

**Academic Year**

**2012**  
**2013**

**13th Annual  
Institutional  
Assessment  
Report**



## **Mission**

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

## ***Sinangan Misi3n (Chamorro translation)***

*I misi3n i Kulehon Kumunidã't Guãhan, guiya i gé'hilo' i fina'che'cho' siha yan i kinahulo' i mamfãfa'che'cho' ya u na'guãguãha nu i manãkhilo' yan manmaolek na tiningo' yan fina'nã'guen cho'cho' siha gi iya Maikronisiha.*

Thirteenth Annual Institutional Assessment Report  
AY2012-2013  
Committee on College Assessment  
Guam Community College  
August 2013

**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 2012-2013 annual institutional assessment report is the thirteenth 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's assessment initiative has evolved over time and through the regular evaluation of the systematic assessment processes in place and the outcomes of assessment, the initiative continues to grow, evolve, and mature. The assessment evidence that guides improvements at the course, program, and institutional levels has grown more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The 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. Assessment results guide continuing efforts to realize best practices and optimal performance. 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*, *President's Performance Appraisal Survey Report*, and the *Fact Book (Volume 7)* in academic year 2012-2013.

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

The success and high level of efficiency of GCC's institutional assessment processes were not accomplished without the hard work and commitment of the College's administrators, faculty,

---

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

staff, students, and the board. In AY2012-2013, the CCA committee spent approximately three hundred hours (300) attending CCA meetings and approximately nine hundred sixty-two (962) hours reviewing TracDat plans/reports and meeting with assessment authors to provide technical assistance on TracDat or other assessment requirements. The level of effort and dedication exhibited by the CCA members, TracDat users, and assessment authors represent the college community's overall commitment to quality demonstrated through the regular and systematic cycle of assessment.

The 13<sup>th</sup> AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2012-2013. Also included is an update of annual assessment compliance and Student Learning Outcomes (SLOs) assessment. Additionally, the 13<sup>th</sup> AIAR highlights college-wide assessment activities through several program review components for AY2012-2013. These components include program enrollment, program completions, 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 2012-2013 academic year, including data on assessment compliance rates and key program review elements, such as student learning outcomes (SLOs) compliance rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

### Assessment Author and User Survey

As in the previous AIER reports, the College continues to assess its twelve-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users. The results of the AIER survey conducted last academic year showed that respondents had only used TracDat when assessment requirements were due, a little over sixty-four percent (64.9%) had a general understanding of assessment, a little more than half of the respondents (54.1%) understood their department's/unit's assessment requirements, and a large majority (73%) would like TracDat refresher training.

Based on the results of the survey cited above, 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; updated and uploaded a TracDat User's Manual onto the College's website; and, TracDat training by department was provided in the fall semester and one-on-one intense assessment sessions were held by AIER and CCA members with assessment authors in the spring semester.

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

### Assessment Compliance

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

AY	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%
	<b>Academic Affairs Division</b>		<b>Finance<sup>2</sup> &amp; Administration Division</b>		<b>Admin. Services Division</b>		<b>President/ CEO<sup>3</sup></b>		<b>Board of Trustees &amp; Foundation Board<sup>4</sup></b>	
AY02-03	43/61	70%	0/6	0%	4/4	100%				
AY03-04	35/57	61%	0/5	0%	2/4	50%				
AY04-05	37/65	57%	4/5	80%	3/4	75%	2/2	100%	2/2	100%
AY05-06	45/55	82%	5/5	100%	4/4	100%				
AY06-07	31/56	55%	3/5	60%	3/4	75%	2/2	100%	2/2	100%
AY07-08	33/48	69%	4/4	100%	2/4	50%				
AY08-09	40/46	87%	4/4	100%	4/4	100%	3/3	100%	2/2	100%
AY09-10	30/45	67%	2/4	50%	3/4	75%				
AY10-11	24/38 <sup>5</sup>	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		
AY12-13	55/63	87%	5/5	100%			4/4	100%	2/2	100%

The College monitors assessment compliance by division each academic year. Table 1 above shows that compliance rates have gone up or down through the years. With the largest number of academic programs under its wing, the Academic Affairs Division assessment compliance rate has increased by 1%, from 86% in AY2011-2012 to 87% in AY2012-2013. The Finance and Administration Division and the President/CEO's Office continue to maintain a 100% compliance rate due to the low number of programs in their respective offices.

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

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

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

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

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

### Student Learning Outcomes (SLOs)

GCC made significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. The significance of this milestone is evidenced in the 2012 Evaluation Report submitted by the eleven-member peer evaluation team who visited the College from March 19, 2012 through March 22, 2012 to evaluate GCC for reaffirmation of accreditation. The College's accreditation was reaffirmed for the next six years and, specifically related to SLOs, the College was commended for the work done with student learning outcomes and the team found that GCC is operating at the level of sustainable continuous quality improvement as outlined by the Accrediting Commission for Community and Junior Colleges. 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 Table 2 on the next page, it clearly shows that GCC has worked diligently to institutionalize the assessment of student learning outcomes and complete the implementation of student learning outcomes for 100% of its courses and programs. In the 12<sup>th</sup> AIAR, it was reported that nearly one hundred percent (99.50 %) of the total number of courses in the spring 2012 College catalog had course-level SLOs. By spring 2013, the SLO completion rate rose to one hundred percent (100.00 %) of meeting the SLO goal. As for program-specific courses, the percentage of courses with SLOs being assessed within programs increased by almost seventeen percent more than the prior academic year from 65.92% reported in the 12<sup>th</sup> AIAR for AY2011-2012 to 82.68% in AY2012-2013. In addition, the assessment rate of courses required for associate degree programs increased by almost fifteen percent (14.58%) from 82.07% for AY2011-2012 to 96.65% in AY2012-2013. The assessment rate of courses required for certificate programs increased by almost thirty percent (28.46 %) from 56.45% for AY2011-2012 to 84.91% for AY2012-2013. The drastic increase in the assessment compliance rates may

be attributed to the intense one-on-one sessions held by AIER and the CCA members with individual assessment authors where authors were assisted with quick customized refresher training in an effort to helping authors complete all the specific assessment data analysis and input into the TracDat assessment system. This customized one-on-one guided approach with assessment authors was effective in helping previously non-compliant assessment units with coming into compliance with the College's assessment requirements; and, it helped seasoned assessment authors in completing their requirements in an effective and time-friendly manner. The one-on-one guided approach to campus assessment training and workshops will be evaluated in the next academic year using a revised AIER assessment survey instrument to determine its effectiveness.

Table 2. Student Learning Outcomes (SLOs)  
AY2012-2013

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
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%
<b>AS A REQUIREMENT FOR PROGRAM</b>	<b>SLO COUNT</b>	<b>TOTAL</b>	<b>PERCENT</b>
Associate Degree Programs	Number of courses with SLOs being assessed	202	96.65%
	Number of courses within the programs	209	
Certificate Programs	Number of courses with SLOs being assessed	45	84.91%
	Number of courses within the programs	53	
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	92	62.16%
	Number of courses within the programs	148	
<b>Total number of courses with SLOs being assessed within programs</b>		<b>339</b>	<b>82.68%</b>
<b>Total count of courses within programs</b>		<b>410</b>	

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)<sup>6</sup>, ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards? Table 3 below reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 3, the most frequently linked goal in TracDat is program review (2060)<sup>7</sup> which incorporates budget-related goals and objectives. This is followed by ILOs (433), ISMP goals (410), ACCJC Standard II (245), school level goals (230), division level goals (186), Governing Board level goals (160), Program/unit level goals (156), ACCJC Standard III (110), ACCJC Standard I (80), institutional level goals (64), and course level goals (9). There were no goals linked to ACCJC Standard IV. Linking program and course-level goals to the related goals in TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission.

Table 3. Linking Course SLOs to Related Goals in TracDat  
(n=410 postsecondary courses listed in the College catalog as of July 2013)

<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
Course Level	9
Division Level	186
Governing Board Level	160
Institution Level	64
Institutional Learning Outcome (ILO)	433
Institutional Strategic Master Plan (ISMP)	410
Program Review (Budget Related Goals & Objectives)	2060
Program/Unit Level	156
School Level	230
STANDARD I: Institutional Mission and Effectiveness	80
STANDARD II. Student Learning Programs and	245

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

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



<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
Services	
STANDARD III: Resources	110
STANDARD IV. Leadership and Governance	0
<b>Grand Total</b>	<b>4143</b>

Source: Ad Hoc TracDat Report ran on July 1, 2013<sup>9</sup>

Table 4 below illustrates the number of program/unit outcomes linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 4, the most frequently linked goal in TracDat to program/unit outcomes is program review linked to budget goals (957), followed by ISMP goals (203), ILOs (195), program/unit level goals (160), division level goals (153), ACCJC Standard II (138), Governing Board level goals (127), school level goals (126), institution level goals (46), ACCJC Standard III (33), ACCJC Standard I (32), ACCJC Standard IV (7), and course level goals (2).

Table 4. Linking Program/Unit Outcomes to Related Goals in TracDat  
(n=77 program/units listed in the AY2012-2013 Taxonomy)

<b>Related Goal Type</b>	<b>Count of Related Goal Type</b>
Course Level	2
Division Level	153
Governing Board Level	127
Institution Level	46
Institutional Learning Outcome (ILO)	195
Institutional Strategic Master Plan (ISMP)	203
Program Review (Budget Related Goals & Objectives)	957
Program/Unit Level	160
School Level	126
STANDARD I: Institutional Mission and Effectiveness	32
STANDARD II. Student Learning Programs and Services	138
STANDARD III: Resources	33
STANDARD IV. Leadership and Governance	7
<b>Grand Total</b>	<b>2179</b>

Program enrollment is an important data element to track course and program demands and the overall health of the program over time. The following section reveals enrollment trends in the different programs from fall 2006 to fall 2012.

<sup>9</sup> Data was extracted from the Ad Hoc TracDat Report (run date July 1, 2013) 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 AY2011-2012 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 two cycles since fall 2008 and have begun work on a third cycle.

## Program Enrollment

Program enrollment is an essential element of program review. Table 5 below provides unduplicated enrollment numbers for postsecondary programs offered by GCC for the past seven (7) years (fall semester enrollment only).

Table 5. Postsecondary Unduplicated Enrollment by Program<sup>12</sup>  
Seven-Year Trend (Fall 2006-Fall 2012)

Associate of Arts Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
AA in Culinary Arts	16	36	57	77	92	97	118
AA in Education	47	87	92	116	127	143	155
AA in Interdisciplinary Arts & Sciences <sup>13</sup>	42	76	107	137	148	182	194
Associate of Arts Grand Total	105	199	256	330	367	422	467

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
AS in Accounting	54	79	66	86	99	114	106
AS in Automotive Service Technology	11	21	31	56	72	86	80
AS in Automotive Tech <sup>14</sup>	26	16	11	3	1	-	-
AS in Civil Engineering Technology <sup>15</sup>	-	-	-	-	-	-	0
AS in Computer Networking	8	15	21	33	40	55	56
AS in Computer Science	78	71	80	92	96	110	92
AS in Criminal Justice	55	68	86	143	169	237	223
AS in Early Childhood Education	57	79	99	112	119	127	110
AS in Electronics Networking <sup>16</sup>	4	4	1	-	-	-	-
AS in Emergency Management <sup>17</sup>	-	0	0	2	5	9	9
AS in Food & Beverage Management <sup>18</sup>	-	-	-	-	14	13	12
AS in Hospitality Industry Management <sup>19</sup>	51	53	59	60	-	-	-
AS in Hotel Operations & Management <sup>20</sup>	-	-	-	-	14	16	26

(Table continues on the next page)

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

<sup>13</sup> Program changed from Liberal Arts to Liberal Studies in March of 2011 and from Liberal Studies to Interdisciplinary Arts & Sciences in February of 2013.

<sup>14</sup> Program replaced with AS in Automotive Service Technology in Fall of 2006.

<sup>15</sup> Program was reinstated in November of 2011.

<sup>16</sup> Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

<sup>17</sup> Program was adopted in April of 2007 and began in Fall of 2007.

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

<sup>19</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

<sup>20</sup> From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

Table 5. Postsecondary Unduplicated Enrollment by Program (continued)

Associate of Science Degree Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
AS in Marketing	22	25	24	25	28	32	59
AS in Medical Assisting	94	113	113	102	97	101	98
AS in Office Technology	23	31	23	30	33	29	19
AS in Pre-Architectural Drafting <sup>21</sup>	-	-	-	-	7	15	23
AS in Sign Language Interpreting <sup>22</sup>	1	0	-	-	-	-	-
AS in Supervision & Management	27	43	43	59	76	84	81
AS in Surveying Technology <sup>23</sup>	-	-	-	-	3	4	3
AS in Tourism & Travel Management <sup>24</sup>	-	-	-	-	58	62	60
AS in Visual Communications	19	26	43	48	48	61	68
Associate of Science Grand Total	530	644	700	851	979	1155	1125

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
CERT in Accounting <sup>25</sup>	9	4	2	2	1	-	-
CERT in Automotive Service Technology	2	11	11	15	20	24	20
CERT in Automotive Tech <sup>26</sup>	21	13	5	2	1	1	-
CERT in Computer Aided Design & Drafting <sup>27</sup>	-	-	-	-	2	2	1
CERT in Computer Science	11	6	5	9	4	8	2
CERT in Construction Technology	0	1	0	5	18	25	26
CERT in Cosmetology <sup>28</sup>	20	19	17	33	40	35	15
CERT in Criminal Justice	3	21	46	15	17	24	17
CERT in Early Childhood Education	5	4	4	9	21	9	9
CERT in Education	4	5	8	3	5	2	7
CERT in Emergency Management <sup>29</sup>	-	0	0	0	2	1	1
CERT in Fire Science	1	0	0	1	27	4	0
CERT in Medical Assisting	17	21	24	34	30	21	18
CERT in Medium/Heavy Truck Diesel Technology <sup>30</sup>	-	-	-	0	0	0	0

(Table continues on the next page)

<sup>21</sup> Program was reinstated in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

<sup>22</sup> Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

<sup>23</sup> Program adopted in April of 2009.

<sup>24</sup> From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

<sup>25</sup> Program archived in May of 2006; however, one student remains continuously enrolled.

<sup>26</sup> Program replaced with CERT in Automotive Service Technology in Fall of 2006; however one student remains continuously enrolled.

<sup>27</sup> Program reinstated in May of 2010 and last appeared in the 1999-2000 catalog.

<sup>28</sup> Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.

<sup>29</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>30</sup> Program adopted in July of 2009.

Table 5. Postsecondary Unduplicated Enrollment by Program (continued)

Certificate Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
CERT in Office Technology	5	4	4	3	2	0	4
CERT in Practical Nursing	27	24	36	42	37	23	21
CERT in Pre-Nursing	0	0	1	84	148	183	196
CERT in Sign Language Interpreting <sup>31</sup>	0	1	3	1	1	-	-
CERT in Supervision & Management	1	3	7	7	2	2	4
CERT in Surveying Technology <sup>32</sup>	-	-	-	0	0	1	0
CERT in Systems Technology <sup>33</sup>	2	10	6	3	-	-	-
Certificate Grand Total	128	147	179	268	378	365	341

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

As reflected in Table 5, there were fourteen associate degree programs continuously offered since fall 2006 (AA in Culinary Arts, AA in Education, AA in Interdisciplinary Arts & Sciences (Liberal Arts/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, five (5) experienced continuous growth over the past seven (7) years (AA in Culinary Arts, AA in Education, AA in Interdisciplinary Arts & Sciences (Liberal Arts/Liberal Studies), AS in Computer Networking, and AS in Visual Communications).

Of the thirteen (13) certificate programs that have been continuously offered since fall 2006, which include Automotive Service Technology, Computer Science, Construction Technology, Cosmetology, Criminal Justice, Early Childhood Education, Education, Fire Science, Medical Assisting, Office Technology, Practical Nursing, Pre-Nursing, and Supervision and Management, the number of students declared in these programs has fluctuated through the years and only one (1) program experienced continuous growth throughout the seven-year period (CERT in Pre-Nursing). 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, including the completion of the Pre-Nursing Certificate program or equivalent work at GCC or from other accredited U.S. institutions. Enrollment in the Certificate in Pre-Nursing program is at its highest with one hundred and ninety-six students declared in the program in fall 2012. As students complete the Certificate in Pre-Nursing

<sup>31</sup> Program archived in September of 2008; however, one student remains continuously enrolled.

<sup>32</sup> Program reinstated in April of 2009 and previous program title was a Certificate in Basic Surveying.

<sup>33</sup> Program archived in April of 2009.

program, 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 advisory committees to identify ways to improve programs, particularly in the areas of recruitment and retention.

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

### Program Completions

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

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

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

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
AS in Accounting	7	4	11	7	9	8	5	51
AS in Automotive Service Technology	0	0	0	0	3	3	4	10

(Table continues on the next page)

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

Associate of Science Degree	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
AS in Automotive Tech <sup>34</sup>	3	1	1	1	2	0	-	8
AS in Computer Networking	0	0	1	3	1	3	7	15
AS in Computer Science	11	8	6	6	8	8	6	53
AS in Criminal Justice	4	5	14	14	11	21	12	81
AS in Early Childhood Education	12	9	6	10	17	20	13	87
AS in Electronics Networking <sup>35</sup>	0	0	1	-	-	-	-	1
AS in Emergency Management <sup>36</sup>	-	-	0	0	1	0	0	1
AS in Food & Beverage Management <sup>37</sup>	-	-	-	-	-	0	6	6
AS in Hospitality Industry Management <sup>38</sup>	2	1	5	2	3	4	-	17
AS in Hotel Operations & Management <sup>39</sup>	-	-	-	-	0	0	1	1
AS in Marketing	4	3	0	2	2	2	1	14
AS in Medical Assisting	15	9	11	5	12	13	9	74
AS in Office Technology	4	0	1	3	3	3	1	15
AS in Pre-Architectural Drafting <sup>40</sup>	-	-	-	-	0	0	0	0
AS in Sign Language Interpreting <sup>41</sup>	1	0	0	-	-	-	-	1
AS in Supervision & Management	6	6	11	0	5	8	4	40
AS in Surveying Technology <sup>42</sup>	-	-	-	0	0	0	0	0
AS in Tourism & Travel Management <sup>43</sup>	-	-	-	-	3	0	2	5
AS in Visual Communications	0	7	0	2	3	6	6	24
Associate of Science Grand Total	69	53	68	55	83	99	77	504

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
CERT in Accounting <sup>44</sup>	0	0	6	0	1	0	-	7
CERT in Automotive Service Technology	-	0	0	0	1	1	1	3
CERT in Automotive Tech <sup>45</sup>	3	2	1	0	0	0	0	6

(Table continues on the next page)

<sup>34</sup> Program replaced with AS in Automotive Service Technology in Fall of 2006.

<sup>35</sup> Program was changed to AS in Computer Networking in Summer of 2005. One student remained continuously enrolled and received an AS in Electronics Networking.

<sup>36</sup> Program was adopted in April of 2007 and began in Fall of 2007.

<sup>37</sup> From Fall 2003 through Spring 2010, the Food & Beverage Management emphasis was under the AS in Hospitality Industry Management program.

<sup>38</sup> Program changed to AS in Hotel Operations, AS in Food & Beverage Management, and AS in Tourism & Travel Management in Fall of 2010.

<sup>39</sup> From Fall 2003 through Spring 2010, the Hotel Operations & Management emphasis was under the AS in Hospitality Industry Management program.

<sup>40</sup> Program was reinstated in April of 2010 as AS in Pre-Architectural Drafting. Previous program title was Architectural Engineering Technology in the 2002-2003 catalog.

<sup>41</sup> Program archived in September of 2008. One student remained continuously enrolled and received an AS in Early Childhood Education.

<sup>42</sup> Program adopted in April of 2009.

<sup>43</sup> From Fall 2003 through Spring 2010, the Tourism & Travel Management emphasis was under the AS in Hospitality Industry Management program.

<sup>44</sup> Program archived in May of 2006; however, one student remains continuously enrolled.

<sup>45</sup> Program replaced with CERT in Automotive Service Technology in Fall of 2006; however, one student remains continuously enrolled.

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

Certificate	AY 2006	AY 2007	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012	Grand Total
CERT in Computer Aided Design & Drafting <sup>46</sup>	-	-	-	-	0	0	0	0
CERT in Computer Science	3	3	2	1	0	1	0	10
CERT in Construction Technology	0	1	0	0	0	0	0	1
CERT in Cosmetology <sup>47</sup>	1	0	0	1	0	0	0	2
CERT in Criminal Justice	21	2	11	35	11	7	9	96
CERT in Early Childhood Education	4	3	2	3	3	27	1	43
CERT in Education	0	0	2	8	2	1	1	14
CERT in Emergency Management <sup>48</sup>	-	-	0	0	0	0	0	0
CERT in Fire Science	0	0	0	0	0	26	0	26
CERT in Medical Assisting	16	10	14	6	9	13	8	76
CERT in Medium/Heavy Truck Diesel Technology <sup>49</sup>	-	-	-	0	0	0	0	0
CERT in Office Technology	3	0	0	0	0	1	0	4
CERT in Practical Nursing	14	0	14	19	32	34	20	133
CERT in Pre-Nursing	0	0	0	0	0	0	3	3
CERT in Sign Language Interpreting <sup>50</sup>	0	0	0	0	0	1	-	1
CERT in Supervision & Management	0	0	1	0	0	0	0	1
CERT in Surveying Technology <sup>51</sup>	-	-	-	0	0	0	0	0
CERT in Systems Technology <sup>52</sup>	0	0	0	0	-	-	0	0
Certificate Grand Total	65	21	53	73	59	112	43	426

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

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 seven-year period are AS in Early Childhood (87), AS in Criminal Justice (81), AS in Medical Assisting (74), AA in Education (66), and AS in Computer Science (53). Of the fourteen (14) associate degree programs continuously offered by the College, the five (5) with the least number of completers are AS in Automotive Service Technology<sup>53</sup> (10), AS in Marketing (14), AS in Computer Networking (15), AS in Office Technology (15), and AS in Visual Communications (24). It is possible that completion numbers have been impacted by course prerequisites that have been added throughout the years. These prerequisites are now being strictly enforced by Banner (the College's student information system) and the Admissions and

<sup>46</sup> Program reinstated in May of 2010 and last appeared in the 1999-2000 catalog.

<sup>47</sup> Implementation of the Cosmetology Industry Certification is effective in Spring of 2013.

<sup>48</sup> Program adopted in April of 2007 and began in Fall of 2007.

<sup>49</sup> Program adopted in July of 2009.

<sup>50</sup> Program archived in September of 2008; however, one student remains continuously enrolled.

<sup>51</sup> Program reinstated in April of 2009 and previous program title was a Certificate in Basic Surveying.

<sup>52</sup> Program archived in April of 2009.

<sup>53</sup> AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.

Registration Office. In the past couple of years, only department chairpersons were allowed to override a course prerequisite. Prior to this, advisors were also allowed to override prerequisites. It is likely that this resulted in some delays in program completions.

As for certificate programs, of the thirteen certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (133), Criminal Justice (96), Medical Assisting (76), Early Childhood Education (43), and Fire Science<sup>54</sup> (26). Of the thirteen certificate programs continuously offered by the College, the five (5) with the least number of completers are Supervision and Management (1), Construction Technology (1), Cosmetology (2), Automotive Service Technology (3), and Pre-Nursing (3). Enrollment in the Certificate in Supervision and Management, Construction Technology, and Automotive Service Technology programs has been relatively low over the past seven years. Completions are consequently affected by this trend. In the case of the Automotive Service Technology program, the low number of completers may be due to additional requirements resulting from substantive program changes that were implemented in fall 2006. The Certificate in Cosmetology curriculum has been revamped and the implementation of the Cosmetology Industry Certification is effective in the spring of 2013. Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

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

### Advisory Committee Meetings

An important factor in program success is dialogue between industry representatives and program faculty. The exchange of ideas is essential for program currency and improvement. In fall 2012, of the eight (8) departments required to submit advisory committee meeting minutes to AIER, two (2) submitted minutes (25%) and four (4) had submitted documentation (50%) indicating that meetings were scheduled but not held because there was no quorum for an official meeting. One department (Adult Basic Education) which is not required to submit Advisory Committee minutes had submitted minutes for fall 2012 and spring 2013. In spring 2013, seven (7) departments of the eight submitted advisory minutes (88%). The Business department did not submit advisory committee minutes for the academic year due to no quorum. Departments should continue to hold advisory committee meetings each semester and minutes should be

---

<sup>54</sup>The Fire Science Technology program provides basic training for recruits from the Guam Fire Department and other Pacific Basin fire departments. There was a fire cycle offered in AY2010-2011.



documented and posted online on MyGCC. The tables on the next page reflect the compliance of various departments with this requirement.

Table 7: Advisory Committee Meetings by Program (AY2012-2013)  
Meeting Minutes Matrix

Fall 2012 (Aug. 2012 – Dec. 2012)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department <ul style="list-style-type: none"> <li>• Adult Education Program (Adult High School Diploma)</li> <li>• Adult Education Program (Basic Skills)</li> <li>• Adult Education Program (English as a Second Language)</li> <li>• GED</li> </ul>	TPS (4)	<ul style="list-style-type: none"> <li>• Adult Education Program (Adult High School Diploma) (10/01/2012)</li> <li>• Adult Education Program (Basic Skills) (10/01/2012)</li> <li>• Adult Education Program (English as a Second Language) (10/01/2012)</li> <li>• GED (12/01/2012)</li> </ul> <p>Not required to provide Advisory Committee minutes (not included in the compliance report)</p>
2. Nursing and Allied Health Department <ul style="list-style-type: none"> <li>• Introduction to Health Occupations Secondary Program</li> <li>• Medical Assisting Certificate Program</li> <li>• Medical Assisting AS</li> <li>• Practical Nursing Certificate Program</li> <li>• Pre-Nursing Certificate Program</li> </ul>	TPS (5)	No meeting held.
3. Construction Trades Department <ul style="list-style-type: none"> <li>• Civil Engineering Technology AS</li> <li>• Computer Aided Design &amp; Drafting Certificate</li> <li>• Construction Technology Certificate</li> <li>• Construction Trades Secondary</li> <li>• Pre-Architectural Drafting AS</li> <li>• Surveying Technology Certificate</li> <li>• Surveying Technology AS</li> </ul>	TPS (7)	<ul style="list-style-type: none"> <li>• Civil Engineering Technology AS (10/24/2012)</li> <li>• Computer Aided Design &amp; Drafting Certificate (10/24/2012)</li> <li>• Construction Technology Certificate (10/24/2012)</li> <li>• Construction Trades Secondary (10/24/2012)</li> <li>• Pre-Architectural Drafting AS (10/24/2012)</li> <li>• Surveying Technology Certificate (10/24/2012)</li> <li>• Surveying Technology AS (10/24/2012)</li> </ul>

Fall 2012 (Aug. 2012 – Dec. 2012)		
4. Social Science/Criminal Justice Department <ul style="list-style-type: none"> <li>• Criminal Justice Certificate</li> <li>• Criminal Justice AS</li> <li>• Emergency Management Certificate</li> <li>• Emergency Management AS</li> <li>• Fire Science Technology Certificate</li> </ul>	TPS (5)	No quorum.
5. Education Department <ul style="list-style-type: none"> <li>• Early Childhood Education Certificate</li> <li>• Early Childhood Education AS</li> <li>• Early Childhood Education Secondary</li> <li>• Education Certificate</li> <li>• Education AA</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Cosmetology Department (11/19/2012)</li> <li>• Early Childhood Education AS (11/16/2012)</li> <li>• Early Childhood Education Secondary (11/16/2012)</li> <li>• Early Childhood Education Certificate (11/16/2012)</li> <li>• Education AA (11/16/2012)</li> <li>• Education Certificate (11/16/2012)</li> </ul>
6. Business Department <ul style="list-style-type: none"> <li>• Accounting AS</li> <li>• Marketing AS</li> <li>• Marketing Education Secondary</li> <li>• Supervision &amp; Management Certificate</li> <li>• Supervision &amp; Management AS</li> <li>• Visual Communications AS</li> <li>• Visual Communications Secondary</li> </ul>	TPS (7)	12/05/2012 Meeting was scheduled, no quorum.
7. Technology Department <ul style="list-style-type: none"> <li>• Computer Networking AS Program</li> <li>• Computer Science Certificate</li> <li>• Computer Science AS</li> <li>• Electronics &amp; Computer Networking Secondary</li> <li>• Office Technology Certificate</li> <li>• Office Technology AS</li> </ul>	TSS (6)	No quorum.
8. Tourism & Hospitality Department <ul style="list-style-type: none"> <li>• Culinary AA</li> <li>• Food &amp; Beverage Management AS</li> <li>• Hotel Operations &amp; Management AS</li> <li>• Lodging Management Secondary</li> <li>• ProStart Secondary Program</li> <li>• Tourism &amp; Travel Management AS</li> </ul>	TPS (6)	No meeting minutes submitted.

Fall 2012 (Aug. 2012 – Dec. 2012)		
9. Transportation Department <ul style="list-style-type: none"> <li>• Automotive (Collision Repair &amp; Refinishing Technology Secondary)</li> <li>• Automotive Services Technology Certificate</li> <li>• Automotive Services Technology AS</li> <li>• Automotive Services Technology Secondary</li> <li>• Medium/Heavy Truck Diesel Technology Certificate</li> </ul>	TPS (5)	No quorum.
Number of TPS programs	17/44	39%
Number of TSS programs	0/6	0

Spring 2013 (Jan 2013 – May 2013)		
Department/Program	School	Program Meeting/Minutes Dated
1. Adult Basic Education Department <ul style="list-style-type: none"> <li>• Adult Education Program (Adult High School Diploma)</li> <li>• Adult Education Program (Basic Skills)</li> <li>• Adult Education Program (English as a Second Language)</li> <li>• GED</li> </ul>	TPS	<ul style="list-style-type: none"> <li>• Adult High School Diploma (4/05/2013)</li> <li>• Adult Basic Skills (4/05/2013)</li> <li>• English as a Second Language (4/05/2013)</li> <li>• GED (4/5/2013)</li> </ul> <p>Not required to provide Advisory Committee Minutes (not included in the compliance report)</p>
2. Nursing and Allied Health Department <ul style="list-style-type: none"> <li>• Introduction to Health Occupations Secondary Program</li> <li>• Medical Assisting Certificate Program</li> <li>• Medical Assisting AS</li> <li>• Practical Nursing Certificate Program</li> <li>• Pre-Nursing Certificate Program</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Introduction to Health Occupations Secondary Program (4/16/2013)</li> <li>• Medical Assisting Certificate Program (4/16/2013)</li> <li>• Medical Assisting AS (4/16/2013)</li> <li>• Practical Nursing Certificate Program (4/16/2013)</li> <li>• Pre-Nursing Certificate Program (4/16/2013)</li> </ul>

Spring 2013 (Jan 2013 – May 2013)		
3. Construction Trades Department <ul style="list-style-type: none"> <li>• Civil Engineering Technology AS</li> <li>• Computer Aided Design &amp; Drafting Certificate Program</li> <li>• Construction Technology Certificate Program</li> <li>• Construction Trades Secondary Program</li> <li>• Pre-Architectural Drafting AS Program</li> <li>• Surveying Technology Certificate Program</li> <li>• Surveying Technology AS &amp; Certificate Programs</li> </ul>	TPS (7)	<ul style="list-style-type: none"> <li>• Civil Engineering Technology AS</li> <li>• Computer Aided Design &amp; Drafting Certificate Program (4/24/2013)</li> <li>• Construction Technology Certificate Program</li> <li>• Construction Trades Secondary Program (4/24/2013)</li> <li>• Pre-Architectural Drafting AS Program (4/24/2013)</li> <li>• Surveying Technology Certificate Program (4/24/2013)</li> <li>• Surveying Technology AS &amp; Certificate Programs (4/24/2013)</li> </ul>
4. Social Science/Criminal Justice Department <ul style="list-style-type: none"> <li>• Criminal Justice Certificate</li> <li>• Criminal Justice AS</li> <li>• Emergency Management Certificate</li> <li>• Emergency Management AS</li> <li>• Fire Science Technology Certificate</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Criminal Justice Certificate (3/7/2013)</li> <li>• Criminal Justice AS (3/7/2013)</li> <li>• Emergency Management Certificate (3/7/2013)</li> <li>• Emergency Management AS (3/7/2013)</li> <li>• Fire Science Technology Certificate (3/7/2013)</li> </ul>
5. Education Department <ul style="list-style-type: none"> <li>• Early Childhood Education Certificate</li> <li>• Early Childhood Education AS</li> <li>• Early Childhood Education Secondary Program</li> <li>• Education Certificate</li> <li>• Education AA</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Cosmetology Department (3/19/2013)</li> <li>• Early Childhood Education AS (2/28/2013)</li> <li>• Early Childhood Education Certificate (2/28/2013)</li> <li>• Early Childhood Education Secondary (2/28/2013)</li> <li>• Education AA (2/28/2013)</li> <li>• Education Certificate (2/28/2013)</li> </ul>
6. Business Department <ul style="list-style-type: none"> <li>• Accounting AS</li> <li>• Marketing AS</li> <li>• Marketing Secondary</li> <li>• Supervision &amp; Management Certificate</li> <li>• Supervision &amp; Management AS</li> <li>• Visual Communications AS</li> <li>• Visual Communications Secondary</li> </ul>	TPS (7)	05/03/2013 Meeting was scheduled, no quorum.

Spring 2013 (Jan 2013 – May 2013)		
7. Technology Department <ul style="list-style-type: none"> <li>• Computer Networking AS Program</li> <li>• Computer Science Certificate</li> <li>• Computer Science AS-</li> <li>• Electronics &amp; Computer Networking Secondary</li> <li>• Office Technology Certificate</li> <li>• Office Technology AS</li> </ul>	TSS (6)	<ul style="list-style-type: none"> <li>• Computer Networking AS (3/8/2013)</li> <li>• Computer Science Certificate (3/8/2013)</li> <li>• Computer Science AS (3/8/2013)</li> <li>• Electronics &amp; Computer Networking Secondary (3/15/2013)</li> <li>• Office Technology Certificate (3/22/2013)</li> <li>• Office Technology AS (3/22/2013)</li> </ul>
8. Tourism & Hospitality Department <ul style="list-style-type: none"> <li>• Culinary AA</li> <li>• Food &amp; Beverage Management AS</li> <li>• Hotel Operations &amp; Management AS</li> <li>• Lodging Management Secondary</li> <li>• ProStart Secondary Program</li> <li>• Tourism &amp; Travel Management AS</li> </ul>	TPS (6)	<ul style="list-style-type: none"> <li>• Culinary AA (1/17/2013)</li> <li>• Food &amp; Beverage Management AS (1/17/2013)</li> <li>• Hotel Operations &amp; Management AS (1/17/2013)</li> <li>• Lodging Management Secondary (1/17/2013)</li> <li>• ProStart Secondary (1/17/2013)</li> <li>• Tourism &amp; Travel Management AS (1/17/2013)</li> </ul>
9. Transportation Department <ul style="list-style-type: none"> <li>• Auto Body Secondary Program</li> <li>• Automotive Services Technology Certificate</li> <li>• Automotive Service Technology AS</li> <li>• Automotive Services Technology Secondary</li> <li>• Medium/Heavy Truck Diesel AS</li> </ul>	TPS (5)	<ul style="list-style-type: none"> <li>• Auto Body Secondary Program (5/31/2013)</li> <li>• Automotive Services Technology Certificate (5/31/2013)</li> <li>• Automotive Services Technology AS (5/31/2013)</li> <li>• Automotive Services Technology Secondary (5/31/2013)</li> <li>• Medium/Heavy Truck Diesel AS (5/31/2013)</li> </ul>
Number of TPS programs	38/44	86%
Number of TSS programs	6/6	100%

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

#### Curriculum Revision Activities

In order to ensure the quality of a program, it is important that the courses required for the program be regularly updated to coincide with the skills required in the workplace. Input from

advisory committees helps to guide curriculum revisions at both the program and course level. The Summary of Program and Course Review Audit by Department for Academic Year 2012-2013 table, found on Appendix C, contains an audit of courses for academic year 2012-2013. The table provides information on the currency of technical, related technical, related general education and technical electives 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 summary table reveals that out of the twenty-one (21) associate programs offered by the College in academic year 2012-2013, eight programs (38%) 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, seven programs (44%) have program guides with dates over five (5) years old. As for the GCC Secondary Career and Technical Education Programs, the summary table reveals that out of the ten (10) secondary CTE programs, four secondary programs (40%) have course guides with dates beyond the College's five (5) year rule.

The summary table reveals that out of the sixteen certificate programs offered by the College in academic year 2012-2013, three programs (19%) did not have any course that was five (5) years old and older. These programs are the Emergency Management Certificate, Early Childhood Education Certificate, and Medium/Heavy Truck Diesel Technology Certificate.

Of the twenty-one associate degree programs available in academic year 2012-2013, two programs (9%) did not have any course that was five (5) years old or older. These programs are the Emergency Management AS and the Early Childhood Education AS.

Of the ten (10) secondary CTE programs offered by GCC, four (4) programs (40%) do not have any course that is five (5) years old and older. These programs are: Early Childhood Education Secondary, Marketing Secondary, Lodging Management Secondary, and ProStart Secondary.

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

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

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

Based on GCC's two-year assessment schedule, for AY 2012-2013, Group A programs (Associate Degree) were required to enter their program-level assessment plans and data collection status in TracDat. Group B programs (Certificate) were required to enter their program and course-level implementation status to close the loop on the Spring 2011 through Fall 2012 assessment cycle and input a new assessment plan to start their new Spring 2013 through Fall 2014 assessment cycle. Group C programs (Administrative and Student Services) were required to input their unit assessment report and implementation status into TracDat. Specifically they had to enter their assessment results and indicate how the results will be used to improve their particular units. They also had to report on their implementation status in TracDat. Group D (Special Programs) was required to report on their data collection status and to input their program and course-level assessment report in TracDat. The *closing the loop* information for AY2012-2013 is demonstrated by the results of assessments completed by Group B and Group C as summarized below.

The results of assessment show how individual departments and programs closed the loop during academic year 2012-2013. They include programs that were *out of sync*, but were able to *close the loop* during the academic year.

Of the six (6) assessment units under Group B, 33% or two (2) units completed their program-level and course-level assessment cycles and closed the assessment loop. The two (2) assessment units include: Practical Nursing Certificate and Pre-Nursing Certificate.

Of the twenty-five (25) assessment units under Group C, twenty-two (22) were required to complete their assessment cycle and close the loop. Two units, the Board of Trustees and the Foundation Board of Governors, are on a staggered two year cycle and are scheduled for their assessments in AY2013-2014. One unit, College Access Challenge Grant Program, had just started their two-year cycle in fall 2012 and is scheduled to close the assessment loop in spring 2014. Of the twenty two (22) administrative and student services units, 100% (22) completed their assessment cycle and closed the loop. The twenty-two (22) assessment units include: Accommodative Services, Admissions and Registration, Apprenticeship Training Program, Assessment & Counseling, Business Office, Center for Civic Engagement, Center for Student Involvement, Communications and Promotions, Continuing Education and Workforce Development, Development and Alumni Relations, Environmental Health and Safety, Facilities, Health Services Center, Human Resources Office, Learning Resources Center, Management Information Systems, Materials Management, Office of the President, Planning and Development, Project AIM/TRIO, Student Financial Aid, and Student Support Services.

Of these programs that closed the loop, improvements reported include a refinement in business processes, use of results to refine the assessment method or to implement new assessment methods, to increase the number of full time faculty, to establish further articulation agreements,

to hire more tutors, to utilize computer software to enhance course delivery, to draft legislative proposals, and to implement changes in course guides. As for courses, reported improvements include changes in instructional emphasis for faculty, use of results to refine the assessment method or to implement new assessment methods, and changes in course guide after review.

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

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

The following recommendations are made based on a review of assessment and program review activities reported for academic year 2012-2013:

- Departments/units chairs/assessment authors should hold regular meetings with their respective faculty/staff to discuss assessment plans and reports in order to increase “buy in” of assessment processes.
- Departments/units assessment authors should mentor individuals who are new to the assessment process.
- AIER needs to develop digestible overviews of institutional assessment reports and publish them in MyGCC and Chachalani to reach a wider audience.
- Department chairs should work collaboratively with advisory committees to identify ways to improve programs.
- Deans/Academic department chairs, along with counselors, should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.
- Department chairs should ensure that advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.
- Department chairs need to review and update their curriculum documents to ensure the currency of their courses and programs.
- Department chairs must engage in dialogue with their advisory committees as they review their course offering to ensure that industry needs are taken into account as curriculum is being updated.
- Department chairs should communicate with other departments regarding general education requirements, technical requirements, and related general and technical requirements necessary for each of their programs in order to ensure the currency of all program- required courses. Include this dialogue as part of the curriculum review process.



# **Appendix A**

**Assessment Taxonomy for  
(AY 2012-2013)**

# **GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2012-2013**

## **GROUP A Associate Degree Programs**

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

## **GROUP B Certificate Programs**

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

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

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

\*Units under Finance & Administration are due November 5<sup>th</sup> and April 1<sup>st</sup> 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 Education Program – Adult High School Diploma (AHS)	Nursing & Allied Health Department Courses
Adult Education Program – Basic Skills (ABS)	ProStart (Secondary)
Allied Health Department Courses	Tourism & Hospitality Department Courses ( <i>CH, CI, HS, JA, KE</i> )
Automotive Service Technology (Secondary)	Transportation Department Courses
Automotive (Collision Repair & Refinishing Technology Secondary)	Visual Communications (Secondary)
Business Department	Work Experience (Secondary)
Construction Department ( <i>AE, CE, CT, EM, OR, SU, WA, WE, WT, WW</i> ) Courses	
Construction Trades (Carpentry & AutoCAD Secondary)	
Cosmetology Department Courses	
Criminal Justice & Social Science Department ( <i>CJ, EC, EMS, FS, HI, HU, PI, PS, PY, SO, SS</i> ) Courses	
Early Childhood Education Certificate of Completion/Mastery (Secondary)	
Education Department Courses	
Electronics & Computer Networking (Secondary)	
Electronics, Computer Science & Office Technology Department Courses	
English Department ( <i>EN</i> ) Courses	
General Education Diploma (GED)	
Introduction to Health Occupations (Secondary)	
Lodging Management Program (Secondary)	
Marketing Education (Secondary)	
Math & Science Department ( <i>MA, SI</i> ) Courses	

# **Appendix B**

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

**Effective Fall 2013**

# GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

## EFFECTIVE FALL 2012

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
<b>Fall 2012</b>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>	<p><b>Admin/Student Services Units</b> Assessment Report Go to TracDat's Data Collection/Summary of Results (N=?) Tab to enter assessment results and record how results will be used for improvement in the next cycle of assessment</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 8, 2012</p>
<b>SPRING 2013</b>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>	<p><b>Admin/Student Services Units</b> Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> March 11, 2013</p>
<b>Fall 2013</b>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 14, 2013</p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 14, 2013</p>	<p><b>Admin/Student Services Units</b> Assessment Plan; Incorporate modifications of what was said on how to improve the unit by inputting in the <u>new</u> AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> October 14, 2013</p>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> October 14, 2013</p>
<b>Spring 2014</b>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> March 10, 2014</p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE:</b> March 10, 2014</p>	<p><b>Admin/Student Services Units</b> Gather unit level AUO/SSUO data continuously; Input status of data collection in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p style="text-align: center;"><b>DEADLINE:</b> March 10, 2014</p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE:</b> March 10, 2014</p>

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

# GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

## EFFECTIVE FALL 2014

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
<b>Fall 2014</b>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE: October 13, 2014</b></p>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE: October 13, 2014</b></p>	<p><b>Admin/Student Services Units</b> Assessment Report Go to TracDat's Data Collection/Summary of Results (N=?) Tab to enter assessment results and record how results will be used for improvement in the next cycle of assessment</p> <p style="text-align: center;"><b>DEADLINE: October 13, 2014</b></p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE: October 13, 2014</b></p>
<b>SPRING 2015</b>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE: March 9, 2015</b></p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE: March 9, 2015</b></p>	<p><b>Admin/Student Services Units</b> Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p style="text-align: center;"><b>DEADLINE: March 9, 2015</b></p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE: March 9, 2015</b></p>
<b>Fall 2015</b>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE: October 12, 2015</b></p>	<p><b>Program &amp; Course SLO</b> Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection/Summary of Results (N=?) Tabs &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE: October 12, 2015</b></p>	<p><b>Admin/Student Services Units</b> Assessment Plan; Incorporate modifications of what was said on how to improve the unit by inputting in the <u>new</u> AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE: October 12, 2015</b></p>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE: October 12, 2015</b></p>
<b>Spring 2016</b>	<p><b>Program &amp; Course SLO</b> Implementation Status Go to Data Collection Status/Summary of Results (N=?) Tab and input how column 5 was implemented since the last cycle</p> <p style="text-align: center;"><b>DEADLINE: March 14, 2016</b></p>	<p><b>Program &amp; Course SLO</b> Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection/Summary of Results (N=?) Tab &amp; Sub-tabs</p> <p style="text-align: center;"><b>DEADLINE: March 14, 2016</b></p>	<p><b>Admin/Student Services Units</b> Gather unit level AUO/SSUO data continuously; Input status of data collection in TracDat's Data Collection/Summary of Results (N=?) Tab</p> <p style="text-align: center;"><b>DEADLINE: March 14, 2016</b></p>	<p><b>Program &amp; Course SLO</b> Assessment Plan Go to Program/Unit and Course Assessment Plan Tab and each sub-tab and enter data in each field/box for the new cycle</p> <p style="text-align: center;"><b>DEADLINE: March 14, 2016</b></p>

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

# **Appendix C**

**Summary of Program and Course Review Audit**

**By Department**

**(AY 2012-2013)**

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>1</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Adult Basic Education	Adult High School Diploma	4/15/2013	16	3	19%
			0	0	0%
Nursing and Allied Health	Introduction to Health Occupations Secondary	8/25/2008	3	3	100%
			0	0	0%
	Medical Assisting AS	9/20/2005	13	13	100%
			10	7	70%
	Medical Assisting Certificate	9/20/2005	10	10	100%
			10	7	70%
	Practical Nursing Certificate	3/17/2012	8	5	63%
			9	3	33%
Pre-Nursing Certificate	12/1/2008	0	0	0%	
		10	3	30%	

(Continues on the next page)

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



Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>2</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades	Civil Engineering Technology AS	1/3/2012	7	2	29%
			13	6	46%
	Computer Aided Design & Drafting Certificate	5/3/2010	6	4	67%
			7	4	57%
	Construction Technology Certificate	3/18/2009	19	18	95%
			6	2	33%
	Construction Trades (Carpentry) Secondary	4/29/2010	2	2	100%
			0	0	0%
	Construction Trades (AutoCAD) Secondary	11/15/2010	2	2	100%
	Pre-Architectural Drafting AS	5/7/2010	7	4	57%
			7	5	71%
	Surveying Technology AS	4/1/2009	11	3	27%
			6	4	67%
	Surveying Technology Certificate	3/31/2009	7	3	43%
8			4	50%	

(Continues on the next page)

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

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>3</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Social Science/Criminal Justice	Criminal Justice AS	12/24/2009	23	7	30%
			0	0	0%
	Criminal Justice Certificate	3/13/2013	10	4	40%
			1	1	100%
	Emergency Management AS	4/25/2007 (approved by ACCJC)	27 <sup>4</sup>	0	0%
			6	0	0%
	Emergency Management Certificate	4/19/2007 (approved by ACCJC)	27 <sup>5</sup>	0	0%
			3	0	0%
	Fire Science Technology Certificate	9/07/2010	6	3	50%
			1	0	0%
Education/Cosmetology	Early Childhood Education AS	4/15/2013	10	0	0%
			2	1	50%
	Early Childhood Education Certificate	1/03/2012	10	0	0%
			0	0	0%
	Early Childhood Education Secondary	5/03/2010	5	0	0%
			0	0	0%
	Education AA	4/15/2013	9	1	11%
			1	0	0%
	Education Certificate	12/05/2011	9	1	11%
			2	0	0%
English	Interdisciplinary Arts & Sciences, A.A.	2/4/2013	20	8	40%
			10	3	30%

(Continues on the next page)

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

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

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

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>6</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Business	Accounting AS	3/27/2007	7	5	71%
			5	5	100%
	Marketing AS	3/27/2007	7	7	100%
			7	7	100%
	Marketing Secondary	4/21/2010	4	0	0%
			0	0	0%
	Supervision & Management AS	4/20/2007	11	9	82%
			7	5	71%
	Supervision & Management Certificate	5/19/2004	11	8	73%
			2	0	0%
	Visual Communications AS	3/5/2007	10	10	100%
			5	4	80%
	Visual Communications Secondary	9/25/2006	4	2	50%
			0	0	0%

(Continues on the next page)

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

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>7</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Technology	Computer Networking AS	5/11/2011	12	7	58%
			4	0	0%
	Computer Science AS	3/23/2011	16	4	25%
			0	0	0%
	Computer Science Certificate	3/03/2003	6	3	50%
			9	5	56%
	Electronics & Computer Networking Secondary	9/29/2008	6	2	33%
			0	0	0%
	Office Technology AS	4/30/2004	11	4	36%
			3	1	33%
Office Technology Certificate	12/12/1996	9	3	33%	
		5	1	20%	

(Continues on the next page)

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

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>8</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality	Culinary Arts AA	4/15/2013	8	1	13%
			6	1	17%
	Food & Beverage Management AS	5/13/2013	8	1	13%
			6	2	33%
	Hotel Operations & Management AS	5/10/2010	7	5	71%
			6	1	17%
	Lodging Management Secondary	1/24/2006	3	0	0%
			0	0	0%
	ProStart Secondary Program	5/28/2012	3	0	0%
			0	0	0%
	Tourism & Travel Management AS	5/4/2009	8	8	100%
			6	3	50%

(Continues on the next page)

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

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
			Number of Related Technical, Related General Education and Technical Elective course requirements for the program <sup>9</sup> as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Transportation	Automotive Service Technology Secondary (Collision Repair & Refinishing Technology)	2/17/2011	4	4	100%
			0	0	0%
	Automotive Services Technology AS	4/6/2006	18	18	100%
			0	0	0%
	Automotive Service Technology Certificate	4/6/2006	18	18	100%
			1	0	0%
	Automotive Services Technology Secondary	12/8/2010	6	6	100%
			0	0	0%
	Medium/Heavy Truck Diesel Technology Certificate	7/19/2009	12	0	0%
			1	0	0%

\*\*\*\*\*

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

---

**GCC**

**GUAM COMMUNITY COLLEGE**

---

*Kulehon Kumunidát Guáhan*