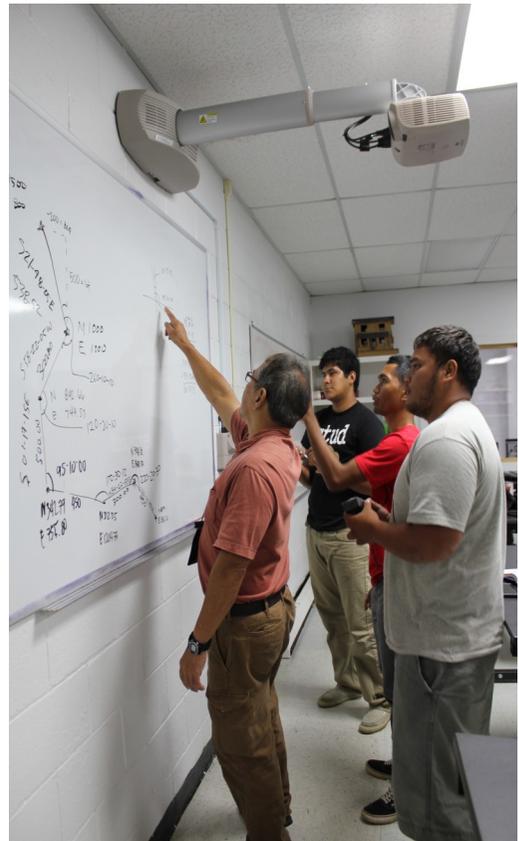
Core Values

GCC's strength and success are driven by:

Diversity

We value an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College's common goals.

Accountability

We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.

Service

We support and recognize service at all levels of the College, striving to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia.

Learning-Centered

We foster intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community.

Student-Focused

We are committed to education, inquiry, and service in order to meet our students' ever-growing and changing needs.

GCC's Goals & Initiatives

Goal 1—Retention & Completion

Strengthen and improve curriculum and educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom.

Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered method.

Goal 2—Conducive Learning Environment

Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

Initiative 1: Enhance and monitor the College's facilities master plan to keep pace with institutional growth projections and priorities.

Initiative 2: Strengthen the participatory governance process to ensure that all stakeholders understand their role in collaborative governance.

Goal 3—Improvement and Accountability

Enhance the existing integrated planning ,review and evaluation processes that provide for the allocation of resources based on assessment result and college-wide priorities, in order to boost improvement and accountability.

Initiative 1: Update the College's existing institutional financial/resource allocation master plan to align with the new Institutional Strategic Master Plan vision, mission, and goals.

Initiative 2: Utilize the institution's assessment system and program review to evaluate the effectiveness of the College's resource allocation process.

Goal 4—Visibility and Engagement

Promote the Guam Community College brand to achieve regional, national, and international recognition.

Initiative 1: Market and highlight the GCC brand.

Initiative 2: Promote internationalizing our campus.

Purpose

The Advisory Committee serves to strengthen the Career and Technical (CTE) programs. They are advisory and have no legislative, administrative, or programmatic authority. The committees work cooperatively with college officials in planning and carrying out their work. An Advisory Committee is established to perform the following:

- **Advise** - The Advisory Committee assesses specific areas of the CTE program. Recommendations made by the committee are designed to improve particular content areas;

- **Assist** - The Advisory Committee may help instructors and/or administrators carry out specific activities;

- **Support** - The Advisory Committee provides support for the CTE program it serves;

- **Advocate** - The Advisory Committee promotes the CTE programs throughout the community.

Role

The primary purpose of the Advisory Committee is to help the College ensure that the program is relevant to the community, address current industry standards and workforce needs, and has appropriate resources to support high quality student outcomes.

Individuals who comprise the committee are volunteers who have expert knowledge and experience in the career tasks and competency requirements in the occupational field the program serves. To be effective, members should have a clear sense of trends in the field. They moreover, should be able to identify skills that will ensure employability of the program's graduates, and be able to identify jobs that don't exist but are likely to in the near future. Having this ability ensures that the program is kept on the cutting edge. Thus, the role of the committee is to offer recommendations for improvements that will ensure growth and expansion of the program. It accomplishes this purpose by placing its focus on a number of areas as outlined below .

Program Development

- Provide input to and be knowledgeable of the College's Strategic Plan.

- Determine need for education programs and related continuing education offerings.

- Participate in designing community and/or employer surveys and analysis.

- Recommend appropriate new program development.

- Provide guidance on program delivery.

Program Curriculum

- Identify occupational competencies needed by the workforce.

- Recommend student proficiency standards.

- Review course content, sequencing, assessments, and validation of content.

- Recommend equipment purchases and facility changes.

- Identify new and emerging technologies and jobs.

Student Recruitment, Retention, and Placement

- Recommend program marketing strategies to recruit students.
- Facilitate fieldtrips, internships, and work experience opportunities for students.
- Monitor program placement data.
- Develop resources for scholarships.
- Review student service functions and programs and recommend possible changes and enhancements to these services.
- Assist graduates in the attainment of permanent employment in areas that reflect their educational and occupational backgrounds.

Program Evaluation

- Identify future environmental and industry trends impacting the program.
- Provide concrete recommendations for improvement.
- Monitor annual progress of program improvement plans.

Public Information

- Stimulate public awareness of career and workforce education needs and contributions.
- Participate in public hearings and other legislative activities that impact the program and College.
- Recommend strategies for forging a stronger relationship between the College and the community.
- Promote and advocate for the program in the community.

Facility Improvements

- Review and recommend facility and/or equipment improvements.
- Evaluate and recommend design, space, equipment, and layout of laboratories.

Instructor Guidance

- Facilitate opportunities for cooperative relationships with business and industry.
- Identify community or business resource people.
- Advise on occupational trends and new technologies to help guide instructor development.
- Identify qualifications and assist in the recruitment of instructors.

Structure

Committee Design

Balanced representation in an Advisory Committee is important to its success.   The membership should reflect a cross section of business and industry served by the program. It is recommended that the following criteria be taken into consideration when deciding on the committee's composition:

- **Employee/Employer Balance**

  A balance between employers and employees is desirable.

- **Educators**

  As members of the institution, educators are critical in that they may be called to do more than other committee members. These members should expect to offer clear explanations from the College's perspectives of issues or challenges presented before the committee or to obtain additional information before the next meeting occurs. Also, educators may be asked to prepare reports, do research, or make special arrangements for facility and equipment utilization by the committee.

- **Organized Labor**

  Should the career or technical area have an organized union, representation in the committee is recommended.

- **Gender, Age, Minority, & Disability Status**

  There is considerable concern regarding gender, age minority, and disability status bias with respect to recruitment of new workers. It can be a great asset to include members who have a good grasp of these issues and who are sensitive to the concerns and viewpoints of special populations.

- **Students**

  Former and current students can make a valuable contribution in light of their knowledge and experience in the program.

- **Size/Type of Business Organization**

  Depending on the size and type of organization, individuals are hired in the same occupational area with different expectations. The committee should be cognizant of the differences and similarities between them.

Associations

- Some professions, businesses, or industries may have associations established to represent the viewpoints of its members. Representation in the committee is highly recommended.

Qualities to look for when selecting committee members

- Commitment
- Sincere interest
- Garners the respect and confidence of other community members
- Dedication to the occupation and community
- Knowledgeable about the field represented
- Good communication skills
- Respectful of the ideas of others
- Ability to work well with others

Size of Committee

The number of members will vary with the nature and size of the program. On one hand, a committee that is too small may result in limited perspective, inadequate information on career fields, and too little diversity. On the other, one that is too large may prove to be unmanageable. It is recommended that there be a minimum of six members and no more than 15 active representatives from business and industry.

Term of Appointment

Members are appointed to serve in an Advisory Committee for a two-year term beginning in August.

Meetings

Frequency of meetings may vary according to the needs of the program. In general, the committee holds at least two meetings each academic year. However, should the need arise, additional meetings may be called by the chair, department chair, or the division Dean.

Also, alternative methods of meeting may be considered, to include online and off-site meetings.

College Representatives

College representatives serve in an ex-officio capacity. The following individuals will be invited to all meetings:

- Campus President or designee
- Vice President of Academic Affairs
- Division Dean/Associate Deans for the program
- Assistant Director of Career and Workforce Development
- Program chair
- Program faculty members

Process of Appointment

Advisory Committee

↑

The **Board of Trustees** formally appoint Advisory Committee members

↑

The **President** recommends the members to the Board of Trustees

↑

The **Dean** submits the names of individuals recommended by the Department to the President

↑

The **Department** nominates/ recommends individuals and submits their names to the appropriate Dean
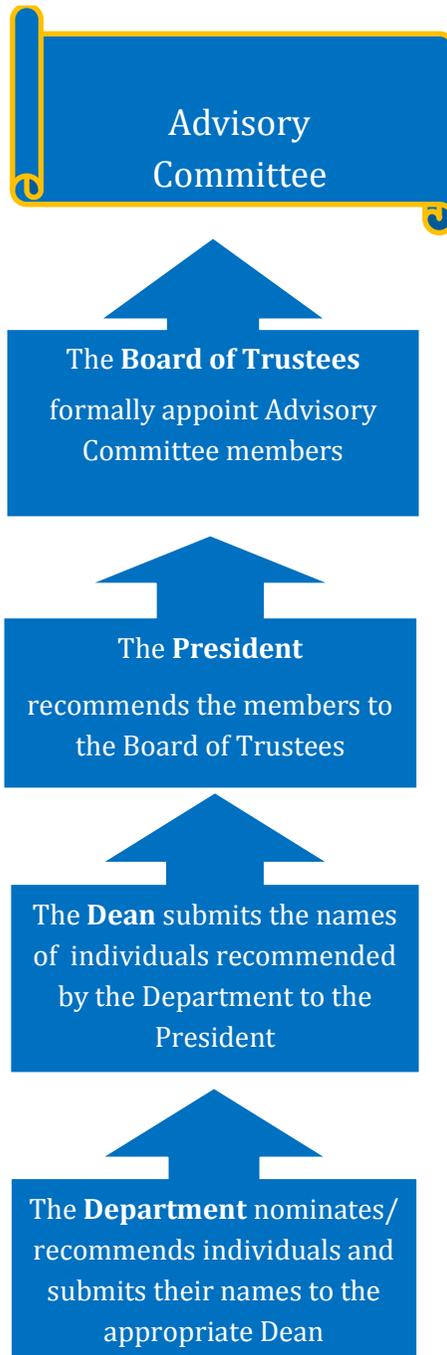
Operation

The viability and effectiveness of an Advisory Committee is dependent upon the degree of support it is given not only at the initial stage or organization, but throughout its cycle. A committee's success can be ensured if a mechanism is put in place that facilitates involvement in the instructional program. Active involvement needs to be regular, systematic, and genuine.

General Functions & Guidelines

Overall, the functions of the committee and guidelines for planning and conducting meetings will be the same. The following tasks apply:

- An orientation for members is conducted

- Meetings (time, date, and place) are established

- Meeting agendas are developed and followed

- Records of the meetings are kept

- A notice of meetings is prepared and given to members

- Arrangements for successful meetings are completed (room reservation and setup, materials, refreshments, etc.)

- Minutes of meetings are prepared and distributed to members in a timely manner

- Meetings are conducted in a professional manner (informal but structured climate). Discussion of agenda topics is open and free, but parliamentary procedure is followed when official action is taken

- Space is designated in a file drawer for use by the Advisory Committee

- Communication between the Advisory Committee and the College is reciprocal and continuous

- The committee knows and follows the channels of communication

- Official communications are signed by the chairperson of the advisory committee

Member Orientation

With a newly organized or reorganized advisory committee, it is generally advisable to provide orientation. Typically, this may be done at the first meeting with the educator as chairperson. The following are recommended areas that may be included:

- The role and functions of the Advisory Committee

- Operational Guidelines

- Getting acquainted with other members

- Overview of the educational program

- Program curriculum

- Review of the department and/or program's plan of action

- Distribution of the Advisory Committee Handbook to each member

Meeting Agendas

The agenda is the plan for the meeting and lists the items to be discussed and considered. It also includes a time schedule for accomplishing tasks. Input for agenda items from the members encourages an inclusive process and ownership of agenda topics. The agenda is the responsibility of the chairperson who is encouraged to solicit agenda items at each meeting for the next meeting (Please refer to Appendix for Sample Agenda).

Meeting Minutes

The **minutes are records** of what occurs at a meeting. They should be **brief, factual,** and **objective**. They serve as a reminder of the subjects previously discussed and ensure that pending items or referred questions are not forgotten (Please see Appendix for a sample format). Minutes are significant for the following reasons:

- Agreement as to the action suggested or needed

- Substantiation of the meetings, accomplishments, and accountability

- A vehicle for communication with the committee

Pre-distribution of agendas and post-meeting distribution of minutes, prior to the next meeting are helpful for communication, involvement, and interest. These provide also an opportunity to address other items such as updated information and data, notices, and other matters of interest. A copy of the minutes are submitted to the appropriate Dean.

Advisory Committee Meetings

The initial meeting will be different in scope from subsequent meetings in that most of the time will be spent on orientation of members and the organization of the committee. The first meeting should be carefully planned as it is important to set the tone for future meetings and equally important, to firmly establish effective relationships from the start (Please refer to the Appendix for the First Meeting Agenda sample).

A well-planned, professionally conducted first meeting will set the stage for a productive second meeting. The second meeting may be the time to complete the "Plan of Work" that will guide the committee's activities. This meeting may also provide educators the opportunity to transfer the leadership to committee members. Hence, the committee becomes operational at this point.

Meetings that follow would be for the purpose of completing the committee's Plan of Work. The number of meetings decided by the committee is dependent upon the scope of work to accomplish. With a new committee, it is recommended that members begin with goals and objectives that will lead to a relative degree of success. For a re-organized committee, the goals and objectives may be continued from the previous year.

Committee Officers

Committee Officers

An Advisory Committee needs a leadership structure that is functional. A committee should have at minimum, a chairperson and a secretary. The chairperson in particular should possess leadership skills that enables him/her to lead the group in discussion and towards the accomplishment of committee goals and objectives, as well as involve all members. The secretary position can take the form of an "executive" secretary which could extend the role of the educator. The overall role and responsibilities of committee officers and college representatives are outlined below.

Chairperson

- Presides over all committee meetings
- Responsible for and develops the agenda
- Solicits input of members
- Encourages involvement of all members
- Facilitates discussion and work of the committee
- Works with college representatives in planning dates, times, places and agenda/ materials for meetings

Co-Chair

- Conducts meetings in the absence of the chair
- Assists the chair in meeting the goals & objectives of the committee

Secretary

- Prepares the minutes
- Acts as point of contact for regular communication, timely committee (verbal & written) announcements, and dissemination of information
- Produces accurate and neatly prepared reports/documents

College Representatives

Program chairs serve as the designated official representatives of the College for the Advisory Committee. They will take all necessary action in maintaining, planning, and holding meetings of the committee. Duties include:

- Provide support needed for the work of the committee to be carried out (record minutes, assure copies of the minutes, reports, recommendations, notices, and other materials are disseminated to members and other appropriate staff)

- Coordinate meeting room facilities and refreshments for attendees

- Provide statistical and descriptive information concerning the College, program, and its performance, and other materials as needed

- Present concerns about the program to the advisory committee for discussion and recommendations

- Work with members to develop and implement a "Plan of Work" for the committee

- Present to the committee any action taken as a result of the committee recommendations

- Maintain a current file on advisory committee businesses/organizations

Appendices

P.L. 14-77 & Policy 335

Public Law 14-77

Public Law 14-77, Fourteenth Guam Legislature (Bill 499), Section 11964 states: Advisory Committee. The Board shall establish Craft Committees for each of the different career programs or levels of instruction and appoint committee members from among people in the community who can best advise the Board in their area of expertise or on matters

GCC Board of Trustees Policy 335

Craft Advisory Committees for Vocational-Technical Education (CTE)

WHEREAS, the beneficial role and function of Vocational Advisory Committees is nationally recognized as a means of ensuring quality in Vocational Education; and

WHEREAS, the vocational education programs of Guam Community College will benefit from the advisory assistance of such committees.

NOW, THEREFORE, BE IT RESOLVED, that there shall be established one functioning Craft Advisory Committee for each vocational, education program of the College.

BE IT FURTHER RESOLVED, that the President of the Guam Community College shall have the authority for appointing members to the various craft advisory committees upon recommendation by the department in each vocational area.

Amended & Adopted: November 17, 2008
Resolution 64-2008

Adopted: April 6, 1994
Resolution 28-94

Appendix A

GCC Policy Statement

Each Advisory Committee member recognizes that the role of the Advisory Committee is to "assist" and "advise".

Each Advisory Committee will organize itself, determine its meeting times, select officers and subcommittees (if needed), and formulate its programs and meeting agendas following current Guam Community College Board of Trustees policies.

The President, as authorized by the Board, will notify advisory committee members of official appointment by letter.

Advisory Committee recommendations will be made in writing and presented to the appropriate Dean for review by other College officials and the Board.

Instructors and other individuals will have the opportunity to suggest agenda items.

Each Advisory Committee will meet at least two times a year.

Committee records will be kept on file at the College.

Appendix B

First Meeting Agenda

I. Opening remarks and introductions
The educator should assume responsibility as the temporary chairperson.

II. Appointment of a temporary secretary

III. Explanation of the Advisory Committee concept
The educator can give a brief overview of the role of the Advisory Committee Handbook and give examples of what other committees have done. The description may also include a general description of the program and where documents can be found.

IV. Explanation of the steps to be taken in establishing an operating structure
The educator can explain the need for a set of rules of operation and appoint an ad hoc subcommittee to develop a proposed set of rules to be considered a the next meeting.

V. Election of Officers

VI. Plans for the next meeting
The educator should have the committee set the date, time, and for the next meeting as well as remind members the rules of operation will be on the agenda and that the committee will need to begin developing an annual program of work.

VII. Adjournment

Appendix C

Sample Agenda Format

(Name of Advisory Committee) Agenda			
Date:		**Time:**	
Location:			
Facilitator:			
Attendees:			
Agenda			
Item #	**Topics/Discussion**	**Action Points**	**Individual Responsible**
	Old Business		
	New Business		

Appendix D

Minutes: Sample Format

(Name of Advisory Committee) Minutes			
Date:		**Time:**	
Location:			
Facilitator:			
Attendees:			
Minutes (Highlight main points)			
Item #	**Topics/Discussion**	**Action Points**	**Individual Responsible**

Appendix E

Advisory Committee By-Laws

Advisory Committee By-Laws

ARTICLE I: Name

The name of this committee shall be ————————————————
Advisory Committee for the Guam Community College.

ARTICLE II: Purpose

The purpose of this advisory committee is to provide a link between Guam
Community College's instructional program and the community through
coordinated activities. The Committee will assist and advise the institution
regarding the quality of the ———————————————— educational
program and services.

ARTICLE III: Membership

Section 1: Membership—The Advisory Committee shall consist of ———
members, appointed by the President, as delegated by the GCC Board of
Trustees and based upon recommendations of the individuals involved in
the instructional program and the administrators of the program.

Section 2: Term of Membership—The term of membership shall be for two
years with a replacement plan devised by the Committee during its first
year of operation.

Section 3: Membership Year—The membership year shall be from August 8
through August 7 of each year.

ARTICLE IV—Officers

Section 1: Officers—The officers of the ———————————— Advisory
Committee shall consist of a Chairperson, Co-Chairperson, and Secretary.
Officers shall be elected by the members of the committee at the first
meeting. Other officers may be elected if the committee desires.

Appendix F

Section 2: Ex-Officio Members—Ex Officio members shall consist of the Assistant Director of Continuing Education and Workforce Development, Dean, or Associate Dean, and other key support personnel.

ARTICLE V: Duties of Officers

Section 1: Duties of the Chairperson—The duties of the chairperson shall be those usually pertaining to the office as set forth in Robert's Rules of Order. The chairperson shall preside at all meetings and develop an agenda for each meeting.

Section 2: Duties of the Co-Chairperson—The duties of the co-chairperson shall be to preside over meetings in the absence of the President and to assist the chairperson in conducting the business of the committee.

Section 3: Duties of the Secretary—The secretary shall keep accurate minutes of all meetings of the advisory committee and to prepare and distribute minutes, announcements, etc.

ARTICLE VI: Meetings

Committee meetings will not be regularly scheduled except the first meeting of the school year which will normally be held in August.

Plan of Work

A "Plan of Work" helps make the operation of the advisory committee efficient and effective. The plan is a guide for activities in which the committee will undertake to continue improving the program.

Before a committee can develop its "Plan of Work", members need to become familiar with the instructional program's curriculum, goals, and objectives. With this basis of understanding, the committee may address the activities and strategies identified below, and adds any additional activities and strategies that may be needed.

Usually, a "Plan of Work" is developed annually or biannually by the advisory committee. The Program Chair is responsible for recommending efficient operating procedures to the committee and reporting the results of the plan.

PLAN OF WORK

Name of Advisory Committee: _____

Year: _____

1. ACTIVITIES
   Review the goals and objectives of the program and serve as a communication link between the College and community.

   STRATEGIES
   1. Review the mission and demographics of GCC.
   2. Review information about the program and program demographics.

   Target Date

   RESULTS

Appendix G

2. ACTIVITIES

Identify community resources
that will help support or contribute
to the success of the program.

STRATEGIES

1. Provide back-to industry experience
   for faculty (when appropriate).
2. Review potential for sponsoring student
   scholarships, recognition programs,
   foundation programs and other program
   enhancements.

Target Date

RESULTS

3. ACTIVITIES

Inform the college staff of
changes and trends in the
and local economy and workforce.

STRATEGIES

1. Share information related to changes,
   trends, and issues occurring in your
   business or organization and in the field.
2. Identify job openings with organizations.
3. Validate and identify job titles related to the
   program.
4. Identify program entry-level and average
   salaries.

Target Date

RESULTS

4. ACTIVITIES

Assist in recruitment,
providing work-based
learning opportunities,
and in placing graduates
with prospective employers.

STRATEGIES

1. Market and promote the program by
   sharing information about the program with
   staff for upward mobility.
2. Identify work sites for internships and
   and placements for students.
3. Promote the program throughout the
   community.
4. Conduct career forum (employability skills)
   for students.

Target Date

RESULTS

5. ACTIVITIES

   Review and recommend
revisions in the program
curriculum.

STRATEGIES

1. Validate skills and knowledge offered in the course or program curriculum with standards required by professional agencies.

2. Review course/program skills and knowledge and determine their relevancy to business and industry needs.

Target Date	RESULTS

6. ACTIVITIES

   Review and recommend facility
and/or equipment improvements

STRATEGIES

1. Review the facility and equipment utilized for the program.

2. Identify new technology and developments that should be used in the program.

3. Recommend equipment and software needs for the program.

Target Date	RESULTS