CHEA®

Council for Higher Education Accreditation

2012 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes

Application

Applications that do not conform to format and length will not be considered by the award committee. Applications should provide full information in response to each award criterion; links will not be considered during evaluation.
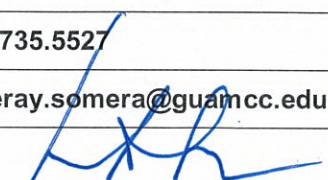
Institution	Guam Community College

Check Category	Institution-wide	√	Program (Name)_____	Major (Name)_____	

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Council for Higher Education Accreditation

Section 3: Institutional Overview

Affiliation or Control	**Public**, **Territorial**
Highest Degree Offered	**Associate**
Student Enrollment	**2556**
Brief Description of Mission	**Career and Technical Workforce Development and Training**

Section 4: Application Summary

This section should provide a summary of the award application that may be used in CHEA publications and in award presentations. Please do not exceed 100 words. The text box may be increased in size as necessary.

Accredited since 1979, Guam Community College earned another reaffirmation of its accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) in July 2012. GCC accomplished this feat while managing a nearly 40 percent increase in enrollment since 2007, constructing four new buildings and adding four new programs to respond to community and industry needs. A continuous cycle of assessment links course, program, and institutional learning outcomes to the Institutional Strategic Master Plan (ISMP) and ACCJC Standards through the program review process, the results of which are used for integrated planning at the institutional level.

Section 5: Award Criteria

1. ARTICULATION AND EVIDENCE OF OUTCOMES

Evidence of development and application of expectations of student learning outcomes in one or more majors or program areas or institution-wide. Describe how the major, program or institution:

- Develops and publicly commits to specific student learning outcomes associated with various courses of study.
- Determines and clearly communicates what counts as evidence that outcomes have been achieved. This may include, e.g.,
    - faculty-designed comprehensive or capstone examinations and assignments or performance on licensing or other external examinations;
    - professionally judged performances or demonstrations of abilities in context or portfolios of student work compiled over time; or
    - samples of representative student work generated in response to typical course assignments.
- Regularly collects and interprets evidence of outcomes.

Response should be limited to one-to-two pages. The following text box may be increased in size as necessary.

Assessment at Guam Community College (GCC) is viewed as a collective effort to demonstrate commitment to an institutional dialogue about student learning. There are two major reasons that drive all assessment processes at GCC: accountability and improvement. At the core of these processes, are three (3) important questions that the institution asks regarding student learning: What do students know? What do they think and value? What can they do? These three questions correspond to the cognitive, affective and behavioral domains of student learning. By continually asking these questions, the college is drawn closer to what it says it can do in both teaching and learning environments and to what it promises its programs and services can deliver in terms of results.

GCC publishes all program and course Student Learning Outcomes (SLOs) in the college's academic catalog, in both print and online electronic formats. 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, evidence of the regular and systematic assessment of courses, degree programs, student services units, administrative units, and the overall institution may be found in 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).

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 of Trustees. The Faculty Senate and the College Governing Council (CGC) membership include faculty, staff, administrators and students with voices in the decision making processes for institutional improvements.

The five (5) defined ILOs are also published in the academic catalog and reads: 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 ineffective 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 technique; 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.

The ILOs link to all divisions, departments, units, and programs at the college regardless of whether they are directly (academic) or indirectly (non-academic) involved with students. Every employee and office at the college exists to support students and help them excel; this includes the administration, student support services, faculty, maintenance, procurement, etc. The five ILOs represent broad outcomes in various areas depicted as the college's core values. Due to their universal and broad coverage, it is not expected that a single course, or program for that matter, address all identified outcomes. Rather, it is through the culminating integrated experience students have in their academic and campus life which will enable them to acquire these ILOs. The emphasis on ILOs and outcomes-based assessment has helped transform the college into a more learner-centered institution. GCC remains committed to strengthen its focus on learning outcomes ultimately leading to quality education and a productive workforce.

These ILOs are assessed continuously through the program and course-level SLO assessment process whereby program and course SLOs are linked and/or related to at least one (1) of the defined ILOs. Course-level SLOs are required to link to program level SLOs. All assessment plans are required to link to or relate to at least one (1) of the ACCJC Accreditation Standards and to at least one (1) of the goals from the following: Institutional Strategic Master Plan (ISMP), Institutional Learning Outcome (ILO), budget-related Program Review Goals (PRG), division level budget program review goals, and school level budget program review goals. This interlinking of outcomes and related goals is possible because of TracDat's capability to generate this kind of report.

The Office of Assessment, Institutional Effectiveness & Research (AIER) and the Committee on College Assessment (CCA) monitor and enforce the College's Comprehensive Assessment Initiative. Three goals effectively guide AIER in its mission of assessment excellence at the College:
1. To develop and sustain assessment momentum at the college through capacity building efforts that will empower constituents to use assessment results for accountability and improvement;
2. To systematize assessment protocols, processes and policies both in hard copy and online environments and thereby allow the college to meet its ACCJC/WASC accreditation requirements; and
3. To exert and affirm community college assessment leadership regionally and nationally.

The CCA is an institution-level committee first created under the terms of the 2000-2005 Board-Union Agreement to monitor assessment activities on campus, and has since grown robust both in size and maturity of perspectives. In September 2002, GCC formalized its assessment initiative through a policy document adopted by the Board of Trustees (Board of Trustees (BOT) Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees) which serves as the institutional mandate that fuels all campus-wide assessment activities.

GCC's Institutional Strategic Master Plan (ISMP) for 2009-2014 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 (4) major initiatives of Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning are made available in TracDat for assessment authors to link to specific AUOs, SSUOs and SLOs as well as ILOs.

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 assessment results. This is how resource allocation at the college is tied to integrated planning processes.

Section 5: Award Criteria

2. SUCCESS WITH REGARD TO OUTCOMES

Evidence of the extent to which expectations with regard to outcomes are successfully met by a major, a program or institution-wide. Describe how the major, program or institution:

- Determines whether student learning outcomes have been achieved, either at an individual or at an aggregate level for the major, program or institution.
- Documents whether actual achievement levels of students are acceptable, given the mission, student population and resources available to the major, program or institution.
- Supplements evidence of student achievement levels with information about other dimensions of institutional effectiveness (e.g., graduation, retention, transfer, placement or admission to graduate school).

Response should be limited to one-to-two pages. The following text box may be increased in size as necessary.

The Office of Assessment, Institutional Effectiveness and Research (AIER), in collaboration with the Committee on College Assessment (CCA), has produced an Annual Institutional Assessment Report (AIAR) since 2001. The AIAR highlights information and data specific to the college's activities related to the implementation and continuity of GCC's comprehensive assessment initiative through various program review components and provides a guide to departmental planning and program changes.

The annual assessment reports attest to the college's commitment to continuous institutional self evaluation and reflection with realistic plans and initiatives for improvement. The earlier reports were focused on laying the foundation of assessment by grounding it in processes, procedures, and protocols. Since then, evidence of the institutionalization of assessment is reflected in the AIAR and the results of assessment continue to be used to improve and strengthen instructional programs, student support services, and administrative units within the college.

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 data gathered provides the baseline for dialogue and improvement at the institutional, program level, and course level. 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.

Course and program assessments 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. 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 guides after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment.

A concrete example of closing the loop is the improvements made at the library. The college's Learning Resources Center (LRC) furnishings and technology were chosen based on responses from students during the library's assessment process. Assessment at the program/unit review showed the need for additional capacity for the LRC. In addition to greater capacity and more seating, the students wanted

comfortable chairs, group study rooms, faster computers, improved Internet access, and electronic resources. Due to these responses to surveys and focus groups, conducted as part of the assessment process, plans for the new LRC incorporated student requests. The second floor doubles the library space, and the facility offers comfortable seating, faster computers, and improved Internet access. The library has purchased e-books and is in the process of purchasing more electronic resources.

The college's two-year cycle for the assessment of SLOs at the course, program, certificate, and degree levels is ongoing, promotes widespread dialogue on the results of the assessments and uses assessment results to improve programs and institutional processes.

The college demonstrates and has institutionalized the engagement of full-time faculty in student advisement, as evidenced by the development of individualized student educational plans for all students, including those with special needs, to establish pathways for degree and certificate completion. The college uses this to inform the scheduling of classes and services to meet student demand.

The college supports and encourages a climate that promotes student involvement in personal and civic responsibility through active participation in campus and community-wide activities. Ongoing, collegial, self-reflective dialogue about student learning and institutional processes is evident in the many comprehensive committee minutes available on the college's internal web portal. Through forums such as town hall style meetings with students and others, the college president ensures that all constituents have an opportunity to be part of that dialogue.

College wide forums, department meetings, regularly scheduled college committee meetings, student government meetings, and college council meetings have provided opportunities for on-going dialogue about student access, progress, learning, and success. The program review framework for instructional programs, student support services, and administrative services provides a solid foundation for critical dialogue on the adequacy, responsiveness, and effectiveness of student support programs and processes by collecting and analyzing quantitative and qualitative data. Programmatic and procedural changes and improvements have resulted from on-going research data analyses, and program reviews.

Student learning outcomes for general education courses, which require students to understand the basic content and methodology in the major areas of knowledge, are determined within the course approval process. Upon completion of GE requirements, students are able to communicate orally and in writing, interpret information digitally and non-digitally, make quantitative and scientific decisions, and seek and grasp information. Student learning outcomes concerning ethics and effective citizenship are determined by departments and are evaluated by the Learning Outcomes Committee.

GCC researches and identifies the learning support needs of its students and provides services that address those needs. The college evaluates information from a variety of sources such as external scans surveys, assessment instrument, college research, student focus groups, and program review to understand the support needs of students and to provide the basis for designing new programs and /or revamping existing programs. The allocation of significant financial resources to build the new Student Services building, which houses all student support services, is evidence of the college's commitment to more effectively serving the support needs of students. The new Student Services building consolidated most student service support programs in a central location to improve access for students. Since many students participate in more than one support service, the close proximity of all support services in the central location has been well received.

Section 5: Award Criteria

3. INFORMATION TO THE PUBLIC ABOUT OUTCOMES

Evidence of the ways in which students and the public (constituents external to an institution) are informed of the success of a major, program or institution in achieving these outcomes. Describe how the major, program or institution:

- Routinely provides students and the public with information about major, program or institutional performance in terms of attainment of student learning outcomes, either individual or in the aggregate.
- Supplements this information with additional evidence of the soundness of operation and overall effectiveness of the major, program or institution with respect to mission fulfillment.

Response should be limited to one-to-two pages. The following text box may be increased in size as necessary.

The college's AIER Office was created in 2004 to develop and sustain assessment momentum through capacity building efforts that empower constituents to use assessment results for accountability and improvement and to systematize assessment protocols, processes and policies. 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 improvements based on the data available. 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 the comprehensive assessment reports that have been 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, and Guam Employers' Survey. These reports are posted on our college website, and are available to the public.

The assessment infrastructure of the college is built around student learning outcomes at the course, program, student support services, administrative units, and institutional levels. The TracDat assessment data management software 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 Colleges (ACCJC).

Course and program-level SLOs and institutional learning outcomes (ILOs) are clearly articulated in the college catalog and the SLO booklet, a publication intended for faculty to stimulate discussion amongst themselves. Through numerous meetings, workshops, and campus-wide forums, the campus community has been presented with opportunities to participate in dialogue about SLOs. Course syllabi now list all course-level SLOs. The publication of a fourth edition of the SLO and Curriculum Mapping Booklet provides evidence of an iterative process of evaluation and assessment.

Course and program level SLOs are included in course and program guides. As part of program guides, faculty members must also complete an SLO map. This map connects course-level SLOs to program level SLOs and ILOs. Faculty members are primarily responsible for creating student learning

outcomes, with input from 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 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. This schedule has been in place at the college since 2001.

The college has directly involved students in understanding the SLO process by creating ways to promote the importance of SLOs to students and the community. The SLO jingle contest, the SLO song contest, and the SLO music video contest objectives was for contestants to create an original jingle, song, and music video promoting the benefits of SLOs to GCC students and to the general public. The SLO contests' entries were judged on a 20 point scale for melody, composition, originality, lyrics, and the creativity of the inclusion of the required words: Guam Community College, Student Learning Outcomes, SLO or SLOs, and GCC.

Each semester the department chairs and appropriate administrators review faculty syllabi to ensure that SLOs are properly identified in the course guides. Administrators also evaluate faculty on whether they provide a current syllabi to students at the start of the term. The college ensures that achievement of stated program learning outcomes are the basis for awarding degrees and certificates. Program SLOs are listed in the curriculum guide and also mapped to ILOs. In addition, capstone courses, as well as practicum or internship experiences serve as indicators that students are making progress toward completion.

The college ensures that all its offerings, regardless of delivery mode, fit its stated mission of the institution through its planning process. The college relies on the office of AIER to provide research and analysis to identify student learning needs and to assess progress toward achieving student learning outcomes. This assessment rollout process began in 2004 with academic program. In 2008 the college added assessment of course SLOs. By 2012 department plans for assessing all programs and courses were in place.

The college has been active in identifying student learning outcomes since 2001. In 2008 SLOs were in place for 18 percent of the courses. This increased to nearly 100 percent in spring 2010 and fully 100 percent in fall 2011. The Committee on College Assessment (CCA) reviews and rates program- and course-level SLO assessment plans and provides feedback to faculty regarding curricular changes to be made. A consolidated feedback sheet (CFS) is used to inform assessment authors if plans need to be modified to ensure that SLOs are related to the mission. Both face-to-face and online classes have SLOs which are assessed within the time frame described within their program review process.

4. USING OUTCOMES FOR IMPROVEMENT

Evidence of how information about student learning outcomes is used to further improve a major, program or institution. Describe how the major, program or institution:

- Incorporates information about success with student learning outcomes into regular discussions and decision-making processes about the major, program or institution.
- Shares information about student learning outcomes across, e.g., departments, faculty and schools.
- Uses information about student learning outcomes when making specific changes in, e.g., curriculum, pedagogy or policy.
- Ensures that evidence of student learning outcomes is used to assure and improve the quality of the major, program or institution.

Response should be limited to one-to-two pages. The following text box may be increased in size as necessary.

The college's program and course guides require the articulation of SLOs. Program- and course-level SLOs and the college's ILOs are published in the college catalog. Since 2009, the college began expanding the discussion of student learning outcomes among students. An "SLO Jingle Contest" was initiated in 2011 as one of the first efforts to directly educate students about SLOs beyond the classroom. GCC students, both alumni and currently-enrolled students, were invited to participate and a winner was selected. In spring 2011, an "SLO Song Contest" was held, and in fall 2011, an "SLO Music Video Contest" was announced. Students participated enthusiastically in these initiatives.

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 college assessment data management system, TracDat. TracDat enables users to access and utilize data for decision-making and planning purposes.

Course syllabi detail the SLOs and the evaluation process. Syllabi are reviewed every semester by the Department Chairperson and the Adjunct Associate Dean. A sample of each course syllabi is required to be uploaded into TracDat under the course related documents tab.

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 seven (7) faculty members, including one (1) post-secondary faculty member who chairs the committee, as well as six (6) administrators and staff, along with a student representative. Assessment training is regularly conducted by committee members with ongoing support from the Office of Assessment, Institutional Effectiveness & Research.

In the July 2012 Evaluation Report of the team that visited the college in March 2012, 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 of all courses and programs offered at the college. The college's two-year cycle for the assessment of SLOs at various 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 among constituents through the governance structures and processes established and embedded into the framework of the institution.

To support the learning and success of its students, GCC offers a comprehensive array of student

services that are delivered through various programs and departments on campus. Student Services provides assistance to students, including those with special needs, with admissions and registration, placement testing, orientation, academic advising, personal and career counseling, financial aid, transfer assistance, project AIM (TRIO), health screening, bookstore, cultural and diversity opportunities, student activities, and other opportunities that develop student leadership potential. The primary goal of all programs and services is accessibility and responsiveness to a diverse student body to include: different language groups, diverse cultures, ethnicities, academic readiness, educational goals, socio-economic status, disabilities, gender, college preparedness, and learning styles in accordance with the college's mission statement. Most of the services are located in the new Student Center building.

Student Support Services does a good job in addressing issues of diversity and in promoting awareness and appreciation for the many different cultures represented on campus. With the support and guidance of full time faculty advisors, student clubs and student government are promoting a greater awareness and appreciation for different cultures. Workshops, field trips, presentations, social events, and other diversity related activities help with developing awareness and sensitivity of the different cultures represented on campus and in the community.

A concrete example of the use of outcomes for improvement is in the expansion of student services. The hours of the LRC were recently expanded to respond to student input. Through regularly administered surveys, students requested evening and weekend hours. Access is provided to student with disabilities as needed, which includes closed captioned media, an adjustable study carrel, large display monitors, and specialized software for magnifying text. Students have access to an open computer lab and tutoring is provided in accounting at the LRC and for other disciplines throughout the campus. In total there are nearly 60 labs, inclusive of high school locations, that provide students access to computers. The iLibrary provides access to all the digital and online services of the library including EBSCO databases and Knowledge Portal which, among other things, provides students with Pathfinders, a repository of book and electronic resources in support of each academic area at the college. The tutoring support provided through the College Access Challenge Grant provides further evidence that the college is committed to serving students regardless of location.

Students at GCC are well served by the efforts of the staff and leadership who provide assistance in an informative and supportive atmosphere. This positive and welcoming environment is conducive to creating an engaged student population and a collaborative work setting for faculty and staff.

The college also evaluates the feasibility and effectiveness of physical resources through its institutional assessment and program review process. The results from these two evaluation mechanisms are utilized to plan and budget for equipment replacement and facilities upgrades. The college also evaluates facilities and equipment on a regular basis in order to consider utilization, depreciation, and other relevant data. Requests for funding for equipment are made during the annual budget process, as supported by assessment data.

GCC received commendations in its accreditation evaluation report for its commitment to sustainability, noted in its seeking and obtaining funding for photovoltaics for its student services and allied health buildings, and in particular on its recently completed buildings and for attaining Leadership in Energy and Environmental Design (LEED) "gold" certification for the Learning Resource Center opened in fall 2011. The college also received commendations for the resilience and flexibility of the college and the Board of Trustees in managing financial resources by preparing for uncertainties in the appropriation process, as well as interruptions in budget allotments. The college used Foundation support, entrepreneurial efforts, and grants to meet irregular cash flow due to the uncertainties of the Government of Guam funding.