

Unit Assessment Report - Four Column

Guam Community College

Institution Initials: GCC
Institution Address: P.O.Box 23069 G.M.F.
 Barrigada Guam 96921
Main Phone: (671) 735-4422
Institution Website: www.guamcc.edu
Mission Statement: GCC MISSION STATEMENT (Adopted: March 11, 2009)

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.

Vision Statement: GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post secondary basic educational institution serving the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees and the community at large.

Outcome Type: AUO (Administrative Unit Outcome)

AUO/SSUO Activities: 111

SSUO-Student Services 111

Unit Outcome:

Use of Assessment Results: 111

Course 111

Action/Implementation

Status:

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>AAD Support Staff (Archive) - AY 05-06 COMMUNICATION - To support Academic Programs by improving communication within the Division.</p> <p>Start Date: 12/01/2005 End Date: 03/12/2007 Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Review of information flow from Administrators to Faculty and Staff. Administrative Officer will continue to attend monthly DC/PM and AAD Management weekly meetings.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 1. 100% of the designated Support Staff representatives will submit a department report of activities using a standard template. This will provide information flow from the bottom up.</p>	<p>10/09/2006 - AAD Combination Mailboxes set up in Student Services & Administration Building, Right Wing as you face the building.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <hr/> <p>10/09/2006 - Meetings have not been held; It was intended that the Administrative Officer hold once per month, recurring on the 2nd Friday of each month, meetings with the AAD Support Staff.</p>	<p>10/09/2006 - This plan will have to be re-evaluated in order to determine another means other than meetings to facilitate communication with Support Staff</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>2. Administrative Officer will review the reports and will present department issues to the AVP for resolution.</p> <p>3. The resolutions of issues will be communicated to the AAD Support Staff.</p>	<p>Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact</p>	
<p>AAD Support Staff (Archive) - AY 05-06 COLLEGE CATALOG - To ensure that the published College Catalog is complete, accurate, and error free.</p> <p>Start Date: 12/01/2005 End Date: 03/12/2007 Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Review of catalog materials (both print and electronic) to ensure completeness and accuracy. Curriculum documents are the source documents for updating program and course information in the catalog.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 1. Approved curriculum document will be provided to departments no later than 3 business days from the date it was approved by AVP.</p>	<p>10/09/2006 - Sally Sablan from Assessment & Counseling reported typo errors and questioned curriculum change found in the print catalog. An email was sent to document the question.</p> <p>Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed</p>	<p>10/09/2006 - Although verbal feedback is welcomed, individuals will be encouraged to document their findings in order to improve unrealized gaps pertaining to the update of the college catalog.</p> <hr/> <p>10/09/2006 - College Community needs to be reminded that curriculum documents are the source of changes to the college catalog.</p>
	<p>2. Prior to publication, 100% proof-reading by departments would be accomplished via the intranet link.</p> <p>3. There would be no submission of errors after the proof has been submitted to the printer.</p>	<p>10/09/2006 - The 2005-2006 college catalog has not been placed on-line. The software Adobe PageMaker has been used to create and maintain this document and was difficult for the printer, Graphic Center, Inc., to work with. Graphic Center, Inc. converted the electronic copy into an application that worked for them and apologized to our PIO that they could only return a PDF copy of the printed version.</p> <p>This will require a proof-reading of the existing electronic document against the printed catalog.</p> <p>Vendor recommends that the electronic catalog be maintained in Microsoft Word for printing transition.</p>	<p>10/09/2006 - Vendor recommendation is supported. Advantageously, Microsoft Word has been used to track changes. The existing electronic copy will be proofed against the current printed catalog. The software application, Microsoft Word instead of Adobe PageMaker will be used to maintain future catalogs.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
<p>AAD Support Staff (Archive) - AY 05-06 STAFF DEVELOPMENT - To support Academic Programs, AAD Support Staff will be encouraged to attend training that will enhance their job duties.</p> <p>Start Date: 12/01/2005</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Participants will be surveyed electronically to determine if the training enhanced their job duties. Additionally, the training sign-in logs and/or registration would confirm staff attendance.</p> <p>Criterion (Written in %): Staff who attend training will be surveyed 1 month later from the date of completion to determine if the training was applied or found useful toward improving their job. 75% of those surveyed would find that the training enhanced their job in various ways.</p>	<p>10/09/2006 - Electronic survey not conducted.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	<p>10/09/2006 - List of AAD Staff who utilized Staff Development funds obtained 10/9/06, see related data tab. Electronic Survey will be done this week (10/9-13/06) in order to complete results.</p>
<p>Accommodative Services - Increasing interaction and training with faculty and departments. - SSUO#1 FA2009 - SP2011: To provide support, resources, and training for faculty regarding disability and teaching students with disability.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: To conduct pre and post survey to faculty. Prior to the training, faculty will be given pre-survey regarding accomodation services, disability and teaching student's with disability. After the training, the faculty will be given the same post survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Employee-Faculty Satisfaction Survey</p> <p>Criterion (Written in %): The goal of the training is to increase faculty knowledge. The faculty will have 50% increase of their knowledge from their pre test.</p>	<p>03/05/2010 - On February 15, 2010, 15 participants attended Dr. Gregg San Nicolas' training on specific learning disability, psychological and other related disorders, instructional strategies for students with disabilities in a postsecondary setting.</p> <p>Out of the 15 (N=15) participants, 10 (10/15) 67% were instructional and 5 (5/15) 33% were non-instructional faculty.</p> <p>10 participants completed the survey, which lead the response rate to be 67%. The response rate was poor.</p>	<p>03/05/2010 - The data shows that many of our faculty are not confident working with students with disabilities, and they are unfamiliar with specific learning disability, emotional impairments, and autism spectrum disorder. Through resources and trainings, faculty can increase their knowledge on how to work with students with disabilities.</p> <p>Implementation Status: 03/05/2010 - Office of</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Budget-Related Proposed Outcomes: Assessment through surveys, focus groups, and review of services indicating that the majority of faculty see the Office of Accommodative Services as making sufficient efforts to prepare them to serve students with disabilities.</p> <p>Related Documents: Survey.pdf</p>	<p>All 10 participants were in agreement that the presentation was informative, the materials were presented effectively and clearly, and they will be able to utilize the instructional strategies in the classroom. 90% were in agreement that the presenter was knowledgeable and answered participant?s questions.</p> <p>Participants were asked if they felt confident working with students with disabilities, prior to the presentation. 40 % were unsure, 40% disagreed, and 20 % agreed. 90% of the 10 participants agreed they felt confident working with students with disabilities after the presentation, which is 50 % increase.</p> <p>Percentage of participants who were not knowledgeable of the following disorders, prior to the presentation: 20% Attention Deficit Hyperactivity, 40% Specific Learning Disability, 30% Emotional Impairments, and 50% Autism Spectrum Disorder.</p> <p>All of the ten participants indicated strongly agree or agree when asked if they were knowledgeable of Attention Deficit Hyperactivity, Specific Learning Disability, Emotional Impairments, and Autism Spectrum Disorder after the presentation</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: Provision of relevant materials and training</p>	<p>Implementation Status: Accommodative Services, UOG, DVR, Cedders, and DOE are planning disability transition training for our faculty, services providers, and students. The goals is to have at least 6 training sessions.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Disability Training for Faculty and Services Providers</p> <p>Task Description: Office of Accommodative Services is collaborating with DVR, DOE, and UOG to develop 6 weeks disability training for faculty and service providers.</p>	<p>sessions for GCC faculty</p> <p>Related Documents: Survey.pdf</p> <hr/> <p>11/30/2010 - On November 19, 2010, 12 of GCC faculties attended an information workshop on "Improving Instruction through Universal Design" presented by Dr. Richar Fee, Profession of Special Education at the University of Guam. (N- Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Service Units Implementation Status Budget Implications: No budget impact Budget Related Performance Indicators: 3. Provision of relevant materials and training sessions for GCC faculty Related Documents: New Image.TIF</p>	<p>12/13/2010 - As a result of this workshop 50% indicated that they were satisfied with the presentation and also they have increased their general knowledge and awareness of disability related issues. The other 50% indicated that they were highly satisfied.</p> <p>Implementation Status: 03/02/2011 - Fully implemented</p> <hr/>
		<p>11/30/2010 - On November 5, 2010, 5:1 Focus group that has representation of GCC-Office of Accommodative Services, UOG-ADA, DISID/DVR, DOL, and GDOE did a presentation to provide information to GCC faculty on how to work with students with disabilities. (N=5) All reported that they were satisfied with the materials presented to them through presentation and video. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact Budget Related Performance Indicators: 3. Provision of relevant materials and training sessions for GCC faculty</p>	<p>12/13/2010 - Only five faculty attended the presentation on "How to help Students with Disabilities: Succeed in College. All were satisfied with the materials and video presented. The Office of Accommodative Services will continue providing staff developments and provision of related materials for faculty so they can continue to help GCC students with disabilities.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Related Documents: New Image.TIF</p> <hr/> <p>05/20/2011 - 19 (N=19) faculty attende a workshop on ADA: Autism-Behaviors and Teaching Strategies on January 28, 2011 at the University of Guam. This training was conducted by the Guam Department of Education Autism Trainers Team.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Service Units Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: To provide training for staff and faculty to ensure they have the knowledge and interact with students with disabilities</p>	
<p>Accommodative Services - Program Services - SSUO#3 FA2009-SP2011: Students receiving accommodations and additional support services will increase or maintain their GPA. 50% of the total students receiving academic accommodations will maintain and/or improve their GPA to a 2.0 or better.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Develop inventory of services database and monitor student's GPA.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): At least 20% of students will maintain or increase their GPA.</p> <p>Budget-Related Proposed Outcomes: Assessment through surveys, focus groups, and review of services indicating that the majority of students with disabilities see the office accommodative services as making sufficient efforts to assist them in their academic success!</p>	<p>03/09/2010 - Baseline Results: For Spring 2010, OAS is serving 55 students. 75% are male students, and 25% are female students. The following are student GPA percentages: 38% in 0-2.0, 13% in 2.0-2.5, 9% in 2.5-3.0, 16% in 3.1-3.5, and 18% in 3.6-4.0. Out 55, 47% are receiving DVR services, 4 % receiving Dept of Mental Health services, and 49% is still unknown. Student's GPA who are receiving DVR services: 31% in 0-2.0, 19% in 2.0-2.5, 4% 2.5-3.0, 15% in 3.1-3.5, and 27% in 3.5-4.0. (N=55: Spring 2010 Student data)</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>03/09/2010 - The goal is to continue monitoring students GPA and support services. Majority of our students GPA is 2.0 and below. 31 % of students who are receiving DVR services have GPA of 2.0 and below. This indicates that these students needs additional support. The plan is to develop skills building workshops--teaches skills such as time management, note taking methods, study skills, and basic computer skills.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: On going meetings with students with disabilities to determine their needs and to what extent they are being met. Related Documents: GPA File	
	Task Name: Tracking students accommodations and services Task Description: OAS will track the following information: age, gender, tuition sources, disorder, GPA, and other agencies involvement.	12/16/2010 - For Fall 2010: The Office of Accommodative Services certified 52 students to receive academic accommodations.(N=52): Out of the students, 27% received a GPA of 0-1.99, 42% received a GPA of 2.0-2.99, 25% received a GPA of 3.0-3.99, and .06 received a GPA of 4.0. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: 1. On going meetings with students with disabilities to determine their needs and to what extent they are being met.	12/16/2010 - The goal is to have a 50% students with disabilities received a GPA of 2.0 or better. For Fall 2010, there was a total of 73% with a GPA of 2.0 or better. The Office of Accommodative Services will continue working with those who did not meet the GPA of 2.0 or better and refer them to the appropriate services needed to provide the academic support in order for them to improve thier GPA to a 2,0 or better. Implementation Status: 03/02/2011 - Fully implemented.
Accommodative Services - Services and polices related to student with diability. - SSUO#2 FA2009-SP2011: Last semester, 66 disability verification was created for students, however only 42 students picked up their disability verification. The goal is to have all students pick up their disability verification starting Spring 2010.	Artifact/Instrument/Rubric/Method/Tool Description: Monitoring Log. We will create monitoring log each semester. The monitoring log will have the date of notification to pick up disability verification, date when students picked up their disability verification, and comments section. Type of Artifact/Instrument/Rubric/Method/Tool:	03/08/2010 - Currently, OAS is serving 55 active students. Out of the 55 active students, 80 percent responded to the email informing them to pick up their disability verification, 15 percent of the disability verification were hand delivered, and 5 percent didn't pick up or disability verification couldn't be hand delivered. Students were notified through several emails to pick up their disability certification forms. Even	03/08/2010 - OAS will use this result to create new polices and procedures. Our goal is to empower the student to actively particpate in their learning and accommodations needs. Student will be explained their responsibilities during the intake process. Student will sign acknowledging the receipt and

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% student will pick up their disability verification.</p> <p>Budget-Related Proposed Outcomes: Assessment through surveys, focus groups, and review of services indicating that the majority of students with disabilities see the office of accommodative services as providing students with the educational aids necessary to assist them in their academic study</p> <hr/> <p>Task Name: Disability Verification</p> <p>Task Description: To monitor how many students picked up their disability verification through email notifications versus how many students were hand delivered their disability verification</p>	<p>with the several attempts, they still did not pick up their forms. OAS will continue its effort to contact students by telephone and other sources.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: On going meetings with students with disabilities to determine their needs and to what extent they are being met.</p>	<p>understanding of their responsibilities.</p> <p>Implementation Status: 03/02/2011 - Fully implemented.</p> <hr/>
<p>Accommodative Services - Reasonable Accommodations for Students With Disabilities - FA2011-SP2013 SSUO#1: Students with disabilities who are registered with the Office of Accommodative Services will receive reasonable academic accommodations in the classroom to address learning barriers in order to access the educational materials at Guam Community College.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students with disabilities will provide their Approved Academic Accommodations Form (AAAF) to their instructors so that the accommodations will be provided to them. Students with disabilities will have the instructors sign the Faculty Signature Form and return this form to OAS.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of students registered with the Office of Accommodative Services who are eligible</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list SSUO#1 reflects the ISMP goal of student learning outcome. By providing reasonable academic accommodations, students with disabilities are accessing academic information to support their learning outcome.</p>	<p>for reasonable accommodations will be provided with some sort of reasonable accommodations in the classroom. They will be provided with their AAAF to deliver to their instructors, students will also provide to OAS their faculty signature form.</p> <p>Budget-Related Proposed Outcomes: Issuing appropriate academic accommodations every semester for students who requested for reasonable accommodations.</p> <p>Related Documents: AAAF Request for Accommodation Form Faculty Signature Copy Revised.pdf</p>		
	<p>Task Name: Accommodation Request Form</p> <p>Task Description: Students who want to receive accommodations on campus must request with the Office of Accommodative Services. They must complete the Accommodation Request Form.</p>		
	<p>Task Name: Approved Academic Accommodations Form (AAAF)</p> <p>Task Description: Complete Approved Academic Accommodations Form (AAAF)</p>		
		<p>02/29/2012 - For Fall 2011, there were 53 students with disabilities registered with the Office of Accommodative Services. All 53 student were provided with academic accommodations. The number of students provided is 53. Therefore, N=53. Since N=53 and all 53 received academic accommodations you have 53/53 which is 100%. Documents, requests for accommodations, letters of accommodations, and the signed instructor receipt forms are contained in files in OAS.</p>	<p>03/12/2012 - OAS needs to follow up on students who have not submitted their faculty forms so that all of these forms will be filed in their folders in OAS.</p> <hr/> <p>02/29/2012 - The Office of Accommodative Services is recommending that the college</p>

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		<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Service Units Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: The Office of Accommodative Services is recommending that we pay our service providers (sign language interpreters) in a timely manner.</p> <p>Budget Related Performance Indicators: 2. To ensure students with disabilities receive reasonable academic accommodations, services, and assistive technologies needed to support their learning experience in order to empower the students to succeed in their course and study.</p> <p>Related Documents: AAAF Faculty Signature Copy Revised.pdf Request for Accommodation Form</p>	<p>purchase assistive technology learning devices for the the entire campus to lessen the amount of time that faculty and students spend in negotiatiing reasonable accommodations.</p> <hr/>

Accommodative Services - Maintaining and Improving Grade Point Average (GPA) - FA2011-SP2013 SSUO#2:
Students with disabilities who are receiving reasonable academic accommodations and additional support services will increase or maintain their GPA. 50% of the total students with disabilities receiving reasonable academic accommodations will maintain and/or improve their GPA to a 2.0 or better.

Outcome Types:
SSUO

Artifact/Instrument/Rubric/Method/Tool Description:
OAS will monitor student progress by obatining progress reports from instructors. OAS will also review and compile the GPA at the end of the semseter.

Type of Artifact/Instrument/Rubric/Method/Tool:
Document Review

Criterion (Written in %):
50% of the students receiving reasonable academic accomodations will receive at GPA of 2.0 or better by the end of each

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list SSUO#2 relates to ISMP goal in using assessment results for accountability and program improvement. Students maintaining their GPA is part of their assessment in prusuing education.</p>	<p>semester.</p> <p>Budget-Related Proposed Outcomes: Assessment through survey, GPA, and review of services indicating 50% of students with disabilities are maintaining a grade point average of 2.0 or better</p> <p>Related Documents: Student Progress Report - 2.pdf Student GPA Form.pdf</p> <p>Task Name: Progress Reports</p> <p>Task Description: OAS will request student progress around midterm to follow up on students' academic performance in class.</p>		
		<p>02/29/2012 - For Fall 2011, there were 53 students with disabilities registered with the Office of Accommodative Services. All 53 students were provided with academic accommodations. Therefore, N=53. Out of this 53 students, At least 32 students or 62% improved and maintained their GPA with a 2.0 or better.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. To ensure compliance with legal requirements by facilitating reasonable accommodations among students, faculty, and college community; in order for student with disabilities to have equal access to all learning opportunities offered by Guam Community College.</p> <p>Related Documents: Student GPA Form.pdf</p>	<p>03/12/2012 - The remaining 38% who did not receive a GPA of 2.0 or better will be referred to Project Aim to seek services such as tutoring in order for them to improve their GPA to a 2.0 or better.</p> <hr/> <p>02/29/2012 - The Office of Accommodative Services is recommending that faculty incorporate universal design in conducting their classroom instruction. Universal design allows both faculty and students to spend less amount of time and energy negotiating accommodations.</p> <hr/>

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		AAAF Copy of Student GPA Spring 2012[2].pdf Student GPA Fall 2011[1].pdf Re Referrals from OAS.pdf	
<p>Accommodative Services - High Tech Center - FA2011-SP2013 SSUO#3: Students with disabilities will be able to have a high tech center equipped with assistive technology, learning software, and auxiliary aids and services to address learning barriers in order to access educational materials at Guam Community College.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list SSUO#3 relates to the ISMP goal that allows programs and services to identify, analyze, and use assessment results for accountability and program improvement.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Request additional funding from local budget, seek grant funding and donations, to fund this high tech center for students with disabilities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 90% of students registered with OAS will have access to this high tech center to utilize the assistive technology, learning software, auxiliary aids and services to enhance their learning and access educational information to address learning barriers.</p> <p>Budget-Related Proposed Outcomes: Issuing appropriate academic accommodations every semester for students who requested for reasonable accommodations</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Once there is money to fund such center, students with disabilities using this center will be required to sign in and out using a log sheet that they are using the center. They will also identify the type of AT devices that they are using to address their learning barriers.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Document Review</p> <p>Criterion (Written in %): Evaluation will be done on the center users to determine their level of satisfaction to using the center.</p> <p>Budget-Related Proposed Outcomes: 2. To ensure students with disabilities receive reasonable academic accommodations, services, and assistive technologies needed to support their learning experience in order to empower the students to succeed in their course and study.</p>		
	<p>Task Name: Funding Research</p> <p>Task Description: Research on grants, donations, and follow up on Memorandum of Agreement with DISID regarding funding for computer equipments and assistive technology.</p>		
		<p>02/29/2012 - 90% of the students registered with the Office of Accommodative Services will utilize this center to access assistive technology for their learning barriers.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The Office of Accommodative Services is not budgeted for this type of task. Options are such as seeking grant money and/or request on the next budget request to appropriate from local funds to fund this type of project. GCC needs to be in compliance with the ADAA but this is a none funded mandate. Therefore, money is</p>	<p>02/29/2012 - Students with disabilities using assistive technology will be able to access educational materials and, therefore, will have a higher learning outcome because they are using assistive technology to maximize their potential.</p> <p>Implementation Status: 03/12/2012 - This process is currently ongoing. Attempts to have Division of Vocational Rehabilitation follow up on the Memorandum of Agreement were not successful. The initial draft MOA has not been fully signed. DVR is currently researching the initial discussion. The OAS</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>desperately needed for this type of project. We also need to identify a facility where we can house this lab.</p> <p>Budget Related Performance Indicators: 2. To ensure students with disabilities receive reasonable academic accommodations, services, and assistive technologies needed to support their learning experience in order to empower the students to succeed in their course and study.</p> <p>Related Documents: MOA.pdf</p>	<p>Implementation Status: Program Specialist met with the GCC MIS Administrator. He indicated that Room 2139 is not capable of accommodating computer equipment for this type of project. There is a need to identify a venue on campus to house this high tech center. More dialogue needs to take place between OAS and Dean of School of Technology and Student Services to identify a facility on campus.</p>
<p>Accounting AS - KNOWLEDGE IN ACCOUNTING - SLO#1 FA10-SP12 Students will apply accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/09/2010</p> <p>End Date: 03/11/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: AH&LA Financial Accounting National Certification Test Certified Bookkeeper Program (CB)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will take the National Examination sponsored by the Educational Institute of the American Hotel & Lodging Association in course AC225 Hospitality Industry Accounting during the last week of the semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 70% of accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (69%) and receive a certificate.</p> <p>Budget-Related Proposed Outcomes: The number of students enrolled in the program will increase by 5%. As the accounting program grows the FTE will need to be filled. Since Ms. Bouchard Miller retired in 2009, the program has only had one assigned faculty.</p>	<p>11/03/2011 - Fall 2010 the class was offered. N= 12 students of these students only 9 or 75% took the certification exam. Of the 9 only 5 or 56% passed the exam. Fall 2011 AC225 was offered as well as AC240, both did not have enough students enrolled so the classes were cancelled.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: We are keeping with the schedule on the Catalog and offering this course Fall only. Additional faculty needs to be identified to teach accounting course to give students a variety of teaching and learning opportunities. Also a dedicated accounting tutor would be beneficial for the program to provide students with support when studying for accounting classes.</p> <p>Budget Related Performance Indicators:</p>	<p>11/29/2011 - A dedicated accounting tutor should be funded for the accounting program to assist students. One was funded with a CTE Grant but her tenor started only on Spring 2011. She will continue until funding is exhausted sometime Spring 2012.</p> <p>Implementation Status: 02/17/2012 - Funding for tutors on campus is necessary. Currently the accounting tutor is funded through a CTE grant, additional funding needs to be found to continue to provide this service and help students succeed. Also additional faculty for the accounting program should be hired as the program grows.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>the previous cycle</p> <p>Notes from the pull/drop down list AC225 course (associated with the AH&LA Financial accounting national certification test) was recently offered in Fall 2011, but the class was cancelled due to low enrollment. In Fall 2010 AC225 was offered. AC240 Certified Bookkeeper was also offered in Fall 2011, but was cancelled due to low enrollment. It will be offered again in Spring 2012.</p>		<p>This test was administered 3 times. The first two times the student takes the test are free, after those two times they must pay @ \$35 for the retake. The tests must also be sent priority mail so results can be obtained quicker. The costs for the mailing should be paid for the college. Performance Indicators for FY2011 does not match and Budget for next request in FY 2013 will be changed to tie into assessment.</p> <p>Related Documents: AC225 Certification Fall 2010</p>	<p>11/03/2011 - AC225 will be offered in Fall 2012. AC240 is being reoffered in Spring 2012.</p> <p>Implementation Status: 02/17/2012 - AC225 will be offered in Fall 2012, but AC240 is being taught by an adjunct this Spring 2012 semester. Results of this class' certification exam results will be known by May 2012.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Accounting Industry Survey was given to industry members at the Association of Government Accountants sponsored conference in August 2010.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry (Employer) Satisfaction Survey</p> <p>Criterion (Written in %): 70% of the participants of the survey will complete the one page survey.</p> <p>Budget-Related Proposed Outcomes: Refer to Budget Request for Accounting Program. Need funding for memberships in organizations and to attend workshops and luncheon meetings.</p>	<p>11/29/2011 - This survey was placed in N=100 packets at the AGA sponsored conference. 49 surveys were completed and returned.</p> <p>Based on the results of this survey, our current accounting program appears to cover the necessary skills that employers are looking for, but over 51% prefer that their employees have a Bachelors degree in accounting. Certification was valued by only 2% of the respondents. An associates by 6%, the remaining did not reply. Based on this survey, the program appears to have a solid base of classes.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: This survey was administered to the AGA registered conference attendees. The AGA has been supportive of the accounting program and made a few announcements encouraging participants to complete the</p>	<p>11/29/2011 - To improve the program more classes should be articulated to a university.</p> <p>Implementation Status: 02/17/2012 - Course guide review is ongoing and based on feedback from students, other faculty and the advisory committee -- 3 classes in the Accounting program have been identified as being suitable for transfer to the University of Guam.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>survey and submit it at the designated place. Faculty (P.Pangelinan) was also in attendance at the conference and helped stimulate interest and discussion about the survey to improve the accounting program.</p> <p>Budget Related Performance Indicators: The Accounting Program received a CTE Grant in July 2010. This grant was to see if we should make certification exams - the capstone for the program and augment the program by showing students career pathways based on accounting degrees. Based on surveys of industry, employers would prefer that students earn a degree. The FY12 budget has some funds for continued membership in organizations such as the AGA. These funds should be continued each year.</p> <p>Related Documents: Accounting Industry Survey</p>	
	<p>Task Name: Survey Accounting Graduates</p> <p>Task Description: Have students rate their knowledge & skills and add questions on computer knowledge.</p>		
	<p>Task Name: Survey Accounting Students</p> <p>Task Description: Accounting instructors in the Business Department, will provide the assessment survey to all the potential accounting graduates scheduled to complete their programs for May 2010.</p>		
<p>Accounting AS - COMPUTER SKILLS IN ACCOUNTING - SLO#2 FA10-SP12 Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete four computerized accounting projects: (1) service business, (2) merchandising business, (3) nonprofit business (4) manufacturing.</p>	<p>02/17/2012 - Class taught by adjunct faculty. Pending assessment results.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>02/17/2012 - Discussed issue of collecting assessment data and artifacts with department chair. A formal arrangement must be in place to ensure assessment efforts</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>business.</p> <p>Outcome Types: SLO-Behavioral outcomes SLO-Cognitive outcomes</p> <p>Start Date: 10/09/2010</p> <p>End Date: 03/11/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list A survey was given to students who were enrolled in accounting classes and declared accounting majors. The survey was given last Spring 2010. It had questions that would assist in evaluating the accounting program courses and guide in what can be done when revisiting the program.</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project.</p> <p>Budget-Related Proposed Outcomes: Review & update 50% of the course guides that are over 5 years old or as needed, with input from the advisory committee. Also need to ensure that the accounting program has a budget to purchase the latest software/equipment for the course (AC233) which were previously funded by at CTE Grant.</p>	<p>Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: The current QuickBooks software must be purchased each time this class is offered and installed in the class and labs on campus for the students and faculty to use for this class. The files also are quite large and may necessitate purchasing portable external hard drives for the faculty to store student work.</p> <p>Budget Related Performance Indicators: Currently the accounting program budget is quite limited and needs to increased for additional faculty, software, & equipment.</p>	<p>are coordinated with adjunct faculty in-line with program plans and assessment expectations.</p> <p>Implementation Status: 03/09/2012 - This course has been taught by adjunct faculty but to ensure that the program continues to provide students with the necessary skills and knowledge these adjunct faculty need to be held accountable for submitting the necessary assessment artifacts and data. Also we should consider hiring additional full-time faculty as the program continues to grow. 02/17/2012 - The department chair is working on increasing the budget for the program and will work on coordinating assessment with adjunct faculty.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Accounting Program Survey created using SurveyMonkey that was sent as a link to all accounting students and declared accounting majors last March 2010 and again in Sept 2011.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): Students who complete the survey will answer 100% of the questions. March 2010 N= 19 students 100% completed.</p> <p>Budget-Related Proposed Outcomes:</p>	<p>12/01/2011 - Sent electronic link to Accounting Exit Survey May2011 to the N = 8 accounting graduates and only 1 or 13% completed the survey. This survey asked the graduate to rate their skill & concept on a scale of 1 - 4 being advanced. 19 out of 43 items were rated a 4 or 44% of their level of knowledge was advanced; 20 out of 43 were rated a 3 or 47% was intermediate; and 4 out of 43 items was rated at beginner or 9%.</p> <p>This survey although completed by only one respondent shows that the program in the students eyes provided them with Intermediate (3) to Advanced (4) skills in the accounting field.</p> <p>Summary of Result Type: Criterion Met</p>	<p>12/01/2011 - This survey though will need to be given prior to students graduating to garner more feedback from the target audience.</p> <p>Implementation Status: 02/17/2012 - The Accounting Exit Survey will be sent electronically right after classes end to the graduates so they can rate their skill levels. But this survey is only the students view point, their employers will also need to be surveyed. Recommend it is done in the first week of May -- to get more</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Budget for 2012 does not include another accounting faculty. The lone FTE Ms. P. Pangelinan will continue to work on these items that are recommended time permitting and her other teaching duties.</p> <p>Related Documents: 2010 Accounting Program Survey 2011 Accounting Program Survey Fall 2011.pdf</p>	<p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: We may want to send the survey via the mail (hardcopy) or request graduates via phone to complete the survey then update their email & resend link. Also an additional questions should be asked to have the student rate their skills in QuickBooks or accounting software and in Spreadsheets and in Word Processing.</p> <p>Budget Related Performance Indicators: Budget Related Performance Indicators: Budget for FY2012 for Accounting should include for this type of mailing.</p> <p>Related Documents: Accounting Graduate Survey May 2011.pdf</p>	<p>Implementation Status: <u>graduates participating.</u></p>
	<p>Task Name: AC225 Rethink Course Offering</p> <p>Task Description: Description: Survey accounting majors who intend to take AC225 about the best time to offer this course. Consider the times offered of other accounting courses that may also be needed by the same target group. Schedule AC225 for Spring 2008 and assist students who may enroll in this course.</p>		
	<p>Task Name: Develop Three Projects for AC233 QuickBooks</p> <p>Task Description: AC233 will be offered for Spring 2008. The department chairperson with assistance</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>from Carmen Santos will further structure the three projects for the QuickBooks course and make changes to the rubric measurement tool if necessary.</p> <p>Task Name: Program Level SLO#1</p> <p>Task Description: AC100/AC101 (211)/ AC102/AC103 (212) have purchased General Ledger accounting software for use with the current textbooks.</p> <hr/> <p>Task Name: Program Level SLO#1.a</p> <p>Task Description: QuickBooks software needs to be budgeted into the accounting program so the software can be purchased each time the course is taught if the text book has changed.</p>		
<p>Accounting AS - ACCOUNTING STUDENT DISPOSITIONS & VALUES - SLO#3 FA10-SP12</p> <p>Students will develop dispositions and values suitable to the practice of accounting</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/11/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The featured "questionnaire" in TracDat will be used to obtain student perceptions about their training while attending GCC.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 50% of the graduating students who are asked to complete the questionnaire will provide their ratings.</p> <p>Budget-Related Proposed Outcomes: At least 70% of the participants will indicate that their respective course/program requirements prepared them for the work force and/or may lead to employment with their respective company/organization.</p> <p>Related Documents:</p>	<p>02/17/2012 - See below for the results of the Accounting Graduate Survey, given May 2011.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The former method of mailing the "questionnaire" was difficult to do. The lone accounting faculty was responsible for administering and collecting this data. There was no budget for mailing supplies. So she converted the questionnaire to a survey that can be emailed to the students.</p> <p>Budget Related Performance Indicators: Emailing is cost effective, but additional faculty is necessary for the program to</p>	<p>02/17/2012 - The questionnaire continues to be a good tool. It has been revamped to be sent electronically to graduates to answer. More students are declared as accounting majors and additional faculty is required. Also an accounting tutor is necessary per students feedback.</p> <p>Implementation Status: 03/09/2012 - Spring 2012 the program has 116 declared accounting students. These students though are not reflected under the lone accounting faculty as their advisee. This continues to be a challenge in communicating with</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Other</p> <p>Notes from the pull/drop down list Using Survey Monkey, P. Pangelinan created the same questionnaire as was previously used and emailed it to the students who graduated in May 2011.</p>	<p>Accounting Graduate Survey</p>	<p>grow..</p>	<p>Implementation Status: these students. An accounting survey continues to be given at the end of the spring semester to get students perceptions on the program and for improvement. 02/17/2012 - The program will need a larger budget to survive -- since additional faculty, an accounting tutor, equipment & software are necessary.</p>
		<p>02/17/2012 - Data was not collected using TracDat questionnaire feature. Instead Survey Monkey was the method used to survey students about their evaluation of the program SLO.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Faculty will deliver instruction utilizing current data and information.</p>	<p>02/17/2012 - Free on-line survey, Survey Monkey, was used to gather students response to the SLO.</p> <p>Implementation Status: 03/09/2012 - This survey needs to be sent to students prior to them graduating using the electronic survey - versus mailing.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Accounting Graduate survey was created using Survey Monkey. It was emailed to students that graduated last May 2011 N= 8, and only 1 or 13% answered the survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): The survey had students rate their level of knowledge on a scale of 1-4 after graduating from the accounting program at</p>	<p>11/03/2011 - This survey was emailed to students that graduated last May 2011 N = 8, and only 1 or 13% answered the survey. Overall the student rated themselves with an Intermediate knowledge, closely followed by the Advanced rating.</p> <p>Sent electronic link to Accounting Exit Survey May2011 to the N = 8 accounting graduates and only 1 or 13% completed the survey. This survey asked the graduate to rate their skill & concept on a scale of 1 - 4 being advanced. 19 out of 43 items were rated a 4 or 44% of their level of knowledge was advanced; 20</p>	<p>12/01/2011 - In conjunction with the survey we should include the rating of the students in the AC298 Cooperative Education course. In spring 2011 the course was taught by an adjunct who did not provide the data. This will be reassessed in the fall 2011 term.</p> <p>Right now there is only one faculty in the accounting program and only a few of the suggestions provided by the students can be prioritize for the next assessment review.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>GCC.</p> <p>Budget-Related Proposed Outcomes: Budget 2012 does not include for a new accounting faculty. After various surveys of students they feel that there is a need for a additional accounting faculty.</p> <p>Related Documents: Accounting Graduate Survey May 2011.pdf Accounting Graduate Survey</p>	<p>out of 43 were rated a 3 or 47% was intermediate; and 4 out of 43 items was rated at beginner or 9%.</p> <p>This survey although completed by only one respondent shows that the program in the students eyes provided them with Intermediate (3) to Advanced (4) skills in the accounting field. This survey though will need to be given prior to students graduating to garner more feedback from the target audience.</p> <p>A conference was held last April 2011 and all accounting advisees were invited to the conference. A written survey was conducted on what they thought about the conference and the Accounting Program Survey was sent to them electronically on October 2011.</p> <p>The results of the surveys has provided direction for the program. IE 68% of students want more courses to articulate to a university. 63% want to reduce the number of prerequisites for classes. 57% of students are asking for accounting courses to be offered on Saturdays. 54% for the program to have AC240 Certified Bookkeeper as the capstone course.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: The survey may need additional follow-up to ensure that students complete it. We may want to consider having it mailed with a return envelope.</p> <p>Budget Related Performance Indicators:</p>	<p>Implementation Status: 02/17/2012 - The Accounting Graduate survey needs to be administered in the first week of May and if not completed by at least 50% of the graduates then it should also be mailed. But their also needs to be a survey done on employers of the students to see the employers views on the students we are providing.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Program Level SLO #3</p> <p>Task Description: Survey potential accounting graduates</p>	<p>Budget 2013, should include funds for mailing surveys.</p> <p>Related Documents: Blank Accounting Graduate Survey Accounting Graduate Survey May 2011.pdf</p>	
<p>Accounting AS - AY06-07 SLO#1 ACCOUNTING STUDENT PERCEPTIONS - Students will convey their perceptions regarding accounting knowledge gained from completing the accounting program at GCC.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/03/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The featured "questionnaire" in TracDat will be used to obtain student perceptions about their training while attending GCC.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 50% of the graduating students who are asked to complete the online questionnaire will respond and provide "write in" answers to some questions that will be useful for the Accounting Department.</p>	<p>03/13/2008 - No data was collected during Fall 2008 for this SLO. All accounting majors graduating in May 2008 for academic year 2007-2008 will be asked to complete the questionnaire for assessment purposes.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: A list of potential graduates will be obtained from the registrar's office and the accounting instructors will be responsible to solicit the input from the students.</p> <p>Budget Related Performance Indicators: Not provided during this assessment cycle.</p> <p>Related Documents: AY06-07 SLO#3 Accounting Exit Survey for Graduates.pdf</p>	
		<p>05/25/2007 - The DC of the Business Department requested a list of accounting majors planning to graduate in May 2007 from the registrar's office. The list contained seven student names. During the month of May, all seven students completed a</p>	<p>09/11/2007 - The Business Advisory Committee will review the results of the accounting surveys completed by seven graduates during the Fall semester 2007.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>hard copy of the questionnaire used by the department for assessment purposes.</p> <p>Three out of the seven did complete their graduation requirements as of December 2006. Criteria has been met. 100% of accounting students completing the program requirements in May 2007 completed the department's survey.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: AY06-07 SLO#3 AY06-07 Advisory Committee Minutes.pdf</p>	
		<p>03/06/2007 - The DC of the Business Department sent out email requests to 15 accounting students who may or may not have been completing their associate degrees in accounting in early November 2006. The potential graduates were asked to complete the TracDat survey ONLY if the student expected to fulfill all requirements by Dec. 2006. A web link was included in the email for access to the survey by the student.</p> <p>Three (3) students responded to all questions as of the December 31,2006 deadline.</p> <p>March 2, 2007 was a published deadline for GCC students to apply for graduation for academic year 2006-2007. Seven students have indicated they will meet or have already completed the accounting program requirements for graduation.</p> <p>Three out of the seven did complete their graduation requirements as of December 2006.</p>	<p>03/06/2007 - The results of the survey need to be discussed with the Business Advisory Committee and other department faculty members. Areas of strengthens and weaknesses need to be identified. Efforts should be to maintain the factors assisting students with success and explore avenues to improve areas of weakness. Writing improvement, for example, scored low in all three of the student perceptions.</p> <p>Follow-Up: 09/11/2007 - The Business Advisory Committee met at Ladera Tower on March 23, 2007. The analysis of the survey questions indicated one area that could be improved in the accounting program: Ethics for Accountants. From the mapping exercise of the Accounting</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Criteria has been met. 100% of accounting students completing the program requirements in Dec. 2006 completed the department's survey.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	<p>Program, no service learning objectives are written anywhere in the program that focus on the issue of ethics in the field of accounting. Further discussion will identify courses in the program where issues regarding ethics should be included. A unit of study related to ethics should be included in the Accounting Program.</p> <p>On September 7, 2007, AC240 Certified Bookkeeper Review course guide was revised and submitted for Follow-Up: curriculum approval. A unit of study was added to the course entitled, "Certified Bookkeepers' Code of Ethics for Internal and Public Accountants."</p>
	<p>Task Name: Program Level SLO #3</p> <p>Task Description: Survey potential accounting graduates</p>		
<p>Accounting AS - AY06-07 SLO#2 KNOWLEDGE IN ACCOUNTING THEORY - Students will develop dispositions and values suitable to the practice of accounting in the real world.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/03/2008</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will take the National Examination sponsored by the Educational Institute of the American Hotel & Lodging Association in course AC225 Hospitality Industry Accounting during the last week of the semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 70% of accounting majors taking the</p>	<p>03/13/2008 - AC225 was offered for Fall 2008 and canceled for enrollment. No data was collected for Fall 2008 for this SLO.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Offer this course so it does not conflict with other student courses needed for the</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Program Level SLO Industry National Certification: N/A	national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (69%) and receive a certificate.	same semester. Related Documents: AY06-07 SLO#2 Fall 2006 National Exam.pdf	
		09/11/2007 - AC225 Hospitality Accounting is a Fall only offering. This course was cancelled for Fall 2007 due to low enrollment. Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact	
		02/26/2007 - Six (6) of eleven students or 55% taking the national examination for Fall 2006 passed above 69% (the national average) and received a certificate from the Educational Institute. Criteria has not been met for this semester. 70% of students should have passed the national exam to meet the criteria. Or, eight out of eleven students would have needed to pass the exam. Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Related Documents: AY06-07 SLO#2 Fall 2006 National Exam.pdf	02/26/2007 - The national exam is proving to be a good measure of the cumulative learning for the accounting majors. Providing students with an instructor from the hospitality industry is very important for this course; department chair must find qualified instructors from the hotel industry for this course.
	Task Name: Survey Accounting Students Task Description: Barbara and Pilar, accounting instructors in the Business Department, will provide the		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>assessment survey to all the potential accounting graduates scheduled to complete their programs for May 2008. Each will visit particular courses, such as OA211, to provide the questionnaires to the individual students during the month of April 2008.</p>		
<p>Accounting AS - AY06-07 SLO#3 COMPUTER SKILLS IN ACCOUNTING - Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/03/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete four computerized accounting projects: (1) service business, (2) merchandising business, (3) nonprofit business (4) manufacturing.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project.</p> <p>Budget-Related Proposed Outcomes: Need to purchase software for these courses, QB costs approximately \$599.95 & Peachtree @\$1000.</p>	<p>05/07/2009 - Students enrolled in AC233 QuickBooks completed the final project by May 5, 2009. Seventeen students or 100% of enrolled students completed the project scoring 4.0 on a rubric to measure the objectives for the project.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Course Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: A new textbook was used for Spring 2009 and QuickBooks Premier Version 2009 was also purchased for the course. (25 licenses) The final project was changed and modified to match the objectives of the course.</p> <p>Related Documents: QuickBooks Final Project Spring 2009</p> <p>03/13/2008 - 91% of all students (n=11) or 10 students completed a computerized Project 2 for a merchandise business by November 17, 2007 in AC233 Accounting on the Computer Using QuickBooks.</p> <p>A rubric was used to score the results.</p> <p>Expert (4.5-4.0) Result was 9</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Journey-Person (3.9-3.5) Result was 1 Apprentice (3.4-3.0) Result was 0</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% scored at 3.5 or higher.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Carmen Santos, a new adjunct instructor, developed the structure of Project #2 for the QuickBooks course for assessment. One student enrolled did not turn in a hard copy of the project. No explanation was provided by the instructor in notes or artifacts supplied to the department.</p> <p>Related Documents: AY06-07 SLO#1 AC233 Project #2 Merchandise.pdf AY06-07 SLO#1 Rubric for Projects on Accounting on the Computer.doc</p>	
		<p>03/13/2008 - 91% of all students (n=11) or 10 students completed a computerized Project 3 for a Business entitled "Horizon Financial Planning by December 8, 2007 in AC233 Accounting on the Computer Using QuickBooks.</p> <p>A rubric was used to score the results.</p> <p>Expert (4.5-4.0) Result was 8 Journey-Person (3.9-3.5) Result was 2 Apprentice (3.4-3.0) Result was 0</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 91% scored at 3.5 or higher.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: QuickBooks Complete used to instruct this course does offer learning objectives for nonprofit businesses. Instead, more modules for financial accounting functions are introduced. Project #3 measured bank reconciliation, reports and graphs, and analysis.</p> <p>Related Documents: AY06-07 SLO#1 AC233 Project #3 Bank.pdf AY06-07 SLO#1 Reconciliation and Analysis.pdf AY06-07 SLO#1 Rubric for Projects on Accounting on the Computer.doc</p> <p>03/11/2008 - 82% of all students (n=11) or 9 students completed a computerized Project 1 for a Service Company by November 3, 2007 in AC233 Accounting on the Computer Using QuickBooks.</p> <p>A rubric was used to score the results.</p> <p>Expert (4.5-4.0) Result was 9 Journey-Person (3.9-3.5) Result was 0 Apprentice (3.4-3.0) Result was 0</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 82% scored at 4.0 or higher. Two students who had originally enrolled in the course did not hand in a hard copy of project #1. No explanation was provided by the adjunct instructor, Carmen Santos.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: A new adjunct instructor was assigned for this semester, Fall2007, Carmen K. Santos. The projects were modified for QuickBooks and are similar to the projects assessed for PeachTree.</p> <p>Related Documents: AY06-07 SLO#1 Project #1 for AC233 Fall 2007 AY06-07 SLO#1 Rubric for Projects on Accounting on the Computer.doc</p> <p>03/07/2007 - 86% of all students (n=14) completed a computerized Project 4 for a Manufacturing Business by December 3, 2006 in AC232.</p> <p>Two students did not complete the project.</p> <p>A rubric was used to score the results.</p> <p>Expert (4.5-4.0) Result was 8 Journey-Person (3.9-3.5) Result was 4 Apprentice (3.4-3.0) Result was 0</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% scored at 3.5 or higher.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>No budget impact</p> <hr/> <p>03/07/2007 - 100% of all students (n=14) completed a computerized Project 2 for a merchandise business by November 1, 2006 in AC232.</p> <p>A rubric was used to score the results.</p> <p>Expert (4.5-4.0) Result was 13 Journey-Person (3.9-3.5) Result was 1 Apprentice (3.4-3.0) Result was 0</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% scored at 3.5 or higher.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
		<p>03/07/2007 - 100% of all students (n=14) completed a computerized Project 1 for a Service Company by October 1, 2006 in AC232.</p> <p>A rubric was used to score the results.</p> <p>Expert (4.5-4.0) Result was 12 Journey-Person (3.9-3.5) Result was 2 Apprentice (3.4-3.0) Result was 0</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% scored at 3.5 or higher.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>05/11/2007 - The development of this course as a capstone experience for the accounting majors has met the objectives of the accounting program. TheCollege has been receiving requests to offer QuickBooks as well as PeachTree. A QuickBooks course should be added to the accounting program as an elective option. This course will also be a capstone experience requiring the same assessment measurement tools as the PeachTree course.</p> <p>Follow-Up: 06/01/2007 - AC233 Accounting on the Computer Using QuickBooks</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Budget Implications: No budget impact</p>	<p>was developed as a new course for the accounting program effective Fall 2007. Rubrics will need to be created to measure the three projects in the course that will be used for assessment purposes. Additionally, the Accounting Program was revised to add AC233 to the program requirements.</p>
		<p>03/07/2007 - 86% of all students (n=14) completed a computerized Project 3 for a Nonprofit Business by December 3, 2006 in AC232. Two students did not complete the project.</p> <p>A rubric was used to score the results.</p> <p>Expert (4.5-4.0) Result was 8 Journey-Person (3.9-3.5) Result was 3 Apprentice (3.4-3.0) Result was 1</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher. 79% scored at 3.5 or higher.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
	<p>Task Name: AC225 Rethink Course Offering</p> <p>Task Description: Description: Survey accounting majors who intend to</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>take AC225 about the best time to offer this course. Consider the times offered of other accounting courses that may also be needed by the same target group. Schedule AC225 for Spring 2008 and assist students who may enroll in this course.</p> <p>Task Name: Develop Three Projects for AC233 QuickBooks</p> <p>Task Description: AC233 will be offered for Spring 2008. The department chairperson with assistance from Carmen Santos will further structure the three projects for the QuickBooks course and make changes to the rubric measurement tool if necessary.</p> <p>Task Name: Program Level SLO#1</p> <p>Task Description: Develop three projects for AC233</p> <p>Task Name: Program Level SLO#1.a</p> <p>Task Description: Survey students</p>		
<p>Accounting AS - AY04-05 SLO#1 ACCOUNTING STUDENT ATTITUDES - Students will express their opinions regarding values learned from practicing accounting theory and principles.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2004</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A forty-three question exit survey will be completed by all students enrolled in AC232 and AC240 during their last semester of the degree program. Exiting students in other accounting classes will also be identified and asked to complete a survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): Graduating accounting majors will rate their own satisfaction level of their accounting training at a minimum of 80%</p>	<p>05/01/2004 - AC240 Exit Survey Spring 2004: 100% of the graduating accounting majors (n=9) for Spring 2004 completed the exit survey in course AC240 Certified Bookkeeper Review. The students were asked to evaluate their own level of competency for forty-three accounting competencies were tabulated directly from accounting course guides in the accounting program.</p> <p>Students weighted each item related to their own perceived level of accomplishment. The average (n=9) results are as follows:</p> <p>0=no knowledge</p>	<p>04/07/2005 - INTERMEDIATE (41%) PLUS ADVANCED (47%) = 88%. The criterion of 80% has been met. A goal of the accounting program is to instill in accounting students a high level of confidence in their attitudes about the field of accounting. Since graduating accounting majors show an extremely high level of perceived competency with the training they are receiving from the accounting program, no action needs to be taken at this time.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>combining their responses for both intermediate and advanced on an exit survey.</p>	<p>1=beginner 2=intermediate 3=advanced</p> <p>1%, 11%, 41% & 47%</p> <p>Accounting majors graduating in Spring 2004 rated 43 accounting skills. 47% of the 43 skills was rated at ADVANCED level, 41% at INTERMEDIATE level, 11% at BEGINNER level, 1% at NO KNOWLEDGE level.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Click on the Related Data tab to see a complete analysis of the data above. The document name is Summary of Results for Exit Survey Spring 2004.</p> <p>The last Assessment Report dated September 23, 2003 did not include this data. This data will be reported in the next Assessment Report dated October 3, 2005.</p> <p>Not all accounting graduates completed this survey. Graduating students of accounting may not be taking an accounting course during their last semester of the accounting program. It will be necessary to establish a method to locate all the graduating accounting majors each semester to capture more accurate data. The goal is for all accounting majors graduating to complete the exit survey.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Accounting AS - AY04-05 SLO#2 COMPUTER SKILLS IN ACCOUNTING - Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2004</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete three computerized accounting projects: (1) service business, (2) merchandising business, (3) nonprofit business.</p> <p>For a description of the three (3) student projects, see Document Link below. The student projects can also be viewed from the Query & Report menu under these reports:</p> <p>Assessment Impact Assessment Plan or Observation by Assessment Method</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to measure a computerized project.</p>	<p>05/09/2005 - 100% of all students (n=11) completed a computerized Project 3 for a Nonprofit Business by May 9, 2005 in AC232.</p> <p>A rubric was used to score the results. Accounting Project 3 Nonprofit Business, which describes the performance and descriptor indicators.</p> <p>Expert (4.5-4.0) result was 9 Journey-person (3.9-3.5) result was 2 Apprentice (3.4-3.0) result was 0</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <hr/> <p>04/18/2005 - 100% of all students, (n=11) completed a computerized Project 2 for a Sales & Service Company by April 18, 2005 in AC232.</p> <p>A rubric was used to score the results.</p> <p>See Related Data below then click View File to see the document entitled Rubric-Computerized Accounting Project 2, which describes the performance and descriptor indicators.</p> <p>Expert (4.5-4.0) Result was 8 Journey-Person (3.9-3.5) Result was 3 Apprentice (3.4-3.0) Result was 0</p> <p>Criteria has been met of 70% of students completing the project will score 3.5 or higher. 100% a minimum of 3.5 or higher.</p>	<p>05/11/2005 - Spring 2005 Semester was the first time the new requirements developed in the approved course guide of November 2004 were implemented. Three students were admitted to the course through registration that did not meet the new prerequisites. All three performed a Add/Drop. The plan is to develop a measurement tool, such as a rubric for a Computer Projector or Checklist for each computer project in this capstone course. This will raise the standard for each project and also assist with evaluating the weaknesses in student skill development.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
		<p>03/20/2005 - AC232 Project 1-Service Compromising 2005: 100% of all students (n=11) completed a computerized Project 1 for a Service Company by March 20, 2005 in AC232. A rubric was used to score the irregularities describes the performance and descriptor indicators.</p> <p>Expert (4.5-4.0) result was 7 Journey-person (3.9-3.5) result was 4 Apprentice (3.4-3.0) result was 0</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: The rubric was designed by faculty Barbara S. Bouchard-Miller. The Business Department did not have an active advisory committee at the time of the data collection. Therefore, the student projects were evaluated by the instructor, Barbara S. Bouchard-Miller. Efforts will be made to have outside sources do another evaluation before May 10, 2005. Therefore, the results will be averaged at that time. Efforts will be made to solicit at least two other evaluators that will serve as outside voices for the evaluation of this student project.</p>	<p>05/13/2005 - 100% scored at or above 3.5 on a 5.0 rubric. Criterion has been met. No action is needed at this time.</p>
		<p>05/03/2004 - AC232 Project 3-Nonprofit Business-Spring 2004:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>100% of all students (n=19) completed a computerized Project 3 for a nonprofit business by May 3, 2004 in AC232. A rubric was used to score the results.</p> <p>Expert (4.5-4.0) result was 18 Journey-person (3.9-3.5) result was 1 Apprentice (3.4-3.0) was 0</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005.</p>	<p>05/11/2004 - The computerized projects were incorporated into this course for the first time this semester, Spring 2004. A new course will be developed to change the prerequisites for AC232, develop the curriculum into a capstone course, and require the three projects on the computer as mandatory. This will be completed by Dec. 2004.</p> <p>FOLLOW UP: 11/15/2004 A revised course guide was approved on November 15, 2004 which created AC232 as the capstone course for the accounting program. The prerequisites were changed to AC103, AC150, AC110. The name of the course was changed to AC232 Accounting on the Computer Using Peachtree. The capstone projects are included in the course competencies. The course guide and its new requirements will be implemented for Spring 2005.</p> <p>Implementation Status: 11/15/2004 - A revised course guide was approved on November 15, 2004 which created AC232 as the capstone course for the accounting program. The prerequisites were changed to AC103, AC150, AC110. The name of the course was changed to AC232 Accounting on the Computer Using Peachtree. The capstone projects are included in the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>04/06/2004 - AC232 Project 2-Merchandise Business-Spring 2004: 95% of all students (n=19) completed a computerized Project 2 for a Sales & Service Company by April 6, 2004 in AC232. A rubric was used to score the results.</p> <p>Expert (4.5-4.0) result was 14 Journey-person (3.9-3.5) result was 3 Apprentice (3.4-3.0) result was 1</p> <p>The criteria has been met of 70% of students completing the project will score 3.5 or higher, 94% scored at 3.5 or higher.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005.</p>	<p>Implementation Status: course guide and its new requirements will be implemented for Spring 2005.</p> <hr/>
		<p>03/11/2004 - AC232 Project 1-Service Compromising 2004: 100% of all students (n=19) completed a computerized Project 1 for a Service Company by March 11, 2004, in C232. A rubric was used to score the results. Click on View File to see the document entitled Rubrics[uterized Accounting Project 1, which describes the performance and descriptor indicators.</p>	<p>05/14/2004 - 100% scored above 3.5 on a rubric of 5.0. Criter has been met. No action is needed at this time.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Expert (4.5-4.0) Result was 16 Journeyman's (3.9-3.5) Result was 3 Apprentice (3.4-3.0) Result was 0 Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This data was not included in the last Assessment Report dated September 23, 2003. It will be reported in the Assessment Report dated October 3, 2005.</p> <p>The data was collected by Ronnie Hoque during Spring 2004 on the date indicated. No one scores the results using a rubric until April 2005. The department has a problem finding sources outside the College to participate in scoring assessment artifacts.</p>	
<p>Accounting AS - AY04-05 SLO#3 KNOWLEDGE OF ACCOUNTING THEORY - Students will recall accounting theory and principles in accounting procedures and practices for either financial and/or hospitality accounting systems. Outcome Types: SLO-Behavioral outcomes Start Date: 10/11/2004 End Date: 10/03/2005 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will take the National Examination sponsored by the Educational Institute of the American Hotel & Motel Association. The exam will be offered during the final week of the semester for course AC225 Hospitality Industry Accounting. This course is a Fall ONLY course. However, for Fall 2004, this course did not have the required minimum number of students enrolled. Therefore, the course was offered for Spring 2005, thereby rescheduling the National Examination until early May 2005. Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>05/10/2005 - AC225 National Certification Exam Spring 2005: Three or 50% of total examinees (n=6) taking the national examination for Spring 2005 passed above 69% (the national average) and received a certificate from the Educational Institute. This course serves TWO PROGRAMS (Accounting n=4) and Hospitality (n=2)). Given that the program competencies that are being measured would be different for each group of students, the results are not accurately reflecting the learning outcomes of the Associate of Science in Accounting. RESULTS OF ACCOUNTING MAJORS ONLY</p>	<p>10/03/2005 - The course prerequisites are to be revisited this academic year by the Accounting Program. The course guide is to be revised and updated. Expected date of completion is May 1, 2006. Cooperation with the Tourism Department became very evident during August 2005. Lucrecia J. Arongay, course instructor for AC225 for Fall 2006 was required to resign after only one meeting with the students. The Business and</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
N/A	<p>National & International Certification Exam Criterion (Written in %): 70% of accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (69%) and receive a certificate.</p> <p>Related Documents: Fall 2005 National Exam.pdf</p>	<p>100% of accounting majors (n=3) who took the test passed above 69% (the national average) and received a certificate from the Educational Institute. None of the enrolled Hospitality majors passed the exam.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: AC224 Fall semester course did not enroll the required minimum number of students (14) and was cancelled. The Spring 2005 was allowed to continue with only 12 enrolled in the course.</p> <p>However, only 8 students finished the course with 6 students taking the national exam. Two students are scheduled to take the exam during Fall 2005 semester with the instructor for Fall 2005.</p>	<p>Tourism Departments work diligently together to find a replacement instructor from the hotel industry. Within only one week, Mr. Fred Granillo from the HSBC filled the position.</p> <hr/>
<p>Accounting AS - AY01-02 SLO#1 KNOWLEDGE OF ACCOUNT THEORY - To interpret and apply fundamentals of accounting principles for business events related to accounting systems for financial accounting and hospitality accounting.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/11/2002</p> <p>End Date: 09/23/2003</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 70% of the accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (69%) and receive a certificate.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): Students will take the National Examination sponsored by the Educational Institute of</p>	<p>09/23/2003 - 82% of those taking the national examination passed above 60% and received a certificate from the Educational Institute. 90% of those scores were above 70% and the highest score was 87%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1</p>	<p>09/23/2003 - Continue to seek qualified faculty in hospitality accounting to teach this discipline.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>the American Hotel & Motel Association. The exam will be offered during the final week of the semester for course AC225 Hospitality Industry Accounting. This course has a Fall only designation, but is offered other times upon demand.</p>		
<p>Accounting AS - AY01-02 SLO#2 COMPUTERIZED ACCOUNTING SKILLS - To complete accounting tasks similar to those performed in a business environment, to include. (a) Create adjusting journal entries for a business applying accounting concepts and software procedures using PeachTree company files. (b) Prepare computer generated financial statements: (a) Income Statement, (b) Balance Sheet, (c) Statement of Changes in Owner's Equity, (d) Cash Flow Statement applying software procedures using PeachTree company files.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/11/2002</p> <p>End Date: 09/23/2003</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Computerized Case Problem using PeachTree Accounting Software. Problem 1A, Chapter 7 will be collected from the course textbook sponsored by Transnational Management Group.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 70% of accounting students completing the case problem will score a minimum of 3 out of 5 possible points on a rubric designed to measure student performance. Note: See Document Link</p> <p>Related Documents: Fall 2002 National Exam</p>	<p>09/23/2003 - Due to time constraints and other problems, rating sheets were not used to evaluate the simulation projects. A final examination was scored as a substitute. All scores were above 70%; the average score was 88%.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	<p>09/23/2003 - A capstone course or capstone experience does not exist in the associate degree for accounting. The computerized accounting course, a self-paced, independent study methodology, was a poor choice as a capstone experience. Reevaluate the program's flexible structure and develop one or more capstone experiences in the electives above AC200.</p>
<p>Accounting AS - AY01-02 SLO#3 PAYROLL ACCOUNTING - Prepare payroll for a small sole proprietorship for one pay period using PeachTree software.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/11/2002</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will generate a payroll register in course AC232 for a sole proprietorship for one pay period using Peachtree accounting software.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience</p>	<p>09/23/2003 - None of the students had the time to complete this payroll project.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications:</p>	<p>09/23/2003 - The intent was to create a capstone experience, however, the added workload was too much for the students to complete. Revisit the course guide for AC232 and include a final project.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>09/23/2003</p> <p>Outcome Status: Not currently being assessed</p>	<p>Criterion (Written in %): 70% of accounting students completing the payroll register will score a minimum of 100% (no errors).</p>	<p>No budget impact</p>	
<p>Accounting AS - AY01-02 SLO#4 ACCOUNTING STUDENT ATTITUDES - Students will evaluate their self confidence level having completed a two-year accounting program.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/11/2002</p> <p>End Date: 09/23/2003</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will evaluate their self confidence level having completed a two-year accounting program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 80% of students graduating with an associate degree will indicate a minimum level of satisfactory on an exit survey.</p>		
<p>Program Level SLO Industry National Certification: N/A</p>		<p>09/23/2003 - 80% of graduating students indicated an above average level of satisfaction when rating their level of knowledge on various accounting topics.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	<p>09/23/2003 - No action necessary.</p>
<p>Accounting AS - Map SLO#1 KNOWLEDGE OF ACCOUNTING THEORY - Students will recall accounting theory and principles in accounting procedures and practices for either financial and/or hospitality accounting systems.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date:</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/11/2004 End Date: 10/03/2005 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A</p>			
<p>Accounting AS - Map SLO#2 KNOWLEDGE IN ACCOUNTING THEORY - Students will develop dispositions and values suitable to the practice of accounting in the real world. Outcome Types: SLO-Affective outcomes Start Date: 10/09/2006 End Date: 03/03/2008 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A</p>			
<p>Accounting AS - KNOWLEDGE IN ACCOUNTING_1 - SLO#1 FA12-SP14 Students will apply accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems. Outcome Types: SLO-Behavioral outcomes Start Date: 10/01/2012 End Date: 03/15/2014 Outcome Status: Currently being assessed Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will take the National Examination sponsored by the Educational Institute of the American Hotel & Lodging Association in course AC225 Hospitality Industry Accounting during the last week of the semester. Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam Criterion (Written in %): 70% of accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national</p>		

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<p>Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>standard (69%) and receive a certificate.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Accounting Industry Survey was given to industry members at the Association of Government Accountants sponsored conference in August 2010.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry (Employer) Satisfaction Survey</p> <p>Criterion (Written in %): 70% of the participants of the survey will complete the one page survey.</p> <p>Task Name: Survey Accounting Graduates</p> <p>Task Description: Have students rate their knowledge & skills and add questions on computer knowledge.</p> <p>Task Name: Survey Accounting Students</p> <p>Task Description: Accounting instructors in the Business Department, will provide the assessment survey to all the potential accounting graduates scheduled to complete their programs for May 2010.</p>		
<p>Accounting AS - COMPUTER SKILLS IN ACCOUNTING_1 - SLO#2 FA12-SP14</p> <p>Students will demonstrate computer-based knowledge of the accounting cycle and the ability to perform necessary procedures at each step of the cycle for various types of business.</p> <p>Outcome Types: SLO-Behavioral outcomes SLO-Cognitive outcomes</p> <p>Start Date: 10/01/2012</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete four computerized accounting projects: (1) service business, (2) merchandising business, (3) nonprofit business (4) manufacturing.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of students completing the computerized simulation projects will score a minimum of 3.5/4.5 rubric designed to</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/14/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>measure a computerized project.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Accounting Program Survey created using SurveyMonkey that was sent as a link to all accounting students and declared accounting majors last March 2010 and again in Sept 2011.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): Students who complete the survey will answer 100% of the questions. March 2010 N= 19 students 100% completed.</p> <p>Task Name: AC225 Rethink Course Offering</p> <p>Task Description: Description: Survey accounting majors who intend to take AC225 about the best time to offer this course. Consider the times offered of other accounting courses that may also be needed by the same target group. Schedule AC225 for Spring 2008 and assist students who may enroll in this course.</p> <p>Task Name: Develop Three Projects for AC233 QuickBooks</p> <p>Task Description: AC233 will be offered for Spring 2008. The department chairperson with assistance from Carmen Santos will further structure the three projects for the QuickBooks course and make changes to the rubric measurement tool if necessary.</p> <p>Task Name: Program Level SLO#1</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: AC100/AC101 (211)/ AC102/AC103 (212) have purchased General Ledger accounting software for use with the current textbooks.</p> <hr/> <p>Task Name: Program Level SLO#1.a</p> <p>Task Description: QuickBooks software needs to be budgeted into the accounting program so the software can be purchased each time the course is taught if the text book has changed.</p>		
<p>Accounting AS - ACCOUNTING STUDENT DISPOSITIONS & VALUES_1 - SLO#3 FA12-SP14 Students will develop dispositions and values suitable to the practice of accounting in the real world.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/01/2012</p> <p>End Date: 03/15/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The featured "questionnaire" in TracDat will be used to obtain student perceptions about their training while attending GCC.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 50% of the graduating students who are asked to complete the questionnaire will provide their ratings.</p> <hr/> <p>Artifact/Instrument/Rubric/Method/Tool Description: The Accounting Graduate survey was created using Survey Monkey. It was emailed to students that graduated last May 2011 N= 8, and only 1 or 13% answered the survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): The survey had students rate their level of knowledge on a scale of 1-4 after graduating from the accounting program at</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>GCC.</p> <p>Task Name: Program Level SLO #3</p> <p>Task Description: Survey potential accounting graduates</p>		
<p>Admissions & Registration - AY07-08 AUO#1 Customer Service To Students - The department will provide competent, timely and accurate service to the student population it serves on a daily basis.</p> <p>Outcome Types: AUO</p> <p>Start Date: 04/10/2008</p> <p>End Date: 03/31/2009</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will arrange to interview a group of students (n=12) from the enrolled population. The group will be stratified with an even number of declared, undeclared and adult high school students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Criterion (Written in %): At a minimum 70% of students interviewed will be satisfied or very satisfied with the delivery service they have received from department either face-to-face or on-line.</p>	<p>10/12/2008 - Based on the Faces of the Faces of the Future survey the findings were neutral relative to students' experience with the college. However, recommendations were made and are concurred with by this office. The findings and recommendations are as follows:</p> <p>FINDINGS: Common areas of concern shared by both credit students and non-credit students are the availability of courses at convenient times, friendliness of the registration process. Although responses were neutral for these statements, the college should look into improving these areas since they are areas of concern for students.</p> <p>RECOMMENDATIONS: Based on the recommendations issued in the Faces of the Future Report, I concur with the following:</p> <ul style="list-style-type: none"> - Utilize the features of Banner, GCC?s new student information system, to disseminate valuable financial aid information to students. Incorporate helpful tips and links to navigate through the financial aid process. Include the same types of information and links on the GCC website. Communicate the availability of this information to students, faculty, staff, and administrators. - Update GCC?s Academic Advising Strategic Plan. Ensure that all advisors are provided with Banner training so that they are 	<p>10/12/2008 - This office is the lead in developing new strategies in improving the registration experience of our students. One effort underway is to hold a registration event in one central place (such as the MPA) with most offices present. For example, Admissions & Registration, Health Services Center, advisors/counseling, etc. will be present to promote registration and make it friendlier and more convenient. This will also make better use of "down time" in order to alleviate the number of students present during peak registration periods.</p> <p>Implementation Status: 03/11/2009 - Early Bird registration was held at the MPA in April 2008 for 3 days, and Express Registration took place in November 2008. The Early Bird event produced approximately 100 student registration for Fall 2008 or 5% of the total registration for Fall 2008. The Express Registration resulted on approximately 400 registration for Spring 2009 or 22% of the total Spring 2009</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>able to access student information in Banner. Training should be provided to individual departments. Ensure that all new full-time faculty are provided with training on academic advisement as well as Banner.</p> <p>- The Office of Admissions and Registration should develop a quick reference guide for students to follow when registering for classes. This guide should include steps to register on-line as well as responses to frequently asked questions. The Office of Admissions and Registration should also schedule training for students on how to navigate through the on-line registration process.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Due to staff shortages, a focus group was impractical to conduct. Instead the Faces of the Future survey was utilized. The intent was to use recent institutional survey and extrapolate student satisfaction from it.</p> <p>As a result, the criterion was marked as not being met.</p> <p>Lastly, no document will be attached since the Faces of the Future survey is a public document.</p>	<p>Implementation Status: registration. The more important fact was that for the first time in a long while students had most of the key offices and services available to them in one location. Survey feedback indicated that students enjoyed the convenience of a "one stop" registration experience.</p> <hr/>
	<p>Task Name: Student Focus Group questionnaire</p> <p>Task Description: A questionnaire will be utilized to collect</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>feedback from all student focus group participants regarding their experiences with Admissions & Registration.</p>		
<p>Admissions & Registration - AY07-08 AUO#2 Customer Service To Employees - The department will provide competent, timely and accurate service to employees on a daily basis.</p> <p>Outcome Types: AUO</p> <p>Start Date: 04/10/2008</p> <p>End Date: 03/31/2009</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will arrange to interview a group of employees (n=12) from the enrolled population. The group will be stratified with an even number of declared, undeclared and adult high school students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Criterion (Written in %): At a minimum 70% of employees interviewed will be satisfied or very satisfied with the delivery service they have received from department either face-to-face or on-line.</p>	<p>10/12/2008 - Overall 100% (n = 10) employees agreed or strongly agreed that their experience with the Admissions & Registration Office was satisfactory.</p> <p>However, the areas of improvement appear to be in providing Banner training. Specifically, around 20% (n=2) were not satisfied with the training or training materials. Also, 10% (n=1) were not satisfied with the solutions provided and it may be interpreted that the assistance was not related to the customer's business requirements. In addition, 10% (n=1) felt that their time was not utilized efficiently and commitments were not followed through in a timely manner.</p> <p>However, at least 90% (n=9) felt that the department was cooperative, enthusiastic, positive and productive.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Due to staff shortages, a focus group was impractical to conduct. Instead a targeted survey of employees was conducted. Instead, ten (10) employees from instructional faculty, non-instructional faculty, administration, and staff were invited to take a survey. A total of 10 surveys were collected and the survey was closed on October 12, 2008.</p>	<p>10/12/2008 - The training and training materials will need to be evaluated for more relevance and effectiveness. One-to-one interviews with persons or departments should be conducted for retraining and to solicit ideas on how to improve training. Also, now that a test instance (or environment) is available for both Banner and Luminis, training can be provided in a more realistic manner.</p> <p>Implementation Status: 03/11/2009 - Two (2) department chairpersons were training on how to use Banner and its resources to perform their duties. It is expected that within the next 2 weeks 2 more DCs will receive training. Also, more frequent meetings with the DCs has been occurring via the periodic DC meetings. Also, to assist with problems and issues both the Registrar and Records & Registration Supervisor are now directly supporting DCs with their issues and concerns. In addition, "How To" guides for building schedule has been sent out to new DCs to assist in their training. All DCs have been informed to contact Admissions & Registration should they need</p>

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		<p>As a result, the criterion was marked as not being met.</p> <p>Related Documents: Survey Questions Survey Results</p>	<p>Implementation Status: assistance. Lastly, advisor training is being facilitated by the Center for Learning & Instruction. I have supported that effort by ensuring that the Test Instance (of Banner) is properly configured in order for training to take place. I have chosen not to duplicate this effort since but have made myself and my staff available to assist CLI in their training efforts.</p>
<p>Admissions & Registration - AY07-08 AUO#3 Departmental Training Plan - The registrar will develop and implement an annual department training plan and individual training plan for each staff</p> <p>Outcome Types: AUO</p> <p>Start Date: 04/10/2008</p> <p>End Date: 03/31/2009</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Department Training Policy and individual training plans.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Training Plan</p> <p>Criterion (Written in %): 100% of all employees will have an individual training plan developed based on employee need and department need. Each plan will be consistent with training needs identified in the employee's most recent evaluation.</p>	<p>10/12/2008 - The plan was developed in consultation with the staff. The agreed upon plan is as follows:</p> <ul style="list-style-type: none"> - Each member of the department will their individual training plan. - Each individual will complete a minimum of 40 hours of training each academic year. - Training can include Banner training modules and any other training that is completed. Training can include formal classroom training, computer-based training, or any activity that will develop the employee professionally. - Training may not be necessarily directly related to day-to-day duties & responsibilities, but can be of benefit to the person as a professional. <p>Therefore, the minimum, total departmental training hours that need to be completed is 240 hours .</p> <p>As a department, we will exceed the combined</p>	<p>10/12/2008 - The total hours appear not to be challenging enough. However, due to Banner training the hours completed appear excessive. The use of these results will be two-fold: (1) Use the upcoming year to gauge if the minimum hours are attainable but challenging, and (2) work cooperatively with employees to ensure training is truly developing their skill set as professionals in college admissions and registration.</p> <p>Implementation Status: 03/16/2009 - In January 2009, one of my staff was transferred to another department. And, due to the budget crisis, the vacant position in my office remains unfilled. In addition my office continues to absorb more duties & responsibility such as GED new</p>

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		<p>training hours (t=240). Each individual has met or exceeded their minimum training hours (n=40).</p> <p>Marilyn Concepcion - 96 hours (240%) Edgar Masnayan - 44 hours (110%) Vincent Paulus - 54 hours (135%) Tamara Santos - 115 hours (288%) Kimberly Bautista - 40 hours (100%) TOTAL departmental hours = 417 hours. (174%)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Tamara Santos - 90 hours pending completion of courses registered for in GCC Fall 2008 semester.</p> <p>Related Documents: Memorandum - Departmental Training Plan Individual Training Plan</p>	<p>Implementation Status: student data entry and Adult Education scheduling. As a result, revising training plans has taken a low priority since my office is performing more work with less resources. Therefore, the Departmental Training Plan is suspended indefinitely. However, all employees have completed their training.</p>
<p>Admissions & Registration - FA09-SP11 AUO#1 Employee Training - Each employee of the office will create and complete a job-related, individual training</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Documentation showing successful completion of each component of an employee's training plan.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Training Plan</p> <p>Criterion (Written in %): 80% of all employees will create an individual training plan complete or exceed their plan department need.</p> <p>Related Documents: Individual Training Plan-AY2010-2011.pdf</p>	<p>10/18/2010 - 100% (n=5) of employees have a training plan.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents: Individual Training Plan-AY2010-2011.pdf</p>	<p>10/18/2010 - Training and re-training is an ongoing process. However, more time needs to be spent honng the skills of their day-to-day responsibilities. Training for some employees needs to be focused on obtaining a degree oir some kind or moving to the next level of education (i.e. assocaites to bachelors). The use of these results is to leave it as a personal activity and focus the department on the upcoming changes to our student information system as well as fine tuning our SOPs in alignment</p>

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	2011.pdf		with accreditation efforts.
<p>Admissions & Registration - FA09-SP11 AUO#2 Data Quality Assurance - The office will maintain up-to-date and secure student data files and make this information available as appropriate and in compliance to FERPA regulations, local laws and College policies.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The office will lead the effort to review, update and disseminate the College's Data Entry Standards policy. Also, the office will conduct a random sampling of new and existing records to determine if records are accurate and complete. Lastly, a revision of all forms must be completed.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): Over 80% of records examined will be found to be accurate and complete, and 75% of all forms provided by the office will be revised.</p> <p>Related Documents: Personal_Information_Form.pdf GCC_Data_Entry_Standards-v1_2(APPROVED).pdf</p>	<p>10/18/2010 - Only 2 forms or 11% of forms were modified (n=18).</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Only two (2) forms were modified based on immediate need; the Registration form and the Application to Take form. One (1) form was modified just prior to this assessment cycle, the Personal Information form. Other priorities had superceded this porcess.</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents: _Registration_Form-20090429.pdf _Special_Course_Application_Form-20090812.pdf</p>	<p>10/18/2010 - In this process it was determined that there are too many forms and consolidation into one user friendly form for admissions, in particular, must be developed. The new focus is to create one admissions form to be used on-site, on-line, and at recruitment events.</p>
<p>Admissions & Registration - FA09-SP11 AUO#3 FERPA Training - The office will conduct training and an awareness campaign on campus to inform faculty, administrators and staff about the Family Educational Rights and Privacy Act.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Training Sign-in sheets, and copies of what is displayed on the web and in print format.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 80% of offices and departments responsible</p>	<p>10/18/2010 - Traning has not been conducted as of October 18, 2010.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes:</p>	<p>10/18/2010 - Training is necessary and it cannot be delegated by the registrar. With time contraits and changes to the regulations, new training material must be developed. However, it is apprent that the mystery of FERPA must be addresssed. One method is to post a "How To" guide for the campus community to ber able to find</p>

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<p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>for entering or reviewing person, non-person, or student data will receive training in FERPA regulations.</p> <p>Related Documents: How to Access Federal Regulations Online.pdf</p>	<p>Traning is scheduled to take place by the end of the current Academic Year, AY2010-2011. Recent changes to FERPA regulations must be thoroughly researched and incorporated, especially those relative to web-based, enterprise database systems such as Banner (i.e. MyGCC).</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents: How to Access Federal Regulations Online.pdf</p>	<p>FERPA online in order to conduct their own research. In addition, a general statement about FERPA awith refernce to the FERPA appendixin the college catalog must be popsted. Lastly, research is being conducted to identify another institution that uses online training for FERPA and request that they allow us to use their resources.</p>
<p>Admissions & Registration - Data Security - FA11-SP12 AUO#1</p> <p>Assure that student records are centralized, maintained, and secured by Admissions & Registration Office.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Pertinent memorandums assigning all ?silo? record keeping to Admissions & Registration and documents relative to efforts ensuring access to student records is secure.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of all Banner student PINs conform with College policy regarding password format and strength.</p> <p>Budget-Related Proposed Outcomes: None.</p> <hr/> <p>Task Name: Records Centralization</p> <p>Task Description: Ensure all academic records and the release of that information is centralized with Admissions and Registration</p>		
<p>Admissions & Registration - Data Quality Assurance - FA11-SP12 AUO#2</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>The office will maintain up-to-date student data files and make this information available as appropriate and in compliance to FERPA regulations, local laws and College policies.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p>	<p>The office will update and disseminate the College's Data Entry Standards policy. Also, the office will conduct a random sampling of new and existing records to determine if records are accurate and complete.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): Over 80% of records examined will be found to be accurate and complete.</p> <p>Budget-Related Proposed Outcomes: None.</p> <hr/> <p>Task Name: Data Entry Standards Update</p> <p>Task Description: Update the college's Data Entry Standards</p>		
<p>Admissions & Registration - FERPA Training - FA11-SP12 AUO#3</p> <p>The office will conduct training and an awareness campaign on campus to inform faculty, administrators and staff about the Family Educational Rights and Privacy Act.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Training Sign-in sheets, and copies of what is displayed on the web and in print format.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of offices and departments responsible for entering or reviewing person, non-person, or student data will receive training in FERPA regulations. Also, 80% of all persons with access to student information have either participated in FERPA training or have viewed posted information regarding FERPA.</p> <p>Budget-Related Proposed Outcomes: None.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Awareness and Training</p> <p>Task Description: Promote awareness of FERPA and related policies using online resources.</p>		
<p>Adult Education Program (Basic Skills) - Adult Learners will be able to comprehend, explain and analyze Information - SLO#1 FA2010-SP2012: An ABE learner can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners (www.casas.org).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Guam Community College's Assessment Policy Guidelines 2008 requires that 60 percent of adult learners must have a paired test (e.g.. pre and post test). Upon completion of CASAS post test, Guam's ABE Program Year 2010-11 Performance Indicator proposed that 17% of High Intermediate (GED050/51) Basic Skills learners will advance one or more Educational Functioning Levels (NRS).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Number of ABE students enrolled in fall 2010. 2. Membership and annual subscription certification to IRA. 3. Membership and annual subscription certification to NCTM. <p>Related Documents:</p> <p>CASAS</p> <p>ABE Performance Indicator</p> <p>Guam GCC Assessment Policy Guidelines 2008</p> <p>GED50-51</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: ABE Adjunct Instructor</p> <p>Task Description: Instructional strategies for this program include methods that require students to identify, organize and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with tools and equipment. Instructional strategies also incorporate methods to improve students' personal qualities and high-order thinking skills.</p>	<p>05/06/2002 - Of 140 learners place in GED preparation (SP045) 12 or 9% improved in Math and achieved Adult Secondary level.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
<p>Adult Education Program (Basic Skills) - Adult learners will be able to perform four basic math operations - SLO#2 FA2010-SP2012: Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (www.casas.org).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Guam Community College's Assessment Policy Guidelines 2008 requires that 60 percent of adult learners must have a paired test (e.g. pre and post test). Upon successful completion of CASAS post test, Guam's ABE Performance Indicator proposed that 41% of ABE Low intermediate</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>(ABE040/41) basic skills learners will advance one or more Educational Functioning Levels (National Reporting System (NRS)).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Number of ABE students enrolled in fall 2010. 2. Membership and annual subscription certification to IRA. 3. Membership and annual subscription certification to NCTM. <p>Related Documents:</p> <p>CASAS</p> <p>ABE Performance Indicator</p> <p>Guam GCC Assessment Policy Guidelines 2008</p> <p>ABE040-41 Syllabus FA10</p>		
	<p>Task Name: ABE Adjunct Instructor</p> <p>Task Description: Instructional strategies for this program include methods that require students to identify, organize and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with tools and equipment. Instructional strategies also incorporate methods to improve students' personal qualities and high-order thinking skills.</p>		
		<p>11/25/2003 - Of the 117 learners placed in Basic Skills (SP040), 46 or 39% improved in Math ad progressed to the Advanced Basic Skills Level.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>11/25/2003 - Install data management software that will electronically score, track, and report testing related information.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Budget Implications: No budget impact	
<p>Adult Education Program (Basic Skills) - Adult learners will be able to perform mathematical estimates - SLO#3 FA2010-SP2012: An ABE learner can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces can also apply trigonometric functions.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2010</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners (www.casas.org).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Guam Community College's Assessment Policy Guidelines 2008 requires that 60 percent of adult learners must have a paired test (e.g. pre and post test). Upon CASAS post testing, Guam's Adult Basic Education PY 2010-2011 Performance Indicator proposed that 17% of Beginning (GED050/51) High Intermediate basic skills learners will advance one or more Educational Functioning Levels (National Reporting System (NRS)).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Number of ABE students enrolled in fall 2010. 2. Membership and annual subscription certification to IRA. 3. Membership and annual subscription certification to NCTM. <p>Related Documents: CASAS Guam GCC Assessment Policy Guidelines 2008 PY2010-2011 Guam ABE Performance Indicator GED50-51</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: ABE Adjunct Instructor</p> <p>Task Description: Instructional strategies for this program include methods that require students to identify, organize and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with tools and equipment. Instructional strategies also incorporate methods to improve students' personal qualities and high-order thinking skills.</p>	<p>11/26/2003 - Of 140 learners place in GED preparation (SP045) 12 or 9% improved in Math and achieved Adult Secondary level.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
<p>Adult Education Program (Basic Skills) - Passage of GED tests - GED - Passage of a GED actual test with award of a transcript to qualify for receipt of a Guam High School Equivalency diploma.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 65% of learners will achieve Adult Secondary level readiness for the GED high school equivalency test battery.</p> <p>Criterion (Written in %): 2002-2003 Guam ABE Performance Standards</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: GED battery test</p> <p>Criterion (Written in %): In program 2002-2003, 50% was achieved at this level.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Yes</p> <p>Type of Industry National Certification: Official passage of GED transcript is provided by Official GED Testing Centers of General Educational Development Testing Service of the American Council on Education.</p>		<p>11/26/2003 - 9% of students from the program achieved Adult Secondary level readiness for the GED high school equivalency test battery</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
<p>Adult Education Program (Basic Skills) - Adult learners will be able to read simple descriptions and narratives - SLO#4 FA2010-SP2012: An ABE learner is able to read simple descriptions and narratives on familiar subject or from which new vocabulary can be determined by context; can make some minimal interference about familiar texts and compare and contrast information from such texts, but not consistently.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners (www.casas.org).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Guam Community College's Assessment Policy Guidelines 2008 requires that 60 percent of adult learners must have a paired test (e.g. pre and post test). Upon CASAS post testing, Guam's Adult Basic Education PY 2010-2011 Performance Indicator proposed that 30% of Beginning (ABE030) basic skills learners will advance one or more Educational Functioning Levels (National Reporting System (NRS)).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Number of ABE students enrolled in fall 2010. 2. Membership and annual subscription certification to IRA. 3. Membership and annual subscription certification to NCTM. <p>Related Documents:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>CASAS ABE Performance Indicator Guam GCC Assessment Policy Guidelines 2008 ABE030 Syllabus FA10 ABE030 Course Guide</p> <p>Task Name: ABE Adjunct Instructor</p> <p>Task Description: The instructional strategy is to increase learners' level of general knowledge and provides assistance in meeting life goals, such as securing better employment, obtaining citizenship, earning a driver's license, acquiring a secondary credential, transitioning to postsecondary education, or participating more in the civic and community activities.</p>		
		<p>11/25/2003 - Of the 117 learners placed in Basic Skills(SP040), 77 or 66% improve in reading and progressed to the Advanced Basic Skills level.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>11/25/2003 - Implement new course guides' curriculum content that incorporates individualized instruction that addresses identified skills on a standardized test.</p>
<p>Adult Education Program (Basic Skills) - ABE: To Comprehend, Explain, and Analyze Information - SLO#1: FA2010-SP2012</p> <p>Upon successful completion of this program, the adult learners will be able to comprehend, explain and analyze information.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/13/2010</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 requires that 60 percent of adult learners must have paired tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Criterion (Written in %): Standardized Test</p>	<p>09/06/2011 - In PY2010-2011, a total of 1,816 were served. A total of 531 were enrolled (TOPSpro, Table 4). The data percentage shows State Indicators vs. Basic Skills program indicators: 1. ABE Beginning Basic, State=30%, ABE=57%, Paired Test=66%; 3. ABE Intermediate Low, State=41%, ABE=45%, Paired Test=69%; and, 4. ABE Intermediate High, State=17%, ABE=15%, Paired Test=30%. The Basic Skills program satisfactorily met State Indicators. However, in Basic Skills Intermediate High, most learners progressed within Educational Functioning Level.</p>	<p>09/15/2011 - In PY2010-2011, a total of 1,816 were served. A total of 531 were enrolled (TOPSpro, Table 4). The data percentage shows State Indicators vs. Basic Skills program indicators: 1. ABE Beginning Basic, State=30%, ABE=57%, Paired Test=66%; 3. ABE Intermediate Low, State=41%, ABE=45%, Paired Test=69%; and, 4. ABE Intermediate High, State=17%, ABE=15%, Paired</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>Guam's proposed Performance Indicators for PY2010-2011 for adult learners to advance one or more educational functioning levels (NRS): ABE Beginning Literacy (31%), ABE Beginning (30%), ABE Low Intermediate (41%), ABE High Intermediate (17%), ASE Low (12%), ESL Beginning Literacy (39%), ESL Low Beginning (43%), ESL High Beginning (47%), ESL Low Intermediate (45%), ESL High Intermediate (44%), ESL Advance (42%), and HS Diploma/GED</p> <p>Budget-Related Proposed Outcomes: 1.500 ABE students will be assisted in registering for classes in sy2010-2011. 2. Language arts ABE faculty will have the use of the IRA professional subscription as resource for their courses. 3. Math ABE faculty will have the use of the NCTM professional subscription as resource for their courses.</p> <p>Related Documents: CASAS GCC Assessment Policy Guidelines 2008 PY2010-2011 Guam ABE Performance Indicator</p>	<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: ABE Instructional Programs satisfactorily met the State's performance indicators.</p> <p>Budget Related Performance Indicators: 1. To assist in the enrollment of students in the GCC ABE classes. 2. To support development of language arts faculty through annual subscription and membership IRA. 3. To support development of math faculty through annual subscription and membership to NCTM.</p> <p>Related Documents: TOPSpro 2011 CASAS CABE030 CABE031 CABE040 CABE041 CGED050 CGED051</p>	<p>Basic Skills program satisfactorily met State Indicators. However, in Basic Skills Intermediate High, most learners progressed within Educational Functioning Level.</p> <p>Implementation Status: 09/19/2011 - The Basic Skills program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The goal for the ABE programs are, a) to satisfactorily meet our Guam's (State) Performance Indicators for PY2011-2012 by; a, to increase ABE programs enrollment over 500 learners; and b) increase paired test results.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 requires that 60 percent of adult learners must have paired</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Guam's proposed Performance Indicators for PY2010-2011 for adult learners to advance one or more educational functioning levels (NRS): ABE Beginning Literacy (31%), ABE Beginning (30%), ABE Low Intermediate (41%), ABE High Intermediate (17%), ASE Low (12%), ESL Beginning Literacy (39%), ESL Low Beginning (43%), ESL High Beginning (47%), ESL Low Intermediate (45%), ESL High Intermediate (44%), ESL Advance (42%), and HS Diploma/GED</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1.500 ABE students will be assisted in registering for classes in sy2010-2011. Language arts ABE faculty will have the use of the IRA professional subscription as resource for their courses. Math ABE faculty will have the use of the NCTM professional subscription as resource for their courses. <p>Related Documents:</p> <p>CABE030 Basic Skills Reading CABE031 Basic Skills Math CABE040 Low Intermediate Reading CABE041 Low Intermediate Math CGED050 High Intermediate CGED051 High Intermediate Math</p> <p>Task Name: Guam State Agency Office</p> <p>Task Description: The Guam State Agency Office (PC II) exports adult learners pre and post test results from the CASAS system every fall, spring and as needed for data analysis in</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>TOPSpro database. The result are shared with Program Specialist for program level assessment summary report.</p>		
<p>Adult Education Program (Basic Skills) - ABE: To Perform Basic Mathematical Operations - SLO #1: FA2011-SP2012 Upon successful completion of this program, adult learners will be able to perform basic mathematics operations.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/10/2010</p> <p>End Date: 10/11/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 requires that 60 percent of adult learners must have paired tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% of adult learners will gain at least 5 points in math post test scores.</p> <p>Budget-Related Proposed Outcomes: 1.500 ABE students will be assisted in registering for classes in sy2010-2011. 2. Language arts ABE faculty will have the use of the IRA professional subscription as resource for their courses. 3. Math ABE faculty will have the use of the NCTM professional subscription as resource for their courses.</p> <p>Related Documents: Guam State Indicators GCC ABE Assessment Policy CASAS NRS Completion NRS Level Completion Report Updated TOPSpro T4, T4b</p>	<p>09/06/2011 - In PY2010-2011, a total of 1,837 were served. A total of 539 were enrolled (TOPSpro, Table 4), 73% took paired test and gained 5 points in math skills. The math component of the ABE programs satisfactorily met the criterion for PY 2010-2011.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The ABE instructional programs satisfactorily met State Indicators. In ABE Intermediate High, and ASE Low, a majority of adult learners progressed within the Educational Functioning Levels.</p> <p>Budget Related Performance Indicators: 1. Number of ABE students enrolled in fall 2010. 2. Membership and annual subscription certification to IRA. 3. Membership and annual subscription certification to NCTM.</p> <p>Related Documents: TOPSpro 2011 CASAS CABE030 CABE031 CABE040</p>	<p>09/15/2011 - The math component of the ABE programs satisfactorily met the criterion for PY 2010-2011.</p> <p>Implementation Status: 09/19/2011 - The Basic Skills program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The goal for the ABE programs met its criterion of 5% gain in the math component of the curriculum. The ABE Programs will continue to support adult learners in math instructions in preparation for AHSD program or the actual GED Battery Test.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		CABE041 CGED050 CGED051 Updated TOPSpro T4, T4b NRS Level Completion Report NRS Completion	
<p>Adult Education Program (Basic Skills) - ABE: To Read Simple Descriptions and Narratives - SLO#2: FA2010-SP2012 Upon successful completion of this program, adult learners will be able to read simple descriptions and narratives.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2011</p> <p>End Date: 10/11/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 requires that 60 percent of adult learners must have paired tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% of adult learners will gain at least 5 points in reading post test scores.</p> <p>Budget-Related Proposed Outcomes: 1.500 ABE students will be assisted in registering for classes in sy2010-2011. 2.Language arts ABE faculty will have the use of the IRA professional subscription as resource for their courses. 3.Math ABE faculty will have the use of the NCTM professional subscription as resource</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>for their courses.</p> <p>Related Documents: CASAS Guam State Indicators GCC ABE Assessment Policy</p> <p>Task Name: Guam State Agency</p> <p>Task Description: The Guam State Agency Office (PC II) exports adult learners pre and post test results from the CASAS system every fall, spring and as needed for data analysis in TOPSpro database. The result are shared with Program Specialist for program level assessment summary report.</p>	<p>09/06/2011 - In PY2010-2011, a total of 1,837 were served. A total of 539 were enrolled (TOPSpro, Table 4), 73% took paired test and gained 8 points in reading skills. The ABE programs satisfactorily met its reading criterion for PY 2010-2011.</p>	<p>09/19/2011 - The ABE programs satisfactorily met its reading criterion for PY 2010-2011.</p>
		<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. To assist in the enrollment of students in the GCC ABE classes. 2. To support development of language arts faculty through annual subscription and membership IRA. 3. To support development of math faculty through annual subscription and 	<p>Implementation Status:</p> <p>09/21/2011 - The Basic Skills program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The ABE Programs will continue to support adult learners in reading instructions in preparation for AHSD program or the actual GED Battery Test.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>membership to NCTM.</p> <p>Related Documents: TOPSpro 2011 CASAS CABE030 CABE031 CABE040 CABE041 CGED050 CGED051 NRS Level Completion Report NRS Completion Updated TOPSpro T4, T4b</p>	
<p>Adult Education Program (Basic Skills) - ABE: To Transition into AHSD Program or GED Program - SLO#3: FA2010-SP2012</p> <p>Upon successful completion of this program, adult learners will be able to transition into the AHSD program or GED program</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/11/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure adult learners' progress in the Basic Skills program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 10% of adult leaners served will transition into the AHSD program or actual GED Battery test.</p> <p>Budget-Related Proposed Outcomes: 1.500 ABE students will be assisted in registering for classes in sy2010-2011. 2.Language arts ABE faculty will have the use of the IRA professional subscription as resource for their courses. 3.Math ABE faculty will have the use of the NCTM professional subscription as resource for their courses.</p> <p>Related Documents:</p>	<p>09/06/2011 - In PY2010-2011, A total of 539 were enrolled (TOPSpro, Table 4). As of fall 2011, 75% continuing AHS students, 18% = New, 7% = Returning, and 42% ABE transition to AHS. January to December 2011, 350 ABE students were referred to actual GED Battery test, 40% of them passed. Est. 350/1,837 (served in PY2010-2011) = 19% of ABE students served transition to the actual GED Battery test. 42% transition into the AHSD program.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 1. To assist in the enrollment of students in the GCC ABE classes. 2. To support development of language arts faculty through annual subscription and membership IRA. 3. To support development of math faculty</p>	<p>09/15/2011 - The ABE programs met its 10% criterion for transition into the AHSD program or GED program.</p> <p>Implementation Status: 09/21/2011 - The Basic Skills program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The ABE Basic Skills program will continue to serve and support its adult learners popualtion to transition into the AHSD program or GED program.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>CASAS Guam State Indicators GCC ABE Assessment Policy</p>	<p>through annual subscription and membership to NCTM.</p> <p>Related Documents: TOPSpro 2011 CASAS CABE030 CABE031 CABE040 CABE041 CGED050 CGED051 Updated TOPSpro T4, T4b AHS Grads AY2010-2011 ABE to GED 2011 ABE to AHS 2011</p>	
	<p>Task Name: Guam State Agency Office</p> <p>Task Description: The Guam State Agency Office (PC II) exports adult learners pre and post test results from the CASAS system every fall, spring and as needed for data analysis in TOPSpro database. The result are shared with Program Specialist for program level assessment summary report.</p>		
<p>Adult Education Program (Basic Skills) - ABE: To Perform Basic Mathematical Operations_1 - SLO #1: SP2012-FA13 Upon successful completion of this program, adult learners will be able to perform basic mathematics operations.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>10/08/2012 - For the period July 2011 - April 2012: 37% (n= 30 out of 81) of the students who took the pre- and post-test met the 5-points gain in the math component of the CASAS test.</p> <p>Refer to Related Document "AHS Program Level SLO#1 Matrix on AHS students who gained 5-points and above."</p> <p>As of this reporting period (October 8,2012), data for Fall 2012 has not yet been gathered because</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current findings will be used for future program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).</p>	<p>Standardized Test</p> <p>Criterion (Written in %): At least 75% of adult leaners will gain at least 5 points in their pre and post test results.</p> <p>Budget-Related Proposed Outcomes: 1.500 abe students will be assisted for registering during school year 2011-2012. 2.Language arts abe faculty will have the use of the ira professional subscription as resource for their courses. 3.Math abe faculty will have the use of the nctm professional subscription as resource for their courses.</p> <p>Related Documents: CASAS</p>	<p>the semester has not ended. However, there is a combined total of 232 students enrolled in the following math courses: Note: data will be reported on or before March 11, 2013 when the "Assessment Report" is due.</p> <p>73 = CAFE031 Basic Skills Math 87 = CAFE041 Low Intermediate Math 72 = CGED051 High Intermediate Math</p> <p>Refer to the Related Document "AHS GAINS FIRST TO LAST-090612 updated 10-Sept-</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbook.</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbook.</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Pre and Post Testing</p> <p>Task Description: CASAS Pre and Post Testing</p>	<p>2013</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall 2013</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall 2013</p> <p>Budget Related Performance Indicators: 123</p> <p>Related Documents: AHS GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf</p>	
<p>Adult Education Program (Basic Skills) - ABE: To Read Simple Descriptions and Narratives_1 - SLO#2: SP2012-FA013 Upon successful completion of this program, adult learners will be able to read simple descriptions and narratives.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): At least 75% of adult learners will gain at least 5 points in their pre and post test results.</p> <p>Budget-Related Proposed Outcomes: 1.500 abe students will be assisted for registering during school year 2011-2012. 2.Language arts abe faculty will have the use of the ira professional subscription as resource for their courses.</p>	<p>10/08/2012 - Number of ABE students enrolled in fall 2013For the period July 2011 - April 2012: 32% (n= 25 out of 77) of the students who took the pre- and post-test met the 5-points gain in the reading component of the CASAS test.</p> <p>Refer to Related Document "Basic SkillsLEARNING GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf"</p> <p>As of this reporting period (September 18, 2012), data for Fall 2012 has not yet been gathered because the semester has not ended. However, there is a combined total of 150 students enrolled in the following reading courses: Note: data will be reported on or before March 11, 2013 when the "Assessment Report" is due.</p> <p>CABE040 Low Intermediate Reading CGED050 High Intermediate Reading</p> <p>Refer to the Related Document "AHS SLO#2 Matrix of Fall 2012 Student/Course Enrollment"</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current findings will be used for future program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).</p>	<p>3.Math abe faculty will have the use of the nctm professional subscription as resource for their courses</p>	<p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Budget Related Performance Indicators: 123</p> <p>Budget Related Performance Indicators: 123</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall 2013</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall 2013</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall 2013</p> <p>Related Documents: Basic SkillsLEARNING GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf</p>	
	<p>Task Name: Pre and Post Testing</p> <p>Task Description: CASAS pre and post testing.</p>		
<p>Adult Education Program (Basic Skills) - ABE: To Transition into AHSD Program or GED Program_1 - SLO#3: SP2012-FA13 Upon successful completion of this program, adult learners will be able to transition into the AHSD program or GED program</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): At least 25% of adult leaners will transition</p>	<p>10/08/2012 - With the assistance and AHS Counselor's matrix of students in the AHSD program, 50 out of 80 students or 63% transitioned from ABE courses into the AHS program courses as shown on the uploaded (Related Document) report.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Implications:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current findings will be used for future program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).</p> <hr/> <p>Task Name: Transition</p> <p>Task Description: Transition of adult learners into AHSD or GED program.</p>	<p>into AHSD or GED programs.</p> <p>Budget-Related Proposed Outcomes: 1.500 abe students will be assisted for registering during school year 2011-2012. 2.Language arts abe faculty will have the use of the ira professional subscription as resource for their courses.</p> <p>3.Math abe faculty will have the use of the nctm professional subscription as resource for their courses</p>	<p>Over \$5,000</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall 2013</p> <p>Budget Related Performance Indicators: Number of ABE students enrolled in fall 2013</p> <p>Related Documents: TracDat AHSD Counseling List of Student Enrollment Fall 2012.pdf</p>	
<p>Adult Education Program - (AHS Diploma) - AHS: To Aquire at least three skills needed to meet their educational, career, and personal goals._1 - SLO# 1 SP2012-FA2013: Upon successful completion of this program, 75% of the adult learners will be able to acquire at least three skills needed to meet their educational, career, and</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Student Needs Assessment will list areas of need: academic, career, and personal that students can identify that is a need for achieving their goals.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Needs Assessment Review/Plan</p> <p>Criterion (Written in %):</p>	<p>10/01/2012 - Out of the 80 AHSD students in the program, 67.5% (N=54/80) responded to the "Student Needs Assessment" survey during Spring 2011. Only the highest percentage of the responses were noted here. Refer to the uploaded survey monkey results for details.</p> <p>Q1. What are your academic needs? 75.9% indicated "Increasing skills in mathematics."</p>	<p>10/01/2012 - Coordination with College Access Challenge Grant Program for Fall 2012 tutoring service was approved and posted on MyGCC, Adult Education web page as well as distribution to faculty. Furthermore, ABE Conference on Langage & Literacy is scheduled for March 20 & March 21, 2013. Conference mini</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. Data summary from previous findings and current assessment findings will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).</p>	<p>Out of the 80 Student Needs Assessment surveys distributed, at least 75%(60) will be completed and evaluated.</p> <p>Budget-Related Proposed Outcomes: PROPOSED OUTCOMES:</p> <ol style="list-style-type: none"> 1. 80 students will be enrolled in AHS in SY2011-2012. 2. 24 students will be enrolled in the student success course in SY2011-2012. 3. AHS students will be assisted in their registration and referred to 3rd party for career electives <p>Related Documents: Adult High School Student Needs Assessment</p>	<p>Q2. What are your personal needs? 62.3% indicated "Identifying careers that fit my interests, skills and abilities."</p> <p>Q3. What support system can GCC provide to assist you with your academic and career goals? 64% indicated "Providing remedial/tutorial assistance."</p> <p>Tutorial services for AY2012-2013 has been arranged with College Access Challenge Grant Program and AEO expects AHS students will be able to meet their educational goals.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Online free Survey Monkey was used to assess this SLO.</p> <p>Budget Related Performance Indicators: Annual student program progress through CASAS testing</p> <p>Related Documents: Survey results in PDF Format.pdf</p>	<p>workshops will feature responses from the Spring 2011 Student Needs Assessment.</p> <hr/>
	<p>Task Name: Development of Student Needs Assessment</p> <p>Task Description: The AHS counselor/advisor will collaborate with the AEO administrator and research and develop a Student Needs Assessment.</p>		
	<p>Task Name: Tabulation of Student Needs Assessment Results</p> <p>Task Description: The AHS counselor/advisor will tabulate the</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
results of the Student Needs Assessment.			
<p>Adult Education Program - (AHS Diploma) - AHS: To Read to Function in the Workplace and at Postsecondary Level._1 - SLO# 2: SP2012-FA2013</p> <p>Upon successful completion of this program, adult learners will be able to read to function in the workplace and at postsecondary level.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. Previous summary report findings and current assessment plan findings will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled). The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the College as part of its FactBook report. Data from these</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): At 75% of adult learners will gain at least 5 points in their pre and post test results.</p> <p>Budget-Related Proposed Outcomes: 1.80 students will be enrolled in AHS in SY2011-2012.</p> <p>2.24 students will be enrolled in the student success course in SY2011-2012.</p> <p>3.AHS students will be assisted in their registration and referred to 3rd party for career electives</p> <p>Related Documents: CASAS</p>	<p>09/18/2012 - For the period July 2011 - April 2012:</p> <p>32% (n= 25 out of 77) of the students who took the pre- and post-test met the 5-points gain in the reading component of the CASAS test.</p> <p>Refer to Related Document "AHS Program Level SLO#1 Matrix on AHS students who gained 5-points and above."</p> <p>As of this reporting period (September 18, 2012), data for Fall 2012 has not yet been gathered because the semester has not ended. However, there is a combined total of 150 students enrolled in the following reading courses: Note: data will be reported on or before March 11, 2013 when the "Assessment Report" is due.</p> <p>CABE040 Low Intermediate Reading CGED050 High Intermediate Reading</p> <p>Refer to the Related Document "AHS SLO#2 Matrix of Fall 2012 Student/Course Enrollment"</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>reports will be used to support future program improvement plans.</p>	<p>Task Name: Reading Assessment Task Description: Reading assessment of adult learners.</p>	<p>Budget Related Performance Indicators: Annual student program progress through CASAS testing.</p> <p>Related Documents: Fall 2012 Semester Enrollment Data consolidated 13-Sept-2012.pdf AHS GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf</p>	
<p>Adult Education Program - (AHS Diploma) - AHS: To Write to Function in the Workplace and at Postsecondary Level_1 - SLO #3: SP2012-FA13</p> <p>Upon successful completion of this program, adult learners will be able to write in the workplace and at postsecondary level.</p> <p>Start Date: 03/12/2012 End Date: 10/14/2013 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A Type of Industry National Certification: GCC adopted CASAS (Comprehensive Adult Student Assessment System) as the tool to measure adult learners success in Basic Skills. CASAS is aligned to NRS (National Reporting System). Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book Notes from the pull/drop down list</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from these reports will be used for program improvement measures if needed (e.g. course guides or program document).</p>			
<p>Adult Education Program - (AHS Diploma) - AHS: To Compute to Function in the Workplace and at Postsecondary level._1 - SLO# 3: SP2012-FA13: Upon successful completion of this program, adult learners will be able to compute to function in the workplace and at postsecondary level.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. Previous summary report findings and current assessment plan findings will be used for program improvement measures if needed (e.g. course guides, program document,</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): At least 75% of adult learners will gain at least 5 points in their pre and post test results.</p> <p>Budget-Related Proposed Outcomes: 1.80 students will be enrolled in AHS in SY2011-2012.</p> <p>2.24 students will be enrolled in the student success course in SY2011-2012.</p> <p>3.AHS students will be assisted in their registration and referred to 3rd party for career electives</p> <p>Related Documents:</p>	<p>09/18/2012 - For the period July 2011 - April 2012: 37% (n= 30 out of 81) of the students who took the pre- and post-test met the 5-points gain in the math component of the CASAS test.</p> <p>Refer to Related Document "AHS Program Level SLO#1 Matrix on AHS students who gained 5-points and above."</p> <p>As of this reporting period (September 18, 2012), data for Fall 2012 has not yet been gathered because the semester has not ended. However, there is a combined total of 232 students enrolled in the following math courses: Note: data will be reported on or before March 11, 2013 when the "Assessment Report" is due.</p> <p>73 = CABE031 Basic Skills Math 87 = CABE041 Low Intermediate Math 72 = CGED051 High Intermediate Math</p> <p>Refer to the Related Document "AHS GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf"</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Course Level Data Collection Status</p> <p>Budget Implications:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>increase funds or number of students to be served, and enrolled). The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the College as part of its FactBook report. Data from these reports will be used to support future program improvement plans.</p>	<p>CASAS</p>	<p>Over \$5,000</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Budget Related Performance Indicators: Annual student program progress through CASAS testing.</p> <p>Related Documents: AHS GAINS FIRST TO LAST-090612 updated 10-Sept-2012.pdf Fall 2012 Semester Enrollment Data consolidated 18-Sept-2012.pdf</p>	
	<p>Task Name: Math Instructions</p> <p>Task Description: Math assessment of adult learners.</p>		
<p>Adult Education Program - (AHS Diploma) - AHS: To Transition into Postsecondary Level_1 - SLO# 4: SP2012-FA13 Upon completion of this program, adult learners will be able to transition into postsecondary education.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): At least 35% adult learners served will transition into AHSD or GED program.</p> <p>Budget-Related Proposed Outcomes: 1.80 students will be enrolled in AHS in SY2011-2012.</p>	<p>10/03/2012 - The "Adult Education and Family Literacy" grant allows funding for 80-students in the Adult High School Diploma program per program year. Out of the 80 students, 25% (N=20/80) or 20 students transitioned to post secondary programs as of September 30, 2012 report from Institutional Researcher (refer to the uploaded PDF email correspondence addressing this number).</p> <p>The programs are: AA in Education AA in Liberal Studies AS in Accounting AS in Computer Science AS Law Enforcement Admin Certificate in Pre-Nursing Contuining Education Workshop/Short Courses</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. Previous summary report findings and current assessment plan findings will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled). The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the College as part of its FactBook report. Data from these reports will be used to support future program improvement plans.</p>	<p>2.24 students will be enrolled in the student success course in SY2011-2012.</p> <p>3.AHS students will be assisted in their registration and referred to 3rd party for career electives</p> <p>Related Documents: CASAS</p>	<p>Although the 35% criterion has not been met, this reported data (20%) is expected to rise when the assessment report is due in March 2013 because the semester has not yet ended for this reporting period.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Funding for this SLO is provided by the "Adult Education and Family Literacy" Transitions III Grant. Funds used to purchase CASAS eTest Computer Units for main lab server as well as adult learner's textbooks.</p> <p>Budget Related Performance Indicators: Number of ahs students enrolled core courses in SY2012-2013</p> <p>Related Documents: Email from Institutional Researcher 30-Sept-2012.pdf</p>	
	<p>Task Name: Transition</p> <p>Task Description: Transitioning of adult learners into postsecondary education.</p>		
<p>Adult Education Program - (AHS Diploma) - Adult learners will be able to use common software and learn new software applications - SLO#1 FA2010-SP2012: Adult learners will be able to use common software and learn new software applications.</p> <p>Outcome Types: SLO-Behavioral outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Guam Community College's Assessment</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Policy Guidelines requires that 60 percent of adult learners must have a paired test (e.g. pre and post test).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. 80 students will be enrolled in AHS in SY2010-2011 2. 24 students will be enrolled in the Student Success Course in SY2010-2011 3. AHS students will be assisted in their registration and referred to 3rd party for career electives. <p>Related Documents: AHSD budget</p>		
	<p>Task Name: CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org)</p> <p>Task Description: Adult learners in the AHSD program are administered a pretest at the beginning of the semester and a post test at the end of the semester and as needed.</p>		
		<p>11/26/2003 - 67% progressed in MA052. 35% progressed in EN066</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
<p>Adult Education Program - (AHS Diploma) - Adult learners will be able to comprehend, explain and analyze information - SLO#2 FA2010-SP2012: Adult learners will be able to comprehend, explain and analyze information from a</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>variety of literacy works. Writing is cohesive with clearly expressed ideas supported by relevant detail.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Standardized Test</p> <p>Criterion (Written in %): Guam Community College's Assessment Policy Guidelines requires that 60 percent of adult learners must have a paired test (e.g. pre and post test).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. 80 students will be enrolled in AHS in SY2010-2011 2. 24 students will be enrolled in the Student Success Course in SY2010-2011 3. AHS students will be assisted in their registration and referred to 3rd party for career electives. <p>Related Documents: AHSD program budget GCC Assessment Policy Guidelines 2008</p>		
	<p>Task Name: CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org)</p> <p>Task Description: Adult learners in the AHSD program are administered a pretest at the beginning of the semester and a post test at the end of the semester and as needed.</p>		
		<p>11/26/2003 - Pre-test in MA052 indicated skill level at 6-8th grade</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
<p>Adult Education Program - (AHS Diploma) - Adult learners will be able to perform mathematical estimates - SLO#3 FA2010-SP2012:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Adult learners will be able to make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %):</p> <p>Guam Community College's Assessment Policy Guidelines requires that 60 percent of adult learners must have a paired test (e.g. pre and post test).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 80 students will be enrolled in AHS in SY2010-2011 24 students will be enrolled in the Student Success Course in SY2010-2011 AHS students will be assisted in their registration and referred to 3rd party for career electives. <p>Related Documents: AHSD budget GCC Assessment Policy Guidelines 2008</p>		
	<p>Task Name: CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org)</p> <p>Task Description: Adult learners in the AHSD program are administered a pretest at the beginning of the semester and a post test at the end of the semester and as needed.</p>		
		<p>11/26/2003 - Pre-test in EN066 indicated majority skill level at 10-11th grade</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>11/26/2003 - Review AHSD organizational structure</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Closed Budget Implications: No budget impact	
<p>Adult Education Program - (AHS Diploma) - AHS: To Acquire at least three skills needed to meet their educational, career, and personal goals. - SLO# 1 FA2010-SP2012: Upon successful completion of this program, adult learners will be able to acquire at least three skills needed to meet their educational, career, and personal goals.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: To determine the skills needed by Adult High School students, a needs assessment will be conducted.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Needs Assessment Review/Plan</p> <p>Criterion (Written in %): Of the total number of enrolled Adult High School students, at least 60% will complete the needs assessment.</p> <p>Budget-Related Proposed Outcomes: 1. 80 students will be enrolled in AHS i SY2010-2011. 2. 24 students will be enrolled in the student success course in SY2010-2011. 3. AHS student will be assisted in their registration and referred to 3rd party for career electives.</p> <p>Related Documents: Adult High School Student Needs Assessment Survey Sample Adult High School Student Needs Assessment Survey Results </p>	<p>03/09/2011 - 01/18/11 - Spring 2011: Of the 82 total number of enrolled Adult High School students in Spring 2011, 65% of the students completed the needs assessment. The top areas of student needs were identified and trainings/workshops were conducted and evaluations are being currently assessed.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Internet access, annual license for Choices Software, Computer</p> <p>Budget Related Performance Indicators: 1. 80 students will be enrolled in AHS in SY2010-2011. 2. 24 students will be enrolled in the student success course in SY2010-2011. 3. AHS student will be assisted in their registration and referred to 3rd party for career electives.</p> <p>Related Documents: Adult High School Student Needs Assessment Summary Results Adult High School Student Needs Assessment Survey Sample Adult High School Classroom Presentation Evaluation Results </p>	<p>09/19/2011 - The results of the Adult High School Student Needs Assessment Surveys will be used to develop plans to the top three addressed areas.</p> <p>Implementation Status: 03/11/2011 - The criterion has been succeeded. Sixty-five (65%) of the enrolled Adult High School student population completed the Adult High School Student Needs Assessment Survey. The Adult High School Counselor will continue to provide Career Development trainings/workshops that enhance skills to meet students' educational, career, and personal goals.</p> <hr/> <p>03/11/2011 - The results of the Adult High School Student Needs Assessment Survey will determine the needs of the students. Trainings/workshops will be conducted based on the results. The trainings/workshops' evaluations will determine if the students acquired the necessary skills needed for their educational, career, and personal goals.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: 09/05/2011 - A total of 96 Adult High School Students participated in the classroom presentation topics based on the results of the Student Needs Assessment. Of the 96 students, 79% were able to list 3 skills/knowledge gained to meet their personal/educational/career goals.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Counselor and guest speakers will conduct evaluations after each training/workshop.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): Based on the results of the Adult High School Student Needs Assessment, counselors or guest speakers will provide the identified most needed training/workshops. Seventy percent of the training/workshop participants will be able to list at least three skills achieved to meet their educational, career, and personal goals.</p> <p>Budget-Related Proposed Outcomes: 1. 80 students will be enrolled in AHS in SY2010-2011. 2. 24 students will be enrolled in the student success course in SY2010-2011. 3. AHS student will be assisted in their registration and referred to 3rd party for career electives.</p> <p>Related Documents: Training/Workshop Presentation</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Evaluation</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Student Focus Group on Adult High School Diploma Program</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Criterion (Written in %): At least 35% of the Adult High School Student population will complete the Student Focus Group survey.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012. 2. To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012. 3. To provide administrative support to the GCC Adult HS program. 		
	<p>Task Name: Administration of Adult High School Student Needs Assessment Survey</p> <p>Task Description: Adult High School Counselor will administer Adult High School Student Needs Assessment Surveys.</p>		
	<p>Task Name: Administration of Trainings/Workshop Evaluation</p> <p>Task Description: Adult High School Counselor will administer trainings/workshops evaluation to assess the skills needed to meet Adult High School students' educational, career, and personal goals.</p>		
	<p>Task Name: Compilation of Data from Adult High School Student Needs Assessment</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: Adult High School Counselor will compile data from Adult High School Student Needs Assessment.</p> <p>Task Name: Development of Adult High School Student Needs Assessment Survey</p> <p>Task Description: Adult High School Counselor will research and develop the Adult High School Student Needs Assessment Survey instrument.</p> <p>Task Name: Development of Plan to Address Adult High School Student Needs Assessment Survey Results</p> <p>Task Description: Adult High School Counselor will develop a plan to address Adult High School Student Needs Assessment Survey Results by scheduling trainings/workshops.</p>		
<p>Adult Education Program - (AHS Diploma) - Adult learners will be able to read technical information and complex manuals - Adult learners will able to read technical information and complex manuals; can function in most job situations involving higher order thinking; can work productively and collaboratively in groups and serve as facilitator and reporter of group work.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/12/2012</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %):</p> <p>Guam Community College's Assessment Policy Guidelines requires that 60 percent of adult learners must have a paired test (e.g. pre and post test).</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. 80 students will be enrolled in AHS in SY2010-2011 2. 24 students will be enrolled in the Student Success Course in SY2010-2011 		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Certification: N/A	3. AHS students will be assisted in their registration and referred to 3rd party for career electives. Related Documents: AHSD budget		
	Task Name: CASAS - Comprehensive Adult Student Assessment Systems (www.casas.org) Task Description: Adult learners in the AHSD program are administered a pretest at the beginning of the semester and a post test at the end of the semester and as needed.		
		11/26/2003 - 23.6% aged 25+ are without HS diploma in recent census; 43% have limited English skills. Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact	
Adult Education Program - (AHS Diploma) - AHS: To Read to Function in the Workplace and at Postsecondary Level. - SLO# 2: FA2010-SP2012 Upon successful completion of this program, adult learners will be able to read to function in the workplace and at postsecondary level. Outcome Types: SLO-Behavioral outcomes Start Date: 10/10/2010 End Date: 03/12/2012 Outcome Status:	Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is a skill leveling instrument used to learners' abilities. Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test Criterion (Written in %): 70% of the adult learners will gain at least 5 points in their reading post test scores. Budget-Related Proposed Outcomes: 1.To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012.	09/20/2011 - In PY2010-2011, a total of 1,837 were served. A total of 539 were enrolled in the ABE programs (TOPSpro, Table 4). Of the 539 served, 73% took paired test and gained 8 points in reading. The reading component of the ABE programs met the criterion. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Open Budget Implications: Over \$5,000 Budget Related Performance Indicators:	09/20/2011 - The ABE/AHS program met its criterion for learning gains (5 points) in reading. Implementation Status: 09/21/2011 - In PY2010-2011, the ABE Programs reading component met the expected outcomes. The ABE Programs will continue to increase enrollment in its reading courses and improve service delivery.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>2.To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012.</p> <p>3.To provide administrative support to the GCC Adult HS program.</p> <p>Related Documents: GCC ABE Assessment Policy Guam State Indicators CASAS Updated TOPSpro T4, T4b NRS Completion NRS Level Completion Report</p> <p>Task Name: CASAS Pre and Post Testing</p> <p>Task Description: Adult Education programs Program Coordinator administers pre and post tests for all ABE classes in fall, spring, and as needed. Program Specialist will obtain data from Guam State Agency on program level assessment. The State Agency analyzes the student information as part of Guam's consolidated report. The results will be shared with Program Specialist to be used as part of program SLO assessment report.</p>	<p>1.Number of AHS students enrolled core courses in SY 2010-2011.</p> <p>2.Number of AHS students enrolled in the student success course in SY 2010-2011.</p> <p>3. Annual student program progress through CASAS testing.</p> <p>Related Documents: TOPSpro 2011 Updated TOPSpro T4, T4b NRS level Completion Report NRS Completion</p>	
<p>Adult Education Program - (AHS Diploma) - AHS: To Compute to Function in the Workplace and at Postsecondary level. - SLO# 4: Upon successful completion of this program, adult learners will be able to compute to function in the workplace and at postsecondary level.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/10/2010</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is a skill leveling instrument used to measure learners' abilities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% fo the adult learners will gain at least 5</p>	<p>09/06/2011 - In PY2010-2011, a total of 1,837 were served. A total of 539 were enrolled in the ABE programs (TOPSpro, Table 4). Of the 539 served, 73% took paired test and gained 5 points in math computation. The math component of the ABE programs met the criterion as stated above.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>09/19/2011 - In PY2010-2011, the ABE Programs math component met the expected outcomes. The ABE Programs will continue to increase enrollment in its math courses and improve service</p> <p>Implementation Status: 09/21/2011 - In PY2010-2011, the ABE Programs math</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 10/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>points in their math post test scores.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1.To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012. 2.To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012. 3.To provide administrative support to the GCC Adult HS program. <p>Related Documents: GCC ABE Assessment Policy Guam State Indicators CASAS Updated TOPSpro T4, T4b NRS Completion</p> <p>Task Name: CASAS Pre and Post Testing</p> <p>Task Description: Adult Education programs Program Coordinator administers pre and post tests for all ABE classes in fall, spring, and as needed. Program Specialist will obtain data from Guam State Agency on program level assessment. The State Agency analyzes the student information as part of Guam's consolidated report. The results will be shared with Program Specialist to be used as part of program SLO assessment report.</p>	<p>Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1.To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012. 2.To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012. 3.To provide administrative support to the GCC Adult HS program. <p>Related Documents: TOPSpro 2011 Updated TOPSpro T4, T4b NRS Level Completion Report NRS Completion</p>	<p>Implementation Status: component met the expected outcomes. The ABE Programs will continue to increase enrollment in its math courses and improve service delivery.</p> <hr/>
<p>Adult Education Program - (AHS Diploma) - AHS: To Write to Function in the Workplace and at Postsecondary Level - SLO #3: FA2010-SP2012</p> <p>Upon successful completion of this program, adult learners will be able to write in the workplace and at postsecondary level.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is a skill leveling instrument used to measure learners' abilities. CASAS relationship to NRS Functioning Levels (EFL) for ABE and ASE is correlated (e.g. reading and math scale</p>	<p>02/09/2012 - In PY2010-2011, a total of 1,816 were served. A total of 539 were enrolled in the ABE programs (TOPSpro, Table 4). Of the 539 served, 73% took paired test and gained 8 points in reading. Writing scale scores are reflective of reading scores, therefore, writing skills for the ABE programs met the criterion.</p>	<p>02/09/2012 - The ABE/AHSD program met is expected criterion for learning gains in the writing component.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/10/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>scores of 211-220 is equivalent to writing scale score of 226-242).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% of the adult learners will gain at least 5 points in their writing scale scores.</p> <p>Budget-Related Proposed Outcomes: 1.To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012. 2.To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012. 3.To provide administrative support to the GCC Adult HS program.</p> <p>Related Documents: Relationship to NRS EFL for Reading, Math, and Writing scores Updated TOPSpro T4, T4b NRS Completion</p>	<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 1.To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012. 2.To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012. 3.To provide administrative support to the GCC Adult HS program.</p> <p>Related Documents: Relationship to NRS EFL for Reading, Math, and Writing scores Updated TOPSpro T4, T4b NRS level Completion Report NRS Completion</p>	<p>Implementation Status: 02/09/2012 - The ABE programs will continue to increase enrollment in its reading, writing, and math courses and improve service delivery.</p>
<p>Task Name: CASAS Pre and Post Testing</p>			
<p>Adult Education Program - (AHS Diploma) - AHS: To Transition into Postsecondary Level - SLO# 5: FA2010-SP2012 Upon completion of this program, adult learners will be able to transition into postsecondary education.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/10/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Data on AHS graduates and those who transition into postsecondary studies is provided by Admissions & Registration Office.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Enrollment Trends</p> <p>Criterion (Written in %): At least 10% of the adult learners will be able to transition into postsecondary level.</p> <p>Budget-Related Proposed Outcomes:</p>	<p>09/06/2011 - In PY2010-2011, a total of 1,837 were served. A total of 539 were enrolled in the ABE programs (TOPSpro, Table 4). A limit of 80 adult learners is accepted to enroll the AHSD program per semester. In AY 2010-2011, 13% of 80 students graduated, and a total of 181 AHS graduates enrolled at the postsecondary level (GCC) between Fall 2010 to Summer 2011. The AHSD program satisfactory met its criterion of 10% transition rate.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result</p>	<p>09/19/2011 - The ABE/AHS program met its 10% criterion for transition into postsecondary level.</p> <p>Implementation Status: 09/21/2011 - The ABE programs will continue to support adult learners with academic instructions, counseling, tutoring, AHRD referrals and other related services, and transition into postsecondary</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>1.To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012. 2.To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012. 3.To provide administrative support to the GCC Adult HS program.</p> <p>Related Documents: CASAS Guam State Indicators GCC ABE Assessment Policy NRS Completion AHS Grads AY2010-2011</p>	<p>Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 1.To enroll maximum of 80 students in the GCC Adult HS classes in SY2011-2012. 2.To enroll a maximum 24 students in GCC adult HS student success course in SY2011-2012. 3.To provide administrative support to the GCC Adult HS program.</p> <p>Related Documents: TOPSpro 2011 Updated TOPSpro T4, T4b AHS Grads AY2010-2011 NRS Completion</p>	<p>Implementation Status: education.</p> <hr/>
	<p>Task Name: Transition to Post Secondary Advisement</p> <p>Task Description: AHS Counselor advises adult learners in their transition into postsecondary education.</p>		
<p>Adult Education Program - (ESL) - AY 07-08 SLO#1 ELL use basic English - English Language Learners will use basic greetings, simple phrases and commands.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/13/2007</p> <p>End Date: 05/13/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Comprehensive Adult Student Assessment System (CASAS) instrument will be used as an assessment of student performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 40% of the students who are in this entry level of ESL will meet the required CASAS scores to promote them to the next level. The percentage is based on the national</p>	<p>07/25/2011 - ESL Beginning Literacy (ESL001) course guide for this level was approved on March 09, 2009. The course guide follows the skill level of the National Reporting System.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: New grant includes request to purchase</p>	<p>09/16/2009 - Course offered in Fall 2009.</p> <p>Implementation Status: 12/07/2009 - ESL 002 Low Beginning was offered in Fall 2009 via the Continuing Education Office. One class was held in the GCC campus and an outreach class in Dededo. A class set of the new textbooks were ordered. Assistance was given to</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: N/A</p>	<p>average of data collected by US DOE. Related Documents: ESLSLD.pdf</p>	<p>new books for implementation. Budget Related Performance Indicators: 1. Number of work orders for ESL lab maintenance. 2. Provision of multimedia for instructor use. 3. Membership and annual subscription certification to TESOL.</p>	<p>Implementation Status: the ESL faculty in the installation of computer equipment in the F1 language lab. 09/16/2009 - 20 students enrolled in the class.</p> <hr/>
		<p>10/06/2008 - Of the 20 students enrolled in the course, 5 students tested in this educational functioning level as described in the CASAS Sill Level Descriptorl for AY 2007-08. A total of 191 contact hours was logged for student attendance. Based on the post test administered at the end of the session, only one (1) student (20%) successfully tested out of the level while the results of the four (4) students indicated no progress. Summary of Result Type: Criterion Not Met Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: The ESL faculty who teaches majority of the classes is currently reviewing the course guides and rewriting them in alignment with levels of the National Reporting System (NRS). Budget Related Performance Indicators: ? Related Documents: GCC FEDERAL TABLES - TABLE</p>	<p>03/06/2009 - ESL faculty revised the course guide for this level. CEAD1107 Beginning Literacy was submitted to the Curriculum Committee and approved on January 16, 2009. The SLOs in the revised course guide are aligned to the educational functioning levels defined by National Reporting System (NRS) and assessed through the Comprehensive Adult Student Assesement System</p> <hr/> <p>10/06/2008 - Analysis of student performance will be compared with performance in previous years. Results will be used in the review of the course guide.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Adult Education Program - (ESL) - AY 07-08 SLO#2 ELL Basic - English Language Learners will use simple phrases containing familiar vocabulary, speak slowly with frequent repetition.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/13/2007</p> <p>End Date: 05/13/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Comprehensive Adult Student Assessment System (CASAS) is the instrument used to assess student performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 45% of the students who are in the Basic level of ESL will meet the required CASAS scores to promote them to the next level. The percentage is based on the national average of data collected by US DOE.</p> <p>Related Documents: ESLSLD.pdf ESLSLD.pdf</p>	<p>09/16/2009 - ESL002 ESL Low Beginning course guide for this level was approved on March 3, 2009.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: New grant included request to purchase books for the course.</p> <p>Budget Related Performance Indicators: ?</p>	<p>09/16/2009 - Course is offered in Fall 2009 through the Continuing Education Office.</p> <p>Implementation Status: 09/16/2009 - 20 students enrolled in this class.</p> <hr/>
		<p>10/07/2008 - 10 students were enrolled in this level and 8 (80%) completed while 2 remained at the level.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Results of the completers are used by the Guam State Office to negotiate annual state goals.</p> <p>Related Documents: GCC FEDERAL TABLES - TABLE</p>	<p>03/06/2009 - ESL faculty revised the course guide for this level. CEAD1108 Low Beginning ESL was submitted to the Curriculum Committee and approved on January 16, 2009. The SLOs in the revised course guide are aligned to the educational functioning levels defined by National Reporting System (NRS) and assessed through the Comprehensive Adult Student Assessment System</p> <p>Implementation Status: 12/07/2009 - ESL 003 High Beginning ESL was offered in Fall 2009 via the Continuing Education Office. A class set of the new textbooks were ordered. Assistance was given to the ESL faculty in the installation of computer equipment in the F1 language lab.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Adult Education Program - (ESL) - AY 07-08 SLO#3 ELL Intermediate - English Language Learners will apply oral directions in familiar contexts, use simple phrases containing familiar vocabulary, write messages and notes related to basic needs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/13/2007</p> <p>End Date: 05/13/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Comprehensive Adult Student Assessment System (CASAS) is the national standardized exam administered to ELLs in the program to determine student performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 47% of the students who are in the Intermediate level of ESL will meet the required CASAS scores to promote them to the next level. The percentage is based on the national average of data collected by US DOE.</p> <p>Related Documents: ESLSLD.pdf</p>	<p>09/16/2009 - ESL 004 ESL Low Intermediate course guide was approved on March 3, 2009.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: The new grant applied for allows purchasing of new textbooks.</p> <p>Budget Related Performance Indicators: ?</p>	<p>12/07/2009 - ESL004 Low Intermediate ESL was offered in Fall 2009 through the Continuing Education Office. A class set of the new textbooks were ordered. Assistance was provided to the ESL faculty for the installation of computer equipment in the F! language lab.</p> <p>Implementation Status: 12/07/2009 - ESL 004 ESL Low Intermediate course was recommended by faculty to be repeated in Spring 2010 due to nonarrival of textbooks.</p> <p>09/16/2009 - 20 students enrolled in the class during Fall 2009 term.</p>
		<p>10/07/2008 - 21 students enrolled and 17 (80.95%) completed the level, while one (1) separated before completion and three (3) remained at the level.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Completer percentage data is used by the Guam State Office in negotiating annual performance goal.</p> <p>Related Documents:</p>	<p>03/06/2009 - ESL faculty revised the course guide for this level. CEAD1110 Low Intrmediate ESLwas submitted to the Curriculum Committee and approved on January 16, 2009. The SLOs in the revised course guide are aligned to the educational functioning levels defined by National Reporting System (NRS) and assessed through the Comprehensive Adult Student Assesement System</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
GCC FEDERAL TABLES - TABLE			
<p>Adult Education Program - (ESL) - AY 05-06 (1) ELL learn basic English - English language learners will learn basic English through ESL courses offered in Spring 06, Fall 06, Spring 07 and Fall 07.</p> <p>Start Date: 01/18/2006</p> <p>End Date: 12/31/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CASAS tests will be administered to place students and to monitor progress.</p> <p>Criterion (Written in %): 27% of ELL starting in the Basic level will learn English. This criterion is based on the target core indicator of performance set by the Guam State Office for Adult Education for program year 2005.</p>		
<p>Program Level SLO Industry National Certification: N/A</p>		<p>02/16/2007 - Of the 25 ELL students who enrolled in beginning ESL represented in ESL11 and 12 courses in SY005-06, 92% (n=23) took the CASAS pre and post test to determine learning gains and scored an average educational gain of 7.43. Of the 23 students, 43% (n=10) completed the level and advanced in the National Reporting System (NRS) educational functioning level from ESL Beginning to ESL Intermediate Low.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/12/2007 - Although the criterion set for this level was exceeded, the results show students dropping out and not taking the post test. Analysis will be made of the student test profile to determine common skills not achieved. In addition, to deter students dropping out, effort will be made to schedule classes in sequential order and in the hours preferred by the students.</p>
<p>Adult Education Program - (ESL) - AY 05-06 (2) ELL basic progress intermediate - Basic level English language learners will progress to intermediate English through ESL courses offered in Spring 06, Fall 06, Spring 07 and Fall 07.</p> <p>Start Date: 01/18/2006</p> <p>End Date: 12/31/2007</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CASAS tests will be administered to place students and to monitor progress.</p> <p>Criterion (Written in %): 31% of Basic level ELL learners will progress to intermediate level. This criterion is based on the target core indicator of performance set by the Guam State Office for Adult Education for program year 2005.</p>	<p>03/12/2007 - Of the 17 ELL students who enrolled in intermediate ESL 13 A/B in SY2005-06, 100% took the CASAS pre and post test to determine learning gains and scored an average educational gain of 13.3. Of the 17 students, 71% (n=12) completed and advanced in the National Reporting System (NRS) educational functioning level from ESL Intermediate to ESL Advanced.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result</p>	<p>03/12/2007 - Even though the criterion set for this level was exceeded, the reasons students do not complete the program need to be analyzed. Informal surveys through one-on-one interview of students will be made to determine schedule and teaching style preferences.ine schedule and teaching style preferences.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>		<p>Status: Closed</p>	
<p>Adult Education Program - (ESL) - AY 05-06 (3) ELL intermediate progress to Advance - Intermediate level English language learners will progress to Advance English through ESL courses offered in Spring 06, Fall 06, Spring 07 and Fall 07.</p> <p>Start Date: 01/18/2006</p> <p>End Date: 12/31/2007</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CASAS test will be used for placement and monitoring of student progress.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 40% of ELL intermediate level learners will progress to the advance level. This criterion is based on the target core indicator of performance set by the Guam State Office for Adult Education for program year 2005.</p>	<p>03/12/2007 - Of the 12 ELL students who enrolled in advanced low ESL in ESL14 A/B in SY005-06, 100% took the CASAS pre and post test to determine learning gains and scored an average educational gain of 2.20. Of the 12 students, 42% (n=5) completed the level and advanced in the National Reporting System (NRS) educational functioning level from ESL Beginning to ESL Intermediate Low.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/12/2007 - 1. Monitoring weekly class attendance is being implemented to identify students at risk.</p> <p>2. Current students and incoming students are polled to determine interest in continuing class such as factors that may be reasons for not continuing.</p> <p>3. Needs assessment is used for schedule planning to offer classes that address the continued advancement in student levels.</p>
<p>Adult Education Program - (ESL) - AY 04-05 LEARNER WILL RECEIVE SECONDARY DIPLOMA - Student will receive a secondary school diploma or its recognized equivalent.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Award of high school diploma or equivalent.</p> <p>Type of</p>	<p>06/29/2005 - PY 2004-05 targeted percent was met and exceeded. 41% was negotiated as a targeted performance standard for this level. 71% was achieved. This performance meets the third core indicator of performance measures for adult</p>	<p>06/29/2005 - Plan to continue support services of Educational Talent Search tutoring in PY 2005-06.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 07/01/2004</p> <p>End Date: 06/30/2005</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Course-Taken Patterns</p> <p>Criterion (Written in %): GED diplomas are awarded to those who successfully pass the GED battery tests with a minimum score of 410 per subject and minimum average of 450. ASE diplomas are awarded to students who complete the required Adult High School Diploma Program credits.</p>	<p>education and literacy activities, which is the receipt of a secondary school diploma or its recognized equivalent.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	
<p>Adult Education Program - (ESL) - AY 04-05 LEARNERS WILL BE PLACED IN WORKFORCE TRAINING - Student will get placement in, retention in, or completion of workforce training.</p> <p>Start Date: 07/01/2004</p> <p>End Date: 06/30/2005</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Update information is recorded in the Update form at end of student participation in program.</p> <p>Criterion (Written in %): Update information determines if the student has met their program goal.</p>	<p>06/29/2005 - ABE and ASE students participated in GCC's annual Career Expo. Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement is the criteria for achievement of Core Indicator 2. This is one of three core indicators of performance measures that determine and ensure improvement of adult education and literacy activities as developed by GCC's Adult Education Task Force pursuant to Section 212 of Title II of the Workforce Investment Act of 1998.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>06/29/2005 - Plan to include vocational training opportunities in 2005-06 program agreement.</p>
<p>Adult Education Program - (ESL) - AY 04-05 LEARNERS DEMONSTRATE PROGRESS - Learners will demonstrate progress toward attainment of basic skills and life skills competencies that support their educational needs and personal goals.</p> <p>End Date: 12/31/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CASAS system of tests tracks adult student progress through testing in reading and mathematics.</p> <p>Criterion (Written in %): All students entering the program are given an appraisal test to determine placement in program level. A pre-test is given at</p>	<p>03/09/2005 - The program has on file the student information on:</p> <ul style="list-style-type: none"> -initial skill assessments (appraisal) -initial needs assessments (pre-test) -student education plans (demographic) -documentation of progress within 90 instructional hours (post test) <p>The program met and exceeded the targeted percent negotiated for the program year (July 1,</p>	<p>03/09/2005 - Results are compiled into the annual close-out report on the ABE grant. Results are also used for continuous improvement measures.</p> <p>Implementation Status: 06/29/2005 - Annual Program</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p>	<p>beginning of instructional period to assess needs and a post test is given at the end of the period to determine learning gains.</p> <hr/> <p>Artifact/Instrument/Rubric/Method/Tool Description: CASAS system of tests tracks adult student progress through testing in reading and mathematics.</p> <p>Criterion (Written in %): All students entering the program are given an appraisal test to determine placement in program level. A pre-test is given at beginning of instructional period to assess needs and a post test is given at the end of the period to determine learning gains.</p>	<p>2003 - June 30, 2005). Basic Skills, which covers the federal Basic Literacy and Beginning ABE levels, were negotiated a performance standard for 2004 at 7 and 30% respectively. The program achieved a completion of 58% and 42%.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>Implementation Status: Agreement for Adult Education was submitted for program year 2005-06 to include continued funding of Basic Skills class.</p> <hr/>
<p>Adult Education Program - (ESL) - To Apply Reading Comprehension Skills - SLO#1: FA2010-SP2011 Upon successful completion of this program, students will be able to apply reading comprehension skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/10/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 requires that 60 percent of adult learners must have paired tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% fo the adult learners will gain 2 (two points) in their reading post test scores.</p> <p>Budget-Related Proposed Outcomes: 1. To support use of technology in ESL</p>	<p>09/15/2011 - In PY2010-2011, a total of 1,816 were served. A total of 531 were enrolled in the ABE programs (TOPSpro, Table 4). The data percentage shows State Indicators vs. ESL program indicators: 1. ESL Beginning Literacy, State=39%, ABE=100%, Paired Test=100%; 2. ESL Low Beginning, State=43%, ABE=83%, Paired Test=100%; 3.ESL High Beginning, State=47%; ABE=94%, Paired Test=94%; 4.ESL Low Intermediate, State=45%, ABE=74%, Paired Test=74%; 5.ESL High Intermediate, State=44%, ABE=50%, Paired Test=52%; and, 6.ESL Advanced, State=42%, ABE=14%, Paired Test=15%.</p> <p>The ESL instructional program satisfactorily met State Indicators. However, in ESL Advanced, most learners progressed within Educational</p>	<p>09/20/2011 - The ESL program as a whole met its criterion by obtaining 8 points or 11% in learning gains. The gain is reflective of ESL reading component at the course level.</p> <p>Implementation Status: 09/21/2011 - The ESL program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The goal of the ESL program is increase its enrollment at all levels in PY2011-2012.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>instruction 2. To support implementation of new ESL course guides 3. To support faculty development of ESL Instructors</p> <p>Related Documents: GCC ABE Assessment Policy CASAS Guam State Indicators Updated TOPSpro T4, T4b</p>	<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: ?</p> <p>Related Documents: TOPSpro 2011 GCC ABE Assessment Policy Guam State Indicators Advanced ESL Low Beginning ESL Beginning Literacy ESL</p>	
<p>Adult Education Program - (ESL) - To Demonstrate Listening Comprehension Skills - SLO#2: FA2010-SP2011 Upon successful completion of this program, the students will be able to demonstrate listening skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: GCC adopted CASAS (Comprehensive Adult Student Assessment System) as the tool to measure adult learners success in</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 requires that 60 percent of adult learners must have paired tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% fo the adult learners will gain 2 (two) points in their listening post test scores.</p> <p>Budget-Related Proposed Outcomes: 1. To support use of technology in ESL instruction 2. To support implementation of new ESL course guides 3. To support faculty development of ESL</p>	<p>09/15/2011 - In PY2010-2011, a total of 1,816 were served. A total of 531 were enrolled in the ABE programs (TOPSpro, Table 4). The data percentage shows State Indicators vs. ESL program indicators: 1. ESL Beginning Literacy, State=39%, ABE=100%, Paired Test=100%; 2. ESL Low Beginning, State=43%, ABE=83%, Paired Test=100%; 3.ESL High Beginning, State=47%; ABE=94%, Paired Test=94%; 4.ESL Low Intermediate, State=45%, ABE=74%, Paired Test=74%; 5.ESL High Intermediate, State=44%, ABE=50%, Paired Test=52%; and, 6.ESL Advanced, State=42%, ABE=14%, Paired Test=15%.</p> <p>The ESL instructional program satisfactorily met State Indicators. However, in ESL Advanced, most learners progressed within Educational Functioning Level.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result</p>	<p>09/15/2011 - An 8 points or 11% learning gains for ESL program as a whole meets the criterion. The 8 points gain is an indication the learning took place at the listening component.</p> <p>Implementation Status: 09/20/2011 - The ESL program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The goal of the ESL program is increase its enrollment at all levels in PY2011-2012.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Skills. CASAS is aligned to NRS (National Reporting System).</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from these reports will be used to measure success for program improvement (e.g. course guides or program document).</p>	<p>Instructors</p> <p>Related Documents: CASAS Guam State Indicators GCC ABE Assessment Policy</p>	<p>Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 1. Number of work orders for ESL lab maintenance. 2. Provision of a multimedia for instructor use. 3. Membership and annual subscription certifications to TESOL.</p> <p>Related Documents: TOPSpro 2011 GCC ABE Assessment Policy Guam State Indicators Advanced ESL Low Beginning ESL Beginning Literacy ESL</p>	
<p>Adult Education Program - (ESL) - To Communicate Basic Speaking Skills - SLO#3: FA2010-SP2011</p> <p>Upon successful completion of this program, students will be able to communicate verbally in English.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/13/2010</p> <p>End Date: 10/10/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 requires that 60 percent of adult learners must have paired tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% of adult learners will gain at least 2 (two) points in paired test results.</p> <p>Budget-Related Proposed Outcomes: 1. To support use of technology in ESL instruction 2. To support implementation of new ESL</p>	<p>09/15/2011 - In PY2010-2011, a total of 1,816 were served. A total of 531 were enrolled in the ABE programs (TOPSpro, Table 4). The data percentage shows State Indicators vs. ESL program indicators: 1. ESL Beginning Literacy, State=39%, ABE=100%, Paired Test=100%; 2. ESL Low Beginning, State=43%, ABE=83%, Paired Test=100%; 3.ESL High Beginning, State=47%; ABE=94%, Paired Test=94%; 4.ESL Low Intermediate, State=45%, ABE=74%, Paired Test=74%; 5.ESL High Intermediate, State=44%, ABE=50%, Paired Test=52%; and, 6.ESL Advanced, State=42%, ABE=14%, Paired Test=15%.</p> <p>The ESL instructional program satisfactorily met State Indicators. However, in ESL Advanced, most learners progressed within Educational Functioning Level.</p> <p>Summary of Result Type:</p>	<p>09/15/2011 - The ESL program as a whole gained 8 points or 11% in learning gains is reflective of learners' ability to communicate or use of the English language.</p> <p>Implementation Status: 09/21/2011 - The ESL program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The goal of the ESL program is increase its enrollment at all levels in PY2011-2012.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>GCC Fact Book</p> <p>Notes from the pull/drop down list</p> <p>Data from the Consolidated Annual Report from Guam State Agency and GCC Fact Book will be used as indicators to measure of success (e.g. increase ABE learners enrollment, increase ABE retention rates, increase funds, increase ABE faculty training and support, or reexamine ABE curriculum as a continuous improvement measure).</p>	<p>course guides</p> <p>3. To support faculty development of ESL Instructors</p> <p>Related Documents:</p> <p>CASAS</p> <p>Guam State Indicators</p> <p>CASAS</p> <hr/> <p>Task Name:</p> <p>SLO# 3: Basic Speaking Skills</p> <p>Task Description:</p> <p>CASAS Pre and Post Testing</p>	<p>Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p> <p>Open</p> <p>Budget Implications:</p> <p>Over \$5,000</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. Number of work orders for ESL lab maintenance. 2. Provision of a multimedia for instructor use. 3. Membership and annual subscription certifications to TESOL. <p>Related Documents:</p> <p>TOPSpro 2011</p> <p>GCC ABE Assessment Policy</p> <p>Guam State Indicators</p> <p>Advanced ESL</p> <p>Low Beginning ESL</p> <p>Beginning Literacy ESL</p>	
<p>Adult Education Program - (ESL) - To Apply Basic Writing Skills - SLO#4:FA2010-SP2011</p> <p>Upon successful completion of the program, students will be able to apply basic writing</p> <p>Outcome Types:</p> <p>SLO-Behavioral outcomes</p> <p>Start Date:</p> <p>03/12/2012</p> <p>End Date:</p> <p>10/14/2013</p> <p>Outcome Status:</p> <p>Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>Comprehensive Adult Student Assessment System (CASAS) is the instrument used to measure success of basic skills learners. Guam Community College's Assessment Policy and Guidelines 2008 require that 60 percent of adult learners must have paired tests (pre and post test).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p> <p>Standardized Test</p> <p>Criterion (Written in %):</p>	<p>09/15/2011 - In PY2010-2011, a total of 1,816 were served. A total of 531 were enrolled in the ABE programs (TOPSpro, Table 4). The data percentage shows State Indicators vs. ESL program indicators: 1. ESL Beginning Literacy, State=39%, ABE=100%, Paired Test=100%; 2. ESL Low Beginning, State=43%, ABE=83%, Paired Test=100%; 3.ESL High Beginning, State=47%; ABE=94%, Paired Test=94%; 4.ESL Low Intermediate, State=45%, ABE=74%, Paired Test=74%; 5.ESL High Intermediate, State=44%, ABE=50%, Paired Test=52%; and, 6.ESL Advanced, State=42%, ABE=14%, Paired</p>	<p>09/15/2011 - A 11% or 8 points learning gain in the ESL program is an indication that learning took place in the use of the English language in a written form.</p> <p>Implementation Status:</p> <p>09/20/2011 - The ESL program will continue to serve individuals of age 16 years and over as mandated by Guam Public Law 14-77. The goal of the ESL</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: GCC adopted CASAS (Comprehensive Adult Student Assessment System),www.casas.org, as the tool to measure adult learners success in Basic Skills. CASAS is aligned to NRS (National Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from these reports will be used for program improvement measures if needed (e.g. course guides or program document).</p>	<p>70% of adult learners will gain at least 2 (two) points in paired test results.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. To support use of technology in ESL instruction 2. To support implementation of new ESL course guides 3. To support faculty development of ESL Instructors <p>Related Documents: CASAS Guam State Indicators GCC ABE Assessment Policy</p>	<p>The ESL instructional program satisfactorily met State Indicators. However, in ESL Advanced, most learners progressed within Educational Functioning Level.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. Number of work orders for ESL lab maintenance. 2. Provision of a multimedia for instructor use. 3. Membership and annual subscription certifications to TESOL. <p>Related Documents: TOPSpro 2011 GCC ABE Assessment Policy Guam State Indicators Advanced ESL Low Beginning ESL Beginning Literacy ESL</p>	<p>Implementation Status: program is increase its enrollment at all levels in PY2011-2012.</p> <hr/>
<p>Adult Education Program - (ESL) - To Apply Reading Comprehension Skills_1 - SLO#1: SP2012-FA13</p> <p>Upon successful completion of this program, students will be able to apply reading comprehension skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL).</p> <p>Type of</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/14/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current assessment results will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): At least 75% of adult learners will gain at least 5 points in their paired test results.</p> <p>Budget-Related Proposed Outcomes: 1.ESL lab will be upkeep through supervision of adult education office. 2.Instructor will incorporate use of multimedia in teaching methodology. 3.ESL faculty will be updated with resources from TESOL membership.</p> <hr/> <p>Task Name: CASAS</p> <p>Task Description: CASAS Pre & Post Testing</p>		
<p>Adult Education Program - (ESL) - To Demonstrate Listening Comprehension Skills_1 - SLO#2: SP2012-FA13</p> <p>Upon successful completion of this program, the students will be able to demonstrate listening skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC adopted CASAS (Comprehensive Adult Student Assessment System), www.casas.org, as the tool to measure adult learners' academic progress by the administration of pre and post tests (paired test). CASAS is aligned with NRS (National Reporting System), Educational Functioning Levels (EFL).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): At least 75% of adult learners will gain at</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The previous cycle data serves as a springboard to enhance this plan. The Guam State Agency compiles Adult Basic Education (ABE) statistics for reporting as part of Guam's Annual Consolidated Report to the federal government. The State Agency shares statistics with the college as part of its FactBook report. Data from previous and current assessment results will be used for program improvement measures if needed (e.g. course guides, program document, increase funds or number of students to be served, and enrolled).</p>	<p>least 5 points in their paired test results.</p> <p>Budget-Related Proposed Outcomes: 1.ESL lab will be upkept through supervision of adult education office. 2.Instructor will incorporate use of multimedia in teaching methodology. 3.ESL faculty will be updated with resources from TESOL membership.</p> <hr/> <p>Task Name: CASAS</p> <p>Task Description: CASAS Pre & Post Testing</p>		
<p>Apprenticeship Training - FA09-SP11 AUO#1 Increase Employer Participation - AUO#1: To increase employer participation in the Apprenticeship Program from 35 to 45.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A Quarterly Report Will Document The Number Of Employer Participants In The Apprenticeship Program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 90 % Of Active Employers Will Have employees registered in the program.</p> <p>Budget-Related Proposed Outcomes: 1. 90% of active employers will have employees registered in the program. 2. 7% of 274 will receive their completion certificates. 3. 18% increase in the number of active apprentices enrolled in the program</p>	<p>03/08/2010 - N=96% Number of active employers (54) have been registered in the Apprenticeship Training Program as of September 2010. Of the 54 employers, 52 had registered employee in the program. (refer to active employer graph). Quarterly Report Data was collected for October To December 2009, January To March 2010, April To June 2010 and July To September 2010.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: GCC Apprenticeship Program is approved and registered with the U.S. Department of</p>	<p>10/11/2010 - By increasing the employers participating in the Apprenticeship Program from 35 to 45 employer become more involved corporate citizens in our community.</p> <p>Implementation Status: 03/28/2011 - By increasing the number of students enrolled we take a step closer to academic completion of the program and increase the number of skilled workers in the community. By increasing the number of skilled workers in the community we</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Related Documents: QUARTER REPORT OCTOBER TO DECEMBER 2009 AUO #1.xls</p> <hr/> <p>Task Name: Terry Camacho Guerrero, Administrative Assistant & George A. Santos, Assistant Director</p> <p>Task Description: Identify new employer partners when their Apprenticeship standards are approved by Mary A. Okada, GCC, President and Alfred Valles, State Director, Office of Apprenticeship.</p>	<p>Labor's Office of Apprenticeship Training. The program is funded by the Manpower Development Fund (MDF). Not thru the general funds.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. To increase employer participation and student enrollment in the apprenticeship program. 2. To increase the number of skilled workers in the community. 3. To validate our contribution to the workforce development initiative. <p>Related Documents: October To December 2009 January To March 2010 Apri To June 2010 July To September 2010 January To March 2009 April To June 2009 July To September 2009 Active Employer Graph</p>	<p>Implementation Status: validate our contribution to the workforce development initiative. Because crition was met a new AUO for the next assessment cycle will be submitted.</p> <hr/>
Apprenticeship Training - FA09-SP11 AUO#2 Increase Apprentice Completers - AUO#2: To increase the number of apprenticeship completers from 15 to 20 per year.	<p>Artifact/Instrument/Rubric/Method/Tool Description: Quarterly Report.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	03/08/2010 - Year 2009 (January to December 2009) 37 apprentices completed and received their certificate. (January to September 2010) 17 apprentices completed as of September 2010. N=200% or 54 (Completers) / 20 (Goal). For this	10/11/2010 - By increasing the number of Completers in the Apprenticeship Program we increased the number of skilled workers in the community.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Document Review</p> <p>Criterion (Written in %): 7% of Universe(274 - Total Apprentices) will receive their completion certificates by the end of this assessment cycle.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. 90% of active employers will have employees registered in the program. 2. 7% of 274 will receive their completion certificates. 3. 18% increase in the number of active apprentices enrolled in the program <p>Related Documents: QUARTER REPORT October To December 2009 AUO #2.xls</p>	<p>cycle a total of 54 apprentices (200% or N= 54/20) completed their program.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: GCC Apprenticeship Program is approved and registered with the U.S. Department of Labor's Office of Apprenticeship Training. The program is funded by the Manpower Development Fund (MDF). Not thru the general funds.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. To increase employer participation and student enrollment in the apprenticeship program. 2. To increase the number of skilled workers in the community. 3. To validate our contribution to the workforce development initiative. <p>Related Documents: QUARTER REPORT January to March 2009 AUO #2.xls QUARTER REPORT April to June 2009 AUO #2.xls QUARTER REPORT July to September 2009 AUO#2.xls QUARTER REPORT October To December 2009 AUO #2.xls QUARTER REPORT January to March 2010 QUARTER REPORT April to June 2010 QUARTER REPORT July to September 2010</p>	<p>Implementation Status: 03/28/2011 - By increasing the number of skilled workers in the community we validate our contribution to workforce development, A GCC Assessment Goal. Because crition was met a new AUO for the next assessment cycle will be</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Completer Graph			
<p>Task Name: Terry Camacho Guerrero, Administrative Assistant & George A. Santos, Assistant Director</p> <p>Task Description: Identify and record all Journeyworker completers when approved by the U.S. Secretary of Labor, Helen Solis.</p>			
<p>Apprenticeship Training - FA09-SP11 AUO#3 Increase apprentices - AUO#3: To increase the number of active apprentices in the program from 274 to 324.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Quarterly Report.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Enrollment Trends</p> <p>Criterion (Written in %): 18% increase in the number of active apprentices enrolled in the program.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. 90% of active employers will have employees registered in the program. 2. 7% of 274 will receive their completion certificates. 3. 18% increase in the number of active apprentices enrolled in the program <p>Related Documents: QUARTER REPORT OCTOBER TO DECEMBER 2009 AUO #3.xls</p>	<p>03/08/2010 - 77% (N=77% or 274/356) or 82 new apprentices enrolled between January 2009 (274) and September 2010 (356). See Active Apprentice Graph.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: GCC Apprenticeship Program is approved and registered with the U.S. Department of Labor's Office of Apprenticeship Training. The program is funded by the Manpower Development Fund (MDF). Not thru the general funds.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. To increase employer participation and student enrollment in the apprenticeship program. 2. To increase the number of skilled workers in the community. 3. To validate our contribution to the workforce development initiative. <p>Related Documents: QUARTER REPORT JAN TO</p>	<p>10/11/2010 - By increasing the number of active apprentices in the program, we see an increase in enrollment numbers (i.e.student enrollment Spring 2009= 189; Summer 2009= 3; Fall 2009= 272; Spring 2010= 224; Summer 2010= 7 and Fall 2010= 249). By increasing the number of students enrolled we take a step closer to academic completion of the program and increase the number of skilled worker in the community.</p> <p>Implementation Status: 03/28/2011 - By increasing the number of students enrolled we take a step closer to academic completion of the program and increase the number of skilled worker in the community. By increasing the number of skilled workers in the community we validate our contribution to workforce development, An Institutional Goal. Because crition was met a new AUO for</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		2009 QUARTER REPORT APRIL TO JUNE 2009 QUARTER REPORT JULY TO SEPTEMBER 2009 QUARTER REPORT OCTOBER TO DECEMBER 2009 QUARTER REPORT JAN TO MARCH 2010 QUARTER REPORT APRIL TO JUNE 2010 QUARTER REPORT JULY TO SEPTEMBER 2010 Active Apprentice Graph	Implementation Status: the next assessment cycle will be submitted.
	Artifact/Instrument/Rubric/Method/Tool Description: Apprenticeship Quarterly Reports Type of Artifact/Instrument/Rubric/Method/Tool: Enrollment Trends		
	Artifact/Instrument/Rubric/Method/Tool Description: Apprenticeship Quarterly Reports Type of Artifact/Instrument/Rubric/Method/Tool: Enrollment Trends		
	Task Name: Terry Camacho Guerrero, Administrative Assistant & George A. Santos, Assistant Director Task Description: Identify and record all new apprentices as they are indentured in the *RAPIDS electronic system (*Registered Apprentice Partners Information Data Systems).		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Apprenticeship Training - AUO#1 Increase Employer Participation - FA11-SP13 AUO#1: To increase employer participation in the Apprenticeship Program from 35 to 45.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list The GCC Annual Report will show the number of employers participating in the program.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Quarterly Report will document the number of employer participants In the Apprenticeship Program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): There will be a 10% increase of active employers registered with the program.</p> <p>Budget-Related Proposed Outcomes: 90% of active employers will have employees registered in the program.</p> <p>Related Documents: July- Sept 2011 Quarterly Report.pdf</p>	<p>09/25/2012 - N=100 or 286% active employers registered with the program. Therefore, the outcome of increasing employer participation far exceeded the 10% goal.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The budget indicated will be used to maintain current active employer participation to ensure continued apprentice participation. The increase in active employer participation may require funding for additional personnel, equipment, supplies and materials to support the growth in Apprenticeship Training.</p> <p>Budget Related Performance Indicators: 90% of active employers will have employees registered in the program.</p> <p>Related Documents: Quarterly Report October to December 2011 QUARTER REPORT JANUARY TO MARCH 2012 DIST.pdf QUARTER REPORT APRIL TO JUNE 2012 DIST 2.pdf QUARTER REPORT JULY TO SEPTEMBER 2012.pdf</p>	
	<p>Task Name: Terry Barnhart, Program Specialist</p> <p>Task Description: Identify new employers when their Apprenticeship standards are approved by the US Department of Labor.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Apprenticeship Training - AUO#2 Increase Apprentice Completers - FA11-SP13 AUO#2: To increase the number of apprenticeship completers from 15 to 20 per year.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list The GCC annual report will show the number of apprenticeship completers.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Quarterly Report will document the number of apprenticeship completers.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 7% of 274 apprentices will receive their completion certificates.</p> <p>Budget-Related Proposed Outcomes: 90% of active employers will have employees registered in the program. 7% of 274 will receive their completion certificates.</p> <p>Related Documents: July- Sept 2011 Quarterly Report.pdf</p>	<p>09/25/2012 - N=73 or 27% of the 274 apprentices received their completion certificates. Therefore, the 27% far exceeded the stated goal of 7%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The budget indicated will be used to maintain current active employer participation to ensure continued apprentice participation. The increase in active employer participation may require funding for additional personnel, equipment, supplies and materials to support the growth in Apprenticeship Training.</p> <p>Budget Related Performance Indicators: 90% of active employers will have employees registered in the program.7% of 274 will receive their completion certificates.</p> <p>Related Documents: Quarterly Report October to December 2011 QUARTER REPORT JANUARY TO MARCH 2012 DIST.pdf QUARTER REPORT APRIL TO JUNE 2012 DIST 2.pdf QUARTER REPORT JULY TO SEPTEMBER 2012.pdf</p>	
	<p>Task Name: Terry Barnhart, Program Specialist</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: Identify and record all apprentice completers when approved by the U.S. Secretary of Labor.</p>		
<p>Apprenticeship Training - AUO#3 Increase the number of apprentices - FA11-SP13 AUO#3: To increase the number of active apprentices in the program from 274 to 324.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list The GCC Annual Report will show the number of active apprentices enrolled in the program.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Quarterly Report will document the number of apprentices participating in the program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): There will be an 18% increase in the number of active apprentices in the program.</p> <p>Budget-Related Proposed Outcomes: 18% increase in the number of active apprentices enrolled in the program.</p> <p>Related Documents: July- Sept 2011 Quarterly Report.pdf</p>	<p>09/25/2012 - N=385 or 18% increase of active apprentices in the program. Therefore, the goal of 18% was met.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The budget indicated will be used to maintain current active employer participation to ensure continued apprentice participation. The increase in active employer participation may require funding for additional personnel, equipment, supplies and materials to support the growth in Apprenticeship Training.</p> <p>Budget Related Performance Indicators: 18% increase in the number of active apprentices enrolled in the program</p> <p>Related Documents: Quarterly Report from October to December 2011 QUARTER REPORT JANUARY TO MARCH 2012 DIST.pdf QUARTER REPORT APRIL TO JUNE 2012 DIST 2.pdf QUARTER REPORT JULY TO SEPTEMBER 2012.pdf</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Terry Barnhart, Program Specialist</p> <p>Task Description: Identify and record all new apprentices in the quarterly report.</p>		
<p>Assessment & Counseling - Choices Planner Interest Profiler - FA11-SP13 SSUO#1</p> <p>To increase student utilization of the Interest Profiler in the "Choices Planner", a</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP Goal #2</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will generate a Choices Planner software report of the portfolio evaluation with the number of students utilizing the Interest Profiler in September 2012.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): After establishing a baseline of Choices Planner software Interest Profiler users, the department will increase the student usage by 10%.</p> <p>Budget-Related Proposed Outcomes: The department will continue to purchase the "Choices Planner" software.</p> <p>Related Documents: Choices Portfolio Evaluation Report</p>	<p>09/11/2012 - The baseline data of the Choices Planner Software Interest Profiles completed by students was 182 for SY 2010-2011. The department's goal was to increase the student usage by 10%. During SY2011-2012, the Counseling department conducted additional activities to increase the number by conducting classroom presentations on the Choices Software in several Fundamentals of English Writing courses. The number of Choices Planner Software Interest Profiles completed by students was 542 for SY 2011-2012. This was an increase of</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: The Choices Software license has been renewed.</p> <p>Budget Related Performance Indicators: Number of Choices Planner Software Interest Profiles completed by students.</p> <p>Related Documents: SY2010-2011 Interest Profiler results SY2011-2012 Interest Profiler results</p>	
	<p>Task Name: All Postsecondary counselors</p> <p>Task Description: Discussed SSUO#1 for 2011-2013</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>cycle.</p> <p>Task Name: All Postsecondary counselors</p> <p>Task Description: Postsecondary counselors will assist students with utilizing the Interest Profiler in the Choices Planner.</p> <p>Task Name: Troy Lizama and Sally Sablan</p> <p>Task Description: The department will generate a Choices Planner software report on the number of students who have used the Interest Profiler during previous semesters. The information obtained will be used as the baseline data for this SSUO.</p>		
<p>Assessment & Counseling - Assessment & Counseling Department Direct Student Services - FA11-SP13 SSUO#2</p> <p>To measure GCC employees' awareness of the Assessment & Counseling department's direct student services.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list ISMP Goal #2</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instrument/Tool Name: GCC Employee Awareness Survey</p> <p>A survey of college employees will be conducted to measure employee awareness of counseling services for students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): At least 75% of the employee respondents will accurately identify at least three direct student services provided by the Assessment & Counseling department postsecondary career counselors for postsecondary programs and adult high school program students.</p> <p>Budget-Related Proposed Outcomes: The department will continue to purchase</p>	<p>04/30/2012 - Data Collection: Forty-four (44) surveys were received as of 04/30/12. From the responses (N=44), 14 out of the 44 respondents (32%) accurately identified three or more services offered by the department. The anticipated 75% was not met. Further discussion on how to address the results will occur among department members. An option could be to continue with employee awareness activities.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Budget costs associated with this SSUO include operational items such as office supplies and equipment and program services contracts such as the purchasing of</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>supplies, equipment, contractual services, and counseling informational resources to ensure the department continues to provide a variety of services for students.</p> <p>Related Documents: GCC Employee Awareness Survey</p>	<p>the COMPASS units for placement testing.</p> <p>Budget Related Performance Indicators: Pending.</p>	
	<p>Task Name: All Postsecondary Counselors</p> <p>Task Description: Discuss context and focus of SSUO #2 and the feasibility of continuing for the new assessment cycle (Fall 2011 to Spring 2013)</p>		
	<p>Task Name: Karen Sablan</p> <p>Task Description: Draft language for SSUO #2 for the Assessment Plan, get input from postsecondary counselors, and input into TracDat.</p>		
	<p>Task Name: Karen Sablan</p> <p>Task Description: In coordination with the department members, modify the survey instrument to be administered to the employees.</p>		
	<p>Task Name: Patricia Terlaje</p> <p>Task Description: Upload modified and finalized survey for employees into Survey Monkey.</p>		
	<p>Task Name: Patricia Terlaje and Karen Sablan</p> <p>Task Description: Survey Dissemination via email addresses.</p>		
<p>Assessment & Counseling - Awareness and Understanding of Postsecondary Programs and Transition Process - FA11-SP13</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Survey assessing presentation participants'</p>	<p>03/12/2012 - The five GDOE high school CTE Counselors distributed surveys based on presentations and activities given to seniors on</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>SSUO#3: Presentations by GCC secondary Career Counselors will increase GDOE students' awareness and understanding of GCC's postsecondary programs and of the process of transitioning to postsecondary studies at GCC.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP Goal #2</p>	<p>awareness of GCC's postsecondary programs, and of the process of transitioning to them.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 60% of presentation attendees will report that as a result of their attendance at a presentation, that they "agree" or "strongly agree" that their awareness of GCC's postsecondary programs has increased, and that their understanding of the process of transitioning to postsecondary studies at GCC has increased.</p> <p>Budget-Related Proposed Outcomes: Since an increase in student matriculation to GCC would result in increased GCC revenues, and because these presentations may influence college enrollment, improvement in presentations may have a positive effect on GCC revenue. Resources needed for this process include: ink and paper for surveys, printing resources, and presentation resources.</p> <p>Related Documents: Career and Technical Education Programs Presentation Evaluation Form.docx</p>	<p>February 10, 2012 to increase students' awareness and understanding of GCC's postsecondary programs and of the process of transitioning to postsecondary studies at GCC. Also, the CTE Counselors are in the process of gathering data from relevant presentations at their respective secondary sites.</p> <p>GWHS: out of N=51 students that attended the event, N= 45 or 88% completed the survey with the following responses with respect to the listed questions: 1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. GWHS students responded 67% Strongly Agree; 31% Agree; 2% Not Sure; 0% Disagree; 0% Strongly Disagree 2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. GWHS students responded 40% Strongly Agree; 47% Agree; 13% Not Sure; 0% Disagree; 0% Strongly Disagree While a total of 51 GW students attended the event, only 45 students returned their completed survey forms. A 100% survey return rate was not achieved due to the following reasons: 1) Some students may have opted not to turn in their completed survey forms; 2) There was another survey being conducted at the same time which may have confused some students and resulted in them submitting their survey forms to the wrong party; 3) Some students had made special arrangements to leave the event before it ended because they were on a half-day school schedule, thereby resulting in their inability to participate in the survey.</p> <p>JFKHS: out of N= 56 students that attended the event, N= 56 or 100% completed the survey with the following responses with respect to the listed</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. JFKHS students responded 66% Strongly Agree; 32% Agree; 2% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. JFKHS students responded 66% Strongly Agree; 27% Agree; 7% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>SSHS: out of N= 58 students that attended the event, N= 52 or 90% completed the survey with the following responses with respect to the listed questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. SSHS students responded 83% Strongly Agree; 17% Agree; 0% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. SSHS students responded 88% Strongly Agree; 8% Agree; 4% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>OHS: out of N= 30 students that attended the event, N= 30 or 100% completed the survey with the following responses with respect to the listed questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. OHS students responded 63% Strongly Agree; 37% Agree; 0% Not Sure; 0% Disagree; 0%</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. OHS students responded 53% Strongly Agree; 33% Agree; 13% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>SHS: out of N= 57 students that attended the event, N= 54 or 95% completed the survey with the following responses with respect to the listed questions:</p> <p>1. As a result of the presentation, I am more aware of the GCC postsecondary (college) programs. SHS students responded 78% Strongly Agree; 20% Agree; 2% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>2. As a result of the presentation, I have a better understanding of the process of transitioning to post secondary (college) studies at GCC. SHS students responded 72% Strongly Agree; 19% Agree; 9% Not Sure; 0% Disagree; 0% Strongly Disagree</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: 1. Results from surveying Guam DOE high school students.</p> <p>Related Documents: GCC college and career exploration day survey</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Collection and submission of data.</p> <p>Task Description: Collecting presentation data; compiling data; submitting data into TracDat.</p>		
<p>Assessment & Counseling - FA09-SP11 SSUO#1 Career Development Activities - SSUO#1 FA2009-2011: To provide students with the knowledge and skills needed to meet their educational, career, and personal goals.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will conduct needs assessment surveys to determine the workshops/presentations of interest to students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Needs Assessment Review/Plan</p> <p>Criterion (Written in %): Out of 150 needs assessment surveys distributed, at least 100 will be completed and evaluated.</p> <p>Budget-Related Proposed Outcomes: At least a 70% of students submitting evaluations will report increased awareness.</p> <p>Related Documents: Fall 2009 Student Needs</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will conduct evaluations after each workshop/class presentation presented by the counselors and guest speakers.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): At least 80% of the workshop/class presentations participants will be able to list at least three (3) usable knowledge and skills gained to meet their educational, career, and or personal goals.</p>	<p>10/04/2010 - Spring 2010 - The Counseling department is currently collecting data on the workshop/class presentation evaluations being conducted during Spring 2010. FA2010 - The Counseling department evaluated 9 workshops/class presentations conducted by the counselors. A total of 170 student evaluation surveys were disseminated and collected. Out of 170 students, 144 (84.7%) were able to list 3 skills/knowledge gained to meet their personal/educational/career goals.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>10/04/2010 - The workshop/class presentation student evaluation results indicated that the Counseling department exceeded its goal. The Counseling department will continue to conduct student evaluations after workshops/class presentations to ensure that this goal is continually met.</p> <p>Implementation Status: 03/14/2011 - The department has exceeded the criterion. The</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Budget-Related Proposed Outcomes: At least a 70% of students submitting evaluations will report increased awareness.</p> <p>Related Documents: Worskhop/Presentation Evaluation form</p>	<p>Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: The CHOICES software license is purchased annually.</p> <p>Budget Related Performance Indicators: Number of evaluations from presentations conducted by the counselors</p> <p>Related Documents: 2009-2010 Workshop Student Evaluation Survey Results</p>	<p>Implementation Status: department will continue to conduct Student Needs Assessments and provide career development activities based on results. The department will meet to decide whether or not to continue assessing this SSUO.</p> <hr/>
	<p>Task Name: Patricia Terlaje and Sally Sablan</p> <p>Task Description: The department will develop and administer the student needs assessment. Based on the needs assessment results, the department will conduct evaluations after each workshop/class presentation presented by the counselors and guest speakers.</p>	<p>03/08/2010 - The Counseling department distributed 151 needs assessment surveys from October 2009 through January 2010. A total of 144 surveys were submitted. The results indicated that the top 10 workshops of interest of students are: Diploma/Certificate/Degree Requirements, Career Development, Goal Setting, Study Skills, Budget Management, Stress Management, Time Management, Personality Types, Registering for Classes Online, and MyGCC online services.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Pending</p> <p>Related Documents: 2009-2010 Student Needs Assessment results</p>	<p>10/04/2010 - Based on the needs assessment results, the counseling department conducted evaluations after workshops that were of interest to students.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Assessment & Counseling - FA09-SP11 SSUO#2 Marketing of Direct Student Services Provided by the Assessment & Counseling Department. - SSUO#2: FA2009-2011</p> <p>To develop and implement a plan to market the various direct student services provided by the department as a means to expand awareness of GCC employees of these services.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: After the development of a marketing plan to increase awareness of counselor services among college employees and dissemination of information to college employees; a survey of college employees will be conducted to measure employee awareness of counseling services for students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Employee-Faculty Satisfaction Survey</p> <p>Criterion (Written in %): At least 75% of the employee respondents will accurately identify at least three direct student services provided by the Assessment & Counseling department postsecondary career counselors for postsecondary programs and adult high school program students.</p> <p>Budget-Related Proposed Outcomes: FY2011 Budget Department Proposed Outcomes: A least 75% of employee respondents to a survey will accurately identify at least three (3) direct student services provided by the counselors for students of the college.</p> <p>Related Documents: SP10 SSUO2 counseling services survey 02 17 10.doc</p>	<p>03/08/2010 - The development of the marketing plan is on track as scheduled. During February 2010, a draft marketing plan proposal was completed by Karen Sablan and forwarded to the other counselor team members for SSUO#2 for review and input. The plan for collection of data via an employee survey is still planned for May 2010.</p> <p>(03/09/2011) UPDATE on Data Collection Status for the employee survey: The Request for Services Form was finalized and posted on the department's webpage and an electronic dissemination via MyGCC was completed. In addition, to the posting of the availability of the form on MyGCC; hard copies were disseminated to the various departments and offices throughout the college campus, including the teacher work boxes for adjunct faculty located in C Building. The counseling department brochures were distributed to the employees during the Fall 2010 semester to promote awareness of the Assessment & Counseling department's services. In addition to hard copy department brochures being distributed, the brochures could also be accessed via the GCC website under the links: Counseling services; resources for students and faculty. The instrument used to measure the criterion was a counseling services survey. Seventy-one percent (71%) of the thirty-four (34) survey respondents indicated an awareness of the various services available. This is four percent (4%) below the expected outcome of seventy-five percent (75%). However, of the respondents who could accurately identify three (3) direct services, forty-four percent (44%) were able to do so; resulting in a thirty-one percent (31%) shortfall of the expected outcome of seventy-five percent (75%). Further review of the "Counseling Services Survey" results indicates that twelve percent (12%) of the respondents are aware of</p>	<p>10/11/2010 - October 11, 2010 Entry:</p> <p>Further discussion on the marketing plan continued in September/October 2010. The employee survey has not yet been disseminated. The revised plan is to complete an updated department Request for Services Form and to finalize the update of the department's brochure. The dissemination of the department's Request for Services Form and the department's brochure to all internal stakeholders of the college will take place the weeks of October 11-15 and October 18-22, 2010 through electronic and hard copy mediums as the marketing activity. The employee survey will then be distributed two to three weeks following the marketing of services.</p> <p>Once results are tallied, the results will be inputted into Trac Dat and the data will be analyzed and discussed among the department members between November 2010 and December 2010 to identify the use of the results for future department actions. This information will then be inputted into Trac Dat to update this report.</p> <p>(03/14/11) UPDATE on "Use of Summary of Results": The time frame following the dissemination of the Request for Services Form and the department brochure as marketing strategies was extended</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>the student counseling referral procedure (considered as a high priority task by the counselors).</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: FY2011 Budget Department Goals and Objectives: To develop and implement a marketing plan/strategy to increase the awareness of counseling services offered for students among the college faculty, administrators, and staff. The survey results were tallied and reported under an updated "Data Collection Status."</p> <p>Budget Related Performance Indicators: FY2011 Budget Performance Indicators: The number of faculty, administrators, and support staff that received counseling information resources (brochures, student referral information, etc.) that were developed and disseminated.</p> <p>Related Documents: Request for Services Form Oct 11 2010.doc Counseling Brochure 2010 Final.pdf</p>	<p>from November 2010 to February 2011. The employee survey, titled "Counseling Services Survey" was not disseminated electronically via campus announcements until February 11, 2011. Due to the college e-mail system being down for several days following the announcement availability of the survey to all employees; an announcement about the survey being re-sent via campus announcements was posted February 28, 2011.</p> <p>Based on the above reported update on the "Data Collection Status" the department concludes the following: 1) there is the need for being more systematic in reaching and increasing awareness of the employees and 2) there is a need for more and different methods to raise awareness of the student counseling referral procedure. The "Counseling Services Survey" also includes questions and statements soliciting input on frequency of referrals, campus-wide awareness of services by counseling department, ability to handle mental health crisis, and serving diverse populations. These additional data gathered can also serve as a checklist or guide for identifying needed department improvements and priorities.</p> <p>Implementation Status: 03/09/2011 - Please refer to added "Data Collection Status" and "Use of Summary Results"</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: adjustments to the assessment process. (03/14/11) UPDATE on "Implementation Status": A summary of the data reveals that the majority of the survey respondents were not able to identify at least three services provided by the counseling department. Although the employee surveys were disseminated, the returned results compared to the current number of GCC employees--both full-time and limited-term--do not appear to be sufficient enough to make strong conclusions relative to determining whether or not the criterion was met. Department decision was made to re-measure this SSUO Criterion during the AY2011-2012 & AY2012-2013 Assessment Cycle. It was agreed that the "Counseling Services Survey" form will be modified to include a demographic question that will identify the respondents' employment status (i.e., administrator, support staff, full-time faculty, and adjunct faculty).</p>
	<p>Task Name: Karen Sablan & Tony Roberto Task Description: In coordination with the department members, Karen and Tony will draft and develop the survey instrument to be administered to the employees.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Karen Sablan & Tony Roberto</p> <p>Task Description: Develop marketing plan of direct student services offered by the department in collaboration with department members.</p>		
	<p>Task Name: Karen Sablan & Tony Roberto</p> <p>Task Description: Develop a process and timeline for department implementation of the marketing plan. Target date: May 2010 target date.</p>		
	<p>Task Name: Karen Sablan & Tony Roberto</p> <p>Task Description: Distribute and collect employee surveys after marketing plan implementation.</p>		
	<p>Task Name: Karen Sablan & Tony Roberto</p> <p>Task Description: Compile data from employee surveys and upload into Trac Dat.</p>		
<p>Assessment & Counseling - FA09-SP11 SSUO#3 Career and Technical Education Secondary Presentations - SSUO#3: To increase GDOE students' awareness and understanding regarding the GCC Career and Technical Education programs offered at the secondary level so that students may use this awareness and understanding to aid them in selecting a career-related program at their high school.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student focus group will be conducted with approximately five (5) students following the presentation to prospective GCC CTE program students. Only those students who completed the survey will participate in the focus group.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Criterion (Written in %): Data will be gathered from all students participating in the student focus group.</p>	<p>03/10/2010 - This process is ongoing for GWHS, JFKHS, and SHS.</p> <p>Simon Sanchez High School: At the time of her resignation, no data was available to measure the Focus Group criterion. No data will be collected during the SP2010 because a Career Counselor has not been hired to replace the Career Counselor who resigned February 2010.</p> <p>Okkodo High School: No data for the Focus Group criterion will be collected because there is no Career Counselor assigned to this high school site for the AY2009-2010 term.</p> <p>Summary of Result Type: Criterion Not Met</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Completed the Assessment Cycle</p>		<p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Surveys will be administered following presentations to prospective GCC CTE program students (at GDOE high schools with a career counselor)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 60% of presentation attendees will report that as a result of their attendance at a presentation, that they "agree" or "strongly agree" that their awareness and understanding of the GCC career and technical educational programs offered at their high schools has increased.</p> <p>Related Documents: GCC Career and Technical Education Presentation Survey</p>	<p>10/12/2010 - SSHS: Out of 100 students surveyed, 39% "strongly agreed," 50% "agreed," 11% were "not sure" that the presentation increased their awareness of the GCC career and technical education programs offered at SSHS. In addition, 29% of the students "strongly agreed" and 53% "agreed," 16% were "not sure," and 2% "disagreed" that the presentation increased their understanding of the GCC career and technical education programs offered at SSHS. To further assess students' awareness and understanding about the CTE programs available at their high school, students were asked to name at least 3 GCC CTE programs offered at SSHS and the perceived benefits of completing a GCC secondary program. Their responses yielded the following results: 96% of those surveyed were able to correctly identify at least 3 GCC CTE programs, 3% were able to correctly identify at least 2 GCC CTE programs, and 1% were able to correctly identify at least 1 GCC CTE program available at their school. 83% of the students surveyed also indicated that they knew it to be "true" that completion of a CTE program in high school will earn them a certificate of completion or mastery. Furthermore, 77% of the students also indicated that they knew that they had to be in their second year of high school to participate in the GCC CTE programs.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p>	<p>10/22/2010 - Data shows that overall, the CTE presentations are effective in both format and content. This allows the career counselors to move forward in assessing programs; to include student transition to post secondary studies or the workforce. The career counselors will continue to conduct awareness presentations on post secondary opportunities at GCC, as assessment goals have far exceeded expectations in all assessed secondary environment.</p> <p>Implementation Status: 03/11/2011 - The secondary Counselors are currently identifying a mechanism to ensure that, in the event of a personnel vacancy at the high school site, assessment data will be maintained and utilized throughout the assessment cycle. Further, because presentations have been assessed as effective for all high schools, attention will now be focused on another budget-related topic. Specifically, the next Assessment Plan will be focused on "Identifying barriers to appropriate enrollment in secondary CTE programs."</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Budget Implications: Over \$5,000</p> <p>Notes: Maintenance or replacement of equipment and materials, to include promotional materials, copying services, career development materials, connectivity software, business cards, computers, projectors.</p> <p>Budget Related Performance Indicators: n/a</p>	
		<p>10/08/2010 - JFKHS: Out of 100 students surveyed, 37% "strongly agreed"; 52% "agreed" and 11% were "not sure" that the presentation increased their awareness of the GCC career and technical programs offered at JFKHS. Additionally, 27% "strongly agreed, 57% "agreed" and 16% were "not sure" that the presentation increased their understanding of the GCC career and technical programs offered at JFKHS. To further assess students' awareness and understanding about the CTE programs available at their high school, students were asked to name at least 3 GCC CTE programs offered at JFKHS. Their responses yielded the following results: Nursing was listed 54 times, Tourism was listed 52 times, Automotive was listed 39 times, Carpentry was listed 31 times, Marketing was listed 17 times, and Electronics was listed 14 times. When asked about the perceived benefit of completing a GCC CTE program, 62% of the students surveyed indicated that they knew it to be "true" that completion of a CTE program in high school will earn them a certificate of completion or mastery. Furthermore, 70% of the students also indicated that they knew that they had to be in their second year of high school to participate in the GCC CTE programs.</p> <p>Summary of Result Type: Criterion Met</p>	<p>10/22/2010 - Data shows that overall, the CTE presentations are effective in both format and content. This allows the career counselors to move forward in assessing programs; to include student transition to post secondary studies or the workforce. The career counselors will continue to conduct awareness presentations on post secondary opportunities at GCC, as assessment goals have far exceeded expectations in all assessed secondary environment.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Copies made of surveys that were disseminated to students after CTE presentations.</p> <p>Budget Related Performance Indicators: n/a</p>	
		<p>03/08/2010 - The Career Counselors at secondary sites have each been conducting several presentations, and are currently collecting data to fully address assessment-related commitments. Currently, Simon Sanchez and Okkodo High Schools are without GCC Career Counselors, so data is only being collected from George Washington, John F. Kennedy, and Southern High Schools.</p> <p>JFKHS: The Career Counselor has collected the data for this assessment cycle, and is now in the process of tabulating the data.</p> <p>SHS: Out of 100 students surveyed, 50% "strongly agreed" and 42% "agreed" that the presentation increased their awareness of the GCC career and technical education programs offered at SHS. In addition, 48% of the students "strongly agreed" and 44% "agreed" that the presentation increased their understanding of the GCC career and technical education programs offered at SHS.</p> <p>GWHS: Out of 100 students surveyed, 52% "strongly agreed" and 38% "agreed" that the presentation increased their awareness of the GCC career and technical education programs</p>	<p>10/22/2010 - Data shows that overall, the CTE presentations are effective in both format and content. This allows the career counselors to move forward in assessing programs; to include student transition to post secondary studies or the workforce. The career counselors will continue to conduct awareness presentations on post secondary opportunities at GCC, as assessment goals have far exceeded expectations in all assessed secondary environment.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Gary Hartz, Hernalin Analista, Rose Marie Nanpei, Arline Leon Guerrero</p> <p>Task Description: Distribute to and collect surveys from identified student population. Compile</p>	<p>offered at GWHS. In addition, 43% of the students "strongly agreed" and 43% "agreed" that the presentation increased their understanding of the GCC career and technical education programs offered at GWHS. To further assess students' awareness and understanding about the CTE programs available at their high school, students were asked to name at least 3 GCC CTE programs offered at GWHS and the perceived benefits of completing a GCC secondary program. Their responses yielded the following results: 84% of those surveyed were able to correctly identify at least 3 GCC CTE programs, and 11% were able to correctly identify at least 2 GCC CTE programs available at their school. 85% of the students surveyed also indicated that they knew it to be "true" that completion of a CTE program in high school will earn them a certificate of completion or mastery.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Service Units Implementation Status</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: The effectiveness of presentations indicates that cost for presentation materials should be budgeted for the coming year. Costs include paper, ink for copies, and GCC pens.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
data.			
<p>Automotive Body (Collision Repair & Refinishing Technology) Secondary - AY 07/08 SLO#1 Knowledge of Picking and Filing Damaged Body Panel/s - Students will be able to pick and file the damaged area of a body panel to eliminate surface irregularities, keeping the panel level, according to the contour, and smooth with no burns or gouges on the surface.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will administer an exam that includes having the students pick and file a damaged body panel. The instructor will observe the students during the procedure and evaluate them, using a rubric scale, on their proficiency in performing the task.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in VEME071A will be able to attain a 3 or better, using a rubric scale, on the exam.</p> <p>Related Documents: Autobody Evaluation Rubric.pdf</p>	<p>10/10/2011 - %</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: %</p> <hr/> <p>03/26/2009 - Out of 81 students (N=81), 62.96 attained a 3 or better and 37.04 attained below 3, with 4 being the highest, on a rubric scale (see related document).</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: AutobodySLO1graph.pdf</p>	<p>03/26/2009 - The faculty will meet to discuss why criterion was not met and what measures need to be taken to improve scores.</p> <p>Implementation Status: 10/09/2009 - After discussions with auto body faculty on possible ways to improve test scores, the following recommendations were made: 1) Develop and implement a pres-screening process for entrance into the program. This process will identify students with the aptitude for Automotive Body Technology. 2) Spend more time on instruction of this particular task. 3) Create smaller working groups when practicing task in the shop.</p>
		<p>10/27/2008 - Data collection is ongoing for this SLO.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Submit data to assessment author</p> <p>Task Name: Submit data to assessment author</p>	<p>Status: Program Level Data Collection Status</p>	
<p>Automotive Body (Collision Repair & Refinishing Technology) Secondary - AY 07/08 SLO#2 Knowledge of Straightening and Roughing Out Panel/s - Students will be able to straighten and rough out contours of damaged panel/s, to a surface condition, for body filling or metal refinishing.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will administer an exam that includes having the students straighten and rough out a damaged panel. The instructor will observe the students during the procedure and evaluate them, using a rubric scale, on their proficiency in performing the task.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in ME061A will be able to attain a 3 or better, using a rubric scale, on the exam.</p> <p>Related Documents: Autobody Evaluation Rubric.pdf</p>	<p>03/26/2009 - Out of a total of 81 students (N=81), 54.32 attained a 3 or better and 45.68 attained below 3, with 4 being the highest, on a rubric scale (see related document).</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: AutobodySLO2graph.pdf</p>	<p>03/26/2009 - The faculty will meet to discuss why criterion was not met and what measures need to be taken to improve scores.</p> <p>Implementation Status: 10/09/2009 - After discussions with auto body faculty on possible ways to improve test scores, the following recommendations were made: 1) Develop and implement a pres-screening process for entrance into the program. This process will identify students with the aptitude for Automotive Body Technology. 2) Spend more time on instruction of this particular task. 3) Acquire more body panels for the students to practice on.</p>
		<p>10/27/2008 - Data collection is ongoing for this SLO.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p>	
	<p>Task Name: Submit data to assessment author</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Task Name: Submit data to assessment author</p>			
<p>Automotive Body (Collision Repair & Refinishing Technology) Secondary - AY 07/08 SLO#3 Knowledge of Welding Metal Body Panel/s and Reweld Broken Welds - Students will be able to weld cracked or torn sheet metal body panel, and reweld broken welds</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will administer an exam that includes having the students weld two peices of metal together. The instructor will then break the welds and have the students reweld the metals. The instructor will evaluate the students proficiency, using a rubric scale, on performing the task.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in ME061A will be able to attain a 3 or better, using a rubric scale, on the exam.</p> <p>Related Documents: Autobody Evaluation Rubric.pdf</p>	<p>03/26/2009 - Out of 81 students (N=81), 69.88 attained a 3 or better and 30.12 attained below 3, with 4 being the highest, on a rubric scale (see related document).</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Autobody SLO3graph.pdf</p>	<p>03/26/2009 - The faculty will meet to discuss why criterion was not met and what measures need to be taken to improve scores.</p> <p>Implementation Status: 10/09/2009 - After discussions with auto body faculty on possible ways to improve test scores, the following recommendations were made: 1)Develop and implement a pres-screening process for entrance into the program. This process will identify students with the aptitude for Automotive Body Technology. 2) Spend more time on instruction of this particular task. 3) Acquire more welding equipment to create smaller working groups.</p>
<p>10/27/2008 - Data collection is ongoing for this SLO.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p>			
<p>Task Name: Submit data to assessment author</p>			
<p>Task Name: Submit data to assessment author</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Automotive Body (Collision Repair & Refinishing Technology) Secondary - Structural Analysis Procedures - SLO#1 SP12-FA13 Upon successful completion of this program, students will be able to describe structural analysis procedures.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: National Institute for Automotive Service Excellence (ASE)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student will be given a practicum exam on how well they can describe structural analysis procedures and will be evaluated using a rubric scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 70% will score a 3 or better using a rubric scale</p> <p>Budget-Related Proposed Outcomes: Recruit students from secondary program into postsecondary.</p> <p>Related Documents: CRRT_Rubric.pdf</p>	<p>10/01/2012 - Data collection is ongoing.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	
<p>Automotive Body (Collision Repair & Refinishing Technology) Secondary - Basic Frame Repairs - SLO#2 SP12-FA13: Upon successful completion of this program, students will be able to perform basic frame repairs.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student will be given a practicum exam that includes performing basic frame repairs and will be evaluated using a rubric scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 70% will score a 3 or better using a rubric scale</p> <p>Budget-Related Proposed Outcomes: Recruit students from secondary program into postsecondary.</p>	<p>10/01/2012 - Data collection is ongoing.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: N/A</p> <p>Type of Industry National Certification: National Institute for Automotive Service Excellence (ASE)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Related Documents: CRRT_Rubric.pdf</p>		
<p>Automotive Body (Collision Repair & Refinishing Technology) Secondary - Body Panel Concerns - SLO#3 SP12-FA-13: Upon successful completion of this program, students will be able to identify body panel concerns and perform needed repairs.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Institute for Automotive Service Excellence (ASE)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student will be given a practicum exam where they will be required to identify body panel flaws and perform needed repairs. Students will be evaluated using a rubric scale.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Criterion (Written in %): 70% will score a 3 or better using a rubric scale</p> <p>Budget-Related Proposed Outcomes: Recruit students from secondary program into postsecondary.</p> <p>Related Documents: CRRT_Rubric.pdf</p>	<p>10/01/2012 - Data collection is ongoing.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	
<p>Automotive Services Technology AS & Certificate - AY 06-07 SLO#1 KNOWLEDGE OF AUTOMOTIVE CORE ENGINE COMPONENTS - Students will be able to identify the purposes and proper functioning of the core components of an automotive engine.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will create an exam that includes displaying and numbering the core components of an automotive engine. The students will be required to write down the names of the components, according to the</p>	<p>04/21/2008 - Out of a total of 34 students (n=34) in the program, 58.83% of the students attained a 70% or better accuracy rate on the exam, 14.7% attained a score below 70%, and 26.47% did not take the exam because they stopped attending the class. The instructor gave the students, that were absent, a week to go in and take the test,</p>	<p>04/30/2008 - The Department Chair (DC) will get the list of students, from the instructor, whom were absent for the test. The DC will try an contact the students to ascertain why they were absent or</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 09/14/2006</p> <p>End Date: 03/07/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>components respective numbers, and explain the components purpose and function. The instructor will use a percentage scale to grade the students accuracy on the exam.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Locally Developed Tests</p> <p>Criterion (Written in %): 70% of the students enrolled in the AST100 course will be able to pass the automotive core engine components exam with 70% accuracy.</p>	<p>but they never showed up.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: The Department Chair (DC) will get the list of students, from the instructor, whom were absent for the test. The DC will try an contact the students to ascertain why they were absent or why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.</p> <p>Related Documents: Engine components post-sec.pdf</p>	<p>why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.</p> <hr/>
<p>Automotive Services Technology AS & Certificate - AY 06-07 SLO#2 PERFORMING A CYLINDER COMPRESSION CRANKING TEST: DETERMINE CONCERN - Students will be able to perform a cylinder compression</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 09/14/2006</p> <p>End Date: 03/07/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will administer an exam that includes setting up four separate test vehicles. The instructor will have four students, while the other students are kept in a secure location, perform a cylinder compression cranking test on the vehicles. The students will be required to document their steps and results throughout the cylinder compression cranking test. After the four students are done with the exam, another four will take the exam, and so on, until all students have completed the exam. The students will be graded, using a percentage scale, on their accuracy in performing the steps and performing the steps in the proper order.</p>	<p>04/21/2008 - Out of a total of 20 students (n=20) in the program for Spring 08, 60% of the students attained a 70% or better accuracy rate on the exam and 40% did not take the test because they were absent. The instructor gave the students, that were absent, a week to go in and take the test, but they never showed up.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: The Department Chair (DC) will get the list</p>	<p>04/30/2008 - The Department Chair (DC) will get the list of students, from the instructor, whom were absent for the test. The DC will try an contact the students to ascertain why they were absent or why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in the AST180A course during the Spring 2007 semester will be able to pass the exam with 70% accuracy.</p>	<p>of students, from the instructor, whom were absent for the test. The DC will try an contact the students to ascertain why they were absent or why they stopped showing up for class. The DC will use this information to improve the attendance and retention rate of the students.</p> <p>Related Documents: compression test post-sec.pdf</p>	
<p>Automotive Services Technology AS & Certificate - AY 06-07 SLO#3 USE OF A DIGITAL MULTIMETER - Student will be able to demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 09/14/2006</p> <p>End Date: 03/07/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will set up four test vehicles with electrical circuit problems. The instructor will have four students at a time demonstrate using a digital multimeter to diagnose the circuit problems. The instructor will grade the students using a rubric scale to measure the students proficiency in using the digital multimeter to diagnose the circuit problems.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in the AST160 course during the Spring 2007 semester will attain a three or better on the rubric scale for the exam.</p>	<p>04/22/2008 - Out of a total of 34 students (n=34) in the program, 85.3% of the students attained a 3 or better, with 5 being the highest, accuracy rate on the exam. 14.7% of the students did not take the exam because they stopped attending the class. The instructor gave the students, that were absent, a week to go in and take the test, but they never showed up.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Although the criterion was met for the SLO, the Department Chair will meet with the instructor to find ways to improve the attendance rate.</p> <p>Related Documents: Graph for DMM 07-08.pdf DMM exam.doc</p>	<p>04/30/2008 - Although the criterion was met for the SLO, the Department Chair will meet with the instructor to find ways to improve the attendance rate.</p>
<p>Automotive Services Technology AS & Certificate - Knowledge of Core Components - SLO #1 FA10-SP12: Upon successful completion of this program, students will be able to identify</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete an exam made up of vocabulary terms and multiple choice</p>	<p>03/10/2012 - Out of nine students that took the exam (n=9) 78% (7 students) scored above 70% and 22% (2 students) scored below 70%. *Please see attached graph for detailed breakdown</p>	<p>03/10/2012 - Based on results, AST faculty will develop an assessment tracking tool to monitor student progress. This tool will give faculty</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>the purposes and proper functioning of core components of an automobile.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is in alignment with the standards set by the National Institute for Automotive Service Excellence (ASE).</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on the exam</p> <p>Budget-Related Proposed Outcomes: 2. Consensus from advisory committee that program is fulfilling industry needs</p> <p>Related Documents: P-1 Exam</p>	<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Due to limited data, the budget implications for this SLO could not clearly be determined. This will be addressed in the next cycle.</p> <p>Budget Related Performance Indicators: Through meetings with advisory committee.</p> <p>Related Documents: AST_PLSLO#1_Results.pdf Assessment_Tracking_Tool.xlsx</p>	<p>immediate feedback on the progress of student learning so problems can be addressed before administering program level SLO exam.</p> <p>Implementation Status: 03/10/2012 - Proposed assessment tracking tool was created will be used next cycle</p>
<p>Automotive Services Technology AS & Certificate - Cylinder Compression Cranking Test - SLO #2 FA10-SP12: Upon successful completion of this program, students will be able to perform a cylinder compression cranking test.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is in alignment with the standards set by the National Institute for Automotive</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 25 question exam (100 total points) made up of multiple choice questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on the exam.</p> <p>Budget-Related Proposed Outcomes: 2. Consensus from advisory committee that program is fulfilling industry needs</p> <p>Related Documents: P-2 Exam</p>	<p>03/10/2012 - Out of seven students that took the exam (n=7), 71% (5 students) scored above 70% and 29% (2 students) scored below 70%. * Please see attached graph for detailed breakdown.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Due to limited data, the budget implications for this SLO could not clearly be determined. This will be addressed in the next cycle.</p> <p>Budget Related Performance Indicators: Through meetings with advisory committee.</p>	<p>03/10/2012 - Based on results, AST faculty will develop an assessment tracking tool to monitor student progress. This tool will give faculty immediate feedback on the progress of student learning so problems can be addressed before administering program level SLO exam.</p> <p>Implementation Status: 03/10/2012 - Proposed assessment tracking tool was created will be used next cycle</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Service Excellence (ASE). Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>		<p>Related Documents: AST_PLSLO#2_Results.pdf Assessment_Tracking_Tool.xlsx</p>	
<p>Automotive Services Technology AS & Certificate - Use of a Digital Multimeter - SLO #3 FA10-SP12: Upon successful completion of this program, students will be able to demonstrate the proper use of a Digital Multimeter (DMM) during diagnosis of electrical circuit problems. Outcome Types: SLO-Cognitive outcomes Start Date: 10/11/2010 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle Program Level SLO Industry National Certification: Yes Type of Industry National Certification: This SLO is in alignment with the standards set by National Institute for Automotive Service Excellence (ASE).</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 30 question exam consisting of multiple choice questions. Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests Criterion (Written in %): 70% of students will score a 70% or higher on the exam Budget-Related Proposed Outcomes: 2. Consensus from advisory committee that program is fulfilling industry needs Related Documents: P-3 Exam</p>	<p>03/10/2012 - Out of nine students that took the exam (n=9) 78% (7 students) scored above 70% and 22% (2 students) scored below 70%) *Please see attached graph for detailed breakdown. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Program Level Implementation Status Budget Implications: No budget impact Notes: Due to limited data, the budget implications for this SLO could not clearly be determined. This will be addressed in the next cycle. Budget Related Performance Indicators: Through meetings with advisory committee. Related Documents: AST_PLSLO#3_Results.pdf Assessment_Tracking_Tool.xlsx</p>	<p>03/10/2012 - Based on results, AST faculty will develop an assessment tracking tool to monitor student progress. This tool will give faculty immediate feedback on the progress of student learning so problems can be addressed before administering program level SLO exam.</p>
<p>Automotive Services Technology AS & Certificate - Diagnose Transmission Faults - SLO #4 FA10-SP12: Upon successful completion of this program, students will be able to diagnose automatic and manual transmission faults. Outcome Types: SLO-Cognitive outcomes Start Date: 10/11/2010 End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 20 question written exam. Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests Criterion (Written in %): 70% of students will score a 70% or higher on the exam. Budget-Related Proposed Outcomes:</p>	<p>03/10/2012 - Out of 10 students that took the exam (n=10), 70% (7 students) scored above 70% and 30% (3 students) scored below 70%. * Please see attached graph for detailed breakdown. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Program Level Implementation Status Budget Implications:</p>	<p>03/10/2012 - Based on results, AST faculty will develop an assessment tracking tool to monitor student progress. This tool will give faculty immediate feedback on the progress of student learning so problems can be addressed before administering program level SLO exam.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is in alignment with the standards set by the National Institute for Automotive Service Excellence (ASE).</p>	<p>Consensus from advisory committee that program is fulfilling industry needs</p> <p>Related Documents: P4.pdf</p>	<p>No budget impact</p> <p>Notes: Due to limited data, the budget implications for this SLO could not clearly be determined. This will be addressed in the next cycle.</p> <p>Budget Related Performance Indicators: Through meetings with advisory committee.</p> <p>Related Documents: AST_PLSLO#4_Results.pdf Assessment_Tracking_Tool.xlsx</p>	<p>Implementation Status: 03/10/2012 - Proposed assessment tracking tool was created and will be used next cycle</p> <hr/>
<p>Automotive Services Technology AS & Certificate - Troubleshoot HVAC System - SLO #5 FA10-SP12:</p> <p>Upon successful completion of this program, students will be able to determine cause of failure in the Heating Ventilation & Air Conditioning system and perform required repairs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is in alignment with the standards set by the National Institute for Automotive Service Excellence (ASE).</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 30 multiple choice question exam</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on a written exam.</p> <p>Budget-Related Proposed Outcomes: 2. Consensus from advisory committee that program is fulfilling industry needs</p> <p>Related Documents: P-5 Exam</p>	<p>03/10/2012 - Out of 7 students that took the exam (n=7), 71% (5 students) scored 70% or higher and 29% (2 students) scored below 70%. * Please see attached graph for detailed breakdown</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Due to limited data, the budget implications for this SLO could not clearly be determined. This will be addressed in the next cycle.</p> <p>Budget Related Performance Indicators: Through meetings with advisory committee.</p> <p>Related Documents: AST_PLSLO#5_Results.pdf Assessment_Tracking_Tool.xlsx</p>	<p>03/10/2012 - Based on results, AST faculty will develop an assessment tracking tool to monitor student progress. This tool will give faculty immediate feedback on the progress of student learning so problems can be addressed before administering program level SLO exam.</p> <p>Implementation Status: 03/10/2012 - Proposed assessment tracking tool was created and will be used next cycle</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Automotive Services Technology AS & Certificate - Knowledge of Core Components_1 - SLO #1 FA12-SP14: Upon successful completion of this program, students will be able to identify the purposes and proper functioning of core components of an automobile.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete an exam made up of vocabulary terms and multiple choice questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on the exam</p> <p>Budget-Related Proposed Outcomes: Fulfill industry needs</p> <p>Related Documents: PLSLO_1_Exam</p>		
<p>Automotive Services Technology AS & Certificate - Cylinder Compression Cranking Test_1 - SLO #2 FA12-SP14: Upon successful completion of this program, students will be able to perform a cylinder compression cranking test.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 25 question exam (100 total points) made up of multiple choice questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on the exam.</p> <p>Related Documents: PLSLO_2_Exam</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>			
<p>Automotive Services Technology AS & Certificate - Use of a Digital Multimeter_1 - SLO #3 FA12-SP14: Upon successful completion of this program, students will be able to demonstrate the proper use of a Digital Multimeter (DMM) during diagnosis of electrical circuit problems.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 30 question exam consisting of multiple choice questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on the exam</p> <p>Budget-Related Proposed Outcomes: Fulfill industry needs</p> <p>Related Documents: PLSLO_3_Exam</p>		
<p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).</p>			
<p>Automotive Services Technology AS & Certificate - Diagnose Transmission Faults_1 - SLO #4 FA12-SP14: Upon successful completion of this program, students will be able to diagnose automatic and manual transmission faults.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 20 question written exam.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on the exam.</p> <p>Budget-Related Proposed Outcomes: Increase inventory of National Automotive Technicians Education Foundation (NATEF) required tools & equipment.</p> <p>Related Documents: PLSLO_4_Exam</p>		
<p>Type of Industry National Certification: This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).</p>			
<p>Automotive Services Technology AS & Certificate - Troubleshoot HVAC System_1 - SLO #5 FA12-SP14: Upon successful completion of this program, students will be able to determine cause of failure in the Heating Ventilation & Air Conditioning system and perform required repairs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 30 multiple choice question exam</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on a written exam.</p> <p>Budget-Related Proposed Outcomes: Increase inventory of National Automotive Technicians Education Foundation (NATEF) required tools & equipment.</p> <p>Related Documents: PLSLO_5_Exam</p>		
<p>Type of Industry National Certification: This SLO is based on the standards set by the National Automotive Technicians Education Foundation (NATEF).</p>			
<p>Automotive Technology Secondary - AY 07-08 SLO#1 Performing a Cylinder</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>03/27/2009 - Out of 113 students (N=113),84.06% scored above 70% and 15.94% scored below 70%</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Compression Cranking Test. - Students will be able to perform a cylinder compression cranking test. NATEF Standard # I-10</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>The instructor will administer an exam that includes setting up four separate test vehicles. The instructor will have four students, while the other students are kept in a secure location, perform a cylinder compression cranking test on the vehicles. The students will be required to document their steps and results throughout the cylinder compression cranking test. After the four students are done with the exam, another four will take the exam, and so on, until all students have completed the exam. The students will be graded, using a percentage scale, on their accuracy in performing the steps and performing the steps in the proper order.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in the VEME077 course during the Spring 2007 semester will be able to pass the exam with 70% accuracy.</p> <p>Related Documents: Compression Test 1 of 2.pdf Compression Test 2 of 2.pdf</p>	<p>on the exam (see related document). Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: SLO1graph.pdf</p>	<p>03/27/2009 - Criterion was met. Faculty will meet to discuss data and develop measures to improve test scores.</p> <p>Implementation Status: 10/09/2009 - The Department Chair met with individual faculty members to discuss improvement of test scores. All instructors conveyed that creating smaller working groups through the acquisition of additional training equipment should improve test scores. As a result, 5 additional compression testers were purchased with a plan to purchase 5 more when funding becomes available.</p>
		<p>10/27/2008 - This course is only offered in the spring . The data will be collected next semester. Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p>	
	<p>Task Name: Submit data to assessment author</p>		
	<p>Task Name: Submit data to assessment author</p>		
	<p>Task Name: Submit data to assessment author</p>		
<p>Automotive Technology Secondary - AY 07-08 SLO#2 Identify components of cylinder head - Students will be able to identify components of cylinder head .</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will create an exam that includes displaying a cylinder head and</p>	<p>03/27/2009 - Out of a total of 116 students, 27.59% of the students scored a 100%, 22.41% scored between 90% and 99%, 15.52% scored between 80% and 89%, 8.62% scored between</p>	<p>03/27/2009 - The Department Chair met with faculty members, individually ,to discuss ways to improve test scores. From these</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>numbering its components. The students will be required to list the components names and describe their function/s. The instructor will grade the exam using a percentage scale.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in VEME050A will be able to pass the exam with 70% accuracy.</p> <p>Related Documents: Cylinder Head Components Exam.pdf</p> <hr/> <p>Task Name: Submit data to assessment author</p> <hr/> <p>Task Name: Submit data to assessment author</p> <hr/> <p>Task Name: Submit data to assessment author</p>	<p>and 79%, 6.03% scored between 60% and 69%, and 19.83 scored below 60%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Graph</p> <hr/> <p>10/27/2008 - Data collection is ongoing for this SLO.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p>	<p>discussions the following recommendations were made: 1) Dedicate more time to instruction of this particular SLO. 2) Develop and implement a pres-screening process for entrance into the program. This process will identify students with the aptitude for Automotive Service Technology.</p> <p>Implementation Status: 10/11/2009 - The Department Chair met with faculty members individually, from these discussions the following recommendations were made:</p> <hr/>
<p>Automotive Technology Secondary - AY 07-08 SLO#3 Proper Use of a Digital Multimeter (DMM) During Diagnosis of Electrical Circuit Problems - Student will be able to demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The instructor will set up four test vehicles with electrical circuit problems. The instructor will have four students at a time demonstrate using a digital multimeter to</p>	<p>03/27/2009 - Out of 105 students (N=105), 54.29% attained a three or better and 45.71% attained below three, with five being the highest, on a rubric scale (see related document).</p> <p>Summary of Result Type:</p>	<p>03/27/2009 - The faculty will meet to develop measures to improve test scores.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>NATEF Standard #VI-7</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>diagnose the circuit problems. The instructor will grade the students using a rubric scale to measure the students proficiency in using the digital multimeter to diagnose the circuit problems.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the students enrolled in the VEME075 course will attain a three or better on the rubric scale for the exam.</p> <p>Related Documents: Microsoft Word - DMM exam.pdf</p>	<p>Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: SLO3graph.pdf</p> <hr/> <p>10/27/2008 - Data collection is ongoing for this SLO.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p>	<p>Implementation Status: 10/10/2009 - The Department Chair met with faculty members, individually ,to discuss ways to improve test scores. From these discussions the following recommendations were made: 1) Dedicate more time to instruction of this particular SLO. 2) Develop and implement a pres-screening process for entrance into the program. This process will identify students with the aptitude for Automotive Service Technology. 3) Create smaller working groups through the acquisition of additional training equipment</p> <hr/>
<p>Automotive Technology Secondary - AY04-05 What students do - Diagnoses, adjustments, repairs, and replacement of automotive components</p> <p>Outcome Types: SLO-Behavioral outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 70% of the students to attain 3 or better in the rubric scoring for the checklist</p> <p>Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Outcome Status: No longer a desired outcome	70 % to attain at least 3 or better		
Automotive Technology Secondary - AY04-05 What students know - How to identify automobile components Outcome Types: SLO-Cognitive outcomes Outcome Status: Not currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description: Instructor/Department developed written tests and skills checklist based on NATEF standards Criterion (Written in %): 70% of students to attain "C" jor better in written tests		
Automotive Technology Secondary - AY04-05 What students think - Ways to improve customer service and to have integrity in customer relations Outcome Types: SLO-Affective outcomes Outcome Status: Not currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description: direct and indirect observation of student attitude/behavior about others and about jobs Criterion (Written in %): students will, at least almost all of the time be able to relate to customers in professional manner and with integrity		
Automotive Technology Secondary - Electrical/Electronics - SP12-FA13 SLO#1 Upon successful completion of this program, students will be able to describe the function of an electrical circuit and perform basic electricity troubleshooting procedures and repairs. Outcome Types: SLO-Cognitive outcomes Start Date: 03/12/2012 End Date: 10/14/2013 Outcome Status: Currently being assessed Program Level SLO Industry National Certification:	Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a faculty developed test which includes multiple choice questions. Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests Criterion (Written in %): 70% will attain 70% or better on the exam Budget-Related Proposed Outcomes: Recruit students from secondary program into postsecondary. Related Documents: PL_Secondary_SLO1.pdf	10/05/2012 - Data collection is ongoing Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Program Level Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: N/A	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Yes</p> <p>Type of Industry National Certification: National Automotive Technicians Education Foundation (NATEF)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>			
<p>Automotive Technology Secondary - Engine Performance - SP12-FA13 SLO#2</p> <p>Upon successful completion of this program, students will be able to identify the components of an internal combustion engine, explain basic functionality, and perform elemental repairs on the fuel and ignition systems.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Automotive Technicians Education Foundation (NATEF)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a faculty developed test which includes multiple choice questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or better on the exam</p> <p>Budget-Related Proposed Outcomes: Recruit students from secondary program into postsecondary.</p> <p>Related Documents: SP2.pdf</p>	<p>10/05/2012 - Data collection is ongoing</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	
<p>Automotive Technology Secondary - Brake Systems - SP12-FA13 SLO#3</p> <p>Upon successful completion of this program, students will be able to perform preventive maintenance service on the hydraulic, disc, and drum brake systems.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a faculty developed test which includes multiple choice questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>10/05/2012 - Data collection is ongoing</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Automotive Technicians Education Foundation (NATEF)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Faculty-developed tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or better on the exam</p> <p>Budget-Related Proposed Outcomes: Recruit students from secondary program into postsecondary.</p> <p>Related Documents: SP3.pdf</p>	<p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	
<p>Automotive Technology Secondary - Suspension & Steering - SP12-FA13 SLO#4</p> <p>Upon successful completion of this program, students will be able to align wheels using a computerized wheel aligner and perform repairs required of a tire repair</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Automotive Technicians Education Foundation (NATEF)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be divided into groups consisting of no more than four members and follow a step by step procedure for performing a wheel alignment.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the groups will perform all alignment steps correctly, this is a pass or fail outcome as you cannot repair alignment to a percentage of correctness.</p> <p>Budget-Related Proposed Outcomes: Recruit students from secondary program into postsecondary.</p> <p>Related Documents: SPLSLO_#4.pdf</p>	<p>10/05/2012 - Data collection is ongoing</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
N/A			
<p>Board of Trustees - FA09-SP11 Membership Education - AUO #1: Develop a comprehensive professional development plan that would provide for continuous education for board members.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 1a. Ensure that new members of the board are provided with training as soon as they take office so that they become familiar with their duties and responsibilities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): 1a. 100% of new Board members will attend new board member orientation training.</p> <p>Budget-Related Proposed Outcomes: 1a. Board policy decisions reflect and support the mission of GCC.</p> <p>Related Documents: BOT Training Schedule Matrix - 2009 thru 2015.pdf Policy 120 - ORIENTATION OF NEW BOT MEMBERS.pdf</p>	<p>03/14/2010 - 1a. N=80% Board members attended both on and off island workshops/conferences/training. The newly appointed Board Member and the newly elected Student Trustee were provided a copy of the GCC BOT Membership Handbook. The Handbook outlines the Mission Statement of the College, the Bylaws of the Board, the Roles & Duties of Board members, etc.</p> <p>Additionally, on June 14-15, 2010, a Boardmanship Training, sponsored by the Pacific Postsecondary Education Council (PPEC), was attended by four voting members and one advisory member. The workshop also covered the topic of "Ethics in Government", which is a requirement per Guam Public Law.</p> <p>Additionally, just recently, on October 20-23, 2010, Board members were afforded the opportunity to attend a Leadership Congress held in Toronto, Canada October 20-23, 2010, sponsored by the Association of Community College Trustees (ACCT).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Budget Related Performance Indicators:</p> <p>Budget Related Performance Indicators: 1a. Board makes decisions that support GCC's</p>	<p>11/16/2010 - 1a. New ideas and information obtained from various trainings attended by Board members will be applied in making policy decisions for the betterment of the college and community.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>mission policy.</p> <p>Related Documents: BOT Membership Handbook - Acknowledgment Receipt by Ed Untalan.pdf AGENDA-RETREAT.wpd GCC BOT and FBOG Activity Log for Assessment FY09-SP11.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: 1b. Establish more frequent communication between Foundation Board members and the Board of Trustees.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 1b. 100% of all members from the GCC Board of Trustees and Foundation Board of Governors will participate actively in the joint retreats as well as their assigned Fundraising Campaign sub-committee.</p> <p>Budget-Related Proposed Outcomes: 1b. Issues are resolved/addressed by the board.</p> <p>Related Documents: GBOT and GFBOG Sub-committee Assignment campaign.pdf GCC Foundation Minutes of October 28, 2009.pdf GCC Foundation Board Minutes of December 9, 2009.pdf</p>	<p>03/14/2010 - 1b. N=80%</p> <p>A joint boards retreat was held on February 13, 2010 which resulted in refreshing the responsibilities and duties of each joint boards subcommittee members' assignments.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: 1b. Board meets on a regular basis to discuss issues.</p> <p>Related Documents: February 13, 2010 Retreat Agenda.pdf NEW-CURRENT.Microsoft Word - JOINT BOARD Sub-Committee Assignments_revised April 2010.pdf February 13, 2010 JtBrds Retreat Evaluation Form.pdf December 9, 2009.pdf</p>	<p>11/16/2010 - 1b. Understanding their roles, responsibilities and duties as members of their assigned subcommittee will enhanced their ability to promote the college's initiatives.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool Description: 1c. Ensure board participation at college and community events.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 1c. 85% of board members will continue to attend various college events held both on campus and off as well as attend community events.</p> <p>Budget-Related Proposed Outcomes: 1c. Issues are resolved/addressed by the board.</p> <p>Related Documents: GCC BOT Minutes of October 7, 2009.pdf GCC BOT Minutes of November 4, 2009.pdf GCC BOT Minutes December 2, 2009.pdf GCC BOT Minutes of January 6, 2010.pdf</p>	<p>03/14/2010 - 1c. N=80% Board members participated in various college and community events in support of the college's activities to include Ground Breaking and/or Ribbon Cutting Ceremonies for the new Allied Health Center, Learning Resources Center, and Student Center, Student awards banquets, Convocation, etc. Additionally, board members are members of community organizations, such as the American Red Cross, the Pacific Association of Land Professionals (PALP), the Guam National Youth Golf Federation, and the Professional Engineers & Land Surveyors Organization.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1c. Board meets on a regular basis to discuss issues.</p> <p>Related Documents: BOT Community Outreach Reports for Assessment FA09-SP11.pdf GCC BOT and FBOG Activity Log for Assessment FY09-SP11.pdf</p>	<p>11/15/2010 - 1c. Board members' membership in various community organizations provides an array of networking relationships amongst the business community both locally and nationally. Their involvement in their respective organizations will entice and encourage the community's willingness to partake and support the college in meeting it's initiatives.</p>
<p>Board of Trustees - FA09-SP11 Board Assessment - AUO #2: Establish and implement systematic assessment processes.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 2a. Implement a regular schedule for board assessment retreats to increase and deepen members' knowledge of assessment and accreditation for accountability and improvement.</p> <p>Type of</p>	<p>03/14/2010 - 2a. N=80% Board Assessment & Accreditation Retreats/Training with AIE staff to be held semiannually and as needed.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result</p>	<p>11/17/2010 - 2a. The Board Retreats initially scheduled early part of the year did not take place due to schedule conflicts of board members. The retreats will be scheduled January-February 2011 to address this goal.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Completed the Assessment Cycle	<p>Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 2a. 100% compliance with the assessment process.</p> <p>Budget-Related Proposed Outcomes: 2a. Board policy decisions reflect and support the mission of GCC.</p>	<p>Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 2a. Board makes decisions that support GCC's mission policy.</p> <p>Related Documents: February 13, 2010 Retreat Agenda.pdf AGENDA-BOT RETREAT.Sept 12, 2009.pdf ACCJC Self Study Training - Feb 26-27, 2010.pdf GCC BOT and FBOG Activity Log for Assessment FY09-SP11.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: 2b. Include the input and participation of the Faculty Senate in the Governing Board Assessment Questionnaire (GBAQ) process.</p> <p>Tool Used: Governing Board Assessment</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 2b. 80% of questionnaire respondent will indicate agreement or strong agreement with each of the statements contained int he questionnaire.</p> <p>Budget-Related Proposed Outcomes: 2b. Issues are resolved/addressed by the board.</p>	<p>03/14/2010 - 2b. N=80% The Governing Board Assessment Questionnaire is to be implemented during Fall 2010 to include getting the Faculty Senate's input on assessing the Board's participation in the college's governance process.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 2b. Board meets on a regular basis to discuss issues.</p> <p>Related Documents: BOT-BSEQ 2010.pdf BOT-GBAQ 2010.pdf</p>	<p>11/17/2010 - 2b. The assessment tool, the Governing Board Assessment Questionnaire, did not meet the goal's intended purpose which was to engage the Faculty Senate's assessment of the Board of Trustees' involvement in the college's governance process.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Board of Trustees - FA09-SP11 Review of Board Policies - AUO #3: Update board policies on general, finance, curriculum, faculty/employees, students, foundation, and apprenticeship through a systematic review process that reflect changing institutional and community needs and demands.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 3a. Implement an annual schedule for the review of board policies in compliance with the Board of Trustees Membership Handbook.</p> <p>Tool: Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 3a. 100% of board policies will be reviewed and approved by the Board of Trustees.</p> <p>Budget-Related Proposed Outcomes: 3a. Board policy decisions reflect and support the mission of GCC.</p> <p>Related Documents: Policy 110 - BOARD POLICY DEVELOPMENT AND REVIEW.pdf</p>	<p>03/14/2010 - 3a. N=80% The first cycle of board policy review was conducted with the completion of series 600 and 700. The second cycle of review will be conducted within the Fall 2010 and early Spring 2011 period.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 3a. Board makes decisions that support GCC's mission policy</p> <p>Related Documents: Board Policies Title Listing - Foundation Policies - Series 600.pdf Board Policies Title Listing- Apprenticeship Policies- Series 700.pdf Review of BOT policies 2010- General.doc Review of BOT policies 2010- Financial.doc Review of BOT policies 2010- Curriculum.doc</p>	<p>11/17/2010 - 3a. This review of board policies is still in progress.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: 3b. Develop board resolution in support of the review of GCC's Enabling Act (17 GCA Subsection 30101, et seq.)</p> <p>Type of</p>	<p>03/14/2010 - 3b. N=80% The development of a board resolution supporting the review of GCC's Enabling Act, PL14-77, to be conducted within Fall 2010 and early Spring 2011, at the latest.</p> <p>Summary of Result Type:</p>	<p>11/17/2010 - 3b. The board resolution in support of the review of GCC's Enabling Act, PL14-77, is still to be developed.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 3b. 100% board resolution will be developed / drafted.</p> <p>Budget-Related Proposed Outcomes: 3b. Board policy decisions reflect and support the mission of GCC.</p>	<p>Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 3b. Board makes decisions that support GCC's mission policy.</p> <p>Related Documents: GCC ENABLING ACT - PL14-77.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: 3c. Conduct periodic review of the Board's Bylaws for publication in print and electronic.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 3c. 100% review of BOT Bylaws will be conducted.</p> <p>Budget-Related Proposed Outcomes: 3c. Issues are resolved/addressed by the board.</p> <p>Related Documents: POLICY REVIEW TOOL-Criteria for BOT Policy Review.pdf BYLAWS.pdf</p>	<p>03/14/2010 - 3c. N=80% The review of the Board's Bylaws to be conducted by Fall 2010 or early Spring 2011.</p> <p>11/17/2010 - The review of the Board's Bylaws is still to be scheduled. A board retreat will be scheduled before February 2011.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 3c. Board meets on a regular basis to discuss issues.</p> <p>Related Documents: Current BOT BYLAWS - 2010.pdf</p>	<p>11/17/2010 - 3c. The review of the Board's Bylaws is still to be scheduled. A board retreat will be scheduled before February 2011.</p> <hr/>
<p>Board of Trustees - Membership Education1 - AJO #1 FA11-SP13: Develop a comprehensive professional</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Ensure that new members of the Board are</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>development plan that would provide for continuous education for board members.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP, page 8, As stipulated in the BOT Policy 306, the Board of Trustees must also complete an assessment plan and report as well as follow the College Assessment Cycle in consonance with the other constituents undergoing assessment at the</p>	<p>provided with training as soon as they take office so that they become familiar with their duties and responsibilities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): 100% of new Board members will attend new board member orientation training and other workshops/conferences.</p> <p>Budget-Related Proposed Outcomes: Shared governance issues are addressed quickly and in a timely manner.</p>		
<p>Board of Trustees - Board Assessment - AUO #2 FA11-SP13: Continuous systematic assessment processes through Board retreats.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Retreat did not take place for FA2009-SP2011 due to schedule conflict of Board Members and was rescheduled for another</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Training Schedule and attendance sign-in sheet for retreat.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 70% of Board members will attend scheduled retreat.</p> <p>Budget-Related Proposed Outcomes: Issues are resolved/addressed by the boards.</p> <p>Related Documents: BOT Training Schedule Matrix - 2009 thru 2015.pdf</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
time.			
<p>Board of Trustees - Code of Ethics Review, Evaluate and Amend - Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.</p> <p>Start Date: 10/14/2012</p> <p>End Date: 10/09/2015</p> <p>Outcome Status: Not currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p>			
<p>Board of Trustees - Code of Ethics Policy Review - Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/14/2013</p> <p>End Date: 10/09/2015</p> <p>Outcome Status: Not currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Workshop participants must complete questionnaire form (Board to develop & finalize criteria for review tool)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Board of Trustees Policy</p> <p>Criterion (Written in %): 100% BOT members will review during working sessions and approve during regular monthly BOT meeting or Joint Boards meeting.</p> <p>Budget-Related Proposed Outcomes: None completed at this time</p> <p>Related Documents: POLICY REVIEW TOOL-Criteria for AY2012-12(for BOT approval).pdf</p>		
<p>Business Office - FA09-SP11 AUO#1 Inform Campus Community on Financial Resources - AUO#1:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Monthly Financial reports will be provided</p>	<p>11/04/2010 - The Business Office provided 100% or 4/4 of the reporting requirements to the Board of Trustees. The CGC met 6 times between</p>	<p>11/05/2010 - CGC - 09/25/09, 10/30/09, 12/11/09, 01/29/10, 03/30/10, 04/30/10 and</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>To support educational programs by communicating and working closely with the campus community, the Business Office will provide monthly financial reports.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>to the college leadership (College Governing Council and Board of Trustees) indicating the status of the college's financial position.</p> <p>Criterion (Written in %): 100% of reporting requirements will be provided to the College Governing Council and the Board of Trustees. (The College Governing Council is inclusive of representatives from faculty, staff, administrators, and student.) Additionally, 100% of montly reports will be posted on the GCC website.</p>	<p>9/25/09 and 4/30/10 at which a financial update was given to CGC members. Monthly financial reports were provided to the BOT via the President. 100% of the reporting requirements have been met.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Attached is the listing of when monthly financial reports were submitted to the President; CGC site of 09-10 minutes; website of monthly reporting requirements.</p> <p>Budget Related Performance Indicators: The monthly BOT reports will be completed before monthly board meetings.</p> <p>Related Documents: Confirmation copies Schedule of Reports Submitted</p>	<p>11/05/10; The next scheduled meeting for CGC is on 11/19/10. The Business Office will continue to participate in each of the CGC meetings by providing financial information. The information presented at these meetings is intended to provide access for College constituent representatives to keep informed of the financial status of the College. Meetings are regularly scheduled on a monthly basis each semester.</p> <p>Implementation Status: 03/31/2011 - BO continued to participate in each of the CGC meetings which were held on 11/24/10, 1/28/11, 2/23/11, 3/31/11. The next scheduled meeting is on 4/14/11. Information regarding the financial status of the College, budget submittals, a nd cash flow is presented at each meeting.</p>
	<p>Task Name: Accountants & General Accounting Supervisor</p>		
<p>Business Office - FA09-SP11 AUO#2 Timely Processing of Payments - AUO#2: To support educational programs, the Business Office will process timely payments to employees and vendors for services performed and supplies obtained based on availability of funds.</p> <p>Start Date: 10/12/2009</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Taking into consideration the college's cash flow and fiscal limitations, the Business Office will make timely payments to employees.</p> <p>Criterion (Written in %): With receipt of proper documentation, 100% of the employees will be paid on time.</p>	<p>11/04/2010 - The Business Office payroll department continues to process payroll to all employees as scheduled and within the required timeframe. Attached in the related documents is a schedule of each pay period and the pay due dates, direct deposit paid dates and manual check paid dates.</p> <p>Summary of Result Type:</p>	<p>11/04/2010 - The Business Office will continue to process timely payments of payroll to employees based on funding availability. Also, the BO will continue to aim to pay 100% of the employees on time.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/14/2011 Outcome Status: Completed the Assessment Cycle</p>		<p>Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: Payment timelines are properly established and met. Related Documents: GCC Payroll Paydays Direct Pay and Manual checks data.pdf GCC FY11 Payroll Paydays Direct Pay and Manual Checks data.pdf</p>	<p>Implementation Status: 03/31/2011 - The Business Office continued to meet payroll payments to employees by the required timeframe and will continue to process payroll payments based on funding availability.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Taking into consideration the college's cash flow and fiscal limitations, the Business Office will make timely payments for services and supplies received. Criterion (Written in %): 90% of accounts payable invoices will be paid within 60 days of receipt of goods and services.</p>	<p>11/04/2010 - Based on the ODS report attached for FY09 and FY10, 48% (1675 of 3520) and 47% (1721 of 3624) checks were issued for invoices over 60 days old, respectively. The delays in payment are the result of the following: 1. Materials Management was delayed in processing requisitions, purchase orders and invoices due to the backlog with increased transactions of invitation for bids and Request for Proposals due to CIP and ARRA funded projects. 2. Cash flow restrictions due to untimely release of allotments from the GovGuam Department of Administration. For most of FY09 up until the end of June 2009, allotment releases were at 50% of requested funds. Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators:</p>	<p>11/05/2010 - The BO will continue to follow up with the Government of Guam Department of Administration to obtain timely release of allotments. The BO will seek to reduce the percentage of vendor payments made after 60 days through implementation of prioritizing purchases for instructional supplies and materials and personnel costs. Also, the BO will work with MM to develop processes to expedite the payment of vendor invoices. Implementation Status: 03/31/2011 - Due to the delay in the release of allotment from Guam Department of Administration, we continued to experience delay in timely disbursements to the vendors. We will continue to follow up on</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Timely payment for services and supplies to vendors in support of management of college resources.</p> <p>Related Documents: F09 Check listing .pdf FY10 Check listing.pdf</p>	<p>Implementation Status: the release of the allotment and will strive to reduce the percentage of vendor payments made after 60 days by prioritizing payments based on the date of receipt of goods or services. Instructional supplies and services are prioritized. Also, the Business Office continues to monitor it's cash flow on a daily basis and processes vendor payments based on invoice date and instructional needs.</p>
	<p>Task Name: Accountant I/Payroll & Accounting Tech Supervisor</p>		
<p>Business Office - FA09-SP11 AUO#3 Monitor Reporting Requirements - AUO#3: To support educational programs by providing the required financial reporting to external stakeholders. The Business Office ensures that the college is in compliance with reporting requirements set forth by the Guam Legislature and federal grantors.</p> <p>Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A review of the reporting requirements for GCC.</p> <p>Criterion (Written in %): The college will submit 100% of the required quarterly reports to the Legislature, Office of the Public Auditor, and the Executive Branch.</p>	<p>11/04/2010 - The Guam Office of the Public Auditor is required by law to ensure that the College comply with the quarterly reporting requirements. According to the law, the College is to provide copy of the report manually, electronically, and post the report on the College's website. The College has satisfactorily met all quarterly reporting requirements and complied 100%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Link to posting on myGCC website is http://guamcc.edu/index.php?</p>	<p>11/04/2010 - The Business Office will continue to ensure that 100% of the required reports to the Legislature, Office of the Public Auditor, and the Executive Branch are filed and reported within the required reporting requirements.</p> <p>Implementation Status: 03/31/2011 - The Business Office continued to submit 100% of the required reports to the Legislature, Office of the Public Auditor, and the Executive Branch within the required reporting requirements. The BO's objective is to continually meet the reporting requirements.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>option=com_content&task=view&id=383.</p> <p>Budget Related Performance Indicators: Monthly reporting requirements are completed within the required timeframes, and policies and procedures are maintained and continually updated.</p> <p>Related Documents: OPA Confirmation Governor Confirmation Speaker Confirmation</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A review of the audited financial reports.</p> <p>Criterion (Written in %): 100% of the audited financial reports will show compliance with federal and local requirements by determining "no questioned costs".</p>	<p>11/04/2010 - The FY09 Financial Audit issued on April 30, 2010 by Deloitte & Touche LLP showed that GCC received an unqualified opinion. The FY09 Compliance Audit issued on April 30, 2010 showed an unqualified opinion, with no material weaknesses or significant deficiencies, and \$0 questioned costs, and one finding, There are no questioned costs related to the finding, and the finding has been resolved.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: GCC continues to qualify as a low-risk auditee as defined by OMB Circular A-133.</p> <p>Budget Related Performance Indicators: Annual budget, federal reporting requirements and audit are completed within the required timeframe and with minimal negative responses or findings.</p> <p>Related Documents: FY09 GCC Financial Audit Report FY09 Compliance Audit Report</p>	<p>11/04/2010 - The Business Office will continue to ensure that audits of the financial statements and federal grants are completed prior to March 31 due date. Additionally, the Business Office will continue to follow policies and procedures to ensure that there are no questioned costs and that the College receives an unqualified opinion.</p> <p>Implementation Status: 03/31/2011 - The independent financial statements and compliance audits for FY 2010 were issued on 3/25/11 with an unqualified opinion. The College continued to qualify as low risk auditee for the 10th year. There were no questioned costs and findings.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: General Accounting Supervisor and VP of Business & Finance</p>	<p>FY10 GCC Financial Audit Report.pdf FY10 GCC Compliance Audit Report.pdf</p>	
<p>Business Office - FA09-SP11 AUO#4 Budget Allocations & Management - AUO#4: To support student learning programs and services, the appropriate allocation and use of financial resources to internal stakeholders will be managed through the timeliness of budget allocations; the business office will provide financial information to departments based on funds appropriated and available by the</p> <p>Start Date: 10/14/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The budget allocation will be loaded on the Banner system (integrated database) in the appropriate object categories to facilitate the procurement process by individual departments.</p> <p>Criterion (Written in %): 90% of the budget accounts will be available for use by the third week of the fiscal year.</p>	<p>11/04/2010 - Budgets for all College funds and departments for FY10 were uploaded as follows: Fund 1 and Fund 4- loaded 10/9/09 and 10/12/09; Fund 11 & 12 - loaded 10/13/09 and 10/15/09.</p> <p>Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: The annual budget will be ready by the required dates.</p> <p>Related Documents: Journal Vouchers of Budget Load.pdf Journal Vouchers of Budget Loads.pdf</p>	<p>11/05/2010 - The Business Office will continue to timely load the budgets at the beginning of the fiscal year based on the approved budgets by the Governemnt of Guam Legislature and the BOT NAF approved budgets.</p> <p>Implementation Status: 03/31/2011 - The BO will perform and implement the loading of the budgets at the beginning of fiscal year based on the approved budgets by the Government of Guam Legislature and the BOT NAF approved budgets.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Weekly monitoring of the colleges cash flow will determine the availability of funds for accountability.</p> <p>Criterion (Written in %): Purchase orders will be prioritized and processed within the cash available for the college during the fiscal year.</p>	<p>11/04/2010 - Daily cash flow report is prepared to monitor availability of funds. Banner Finance module contains budget monitoring function which alert users processing purchase order when budget has exceeded.</p> <p>Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status:</p>	<p>11/04/2010 - Prior to requesting and/or processing any requisitions, the user should ensure that there is adequate available balance in their departments budget. The Banner system will not allow requisitions to be approved if there is inadequate available balances.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Monthly reporting requirements are completed within the required timeframe and policies and procedures are maintained and continually updated.</p> <p>Related Documents: FY10 Monthly cash flow reports .pdf</p>	<p>Implementation Status: 03/31/2011 - The requisition/purchase order process continues to require the Accountant to verify the availability of funding in the budget. Banner will not process a requisition when there is not adequate balance in the budget.</p> <p>Also, a cash flow report continues to be prepared on a daily basis and all bank accounts are properly reconciled on a monthly basis.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Annual review and the compilation of the budget requests will be submitted through the Resource, Planning and Facilities committee, the College Governing Council, and the Board of Trustees in a timely manner.</p> <p>Criterion (Written in %): 90% of the departments will submit their budget requirements for compilation before the end of the quarter of the fiscal year for the budget submittal related to local appropriations. For the Non-Appropriated Accounts, 90% of the departments will submit by April of the current fiscal year.</p>	<p>11/04/2010 - 100% or 59 out of 59 departments submitted their budgets prior to 12/31/09 for the Government of Guam FY11 Budget requests. See attached for listing. Additionally, the budget was submitted and approved by the following:</p> <ol style="list-style-type: none"> 1. Resource and Budget Committee 1/27/10 meeting 2. College Governing Council 1/29/10 meeting 3. Board of Trustees 2/12/10 meeting <p>The budget was submitted to the Legislature and the Governor's office by the required due date of 2/15/10.</p> <p>The NAF departmental budget requests were received during the 1st quarter of 2010 with 7 out of 7 departments submitting. Budget was compiled by the BO and the budget was submitted and approved by the following:</p> <ol style="list-style-type: none"> 1. Resource and Budget Committee 4/30/10 meeting 2. College Governing Council 4/30/10 meeting 3. Board of Trustees 5/5/10 meeting 	<p>11/05/2010 - The Business Office will continue to properly plan and implement the process for timely departmental budget submittals for annual budget requests.</p> <p>Implementation Status: 03/31/2011 - The BO will continue to follow through in planning and implementing the process for timely departmental budget submittals for annual budget requests. The FY 2012 NAF Continuing Education courses budget is in progress and will be completed in early April 2011. Then it will be presented to the RPF and the CGC committees for review and approval. It is expected to be presented at the May 2011 BOT meeting for approval.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: The annual budget will be ready for submission by the due date.</p> <p>Related Documents: GCC FY2010 Budget Load date entries for General Fund.doc GCC FY2010 Budget Load date entries for NAF.pdf</p>	
<p>Business Office - AUO#1 Update and Provide Financial Resources - FA11-SP13 AUO#1: ISER 3D2 b. Appropriate financial information is provided throughout the institution. The Business Office will provide monthly financial reports to uphold educational programs by enhancing and working closely with the campus community.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Monthly Financial reports will be disseminated to the College leadership (College Governing Council and Board of Trustees) indicating the status of the college's financial position. In addition, monthly local, federal, and other grant budget report will be provided to the Deans and Assistant Director of Planning Development.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report</p> <p>Criterion (Written in %): 100% of reporting requirements will be disseminated to the campus community and</p>	<p>04/11/2012 - 4/11/12 - The Business Office provided 100% of quarterly reporting requirements to the Board of Trustees. Also, Financial status were provided to College Governing Council (CGC) meeting. CGC met 8 times between 10/1/11 - 3/31/2012. Monthly financial reports were provided to BOT via the President and posted to MYGCC website.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The monthly BOT reports will be completed</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list The self-study report identifies the flow of information that is provided through the participatory governance, internally to the BOT, to management, and the College community.</p>	<p>the Board of Trustees. (The campus community is inclusive of representatives from students, faculties, deans, staffs, and administrators) Additionally, 100% of monthly reports will be posted on the GCC website.</p> <p>Budget-Related Proposed Outcomes: The college maintains its financial integrity and responsibly manages its resources.</p>	<p>before monthly board meetings.</p> <p>Related Documents: BOT FS report.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Business Office will conduct Banner Self Service training sessions on budget queries to faculty and staff to enable departments to meet institutional and instructional needs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report</p> <p>Criterion (Written in %): 80% of the administrative staff and faculty will be trained on Banner Self Service</p> <p>Budget-Related Proposed Outcomes: The college maintains its financial integrity and responsibly manages its resources.</p>	<p>04/11/2012 - The Business Office conducted two Banner Self Service Trainings on April 2 & 3, 2012. There were 44 total participants for the two days.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Criterion was not met because several staff and faculties did not participate on the training. Additional trainings will be conducted to met the criterion.</p> <p>Budget Related Performance Indicators: The annual budget will be ready for submission by the due date.</p> <p>Related Documents: Self Service Training Participants.pdf</p>	
	<p>Task Name: Controller, General Accounting Supervisor and Accountants</p> <p>Task Description: Accountants prepare and generate monthly financial reports.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Business Office - AUO#2 Budget Monitoring and Performance - FA11-SP13 AUO#2: ISER 3D1 d. The institution defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. The business office will provide financial information to departments based on funds appropriated and available by the Legislature and the Board of Trustees to better support student learning programs and services, the appropriate allocation and use of financial resources to internal stakeholders will be managed through the timeliness of budget allocations.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list The annual budget requests for the appropriated and non-appropriated funds will provide evidence of departmental level participation and review through the participatory governance. The actual appropriation public law will provide evidence to support budget allocations. The financial audit report will provide evidence of budget performance of how the College performed based on the</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The budget allocation will be loaded on the Banner system (integrated database) in the appropriate object categories to facilitate the procurement process by individual departments. Departments will be notified of allocation before the beginning of the fiscal year to facilitate proper planning.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report</p> <p>Criterion (Written in %): 90% of the budget accounts will be available for use by the third week of the fiscal year.</p> <p>Budget-Related Proposed Outcomes: The college's budget allocations are sufficient to meet the needs of the institution and follows the institutional plans and priorities within the available resources.</p> <p>Related Documents: FY11_Budget_ORG_FUND_for_load[1].pdf</p>	<p>04/11/2012 - Budgets for all College funds and department for FY 2011 and FY 2012 were uploaded as follows: Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: The annual budget will be complete and submitted to legislature and BOT for approval.</p> <p>Related Documents: FY 2012 budget load.pdf</p>	
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list The annual budget requests for the appropriated and non-appropriated funds will provide evidence of departmental level participation and review through the participatory governance. The actual appropriation public law will provide evidence to support budget allocations. The financial audit report will provide evidence of budget performance of how the College performed based on the</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Weekly monitoring of College's cash flow will determine the availability of funds for accountability.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): Purchase Orders will be prioritized and processed within the cash available for the College during the fiscal year.</p> <p>Budget-Related Proposed Outcomes:</p>	<p>04/11/2012 - Daily cash flow report is prepared and monitored for availability of funds. Allotment is consistently followed up on a daily basis from DOA to ensure funding availability. Banner will not process purchase order with non sufficient budget.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
resources available to it.	<p>The college's budget allocations are sufficient to meet the needs of the institution and follows the institutional plans and priorities within the available resources.</p> <p>Related Documents: Cash Flow Nov 2011.pdf</p>	<p>Budget Related Performance Indicators: Managing of College resources through continues daily update and monitoring of cash flow</p> <p>Related Documents: Cash Flows.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Annual review and the compilation of the budget requests will be submitted through the Resource, Planning and Facilities committee, the College Governing Council, and the Board of Trustees in a timely manner.</p> <p>For the FY12 Budget Request, see http://guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=3429 for the FY</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report</p> <p>Criterion (Written in %): 90% of the departments will submit their budget requirements for compilation before the end of the first quarter of the fiscal year for the budget submittal related to local appropriations. For the Non-Appropriated Accounts, 90% of the departments will submit by Feb. of the current fiscal year.</p> <p>Budget-Related Proposed Outcomes: The college's budget allocations are sufficient to meet the needs of the institution and follows the institutional plans and priorities within the available</p>	<p>04/11/2012 - 100% or 52 out of 52 departments submitted their budgets prior to 12/31/10 for the Government of Guam FY 12 (Appropriated) budget requests. The Appropriated budget request was submitted and approved by the following:</p> <ol style="list-style-type: none"> 1. Resource and Budget Committee 1/28/11 meeting 2. College Governing Council 1/31/11 meeting 3. Board of Trustees 2/9/11 meeting <p>The Appropriated Budget was submitted to the Legislature and the Governor's office by the required due date 2/15/11.</p> <p>The NAF departmental budget requests were received during the 1st quarter of FY 2011 BO compiled the budget and was approved by the following governance:</p> <ol style="list-style-type: none"> 1. Resource and Budget Committee 1/28/11 meeting 2. College Governing Council 1/31/11 meeting 3. Board of Trustees 2/9/11 meeting <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>resources.</p> <p>Related Documents: Business_Office_budget_request[1].pdf</p>	<p>Budget Related Performance Indicators: The annual budget will be complete and submitted to legislature for approval by 02/14/2011.</p> <p>Related Documents: FY 2012 budget load.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Annual budget training for department chairs, department heads, and administrators.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report</p> <p>Criterion (Written in %): An annual budget training and budget guidelines will be provided to department chairs, department heads, and administrators prior to the departmental budget request deadline.</p> <p>Budget-Related Proposed Outcomes: None</p> <p>Related Documents: Budget_Planning_Process_Oct_2011[1].pdf FY2012_Budget_Preparation_Guidelines[1].pdf</p>	<p>04/11/2012 - Annual budget training (Appropriated budget - FY 2012) for department chairs, department heads, and administrators was conducted on 12/3/10. NAF budget training for FY 2013 budget was done on 2/12/12. Annual budget related training guidelines and forms were provided prior to the departmental budget request deadline.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: The annual budget will be ready for submission by the due date.</p> <p>Related Documents: Budget_Planning_Process_Oct_2011[1].pdf Business_Office_budget_request[1].pdf FY11_Budget_ORG_FUND_for_load[1].pdf FY2012_Budget_Preparation_Guidelines[1].pdf NAF budget training schedule.pdf Appropriated Budget training schedule.pdf</p>	
	<p>Task Name: Controller, General Accounting Supervisor &</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Administrative Assistant Task Description: Compilation of departmental budget for management review and uploading to Banner system.		
Business Office - AUO#3 Provide information to Stakeholders - FA11-SP13 AUO#3: Per ISER 3D2 e. All financials resources including those from auxilliary activities, fund raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution. To support educational programs by providing quarterly financial reporting to internal and external stakeholders. The Business Office ensures that the college is in compliance with reporting requirements set forth by the Guam Legislature and federal grantors. Outcome Types: AUO Start Date: 11/10/2011 End Date: 04/11/2013 Outcome Status: Currently being assessed Program SLO/AUO/SSUO Plan reflects/incorporates: Other Notes from the pull/drop down list The annual audit report will enhance this AUO by providing evidence of meeting this goal through an unqualified clean audit and evidence that GCC is performing within its regulatory requirements. The quarterly financials posted online document the College's compliance with meeting regulatory timeframes and providing	Artifact/Instrument/Rubric/Method/Tool Description: A review of the reporting requirements for GCC. Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report Criterion (Written in %): The college will submit 100% of the required quarterly reports to the Legislature, Office of the Public Auditor, and the Executive Branch. Budget-Related Proposed Outcomes: The policies and procedures ensure maintenance of effective controls over the operations of the division.	04/11/2012 - The College has submitted the required quarterly reports to the Legislature, Office of the Public Auditor and the Executive Branch as required by the Public Law. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: The annual budget will be ready for submission by the due date. Related Documents: OPA_GOV_LEG_FS report.pdf	
	Artifact/Instrument/Rubric/Method/Tool Description: A review of the audited financial reports. Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report Criterion (Written in %): The audited financial reports will show compliance with federal and local requirements by determining "no questioned costs". Budget-Related Proposed Outcomes: The policies and procedures ensure maintenance of effective controls over the operations of the division.	04/11/2012 - Unqualified FY 2010 Financial and Compliance reports were issued on March 14, 2011 by Deloitte. No findings and questioned costs were noted on the report. Unqualified FY 2011 Financial and Compliance reports were issued on February 27, 2012. One significant deficiency was noted and addressed accordingly. However, there was no questioned costs. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: Over \$5,000	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>information to the campus community.</p>	<p>Related Documents: FY10 GCC Financial Audit Report.pdf FY10 GCC Compliance Audit Report.pdf</p> <hr/> <p>Task Name: Controller & General Accounting Supervisor Task Description: Reports will be compiled monthly and annually for reporting purposes.</p>	<p>Budget Related Performance Indicators: The annual audit report for FY2010 and FY 2011 will be finalized before the deadline of March 30, 2011 and February 29, 2012, respectively.</p> <p>Related Documents: FY10 GCC Financial Audit Report.pdf FY10 GCC Compliance Audit Report.pdf Gccfs11 [Final Mar 2 2012].pdf Gcc_comp11 [Final Mar 2 2012].pdf</p>	
<p>CE&WD Department - SSUO #1: FA2012-SP 2013 Certificate or Online Training/Testing - Upon successful completion of the health certificate workshop students will receive a health</p> <p>Start Date: 10/08/2012 End Date: 03/11/2013 Outcome Status: Currently being assessed Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list ISMP - Based on the comp evaluation report recommended to assess non-credit courses is now being implemented.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Health Certificate Test results will be used as the measuring tool to determine success rate of completion. The last week of March locally developed test results and a pie chart showing the successful passing rate of participants will be uploaded into TracDat. Type of Artifact/Instrument/Rubric/Method/Tool: Locally Developed Tests Criterion (Written in %): 70% of the students who participate in the Health Certificate class during the last week of March will pass the Health Certificate Test. Budget-Related Proposed Outcomes: An increase in Health Certificate Registration fees is anticipated due to updating instructional materials and testing tools.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Health Certificate Registration and Student Handout</p> <p>Task Description: Each student is required to register for the scheduled Health Certificate Workshop and is provided a copy of the Health Certificate Student Handout.</p>		
	<p>Task Name: Health Certificate Student Test Score Roster</p> <p>Task Description: A health certificate student test score roster is prepared and submitted to the Department of Public Health and Social Services (DPHSS) to grant a "permanent-annual" Health Certificate to successful completers.</p>		
	<p>Task Name: Health Certificate Workshop Instruction/Testing</p> <p>Task Description: Adjunct Instructor will conduct powerpoint presentation of Health Certificate information, administer the test, and tally the test scores.</p>		
	<p>Task Name: Health Certificate Workshop/Test</p> <p>Task Description: CEWD conducts health certificate workshops and testing for the Department of Public Health & Social Services. Adjunct Instructor(s) teach the workshop, administers the test, and tallies the test scores.</p>		
<p>CE&WD Department - SSUO #2: FA2012-SP2013 Specialized Training Courses (Non-credit) or CEUs - Students will demonstrate a better understanding of the fundamentals and principles of the Guam government procurement.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Procurement Training Survey will be used as the measuring tool for the criterion. The survey tool will be uploaded into TracDat.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/08/2012</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP - Based on the comp evaluation report recommended to assess non-credit courses is now being implemented.</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 70% of the Spring 2012 students of the Procurement Training will agree they gained a better understanding of the Guam government procurement.</p> <p>Budget-Related Proposed Outcomes: It is anticipated that the budget will increase due to costs required to cover the the development of a local industry certificate program for procurement.</p>		
	<p>Task Name: Student Satisfaction Survey</p> <p>Task Description: A Student Satisfaction Survey will be designed to assess the students satisfaction with the learning outcomes.</p>		
	<p>Task Name: Student Satisfaction Survey Administration</p> <p>Task Description: The student satisfaction survey will be administered on the last day of the specialized training course offering.</p>		
	<p>Task Name: Student Satisfaction Survey Data Analyis</p> <p>Task Description: Student data will be collected for the specialized training course offering using the Student Satisfaction Survey.</p>		
<p>CE&WD Department - SSUO #3: FA2012-SP2013 Special Event: Work Readiness Training for Summer Employment Opportunity Program (SEOP) - Participants will report satisfaction with the knowledge learned on work readiness for immediate application for gainful employment or for continued high school education after the</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Work Readiness Training (WRT) survey will be used as the measuring tool for the criterion. The survey will be uploaded into TracDat.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>SEOP.</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP - Based on the comp evaluation report recommended to assess non-credit courses is now being implemented.</p>	<p>Student Satisfaction Survey</p> <p>Criterion (Written in %): 70% of the participants of the Summer Employment Opportunity Program (SEOP) will be satisfied with the work readiness knowledge learned to apply at their SEOP Employer work-placement.</p> <p>Budget-Related Proposed Outcomes: A budget increase is anticipated to cover the costs to develop the SEOP into a leading mentorship-workforce development program for high-school students who achieve academic excellence.</p>		
	<p>Task Name: Work Readiness Instruction</p> <p>Task Description: Adjunct Instructor(s) will conduct powerpoint presentations of work readiness knowledge information for participants to apply to SEOP Employer work placement.</p>		
	<p>Task Name: Work Readiness Training (WRT) Survey</p> <p>Task Description: Design and administration of the WRT survey to the participants of the Summer Employment Opportunity Program (SEOP).</p>		
	<p>Task Name: Work Readiness Training (WRT) Survey Administration/Data Analysis</p> <p>Task Description: Work Readiness Training (WRT) Survey will be administered to the SEOP student trainees who complete the work readiness training at the end of the event.</p>		
<p>Center for Civic Engagement - FA09-SP11 SSUO#1 SUPPORT INSTITUTIONAL LEARNING OUTCOME (ILO) - SSUO#1: To provide support and assistance in fulfilling the institution's civic engagement</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Quantitative: Documentation of the number of courses implementing Civic Engagement/Service-Learning (CE/SL)</p>	<p>10/08/2010 - The Center for Civic Engagement & Student Success polled faculty and department chairs for the courses that would use service learning in teaching their courses. The courses to be taught with SL will be tagged with (SL) in the</p>	<p>04/22/2011 - CCE&SS coordinated with the Registrar to input (SL) next to courses that will be conducting Service Learning projects for Fall 2011. Although</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>requirements.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>activities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Program/Course Mapping/Course Syllabi Review</p> <p>Criterion (Written in %):</p> <p>1. 10% increase in the number of courses integrating CE/SL. The baseline data from AY07-08 is n=28.</p> <p>2. 10% increase in the number of courses integrating service-learning activities will be identified in the "Schedule of Classes". The baseline data from Spring 2009 is n=10.</p> <p>Related Documents: Spring 2009 Course Schedule.pdf Fall 2009 Course Schedule.pdf Presentation/workshop template.doc</p>	<p>published class schedule for Fall 2009. The number of courses with SL tags in the Fall 2009 schedule are as result of the polling. (N=25)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Budget request was considered on a case by case bases by the Dean.</p> <p>Budget Related Performance Indicators: No budget was requested for CCE&SS in FY2011.</p>	<p>the printed Summer & Fall 2011 schedule in the newspaper only shows (SL) next to four (4) course titles, electronically, 20 courses will show SL by the course title.</p> <hr/> <p>11/09/2010 - CCE&SS will keep tabs on faculty members participating in SL activities in the FALL 2009 and provide support to encourage continuation of participation in SL. CCE&SS will keep in touch with Registration office for deadline in printing of Spring 2011 schedule to be sure that courses that use SL will be tagged. CCE&SS will poll faculty regarding their SL participation to include in</p> <p>Implementation Status: 11/03/2010 - CCE&SS will coordinate with Registrar's Office to update in banner the SL tags to courses that did not meet the publication deadline.</p>
		<p>09/14/2010 - AY 2009-10 saw the implementation effects of tagging the SL courses in the master schedule. Fall 2010 tagged 44 SL courses. This is an increase of 440% over Spring 2009.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Under \$500</p> <p>Notes:</p>	<p>09/14/2010 - Continue monitoring the number of courses that integrate SL:</p> <ol style="list-style-type: none"> 1. promote SL with faculty through briefing sessions, meetings 2. poll faculty on which courses will have SL tags when the term schedules are submitted 3. coordinate with Admissions/Registration Office for the appropriate tagging of SL courses in the printed schedule

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>CCE&SS needs to be in the loop when DCs build the term schedules. This is to remind them to poll the faculty on who would do SLs in their courses for the semester. CCE&SS can work with faculty in planning their SL courses and needs a forum to</p> <p>Budget Related Performance Indicators: #2...</p> <p>02/16/2010 - 1. An 18% increase in the number of courses integrating CE/SL in Fall 2009 (33 courses) compared to AY07-08. 2. 26 courses integrating service-learning activities were identified in the Fall 2009 "Schedule of Classes." The number of courses identified is a 160% increase from Spring 2009.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: SL packets were photocopied and distributed at the SL presentations in each participant class. CCE collaterals such as brochures and pens were also distributed.</p> <p>Related Documents: FA09sked.PDF FA09totalSL.pdf</p>	
	<p>Task Name: Data Collection</p> <p>Task Description: 1. 10% increase in the number of courses integrating CE/SL.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Service-learning (SL) indication data collection</p> <p>Task Description: 2. 10% increase in the number of courses integrating service-learning activities will be identified in the "Schedule of Classes".</p>		
<p>Center for Civic Engagement - FA09-SP11 SSUO#2 SERVICE-LEARNING IMPACT ON STUDENTS - SSUO#2: To assess impact on service-learning on student learning</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Qualitative: Extrapolation of students reflections of service-learning experiences.</p> <p>1. Student reflections will be categorized into whether they appreciated service-learning experience or not. Common themes will be recorded.</p> <p>2. A pre- and post-survey will be given to students participating in service-learning to determine if there was a change in attitude towards this medium.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 1. 60% of students will report an appreciation of their CE/SL experience. (n=number of students' written reflection submitted to CCE at the end of each semester)</p> <p>2. 60% of students will indicate a favorable attitude towards CE/SL activities in their learning experience. (n=number of pre- and post-surveys submitted to CCE)</p> <p>Related Documents: micompact_postsurvey.pdf micompact_presurvey.pdf</p>	<p>03/03/2010 - Of the 26 courses designated with SL in the Fall Class Schedule, 12 classes submitted student reflections. However, there were 7 classes without a designated SL in the Fall Class Schedule that held SL activities and submitted student reflections.</p> <p>1. 100% of the students who participated in CE/SL activities reported an appreciation of their experience. (n=141)</p> <p>2. Pre and post-survey instruments were developed in Fall 2009 for implementation in the Spring 2010 term.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: photocopies of surveys were made</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Pre- and post-surveys data collection</p> <p>Task Description: 2. A pre- and post-survey will be given to students participating in service-learning to determine if there was a change in attitude towards this medium.</p>		
	<p>Task Name: Student reflections data collection</p> <p>Task Description: 1. Student reflections will be categorized into whether they appreciated service-learning experiences or not. Common themes will be recorded.</p>		
		<p>09/14/2010 - 1. 100% of Student Reflections received at the end of FA09 term, when received, indicated appreciation for SL. However, in many classes reflections were not submitted. (N=148) Of the 26 classes designated to do SL, 16 classes submitted student reflections. 2. Although pre-surveys were given, there was no opportunity to do post surveys.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: No budget allocated to CCE&SS</p> <p>Budget Related Performance Indicators: Budget request was considered on a case by case bases by the Dean.</p> <p>Related Documents: Student Reflection</p>	<p>04/22/2011 - One of the requirements of Service Learning is for the student to write a reflection paper on their project. Another way of providing a summary and evaluation of their project is by creating a poster. Poster Sessions were made available for students to share their experiences summarizing their projects. The posters were available for public viewing during FA 2010 on Nov 19, 2010, and during SP 2011 on April 05-11, 2011. ?You Be the Judge? forms were provided during the event to evaluate all the Service Learning Posters that were submitted.</p> <p>Implementation Status: 10/06/2011 - To increase class participation in submitting student reflections, perform regular class follow-up. Also, create a student satisfaction</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: survey for students completing their SL project.</p> <hr/> <p>11/03/2010 - 1. To address the lack of response on submission of student reflections, CCE&SS will hold a Poster Session on Nov. 19, 2010. Students doing SL activities will enter posters that summarized and evaluate their projects. 2. To address the post surveys, these will be distributed on the day of the poster session.</p> <hr/> <p>10/08/2010 - 1. Faculty were contacted to have SL briefings in their classes. 2. Pre-surveys were given to the classes when briefings were held. 3. Importance of reflections empasized with faculty and students during briefing.</p> <hr/>
<p>Center for Civic Engagement - FA09-SP11 SSUO#3 WORKSHOPS FOR FACULTY - SSUO#3: To conduct or coordinate CE/SL workshops for faculty.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <ol style="list-style-type: none"> 1. Keep a record of the number of faculty members and departments participating in CE/SL workshops and training. 2. Keep a record of the number and description of courses integrating CE/SL. 3. Collect workshop evaluations for improvement. <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %):</p>	<p>11/03/2010 - 100% of the faculty who participated in a CE/SL training completed and reported a favorable outcome. One faculty member participated and presented in a CE/SL conference in Arizona although it was not funded by CCE&SS. (N=1)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications:</p>	<p>04/22/2011 - Training of faculty has been on a one to one basis since the CCE&SS office did not have a Program Coordinator until January 2011. The new PC will be attending the 14th Annual Continuums of Service Conference in April to learn more about the program. More communication with faculty will be scheduled and a SL procedure checklist will be made available for guidance.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>1. 10% increase in the number of faculty members participating in CE/SL training (AY07-08 baseline data is n=18).</p> <p>2. 10% increase in the frequency of courses integrating CE/SL (AY07-08 baseline data is n=36).</p> <p>3. 60% of workshop participants will rate the workshop very good to excellent. (n=number of submitted evaluations per presentation/workshop)</p> <p>Related Documents: Presentation Evaluation.doc Presentation/workshop template.doc P.L. 30-53.pdf</p>	<p>No budget impact</p> <p>Notes: The trip was funded by the host organization. Budget request was considered on a case by case bases by the Dean.</p> <p>Budget Related Performance Indicators: Faculty was given administrative leave.</p>	<p>Implementation Status:</p> <p>10/06/2011 - Presentations to faculty about SL will be included during orientation and training session.</p> <hr/> <p>11/15/2010 - The CCE&SS grant application to HIPICC for 2010-2011 includes Innovative Educators webinars subscription for a package of three webinars for the year. Faculty will be given the opportunity to choose three webinars to participate in as part of faculty training.</p> <hr/> <p>11/03/2010 - CCE&SS will explore other means for faculty training that are within the financial means of the program.</p> <hr/>
		<p>10/08/2010 - No Service Learning workshops were held for faculty in Spring 2010. Faculty members were supported with information for SL training. One faculty member presented on SL activities in Guam in a national training in Arizona although she did not receive local funding. Her participation was funded by the host organization.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes:</p>	<p>11/03/2010 - CCE&SS group page was developed in banner to hold SL forms needed to document SL activities. Pertinent information on SL activities are also posted. In addition, a forms packet was electronically sent to all participating faculty together with an offer to do SL briefings in their classes when requested. Face to face and phone consultations were made with faculty on development of SL activity plans with follow up by email. Review of conference proposals and papers were made with individual faculty who participated in conferences.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>No budget was allocated to CCE&SS. Budget Related Performance Indicators: No budget was appropriated for CCE&SS in FY2011.</p>	<p>Letters of recommendations for faculty members were written.</p> <hr/> <p>10/08/2010 - CCE&SS provided SL training opportunities to faculty via email. CCE&SS offered to do classroom briefings to faculty. CCE&SS sent SL information packets and forms to faculty via email.</p> <hr/>
		<p>03/03/2010 - 1. No CE/SL faculty training was held in the Fall 2009 term. 2. An 8.3% decline in the frequency of courses integrating CE/SL is reflected in Fall 2009 term with a total of 33 courses integrating CE/SL. 3. No CE/SL faculty training was held in the Fall 2009 term and no workshop evaluations from faculty were gathered.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: CCE had no budget to conduct CE/SL training for faculty members.</p>	
	<p>Task Name: Data collection</p> <p>Task Description: 1. 10% increase in the number of faculty members participating in CE/SL training. 2. 10% increase in the frequency of courses</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	integrating CE/SL. Task Name: Workshop evaluation data collection Task Description: 3. 60% of workshop participants will rate the workshop very good to excellent.		
<p>Center for Civic Engagement - SSUO#1 SUPPORT INSTITUTIONAL LEARNING OUTCOME (ILO) - FA11-SP13 SSUO#1: To provide support and assistance in fulfilling the institution's civic engagement requirements.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list Engage in partnership with Community Based Organization (CBO), students will perform a service that provides hands-on learning opportunities to complement classroom learning, connections between the academic material and the service experiences.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Documentations of the number of courses implementing Civic Engagement/Service-Learning (CE/SL) activities.</p> <p>Criterion (Written in %): 1. 20% increase in the number of courses integrating Civic Engagement/Service-Learning per semester. 2. 20% increase in the number of courses integrating service-learning activities will be identified in the PDN Schedule of Classes or electronically in the GCC Banner per semester.</p> <p>Budget-Related Proposed Outcomes: None</p> <p>Related Documents: FA2011 GCC Schedule of Classes</p>	<p>10/19/2012 - N=38 or a 66% increase of courses offered compared to prior assessment cycle of 25 courses.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: No budget was allocated to CCE&SS.</p> <p>Budget Related Performance Indicators: No budget was requested for CCE&SS in FY2012.</p> <hr/> <p>03/10/2012 - 1. In Fall 2011, there were 23 courses that integrated Service-Learning and in SP2012, there were 29 courses that integrated Service-Learning.</p> <p>2. In Fall 2011, there were 14 courses electronically showing SL by the course title. In SP 2012, 24 courses showed SL by the course title, although additional class courses participated and were not shown in the schedule.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators:</p>	<p>10/03/2012 - Conducting more Service-Learning (SL) presentations with instructors as a group or individually to bring more awareness on how SL can benefits students and provides hands on skills from what they learned in class.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>No budget was requested for CCE&SS in FY2011 and FY2012.</p> <p>Related Documents: Fall 2011 Master Schedule of Classes with SL.xlsx Spring 2012 Schedule of Classes Final.docx SL Instructor FA 2011 2012 Assessment.xlsx</p>	
<p>Center for Civic Engagement - SSUO#2 SUPPORT WORKSHOPS FOR FACULTY - FA11-SP13 SSUO#2: To coordinate and conduct Civic Engagement/Service-Learning workshops for faculty.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list To provide information to faculties to develop Service Learning projects within their their course which will enhance their students in extend learning experience beyond the classroom, improve student motivation and retention and allows for</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 1. Maintain a record of the number of faculty members participating in Civic Engagement/Service-Learning workshop presentation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): 1. 10% increase in the number of faculty participating in Civic Engagement/Service-Learning workshop presentation per semester.</p> <p>Budget-Related Proposed Outcomes: None</p> <p>Related Documents: FA11 SL Wkshop Presentation Schedule.pdf</p>	<p>10/19/2012 - N=31 or a 31% increase in the number of faculty participating compared to prior assessment cycle.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: No budget was allocated to CCE&SS.</p> <p>Budget Related Performance Indicators: No budget was requested for CCE&SS for FY2012.</p> <hr/> <p>03/10/2012 - 1. Conducted Service-Learning (SL) presentations to instructors on a one-to-one basis. In FA 2011, presented to 14 instructors and in SP2012, presented to 17 instructors.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/03/2012 - Upon communicating with more instructors about Service-Learning (SL), it created additional opportunities for students to present the different skills that they learned in class to the community.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>faculty to mentor students.</p>	<p>Task Name: Data Collection</p> <p>Task Description:</p> <ol style="list-style-type: none"> 1. 10% increase in the number of faculty participating in Service-Learning training. 2. 10% increase in the recurrence of courses integrating Service-Learning. 	<p>Budget Implications: No budget impact</p> <p>Notes: No budget was allocated to CCE&SS</p> <p>Budget Related Performance Indicators: No budget was requested for CCE&SS in FY2011 and FY2012. CCE&SS has a grant through HIPICC.</p> <p>Related Documents: SL Instructor FA 2011 2012 Assessment.xlsx</p>	
<p>Center for Civic Engagement - SSUO#3 SERVICE-LEARNING IMPACT ON STUDENTS - FA11-SP13 SSUO#3: To assess impact on student learning through service-learning.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list Students participating in service learning enhances learning of values, citizenship, and leadership skills; applies concepts from the classroom to their services; widens a</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <ol style="list-style-type: none"> 1. Maintain a record of the number of student participating in Service-Learning. 2. Maintain a record of the number of reflection/poster/powerpoint turned in. <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %):</p> <ol style="list-style-type: none"> 1. 20% increase in the number of student participating in Service-Learning per semester. 2. 20% increase in the number of Service-Learning reflection/poster/powerpoint presented per semester. <p>Budget-Related Proposed Outcomes: None</p> <p>Related Documents:</p>	<p>10/19/2012 - N=234 or a 60% increase in the number of students participating in Service-Learning as compared to prior assessment cycle of 141 participants.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Implications: No budget impact</p> <p>Notes: Posters, Reflection paper and/or powerpoint were provided by the students.</p> <p>Notes: Posters, Reflection paper and/or powerpoint were provided by the students.</p> <p>Budget Related Performance Indicators:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
sense of community and civic responsibility; and develops contacts within the community.	Reflection Paper.pdf Service-Learning Letter Community Based Organization List	<p>No budget was requested for CCE&SS for FY2012.</p> <p>Budget Related Performance Indicators: No budget was requested for CCE&SS for FY2012.</p>	
		<p>03/10/2012 - 1. During FA2011, 165 students participated in Service-Learning and provided their reflection papers, powerpoint presentations and posters. SP2012 is ongoing and documents will be provided by the end of the semester.</p> <p>2. A requirement of Service Learning is that the student write a reflection paper or create a poster. During the FA2011 Poster Session, there were over 90 posters displayed for two weeks for students, faculty and staff to view and judge. This is a large increase from the previous Poster Session which displayed 65 posters. SP2012 Poster Session is scheduled to take place from March 14 - 28, 2012.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Posters were provided by the students.</p> <p>Budget Related Performance Indicators: No budget request was made during FY2011 and FY2012.</p>	<p>10/03/2012 - Students were able to display their skills and knowledge through posters and/or reflection papers from what they learned in class and the Community Based Organization.</p> <p>During the two weeks of SP2012 Poster Session and Accreditation visit, there were over 90 posters including previous posters and other program and course projects showcased. FA2012 Poster Session is scheduled to take place from November 5 - 14, 2012.</p> <hr/>
	<p>Task Name: Data Collection</p> <p>Task Description: Survey form is part of the Service-Learning Application documents that will be given to students during presentation, upon completion of Service-Learning projects/activities each student who</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>participated will provide to Center for Civic Engagement staff a survey form with other documents.</p>		
<p>Center for Student Involvement - FA2009-SP2011 SSUO#1: - COPSA Officer & BOT Student Member Training - FA2009-SP2011 SSUO#1: To support the newly elected STUDENT leaders by providing leadership training to prepare them for their new roles.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <ol style="list-style-type: none"> 1. Student leaders will complete annual Plan of Action for the upcoming year. 2. Evaluation Surveys will be conducted at the end of the training sessions. <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Workshop/Conference</p> <p>Criterion (Written in %):</p> <ol style="list-style-type: none"> 1. Annual Plan of Action will be completed before the start of the Fall semester incorporating the allotted Student Activity Fees for the school year. 2. At least 75% of the leaders elected will respond that they were satisfied with the training and have the knowledge and skills to effectively perform their duties. <p>Budget-Related Proposed Outcomes: Assessment through surveys and review of surveys will indicate that students see the office as making sufficient efforts to develop new organizations and support existing ones. Regular offering of workshops and training sessions for students will allow the student voice to be included in the participatory governance processes. Assessment of surveys and review of services will indicate that students lead other students in developing and implementing activities that cultivate the leadership potential of all students.</p>	<p>10/18/2010 - Training during the summer months, specifically, May 26, June 18, July 16 and August 6, 2010, from 8am-5pm. 5 COPSA Officers, 1 Board of Trustees Student Member, 3 COPSA Advisors and 2 CSI staff attended the training sessions throughout the summer. Only the 6 student leaders were surveyed or 100%. Of the 6 student leaders, 5 rated the training as Excellent and 1 rated the training as Good. The 2010-2011 COPSA Plan of Action was completed, submitted and approved by the Dean of the School of Technology and Student Services in July of 2010, before the start of the Fall semester.</p> <p>-----3/10/2010----- Training conducted during the summer months, specifically: May 29, June 12, July 10 and August 21, 2009, from 8am-5pm. 6 COPSA Officers, 1 Board of Trustees Student Member, 3 COPSA Advisors, and 2 CSI staff attended the training sessions throughout the summer. Only the 7 student leaders were surveyed or 100%. Of the 7 student leaders, they rated the training as Excellent, 100%.</p> <p>The 2009-2010 COPSA Plan of Action was completed, submitted and approved by the Dean of the School of Technology and Student Services in July 2009, before the start of the Fall semester.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>10/18/2010 - Students leaders completed their summer leadership training and then finalized and submitted their Plan of Action for the school year. Throughout the year, the student leaders will organize their different activities, coordinate the purchase of needed supplies, and implement their activities. This year, the student leaders have added a full day conference for Oct. 2010 focusing on building skills for the workplace and career opportunities. Themes for Fall and Spring Festivals will be implemented to further encourage student participation and recreational activities will be coordinated this year.</p> <p>-----2009-2010--Students leaders completed their summer leadership training and then finalized and submitted their Plan of Action for the school year. Throughout the year, the student leaders organized their different activities, coordinated the purchase of needed supplies, and implemented their activities. This year, the Plan of Action document was revised for greater ease of completion by all the student organizations.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Related Documents: 2009-2010 COPSA Plan of Action template for Assessment.pdf 2009 COPSA & BOT Training</p>	<p>Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Funds used to purchase supplies and materials necessary to coordinate training sessions during the summer.</p> <p>Budget Related Performance Indicators: Greater visibility of COPSA officers and an increase in the number of campus-wide activities offered to students. Regular offerings of workshops and training sessions for students to develop and apply their leadership skills.</p> <p>Related Documents: 2009-2010 COPSA Plan of 2010-2011 COPSA Plan of</p>	<p>Implementation Status: 03/21/2011 - The COPSA Officers and the BOT Student Member leaders have successfully organized and completed major projects throughout the year. Through their training, they have learned to better their time management, goal setting, project management, and team building skills. They have encouraged other students to become more involved in student activities as seen in the increases in student participation in conferences. New leaders will be elected in April 2011 and their summer leadership training sessions will begin as early as May 2011. The summer training sessions have proved to be an excellent method to prepare the newly elected students for their leadership roles and will continue each year.</p>
	<p>Task Name: Barbara B.B. Leon Guerrero is assigned to perform this task.</p> <p>Task Description: Design, organize and facilitate one-day leadership training sessions to be conducted once a month during the summer months.</p>		
	<p>Task Name: Leadership Training</p> <p>Task Description: Leadership training dates to be determined after incoming COPSA Officers and BOT</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p style="text-align: center;">Student Member are officially sworn in.</p>			
<p>Center for Student Involvement - FA2009-SP2011 SSUO#2: - Leadership Conferences - FA2009-SP2011 SSUO#2 : To support students, based on outcomes of STUDENT surveys, by providing training opportunities for them to develop their leadership skills.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct leadership surveys with STUDENTS to determine topics for the leadership conferences.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): Survey at least 20% of current post secondary student population.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct leadership surveys with STUDENTS to determine topics for the leadership conferences.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): Survey at least 20% of current post secondary student population.</p> <p>Budget-Related Proposed Outcomes: Assessment through surveys and review of surveys will indicate that students see the office as making sufficient efforts to develop new organizations and support existing ones. Regular offering of workshops and training sessions for students will allow the student voice to be included in the participatory governance processes. Assessment of surveys and review of services will indicate that students lead other students in developing and implementing activities that cultivate the leadership potential of all students.</p>	<p>10/18/2010 - Data compilation completed. Total of 2,026 students registered for Spring 2010. Surveyed 535 students or 26.4% of registered students.</p> <p>--03/10/2010-- Status: currently still collecting surveys from students. Once all surveys are collected, data compilation will begin.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Because private sponsorship funding has been depleted, the institution will have to begin providing the funds to support the continuance of conducting leadership workshops and conferences.</p> <p>Budget Related Performance Indicators: Regular offerings of workshops and training</p>	<p>10/18/2010 - Based on survey results from students and faculty regarding workshops topics, workshops or conferences will be conducted throughout the school year with students completing evaluation forms at the end of each workshop.</p> <p>**Based on survey results, a new conference was created and sponsored by COPSA with the theme: "Building A Stronger Workforce". This conference focused on workshops to enhance our students' skills and industry leaders speaking on career opportunities.</p> <p>Implementation Status: 03/21/2011 - Based on survey results with students, one major conference was planned for each semester. During Fall 2010, a new conference entitled ?</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Related Documents: 2009-2010 SURVEY - Student Instrument.pdf</p>	<p>sessions for students to develop and apply their leadership skills.</p> <p>Related Documents: 2010 SURVEY - Student SUMMARY.pdf</p>	<p>Implementation Status: Building A Stronger Workforce? was held with a record number of 156 students registering. In Spring 2011, the 8th Annual ?Students Leading Students? conference was held with a record number of 171 students registering. Both conferences addressed the workshops that students indicated they would like to attend in the surveys conducted. The next student survey will be conducted in Spring 2012.</p>
	<p>Task Name: Student Surveys</p> <p>Task Description: Status: currently still collecting surveys from students. Once all surveys are collected, data compilation will begin.</p>		
<p>Center for Student Involvement - FA2009-SP2011 SSUO#3: - Leadership Conferences - FA2009-SP2011 SSUO#3: To support students, based on outcomes of FACULTY surveys, by providing training opportunities for them to develop their leadership skills.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/08/2009</p> <p>End Date: 03/10/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct leadership surveys with FACULTY to determine topics for the leadership conferences.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Employee-Faculty Satisfaction Survey</p> <p>Criterion (Written in %): Survey at least 20% of the faculty (includes full-time and adjunct faculty).</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct leadership surveys with FACULTY to determine topics for the leadership conferences.</p> <p>Type of</p>	<p>10/18/2010 - Data compilation completed. Total of 109 full time and 67 adjunct faculty for Spring 2010. Surveyed 28 faculty or 15.9% of faculty members.</p> <p>--03/10/2010--</p>	<p>10/18/2010 - Based on survey results from students and faculty regarding workshops topics, workshops or conferences will be conducted throughout the school year with students completing</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool: Employee-Faculty Satisfaction Survey</p> <p>Criterion (Written in %): Survey at least 20% of the faculty (includes full-time and adjunct faculty).</p> <p>Related Documents: 2009-2010 SURVEY - Faculty - Instrument.pdf</p>	<p>Status: currently still collecting surveys from faculty. Once all surveys have been collected, data compilation will begin.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Because private sponsorship funding has been depleted, the institution will have to begin providing the funds to support the continuance of conducting leadership workshops and conferences.</p> <p>Budget Related Performance Indicators: Regular offerings of workshops and training sessions for students to develop and apply their leadership skills.</p> <p>Related Documents: 2010 SURVEY - Faculty SUMMARY.pdf</p>	<p>evaluation forms at the end of each workshop.</p> <p>**Based on survey results, a new conference was created and sponsored by COPSA with the theme: "Building A Stronger Workforce". This conference focused on workshops to enhance our students' skills and industry leaders speaking on career opportunities.</p> <p>Implementation Status: 03/21/2011 - Based on faculty survey results, one major conference was planned for each semester. During Fall 2010, a new conference entitled "Building A Stronger Workforce" was held with a record number of 156 students registering. In Spring 2011, the 8th Annual "Students Leading Students" conference was held with a record number of 171 students registering. Both conferences addressed workshops that when surveyed, faculty indicated they felt would greatly benefit GCC students. The next faculty survey will be conducted in Spring 2012.</p>
	<p>Task Name: Faculty Surveys</p> <p>Task Description: Status: currently still collecting surveys from faculty. Once all surveys are collected, data compilation will begin.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Center for Student Involvement - FA2011 - SP2013 SSUO #1 COPSA Officer & BOT Student Member Training - FA2011 - SP2013 SSUO#1: To support the newly elected Student leaders by providing leadership training to prepare them for their new roles.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/15/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <ol style="list-style-type: none"> 1. Student leaders will complete a Plan of Action for AY2012-2013. 2. Evaluation surveys will be conducted at the end of the training sessions. <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Workshop/Conference</p> <p>Criterion (Written in %):</p> <ol style="list-style-type: none"> 1. Annual Plan of Action will be completed before the start of the Fall 2012 semester incorporating the allotted Student Activity Fees for AY2012-2013 . 2. At least 75% of the leaders elected will respond that they were satisfied with the training and have the knowledge and skills to effectively perform their duties. <p>Budget-Related Proposed Outcomes: Assessment through surveys and review of surveys will indicate that students see the office as making sufficient efforts to develop new organizations and support existing ones. Regular offering of workshops and training sessions for students will allow the student voice to be included in the participatory governance process. Assessment and review of surveys will indicate that students lead other students in developing and implementing activities that cultivate the leadership potential of all students.</p> <p>Related Documents: Student Leader Training Eval.pdf</p>	<p>03/10/2012 - Student leader elections to take place on March 20, 2012, to coincide with the Accreditation Team visit. Leaders will officially take office in May and their training sessions will begin in May. They will complete their Plan of Action for 2012-2013 before the end of August. They will complete their evaluation surveys when their summer training sessions end in August.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Supplies needed for the training sessions for the newly elected student leaders.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. COPSA officers will sit on college committees to ensure student representative voice and the number of campus-wide activities offered to students. 2. Training and documents available for student organizations. <p>Related Documents: COPSA 2012-2013 POA--approved 07-19-2012.pdf 2012 COPSA-BOT Training Eval SUMMARY.pdf</p>	<p>10/02/2012 - Student leaders completed their summer leadership training, specifically: 5 COPSA Officers and 1 BOT Student Member on May 14th, May 15, May 16, June 15, August 2 and August 3, 2012, from 8am-5pm. Also in attendance were 3 COPSA Advisors and 2 CSI staff.</p> <ol style="list-style-type: none"> 1. The COPSA 2012-2013 Plan of Action was completed during the training and incorporated activities to include everyone from new students (New Student Orientation) to graduating students (Graduation Rehearsal luncheon), to the entire student population (Fall and Spring Festivals, workforce and leadership conferences, and other activities to encourage student participation). The student leaders will organize the different activities, coordinate the purchase of necessary supplies and implement their activities. The Plan of Action was completed, submitted and approved by the Dean of the School of Technology and Student Services in July of 2012, before the start of the Fall semester. 2. Only the 6 student leaders were surveyed or 100%. Of the 6 student leaders, all 6 rated the training as Excellent. 6 of the 6 students or 100% agreed or strongly agreed that: the training sessions were well organized; the materials/ideas were presented effectively and clearly; and they gained usable

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: COPSA Officer / BOT Student Member Training</p> <p>Task Description: Design, organize and facilitate one-day leadership training sessions to be conducted once a month during the summer months.</p> <p>Task Name: Leadership Training</p> <p>Task Description: Leadership training dates to be determined after newly elected COPSA Officers and BOT Student Member are officially sworn in.</p>		<p>skills and knowledge.</p> <hr/>
<p>Center for Student Involvement - FA2011 - SP2013 SSUO#2 Leadership Conferences - FA2011 - SP2013 SSUO#2: - To support students based on outcomes from STUDENT surveys, by providing training opportunities for them to develop their</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/15/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct leadership surveys during AY2011-2012 with STUDENTS to determine topics for leadership conferences.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): Survey at least 15% of the current postsecondary student population.</p> <p>Budget-Related Proposed Outcomes: Assessment through surveys and review of surveys will indicate that students see the office as making sufficient efforts to develop new organizations and support existing ones. Regular offering of workshops and training sessions for students will allow the student voice to be included in the participatory governance process. Assessment and review of surveys will indicate that students lead other students</p>	<p>03/10/2012 - Data collection has begun with leadership surveys conducted in Fall 2011. Because a majority of student activities will be taking place during the months of March and April, survey collection continues and should be completed by the end of April. Data compilation will then be finalized and uploaded into TracDat.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: Regular offerings of workshops / training sessions for students to develop and apply their leadership and employability skills.</p> <p>Related Documents: 2011-2012 SURVEY - Student - SUMMARY.pdf</p>	<p>10/04/2012 - Data compilation completed. Total of 2,475 students registered for Spring 2012. Surveyed 563 students or 22.7%. Goal of surveying at least 15% of student population was met. Based on survey results from students regarding workshop topics, workshops or conferences will be conducted throughout the school year with students completing evaluation forms at the end of each workshop.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>in developing and implementing activities that cultivate the leadership potential of all students.</p> <p>Related Documents: 2011-2012 SURVEY - Student Instrument.pdf</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct leadership surveys with STUDENTS to determine topics for the leadership conferences.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): Survey at least 15% of post secondary and adult high school student population.</p> <p>Budget-Related Proposed Outcomes: Assessment through surveys and review of surveys will indicate that students see the office as making sufficient efforts to develop new organizations and support existing ones. Regular offering of workshops and training sessions for students will allow the student voice to be included in the participatory governance processes. Assessment of surveys and review of services will indicate that students lead other students in developing and implementing activities that cultivate the leadership potential of all students.</p>		
	<p>Task Name: Student Surveys</p> <p>Task Description: Surveys to be conducted during the Fall and Spring semester and data compilation will take place after collection of all surveys.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Center for Student Involvement - FA2011 - SP2013 SSUO #3 Leadership Conferences - FA2011 - SP2013 SSUO#3: - To support students based on outcomes from FACULTY surveys, by providing training opportunities for them to develop their</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/15/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct leadership surveys during AY2011-2012 with FACULTY to determine topics for the leadership conferences.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Employee-Faculty Satisfaction Survey</p> <p>Criterion (Written in %): Survey at least 20% of the faculty (includes full-time and adjunct faculty).</p> <p>Budget-Related Proposed Outcomes: Assessment through surveys and review of surveys will indicate that students see the office as making sufficient efforts to develop new organizations and support existing ones. Regular offering of workshops and training sessions for students will allow the student voice to be included in the participatory governance processes. Assessment of surveys and review of services will indicate that students lead other students in developing and implementing activities that cultivate the leadership potential of all students.</p> <p>Related Documents: 2011-2012 SURVEY - Faculty - Instrument.pdf</p>	<p>03/10/2012 - Data collection has begun with leadership surveys conducted in Fall 2011. Because a majority of student activities will be taking place during the months of March and April, survey collection continues and should be completed by the end of April. Data compilation will then be finalized and uploaded into TracDat.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: Regular offerings of workshops / training sessions for students to develop and apply their leadership and employability skills.</p> <p>Related Documents: 2011-2012 SURVEY - Faculty - SUMMARY.pdf</p>	<p>10/04/2012 - Data compilation completed. Total of 115 full-time and 73 adjunct faculty for Spring 2012. Surveyed 64 faculty or 34.0%. Goal of surveying at least 20% of the faculty was met. Based on survey results from faculty regarding workshop topics, workshops or conferences will be conducted throughout the school year with students completing evaluation forms at the end of each workshop.</p>
<p>Civil Engineering Technology AS - 2011-2012 Catalog SLO#1 - SLO#1 SP2012-</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>FA2013: Upon successful completion of the AS in Civil Engineering Technology program, students will be able to properly use surveying equipment and tools and perform applications accordingly.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Notes from the pull/drop down list Ensure students competency to Industry standards</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>all Students enrolled will be able to use Surveying tools and equipment competently by performing plotting, marking, measuring and reflection exercises.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All students enrolled will pass with a 80% or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives.</p>		
<p>Civil Engineering Technology AS - 2011-2012 Catalog SLO#2 - SLO#2SP2012-FA2013: Upon successful completion of the AS in Civil Engineering Technology program, students will be able to create a construction drawing set consisting of at</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Notes from the pull/drop down list Ensure students gain skills that make then</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will participate in Instructor developed skills test. Instructor test will require students to create six technically correct drawings.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): all students enrolled will pass with an 80% or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>more enticing to potential employers</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>			
<p>Civil Engineering Technology AS - 2011-2012 Catalog SLO#3 - SLO#3SP2012-FA2013: Upon successful completion of the AS in Civil Engineering Technology program, students will be able to perform basic techniques and skills using modern engineering tools in the current civil</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/03/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Notes from the pull/drop down list Ensure students competency to industry standards</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will take Instructor developed skills and competency test by performing tasks with transits, reflectors, spans, plumb bobs and toyota lights.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All students enrolled will pass with an 80% or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives.</p>		
<p>Civil Engineering Technology AS - 2011-2012 Catalog SLO#4 - SLO#4 SP2012-FA2013: Upon successful completion of the AS in Civil Engineering Technology program, students will be able to sequence the steps related to the construction process in</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will develop skills test to ensure students comprehension and understanding of the processes and protocols invoved in the building process.</p> <p>Type of</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>chronological order.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Notes from the pull/drop down list Ensure students competency to Industry Standards</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All students enrolled will pass with a 80% or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives.</p>		
<p>Communications & Promotions - FA09-SP10 AUO#1 High School and Business Outreach - To promote GCC CTE programs within Guam's five public high schools and within the business community, and address community misconception about GCC having stopped its vocational education program in the public high</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Update GCC high school information brochures to re-brand GCC's CTE program (from the former Voc Ed program), and develop a portion of the recruitment video to address the fact that the CTE program exists in the high schools. Develop TV commercials addressing re-branding of Voc Ed to CTE in high schools. Use IMPACT and recruitment videos, presentations and question and answer sessions at business outreach workshops.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Recruitment activities-process</p> <p>Criterion (Written in %): Recruitment video addressing CTE programs in high schools will be 100% completed by the end of this assessment cycle. TV commercials addressing re-branding of Voc Ed to CTE in high schools will be 100% completed. Brochures will be</p>	<p>09/30/2010 - a. Promote GCC within the five high schools * Brochures: Previous high school brochures were deemed adequate - no need to upgrade. Recruitment video highlighting postsecondary programs shown in high schools and at high school open houses at GCC instead. b. Misconception about GCC programs in high schools: Generated news stories about high school programs and high school program accomplishments. Guest-hosted radio talk show and had GCC high school counselors and programs featured - nearly one free hour of advertising about high school programs. Also had Associate Dean in charge of high school programs, and a GCC career counselor at Southern, appear on GCC local TV program to advertise high school programs.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>09/30/2010 - Produce another recruitment video that highlights the link between secondary and postsecondary programs, and continue to work with College Access Challenge Grant Program to promote secondary programs.</p> <p>Implementation Status: 04/01/2011 - Working with College Access Challenge Grant program to produce video; required to wait until grant cycle is renewed to tap into funding for this project.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Business workshops will be 80% completed.	<p>Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Recruitment video production cost approximately \$9,000.</p> <p>Budget Related Performance Indicators: 1. Number of students that register for classes per semester, and number of persons that attend GCC events. 2. Number of students that register for GCC secondary programs while in high school, and number of high school graduates that register for GCC classes upon graduation. If budget allows, a survey to indicate student and parental satisfaction with GCC secondary.</p> <p>Related Documents: GCC Recruitment Video High_School_Brochure</p>	
<p>Communications & Promotions - FA09-SP10 AUO#2 Recruitment Video/Commercials - Develop two 8-minute recruitment videos and :30 commercials that showcase GCC programs and their relationship to the island community and address the CTE re-branding in the public</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: High school recruitment video to be shown in middle and high schools to promote GCC's high school CTE programs; commercials during fall and spring semester enrollment periods, village outreach program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Enrollment Trends</p> <p>Criterion (Written in %): Overall five percent increase in high school program enrollment; five percent increase in post-secondary enrollment.</p>	<p>09/30/2010 - Produced one 8-minute recruitment video and three :30 commercials focusing on postsecondary programs and their relationship to the island community. Video and commercials also focused on student success stories. Video shown at high school presentations and village outreach meetings, TV commercials shown during semester enrollment ad campaigns; increase in enrollment in secondary CTE programs of 2.4% between AY 2009-2010 and 2010-2011. Postsecondary enrollment increase of 7.69 percent between FALL 2009 and Fall 2010.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications:</p>	<p>09/30/2010 - Produce 8-minute recruitment video focusing on secondary programs and how they link to postsecondary programs, and how students can earn college credit when they graduate from these CTE high school programs.</p> <p>Implementation Status: 04/01/2011 - Working with College Access Challenge Grant program to produce video; need to wait for next grant funding cycle to tap into grant funds for video production.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Over \$5,000</p> <p>Notes: Postsecondary video production cost: \$9,000. Not enough time to produce secondary recruitment video in 2009-2010 academic year. Plan to produce in AY 2010-2011.</p> <p>Budget Related Performance Indicators: 1. Number of students that register for classes per semester, and number of persons that attend GCC events. 2. Number of students that register for GCC secondary programs while in high school, and number of high school graduates that register for GCC classes upon graduation. If budget allows, a survey to indicate student and parental satisfaction with GCC secondary.</p> <p>Related Documents: GCC Recruitment Video Jana Mendiola commercial Roy Santos Commercial</p>	
<p>Communications & Promotions - FA09-SP10 AUO#3 Revise GCC Web Site - Complete reorganization and revision of GCC web site into more informative, attractive and user-friendly format.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Web page hits counter will be installed or outsourced to determine increased number of visits to web site. Also, web site survey will be initiated on web site.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100 percent increase in hits to web site by students and/or visitors (to be indicated in survey).</p>	<p>10/21/2010 - Have revised web site look to add more photos and make information more interactive and readily accessible to students and the public in general. Hits to web site fluctuate on a daily basis, however our MIS dept. says the site is not set up to give an accurate daily hits count. We have developed and RFP to outsource the web site and are currently in the process of having the RFP put out to bid.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p>	<p>10/21/2010 - We have developed and RFP to outsource the web site and are currently in the process of having the RFP put out to bid.</p> <p>Implementation Status: 04/01/2011 - Put out RFI for web outsourcing project; awaiting return of information to see if RFIs will require us to put project out to bid.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Notes: Funds are for the outsourcing and annual management of the GCC main web site.</p> <p>Budget Related Performance Indicators: No budget performance indicators related to this outcome.</p> <p>Related Documents: GCC Web site RFP</p>	
<p>Communications & Promotions - FA09-SP10 AUO#4 Promote individual college events and programs - Continuously promote individual college events/programs that occur on- and off-campus throughout the academic year.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Media releases and marketing activity such as radio and TV commercials, newspaper ads, posters, radio and TV news stories and program appearances.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Enrollment Trends</p> <p>Criterion (Written in %): Five percent increase in enrollment of programs and increased attendance at GCC events due to successful promotion (percentage determined by capacity of event location).</p>	<p>10/21/2010 - Issued 159 media releases and produced ads for 3 separate print, radio and TV enrollment ad campaigns for fall, spring, and summer enrollments, resulting in a 7.69 percent enrollment increase for Fall semester 2010. Also produce and host bi-monthly higher education half-hour program on local TV station promoting individual events and programs at GCC. Also write and produce monthly GCC magazine, Chachalani, for student, faculty, staff and administration information.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Need to at least maintain current budget for next academic cycle.</p> <p>Budget Related Performance Indicators: Number of students that register for classes per semester, and number of persons that attend GCC events. Number of times and nature of media coverage of college events</p> <p>Related Documents: Record enrollment story Record enrollment media release</p>	<p>10/22/2010 - Will continue to promote college events and make GCC's name well-known on the island and branch out into the region, in order to maintain increased enrollment. Will need increased budget for advertising regionally.</p> <p>Implementation Status: 04/01/2011 - Weekly media releases ongoing since last report (Oct. 2010); releases generate news stories and calls into local radio talk show about college events. Also produce GCC TV talk show "A Higher Degree" bi-monthly.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Erica Chong radio ad Fall semester 2010	
<p>Communications & Promotions - FA09-SP10 AUO#5 Develop GCC branding/marketing campaign - Develop a "brand" theme for GCC that will be used throughout all advertising and promotional materials - a theme that, with its continued use, will make the community - students, parents, businesses, alumni, be proud to have graduated from GCC or to have hired someone that graduated from the college.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Use of several different tools is required to measure effectiveness of the branding/marketing campaign: 1) enrollment trends, 2) business surveys, 3) attendance at GCC events, 4) public perception on talk radio programs and by word of mouth, 5) student surveys, and 6) GCC graduate job placement</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): enrollment increase by five percent, GCC graduate job placement in the community 80 percent</p> <p>Budget-Related Proposed Outcomes: 2. To provide effective communication and promotion of college programs and events. 3. To ensure that all information emanating from the college is presented in a positive and professional manner.</p> <p>Related Documents: Middle_School_Pre-Survey_&_Post-Survey[1].pdf</p>	<p>10/22/2010 - Initiated "Be your own success story" marketing campaign to use in print, radio and TV ads in order to upgrade GCC's image.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Advertising campaigns for Spring and Fall registrations were over \$10,000 each; summer registration and Open campus advertisement \$5,000 each.</p> <p>Budget Related Performance Indicators: Number of students that register for classes per semester, and number of persons that attend GCC events.</p> <p>Related Documents: Zilian radio ad Microsoft Office radio ad Sanchez radio ad Roy Santos Success Story Jana Mendiola Success Story Marine Drive Magazine July 2010 ad PDN Microsoft ad 5.28.10</p>	<p>10/22/2010 - Will continue with "Be your own success story" branding/marketing campaign, as it has only been in use for one year, and people in the community seem to be responding very well to it. Will continue to use innovative advertising to promote programs, registration, and college events.</p> <p>Implementation Status: 04/01/2011 - Continue "Be your own success story" branding campaign; also added "Takin' Care of Business" campaign to include local businesses in GCC branding campaign.</p>
<p>Communications & Promotions - Continuous Promotion of GCC Programs/Events - AUO#1 FA2011-SP2013</p> <p>To continue GCC's brand relationship with the community by promoting GCC programs, events, and student service learning projects, in order to keep the</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Methods of evaluation will be number of google hits for media releases generated by GCC; web site surveys; and enrollment data, both for general enrollment and for new programs promoted by the College.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>College in the forefront of education news on the island and in the region.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ismp #3 Community Interaction: This goal aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam.</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of AUO will be completed in this two-year cycle, as it is an ongoing AUO.</p> <p>Budget-Related Proposed Outcomes: Nature of media coverage of GCC events (positive or negative) and number of times GCC media releases and request for news coverage appear on TV, radio, print, or on news media web sites.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Number of hits on web site, to include inquiries into new programs, web site surveys and CE surveys; enrollment numbers per semester and in CE programs promoted; number of hits on Google and other search engines; and number of media releases issued within assessment cycle.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): 5% increase in current number of 250 Google hits per year; 5 percent increase in enrollment.</p> <p>Budget-Related Proposed Outcomes: Number of times and nature of media coverage of college events. Also, a web-based survey to indicate community awareness and perception of GCC and its programs.</p>	<p>03/15/2012 - 2.34% percent Increase in enrollment from Fall 2010 to Fall 2011, number of Google hits from media releases and media mentions of GCC: 528 (approximately 44 hits about GCC per month). Issued 56 media releases between Oct. 2011 - March 2012.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Even though enrollment increase was only 2.34 percent, GCC is nearly at maximum capacity, so even the slight increase in enrollment is considered a positive sign. Web based survey (see budget related performance indicators) not available yet as new web site with survey capabilities will be launched in June 2012.</p> <p>Budget Related Performance Indicators: 3Number of times and nature of media coverage of college events. Also, a web-based survey to indicate community awareness and perception of GCC and its</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Web site survey</p> <p>Task Description: New web site allows for development of frequent surveys to determine GCC students/alumni satisfaction with programs or college events or activities.</p>	<p>programs.</p>	
<p>Communications & Promotions - Creation and Launch of New GCC Web Site - AUO#2 FA2011-SP2013</p> <p>To improve the GCC web site so that it is more student-centric, easier for students and the public to navigate, and better promotes College activities and events.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP#3 Community Interaction: This goal aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: New web site link is the tool that will contain hits measurement tool to allow webmaster to measure how many hits each page on the web site receives; also, the new site will enable the College to produce surveys for almost instantaneous reaction to events/happenings/new programs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): No measurable criterion available until site becomes active on June 1, 2012.</p> <p>Budget-Related Proposed Outcomes: Number of students that register for classes per semester, and number of persons that attend GCC events. Also, survey disseminated at express registration to determine why students are enrolling and where they are learning about GCC.</p> <p>Number of times and nature of media coverage of college events. Also, a web-based survey to indicate community awareness and perception of GCC and its programs.</p>	<p>03/15/2012 - New web site in development stage - preview given to College community on March 15, 2012. Main tabs and secondary tabs finished and being populated.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Number of times and nature of media coverage of college events. Also, a web-based survey to indicate community awareness and perception of GCC and its programs.</p> <p>Budget Related Performance Indicators: Number of times and nature of media coverage of college events. Also, a web-based survey to indicate community awareness and perception of GCC and its programs.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: web site development</p> <p>Task Description: Work with vendor to create main page and secondary, tertiary pages, making them easily navigable and responsive to student needs and community awareness.</p>		
<p>Communications & Promotions - Promotional Video for CACGP - AUO#3 FA2011-SP2013</p> <p>To write and produce another promotional video that promotes higher education goals for the island's middle and high school students.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/12/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list Community Interaction: This goal aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: This promotional video will be shown in middle and high schools during the CACGP presentations. These presentations promote academic achievement, and how to be able to afford to go to college. While GCC's enrollment is high, so is the number of remedial math and English students that come from our high schools. This video will be designed to address this problem by promoting College as an achievable goal. Many of our middle and high school students are lacking such goals.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Recruitment activities-process</p> <p>Criterion (Written in %): The CACGP program is in its third year, so measurable statistics on how well it promotes higher education are still not available. Although the College is at its highest enrollment in history, a measure of how well students are responding to the CACGP may show in a drop in the very high numbers of remedial math and English students. This figure may take several years to drop.</p> <p>Budget-Related Proposed Outcomes: To provide recruitment videos and posters to promote GCC as a viable alternative for graduating high school seniors.</p>	<p>03/15/2012 - Met with CACGP program director and staff on March 7, 2012, to develop specs for promotional video bid. CACGP will put together shooting schedule, OCP will write script outline by March 30, 2012.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Promotional video for CACGP is being funded by CACGP grant funds.</p> <p>Budget Related Performance Indicators: Number of students that register for GCC secondary programs while in high school and number of high school graduates that register for GCC classes upon graduation.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Write and produce CACGP promotional video.</p> <p>Task Description: Write and produce video.</p>		
<p>Computer Aided Design & Drafting (CADD) Certificate - 2011-2012 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the Certificate in Computer Aided Design & Drafting program, students will be able to demonstrate knowledge and skills needed to design and draft projects ranging from two to three dimensional designs for commercial and residential buildings.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: AutoCad certificate</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list To ensure student competency to national standards</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be required show competency in the use of the AutoCadd design program by designing various types of drawings and plans commonly used in the Construction Industry. Subsequently, students will develop Architectual working drawings and Blueprints as a final Test.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): Students participating in the Final exam will have to have had a 70% Of a 150 question test to be considered as passing. Students will have to create a working drawing with all Utility, Structural, Mechanical and Civil information and symbols.</p> <p>Budget-Related Proposed Outcomes: To increase student enrollement in Construction Trades courses.</p> <p>Related Documents: Drawings.pdf</p>		
	<p>Task Name: DATA Collection</p> <p>Task Description: Collection and archiving of student test results and performance indicators, such as, tests and Lab Drawings and Prints</p>		
<p>Computer Aided Design & Drafting (CADD) Certificate - 2011-2012 Catalog SLO#2 - SLO#2 SP2012-FA2013:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Upon successful completion of the Certificate in Computer Aided Design & Drafting program, students will be able to demonstrate basic skills needed to view, print, edit, and create variations of two and three dimensional electronic designs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: AutoCadd Taining and Certification</p> <p>Notes from the pull/drop down list The expected results from the new plan will be increased enrollement, Faculty and program effectiveness and increased student success rates.</p>	<p>Student will design, create and print a working drawing with field based competencies.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): All Student will have to provide working drawing with 90% accuracy.</p> <p>Budget-Related Proposed Outcomes: To support the Deaprtments mission of successfull Student Larning Outcomes.</p> <p>Related Documents: Orthographic Projection Basics.pdf</p>		
<p>Task Name: administration, cataloguing and archiving of results</p> <p>Task Description: Collection of student performance indicators and Final results.</p>			
<p>Computer Aided Design & Drafting (CADD) Certificate - 2011-2012 Catalog SLO#3 - SLO#3 SP2012-FA2013:</p> <p>Upon successful completion of the Certificate in Computer Aided Design & Drafting program, students will be able to develop a professional work ethic needed in the architectural engineering industry.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be required to take interpersonal relations courses as well as participate in group projects encouraging them to interact on a courteous and professional level with their peers. They will also have to attend class regularly on time.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): Students will be administered test to gauge their proficiency in the discipline and adhere to attendance policies. 80% of students enrolled will pass with a 75% or</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: Yes</p> <p>Type of Industry National Certification: AutoCadd Training and Certification</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list To ensure that all SLO's are being met</p>	<p>better</p> <p>Budget-Related Proposed Outcomes: Meet assessment objectives</p> <p>Related Documents: Architectural Engineering.pdf</p> <hr/> <p>Task Name: Foster professional Ttitude</p> <p>Task Description: Student will adapt a proffessional attitude based on workplace standards of employment</p>		
<p>Computer Networking AS - AY07-08 SLO#1 CONFIGURE AND REPAIR NETWORK SYSTEMS - AY07-08 Students will be able to install, configure and repair Computer Network System.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/01/2007</p> <p>End Date: 03/10/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% students will complete skill test with a score of 80% or better.</p> <hr/> <p>Task Name: Implementation Status (SP08) Network configuration and problem solving.</p> <p>Task Description: Configure Network - Students were given scenario to configure a network and after successful configuration, problems were inserted and students were required to solve them.</p>	<p>10/04/2007 - Students were given scenario to configure a network and after successful configuration, problems were inserted and students were required to solve them.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p>	
<p>Computer Networking AS - AY07-08 SLO#2 PASS THE LOCAL & NATIONAL CERTIFICATION TEST - AY07-08 Students will be able to pass Local & National Certification test in Computer repair &</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program.</p>	<p>10/04/2007 - Students were required to complete the SLO. If met, students wil move on. Our success rate for students emeting the SLO are successful. Enrollment has increased for the past three years. We are waiting to start certain</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Networking Administration.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/01/2007</p> <p>End Date: 03/10/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association with 80% score or higher).</p>	<p>courses in our program. Our Computer Networking program is in demand in both government and private industries. CAT5 Wiring & Testing Certification Test - 44 students took the test, 38 passed and are certified technicians. Fiber Optic Installer Certification Test - 19 students took the test, 17 passed and are certified technicians.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p>	
	<p>Task Name: Implementation Status (SP08)</p> <p>Electronics Technicians Association - CAT5 Wiring & Testing Certification Test and Fiber Optic Installer Certification Test.</p> <p>Task Description: CAT5 Wiring & Testing Certification Test - 44 students took the test, 38 passed and are certified technicians. Fiber Optic Installer Certification Test - 19 students took the test, 17 passed and are certified technicians.</p>		
<p>Computer Networking AS - AY07-08 SLO#3 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY. - AY07-08 Students will communicate the values of an effective and productive technician in the telecommunication</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/01/2007</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the Program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 85% of students will indicate that they will be effective & productive technicians. Based on the rating scale in the Exit Survey,</p>	<p>10/04/2007 - Fall 07 - 38 GTA employees are certified for CAT5 Wiring & Testing and 17 are certified for Fiber Installer. Employees from Dick Pacific, Citizens Bank and Kindo Electric are also certified for CAT5 Wiring & Testing and Fiber Installer. Employees from NAVCOMTELSTA took the Re-Certification course to update their ETA certifications.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/10/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>scale of 3-4, will indicate that students will be effective & productive technicians.</p> <hr/> <p>Task Name: Implementation Status (SP08) Effective and Productive Technicians - Instructor administers skills test.</p> <p>Task Description: Fall 07 - 38 GTA employess are certified for CAT5 Wiring & Testing and 17 are certified for Fiber Installer. Employees from Dick Pacific, Citizens Bank and Kindo Electric are also certified for CAT5 Wiring & Testing and Fiber Installer. Employees from NAVCOMTELSTA took the Re-certification course to update their ETA certifications.</p>	<p>Status: Program Level Implementation Status</p> <p>Budget Implications: No budget impact</p>	
<p>Computer Networking AS - CONFIGURE AND REPAIR NETWORK SYSTEMS - SLO#1 FA2010-SP2012: Students will be able to install, configure and repair Computer Network System.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: CCENT, CCNA, CCNP</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% students will complete skill test with a score of 80% or better.</p> <p>Budget-Related Proposed Outcomes: To accomodate the urgent needs as per the minutes of the advisory committee to infuse in the computer networking program.</p>	<p>11/14/2011 - On the dates listed, a fulltime faculty member conducted these skills based exams and the results are as follows; On 12/28/10, N= 21, of the 21 students who took the skills based exam 17 students passed with a 80% or better. (21/17 = 80%)</p> <p>On 12/10/10, N= 13, of the 13 students who enrolled and took the skills based exam 12 students passed with an 80% or better, only 1 scored below 80%. (13/12 = 92%)</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Keep the equipment updated to maintain the high level of hands on that the course produces.</p> <p>Budget Related Performance Indicators:</p>	<p>01/20/2012 - 1</p> <hr/> <p>11/14/2011 - The Criterion for this SLO was not met. After further evaluation of the students it was found that the 3 others were close to the 80%. These students missed some critical hands on classes and or simply need more time spent on the particular parts of the lab that they did not do well in.</p> <p>Implementation Status: 03/07/2012 - The Instructor remains accessible to all students and has continued to have open lab days where students are able to come in and receive more help if needed. The implementation has been carried</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
This SLO ties into ISMP goals #1 and #2		2. To show how many people graduate with the computer networking associates degree annually. Related Documents: ee266slo2[1].pdf ee268skills[1].pdf	Implementation Status: out. 11/14/2011 - More time or extended time is normally offer during Saturdays and class off days to catch up or for students to come in and take advantage of one to one instruction from instructors.
	Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance. Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test Criterion (Written in %): 100% students will complete skill test with a score of 80% or better. Budget-Related Proposed Outcomes: 2.To increase the number of students graduating in the computer networking program annually.		
	Artifact/Instrument/Rubric/Method/Tool Description: Skills based exam administered by instructor. Hands on skills test created by Cisco Acadamey. Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test Criterion (Written in %): 70% of students will get an 80% or better. Budget-Related Proposed Outcomes: Program Goal # 3.		
	Task Name: Network configuration and problem solving.		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: Configure Network - Students were given scenario to configure a network and after successful configuration, problems were inserted and students were required to solve them.</p>		
<p>Computer Networking AS - PASS THE LOCAL & NATIONAL CERTIFICATION TEST - SLO#2 FA2010-SP2012: Students will be able to pass Local & National Certification test in Computer Repair & Networking Administration.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Computer Repair & Networking Administration</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list SLO' reflects ISMP goals #1,#2 and #4.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program. Electronics Technician Association (DCI Data Cabling Installer) Certification Electronics Technician Association (FOI Fiber Optic Installer) Certification Cisco Networikng Academy (IT I & II) final exams</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association with 80% score or higher).</p> <p>Budget-Related Proposed Outcomes: To accomodate the urgent needs of the commuity as per the minutes of the advisory committee to infuse in the computer networking program.</p>	<p>05/03/2011 - National Certification tests are administered by the Certified Administrator who is a fulltime Instructor. These tests are not required to get credit for EE242 and EE243, but are highly encouraged. Results of the Exams are as follows : 10/11-18/10, a Data Cabling certification exam was administered to 7 of 8 students, N = 7 of the 7 students who took the national ceritfication 6 recieved a score of 80% or better, while 1 student received a 79%. (N = 7, 7/6 = 85% passed the certification exam) 2/11-25/11 a Fiber Optic certification exam was administered to 10 of 10 students, N = 10 of the 10 students who took the national ceritfication 10 recieved a score of 80% or better.(N = 10, 10/10 = 100% passed the certification exam),</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: In an effort to support the outcomes of this class, the department must procure the necessary supplies to accomodate the hands on portion of the class. The cost for supplies and materials per class is dependant on the enrolled number.</p> <p>Budget Related Performance Indicators: 3.To meet the needs of the community</p> <p>Related Documents:</p>	<p>10/04/2011 - The criterion of this SLO has been met, results however are delayed and need to be reestablish. The Cisco classes, which are a major part of the Networking Program prepares students to take National Certification test, but it is not a requirement. We can only collect data from students who come back to the college and state that they've passed a national exam. With the ETA certifications the majority of the student in the Data and Fiber classes are predominantly industry workers and are required by thier respective companies to take the test and this is often the case with many other participants in the two classes.</p> <p>Implementation Status: 10/07/2011 - Processing of these tests needs to be reviewed and a solution needs to be resolved regarding the delay between College and ETA.</p> <hr/> <p>05/03/2011 - Results exceed the Criterion, Process of the testing and other related support mechanism need to be resolved so that the information the College</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Tracdat data.xlsx FO ETA 3-7-11.xlsx	<p>recieves is timely.</p> <p>Implementation Status: 03/07/2012 - We have communicated with the certifying body for the National Certification tests. They have agreed to assist us in anyway possible to try to eliminate the lag of information recieved. In our finding however, The College itself has delayed processing of these documents for various reasons from lack of funding or payments collected prior to the actual documents being sent off. In general however this process has been reviewed and we have been able to fix some of the issues.</p> <p>10/07/2011 - Needs to research more on new certifications related to industry, while maintaing these certification offerings.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program. Electronics Technician Association (DCI Data Cabling Installer) Certification Electronics Technician Association (FOI Fiber Optic Installer) Certification Cisco Networikng Academy (IT I & II) final exams</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association with 80% score or higher).</p> <p>Budget-Related Proposed Outcomes: Try to research and find funding to increase National Certification offerings as it related to this Program.</p> <hr/> <p>Task Name: Implementation Status (SP08)Electronics Technicians Association - CAT5 Wiring & Testing Certification Test and Fiber Optic Installer Certification Test.</p> <p>Task Description: CAT5 Wiring & Testing Certification Test - 44 students took the test, 38 passed and are certified technicians. Fiber Optic Installer Certification Test - 19 students took the test, 17 passed and are certified technicians.</p>		
<p>Computer Networking AS - PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY. - SLO#3 FA2010-SP2012: Students will communicate the values of an effective and productive technician in the</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the Program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 85% of students will indicate that they will be effective & productive technicians. Based on the rating scale in the Exit Survey, scale of 3 -4, will indicate that students will be effective & productive technicians.</p> <p>Budget-Related Proposed Outcomes: Does not relate to Proposed Outcomes.</p>	<p>11/03/2011 - The Department failed to conduct survey from the 3 graduating students of SP '11. We have sent a request to respond to the SLO to all three and received 1 reply. We also surveyed one member of the Electronics Advisor Board, on as to how our program impacted the employees in his company. Please note the the respondant has the largest number of employees taking our Networking program through Apprenticeship.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes:</p>	<p>11/18/2011 - Because the survey was not conducted properly with graduates and may have not captured sufficient evidence to support the SLO, We asked one of our Advisory Board members to send us some feedback on how the program has impacted his place of Business. This company has about 50 employees in our program and feedback from them would support this SLO.</p> <p>Implementation Status: 03/07/2012 - This SLO was not documented properly and the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list This SLO ties into ISMP goal #1</p>		<p>Keep track and Administer the surveys when the program is completed. Budget Related Performance Indicators: 2.To show how many people graduate with the computer networking associates degree annually. Related Documents: Apprenticeship Program Feedback.doc RE FW AS in Computer Networking - Program Feedback - 2ND Request.htm</p>	<p>Implementation Status: Instructor for the Capstone course was unaware of the exit survey that needed to be conducted. The Department has agreed that these students will take the exit survey upon completion of EE275 as this is the last class for student graduating out of the Networking program.</p> <p>11/18/2011 - The Data collection for this SLO needs to be carefully planned so to not miss the surveys when they are due. A reminder notice and or midterm audit of Assessment should be conducted by Department to remind them to conduct the survey before the graduates exit their last Networking class.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the Program. Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey Criterion (Written in %): 85% of students will indicate that they will be effective & productive technicians. Based on the rating scale in the Exit Survey, scale of 3 -4, will indicate that students will be effective & productive technicians.</p>		
	<p>Task Name: Implementation Status (SP08)Effective and Productive Technicians - Instructor administers skills test. Task Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Fall 07 - 38 GTA employess are certified for CAT5 Wiring & Testing and 17 are certified for Fiber Installer. Employees from Dick Pacific, Citizens Bank and Kindo Electric are also certified for CAT5 Wiring & Testing and Fiber Installer. Employees from NAVCOMTELSTA took the Re-certification course to update their ETA certifications.</p>		
<p>Computer Networking AS - CONFIGURE AND REPAIR NETWORK SYSTEMS_1 - SLO#1 FA12-SP14: Students will be able to install, configure and repair Computer Network System.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% students will complete skill test with a score of 80% or better.</p>		
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list This SLO is connected to ISMP Goals 1 and 2.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% students will complete skill test with a score of 80% or better.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Skills based exam administered by instructor. Hands on skills test created by Cisco Acdamey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>70% of students will get an 80% or better.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Skills based exam administered by instructor. Hands on skills test created by Cisco Acadamey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will get an 80% or better.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% students will complete skill test with a score of 75% or better.</p> <p>Task Name: Network configuration and problem solving.</p> <p>Task Description: Configure Network - Students were given scenario to configure a network and after successful configuration, problems were inserted and students were required to solve them.</p>		
<p>Computer Networking AS - PASS THE LOCAL & NATIONAL CERTIFICATION TEST_1 - SLO#2 FA2012-SP2014: Students will be able to pass Local & National Certification test in Computer Repair & Networking Administration.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program.</p> <p>Electronics Technician Association (DCI Data Cabling Installer) Certification Electronics Technician Association (FOI Fiber Optic Installer) Certification</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/08/2012 End Date: 03/10/2014 Outcome Status: Currently being assessed Program Level SLO Industry National Certification: N/A Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Cisco Networkng Academy (IT I & II) final exams Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association with 80% score or higher).</p>		
<p>Notes from the pull/drop down list Tied into ISMP Goals 1 and 2.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program. Electronics Technician Association (DCI Data Cabling Installer) Certification Electronics Technician Association (FOI Fiber Optic Installer) Certification Cisco Networkng Academy (IT I & II) final exams Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association with 80% score or higher).</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program. Electronics Technician Association (DCI Data Cabling Installer) Certification Electronics Technician Association (FOI Fiber Optic Installer) Certification Cisco Networkng Academy (IT I & II) final</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>exams</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association with 80% score or higher).</p> <hr/> <p>Task Name: Implementation Status (SP08)Electronics Technicians Association - CAT5 Wiring & Testing Certification Test and Fiber Optic Installer Certification Test.</p> <p>Task Description: CAT5 Wiring & Testing Certification Test - 44 students took the test, 38 passed and are certified technicians. Fiber Optic Installer Certification Test - 19 students took the test, 17 passed and are certified technicians.</p> <hr/>		
<p>Computer Networking AS - PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY._1 - SLO#3 FA2012-SP2014: Students will communicate the values of an effective and productive technician in the</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the Program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 85% of students will indicate that they will be effective & productive technicians. Based on the rating scale in the Exit Survey, scale of 3 -4, will indicate that students will be effective & productive technicians.</p> <hr/> <p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the Program.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list Related to ISMP goal #1.</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey Criterion (Written in %): 85% of students will indicate that they will be effective & productive technicians. Based on the rating scale in the Exit Survey, scale of 3 -4, will indicate that students will be effective & productive technicians.</p> <hr/> <p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the Program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey Criterion (Written in %): 85% of students will indicate that they will be effective & productive technicians. Based on the rating scale in the Exit Survey, scale of 3 -4, will indicate that students will be effective & productive technicians.</p> <hr/> <p>Task Name: Implementation Status (SP08)Effective and Productive Technicians - Instructor administers skills test.</p> <p>Task Description: Fall 07 - 38 GTA employess are certified for CAT5 Wiring & Testing and 17 are certified for Fiber Installer. Employees from Dick Pacific, Citizens Bank and Kindo Electric are also certified for CAT5 Wiring & Testing and Fiber Installer. Employees from NAVCOMTELSTA took the Re-certification course to update their ETA certifications.</p>		
<p>Computer Science AS & Certificate - Computer Science Core - SLO#1 FA2010-SP2012: Upon completion of this program, students will be able to demonstrate a solid</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be able to complete course projects.</p>	<p>03/07/2012 - 100% of the students (Spring only course, Spring2011 n = 13) entered and compiled source programs with no terminal errors. Summary of Result Type:</p>	<p>03/14/2012 - Data was collected from a capstone course, which has all the elements of this SLO, the course linked or associated to the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>foundation in the core areas of computer science, and knowledge of advanced topics studied in appropriate elective courses.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 90% of students will score at least an 80% on a Skills Checklist.</p> <p>Budget-Related Proposed Outcomes: 1. To reduce of number of canceled classes per semester. 2. To increase the number of students graduating in the computer science program annually. 3. To accommodate the urgent needs as per the minutes of the advisory committee to infuse in the computer science program.</p>	<p>Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Criterion was met, labs and software need to be upgraded, specifically AS400 system which ties in to all the CS advance classes.</p> <p>Budget Related Performance Indicators: 2.To show how many people graduate with the computer science associates degree annually.</p> <p>Related Documents: CS252 SLO#1 Data Collection</p>	<p>critierion needs to be changed as the term "skills checklist" does not relate to one particular document. The collected data however that supports this SLO should be the new or more define data for support and the verbage on the criterion needs to be changed.</p> <hr/>
	<p>Task Name: Computer Science Core</p> <p>Task Description: Artifacts will be collected by instructor assigned to teach the course.</p>		
<p>Computer Science AS & Certificate - Needs Evaluation - SLO#2 FA2010-SP2012: Upon completion of this program, students will be able to apply knowledge and skills to make an evaluation of which possible options best meets the needs of a problem.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete course projects.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 90% of students who completes CS203 System Analysis & Design will be able to analyze a given problem and make an evaluation of a possible software solution. Students should score at least an 80% on a Skills Checklist.</p> <p>Budget-Related Proposed Outcomes:</p>	<p>03/19/2012 - 100% of the students completed chapter summaries. (Fall only class, Fall2010 n = 8)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: This class is part of a overall degree that requires an update of equipment to meet the needs of the industry.</p>	<p>03/19/2012 - This has been identified by the faculty to be a good menas to support this SLO. Should be continued for next cycle.</p> <p>Implementation Status: 03/19/2012 - Contiue to use this as a means to support SLO.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p>	<p>1. To reduce of number of canceled classes per semester. 2. To increase the number of students graduating in the computer science program annually. 3. To accommodate the urgent needs as per the minutes of the advisory committee to infuse in the computer science program.</p> <hr/> <p>Task Name: Faculty who teaches the course</p> <p>Task Name: Needs Evaluation Task Description: Course is being taught every Fall semester. Artifacts will be collected by instructor assigned to teach the course.</p>	<p>Budget Related Performance Indicators: 2. To show how many people graduate with the Computer Science Associates Degree annually.</p> <p>Related Documents: CS203 SLO_1 Data Collection - October 10, 2011 DUE DATE[1].pdf</p>	
<p>Computer Science AS & Certificate - Computer-Based Solution - SLO#3 FA2010 -SP2012: Upon completion of this program, students will be able to design and implement a computer-based solution of a problem by writing code using an appropriate programming language.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010 End Date: 03/12/2012 Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be able to complete a comprehensive course project using the RPG programming language and utilities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects Criterion (Written in %): 100% of the students who complete the comprehensive course project in CS252 Advanced RPG will be able to analyze a given problem and make an evaluation of a possible software solution. Students should score at least an 100% on a Programming Assignment Rubric.</p> <p>Budget-Related Proposed Outcomes: 1. To reduce of number of canceled classes per semester. 2. To increase the number of students graduating in the computer science</p>	<p>03/19/2012 - 100% of the students (Spring only course, Spring2011 n = 13) entered and compiled source programs with no terminal errors.</p> <p>Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Open Budget Implications: Over \$500 Notes: Maintain class software and supplies as needed to keep class current. Budget Related Performance Indicators: To show how many people graduate with the Computer Science Associates Degree annually.</p>	<p>03/19/2012 - Criterion was met, good means to support SLO.</p> <p>Implementation Status: 03/19/2012 - Continue to use as a means to assess this SLO as suggested by Faculty members.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>program annually. 3. To accommodate the urgent needs as per the minutes of the advisory committee to infuse in the computer science program.</p> <hr/> <p>Task Name: Computer-Based Solution Task Description: Course is being taught every Spring semester. Artifacts will be collected by instructor assigned to teach the course.</p> <hr/> <p>Task Name: Faculty who teaches the course</p>		
<p>Computer Science AS & Certificate - AY06-07 SLO#1 COMPUTER-BASED SOLUTION - Students will be able to design and implement a computer-based solution of a problem by using SDA, creating files using IDDU and writing code using the RPG programming language.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/31/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 100% of students in CS252 Advanced RPG II will be able to analyze a given problem and design a software solution using SDA, IDDU and the RPG programming language. Criteria verified by an instructor-defined checklist with a rubric for scoring students performance (see the rubric in Add Document Link below).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of CS252 students will be successful in creating file using RPG program</p> <hr/> <p>Task Name: COMPUTER-BASED SOLUTION Task Description: Course is being offered. Materials are being covered. Artifacts will be collected at the end of Spring 2008.</p>	<p>10/05/2007 - By following the sequential steps in creating a Computer-based program, 28 students enrolled in CS252 in Spring 2006 and Spring 2007 were able to complete a Computer-based solution to a problem. A rubric on a scale of 1-4 was created to evaluate the project. Only two students were unable to complete the project.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p>	<p>10/09/2007 - Criteria has been met. No action is needed.</p> <hr/> <p>10/05/2007 - 95% scored 4.0 on a rubric of 4.0. Criteria has been met. No action is needed at this time.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Computer Science AS & Certificate - AY06-07 SLO#2 EVALUATE THE ADVANTAGES AND DISADVANTAGES OF THE SOLUTIONS - Students from the CS203 and CS205 courses will apply the knowledge and skills from the course to make an evaluation of which of possible options best meets the needs of a problem.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/03/2006</p> <p>End Date: 03/31/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students in CS252 Advanced RPG II will be able to create files using the Interactive Data Definition Utility (IDDU). Criteria verified by an instructor-defined checklist with a rubric for scoring student performance (see the rubric in Add Document Link below)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of CS252 students will be successful in creating file using RPG program</p>	<p>10/05/2007 - Students submitted reports on various solutions from providing system backup solutions covering various options. Some included commercial solutions, open source projects (including G4L and G4U). The students were given a wide range of latitude on the material to be included with the report. In this cycle, it provided us with information on how the students perceived the assignment. Most of the reports were very superficial, but did include the general information that would be required at the Preliminary Investigation Level. This was due in part to the assignment being presented at the end of the course. This was more of a pre-test situation in which the SLO can be further improved.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p>	<p>10/09/2007 - In next cycle, the students will be provided the report assignment at the beginning of the semester.</p> <hr/>
	<p>Task Name: EVALUATE THE ADVANTAGES AND DISADVANTAGES OF THE SOLUTIONS</p> <p>Task Description: Course is being offered. Materials are being covered. Artifacts will be collected at the end of Spring 2008.</p>		
<p>Computer Science AS & Certificate - AY06-07 SLO#3 SCREEN DESIGN UTILITY (SDA)/INTERACTIVE DATA DIFINITION UTILITY (IDDU) - Students will be able to use the Screen Design Utility (SDA) to create user interfaces and create files using</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students in CS252 Advanced RPG II will be able to use the Screen Design Utility (SDA) to design a user interface. Criteria verified by an instructor-defined checklist with a</p>	<p>10/05/2007 - Student artifacts were collected for two semesters, in Spring 2006 and Spring 2007 when CS252 was offered. The project required students to create program files following sequential steps in running a program. In Spring</p>	<p>10/09/2007 - Criteria has been met. No action is needed.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Interactive Data Definition Utility (IDDU).</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/31/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>rubric for scoring student performance (see the rubric in Add Document Link below. The document can also be viewed in the Query & Report menu under the following reports: Assessment Impact, Assessment Plan or Observation by Assessment Method).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of CS252 students will be successful in creating file using RPG program</p> <hr/> <p>Task Name: SCREEN DESIGN UTILITY (SDA)/INTERACTIVE DATA DEFINITION</p> <p>Task Description: Course is being offered. Materials are being covered. Artifacts will be collected at the end of Spring 2008.</p>	<p>2006, 13 students completed the project; although 15 students registered. For Spring 2007, 13 were enrolled, all of the students completed the project. All the artifacts collected from the students were rated against the teacher designed rubric. The reports were generated successfully resulting from an error-free program written by the students.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: None.</p>	
<p>Computer Science AS & Certificate - Computer Science Core_1 - SLO#1 FA2012 -SP2014:</p> <p>Upon completion of this program, students will be able to demonstrate a solid foundation in the core areas of computer science, and knowledge of advanced topics studied in appropriate elective courses.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be able to complete course projects.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 90% of students will score at least an 80% on a Skills Checklist.</p> <hr/> <p>Task Name: Computer Science Core</p> <p>Task Description: Artifacts will be collected by instructor</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>assigned to teach the course.</p> <p>Task Name: Faculty who teaches the course</p>		
<p>Computer Science AS & Certificate - Needs Evaluation_1 - SLO#2 FA2012-SP2014: Upon completion of this program, students will be able to apply knowledge and skills to make an evaluation of which possible options best meets the needs of a problem.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete course projects.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 90% of students who completes CS203 System Analysis & Design will be able to analyze a given problem and make an evaluation of a possible software solution. Students should score at least an 80% on a Skills Checklist.</p> <p>Task Name: Faculty who teaches the course</p> <p>Task Name: Needs Evaluation</p> <p>Task Description: Course is being taught every Fall semester. Artifacts will be collected by instructor assigned to teach the course.</p>		
<p>Computer Science AS & Certificate - Computer-Based Solution_1 - SLO#3 FA2012-SP2014: Upon completion of this program, students will be able to design and implement a computer-based solution of a problem by writing code using an appropriate programming language.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be able to complete a comprehensive course project using the RPG programming language and utilities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 100% of the students who complete the comprehensive course project in CS252 Advanced RPG will be able to analyze a given problem and make an evaluation of a</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>possible software solution. Students should score at least an 100% on a Programming Assignment Rubric.</p> <hr/> <p>Task Name: Computer-Based Solution</p> <p>Task Description: Course is being taught every Spring semester. Artifacts will be collected by instructor assigned to teach the course.</p> <hr/> <p>Task Name: Faculty who teaches the course</p>		
<p>Computer Science Certificate (Archive) - AY 2004-2005 COMPLETE A DATABASE PROJECT - Students will complete the following database projects:</p> <ol style="list-style-type: none"> 1. Create a database using MS Access 2003 Application 2. Create a table in the database 3. Create a query in the database based on the table. 4. Create a report and form in the database based on the query 5. Print a report. <p>Start Date: 03/11/2002</p> <p>End Date: 03/13/2006</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will complete a database in both spring 2005 and fall 2005</p> <p>Criterion (Written in %): 70% of the 80 students being assessed will score a minimum of 3 out of 4 on a rubric scale from 1 to 4.</p>	<p>12/15/2005 - Artifacts from 20 students were collected in fall 2005.The artifacts were assessed using the instructor-defined rubric. Below is the result. Please see the attachment entitled Database Project Rubric.</p> <p>Create a database using MS Access 2003 Application</p> <ol style="list-style-type: none"> a. 16 students (80% out of 20 students) rated 4 b. 1 students (5% out of 20 students) rated 3 c. 2 students (10% out of 20 students) rated 2 d. 1 student (5% out of 20 students) rated 1 <p>Faculty of Computer Science Department will review their Certificate program based on the recommendations of the Assessment Committee in Fall 2006.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is assessed and report with the AS program.</p> <hr/> <p>05/25/2005 - Artifacts from 20 students were collected in spring 2005.The artifacts were</p>	<p>12/15/2005 - To strengthen student learning objectives for Database, the department will research the textbook options pertinent to the industry needs. Implementation of the new textbook for CS151 will occur spring 2006.</p> <p>Implementation Status: 01/25/2006 - For spring 2006, the textbook was changed to Microsoft Office 2003 by Pasewark and Pasewark for CS151, ten sections.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>assessed using the instructor-defined rubric. Below is the result. Please see the attachment entitled Database Project Rubric. Create a database using MS Access 2003 Application a. 14 students (70% out of 20 students) rated 4 b. 2 students (10% out of 20 students) rated 3 c. 3 students (15 % out of 20 students) rated 2 d. 1 student (5% out of 20 students) rated 1 Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This is assessed and reported with the AS program.</p>	<p>05/25/2005 - The computer science department will review course guide content against industry objectives given CS151 is now serving the postsecondary population as a required elective. Estimated course sections per semester will be ten or over.</p> <p>Implementation Status: 12/01/2005 - Zhaopei Teng reviewed and revised CS151 course guide. Implementation date is spring 2006.</p> <hr/>
<p>Computer Science Certificate (Archive) - AY 2004-2005 COMPLETE TWO EXCEL PROJECTS - Students will complete two excel projects: 1. Create a worksheet to solve the real-life problems. 2. Create a worksheet and design a column chart based on the data in the worksheet.</p> <p>Start Date: 03/11/2002 End Date: 03/13/2006 Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will complete an Excel project in both spring 2005 and fall 2005 Criterion (Written in %): 70% of the 80 students being assessed will score a minimum of 3 out of 4 on a rubric scale from 1 to 4.</p>	<p>12/15/2005 - Artifacts from 20 students were collected in fall 2005. The artifacts were assessed using the instructor-defined rubric. Below is the result. Please see the attachment entitled Excel Project Rubric.</p> <p>Create a Worksheet using MS Excel 2003 Application a. 13 (65% out of 20 students) students rated 4 b. 5 (25% out of 20 students) students rated 3 c. 2 (10% out of 20 students) students rated 2 Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This is reported with the AS program.</p>	<p>12/15/2005 - To strengthen student learning objectives for Excel, the department will research the textbook options pertinent to the industry needs. Implementation of the new textbook for CS151 will occur spring 2006.</p> <p>Implementation Status: 03/13/2006 - For spring 2006, the textbook was changed to Microsoft Office 2003 by Pasewark and Pasewark for CS151, ten sections.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>05/25/2005 - Artifacts from 20 students were collected in spring 2005. The artifacts were assessed using the instructor-defined rubric. Below is the result. Please see the attachment entitled Excel Project Rubric.</p> <p>Create a Worksheet using MS Excel 2003 Application</p> <p>a. 15 (75% out of 20 students) students rated 4 b. 3 (15% out of 20 students) students rated 3 c. 2 (10% out of 20 students) students rated 2</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is reported with the AS program.</p>	<p>05/25/2005 - The computer science department will review course guide content against industry objectives giving CS151 is now serving the postsecondary population as a required elective. Estimated course sections per semester will be ten or over.</p> <p>Implementation Status: 12/01/2005 - Zhaopei Teng reviewed and revised CS151 course guide. Implementation date is spring 2006.</p>
<p>Computer Science Certificate (Archive) - AY 2004-2005 POWERPOINT SLIDE SHOW PRESENTATION - Students will create a slide show using Power Point to present a real-life event.</p> <ol style="list-style-type: none"> 1. Create a slide show with minimum 10 slides. 2. Add at least two slide transition 3. Add at least two custom animation 4. Use template 5. Use appropriate slide layout for slide element <p>Start Date: 03/11/2002</p> <p>End Date: 10/13/2006</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will create one slide show in both spring 2005 and fall 2005</p> <p>Criterion (Written in %): 70% of 80 students being assessed will score a minimum of 3 out of 4 on a rubric scale from 1 to 4.</p>	<p>12/15/2005 - Artifacts from 20 students were collected in fall 2005. The artifacts were assessed using the instructor-defined rubric. Below is the result. Please see the attachment entitled PowerPoint Project Rubric.</p> <p>Create a PowerPoint project using MS PowerPoint 2003 Application</p> <p>a. 14 (70% out of 20 students) students rated 4 b. 2 (10% out of 20 students) students rated 3 c. 2 (10% out of 20 students) student rated 2 d. 2 (10out of 20 students) student rated 1</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	<p>12/15/2005 - To strengthen student learning objectives for PowerPoint, the department will research the textbook options pertinent to the industry needs. Implementation of the new textbook for CS151 will occur spring 2006.</p> <p>Implementation Status: 01/25/2006 - For spring 2006, the textbook was changed to Microsoft Office 2003 by Pasewark and Pasewark for CS151, ten sections.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Notes: This is assessed and reported with the AS program.</p> <p>05/25/2005 - Artifacts from 20 students were collected in spring 2005. The artifacts were assessed using the instructor-defined rubric. Below is the result. Please see the attachment entitled PowerPoint Project Rubric. Create a PowerPoint project using MS PowerPoint 2003 Application</p> <p>a. 16 (80% out of 20 students) students rated 4 b. 3 (15% out of 20 students) students rated 3 c. 1 (5% out of 20 students) student rated 2</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is assessed and reported with the AS program.</p>	<p>05/15/2005 - The computer science department will review course guide content against industry objectives giving CS151 is now serving the postsecondary population as a required elective. Estimated course sections per semester will be ten or over.</p> <p>Implementation Status: 12/01/2006 - Zhaopei Teng reviewed and revised CS151 course guide. Implementation date is spring 2006.</p>
<p>Construction Technology Certificate - 2011-2012 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the Certificate in Construction Technology program, students will be able to demonstrate basic skills needed to function as an entry-level worker in at least one construction trades concentration area in accordance with industry safety standards: carpentry; electricity; heating, ventilation, and air-conditioning (HVAC); masonry; plumbing, reinforcing metal worker; or welding.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: All students enrolled in Construction related courses for certification or degree must pass CT100 as this course covers foundational knowledge.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All Students enrolled in this course must pass CT100 with an 80% or better</p> <p>Budget-Related Proposed Outcomes: 1. Increase enrollment in construction trade</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Contren Construction Curricula Certificate of completion</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list Utilizing National standards, program will standardize and update training techniques</p>	<p>courses.</p> <p>Related Documents: Plumbing Installation.pdf</p> <hr/> <p>Task Name: Collection of artifacts and student performance indicators</p> <p>Task Description: administration, cataloguing and archiving of test and Student Performance artifacts</p>		
<p>Construction Technology Certificate - 2011-2012 Catalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of the Certificate in Construction Technology program, students will be able to exhibit entry-level knowledge in chosen construction trades concentration area.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor developed skills test</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All students enrolled in this course must pass with an 80% or better</p> <p>Budget-Related Proposed Outcomes: 1. Increase enrollment in construction trade courses.</p> <p>Related Documents: Safety Rules.rtf</p> <hr/> <p>Task Name: Interest and skills inventory checklist</p> <p>Task Description: Student will be able to express interest and perform a skills checklist to assess their</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Industrial Safety Certificate Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list To develop a well trained workforce for Guam and the region by providing the best Career and technical training</p>	<p>level of commitment and knowledge of their chosen field or discipline Task Name: student basic skills test and exams Task Description: Students will take competency based skills test and exams to show comprehension and knowledge</p>		
<p>Construction Technology Certificate - 2011-2012 Catalog SLO#3 - SLO#3 SP2012-FA2013: Upon successful completion of the Certificate in Construction Technology program, students will be able to demonstrate professionalism as related to the construction trades industry. Outcome Types: SLO-Behavioral outcomes Start Date: 03/12/2012 End Date: 10/14/2013 Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will participate in character building activities developed by Instructor Type of Artifact/Instrument/Rubric/Method/Tool: Employment Preparedness Checklist Criterion (Written in %): All students enrolled in this course must pass with an 80% or better Budget-Related Proposed Outcomes: 1. Increase enrollment in construction trade courses. Related Documents: employment checklist.pdf</p>		
<p>Program Level SLO Industry National Certification: N/A Type of Industry National Certification: Construction Technology Certificate Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list This will help Department institute changes and modifications to strengthen and support program</p>	<p>Task Name: Worker Character Audit Task Description: Student will develop character audit over the course of a semester by taking part in test and character building activities which will help stress professionalism in the work place</p>		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY 06-07 Attitudinal Orientation - SLO#1 Upon completion of</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individualized instructor - student</p>	<p>10/30/2008 - Artifacts such as teacher observation reports and student essays have been collected and entered into teacher records. There</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>the Construction Trades high school program, prospective graduates will demonstrate a proper work attitude.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 06/17/2011</p> <p>End Date: 10/08/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Contren national Construction Curricula</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list Use results from previous cycle</p>	<p>evaluations completed two weeks before the end of the spring semester of students' 2nd year</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Needs Assessment Review/Plan</p> <p>Criterion (Written in %): 80% of students will demonstrate the ability and willingness to engage in a positive, constructive and committed attitude in their future construction work, as evidenced by their attendance, being on time to each class and their completion of all attempted modules. Those 30% not demonstrating the proper work attitude will be asked first to meet with the instructor in an effort to improve the attitude. If no change in attitude is evidenced, the student will be asked by the instructor to meet with a counselor to address the cause of the poor work attitude.</p>	<p>were 13 students at the beginning of the year Changes in student work ethics and attitudes showed substantial adjustment from beginning of school year to end, even with the loss of two students who dropped out of school. The remaining 11 passed with minimal problems.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: The survey referred to was never disseminated to students. However, Teacher records of student attendance and module competencies were used to measure the criterion.</p>	<p>11/05/2008 - The results were used to help the department understand and adjust it's curriculum to assure student success and SLO's were</p> <hr/> <p>10/30/2008 - More learning strategies will be utilized through counseling and industry guidelines and methodology</p> <hr/>
		<p>09/28/2007 - pending Survey was not administered as according to Assessment Plan (spring 07). Instead it will be implemented in Fall 2007. Survey was recently disseminated by DC to instructors in the secondary satellite construction trades program. Data will be collected and analyzed at the end of Spring 2008 semester.</p> <p>There was difficulty in getting faculty members to participate in the assessment process which eventually prevented the survey to be carried out. Now that the survey instrument has been revised the Chairperson is confident to rally full faculty participation.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/19/2007 - DC will collect and analyze survey at the end of Spring 2008. Faculty recognize the importance for students to have proper work attitude to be successful in a career. Survey results will determine the need to possibly have representatives from the Career Placement or Counseling Office speak to students regarding work ethics.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will take test given from Contren National Construction Curricula</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): Students will pass with 100% on character based test. test will be administered in writing and orally</p> <p>Budget-Related Proposed Outcomes: meet assessment objectives</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.</p>		
	<p>Task Name: Demonstrative tasks</p> <p>Task Description: students will demonstrate positive and proper work attitude utilizing cognitive and interpersonal skills.</p>		
Construction Trades (Carpentry & AutoCAD) Secondary - AY 06-07 Cutting and Measuring - SLO#2 Upon completion of	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individualized instructor - student</p>	10/30/2008 - 100% of students showed competency in performing module tasks. All students who were paired (30%) showed	10/30/2008 - Modules and lessons were audited and adjusted to make allowances for the different type of

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Construction Trades secondary program, graduates will demonstrate competence in all learning modules related to cutting and measuring.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 06/17/2011</p> <p>End Date: 10/08/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Contren National Construction Curricula</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list use and implementation fro previous cycle</p>	<p>evaluations completed two weeks before the end of the spring semester of students' 2nd year.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will demonstrate 100% competence in each cutting and measuring module identified for student completion by the instructor. Those 30% not demonstrating competency in a module shall be paired with a student who has completed that module, in order to aid in the student's skill development.</p> <p>Budget-Related Proposed Outcomes: meet assessment goals</p>	<p>quantifiable improvement and understanding of tasks.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: The survey was never disseminated to faculty and students. However skills test and teacher observation were used to assess and measure student success. All students, inclusive of those who were paired with peer mentors, showed complete understanding and improvement.</p>	<p>learners. To include at risk students and students with special needs. Due to these students being advanced, this SLO would be more appropriately used to assess 1st year students.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.</p> <p>Task Name: competence test out</p> <p>Task Description: student shall pass a competency based skill test with 100% results</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>09/28/2007 - pending Survey was not administered as according to Assessment Plan (spring 07). Instead it will be implemented in Fall 2007. Survey was recently disseminated by DC to instructors in the secondary satellite construction trades program. Data will be collected and analyzed at the end of Spring 2008 semester.</p> <p>There was difficulty in getting faculty members to participate in the assessment process which eventually prevented the survey to be carried out. Now that the survey instrument has been revised the Chairperson is confident to rally full faculty participation.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/19/2007 - Data will be collected and analyzed by DC at the end of Spring 2008 semester.</p> <p>Faculty recognize the importance for students to have measuring and cutting skills to be successful in a construction related career. Survey results will determine the level of knowledge related to measuring and cutting and possibly the need to modify teaching methods or course guides to reflect industry standards.</p> <hr/>
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY 06-07 Safety - SLO#3 Upon completion of the Construction Trades Program, students will demonstrate an understanding of all safety requirements and procedures.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 06/17/2011</p> <p>End Date: 10/08/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Contren National Construction</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>10/30/2008 - 100% of students show understanding and demonstrate proficiency in safety regulations and rules. Timelines were modified for at risk population.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <hr/>	<p>10/30/2008 - Data will be used to finetune modules to allow for different learning types and also changes in industry standards.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Results will be used to provide consistency to program</p>	<p>A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.</p> <hr/> <p>Task Name: safety awareness</p> <p>Task Description: students will show understanding of safety requirements and procedures</p>		
		<p>09/28/2007 - pending The tool that was supposed to assess this outcome, the 'Safety Module Checklist' is currently being developed. Department Chair is waiting feedback from draft copy given to instructors in the secondary satellite construction program to review.</p> <p>To view the checklist open file 'Draft Safety Module Checklist' under Related Data.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/06/2007 - DC will gather feedback on draft checklist and revise accordingly by the end of Fall 2007. Outcome will be measured in Spring 2008.</p> <p>There was difficulty in getting faculty members to participate in the assessment process which eventually prevented the survey to be carried out. Now that the survey instrument has been revised the Chairperson is confident to rally full faculty participation.</p>
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY05-06 Attitudinal Orientation - Upon completion of the</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Evaluation. Specifically, instructors</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Construction Trades high school program, graduates will demonstrate a proper work attitude, including attendance at the work place, promptness, and proper attire.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 06/17/2011</p> <p>End Date: 10/08/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Contren National Construction Certification</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list implementation of results from previous cycle</p>	<p>will evaluate each student on 'attitudinal orientation' two weeks prior to the second semester of the second year. Instructors will indicate whether or not the student demonstrates the ability and willingness to engage in a positive, constructive and committed attitude in future construction work.</p> <p>Criterion (Written in %): 80% of those evaluated will demonstrate a proper work attitude.</p> <p>Budget-Related Proposed Outcomes: meet assessment goals</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.</p>		
	<p>Task Name: work readiness audit</p> <p>Task Description: student will demonstrate proper attitude, attendance and best workplace practices.</p>		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY05-06</p> <p>Construction Skill - Upon completion of the Construction Trades high school program,</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student evaluation of artifacts: Whenever a student has acquired competence in all</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>graduates will demonstrate competence in each identified learning module relating to the development of construction skills.</p> <p>Start Date: 06/17/2011</p> <p>End Date: 10/08/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Contren National Construction Curricula</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Will provide consistency to program</p>	<p>skills and techniques required for a given a skill-related learning module, the student is required to demonstrate 100% competence in that module in order to advance to the next learning module. The instructor records student attempts and successes at completion of each module, and these records will serve as the basis of assessing this student learning outcome. Specific examples of modules include: identification of specific building materials, equipment and tools; demonstration of the ability to utilize accurate measurement skills while operating tools; applying safe cross cutting methods; applying safe rip cutting methods.</p> <p>Criterion (Written in %): Upon completion of any course within GCC's Construction Trades high school program, 80% of second year students will be able to demonstrate 100% competence in each identified learning module relating to the development of construction skills (note: the 20% not demonstrating competence generally are those students not completing the course).</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>proceeding to technical skill-centered modules.</p> <p>Task Name: Module competencies</p> <p>Task Description: students will demonstrate understanding in all modules associated with their skills</p>	<p>09/28/2007 - Pending</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY05-06 Safety - Upon completion of the Construction Trades high school program, graduates will demonstrate an understanding of all safety requirements and procedures.</p> <p>Start Date: 01/16/2006</p> <p>End Date: 06/30/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Evaluation. Specifically, instructor records of student progress will indicate whether or not students successfully completed all learning modules related to workplace safety.</p> <p>Criterion (Written in %): 80% of students will be able to demonstrate 100% competency in all learning modules related to construction safety prior to being allowed into the shop.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY 08-09 Attitudinal Orientation - SLO#1 Upon completion of the Construction Trades high school program, prospective graduates will demonstrate a proper work attitude.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/08/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individualized instructor - tests will be given throughout the year to help students realize and adjust problem areas.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Needs Assessment Review/Plan</p> <p>Criterion (Written in %): 80% of students will demonstrate the ability and willingness to engage in a positive, constructive and committed attitude in their future construction work, as evidenced by their attendance, being on time to each class and their completion of all attempted modules. Those 30% not demonstrating the proper work attitude will be asked first to meet with the instructor in an effort to improve the attitude. If no change in attitude is evidenced, the student will be asked by the instructor to meet with a counselor to address the cause of the poor work attitude.</p>	<p>03/12/2009 - 100% of the criterion was met. Due largely to Instructor intervention with counselor's and SSO all students have shown a willingness to perform and have demonstrated a positive work attitude. Regardless of whether or not these students will work in the construction field, the training we have instilled in them has gained them a healthy fear for being complacent in any career.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The numbers from the beginning of the school year were not affected by the reassignment of several students to classes that were more suitable for them.</p>	<p>03/12/2009 - These results will help our program develop and filter our curriculum that addresses soft skills. It will also help our faculty to address their short comings in dealing with the wide array of students and attitudes.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY 08/09 Cutting and Measuring - SLO#2 Upon completion of the Construction Trades secondary program, graduates will demonstrate competence in all learning modules related to cutting and measuring.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individualized instructor - skills test will be administered throughout the year. Though the test is largely lab oriented, there are guidelines the students must be able to retain and produce on demand to instructor.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will demonstrate 100% competence in each cutting and measuring module identified for student completion by the instructor. Those 30% not demonstrating competency in a module shall be paired with a student who has completed that module, in order to aid in the student's skill development.</p>	<p>03/12/2009 - The criterion of 80% was surpassed. The actual percentage of students who needed assistance of any form was about 5%.(this is inclusive of at risk population) All students were subjected to weekly written and or physical competency test.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Even though the criterion was met, due to the large " at risk" population, the results of ant assesement will not be complete until the final test out.</p>	<p>03/12/2009 - These results will ascertain the direction of our curriculum and the subsequent success of any modifications we have to make to ensure that program SLOs are met.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>required to complete the modules before proceeding to technical skill-centered modules.</p>		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - AY 08/09 Safety - SLO#3 Upon completion of the Construction Trades Program, students will demonstrate an understanding of all safety requirements and procedures.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/08/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, throughout the school year. Instructor observation will be key in the rating of students success.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be required to complete the modules before proceeding to technical skill-centered modules.</p>	<p>03/12/2009 - Criterion surpassed. All students have demonstrated competency in safety training. This is aslo considering the special and at risk populations. Although the aforementioned populations were subject to modified lessons, the curriculum was in no way supplanted nor delineated from.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The students sucess was based largely upon the Instructors constant barrage of safety rules and guidelines. The ability of the instructor to properly assess each individual students ability to absorb and retain these lessons speaks volumes about the competency of the instructor.</p>	<p>03/12/2009 - These results were quite pleasing. Although the modifications were made, there is room for improvement, particularly where the Instructor was able to stay within the safety guidelines and national standards. This will afford us the ability to standardize the curriculum for teaching safety competencies to at risk and special populations.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A student safety evaluation will be administered to all second year students, after completion of the first four weeks of the fall 2007 semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students will have demonstrated 100% competency in all learning modules related to construction safety. Those 30% not completing safety modules will be</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	required to complete the modules before proceeding to technical skill-centered modules.		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - 2011-2012 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of this program, students will be able to demonstrate a proper work attitude as deemed appropriate in the construction field.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Contren National Construction Curriculum</p> <p>Notes from the pull/drop down list To ensure student competency to industry standard</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will show understanding of proper workplace attitude by testing out on several character based test</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Student must pass with 100%</p> <p>Budget-Related Proposed Outcomes: to meet all SLO's</p> <hr/> <p>Task Name: Character building</p> <p>Task Description: Students will be exposed to various character building activities, such as videos and web sites that show best workplace practices.</p>		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - 2011-2012 Catalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of this program, students will be able to demonstrate proper use of all construction-related tools specific to drafting, carpentry, masonry, and plumbing.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will show competency and knowledge of tool and machine usage.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All Students must perform at 100%, as this is a technical requirement activity.</p> <p>Budget-Related Proposed Outcomes: To meet title V requirements</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/12/2012 End Date: 10/14/2013 Outcome Status: Currently being assessed Program Level SLO Industry National Certification: Yes Type of Industry National Certification: Contren National Construction Curricula Notes from the pull/drop down list To ensure student competency to industry standard</p>	<p>Related Documents: saw.jpg Task Name: Skills check Task Description: Students will perform several competency based test to show profficiency and understanding of various tools and disciplines</p>		
<p>Construction Trades (Carpentry & AutoCAD) Secondary - 2011-2012 Catalog SLO#3 - SLO#3 SP2012-FA2013: Upon successful completion of this program, students will be able to demonstrate an understanding of all safety practices and procedures as required by the local industry. Outcome Types: SLO-Cognitive outcomes Start Date: 03/12/2012 End Date: 10/14/2013 Outcome Status: Currently being assessed Program Level SLO Industry National Certification: Yes Type of Industry National Certification: Contren National Construction Curricula Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list To ensure student competency to industry standard</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Construction trades has developed a standardized safety test. Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test Criterion (Written in %): Students must pass with 100% Budget-Related Proposed Outcomes: to meet title V requirements Related Documents: carpentry Task Name: Safety exam Task Description: students must show understanding and retention of all safety practices general to Construction Industry</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Continuing Education & Workforce Development - FA09-SP11 AUO#2 MARKETING AND ADVERTISEMENT - AUO#2 To aggressively market, promote and advertise the department's goals, objectives, courses and training in the local and regional community to address the</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A course interest log will record the number of visits and calls made to CE in response to media advertisement or other contact. This log form is being created this month.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): To establish the most effective and least effective means of advertising.</p> <p>Budget-Related Proposed Outcomes: Tuition based.</p> <p>Related Documents: CEWD Log Individual Interview Sheet.pdf</p>	<p>12/07/2010 - Data collection in progress relative to AUO#2 to determine current promotional trends and response rates per course offered. Data analysis will be performed upon completion of data collection. Development of marketing plan will commence upon completion of data analysis.</p> <p>Summary of Results: Overall analysis of the data collected of contacts with CEWD (n=844) showed which advertising medium generated the most interest/contacts amongst the various nformational outlets. According to the data the most effective means of advertising for community outreach and participation are live interviews of the Assistant Director on radio talk shows and television at close to 50% of generated interest, second are the GCC press releases and articles in the Pacific Daily News generating an interest of close to 16% and third, are the direct mail, email, or fax distribution to targeted audiences. The data collected provides established benchmarks for CEWD to create a marketing plan utilizing the top three advertising means for community outreach and participation purposes.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Exact budget implications are not known at this time.</p> <p>Budget Related Performance Indicators: No budget requests for FY2011</p> <p>Related Documents: FA09-SP11 AUO#2.pdf</p>	<p>02/01/2011 - Based on these results, efforts with the Communications and Promotions Office should continue to coordinate and increase no-cost promotions of CEWD program and courses by increasing the number of live interviews on radio talk shows and television for the Assistant Director raising the level of community awareness. Another no-cost promotion for the department's programs and courses is ontinued press releases and articles in the local newspapers and business/industry periodicals of course offerings, programs and activities. Increased participation conferences and fairs should provide a greater yield of return by providing exposure of course and program information to attendees as well as continuing data collection of community personal enrichment interests. A perennial list of targeted audiences for specific course offerings will also increase community awareness and interest.</p> <p>Implementation Status: 03/15/2011 - CEWD continues to work closely with the Communications and Promotions Office to provide information on events, courses, conferences, etc. for immediate press release and schedule the CEWD Assistant Director for appearance on radio talk shows, live and</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: television interviews, newspaper/periodical interviews, and participation as a panelist or presenter in community forums. Additional promotion is provided with coverage of newspaper coverage of CEWD events.</p> <hr/> <p>12/07/2010 - Use of Summary Results:</p> <hr/>
	<p>Task Name: Marketing plan</p> <p>Task Description: The plan which utilizes several tools to promote and advertise the CE course offerings</p>		
<p>Continuing Education & Workforce Development - FA09-SP11 AUO#1 PROFESSIONAL & PERSONAL ENRICHMENT - AUO#1: To provide professional and personal enrichment courses to the public, government agencies, private businesses and regional entities throughout the year based on the interests and needs as indicated.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: (1) Electronic survey distributed to community via Survey Monkey. This survey will be used to assess community needs and interests for course offerings. (2) Log & Individual Interview Tool to record course interests of individual walk-ins and phone call inquiries coming into the department.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Individual interviews</p> <p>Criterion (Written in %): 100% of the courses that are in demand as indicated by the surveys will be developed.</p> <p>Budget-Related Proposed Outcomes: Tuition Based</p>	<p>12/07/2010 - CE&WD has experienced over the last six months a major changeover in key personnel for operations as well as added responsibility and focus on workforce development. Data collection in process for courses offered per entity, MOAs processed, proposals sent, and facilities rental usage activity.</p> <p>Summary of Results: Overall analysis of the data collected (n=75), 58 individuals recorded on the Log & Individual Interview Tool and 17 individuals completing the 2010 Community Survey to Make the Change (electronic survey), showed the top 3 areas of interest in the field(s) of Construction at 14%, Healthcare at 10%, and Recreation & Hobbies at 9%. However, overall analysis of the data collected from the GCC BOT Reports of CEWD</p>	<p>12/07/2010 - Based on these results, benchmarks established will be used for increased program planning and workforce development training. The development of new courses will address the top 3 fields of interest in Construction, Healthcare, and Recreation & Hobbies. CEWD will work with HRO and other departments to develop a pool of instructors possessing the instructional expertise of the related subject matter relevant to new course offerings. Additionally, comments collected in the surveys expressing interest in specific courses relative to the field of interest will be considered in</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>course offerings for FY2009-2010 showed a 2% decrease between the 3rd and 4th quarters.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Exact budget implications are not known at this time.</p> <p>Budget Related Performance Indicators: No budget requests made for FY2011. Tuition based.</p> <p>Related Documents: FA09-SP11 AUO#1.pdf</p>	<p>developing a schedule for new course offerings to be promoted during the academic year on the GCC website and other avenues of information dissemination.</p> <p>Implementation Status: 03/15/2011 - CEWD is working with various government agencies and non-profit organizations to provide construction training for clientele of Department of Public Health & Social Service, Division of Public Welfare, JOBS Program. Planning consists of GCC developing the construction training and DPHSS along with the Guam Department of Labor to identify resources to provide support services for the participants of the construction training (i.e., transportation, child care services, counseling, etc.). CEWD continues to create other courses of interest in the business community such as Basic Project Management, Management (SHRM) Prep Course, and has entered in partnership with UGotClass for online courses such as Green Buildings/LEED Rating Systems. Additional online courses are available for professional development in business and education. CEWD has been working with Allied Health Department to develop a Paramedic Program, Medical Billing and Coding Course, the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: Emergency Nursing Pediatric Care, and provided support for the approval of the Certified Nursing Assistant program by the Guam Nursing Board. The courses to address the Recreational and Hobbies component of community interest continue to be explored to identify instructor(s) who possess expertise in areas requested such as massage therapy, Tai-chi, interior decorating to name a few. CEWD webpage is continuously updated to reflect current course offerings, access available to online courses offered through varied partners, and ongoing collaboration with GCC Communications and Promotions department.</p>
		<p>10/30/2009 - 12 Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: Over \$5,000</p>	
	<p>Task Name: Tania, Tara, and Libby Task Description: Data collection of the number of CE courses offered per entity, the number of MOAs processed, the number of proposals sent and the facilities rental usage activity.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Continuing Education & Workforce Development - FA09-SP11 AUO#3 STUDENT SATISFACTION - To increase student satisfaction through the use of student surveys specific to CE trainings.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student survey allows students to rate the performance of the instructor, the learning environment, and provide suggestions for improvements or comments.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 70% or more of the students will agree or strongly agree to be satisfied with their training, the environment, and their instructor.</p> <p>Budget-Related Proposed Outcomes: Tuition Based.</p> <p>Related Documents: 1st Page Student Questionnaire.pdf 2nd Page - Student Questionnaire.pdf</p>	<p>12/07/2010 - Collection of surveys administered for each course in progress. Data will be compiled and analyzed to measure on an on-going basis the satisfaction response rate of the students.</p> <p>Summary of Results: Overall analysis of the data collected (n=64),of the 19 students who completed the construction training, student responses showed 58% strongly agreed the courses for the construction training were applicable and 42% agreed. Of the 17 students who completed the electrical training, student responses showed 47% strongly agreed,47% agreed and 6% strongly disagreed. 74% strongly agreed the instructors were highly knowledgeable in the construction field, and 26% agreed. In the electrical training, 76% strongly agreed, 18% agreed, and 6% strongly disagreed.</p> <p>Of the total of 28 cadets attending the 2010 Supplemental Fire Academy shows 46% overwhelmingly satisfied, 47% very satisfied and 7% satisfied with the Supplemental Fire Academy training cycle. When asked if the courses and skills training received has prepared the cadets for the field of fire service or other closely related fields, 100% responded positively. When asked if the cadets were satisfied with the instructors of the Fire Academy, 93% strongly agreed, 6% agreed and 1% disagreed.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes:</p>	<p>12/07/2010 - Based on these results, the construction training, electrical training, and the fire science training have proven to be viable and highly demanded training programs. Students continue to inquire about the construction and electrical training programs. With the success of the Fire Academy, the Certificate of Fire Science Technology program has been reinstated and will be offered during the regular academic year. Attached is the breakdown of the survey results supporting the continued implementation of the 3 programs.</p> <p>Implementation Status: 03/15/2011 - CEWD transfered the Certificate of Fire Science information as well as recommended a list of individuals with expertise in Fire Science to the CJ/SS Department to update the Certificate of Fire Science Curriculum for regular semester offering. CEWD is working with various government agencies and non-profit organizations to provide construction training for clientele of Department of Public Health & Social Service, Division of Public Welfare, JOBS Program. Planning consists of GCC developing the construction training and DPHSS along with the Guam Department of Labor</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: satisfaction surveys</p> <p>Task Description: surveys used to measure the individuals CE class experience</p>	<p>Exact budget implications are not known as this time.</p> <p>Budget Related Performance Indicators: Tuition Based.</p> <p>Related Documents: FY09-SP11 AUO#3.pdf</p>	<p>Implementation Status: to identify resources to provide support services for the participants of the construction training (i.e., transportation, child care services, counseling, etc.). Electrical training and other training of interests will be introduced at a later time.</p>
<p>Continuing Education & Workforce Development - FA09-SP11 AUO#4 WORKFORCE DEVELOPMENT - AUO#4: To increase the strength of the island's workforce by creating programs to identify and remediate individuals who are below GCC entrance standards and who do not fall within Adult Education's criteria for program admittance.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: (1) 2010 WorkKeys and NCRC Electronic Survey for Participants of the WorkKeys & National Career Readiness Certificate (NCRC) Informational Workshops (2) Work Keys is an electronic software assessment tool which measures levels in reading, math and locating information. Work Keys also has a remediation phase which allows individuals to close any gaps detected during their assessment. Link to the software will be uploaded in the "Relate Document" upon installation of the software to be provided Guam Department of Labor (GDOL).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): 60% or more of the survey participants will either agree or strongly agree to implement the WorkKeys program.</p> <p>Budget-Related Proposed Outcomes:</p>	<p>12/07/2010 - The LtGov and his staff have endorsed the plan for adding Work Keys to the assessment matrix for citizens seeking employment. The next phase will be the completion of the State-wide Leadership Grant which will fund the software and computers. We will be able to measure the numbers because the on-line component we use has a database which measures the number of certificates earned. The collected data will drive our effort to expand the use of the National Career Readiness Certificate to venues beyond the employment arena, to include secondary and post-secondary education.</p> <p>Summary of Results: Overall analysis of the data collected (n=15), 15 survey completers of the electronic 2010 WorkKeys and NCRC Survey showed 40% strongly agreed that the presenter(s) of the WorkKeys and NCRC Informational Briefing attended clearly explained the program and 60% agreed. When asked if the program was worth implementing, 60% strongly agreed and 40% agreed. The</p>	<p>12/07/2010 - Based on these results, the CEWD received approval of the State Leadership Grant funding the purchase of the KeyTrain program which provides remediation for those in need of additional training in Reading for Information, Applied Mathematics, or Location of Information. Additionally the grant provided funding to hire a Test Proctor who will administer the WorkKeys Indicator Test and the WorkKeys Assessment Test as well as the KeyTrain assignments as required by examinees in need of remediation training prior to taking the WorkKeys Assessment Test.</p> <p>Implementation Status: 03/15/2011 - CEWD has purchased the KeyTrain software program which provides</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Tuition based.	<p>electronic survey was emailed to 93 attendees of the WorkKeys and NCRC Information Briefing in May, 2010 who provided email addresses. A total of 105 individuals participated out of 120 invited to attend the WorkKeys and NCRC Information Briefing presented by ACT representatives in May, 2010.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: \$25,000 will be needed to re-purchase the use of the KeyTrain program which provides online remediation for those in need of additional training for Reading for Information, Applied Mathematic, and Locating Information. Additional Test Proctors will need to be hired as the demand for WorkKeys Testing increases. Budget implications will be determined at a later time.</p> <p>Budget Related Performance Indicators: No budget requests were made for FY2011.</p> <p>Related Documents: FA09-SP11 AUO#4.pdf</p>	<p>Implementation Status: performance improvement for those in need of additional training in Reading for Information, Applied Mathematics, or Location of Information. Additionally, a Test Proctor as been hired and is administering the WorkKeys Indicator Test, the WorkKeys Assessment Test as well as the KeyTrain assignments as required by examinees in need of performance improvement training prior to taking the WorkKeys Assessment Test. CEWD is providing WorkKeys and KeyTrain services to 6 employer groups, 5 government agencies/boards, 2 public high schools, 29 individual community members and GCC administration/students. A growing interest in WorkKeys continues in the community-at-large as requests for presentations continue to be received by CEWD.</p>
	<p>Task Name: Work Keys Assessment</p> <p>Task Description: Work Keys is an assessment tool created by ACT to measure skill levels in individuals seeking employment. Those skill levels are then matched to existing occupational profiles, and where gaps exist, remediation is available to close those gaps.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Continuing Education & Workforce Development - FA11-SP12 AUO#1 STRATEGIC MARKETING PLAN - To develop a Strategic Marketing Plan for Continuing Education and Workforce Development (CE&WD) to address the community training needs for workforce</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Results from the Guam Community College 2010 Community Survey To Make the Change and the Guam Community College Employers Survey Report: Employee Requirements and Training Needs, July 2011 will be used to develop the CE&WD Strategic Marketing Plan.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Strategic Marketing Plan to be developed to outline the community outreach plan of action to promote CE&WD community programs and training in workforce development.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% completion of the CE&WD Strategic Marketing Plan which will provide the framework for the department's usage to address the continuous evolvement of community workforce development training demands.</p> <p>Budget-Related Proposed Outcomes: Tuition based.</p>	<p>03/12/2012 - A comprehensive outline has been developed to serve as the framework for the development of the CE&WD Strategic Master Plan. The plan will address the community outreach plan of action for Continuing Education, WorkKeys/KeyTrain, and Apprenticeship. This will include creating and/or updating the Standard Operating Procedures for each division to support office operations and the development/implementation of programs/training to address community interests and occupational demands in the work industry. Also included will be the marketing strategy for community outreach, promotions, and participation in the activities, programs and training developed per entity. A review of the strategic master plan will be incorporated to annually address the continuous evolvement of workforce development education and training needs of the potential and incumbent laborforce to meet the occupational demands of the work industry.</p>	<p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The funding for CEWD is from NAF.</p> <p>Related Documents: GCC CE&WD Strategic Master Plan</p>
	<p>Task Name: Develop the CE&WD Strategic Marketing Plan.</p> <p>Task Description: Identify key training/outreach components requiring marketing strategies for increased</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
community participation and/or training.			
<p>Continuing Education & Workforce Development - FA11-SP12 AUO#2 COURSE GUIDELINES/TRAINING PROGRAM DEVELOPMENT - To develop courses/training programs associated with the CE&WD Strategic Marketing Plan in response to community training demands.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Results from the Guam Community College 2010 Community Survey To Make the Change and the Guam Community College Employers Survey Report: Employee Requirements and Training Needs, July 2011 will be used to develop the CE&WD Strategic Marketing Plan.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The CE Specific Course Approval Form will be used to assess the number of courses developed to coincide with the CE&WD Strategic Marketing Plan.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): At least 80% of course guidelines for skills development training programs will be achieved.</p> <p>Budget-Related Proposed Outcomes: Tuition based.</p> <p>Related Documents: CE Specific Course Approval Form</p>	<p>03/12/2012 - The CE Specific Course Approval Form is used for the development of new CE courses as requested by the community. For this reporting period, 13 new CE courses regarding basic or advanced skills development have been requested by community, government, and private sector interests. 100% (n=13) of the new CE courses requested between October 10, 2011 and March 12, 2011 have been developed, implemented, or pending implementation after this reporting period. The CE&WD Program List supports these findings. All approved curriculum documents are secured in the AVP's curriculum vault. This process supports the development of the CE&WD Strategic Master Plan for the development of programs and training for the community.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The budget for CE&WD is supported by NAF.</p> <p>Related Documents: CEWD Program List</p>	
<p>Task Name: Curriculum Development</p> <p>Task Description: To produce curriculum guidelines related to the training recognized as needed by employers and community members to strengthen the employability skills of the island's workforce.</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Continuing Education & Workforce Development - FA11-SP12 AUO#3 CE&WD COURSE OFFERINGS - A series of new CE courses will be offered in response to community training demands in relation to the CE&WD Strategic Marketing</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Results from the Guam Community College 2010 Community Survey To Make the Change and the Guam Community College Employers Survey Report: Employee Requirements and Training Needs, July 2011 will be used to develop the CE&WD Strategic Marketing Plan.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: An electronic student survey will be designed and administered through Survey Monkey to all student completers of the new courses offered by CE&WD.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 90% of the student completers surveyed will indicate they are satisfied with the student learning outcomes and will apply the knowledge gained to their career or life goals.</p> <p>Budget-Related Proposed Outcomes: Tuition based.</p> <p>Related Documents: CEWD Electronic Survey</p>	<p>03/12/2012 - A standard electronic student survey has been designed to be administered through Survey Monkey to all student completers of the new courses that will be offered by CE&WD. The new electronic survey was administered as a pilot to the C_BE101 Procurement Training, of the 18 participants who received the survey, all 18 responded to the survey. The C_BE101 Procurement Training Survey results shows that 66.7% (n=12) Strongly Agree, 22.2% (n=4) Agree and 5.6% (n=1) Somewhat Agree that the information learned could be used to develop the agency's/company's current process or program. This shows over 94% agreed the procurement information learned could be applied to current systems in agency/company. When asked if they had a better understanding of the subject matter to agument, strengthen or support their process/program, 66.7% (n=12) Strongly Agreed, 27.8% (n=5) Agreed, and 5.6% (n=1) Strongly Disagreed. Overall, this shows that over 94% of the participants agreed they had a better understanding of the subject matter. These results meet the 90% student completers satisfaction rate. However, with some adjustment to the questions and choice of responses, this standard electronic survey will serve as the template and will be administered to participants of future new courses/training offered by CE&WD relative to the Strategic Master Plan implementation.</p>	<p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Electronic Student Survey</p> <p>Task Description: Design an electronic survey to determine student satisfaction with course student learning outcomes.</p>	<p>The budget of CEWD is funded by NAF.</p> <p>Budget Related Performance Indicators: The budget for CE&WD is funded by NAF></p> <p>Related Documents: CEWD Electronic Survey</p>	
<p>Cosmetology Certificate (Archived) - EMPLOYMENT SKILLS - SLO #1 Fa 2010- Sp 2011</p> <p>Demonstrate and employ the skills needed to work in a variety of cosmetology related occupations, such as an esthetician, salon owner, nail specialist, hair color specialist and makeup artist.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/08/2011</p> <p>End Date: 03/18/2011</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: The National-Interstate Council of State Boards of Cosmetology, Inc. (NIC) is composed of members of licensing boards of cosmetology from each of the fifty states and the U.S. territories.</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Milady's Standard Final Review Examinations provided by the Milady's Standard Course Management Guide will be administered to students enrolled in CM201 Concepts II. CM201 is offered Fall and Spring semesters only.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): The cumulative average for the final examinations will be 75% minimum.</p> <p>Budget-Related Proposed Outcomes: No budget impact.</p>	<p>03/22/2011 - To be reported.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: none</p>	
		<p>01/30/2009 - Fall 2008: two students enrolled in CM210 Advanced Cosmetology Theory which is offered every semester completed the Milady's Standard Final Review Examination provided by the Milady's Management Course Guide. The cumulative average for the final examination is 82%. All students scored above the 75% minimum.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: CM201 Concepts II is a lecture class.</p>	<p>03/18/2011 - To maintain and improve the 82% average for the final examination. Review teaching methodology and delivery utilizing the existing resources.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Notes from the pull/drop down list All criterion has been met.</p>		<p>Handout materials and workbook materials will be used with the standard textbook to improved the overall percentage rate in this course.</p> <hr/> <p>03/05/2008 - Four students were enrolled in CM201 Concepts II which is offered every semester. Three students completed the Milady's Standard Final Review Examination provided by the Milady's Management Course Guide. The cumulative average for the final examination is 92%.</p> <p>The criteria has been met. All students scored above the 75% minimum. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact Notes: One student failed, lack of attendance. Related Documents: Milady's Multiple Choice Exam</p> <hr/> <p>09/12/2007 - Nine students enrolled in CM201 Concepts II which is offered every semester completed the Milady's Standard Final Review Examination provided by the Milady's Management Course Guide. The cumulative average for the final examination is 93%.</p> <p>The criteria has been met. All students scored above the 75% minimum. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Open</p>	<p>09/19/2008 - The criteria has been met. All students scored above the 75% minimum.</p> <hr/> <p>03/13/2008 - The results cumulative was above the national average. 75% is a passing score for the Guam Board of Cosmetology licensing board.</p> <hr/> <p>09/19/2008 - The criteria has been met. All students scored above the 75% minimum.</p> <hr/> <p>09/14/2007 - The average has been above national standards. Content seems to be delivered. Additional time will be spent on tips on how to perform better on taking generic multiple choice examinations to futher improve our percentage score.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Knowledge of Cosmetology Theory</p> <p>Task Description: After revisiting the program, we rewrote the course guide to combine CM111, CM116 and CM210 to form a new course CM201 Concepts II. This formed a two contact hour per day block in a lecture/lab setting.</p>		
<p>Cosmetology Certificate (Archived) - KNOWLEDGE OF COSMETOLOGY THEORY - SLO #2 Fa 2010-Sp 2011: Students will recall theory and principles related to cosmetology procedures and practices needed for entry-level employment.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/14/2009</p> <p>End Date: 03/18/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: The National-Interstate Council of State Boards of Cosmetology, Inc. (NIC) is composed of members of licensing boards of cosmetology from each of the fifty states and the U.S. territories.</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list All criterion has been met</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Cosmetology Certificate (Archived) - STUDENT ATTITUDES OF COSMETOLOGY BEHAVIORIAL SKILLS - SLO #3 Fa 2010-Sp 2011</p> <p>Apply affective interpersonal skills and practice professional ethics needed to succeed in this profession.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/14/2009</p> <p>End Date: 03/18/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: The National-Interstate Council of State Boards of Cosmetology, Inc. (NIC) is composed of members of licensing boards of cosmetology from each of the fifty states and the U.S. territories.</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list All criterion has been met.</p>			
<p>Cosmetology Certificate (Archived) - STUDENT ATTITUDES - SLO #3 Fa 2010-Sp 2011</p> <p>Students will provide a self-evaluation of their cosmetology knowledge of work, quality, production, initiative, cooperation, dependability, loyalty, conduct, punctuality, and safety.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 12/15/2010</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A self-performance review survey of cosmetology attitudes will be completed by students in CM201 Concepts II during the end of the semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 75% will rate their performance level at satisfactory or higher on eleven factors.</p>	<p>01/30/2009 - Fall 2008: two students were enrolled in the course CM201 Concepts II. The two students completed a cosmetology performance review, exit survey. Students rated eleven areas either outstanding, above average, satisfactory, below average, and unsatisfactory. The eleven categories are: knowledge of work, quality of work, production, initiative, cooperation, dependability, loyalty and conduct, ability to meet public, judgement, punctuality, and safety. Students weighted each item related to their own perceived level of accomplishment</p>	<p>03/04/2011 - 1</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 03/18/2011</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: The National-Interstate Council of State Boards of Cosmetology, Inc. (NIC) is composed of members of licensing boards of cosmetology from each of the fifty states and the U.S. territories.</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p>		<p>and/or confidence. The two cosmetology majors rated their own attitudes at 96% in cosmetology which is outstanding.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The 96% total out of a possible 100% was rated as outstanding. The 4% areas of concern are in the quality of work, initiative and production. Measures will taken to bring more emphasis in these areas through instruction within Concepts II.</p> <p>Budget Related Performance Indicators: 1</p>	
		<p>01/30/2009 - There were no students that exited the program in Spring 2008, therefore nothing to report.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Nothing to report. Notes in the previous report will be utilized for the next due date.</p>	
		<p>03/06/2008 - Four students were enrolled in the course CM201 Concepts II for Fall 2007. The four students completed a cosmetology performance review, exit survey. Students rated eleven areas either outstanding, above average, satisfactory,</p>	<p>03/13/2008 - Punctuality is an area of concern. Because of the nature of the cosmetology profession, this area will be revisited and incentives will be put into place.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>below average, and unsatisfactory. The eleven categories are: knowledge of work, quality of work, production, initiative, cooperation, dependability, loyalty and conduct, ability to meet public, judgement, punctuality, and safety.</p> <p>Students weighted each item related to their own perceived level of accomplishment and/or confidence.</p> <p>The criteria has been met. 100% of cosmetology majors rated their own attitudes about cosmetology at satisfactory or higher.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Exit survey results show that the majority of student ratings were outstanding.</p> <p>Related Documents: exit survey Client Survey Form</p>	
		<p>09/12/2007 - Nine students were enrolled in the course CM201 (n=9) for Spring 2007. Six students completed a cosmetology performance review exit survey. Students rated eleven areas either outstanding, above average, satisfactory, below average, and unsatisfactory. The eleven categories are: knowledge of work, quality of work, production, initiative, cooperation, dependability, loyalty and conduct, ability to meet public, judgement, punctuality, safety.</p> <p>Students weighted each item related to their own perceived level of accomplishment and/or confidence.</p>	<p>09/14/2007 - Upon review of the assessment tool, areas that need improvement: the ability to meet public and punctuality. An additional time keeping method will be incorporated to monitor and improve the punctuality issue. The ability to meet public skill will be addressed through role playing activities.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>The criteria has been met. 100% of cosmetology majors rated their own attitudes about cosmetology at satisfactory or higher.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
	<p>Task Name: Student Attitudes</p> <p>Task Description: Students will provide a self-evaluation of their cosmetology knowledge of work, quality, production, initiative, cooperation, dependability, loyalty, conduct, punctuality, and safety.</p>		
<p>Cosmetology Certificate (Archived) - AY06-07 SLO#1 COSMETOLOGY SKILLS - SLO#1</p> <p>Students will perform routine tasks to enhance the condition and appearance of hair, skin and nails using current industry</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 01/17/2007</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students enrolled in CM202L Salon II will have mastered salon quality skills measured by the Milady's Standard Student Progress Sheets. CM202L is offered every semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): The minimum level of competency is 85% for total overall performance using Milady's Standard Competency Checklists.</p>	<p>01/30/2009 - Fall 2008: two students enrolled in CM202L Salon II which is offered every semester completed the Senior State Board Exam with a 98% average out of 100%. The areas assessed are in chemical relaxing, hair lightening, hair tinting, shampooing, permanent waving, hair styling and hair shaping.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: With the aid of progress and competency checklist, areas in permanent waving and hair tinting will be reinforced to improve the overall percentage rating.</p> <p>09/24/2008 - Two students enrolled in CM201</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Concepts II which is offered every semester completed the Milady's Standard Final Review Examination provided by the Milady's Management Course Guide.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The cumulative average for the final examination is 93%.</p>	<p>09/24/2008 - The criteria has been met. All students scored above the 75% minimum.</p> <hr/>
		<p>09/12/2007 - Nine students enrolled in CM202L Salon II during the Fall 2007 semester. Two students completed performance competency and student progress sheets for seven cosmetology skills. The results indicate the average performance rating for all skills measured was 100%.</p> <p>The criteria has been met. All students performed the measured cosmetology skills higher than 75%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Two students met all certification requirements and completed all contact hours needed. The remainder seven students' skill will be measured upon completion. The 85% level of competency was increased from 75% to motivate students to be prepared for entry-level employment.</p>	<p>02/22/2008 - Eleven students enrolled in CM202L Salon II during the Spring and Fall 2007 semester completed performance competency and student progress sheets for seven cosmetology skills. The results indicate the average performance rating for all skills measured was 94%. The criteria has been met. All students performed the measured cosmetology skills higher than 75%.</p> <hr/> <p>09/14/2007 - Upon review of the performance checklist, students tend to score less in the chemical and haircutting areas. More time and emphasis will be spent in these areas to increase the performance rating.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Cosmetology Skills</p> <p>Task Description: Students will perform routine tasks to enhance the condition and appearance of hair, skin and nails using current industry techniques.</p>	<p>Related Documents: Performance checklist Fall 07 Senior Mock State Board Exam Student Progress Sheets Student Progress Sheets Student Progress Sheets Student Progress Sheets Student Progress Sheets Student Progress Sheets</p>	
<p>Criminal Justice AS & Certificate - AY 06 - 07 Describe the process of the Criminal Justice System - AY 06-07 Students will be able to describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/13/2010</p> <p>End Date: 05/31/2011</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be given an Exit Examination and will describe the process of the criminal justice system and the responsibilities of the criminal justice professional as measured by the results of the CJ100 questions.</p> <p>Criterion (Written in %): 70% of students will score 90% or higher on the exam.</p>	<p>09/05/2007 - There were no Graduates for this Academic year.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>09/25/2007 - We will assess using Graduates from the upcoming Academic year.</p>
<p>Criminal Justice AS & Certificate - AY 06-07 Identify the Legal Procedures - AY 06-08 Students will be able to identify the legal procedures for gathering information about</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Graduates taking the Exit Examination will be able to identify the legal procedures for</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>crimes, criminal procedure, and a Defendant's right.</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>gathering information about crimes, criminal procedure and a Defendant's rights as measured by the results of the CJ150 and CJ200 questions.</p> <p>Criterion (Written in %): 100% of the graduates will achieve either a perfect score or a passing score in CJ150 and CJ200.</p>		
<p>Criminal Justice AS & Certificate - AY 06-07 Internship - AY 06-08 Students will be able to score satisfactory or higher on an evaluation rating upon completion of CJ290 Internship.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A checklist will be given to student's internship mentors to rate students upon completion of CJ290 Internship.</p> <p>Criterion (Written in %): 70% of students will score "satisfactory" on the checklist.</p>	<p>10/13/2010 - 100% of all students scored 70% or better on the checklist.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: All law enforcement related agencies were very happy with our internship program and have expressed an interest in continuing our professional relationship.</p> <p>Budget Related Performance Indicators: None</p>	<p>10/13/2010 - Continue the Internship Program due to the success of the students and satisfaction of the participating agencies.</p>
<p>Criminal Justice AS & Certificate - AY 06-07 Internship Self-Evaluation - AY 06-08 Students will be able to evaluate his or her experience in CJ290 Internship.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Upon completion of CJ290 Internship, Spring 2007, students will complete a self-reflection summary of his or her experiences with internship.</p> <p>Criterion (Written in %): 70% of students will score a 3 or higher on a 5 point rubric when evaluating the summary.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Criminal Justice AS & Certificate - AY 06-07 Satisfaction with the Program - AY 06-08 Graduates will evaluate their satisfaction with the program after completing and obtaining an Associates Degree in Criminal Justice.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/13/2010</p> <p>End Date: 05/31/2011</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Graduates will be given a satisfaction survey to rate his or her satisfaction with the program after completing and obtaining an Associates Degree in Criminal Justice.</p> <p>Criterion (Written in %): 70% of students will indicate "satisfied" with the program.</p>	<p>10/04/2007 - There were no students that participated in an Internship for this Academic Year.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <hr/> <p>09/25/2007 - Unsure</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	
		<p>09/25/2007 - There were no students that participated in an Internship for this Academic Year.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	
<p>Criminal Justice AS & Certificate - Legal Procedures - SLO#1 FA2010-SP2012: Identify the legal procedures for gathering information about crimes, criminal procedure, and defendants rights.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/13/2010</p> <p>End Date: 03/16/2012</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor designed Test.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): Students will score a 70% or better on the Test.</p> <p>Budget-Related Proposed Outcomes: Course Curricula reviewed every 3 to 5</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>years for currency and relevance</p>		
<p>Criminal Justice AS & Certificate - Criminal Justice Process - SLO#2 FA2010-SP2012: Describe the process of the Criminal Justice System and the duties and responsibilities of the Criminal Justice Professional.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/13/2010</p> <p>End Date: 03/16/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor developed Test.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 50% of Students will score 70% or better on test.</p> <p>Budget-Related Proposed Outcomes: Students will be employed in Law Enforcement or enrolled in institutions of Higher Learning</p>		
<p>Criminal Justice AS & Certificate - Criminal Justice Professional - SLO#3 FA2010-SP2012: Demonstrate the ability to understand the interrelations, ethics, and role expectations of the Criminal Justice professional in society.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/16/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Faculty developed Tests.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 50% of students will score 70% or better on the Test.</p> <p>Budget-Related Proposed Outcomes: Classrooms inspected regularly and deficiencies corrected in a timely manner</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
N/A			
<p>Culinary Arts AA - AY 07 08 Culinary Skills - Students are able to perform skills and tasks associated with the culinary arts.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/13/2007</p> <p>End Date: 05/13/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Portfolio for HS-293 Culinary Practicum.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): 70% of Students will complete portfolio with a score of 70% competency or better.</p>	<p>05/06/2008 - 18 of 22 students completed</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
<p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS245 SCANS Competency checklists</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 70% of student will acheive a score Of 3 or better for each competency</p> <p>Budget-Related Proposed Outcomes: 1.Provide learning experiences for students that leads to their employment or their continued education.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS237 SCANS Competecncy checklists</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 70% of students will achieve a score of 3 or higher for each competency.</p> <p>Budget-Related Proposed Outcomes: 2</p>		
	<p>Task Name: Portfolio Presentation</p> <p>Task Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Portfolio Task Name: Practicum Task Description: Students will participate in a 600 hour practicum onsite hands on experience		
Culinary Arts AA - AY 07 08 Students Work Ethics and Attitudes - Students will demonstrate positive work ethics required of them in the field of Culinary Arts. Outcome Types: SLO-Behavioral outcomes Start Date: 08/13/2007 End Date: 05/13/2008 Outcome Status: Completed the Assessment Cycle	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-160 Hospitality Supervision. Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
Program Level SLO Industry National Certification: N/A	Artifact/Instrument/Rubric/Method/Tool Description: Performance Evaluation for HS-293 Culinary Practicum. Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects Criterion (Written in %): Student will acheive a score of 75% or better on the performance evaluation checklist.		
	Task Name: HS-160 Exam Task Description: Test		
	Task Name: Practicum Task Description: Performance of onsite work experience		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Culinary Arts AA - AY 07 08 Students Knowledge of Culinary Arts - Students will demonstrate knowledge in culinary terms, methods and applications.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 08/13/2007</p> <p>End Date: 05/13/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Buffet food presentation, guest & instructor evaluation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Students will create a menu, create the recipes and price the menu. Students will present to guests the menu and serve the menu items in a buffet style environment.</p>		
<p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: International Cuisine food presentation guest & instructor evaluation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): Students will create a menu, create the recipes and price the menu. Students will present to guests the menu and serve the menu items in a buffet style environment.</p> <p>Budget-Related Proposed Outcomes: 2</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Fine Dining food presentation guest and instructors evaluation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): Students will create a menu, create the recipes and price the menu. Students will present to guests the menu and serve the menu items in a fine dining environment.</p>		
	<p>Task Name: Buffet Food Presentation</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: Buffet food presentation at an established Food service Operation.</p> <p>Task Name: Fine Dining Food Presentation</p> <p>Task Description: Fine Dining food presentation conducted at various venues</p> <p>Task Name: International Cuisine Food Presentation</p> <p>Task Description: International Cuisine Food Presentation</p>		
<p>Culinary Arts AA - AY 07 08 Students Knowledge of Food Service - To interpret the fundamentals of food service as it applies to the work of a Culinarian.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 08/13/2007</p> <p>End Date: 05/13/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: NRAEF ServSafe Food Production Managers Exam. American Hotel & Lodging Association Education Institute Exam for HS-203 Food Safety & Sanitation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 70% of Students who have completed the NRAEF exam will score a minimum of 70%. 70% of Students who have completed the AH&LA EI exam will score a minimum of 70%.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: American Culinary Federation HS -140 Menu Planning Final Exam.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of students who have completed the exam will score a minimum of 70%.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-222 Food & Beverage Cost Control.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 70% Students who have completed the AH&LA EI exam will score a minimum of 70%.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS- 208 Food & Beverage Service.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 70% Students who have completed the AH&LA EI exam will score a minimum of 70%.</p>		
	<p>Task Name: HS140</p> <p>Task Description: Menu Planning Class</p>		
	<p>Task Name: HS203a Servsafe</p> <p>Task Description: ServSafe Food Protection Managers Certification</p>		
	<p>Task Name: HS203b HACCP</p> <p>Task Description: HACCP, Hazard Analysis Critical Control Point is a Sanitation Risk Management process that students must have knowledge of.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Task Name: HS208 Task Description: Food & Beverage Service Class		
	Task Name: HS222 Task Description: Food & Beverage Cost Control Class		
<p>Culinary Arts AA - SLO#1 Demonstration of Knowledge - SLO#1 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate knowledge in Culinary terms, methods and applications.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Final Exam for HS 293 is comprehensive and will be a good gauge of the students retention of the materials presented throughout the program</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 70% of students will pass the final written exam with a 70% or better</p> <p>Budget-Related Proposed Outcomes: X</p>		
<p>Culinary Arts AA - SLO#2 Skills and Tasks - SLO#2 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to perform skills and tasks associated with the culinary arts.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Final Exam Food Preparation Scoresheets from all classes Three Practicum Competency Checklists</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 80% of all students will achieve a score of 80% or better on all Food Preparation Judges Scoresheets.</p> <p>80% of all students will complete practicum</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p>	<p>competency checklists. Budget-Related Proposed Outcomes: none at this time</p>		
<p>Culinary Arts AA - SLO#3 Work Ethics - SLO#3 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate positive work ethic as required of them in the Culinary Arts field. Outcome Types: SLO-Behavioral outcomes Start Date: 10/11/2010 End Date: 03/12/2012 Outcome Status: Completed the Assessment Cycle Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A combination of the students HS 293 Practicum Worksite Evaluation, Competency Checklist, and Journal will be used. Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation Criterion (Written in %): 70% of all students will achieve a 70% or better on their final worksite evaluation and their competency checklist. Their journal will be reviewed as well. Budget-Related Proposed Outcomes: X</p>		
<p>Development & Alumni Relations Office - AUO#1 Fundraising/Special Events - FA11-SP13 AUO#1: To meet 100% of fundraising goals for special events and fundraising projects through the " Grow Programs, Go Green, Give Now" campaign . Outcome Types: AUO Start Date: 10/10/2011 End Date: 03/11/2013 Outcome Status: Currently being assessed Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: FY 2011-2012 Development & Alumni Relations Budget Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report Criterion (Written in %): The fundraising activities-special events and projects will meet revenue goals by 100%. Budget-Related Proposed Outcomes: The College's fundraising special events and projects. Related Documents: GCC DAR 2012 Calendar of Annual Events.pdf 2012 NAF Budget DAR.pdf</p>	<p>10/08/2012 - 5 of 10 planned events have been completed at this time. All 5 events have met profit goals by 100%. (N=5) Summary of Result Type: Criterion Not Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: Over \$5,000 Budget Related Performance Indicators: 5 of 10 events have met the 100% revenue goals at this time. Related Documents: Post Event Evaluation Form_35th Anniversary Gala Dinner.pdf</p>	<p>10/08/2012 - The data collected will be used in forecasting and projecting for next Fiscal Year's target fundraising goals. In addition, the use of post-event reports will be used to make the necessary changes to ensure that fundraising trends are being taken into consideration when planning for the new fiscal year.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Notes from the pull/drop down list Standard III: Resources- The Office of Development & Alumni Relations sets goals to increase funding for College programs and capital improvement projects. All funds raised benefit the GCC Foundation in providing physical, technological and financial resources to support institutional effectiveness.</p>		<p>Post Event Evaluation Form_Parade of Shoes.pdf</p> <p>10/08/2012 - Four fundraiser/special events , GCC Xmas Sales and GCC President's Parade of Shoes , iGive mobile giving campaign, 35th Anniversary Gala Dinner. A total of 10 events were planned for FY 2011-2012. Only 4 of 10 scheduled fundraising events have been completed (N=4). 40% of planned events were executed. Impact to schedule included Accreditation, the consolidation of two events into one and an unforeseen schedule conflict for the Par Excellence Golf Tournament which was bumped into the next Fiscal year.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The GCC Xmas tree sales net profit is \$8298.44. A reduction of expenses was due to high demand of sales over a short period of operation (3 weeks) as opposed to previous years (one month) operation. The GCC Parade of Shoes fundraiser operated on a zero budget. All items were in-kind contributions and net profit was \$5494. iGive mobile giving campaign profit was \$60. The 35th Year Anniversary Dinner Gala profit was \$47,827.95. All fundraising goals were met for this Fiscal Year.</p>	<p>10/08/2012 - The use of fundraising profits will be used to plan for the next fiscal year's budgets per event. Future iGive mobile giving campaigns will need to be analyzed to improve profits. Since this is the first fundraiser of this type using social media, strategies to improve revenue will need to be discussed in planning for annual fundraising events. In addition, best practices, and weaknesses will be addressed to ensure that fundraising target goals are met.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: BRANDING MARKETING CAMPAIGN (METHOD/TOOL)- Grow Programs, Go Green, Give Now (3G's) that helps enhance</p>	<p>10/08/2012 - At this time the Workplace Giving 2011 Campaign period is completed. Staff participation is at 22%, administrators at 48% and Faculty at 30% in May 2012. Participation and contributions from alumni and students is</p>	<p>10/08/2012 - The data collected will be used to strategize ways to get more employees to participate. The department's annual goal of having a 95%- 98% participation</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>GCC's brand identity. The goal of the branding campaign is to encourage and build relationships with the community, students, alumni, faculty, administrators and staff. By working together, the College's goals and initiatives can be accomplished.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): increase of revenue by 20-50%, increase in the number of GCC employees contributing to WPG by 20%, increase in participation/contributions from alumni and students by 20% through iPledge program,</p> <p>Budget-Related Proposed Outcomes: Increase in scholarship and endowment fund yields more awarding of scholarships and funding for capital improvement projects on campus.</p>	<p>expected to increase in May 2012 with iPledge contributions from the Class of 2012 and donations from Class of 1977 and 1981. (N=0). Both Class of 1977 and 1981 are pending submission of their pledges.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: The WPG program has netted \$12,500 in May 2012. iPledge revenue is still pending from the two alumni classes. The final tabulation of WPG participants and revenue is still pending at this time. Once profit and participation calculations have been completed, an update will be made.</p> <p>Related Documents: 2012 Workplace Giving Chart.pdf</p>	<p>rate for each campaign is the standard. Because of financial hardships, the department created lower giving brackets this year (\$250 /\$350/\$400 annually)which is more "income-friendly" for staff, faculty and administrators. Strategies will be developed to encourage alumni giving classes to complete their pledges by the end of the each fiscal year.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Annual Workplace Giving Brochure provides information on the Workplace Giving Campaign, fundraising goal and participants of the program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Fundraising Activities</p> <p>Criterion (Written in %): To reach the fundraising goal of 100% or more in FY 2012.</p> <p>Budget-Related Proposed Outcomes: All funds raised for the GCC Foundation will be used toward student scholarships and capital improvement projects.</p> <p>Related Documents:</p>	<p>03/15/2012 - Annual Workplace giving brochure has been updated and is used as a marketing tool for WPG program. (N=1)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Marketing tool is used to inform and promote WPG program which leads to increase in revenue.</p> <p>Related Documents: 2012 Workplace Giving Chart.pdf</p>	<p>10/08/2012 - The Workplace giving brochure will be updated annually to report an increase or decrease of employee giving. In addition, content will be analyzed and assessed to ensure that information is relevant and encourages employees by informing them of the benefits of giving back to the organization.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Workplace Giving 2009-2010.pdf WPG II.pdf</p>	<p>03/15/2012 - The Annual Workplace Giving fundraising revenue is \$21,825. The total participation rate of employees is 21%. Total participants are 48 which is comprised of staff - 30%, administrators at 46%, and 25% faculty. This year's campaign recruited 26 new participants and 22 pledge renewals.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Previous year's revenue was \$20,930.41. This year's WPG Campaign revenue is \$21,825. The total increase of revenue is by 9%.</p>	<p>10/08/2012 - The past 3 WPG Campaigns have showed a trend of increasing participation and revenue each year. The DAR staff will analyze data and develop strategies to increase revenue and employee participation rate for the upcoming WPG Campaign.</p> <hr/>
	<p>Task Name: 35th Anniversary Gala Dinner</p> <p>Task Description: The 35th Anniversary Gala Dinner is a key fundraising event during this campaign. Businesses, Industry Partners, Alumni, GCC BOT and BOG, Private and Public Sector parnters and GCC Community will celebrate 35 Years that GCC has been the leader in Career and Technical Education on Guam.</p>		
	<p>Task Name: Annual Workplace Giving Program</p> <p>Task Description: The Workplace Giving Program is an annual program that allows GCC employees pledge to make a contribution of to the GCC Foundation through automatic payroll deductions over the course of year to fulfill their pledge donation commitment.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Christmas Tree Sales</p> <p>Task Description: An annual GCC fundraiser through the sales of Christmas trees and wreaths in support of student scholarships and capital improvement projects on campus.</p>		
	<p>Task Name: iGive Mobile Giving Campaign</p> <p>Task Description: DAR will launch a mobile giving program that will allow each donor to commit to a donation by sending a text (assigned alphanumeric code)to a mobile service carrier.</p>		
	<p>Task Name: Par Excellence Golf Tournament</p> <p>Task Description: The annual Par Excellence Golf Tournament is a fundraiser for student scholarships. Each year an average of 150 golfers participate in this fundraiser.</p>		
	<p>Task Name: President's Parade of Shoes</p> <p>Task Description: The President's Parade of Shoes event is a social fundraiser that will raise money for the College through a Shoe Contest. Participants will pay an entry fee to participate and will be judged and scored for best in category. A raffle and silent auction is planned in addition to the entry fee charge.</p>		
<p>Development & Alumni Relations Office - AUO#2 Providing Institutional support through Major and Capital Giving Campaign - FA11-SP13 AUO#2: To identify College needs, have clear</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CONSOLIDATED CASE STATEMENT (Tool)- A booklet that outlines the various programs and revenue streams for the</p>	<p>10/08/2012 - Consolidated Case Statement has been updated and is currently given to prospective donors, alumni, the GCC community. CCS is also available on the myGCC website. (n=1)</p>	<p>10/08/2012 - The Consolidated Case Statement is updated annually to reflect revenue collected through fundraisers, major and capital giving, and grants. FY 2011-</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>financial goals for capital campaign and to increase funding through Major and Capital Giving Campaigns by 50% in FY 2012.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list 3B2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. DAR , the Foundation BOG , the BOT and the President work together to discuss and plan long-range institutional improvement goals. DAR is charged with securing donors, accepting, recording and acknowledging all gifts and donations for the College.</p>	<p>Development & Alumni Relations.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): To update to (100%) current the Consolidated Case Statement that outlines the various needs on campus, the Naming Opportunities program, and the revenue sources for the annual and Major giving campaigns for the College.</p> <p>Budget-Related Proposed Outcomes: Increases in funding will lead to more rooms and buildings being purchased and named which will allow for more upgrades and improvement to facilities and programs.</p> <p>Related Documents: 2011 Consolidated Case Statement.pdf</p>	<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: CCS is a marketing tool used to recruit donors and to increase GCC Foundation revenue. The 2011-2012 fiscal year has ended and all revenues, profits and grant funding received will be reported on the next Consolidated Case Statement.</p> <p>Related Documents: Case Statement Consolidated 2012.pdf</p>	<p>2012 data will be used to update this tool.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Identify potential "new" donors, renew commitments from previous donors and to develop more strategies that engage donors to participate in a naming opportunity, to establish an endowment fund or scholarship program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): To increase major and capital giving by 50%</p> <p>Budget-Related Proposed Outcomes: Increases in funding through major and capital giving campaigns increase the endowment fund and help support the College's mission.</p>	<p>10/08/2012 - Potential donors are identified in the donor target list, commitments from previous donors and strategies to engage more donors to participate in major and capital giving programs are ongoing. (N=5) An increase of 100% of active donors as compared to the previous fiscal year.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Five major and capital giving donors (donors with history of giving have renewed commitments and new donors) have been converted from targets to active donors this past fiscal year.</p>	<p>10/08/2012 - The donor target list was used to focus on the potential of major capital giving companies and businesses on the island. Meetings were conducted by the President and/or the Foundation Board Chairwoman along with the Assistant Director. These meetings were fruitful in producing commitments from key businesses on island.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>10/08/2012 - Donor target list has been updated and meetings for donor commitments are pending. List has identified 20 donors and meetings are ongoing. 20 targets identified and 5 meetings completed. (N=5) 20% of target meetings completed this fiscal year.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Revenue from these donor commitments have not been completed at the end of the fiscal year. These commitments take at least 5-years to be considered complete.</p>	<p>10/08/2012 - The remaining list of donor targets will be scheduled for meetings in FY 2012-2013. The Assistant Director, President and Board Chair will work together to develop strategies and increase revenues for major and capital giving from businesses and companies on island.</p> <hr/>
		<p>10/08/2012 - Two new naming opportunity commitments have been offered and will begin this year. (N=2)</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Two new commitments have been added to this program. Total revenue is \$30,000 for naming opportunities this fiscal year.</p>	<p>10/08/2012 - Strategies to increase naming opportunity revenue will be discussed this Fiscal year for fundraising target goal. The Foundation Building Ribbon-Cutting Ceremony will take place in November 2012 and an opportunity for attendees to view classrooms, bookstore and office spaces that have been purchased by donors. This building has the highest number of participants in the naming opportunities program.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Regional and Local Board Training on Fundraising Leadership conducted by Asst. Director who presents to Pacific region boards and GCC's Joint Board related to</p>	<p>10/08/2012 - Joint Board Training was held on Saturday, March 17th. Joint Board Evaluation results have been uploaded as a related document.</p> <p>Summary of Result Type: Criterion Met</p>	<p>10/08/2012 - Donor targets and strategies to engage more donors were developed. A target list of individuals and businesses from board members was created and incorporated into the existing</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>fundraising excellence and awareness.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Training Plan</p> <p>Criterion (Written in %): Feedback survey results in 95-100% satisfactory/excellent rating.</p> <p>Budget-Related Proposed Outcomes: Board members participation and training will help form strategies to increase major and capital giving, scholarship opportunities and potential partnerships that will help meet the College's mission and fundraising initiatives.</p> <hr/> <p>Task Name: Endowment Fund</p> <p>Task Description: An investment fund set up by the College in which regular withdrawals from the invested capital are used for ongoing operations or other specified purposes.They are funded by donations, which are tax deductible for donors.</p> <hr/> <p>Task Name: Naming Opportunity Program</p> <p>Task Description: A program established by DAR that seeks to provide major funding to programs, buildings such as the AALG Allied Health Building, the Learning Resource Center, the Student Center and the Foundation Center. By purchasing a naming opportunity donors can pay a fixed price to name a building, classroom space, faculty office or lab.</p>	<p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p> <p>Related Documents: JBR Evaluation Results 2012.pdf</p>	<p>donor target list. All evaluation recommendations will be incorporated into the upcoming 2013 Joint Board Retreat in January/February 2013.</p> <hr/>
Development & Alumni Relations Office - AUO # 3 Grant Funding, Scholarship	Artifact/Instrument/Rubric/Method/Tool Description:	10/08/2012 - DAR Grant Tracking tool is updated each time grants have been identified, submitted	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Opportunities and Addressing the Region's Economic, Educational and Workforce Development Needs. - FA11-SP13 AUO#3: To pursue more grant funding for growing programs needs at the College and to increase the amount of grant funding for the institution by 20-50% in FY 2012.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list 3D2 d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investment and assets.</p> <p>DAR works with donors to establish endowment funds, scholarship programs, manages grant funded projects that support programs and departments, works with foundations and private donors to support the College's mission and initiatives.</p>	<p>DAR GRANT TRACKING CALENDAR (TOOL) - a log that tracks all grants that are submitted, status of funding, and deadlines.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): To increase the number of grants applied for and approved for funding by 20-50%</p> <p>Budget-Related Proposed Outcomes: Increases in grant funding for program, Campus and regional needs that will address shortfalls to budgets.</p> <p>Related Documents: DAR GrantApplication Calendar.pdf</p>	<p>and the status and funding is recorded once awards have been received. (N=30)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Tracking tool is used to track and record grants for the department and is cross-referenced with Business Office records to ensure for accuracy of grant awards received each fiscal year. The total grant amount awarded in FY 2011-2012 is 1,065,502.24</p> <p>Related Documents: Grant Tracking FY 2011-2012.pdf</p>	<p>10/08/2012 - The Grant Tracking tool is used to evaluate and plan for the fiscal year. It is used in preparing a calendar of grant opportunities in which grant writers will pursue. In addition, target goals to increase grant funding for the College to help support programs and projects will be discussed and evaluated.</p> <hr/>
		<p>03/15/2012 - 30 grants were considered, 15 grants were submitted this past fiscal year. Several grants are awaiting decision and awards are pending at this time. 8 grants have been awarded in FY 2011-2012.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: The total amount of grant funding in FY 2011-2012 is 1,065,502.24 .</p> <p>Related Documents: Grant Tracking FY 2011-2012.pdf</p>	<p>10/08/2012 - The FY 2011-2012 Grant Tracking Tool will be used to evaluate which grants should be pursued. Allocation of time and resources and grant planning will be discussed for FY 2012-2013.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>10/08/2012 - Grant summary form usage has</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>GCC Grant Proposal Summary Form- (Tool) is a form in which faculty or College administrators may use in seeking grant funding for proposed projects relevant to their department or field of study.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): All forms must be 100% completed prior to submission for review and/or approval to proceed with the grant application and submission process.</p> <p>Budget-Related Proposed Outcomes: Grants are a critical funding source for the Institution, the pursuit of grants and the funding from federal and private sources further enhances the College's ability to fulfill its mission and initiatives.</p> <p>Related Documents: Grant Proposal Approval Form DAR_2011.pdf</p>	<p>been implemented and is used each time grants are being pursued. 50% of completion of forms at this time. The total number of grants submitted with form usage is (N=10).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: No budget impact related to this criterion.</p> <p>Related Documents: Grant Proposal Approval Form DAR_2011.doc</p>	<p>10/08/2012 - All grants have been processed using this form as a way to ensure that Department Chairs, Deans, AVP and President are informed of grant projects and grant team development members have been identified.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Grants Survey and Results- (instrument and method/artifact) GCC Faculty and staff were given a survey instrument in February 2011 to gauge their perceptions on the grants process. The results were discussed in a report.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 46% of respondents stated they have participated in the grant process. The remaining 54% have not participated in the grants process.</p> <p>Budget-Related Proposed Outcomes:</p>	<p>10/08/2012 - Results will be used for future planning. (n=0)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Results of survey will be used to develop a plan to increase grant strategies.</p> <p>Related Documents: Grant Proposal Approval Form DAR_2011.doc</p>	<p>10/08/2012 - Strategies to increase faculty and administrator participation in grant development will be discussed for FY 2012-2013. The Development and Alumni Relations Office has developed grant proposal forms and a guide for the submission of grants. These forms are available on myGCC and the GCC website.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Increase in grant submissions will expand potential funding sources in support of the College's mission and initiatives.</p> <p>Related Documents: grant survey report.pdf</p>	<p>GCC Grant Life Cycle.pdf GCC Grant SOP.pdf</p>	
	<p>Task Name: Grant opportunities</p> <p>Task Description: The President will identify grant funding and Asst. Director will assign to grant writer for submission of a grant proposal and application to funding source.</p>		
	<p>Task Name: Scholarship Opportunities</p> <p>Task Description: Established scholarships or new scholarship programs are offered each year to students who need assistance in funding their education.</p>		
<p>Development & Alumni Relations Office - AUO# 4 Banner Advancement Module - FA11-SP13 AUO#4: To increase the use of Banner Advancement and to increase the amount of data inputted into banner by 20-50% in FY 2012.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: BANNER INPUT/ACTIVITY LOG (TOOL) will be developed to track all input of data into Banner Advancement. Asst. Director, Program Specialists and Data entry clerk will work on the development of this tool to track data input/information.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): To increase the amount of information inputted into Banner Advancement by 50%.</p> <p>Budget-Related Proposed Outcomes: The use of Banner Advancement is critical to the success of the institutions advancement program. It will enhance</p>	<p>10/08/2012 - Banner Activity Log is being developed. Data entry clerk position was vacated and remains vacant. Data input has not been active. Data is collected manually and will commence once Banner Training has been completed by new staff . (N=0)</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: No budget impact.</p> <hr/> <p>10/08/2012 - The amount of information inputted into Banner at this time is not available. (N=0)</p>	<p>10/08/2012 - Data will be consolidated and used for training sessions that are planned for FY 2012-2013.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Notes from the pull/drop down list 3C1.b The institution provides quality training in the effective application of its information technology to students and personnel. Action Improvement Plan #2 - Increase the availability of training in technology to the College so that administrators, faculty and staff are versed in the latest technologies. The College has purchased the use of Digital Academy training online for administrators and staff to use. In addition, frequent Banner trainings are provided throughout the fiscal year which include Banner Advancement modules and updates.</p>	<p>DAR's effectiveness as the growth of donor information and alumni information will help in program planning and evaluation.</p> <p>Related Documents: Donor Information Form.pdf Donor Information Form NC.pdf In-Kind Contribution Form.pdf</p> <hr/> <p>Task Name: Digital Academy Training Task Description: Digital Academy - an online training aid that allows the user to complete several online lessons on Banner modules.</p>	<p>Data entry clerk vacated position and this tool will be developed in FY 2012-2013 by staff once training has been completed. Summary of Result Type: Criterion Not Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: No budget related performance indicators as this is a database that captures data for alumni and donor information.</p>	<p>10/08/2012 - Banner tool has not been developed this past fiscal year. This tool should be developed in FY 2012-2013 by staff who have completed training.</p> <hr/>
<p>Development & Alumni Relations Office - AUO#5 Alumni - FY11-SP13 AUO#5: To increase the number of alumni classes that give on behalf of their class, to increase the amount/number of iPledge donations received, and to increase the number of alumni volunteers that help support our fundraising goals by 50%.</p> <p>Outcome Types: AUO Start Date: 10/10/2011 End Date: 03/11/2013 Outcome Status: Currently being assessed Program SLO/AUO/SSUO Plan reflects/incorporates:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Alumni iPledge giving Type of Artifact/Instrument/Rubric/Method/Tool: Fundraising Activities Criterion (Written in %): To increase alumni pledge giving by 50% Budget-Related Proposed Outcomes: Increase in revenue from alumni used to increase funding for student scholarships and capital improvement projects on Campus Related Documents: iplodge card_DA Class of 1981.pdf</p>	<p>03/15/2012 - May 2012 commitment from Alumni classes (1977 & 1981) have not been received this Fiscal Year. The alumni Class of 2012 did not complete pledges, and pledges from Class of 1977 and 1981 are pending. (N=0). In-kind contributions from Class of 1977 and 1981 were received during the 35th Anniversary Gala Dinner. Summary of Result Type: Criterion Not Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: Over \$500 Budget Related Performance Indicators: Alumni ipledge giving revenue is pending in the amount of \$3958.</p>	<p>10/08/2012 - Strategies to have alumni classes complete their pledge commitments by the end of each fiscal year will be discussed for FY 2012-2013. In addition, more incentives and evaluation of program will be discussed.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Other</p> <p>Notes from the pull/drop down list The Office of Development & Alumni Relations role is to engage alumni and to encourage and cultivate donors from this group of stakeholders.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: DISTINGUISHED ALUMNI PROGRAM (Method/Tool)- a program that recognizes the accomplishments of a GCC alum who makes a significant contribution to the community. The recipient must be nominated by a fellow alum, GCC employee, friend or family member to be considered.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): Distinguished Alumni Committee members (100%) must select a recipient of this award based on the results of the DA rubric tool used in the selection process.</p> <p>Budget-Related Proposed Outcomes: This program runs on a minimal amount of revenue to complete. We rely heavily on in-kind donations and contributions to make this event a success. We hope to increase the amount of donations and donors to this event each year.</p> <p>Related Documents: Distinguished Alumni 2011 PDF.pdf</p> <hr/> <p>Task Name: Alumni Fundraising</p> <p>Task Description: GCC Yearbook Sales- GCC Yearbooks are scanned from the Library Collection onto disks as a pdf file.</p> <hr/> <p>Task Name: Engage Alumni</p> <p>Task Description:</p>	<p>10/08/2012 - The DA rubric tool was used in rating nominees for this program. All Committee members participated and results were tabulated to identify the recipient of the Distinguished Alumni Award. The recipient was recognized at the 35th Anniversary Gala Dinner.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: No impact on budget.</p> <p>Related Documents: DA Criteria Rubric.pdf 2012 Distinguished Alumni Award Rubric Results.docx</p>	<p>10/08/2012 - The Distinguished Alumni Committee selected the recipient based on the results of the rating tool in the selection of the award recipient. The DA Committee may decide to re-vamp or change the tool for next year's program.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	To attend alumni class reunion activities, meetings and fundraisers to promote iPledge class giving. To increase alumni awareness on the needs of the College.		
<p>Development & Alumni Relations Office - FA09-SP11 AUO#3 Banner Advancement Module - Complete and Implement use of the Banner Advancement Module.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Banner Advancement System</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): Banner Advancement was 100% implemented by end of March 2010.</p> <p>Budget-Related Proposed Outcomes: N/A</p>	<p>10/15/2010 - 100% of implementation of Banner Advancement was met. Since the implementation of Banner Advancement and going live in March 2010, we have hired a Data Control Clerk I to assist inputting data in to the database. However, 0 out of 4 (N=4) major fundraising events data has been inputted. The four (4) major fundraising events are 2009 Christmas Tree Sales, 2010 Dance with Me Gala Dinner, GCC/TakeCare Foundations 5K, and the 2010 Par Excellence Golf Tournament. However 3 out of 3 (N=3) Special Events constituents information (iPledge, Workplace giving, and AGA 5K) had been inputted.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The DAR budget is controlled and approved from the GCC Foundation Board.</p> <p>Related Documents: iPledge Workplace Giving 09-10</p>	<p>10/15/2010 - Keeping accurate and updated data in Banner Advancement is crucial because it is our office's responsibility to keep track of all constituents and their monetary and in-kind donations. We also need to track the deductible and non-deductible portion of every monetary donations incoming to the Foundation. Each individual or organization that has contributed to the College and Foundation is considered a donor and our office assist in continuing building that rapport and creating partnerships in fundraising efforts.</p> <p>Implementation Status: 03/14/2011 - Banner 8 Advancement upgrade has been 100% completed. Testing was conducted and completed. Banner 8 Advancement is fully functional. We will continue to input and update data.</p>
<p>Development & Alumni Relations Office - FA09-SP11 AUO#1 Fundraising - To provide leadership in fundraising for ongoing projects.</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Use to capture budget, revenue and expense in Special Events and Major Gift Giving Opportunities relating to our Capital</p>	<p>10/11/2010 - 2009-2010 special events included Dance with Me Gala Dinner, 5K, Par Excellence Golf Tournament and Christmas trees. As of reporting date, all has completed except Christmas tree sales. Major gift giving</p>	<p>10/11/2010 - We challenge ourselves to increase projected revenue plan and profit margin to support our office mission in order to provide funding sources for</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/12/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle</p>	<p>Campaigns. Type of Artifact/Instrument/Rubric/Method/Tool: Fundraising Activities Criterion (Written in %): All fundraising projects will net a profit margin of at least 75% of the projected revenue plan of \$100,000. Budget-Related Proposed Outcomes: N/A Related Documents: Revenue Tracking 2010 snapshot 2010 budget</p>	<p>opportunities that are still on going are scholarships, naming opportunities and endowment. Our goal for FY 2009-2010 is \$100,000 and the profit margin is \$184,615.95. Percentage to plan is 84.62%. We surpassed our goal by approximately 85%. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: Over \$5,000 Budget Related Performance Indicators: The tracking of revenue and expenses assist us to ensure our activities' expenditures do not exceed revenue. We will strive to reach our goal and increase revenue by 10% from last year. Related Documents: Revenue tracking 2010</p>	<p>Foundation funded activities, projects and scholarships. However, we have encountered some challenges with some solicitation effort due to political season. We have learned to set challenging yet attainable goals. We will strategically refocus to position ourselves to increase endowment and capital funds and steam line major fundraising events for 2010-2011. Implementation Status: 03/11/2011 - The projected revenue goal was met and has exceeded the department's expectations. This will allow us to consider in setting a goal for the new fiscal year to increase net profits by 10% of the projected revenue plan of \$185,000.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Track all solicitations through established guidelines and procedures. Type of Artifact/Instrument/Rubric/Method/Tool: Fundraising Activities Criterion (Written in %): 100% of all solicitations will be channeled through the Development & Alumni Relations Office as indicated in the Solicitation Directive 2008-01, Outside Solicitation. Budget-Related Proposed Outcomes: N/A Related Documents:</p>	<p>10/14/2010 - For year 2009-2010, at least 5 programs/department had followed solicitation guidelines and worked with our office in soliciting prizes for their fundraising activities: Project AIM, Accounting, Marketing, English, and COPSA. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: N/A Related Documents:</p>	<p>10/14/2010 - To continue to enforce solicitation guidelines and administrative directive to control outgoing requests and avoid conflict with DAR's office fundraising effort and schedule of events/activities. There is a low count of department participation in following procedures, and our office would need to work closer with with the Communication and Promotions Office to create a channel or link within the MyGCC portal to make the guidelines more accessible.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Solicitation guidelines Solicitation directive</p>	<p>Solicitation directive Solicitation guidelines Fundraising and Solicitation Request.pdf</p>	<p>Implementation Status: 03/11/2011 - The Office of Development & Alumni Affairs is currently working on providing more access to the Solicitation Directive and Guidelines for Fundraising & Solicitations for Faculty. We are working with the Communications and Promotions Office to create a channel or link within the myGCC portal to increase awareness and accessibility for Faculty.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Revenue tracking 2009-2010 Type of Artifact/Instrument/Rubric/Method/Tool: Fundraising Activities Criterion (Written in %): All fundraising projects will net a profit margin at least 75% of the projected revenue plan of \$100,000. Budget-Related Proposed Outcomes: N/A</p>	<p>10/19/2010 - The revenue tracking spreadsheet is comprised of a summary of all special events and fundraising projects and breakdown of each activity. 12 Special events, 8 activities including Major/Capital/Scholarships gift giving, Workplace giving program, and In-kind donations are all tracked for fiscal year (Oct. 2009 to Sept. 2010). As of today, 11 Special Events has completed, and all other activities will continue to next fiscal year. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: Our office budget is controlled and approved by the Foundation Board.</p>	<p>03/11/2011 - This tool will be used to track all revenue as they relate to each event. This information will be used to report our Department's successes and will also show trends in our revenue profits. It will allow us to plan and strategize ways to fundraise each year. It will also allow us to consider the addition of new annual programs and fundraisers in order to expand our donor and alumni base of supporters. Implementation Status: 03/14/2011 - Our Department will continue to use this tool to track whether or not we have targeted the stated profit margin and projected revenue goals each year. 10/19/2010 - We will continue to use this tool and templates to keep track of our budget, revenue and expenses for all our projects and</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>activities. It is important that when we feed our data to finance, data at both offices are synced. This also encourages our office to request FOAPAL in advance to know which FOAP to use for depositing revenue and making payouts.</p> <p>Implementation Status: 03/14/2011 - This tool is one of the most used references in the Office of Development & Alumni Relations. We use it to ensure that revenues and payments are appropriately recorded into their respective accounts and in the planning and development of our programs.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Year in Review 2009 video presentation</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Presentations</p> <p>Criterion (Written in %): 100% participants were satisfied with the video presentation.</p> <p>Related Documents: Year in Review 2009 video presentation script</p>	<p>10/19/2010 - The video presentation is used at the Annual Joint Board Retreat. It is an audio/visual summary report of all the fundraising, campaign and special events. The primary focus of the presentation is to showcase how much revenue the office has generated for the Foundation, and what projects had the Foundation assisted in funding and supported.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Our budget is governed by the GCC Foundation Board.</p> <p>Related Documents: 2010 Year in Review Script.pdf</p>	<p>11/17/2010 - Our budget is governed by the GCC Foundation Board. Since the operational fund and salaries are funded by the Foundation, we will track our revenue and expenses to keep expenditures lower than revenue.</p> <p>Implementation Status: 03/11/2011 - The total amount of money raised for the GCC Foundation in 2009-2010 is \$184,615.55 as reported in the 2010 Year in Review Video. The Office of Development & Alumni Relations will continue to strategize and look at new ways to increase revenue by evaluating our annual fundraising plan events and programs. New</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>JBR Evaluation Results 2011.pdf</p>	<p>Implementation Status: challenges for annual programs are on-going and must be discussed by the department staff ,administrators , Board Members, and the President in order to consider if these programs will continue, need modificationto reflect the current challenges or will be cut in order to increase efficiency and make way for more revenue-generating events.</p> <hr/> <p>10/19/2010 - Since the video presentation is a record of all activities lead and coordinated by our office, it will serve as evidence to be part of assessment report.</p> <p>Implementation Status: 03/11/2011 - The 2010 Year in Review Video was presented at the Annual Joint Board Retreat on Saturday, February 26,2011. This audio visual presentation summarized the Grow Programs, Go Green, Give Now Campaign events from December 2009 to November 2010. Each event was highlighted and supported by photos and a summary of fundraising profits was reported. Included in this review is an acknowledgement of our capital major giving donors, collaboration with other non-profit organizations and professional associations, student scholarship programs,</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: alumni programs and in-kind donations received by local businesses, and support received by GCC employees and alumni.</p>
<p>Development & Alumni Relations Office - FA09-SP11 AUO #2 Alumni Involvement - Increase alumni involvement and foster relationships that promote life-long learning, program improvement, mentoring of current students and provide support to advance College initiatives.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Develop and cultivate relationships with alumni to establish alumni By-Laws for the establishment of an alumni association.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): By-Laws will be in place by the end of Fall 2010.</p>	<p>10/19/2010 - The by-laws and procedures have been drafted and waiting for President's review and approval from the Foundation Board. Once the by-laws and procedures are approved, the GCC Alumni Association will officially be chartered. 100% of the Alumni Association member will abide the by-laws and procedures.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents: GCC Foundation Board Meeting Minutes 12.29.2010.PDF</p> <hr/> <p>10/14/2010 - Currently there are approx. 10,000 alumni rolled over into our Banner. Since the inception of the office 3 years ago, 6 active alumni had assisted in inputting feedback for Distinguished Alumni activities such as the</p>	<p>10/19/2010 - The approved by-laws and procedures will define and set the terms and criteria for interested candidates who seek positions as GCC Alumni Association Officers. The DAR Office will work closely with the Association and oversee their objectives and activities.</p> <p>Implementation Status: 03/14/2011 - The GCC Foundation Board of Governor's voted unanimously to approve the creation of the GCC Alumni Association under the GCC Foundation on December 29,2010. The Alumni Association once established, will approve its Bylaws and have the President or the Association's designee become a voting member of the Foundation Board once the Foundation Board's are amended to reflect the issue of voting rights.</p> <hr/> <p>10/14/2010 - There are currently 6 active alumni members which 3 of those are Distinguished Alumni recipients. Our office will need to focus on increasing alumni</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Distinguished Alumni Scholarship Fund and Distinguished Alumni Award for year 2011. Expected outcome can be achieved after President's review and Foundation Board's approval of Alumni Association's by-laws and procedures.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	<p>participation in all of GCC and its Foundation's fundraising and community activities. Once the President review and the Foundation Board approve the Alumni Association's by-laws and procedure, our office will aggressively recruit and coordinate with alumni for scholarship fund, fundraising and community events.</p> <p>Implementation Status: 03/14/2011 - The Foundation Board has approved the creation of the Alumni Association. The Office of Development & Alumni Relations has disseminated this information to the 6 active alumni who are part of the Distinguished Alumni Selection Committee. Plans are underway to prepare for the Election process and the review of Association by-laws and procedures. In addition, the DAR Office has been the point of contact for Alumni who are planning to celebrate their high school reunions. Class members have also expressed interest in becoming part of the GCC Alumni Association.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Distinguished alumni nomination criteria</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Related Documents:</p>	<p>10/19/2010 - This rubric is used to grade alumni information on their personal and professional achievement and involvement with the community. We select one Distinguished Alumni for that year according to the ranking of the nominee's performance.</p> <p>Summary of Result Type:</p>	<p>10/19/2010 - The information collected helps our office to reconnect with our Alumni and provide update with their activities and achievement after graduation. In addition, based on evidence of performance provided, we can</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Criteria rubric</p>	<p>Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: N/A</p>	<p>amend application where necessary to address the questions appropriately to receive better outcome (answers to questions on application form).</p> <p>Implementation Status: 03/14/2011 - The Distinguished Alumni Nomination Criteria (rubric) will continue to be used in this year's selection of the 2011 Distinguished Alumni.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Distinguished Alumni "Walk of Fame" nomination form Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box) Related Documents: Distinguished Alumni nomination form</p>	<p>10/19/2010 - This nomination form is used to collect alumni information on their personal and professional achievement and involvement with the community. All candidates must complete the packet 100% which includes questions and submission of biography as part of the application packet. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Budget Related Performance Indicators: N/A</p>	<p>10/19/2010 - After reviewing the information collected on the nomination form, this allows our office to develop programs to build better rapport and improve communication channels with alumni.</p> <p>Implementation Status: 03/14/2011 - The Distinguished Alumni Program is an annual program which has been established by the Office of Development & Alumni Relations three years ago. The Selection committee is comprised of GCC alumni, Distinguished Alumni Recipients and Nominees, and employees of GCC. The GCC Alumni are involved in the entire process of selection, providing input on program events and have also appeared on the Higher Degree TV show to promote the program. They have also expressed interest in the GCC</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Alumni Association</p> <p>Task Description: Alumni Association by-laws and procedures.</p>		<p>Implementation Status: Alumni Association.</p>
<p>Development & Alumni Relations Office - AY08-09 AUO#1 Fundraising - To provide leadership in fundraising for ongoing projects.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/01/2008</p> <p>End Date: 09/30/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Special Events and Major Gift Giving Opportunities relating to our Capital Campaigns.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Fundraising Activities</p> <p>Criterion (Written in %): All fundraising projects will net a profit margin of at least 75% of the projected revenue plan of \$100,000.</p> <p>Related Documents: Allied Health Center Naming Opportunities..pdf Microsoft Word - Solicitation Guidelines.pdf Microsoft Word - Scholarship guidelines.pdf</p>	<p>09/14/2009 - The fundraising goal of \$100,000 was 100% realized and we actually surpassed the goal by \$46,000 through the capital campaign efforts during this assessment cycle.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: All collateral materials were printed in house and made available online.</p> <p>Related Documents: Revenue Tracking09 - 093009.pdf</p>	<p>10/08/2009 - With these funds received, a portion of the proceeds will be to purchase naming signage for the building and lecture hall as outlined in our Allied Health Center Case Statement.</p> <hr/> <p>09/14/2009 - Goal was met and identified donors will be properly recognized and annually tracked to meet IRS compliance guidelines.</p>
		<p>02/18/2009 - 100% (100=100) of the fundraising projects which include special events and major gift giving opportunities were met based from October 2008 to present.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Related Documents: Beatrice Blas Donation</p>	<p>02/18/2009 - The remaining 70% will be realized through the identified fundraising events and capital campaign projects for 2009.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Track all solicitations through established guidelines and procedures.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Fundraising Activities</p> <p>Criterion (Written in %): 100% of all solicitations will be channeled through the Development & Alumni Relations Office as indicated in the Solicitation Directive 2008-01, Outside Solicitation.</p>	<p>Beatrice Blas Donation Christmas Tree Sales Revenue Tracking 09 Snapshot of Fundraising 09</p> <hr/> <p>09/14/2009 - Reminders for solicitations were provided at the Department Chair Retreat during the onset of the new academic year held on August 2009.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: When solicitation and fundraising guidelines are practiced, there should be no budget implications that arise. (i.e. Should a student organization, department, instructor or employee fail to complete the required form or notify our office in writing of their intent to solicit a business or company, and proceeds with solicitation it may negatively effect our fundraising revenue and/or donor relationships with that company or business)</p>	<p>10/08/2009 - Provided recommendations to various Department Chairs and Program Managers on the identified fundraising initiatives they can participate in. From those recommendations, they have submitted the solicitation guidelines request to move forward with their plans.</p> <p>Implementation Status: 03/11/2011 - All solicitation and fundraising requests are reviewed. Requests that have been approved are those that have met all the criteria and requirements as stated in the Solicitation Directive 2008-01. Requests that do not meet the requirements of the directive are denied approval. Our office makes every effort to work with the requestor by providing guidance in adhering to the Directive ,while allowing the group or organization to increase their chances at securing a donation or planning a successful fundraising event.</p> <hr/> <p>09/14/2009 - Companies identified on the solicitation guideline form provided by the various Departments will be tracked on a separate listing for the preparation</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>02/18/2009 - 100% (100=100) of all solicitations are currently being channeled through the Development & Alumni Relations Offices. Solicitations are on-going for this year's fundraising calendar.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Related Documents: Microsoft Word - Solicitation Guidelines.pdf Final Policy - GIFT ACCEPTANCE POLICY.rtf 09 Promotions Calendar</p>	<p>of thank you letters and donor acknowledgements.</p> <hr/> <p>02/18/2009 - Bi-annual reminders will be sent to the MyGCC portal announcement section regarding the solicitation guidelines and procedures to ensure continued compliance. The Development & Alumni Relations Office will solicit sponsorship packages, donations and other related requests in conjunction with the planned fundraising schedule for 2009.</p> <hr/>
<p>Development & Alumni Relations Office - AY 08-09 AUO #6 Alumni Involvement - Increase alumni involvement and foster relationships that promote life-long learning, program improvement, mentoring of current students and provide support to advance College initiatives.</p> <p>Start Date: 10/01/2008</p> <p>End Date: 12/31/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Develop and utilize an alumni survey instrument to determine demographics, strengths and gift giving power.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Alumni Survey</p> <p>Criterion (Written in %): 100% of all graduating students will participate in the survey.</p> <p>Related Documents: Microsoft Word - Gift Giving Survey_Alumni1.pdf</p>	<p>09/14/2009 - The survey instrument was distributed to all graduates during the 2009 Commencement Practice and also uploaded onto our Joomla website. Results of the survey were inconclusive due to a low return rate. However, information received are currently being inputted onto our database for future solicitations in our gift giving efforts.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>02/18/2009 - 50% (1=2) of criterion met through the development of the alumni survey in a format</p>	<p>10/08/2009 - At this point, the data collected was inputted into a spreadsheet for inclusion into the Banner Advancement module. The module will go live in March 2010 at which point, direct mail and solicitation letters will be sent to alumni for donations to the College Foundation.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>to take advantage of the Remark Office OMR software for reporting of results of the survey. Currently gathering alumni information from 1966 to current.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Service Units Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Alumni Survey Alumni Wanted Campaign</p>	<p>02/18/2009 - Alumni Surveys will be distributed at the GCC Commencement Practice on May 21, 2009 and mailed to all alumni using contact information provided by the Registrar's Office. The surveys will also be available on our Development & Alumni Relations' website. Survey results will be tracked and reported on a quarterly basis.</p> <hr/>
<p>Development & Alumni Relations Office - AY 08-09 AUO#2 Scholarships - To annually solicit funds for post secondary scholarships.</p> <p>Start Date: 10/01/2008</p> <p>End Date: 12/31/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: To determine the number of student scholarships awarded and amount solicited from donors based on the submission of scholarship guidelines.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): There will be at least 80% of student applicants awarded for scholarships opportunities.</p> <p>Related Documents: Microsoft Word - Scholarship guidelines.pdf</p>	<p>09/14/2009 - Assisted the Financial Aid Office in preparing and promoting available scholarships by preparing brochures for new donors of the scholarship.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>10/08/2009 - The Development & Alumni Relations Office have completed all brochures and have continued to assist them on an as needed basis.</p> <hr/>
		<p>02/18/2009 - 84% (26=31) of student applicants were awarded scholarship opportunities for Fall 2008 and Spring 2009.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Related Documents:</p>	<p>02/18/2009 - In conjunction with the Financial Aid Office, we will need to increase the number of recipients within the organization's scholarship award.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Create advertisements, editorials, scholarship brochures that reach out to potential donors to fund scholarship opportunities for our post secondary students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): As a result of the call for scholarship campaign, we will add two new scholarship donors to the scholarship program within the course of a year.</p> <p>Related Documents: Microsoft Word - PROPOSAL_Ad Ventures.pdf Simon Sanchez Proposal.pdf LRC Grant Proposal..pdf Allied Health Proposal.pdf</p>	<p>Business Woman Scholarship Scholarship Recipients Bill Muna Foundation Recipient Scholarship Recipient</p> <hr/> <p>09/14/2009 - We provided all three potential scholarship donors with information on scholarship guidelines and endowment opportunities with a sample brochure of highlighting their organization.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>10/08/2009 - The organizations solicited were Young Men's League of Guam, Guam's Women's Club and Mayors Council of Guam. These organizations were presented with the appropriate documents and information for endowments and scholarship opportunities, all of which have committed to donate to our cause in the coming 2010 Spring semester.</p> <hr/> <p>09/14/2009 - Follow up with identified donors to confirm their commitment to the cause.</p>
		<p>02/24/2009 - 100% (3=3) We identified three organizations, namely, the Men's League of Guam, the Guam Women's Club, and the Mayor's Council as potential scholarship donors for 2009. A formal was made to solicit funds for the scholarship program as part of the "Gift of Education" event for the year.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Microsoft Word - Scholarship</p>	<p>06/02/2009 - Letter requesting scholarship funds was sent on March 27 to the Guam Women's Club during a presentation at their general membership meeting; and a letter of request was sent to the Guam Mayor's Council on January 2009.</p> <hr/> <p>02/18/2009 - We will submit a formal solicitation request to the identified organization by the end of February 2009.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		guidelines.pdf	
<p>Development & Alumni Relations Office - AY 08-09 AUO #4 Website - To develop a link on the GCC Portal that that will provide access and shared information both in Joomla and Luminus. Development policies and procedures, shared documents and "Fundraising Plan" will be provided to the campus and Measurement of hits and downloads will be tracked.</p> <p>Start Date: 10/01/2008</p> <p>End Date: 03/31/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Established website that includes policies and procedures, alumni information, updates on special events and fundraising schedule.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% completion by end of the calendar year.</p>	<p>09/14/2009 - The DAR website is fully online and updated onto Joomla with all the needed informatin relating to policies, procedures, alumni information and fundraising intiatives and schedule.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: DAR Website</p>	<p>10/08/2009 - Based on the number of hits (4,875 as of 10/8/09), the data collected from this tracking mechanism will be used to establish baseline information to improve the website and promote the office of Development & Alumni Relations. To obtain more information, click on the various website tabs.</p>
		<p>02/18/2009 - 100% (2=2) of criterion completed with informational website created for program operations and calendar of events to go live on February 20, 2009.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: DAR Draft Website Banner Advancement Timeline</p>	<p>06/02/2009 - Training was conducted on April 15 - 17 with Sungard HE on overview of Banner Advancement; and will continue through 2009.</p> <p>02/18/2009 - Once the website is live, we will build appropriate channels within Luminus to connect students, faculty, staff and alumni of all current activities and gift giving practices.</p>
<p>Development & Alumni Relations Office - AY 08-09 AUO #3 Compliance Standards - To develop standards in compliance with the IRS, expectations and best practices in conjunction with Administration, BOT, and BOG.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Gift Acceptance Policy will be used as a guide to determine solicitations of outright gifts to the institution.</p>	<p>09/14/2009 - All donations are recorded with our Business Office in compliance with the IRS standards. In light of these standards, it will be tracked as part of the all gift giving protocols and fundraising effort initiatives. Therefore, this</p>	<p>10/08/2009 - This AUO will no longer be assessed, however, maintained as part of the fundraising compliance standards.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/01/2008</p> <p>End Date: 12/31/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of all donations to the College will be recorded and tracked in compliance with the IRS standards.</p> <p>Related Documents: form 8282_donated property.pdf form 8283_Noncash Charitable Contri.pdf</p>	<p>AUO will no longer be assessed as its own entity but a part of the holistic fundraising effort. Therefore, a new AUO will be developed and be in place for the next assessment cycle.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: form 8282_donated property.pdf form 8283_Noncash Charitable Contri.pdf Form W9.pdf</p>	
		<p>02/18/2009 - 100% (100=100) of all donations are recorded and tracked in compliance with the IRS standards.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: form 8283_Noncash Charitable Contri.pdf form 8282_donated property.pdf Form W9.pdf</p>	<p>06/02/2009 - Tracking of donations will allow the department to maintain a record to utilize for future charitable giving efforts as well as budgeting purposes.</p> <p>02/18/2009 - Maintain all compliance practices for the remaining year.</p>
<p>Development & Alumni Relations Office - AY 08-09 AUO #5 Current Trends in Philanthropy - Stay current on latest advancement initiatives in the field of philanthropy.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Participate in professional development conferences to keep abreast of latest trends in the field.</p>	<p>09/14/2009 - The Assistant Director of Development & Alumni Relations Office attended the Association of Fundraising Professionals Annual Conference held in New Orleans, Louisiana, on March 2009 which provided new</p>	<p>10/08/2009 - The first conference attended was to obtain information from Fuller University regarding their Banner Advancement system</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/01/2008 End Date: 12/31/2009 Outcome Status: Completed the Assessment Cycle</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training Criterion (Written in %): Will attend 100% of all identified professional development training as indicated in the 2009 Development & Alumni Relations budget.</p>	<p>insights to the latest trends in fundraising. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Open Budget Implications: Over \$5,000 Notes: Funds were available for the Assistant Director to attend annual conferences for the purposes of professional development opportunities.</p>	<p>in which DAR is currently implementing. Secondly, the Association of Fundraising Professionals insights were used to implement training sessions for the joint board training and fundraising initiatives for this fiscal year.</p> <hr/>
		<p>02/18/2009 - 100% (2=2) of the identified professional development training was achieved when the Assistant Director visited the Fuller Theological Seminary College to meet with officials regarding the SunGard Advancement software on November 2008. The second conference is scheduled on March 29 - April 2, 2009. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: Over \$5,000 Notes: Criterion will be met after April 3, 2009.</p>	<p>04/12/2009 - Attended the second professional development conference to the Association of Fundraising Professionals (AFP) held on March 29 through April 1, 2009 in New Orleans, Louisiana. The benefits derived from this training included vendor resources for College initiatives, gift giving strategies and social networking for future contacts.</p> <hr/> <p>02/18/2009 - Upon the successful completion of the off-island training, the Assistant Director will appropriately implement new initiatives and/or practices learned from the conference.</p> <hr/>
<p>Early Childhood Education AS & Certificate - AY 04-05 PLANNING LESSONS & ACTIVITIES - Students will be able to plan and implement appropriate lesson plans and activities.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Submission of Integrated Lesson Plan Criterion (Written in %):</p>	<p>03/04/2005 - In Fall 2004, three rating sheets were collected by the Practicum Supervisor. Two students scored 4 out of 4 on the evaluation criteria for planning and implementing lesson</p>	<p>03/04/2005 - Practicum Supervisor will try to increase return of rating sheets and follow-up in collecting lesson plans and corresponding</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 04/01/2004</p> <p>End Date: 10/04/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>At least 70% of the students will develop a lesson plan that includes all areas of development: physical, language, cognitive, creative, social and emotional; uses correct grammar and organizes paper well so that lesson can be duplicated, contains objectives/skills, materials, instructions, assessment and follow-up; and is developmentally and age appropriate. At least 70% of the students will earn an average total score of 2.5 or better on the rating scale for an integrated lesson plan.</p>	<p>plans for young children (Competency #2). One student scored 3 in this area.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>rating sheets at the end of Spring 2005 semester.</p> <p>Implementation Status: 10/19/2005 - The practicum supervisor increased the number of rating sheets in Spring 2005. There were seven sheets completed and returned.</p>
		<p>09/27/2005 - Thirteen students enrolled in CD292 during Spring 2005 semester and one withdrew. Seven out of 12 students who completed Practicum turned in rating sheets. In Spring 2005, the average overall score on Competency #2 Plan and Implement Lesson Plans was a 3.86 with all except one student scoring a 4.0 out of a possible 4.0. This means that 60% of the students returned rating sheets during Spring 2005 semester.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>09/27/2005 - Practicum Supervisor will try to increase return of rating sheets and follow-up in collecting lesson plans and corresponding rating sheets at the end of Fall 2005 semester.</p>
<p>Early Childhood Education AS & Certificate - AY 04-05 POSITIVE DISPOSITION FOR WORKING WITH YOUNG CHILDREN - Students will demonstrate a positive disposition toward working with young children and their families from different nationalities, cultures, ethnic groups, and abilities.</p> <p>Start Date: 03/07/2005</p> <p>End Date: 03/07/2006</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student survey</p> <p>Criterion (Written in %): At least 70% of the students will earn an average total score of 4.0 or better on the student survey.</p>	<p>09/27/2005 - Thirteen out of 15 students completed the Practicum Student Survey during Spring 2005 semester. The total average was 4.16 and 73% met the criteria of scoring a 4.0 or better. There were two students who rated each item as 1.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>09/27/2005 - The Practicum Instructor will follow-up to see if there was a misunderstanding in their scoring.</p> <p>Implementation Status: 10/19/2005 - Instructor was not able to locate/contact student.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Sheet</p> <p>Criterion (Written in %): 70% of students will score a 4 out of 4 on the Practicum Rating Sheet for Competency #5</p>	<p>09/27/2005 - Seven out of 12 students in Spring 2005 who completed Practicum turned in rating sheets. The overall average was 3.43 for Competency #5 on the Practicum Rating Sheet. All students scored a 4.0 out of a possible 4.0 except one student who scored a 0.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>09/27/2005 - Practicum instructor will increase the return rate of practicum rating sheets.</p> <p>Implementation Status: 02/27/2006 - Eight out of nine students who completed CD292 ECE Practicum returned rating sheets at the end of Fall 2005 semester. 89% returned sheets in Fall 2005 compared to only 58% in Spring of the same year. Goal was met.</p>
<p>Early Childhood Education AS & Certificate - AY 04-05 PROFESSIONAL RELATIONSHIP - Students will establish and maintain positive professional relationships with families of young children</p> <p>Start Date: 04/01/2004</p> <p>End Date: 10/04/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Observation of practicum students by mentors and practicum supervisor using rating scale designed using criteria based on the National Association of the Education of Young Children.</p> <p>Criterion (Written in %): 70% of the students will earn an average total score of 2.5 or better using the rating scale criteria that determines the extent students established a safe and healthy environment.</p>	<p>09/27/2005 - In Spring 2005, seven out of 12 students who completed Practicum turned in rating sheets. The overall average was 3.43 for Competency #4 on the Practicum Rating Sheet (all students scored a 4.0 and one student scored 0).</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>09/27/2005 - Practicum instructor will encourage students to submit rating sheet on time and write in syllabus that this will be linked to course grade.</p> <p>Implementation Status: 02/27/2006 - Practicum supervisor encouraged students to submit rating sheets on time and linked return to course grade. In Fall 2005 88% (n=9) returned rating sheets.</p>
		<p>03/07/2005 - In Fall 2004, three rating sheets were collected by the Practicum Supervisor. Three students scored 4 out of 4 on the evaluation criteria for planning and implementing lesson plans for young children.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result</p>	<p>03/07/2005 - Increase number of rating sheets returned by Mentors.</p> <p>Implementation Status: 10/19/2005 - Seven students returned rating sheets in Spring 2005 compared to only three</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Status: Open</p>	<p>Implementation Status: collected in Fall 2004. There was an increase in the number of rating sheets.</p>
<p>Early Childhood Education AS & Certificate - AY 04-05 SAFE & HEALTHY ENVIRONMENT - Students will establish and maintain a safe and healthy setting for infants to early school-age children.</p> <p>Start Date: 04/01/2004</p> <p>End Date: 10/05/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Observation by practicum mentors and supervisors using rating sheet.</p> <p>Criterion (Written in %): At least 70% of the students will earn an average total score of 2.5 or better on the rating scale for establishing and maintaining a safe and healthy environment.</p>	<p>09/27/2005 - Seven out of 12 students who completed Practicum turned in rating sheets in Spring 2005. The overall average was 3.86 for Competency #1 on the Practicum Rating Sheet. All students scored a 4.0 and one scored 3.0.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>09/27/2005 - Instructor will try to increase the return response of rating sheets by adding in syllabus that rating sheets will be linked to course grade.</p> <p>Implementation Status: 02/27/2006 - Instructor verbally told students in CD292 during the Spring 2005 semester that they are required to turn in rating sheets.</p> <p>10/19/2005 - Instructor met with students enrolled in CD292 to discuss how the rating sheets are important because they are linked to course grade.</p>
		<p>03/07/2005 - In Fall 2004, three rating sheets were collected by the Practicum Supervisor. Two students scored 4 out of 4 on the evaluation criteria for planning and implementing lesson plans for young children. One student scored 3 in this area.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>03/07/2005 - Increase the number of rating sheets returned.</p> <p>Implementation Status: 10/19/2005 - The number of rating sheets returned increased to seven in Spring 2005 from only three collected the previous semester.</p>
<p>Early Childhood Education AS & Certificate - AY 05-06 Curriculum Design and</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>02/27/2006 - The practicum mentor and course instructor for CD292 rated students' skill in lesson</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Implementation - Students will be able to plan and implement appropriate lesson plans and activities.</p> <p>Start Date: 10/03/2005</p> <p>End Date: 10/01/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Submission of Integrated Week-Long Lesson Plan</p> <p>Criterion (Written in %): At least 70% of the students will develop a lesson plan that includes all areas of development: physical, language, cognitive, creative, social and emotional; uses correct grammar and organizes paper well so that lesson can be duplicated, contains objectives/skills, materials, instructions, assessment and follow-up; and is developmentally and age appropriate. At least 70% of the students will earn an average total score of 2.5 or better on the rating scale for an integrated lesson plan.</p>	<p>planning using the practicum rating scale following Fall 2005 semester. A perfect score (4.0) indicated that the lesson plans included all areas of development: physical, language, cognitive, creative, social and emotional; uses correct grammar and organizes paper well so that lesson can be duplicated; contains the following elements: objectives/skills, materials, instructions, assessment and follow-up; and teach method is developmentally and age appropriate.</p> <p>The criterion was met. At least 70% (n=8) of the students in CD292 who submitted rating sheets in Fall 2005 earned an average total score of 2.5 or better on the rating scale for an integrated lesson plan.</p> <p>See attached link under Related Data (click on Practicum in Excel Spreadsheet)</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>02/27/2006 - Practicum Supervisor and Department Chair will speak with Guam Public School officials to determine how practicum students can still plan lessons for their practicum assignment even though the Direct Instruction (D.I.) program impedes this by requiring teachers to use the established lesson plans.</p> <hr/>
<p>Early Childhood Education AS & Certificate - AY 05-06 Positive Disposition Towards Teaching - Students will demonstrate a positive disposition toward working with young children and their families from different nationalities, cultures, ethnic groups, and abilities.</p> <p>Start Date: 11/01/2005</p> <p>End Date: 06/01/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Sheet</p> <p>Criterion (Written in %): 70% of students will score a 4 out of 4 on the Practicum Rating Sheet for Competency #5</p>	<p>02/27/2006 - Practicum Mentors evaluated students using the rating sheet at the end of a 120 hour practicum course during Fall 2005 semester. Criterion was met. Results from the rating sheet (Competency #5) indicated that 75% (n=8) of students scored a 4 out of 4 on the Practicum Rating Sheet for Competency #5 during Fall 2005. To score a 4.0 out of 4.0 students had to demonstrate the following:</p> <p>a. Environment is rich in multicultural materials that reflect the surrounding area and children's background.</p> <p>b. Open to discussing different points of view parents may have regarding issues such as potty training, feeding, discipline, napping, and so</p>	<p>04/04/2006 - Have the practicum supervisor also evaluate the students enrolled in CD292 during the Spring 2007 semester using the rating sheet and compare results with those obtained from the practicum mentor to determine the interrater reliability.</p> <hr/> <p>04/04/2006 - Increase the percent of rating sheets returned to 100% of students who complete the CD292 course in SY2006-2007.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>forth. c. Involves parents in curriculum development, implementation, and evaluation as much as possible. d. Incorporates child?s home language and culture into weekly schedule. e. Provides an inclusive setting. f. Discusses and respects similarities and differences in children and their families. g. Teaches children how to handle and challenge name-calling, stereotypic attitudes and physical barriers.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: ECE student exit survey</p> <p>Criterion (Written in %): At least 70% of the students will earn an average total score of 4.0 or better on the student survey.</p>	<p>02/27/2006 - At least 70% of the students did not earn an average total score of 4.0 or better on the student survey that related to positive disposition toward working with young children and their families from different nationalities, cultures, ethnic groups, and abilities. Criterion was not met. Only 45% (n=4) of the students who sucessfully passed ECE practicum earned an average total score of 4.0 or better on the student survey. All of the students scored a 5.0 out of 5.0 on the Student Survey administered at the end of Fall 2005 to students enrolled in CD292.</p> <p>See Related Data link.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>02/27/2006 - Practicum supervisor will encourage more student participation in the student survey by linking it to the course grade and indicating this in the syllabus for CD292 in Fall 2006 semester.</p>
<p>Early Childhood Education AS & Certificate - AY 05-06 Professional Relationships -</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>02/27/2006 - The Practicum Mentor for CD292 evaluated the students who were placed in</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Students will establish and maintain positive professional relationships with families of young children they serve.</p> <p>Start Date: 10/03/2005</p> <p>End Date: 12/01/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Observation of practicum students by mentors and practicum supervisor using rating scale designed using criteria based on the National Association of the Education of Young Children.</p> <p>Criterion (Written in %): 70% of the students will earn an average total score of 2.5 or better using the rating scale criteria that determines the extent students established professional relationships.</p>	<p>various early childhood programs during Fall 2005 semester.</p> <p>Criterion was met. 88% (n=8) of the students earned an average total score of 2.5 or better using the rating scale criteria that determines the extent students established professional relationships.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>02/27/2006 - The practicum supervisor will follow-up with teachers and mentors in the placement site to determine why scores fall below 2.5 if applicable.</p> <hr/>
<p>Early Childhood Education AS & Certificate - AY 05-06 Safe and Healthy Environments - Students will establish and maintain a safe and healthy setting for infants to early school-age children.</p> <p>Start Date: 10/03/2005</p> <p>End Date: 12/01/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: ECE Practicum Rating Sheet</p> <p>Criterion (Written in %): At least 70% of the students will earn an average total score of 2.5 or better on the rating scale for establishing and maintaining a safe and healthy environment.</p>	<p>02/27/2006 - Criterion was met. At least 70% (n=8) of the students earned an average total score of 2.5 or better on the rating scale for establishing and maintaining a safe and healthy environment.</p> <p>See Competency #1 in Related Data (click on Practicum on Excel Spreadsheet).</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: ?</p>	<p>02/27/2006 - Practicum Supervisor will follow-up with mentor to determine why there was no score marked for Safe & Healthy (Competency #1) for one of the students who submitted a rating sheet.</p> <p>Implementation Status: 02/16/2007 - Teacher stated that she forgot to mark area #1 Safe and Healthy and that the student deserved excellent markings (4.0) in this area.</p> <hr/>
<p>Early Childhood Education AS & Certificate - AY06-07 SLO#1 Curriculum Design and Implementation - Students will develop and implement a comprehensive lesson plan appropriate for young children.</p> <p>Start Date: 10/09/2006</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Rating scale for integrated lesson plans</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 100% of students who enroll in CD292 will</p>	<p>09/28/2007 - Instructor collected data from CD292 Spring 2007 semester. Nine out of 10 students who successfully completed 120 hours of practicum scored a 2.5 or better on the ECE Practicum Rating Sheet under Competency #2 Lesson Planning. Goal was met at 90% accuracy.</p> <p>Summary of Result Type: Problem/limitation</p>	<p>09/28/2007 - Instructor met with the one student who scored below 2.5 on lesson planning. The score was low due to many grammatical errors in her written plan.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/08/2007 Outcome Status: Not currently being assessed</p>	<p>earn an average total score of 2.5 or better (out of 4.0) on the rating scale for an integrated lesson plan. The lesson plan will include all areas of development: physical, language, cognitive, creative, social and emotional; uses correct grammar and organizes paper well so that lesson can be duplicated, contains objectives/skills, materials, instructions, assessment and follow-up; and is developmentally and age appropriate.</p>	<p>Data Collection Status/Summary of Result Status: Closed</p>	<p>Implementation Status: 11/30/2007 - Student has agreed to sign up for Project Aim and/or find one or two people to proof-read before assignment is due. 09/28/2007 - Student who scored below 2.5 due to errors in written lesson plan met with Practicum Supervisor. Student shared that she had trouble with English writing skills as it is her second language.</p>
<p>Early Childhood Education AS & Certificate - AY06-07 SLO#2 Prevent Attrition - Students will complete an intervention survey and meet with an advisor at least once during the semester. Outcome Types: SLO-Affective outcomes SLO-Behavioral outcomes SLO-Cognitive outcomes Start Date: 10/01/2006 End Date: 10/01/2007 Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Intervention Survey and meeting notes. Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey Criterion (Written in %): At least 50% of the students who expressed a problem on the survey will meet with an advisor to plan an intervention strategy for student success.</p>	<p>09/28/2007 - Survey was not administered as according to Assessment Plan (spring 07). Instead it will be implemented in Fall 2007. Survey was recently disseminated by instructors in CD110 and CD292 midway through the current semester, Fall 2007. Data will be collected and analyzed at the end of Fall 07 semester. Survey results from CD110 have been analyzed (see Related Data). Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Open</p>	<p>10/01/2007 - DC met with all instructors who teach CD110 and CD292 and passed out surveys along with instructions for administration. Instructors will administer the surveys mid way through the semester (October 15th, 2007). Implementation Status: 10/01/2007 - Results of survey will be shared with the Education/ECE Advisory Committee members to discuss other ways to prevent attrition (current members listed under Related Data).</p>
<p>Early Childhood Education AS & Certificate - AY06-07 SLO#3 Professionalism - Students will demonstrate professionalism in the field by preparing a professional development portfolio.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Professional Development Portfolio and Portfolio Rating Sheet (see document link) Type of</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/01/2006</p> <p>End Date: 10/01/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 70% of the students who completed 120 practicum hours in CD292 will score 100% on the Professional Portfolio checklist.</p>		
		<p>09/28/2007 - At the end of Spring 2007 semester, the Practicum Supervisor of CD292 collected 10 student portfolios. Eighty percent of students who completed 120 hours of ECE Practicum scored 100% on the Professional Portfolio Checklist (no. 10).</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>09/28/2007 - The instructor of CD292 asked for feedback from students on this new assignment of having to complete a professional portfolio with 10 criteria. The response was unanimously positive. Students said after completing this assignment they feel more prepared for a job interview in the ECE field.</p> <p>Implementation Status: 10/01/2007 - During a Department Meeting in Fall 2007, discussion on the option of having students do an electronic portfolio took place. The next AS/ECE assessment plan will have as a goal for professionalism 'students will be able to create a professional electronic portfolio.'</p>
<p>Early Childhood Education AS & Certificate - AY 08-09 SLO#1 Learning Environment - Upon completion of this program, students will be able to demonstrate the knowledge and skills needed to design an environment that is conducive to learning for infants, toddlers, and young children.</p> <p>Outcome Types: SLO-Behavioral outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 70% of the students who complete 120 hours of practicum in CD292 will earn an average total score of 4.0 out of 4.0 on</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>SLO-Cognitive outcomes</p> <p>Start Date: 08/30/2008</p> <p>End Date: 12/30/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>the rating scale for establishing and maintaining a safe and healthy environment (see Competency #1 on ECE Rating Sheet).</p> <p>Related Documents: ECE Rating Sheet</p>		
<p>Early Childhood Education AS & Certificate - AY 08-09 SLO#2 Teaching Strategies - Upon completion of this program, students will be able to demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with young children (ages bith through eight years).</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: rating scale for integrated lesson plan</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 100% of students who enroll in CD292 will earn an average total score of 2.5 or better (out of 4.0) on the rating scale for an integrated lesson plan (see Competency #2) and a 2.0 out of 2.0 on the Portfolio Checklist (item #3). The lesson plan will include all areas of development: physical, language, cognitive, creative, social and emotional; uses correct grammar and organizes paper well so that lesson can be duplicated, contains objectives/skills, materials, instructions, assessment and follow-up; and is developmentally and age appropriate.</p> <p>Related Documents: ECE Rating Sheet Portfolio Checklist</p>		
<p>Early Childhood Education AS & Certificate - AY 08-09 SLO#3 ECE Disposition - Upon completion of this program, students will be able to demonstrate appropriate disposition and skills needed to effectively</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Portfolio Checklist and Practicum Rating Sheet</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>work with young children and families who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 08/30/2008</p> <p>End Date: 12/30/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): 70% of the students who completed 120 practicum hours in CD292 will score a 2.0 out of 2.0 on the Diversity item (#8) of the Professional Portfolio checklist and a 4.0 out of 4.0 on the ECE Rating sheet (Competency #5).</p> <p>Related Documents: Portfolio Checklist ECE Rating Sheet</p>		
<p>Early Childhood Education AS & Certificate - Professionalism & Ethics - SLO#1 FA2010 -SP2012</p> <p>Upon successful completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Job Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of the students who complete CD292 ECE Practicum will receive nothing less than a "3" on all items on the Job Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Purchase needed resources, make changes to course guides, and attend professional development activities.</p> <p>Related Documents: CD292JobRatingScale.pdf</p>	<p>10/06/2011 - 100% (n=5) of students scored 3.0 and better on all the items on the Job Rating Scale. One student received an Incomplete but later made it up. Due to her shyness she needed more time to get comfortable in a classroom setting.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Continue supporting faculty through professional development and acquisition of resources.</p> <p>Budget Related Performance Indicators: Provide quality instruction.</p>	<p>10/06/2011 - Review course guides and assess possibilities of more opportunities for students to engage in activities with young children to build confidence.</p> <p>Implementation Status: 02/29/2012 - Job Rating Scale has been deleted. Course has undergone substantive revision and a new practicum rating sheet has been developed that aligns with course slos. This sheet will be used in the next assessment cycle. In addition, artifacts will be collected during the next assessment cycle.</p>
<p>Early Childhood Education AS & Certificate - Knowledge & Skills - SLO#2 FA2010-</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>SP2012 Upon successful completion of this program, students will be able to demonstrate appropriate knowledge, disposition, and skills needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with special needs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale Portfolio Checklist</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete CD292 ECE Practicum will earn an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Sheet and at least an 80% on the Portfolio Checklist.</p> <p>Budget-Related Proposed Outcomes: Purchase needed resources, make changes to course guides, and attend professional development activities.</p> <p>Related Documents: CD292PracticumRatingScale.pdf CD292Portfolio Checklist.PDF</p>	<p>10/06/2011 - 95% (n=5) scored 80% or better on the Practicum Rating Sheet in Fall 2010 and 90% (n=6) scored 80% or better in Spring 2011. 60% (n=5) scored 80% or better on the Portfolio Checklist in Fall 2010 and 83% (n=6) scored 80% or better on the Portfolio Checklist in Spring 2011.</p> <p>The department realizes that not all students will be successful-thus the 70% rate.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Continue supporting faculty through professional development and acquisition of resources.</p> <p>Budget Related Performance Indicators: Provide quality instruction.</p>	<p>10/06/2011 - Assess Portfolio Checklist as a valid measure of program slo, may need to delete or change checklist. Faculty are discussing how to strengthen the course and program, possibly by adding more practicum hours or having students observe more hours.</p> <p>Implementation Status: 02/29/2012 - Portfolio checklist has been deleted. Course has undergone substantive revision and a new practicum rating sheet has been developed that aligns with course slo. This sheet will be used in the next assessment cycle. In addition, artifacts will be collected during the next assessment cycle.</p>
<p>Early Childhood Education AS & Certificate - Teaching Strategies - SLO#3 FA2010-SP2012 Upon successful completion of this program, students will be able to plan and demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Portfolio Checklist Practicum Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete CD292 ECE Practicum will earn an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Sheet and at least an 80% on the Portfolio Checklist.</p> <p>Budget-Related Proposed Outcomes: Purchase needed resources, make changes</p>	<p>10/06/2011 - 95% (n=5) scored 80% or better on the Practicum Rating Sheet in Fall 2010 and 90% (n=6) scored 80% or better in Spring 2011. 60% (n=5) scored 80% or better on the Portfolio Checklist in Fall 2010 and 83% (n=6) scored 80% or better on the Portfolio Checklist in Spring 2011.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Continue supporting faculty through professional development and acquisition</p>	<p>10/06/2011 - Assess Portfolio Checklist as a valid measure of program slo, may need to delete or change checklist. Faculty are discussing how to strengthen the course and program, possibly by adding more practicum hours or having students observe more hours.</p> <p>Implementation Status: 02/29/2012 - Portfolio checklist has been deleted. Course has undergone substantive revision and a new practicum rating sheet has been developed that aligns</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p>	<p>to course guides, and attend professional development activities.</p> <p>Related Documents: CD292PracticumRatingScale.pdf CD292Portfolio Checklist.PDF</p>	<p>of resources.</p> <p>Budget Related Performance Indicators: Provide quality instruction.</p>	<p>Implementation Status: with course slos. This sheet will be used in the next assessment cycle. In addition, artifacts will be collected during the next assessment cycle.</p>
<p>Early Childhood Education AS & Certificate - Professionalism/Ethics - SLO#1 FA2012-SP2014</p> <p>Upon successful completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/01/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Provide quality education through faculty professional development and increase in number of exploratory experiences.</p> <p>Related Documents: ECEPracticumRatingScale</p>		
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>			
<p>Early Childhood Education AS & Certificate - Knowledge and Disposition - SLO#2 FA2012-SP2014</p> <p>Upon successful completion of this program, students will be able to demonstrate appropriate knowledge and disposition to effectively work with young children, including those from culturally and linguistically diverse backgrounds, and students with disabilities.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/08/2012</p> <p>End Date: 03/01/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Practicum Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Provide quality education through faculty professional development and increase in number of exploratory experiences.</p> <p>Related Documents: ECEPracticumRatingScale</p>		
<p>Early Childhood Education AS & Certificate - Strategies for Teaching - SLO#3 FA2012-SP2014</p> <p>Upon successful completion of this program, students will be able to develop and implement developmentally and age-appropriate teaching strategies needed to effectively work with young children in a classroom setting.</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/01/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Provide quality education through faculty professional development and increase in number of exploratory experiences.</p> <p>Related Documents: ECEPracticumRatingScale</p>		
<p>Early Childhood Education Certificate (Archive) - LESSON PLAN - Students will be able to plan and develop a comprehensive and appropriate lesson</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Observation and submission of written lesson plan</p> <p>Criterion (Written in %): At least 70% of the students will score a 3.0</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	or higher out of a total of 5.0 on the rating sheet used to score lesson plans		
<p>Early Childhood Education Certificate (Archive) - SETTING UP AN ENVIRONMENT CONDUCIVE FOR THE YOUNG CHILD - Students will demonstrate knowledge and skills of setting up an environment that is conducive to learning</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum supervisor and mentor will observe student in how efficiently they set up a learning environment for young children.</p> <p>Criterion (Written in %): Student will meet one of the four criterion (see rating sheet).</p>	<p>09/15/2003 - A total of 17 practicum students enrolled Fall 2002 and Spring 2003 were given a practicum rating sheet to be completed by their mentor. Seven sheets were returned and the following results were obtained: 1a. 4.00 1b. 3.33, one student scored a0 2a 4.00 2b 4.00 3. 4.00</p> <p>Overall average for the seven students was a 3.87 . Only one student scored below a 2, and that was on competency 1b. Four students received a perfect average of 4.0.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is assessed and reported with the AA program.</p>	<p>11/18/2003 - For competency 1b.: the student who received a "0" from his mentor, did not return for his final review with his mentor and did not turn in a revised written lesson plan that was required.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum supervisor and practicum mentor will review a written lesson plan.</p> <p>Criterion (Written in %): Lesson plan includes all developmental areas.</p>		
<p>Early Childhood Education Certificate (Archive) - WORKING WITH YOUNG CHILDREN AND FAMILIES - Students will</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>09/15/2003 - A total of 17 practicum students enrolled Fall 2002 and Spring 2003 were given a</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>demonstrate knowledge and skills in working with young children and families from different nationalities, cultures and ethnic groups, as well as children with disabilities and their families.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Observation of practicum students by mentor teachers using the attached rating scale. Mentors will include kindergarten teachers and day care directors and teachers.</p> <p>* The rating scale was designed on recommended criteria based on the National Association of the Education of Young Children's Developmentally Appropriate Practices(DAP).</p> <p>Criterion (Written in %): Obsevation by mentor teachers</p>	<p>practicum rating sheet to be completed by their mentor. Seven sheets were returned and the following results were obtained: 1a. 4.00 1b. 3.33, one student scored a0 2a 4.00 2b 4.00 3. 4.00</p> <p>Overall average for the seven students was a 3.87 . Only one student scored below a 2, and that was on competency 1b. Four students received a perfect average of 4.0.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is assessed and reported with the AA program.</p>	<p>10/06/2004 - An ECE exit survey was developed. DC will seek feedback from faculty and students.</p> <hr/> <p>11/18/2003 - Develop an additional survey to assess students' and mentors' perception of the program.</p> <hr/>
<p>Early Childhood Education Secondary - 2011-2012 Catalog (Completion) SLO#2 - SP12-FA13: SLO#2</p> <p>Upon successful completion of this program, students will be able to develop and implement an integrated lesson and learning center that incorporates early childhood literacy and physical skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Rating Sheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Criterion (Written in %): At least 70% of students who complete this course will earn an average total score of 3.0 or better (out of 4.0) on the Rating Sheet Competency #2.</p> <p>Budget-Related Proposed Outcomes: Increase costs for facutly professional development and resources</p> <p>Related Documents: RatingSheet.pdf</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>			
<p>Early Childhood Education Secondary - 2011-2012 Catalog (Completion) SLO#1 - SP12-FA13: SLO#1</p> <p>Upon successful completion of this program, students will be able to demonstrate ways to maintain a safe and healthy environment for young children.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Rating Sheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Criterion (Written in %): At least 70% of students who complete this course will earn an average total score of 3.0 or better (out of 4.0) on the Rating Sheet Competency #1.</p> <p>Budget-Related Proposed Outcomes: Increase costs for faculty professional development and resources</p> <p>Related Documents: RatingSheet.pdf</p>		
<p>Early Childhood Education Secondary - 2011-2012 Catalog (Completion) SLO#3 - SP12-FA13: SLO#3</p> <p>Upon successful completion of this program, students will be able to demonstrate basic knowledge of early childhood education and development.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Rating Sheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Criterion (Written in %): At least 70% of students who complete this</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/21/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>course will earn an average total score of 3.0 or better (out of 4.0) on the Rating Sheet Competency #3.</p> <p>Budget-Related Proposed Outcomes: Increase costs for faculty professional development and resources</p> <p>Related Documents: RatingSheet.pdf</p>		
<p>Early Childhood Education Secondary - 2011-2012 Catalog (Mastery) SLO#1 - SP12-FA13: SLO#1</p> <p>Upon successful completion of this program, students will be able to demonstrate appropriate worksite behavior.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Job Rating Sheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete this course will earn an average total score of 3.0 or better (out of 4.0) on the Job Rating Sheet.</p> <p>Budget-Related Proposed Outcomes: Increase costs for faculty professional development and resources.</p> <p>Related Documents: JobRatingSheet.pdf</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Early Childhood Education Secondary - 2011-2012 Catalog (Mastery) SLO#2 - SP12-FA13: SLO#2</p> <p>Upon successful completion of this program, students will be able to maintain a safe and healthy environment.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Sheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete this course will earn an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Sheet Competency #1.</p> <p>Budget-Related Proposed Outcomes: Increase costs for faculty professional development and resources.</p> <p>Related Documents: PracticumRatingSheet.pdf</p>		
<p>Early Childhood Education Secondary - 2011-2012 Catalog (Mastery) SLO#3 - SP12-FA13: SLO#3</p> <p>Upon successful completion of this program, students will be able to develop and implement an integrated lesson and/or learning centers that incorporate two developmental areas of early childhood.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Sheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete this course will earn an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Sheet Competency #2.</p> <p>Budget-Related Proposed Outcomes: Increase costs for faculty professional development and resources.</p> <p>Related Documents: PracticumRatingSheet.pdf</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>			
<p>Early Childhood Education Secondary - 2011-2012 Catalog (Mastery) SLO#4 - SP12-FA13: SLO#4</p> <p>Upon successful completion of this program, students will be able to demonstrate basic knowledge or early childhood development and put into practice at the worksite.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Sheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete this course will earn an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Sheet Competency #3.</p> <p>Budget-Related Proposed Outcomes: Increase costs for faculty professional development and resources.</p> <p>Related Documents: PracticumRatingSheet.pdf</p>		
<p>Education AA & Certificate - AY06-07 SLO#1 Prevent Attrition - Students will complete an intervention survey and meet with an advisor at least once during the semester.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Intervention Survey and meeting.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): At least 50% of the students who expressed a problem on the survey will meet with advisor to plan an intervention strategy for</p>	<p>09/28/2007 - Survey was not disseminated during Fall 2006 due to revisions in tool. Due to survey not being administered as according to Assessment Plan (in Fall 2006), it will be implemented in Fall 2007. Survey was recently disseminated by instructors in ED150 Intro to Teaching and ED292 mid-way through the Fall 07 semester. Data will be collected and analyzed and added to Summary of Results by January 2008.</p>	<p>10/01/2007 - DC met with all instructors who teach ED292 and ED150 and passed out surveys along with instructions for administration. Instructors will administer the surveys mid way through the semester (by October 15th, 2007). They will meet with at least 50% of the students who indicated they are at-risk for not</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/10/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>student success.</p>	<p>Survey results from ED150 were collected and analyzed.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The DC was concentrating on assessing course level SLOs.</p>	<p>passing the class.</p> <p>Implementation Status: 10/01/2007 - Findings from survey will be shared with Education Advisory Committee (current members listed under Related Data).</p>
<p>Education AA & Certificate - AY06-07</p> <p>SLO#2 Professionalism - Students will demonstrate professionalism in the educational field by preparing a professional portfolio.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Submission of a professional portfolio and use of a professional portfolio rating sheet (see attached document link).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 70% of the students who completed 120 practicum hours in ED292 will score 100% on the Professional Portfolio checklist.</p>	<p>09/28/2007 - Nine out of 12 students completed 120 hours of Practicum ED292 during Fall 2006. Nine professional portfolios were collected from the Practicum Supervisor (69% collected, no. 12). Goal was not met by 1% since 70% of students were expected to complete practicum and submit portfolio as stated in our assessment plan.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The DC was concentrating on assessing course level SLOs.</p>	<p>09/28/2007 - ED292 Practicum Supervisor will add more discussion during practicum seminars on professional portfolio assessment in Fall 2007 semester.</p> <p>Implementation Status: 10/01/2007 - During a Department Meeting in Fall 2007, discussion on the option of having students do an electronic portfolio took place. The next Assoc./Cert in Education assessment plan will have as a goal for professionalism 'students will be able to create a professional electronic portfolio.'</p> <p>09/28/2007 - Results from ED292 Education Practicum will be compared to prior results to show whether further discussion in seminars was helpful in meeting goal at 70%.</p> <p>09/28/2007 - Instructor was off-island and returned the week the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: professional portfolio assignment was due. During an interview with one of the students who did not meet goal it was discovered that she was confused as to the criteria related to this assignment and did not seek help earlier in the semester.</p>
<p>Education AA & Certificate - AY06-07 SLO#3 SQuality Lesson Plan - Students will develop and implement well-written lesson plans to include skills, objective, instructions, assessment procedures, and materials needed.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Anecdotal records and written lesson plan using the practicum rubric as the assessment tool.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 80% of students who complete ED292 Practicum will score a 3.0 out of 4.0 on the rubrics for lesson planning.</p>	<p>09/28/2007 - Instructor collected data from ED292 Education Practicum midway through Fall 2006. Twelve students submitted lesson plans (no. 12). Ten students scored 3.0 out of 4.0 on the rubrics for lesson planning. Goal was met since 83% of students scored 3.0 or better.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The DC was concentrating on assessing course level SLOs.</p>	<p>09/28/2007 - Instructor will collect data at the end of ED292 during the current (Fall 07) semester to compare results with prior findings.</p>
<p>Education AA & Certificate - AY08-09 SLO#1 Professional & Ethical Conduct - Upon completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A porfolio rubrics will be used to evaluate students' professional portfolios.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): 100% of students who complete ED292 (120 practicum hours) will receive a 70% or</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>08/30/2008 End Date: 12/31/2009 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A</p>	<p>better on the portfolio rubrics. Related Documents: Portfolio Rubrics</p>		
<p>Education AA & Certificate - AY08-09 SLO#2 Special Populations - Upon completion of this program, students will be able to demonstrate appropriate disposition and skills needed to effectively work with students who come from different nationalities, cultures and ethnic groups and/or have special needs to include those who are second language learners and who have disabilities. Outcome Types: SLO-Affective outcomes Start Date: 08/30/2008 End Date: 12/31/2009 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Data will be collected by anecdotal records written by ED292 instructor during at least two classroom visits in addition to Practicum Mentors' evaluation on rating sheet. Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience Criterion (Written in %): 100% of students who complete 120 practicum hours will score a 2.0 out of 4.0 on the rating sheet related to working with others(Competency #4) and have two positive observations conducted by Practicum Supervisor. Related Documents: Education Practicum Rating Sheet</p>		
<p>Education AA & Certificate - AY08-09 SLO#3 Teaching Methods & Curriculum Design - Upon completion of this program, students will be able to demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting to include curriculum design and implementation.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will use anecdotal notes in addition to feedback from Practicum Mentor on rating sheet related to lesson planning (Competency #3). Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes SLO-Cognitive outcomes</p> <p>Start Date: 08/30/2008</p> <p>End Date: 12/30/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>100% of students who complete 120 hours of practicum will plan and implement a comprehensive lesson plan with a score of 2.0 out of 4.0 on the rating sheet.</p> <p>Related Documents: Education Practicum Rating Sheet</p>		
<p>Education AA & Certificate - Professionalism and Ethical Conduct - SLO#1 FA2010-SP2012 Upon successful completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Job Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of the students who complete ED292 ECE Practicum will receive nothing less than a "3" on all items on the Job Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Purchase needed resources, make changes to course guides, and attend professional development activities.</p> <p>Related Documents: ED292JobRatingScale.pdf</p>	<p>10/06/2011 - Out of 12 students (SP11-n=6; FA10-n=6) completing ED292 Practicum, 92% (11/12), received nothing less than a "3" on all items on the Job Rating Scale.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Continue supporting faculty through professional development and acquisition of resources.</p> <p>Budget Related Performance Indicators: Provide quality instruction.</p>	<p>03/12/2012 - Evaluate Job Rating Scale as a valid measure of slo - consider revising as there are 22 competencies.</p> <p>Implementation Status: 02/28/2012 - Job Rating Scale has been deleted. Course has undergone substantive revision and a new practicum rating sheet has been developed that aligns with course slo's. This sheet will be used in the next assessment cycle. In addition, artifacts will be collected during the next assessment cycle.</p>
<p>Education AA & Certificate - Knowledge and Skills - SLO#2 FA2010-SP2012 Upon successful completion of this</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale</p>	<p>10/06/2011 - All 12 students (100%) completing ED292 Practicum (SP11-n=6; FA10-n=6) earned an average total score of 3.0 or better (out of 4.0)</p>	<p>10/06/2011 - Evaluate Portfolio Checklist as a valid measure of program slo, may need to delete or</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>program, students will be able to demonstrate appropriate knowledge, disposition and skills needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with special needs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Portfolio Checklist</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete ED292 Practicum will earn an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Sheet and at least an 80% on the Portfolio Checklist.</p> <p>Budget-Related Proposed Outcomes: Purchase needed resources, make changes to course guides, and attend professional development activities.</p> <p>Related Documents: ED292PracticumRatingScale.pdf ED292PortfolioChecklist.pdf</p>	<p>on the Practicum Rating Scale. Data was not collected on the portfolio checklist.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Continue supporting faculty through professional development and acquisition of resources.</p> <p>Budget Related Performance Indicators: Provide quality instruction.</p>	<p>change checklist.</p> <p>Implementation Status: 02/28/2012 - Portfolio checklist has been deleted. Course has undergone substantive revision and a new practicum rating sheet has been developed that aligns with course slos. This sheet will be used in the next assessment cycle. In addition, artifacts will be collected during the next assessment cycle.</p>
<p>Education AA & Certificate - Teaching Strategies - SLO#3 FA2010-SP2012</p> <p>Upon successful completion of this program, students will be able to plan and demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale Portfolio Checklist</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 80% of students who complete ED292 Practicum will earn an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Sheet and at least an 80% on the Portfolio Checklist.</p> <p>Budget-Related Proposed Outcomes: Purchase needed resources, make changes to course guides, and attend professional development activities.</p> <p>Related Documents: ED292PortfolioChecklist.pdf ED292PracticumRatingScale.pdf</p>	<p>10/06/2011 - All 12 students (100%) completing ED292 Practicum (SP11-n=6; FA10-n=6) earned an average total score of 3.0 or better (out of 4.0) on the Practicum Rating Scale. Data was not collected on the portfolio checklist.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Continue supporting faculty through professional development and acquisition of resources.</p> <p>Budget Related Performance Indicators: Provide quality instruction.</p>	<p>03/12/2012 - Evaluate Portfolio Checklist as a valid measure of program slo, may need to delete or change checklist</p> <p>Implementation Status: 02/28/2012 - Portfolio checklist has been deleted. Course has undergone substantive revision and a new practicum rating sheet has been developed that aligns with course slos. This sheet will be used in the next assessment cycle. In addition, artifacts will be collected during the next assessment cycle.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Education AA & Certificate - Professionalism & Ethics - SLO#1 FA2012-SP2014 Upon successful completion of this program, students will be able to demonstrate professionalism and ethical conduct within the educational field.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/01/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Provide quality education through faculty professional development and number of exploratory experiences.</p> <p>Related Documents: EDUPracticumRatingScale2012.pdf</p>		
<p>Education AA & Certificate - Knowledge and Disposition - SLO#2 FA2012-SP2014 Upon successful completion of this program, students will be able to demonstrate appropriate knowledge and disposition needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with disabilities.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/01/2014</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Provide quality education through faculty professional development and increase in number of exploratory experiences.</p> <p>Related Documents: EDUPracticumRatingScale2012.pdf</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>			
<p>Education AA & Certificate - Strategies for Teaching - SLO#3 FA2012-SP2014 Upon successful completion of this program, students will be able to develop and implement developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/01/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Rating Scale</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.</p> <p>Budget-Related Proposed Outcomes: Provide quality education through faculty professional development and increase in number of exploratory experiences.</p> <p>Related Documents: EDUPracticumRatingScale2012.pdf</p>		
<p>Education Certificate (Archive) - AY04-05 BEHAVIOR MANAGEMENT STRATEGIES AND PROBLEM-SOLVING SKILLS - AY04-05 Effectively implements appropriate behavioral management strategies and problem solving skills when necessary.</p> <p>Start Date: 03/07/2005</p> <p>End Date: 03/13/2006</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Education Rating Sheet</p> <p>Criterion (Written in %): At least 70% of the students enrolled in ED292 will score an average of 3.0 out of 4.0 on the Education Rating sheet.</p>	<p>03/07/2005 - There were a total of 3 students enrolled in ED292 who were majoring in the Certificate in Education. One student withdrew due to giving birth, another student received an Incomplete which later changed to a 4.0 and the other student successfully completed ED292 with a 4.0.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result</p>	<p>03/07/2005 - Decrease the number of students who receive incomplete grades.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: No longer a desired outcome</p>		<p>Status: Closed Budget Implications: No budget impact Notes: This is assessed and reported with the AA program.</p>	
<p>Education Certificate (Archive) - AY04-05 ESTABLISH AND MAINTAIN POSITIVE AND PRODUCTIVE RELATIONSHIPS - Establish and maintain positive and productive relationships at the job site. Start Date: 03/07/2005 End Date: 03/13/2006 Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Education Rating Sheet Criterion (Written in %): At least 70% of the students enrolled in ED292 will score an average of 3.0 out of 4.0 on the education rating sheet.</p>	<p>03/07/2005 - Two students out of three majoring in Certificate in Education received a 4.0 out of 4.0 on the education rating sheet during Fall 2004 semester. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This is assessed and reported with the AA program.</p>	
<p>Education Certificate (Archive) - AY04-05 PLAN AND IMPLEMENT LESSON PLANS - Plan and implement lesson plans, coordinates classroom activities and organizes room accordingly. Start Date: 03/07/2005 End Date: 03/13/2006 Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Education rating sheet. Criterion (Written in %): At least 70% of the students enrolled in CD292 will score an average of 3.0 out of 4.0 on the Education Rating sheet.</p>	<p>03/07/2005 - Two out of three students received a 4.0 out of 4.0 on the education rating sheet after completing ED292. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Closed Budget Implications: No budget impact Notes: This is assessed and reported with the AA program.	
Education Certificate (Archive) - AY04-05 POSITIVE ATTITUDE - Students will develop a positive attitude toward working with all students to include those who have special needs and come from diverse Start Date: 03/07/2005 End Date: 03/13/2006 Outcome Status: No longer a desired outcome	Artifact/Instrument/Rubric/Method/Tool Description: Student Survey Criterion (Written in %): At least 70% of the students will earn an average total score of 4.0 or better on the student survey.		
Education Certificate (Archive) - AY04-05 SAFE AND HEALTHY ENVIRONMENT - Establish and maintain a safe and healthy environment for all students. Start Date: 03/07/2005 End Date: 03/13/2006 Outcome Status: No longer a desired outcome	Artifact/Instrument/Rubric/Method/Tool Description: Education Rating sheet Criterion (Written in %): At least 70% of the students will score an average of 3.0 out of 4.0.	03/07/2005 - Two out of three students enrolled in ED292 during Fall 2004 semester scored a 4.0 out of 4.0 on the safe and healthy competency on education rating sheet. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This is assessed and reported with the AA program.	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Electronics & Computer Networking Secondary - AY04-05 INSTALL AND CONFIGURE A ROUTER - Students will be able to install and configure a router.</p> <p>Start Date: 07/01/2004</p> <p>End Date: 06/30/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The skills-based router configuration checklist</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Locally Developed Tests</p> <p>Criterion (Written in %): 70% of students completing the skill-based exam will earn a 70% or better.</p>	<p>10/02/2006 - The following is all high schools' skill-based exam in VEEE066 data: GWHS: Out of 11 students, 100%(n=11) of students earned a 70% or better. JFKHS: Out of 11 students, 100%(n=11) of students earned a 70% or better. SHS: Out of 8 students, 100%(n=8) of students earned a 70% or better. SSHS: Out of 10 students, 100%(n=10) of students earned a 70% or better. All participants were 40 students and all high</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>10/06/2005 - It is necessary to standardize the skill-based exam for all four high schools</p> <p>Implementation Status: 01/08/2007 - Can't upload a new skill-based exam until the CCNA 2 semster starts which is August 2007 10/06/2005 - The Cisco has developed a standard skill-based exam and implemented to the course. The problem is solved. This new curriculum will be applied in 2006</p> <hr/> <p>10/02/2005 - From the results, it was found that the enrollment of VEEE066 course was very low and Electronics department should promote the program to recruit more students and work with each high school's counselors to increase enrollment</p> <p>Implementation Status: 10/06/2006 - Electronics department decided to revise the curriculum. This new curriculum will be applied in School year of 2007-2008. This change will increase student enrollment.</p>
<p>Electronics & Computer Networking Secondary - AY04-05 NETWORKING</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>10/04/2006 - The following is all four Guam high schools' rubric scoring(Scale : 0 to 5) for the exit</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Students will value Networking skills in the community.</p> <p>Start Date: 07/01/2004</p> <p>End Date: 06/30/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>The Cisco standardized forty-three question exit survey</p> <p>Criterion (Written in %): 70% of students will attain 3 or higher in the rubric scoring for the Cisco standardized exit survey</p>	<p>survey: GWHS: 11 students responded the survey with 3.1 in average JFKHS: 11 students responded it with 3.5 in average SHS: 8 students responded it with 3.8 in average SSHS: 10 students responded it with 3.4 in average</p> <p>All 40 students were participated in this survey from all four high schools and the average scoring is 3.5. All four high schools have met the goal.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>10/04/2005 - The exit survey was provided by Cisco. Out of forty three questions, the big portion of it asks about the company which is not so relevant to our situation. Electronics department needs to modify the survey questions.</p> <p>Implementation Status: 01/08/2007 - 33 revised survey questions are chosen from the previous one among high school instructors and this survey will be applied to the following Fall 2007 Semester</p> <p>10/06/2006 - Instead of having a complete new survey questions, Electronics department decided to drop some of questions which are not relevant to G.C.C. The new survey questions will be distributed to each high school by Rachel Lee during Spring 2007</p>
<p>Electronics & Computer Networking Secondary - AY04-05 STANDARDIZED CISCO EXAM - Students will be able to distinguish between dynamic and static routing protocols, and distance vector and link-state algorithm.</p> <p>Start Date: 07/01/2004</p> <p>End Date: 06/30/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Standardized CISCO Exam</p> <p>Criterion (Written in %): 70% of students will earn a 70% or better Module 6 exam in VEEE066.</p>	<p>10/04/2006 - The following is all four Guam high school's Module 6 exam in VEEE066:</p> <p>GWHS: Out of 11 students, 72%(n=7) of them earned 70% or better JFKHS: Out of 11 students, 72%(n=8) of them earned 70% or better SHS: Out of 8 students, 100%(n=8) of them earned 70% or better SSHS: Out of 10 students, 100%(n=10) students earned 70% or better.</p> <p>All 40 students took the exam and all four high schools met the goal.</p> <p>Summary of Result Type:</p>	<p>01/04/2007 - Due to the low enrollment, the exam result does not provide a true picture of the students' successful program completion rate. In order to assess fairly, increase in enrollment is necessary.</p> <p>Implementation Status: 02/16/2007 - Electronics department has decided to work closely with the counselors assigned to each secondary</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Distinction/strength Data Collection Status/Summary of Result Status: Closed	Implementation Status: school in order to increase students' enrollment. <hr/> 10/04/2005 - The exam result was collected through emails from all high school instructors. To provide better evidence, Electronics department should develop a form to indicate VEEE066 student roster and grades Implementation Status: 10/06/2006 - A new form will be developed by one of electronics department faculty by Spring 2007. When instructors from four high schools submit their students' grades, they will fill out the form and provide a copy of grade book which is on the Cisco web site.
		09/28/2007 - Enter # of students that took and passed the exam N= ?? How many took the exam N= ?? How many passed the exam etc. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This is complete for this cycle.	09/28/2007 - What will we do with these results? <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Electronics & Computer Networking Secondary - AY06-07 INSTALL, CONFIGURE AND TROUBLESHOOT A ROUTER - Students will be able to install, configure and troubleshoot a router.</p> <p>Start Date: 08/15/2006</p> <p>End Date: 06/08/2007</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A skill-based router configuration exam</p> <p>Criterion (Written in %): 70% of students completing the skill-based exam will earn a 70% or better</p>	<p>10/04/2007 - The following is all high schools' skill-based exam in VEEE 066 data: GWHS: Out of 18 students, 83%(n=15) if students earned a 70% or better. JFKHS: Out of 34 students, 68%(n=23) if students earned a 70% or better. SHS: Out of 19 students, 79%(n=15) if students earned a 70% or better. SSHS: Out of 32 students, 91%(n=29) if students earned a 70% or better.</p> <p>All participants were 103 students and all high schools have met the goal.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>10/04/2007 - From the results, the enrollment of VEEE066 course has improved because all high schools have assigned counselors to work with placement of students. From now on, Electronics department will closely communicate with counselors in all high schools.</p> <hr/> <p>10/04/2007 - Since all high schools achieved the minimum goal, all high school instructors decided to add IP assignment task on this skill-based exam.</p> <hr/>
<p>Electronics & Computer Networking Secondary - AY06-07 COMPUTER NETWORKING SKILLS - Students will value Computer Networking skills in the community.</p> <p>Start Date: 08/15/2006</p> <p>End Date: 06/08/2007</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: hard copy survey questions which are extracted from the Cisco academy web survey</p> <p>Criterion (Written in %): 70% of students will attain 3 or higher in the rubric scoring of a hard copy Cisco survey.</p>	<p>10/04/2007 - The following is all four Guam high schools' rubric scoring(Scale: 0 to 5) for the exit survey: GWHS: 16 students responded the survey with 3.59 in average JFKHS: 25 students responded the survey with 3.66 in average SHS: 17 students responded the survey with 4.42 in average SSHS: 27 students responded the survey with 3.57 in average All 85 students were participated in this survey from all four high schools and the average scoring is 3.81. All four high schools have met the goal.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>10/04/2007 - Even though all high schools have met the goal, electronics department should motivate and encourage students to contribute to community with their networking skills by exposing them to job training through coordination with computer networking companies.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Electronics & Computer Networking Secondary - AY06-07 STANDARDIZED CISCO EXAM - Students will be able to distinguish between dynamic and static routing protocols, and distance vector and link-state algorithm</p> <p>Start Date: 08/15/2006</p> <p>End Date: 06/08/2007</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A standardized Cisco Exam</p> <p>Criterion (Written in %): 70% of students who are registered in VEEE066 will earn a 70% or better grades in Module 6 exam.</p>	<p>10/04/2007 - The following is all four Guam high schools' Module 6 exam results in VEEE066: GWHS: Out of 18 students, 83%(n=13)of them earned 70% or better. JFKHS: Out of 34 students, 70%(n=20)of them earned 70% or better. SHS: Out of 19 students, 89%(n=17)of them earned 70% or better. SSHS: Out of 32 students, 84%(n=27)of them earned 70% or better.</p> <p>All 103 students took the exam and all four high schools have met the goal.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Under \$500</p>	<p>10/04/2007 - This results show students have minimum knowledge on networking. Electronics department will enhance students' knowledge through hands-on skills.</p>
<p>Electronics & Computer Networking Secondary - AY08-09 SLO #1 CONNECT, CONFIGURE AND TROUBLESHOOT A ROUTER - Student will be able to make a console connection, configure a router and troubleshoot problems.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 08/08/2008</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A skill-based exam from CISCO NETWORKING ACADEMY</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of students completing the skill-based exam will earn a 75% or better</p>	<p>10/03/2008 - The following is for four GPSS high schools' skill based exam in VEEE066 data: GWHS: Out of 18 students, 67 % (n=12) of students earned a 75 % or better. JFKHS: Out of 17 students, 65 % (n=11) of students earned a 75 % or better. SHS: Out of 14 students, 71 % (n=10) of students earned a 75 % or better. SSHS: Out of 18 students, 72 % (n=13) of students earned a 75 % or better.</p>	<p>10/02/2009 - Due to the changes made in the secondary Electronics program commencing SY08-09, students will be assessed with different tools in the following school year, and the department has decided to increase the criterion by 5%.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 06/04/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>		<p>All participants were 67 students and only two have met the goal.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Two high schools did not meet the goals because of raising the standards.</p>	<p>Implementation Status: 10/12/2009 - The new SLO is set to the following: SY10-11 SLO #1 Setup/maintain/troubleshooting a personal computer : Student will be able to setup a desktop computer, install an operating system, and troubleshoot problems.</p> <hr/> <p>03/09/2009 - In average, the Electronics Department couldn't meet the criterion(69%). The department plans to keep the same criterion and puts efforts to raise up students' success rate in AY 10-11. Each class will invest more time to give hands-on labs to enhance students' skill on router setup, maintain, and troubleshooting.</p> <hr/> <p>03/09/2009 - There were many changes: Cisco curriculum has been changed and a new high school, Okkodo is added to our program. In transition period of curriculum change, some schools followed the old curriculum and others the new for this assessment. Okkodo Highschool couldn't participate this time since this assessment is targetted for the second year students and OHS had none. Next cycle, all five high schools will participate in the assessment with the uniform curriculum.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>11/26/2008 - Since the secondary Electronics program has been changed its courses, the department will assess revised SLOs in SY 10-11.</p>
<p>Electronics & Computer Networking Secondary - AY08-09 SLO#2 COMPUTER REPAIR AND NETWORKING SKILLS - Students will value computer repair and networking skills in the community.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 06/04/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Course feedback developed by CISCO Networking Academy</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 70% of students will attain 3 or higher in the rubric scoring from the course feedback.</p>	<p>10/03/2008 - The following is all four GPSS high schools' rubric scoring(scale:0 to 5) for the exit survey: GWHS: 18 students responded the survey with 4.01 in average. JFKHS: 17 students responded the survey with 3.2 in average. SHS: 14 students responded the survey with 4.2 in average. SSHS: 18 students responded the survey with 3.72 in average.</p> <p>All 67 students from the four GPSS high schools participated in this survey and the average scoring of 3.78. All high schools met the goal.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Academy Connection-CISCO survey.pdf</p>	<p>10/02/2009 - Due to the changes made in the secondary Electronics program commencing SY08-09, students will be assessed with different tools in the following school year, and the department has decided to increase the criterion by 5%.</p> <p>Implementation Status: 10/12/2009 - From the new secondary program, the focus is mainly on computer repair skills. The following is the new SLO #2 to be assessed in SY 10-11: SLO #2 COMPUTER REPAIR SKILLS : Students will value computer repair skills in the</p> <hr/> <p>03/09/2009 - In AY 10-11, five high schools, GWHS, JFKHS, SHS, SSHS and OHS will participate in the assessment. Since the rubric score earned is much higher than the criterion, the Electronics department is willing to raise the standard up for AY 10-11.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>11/26/2008 - Since the secondary Electronics program has been changed its courses, in SY 10-11, the department will assess revised SLOs.</p> <hr/>
<p>Electronics & Computer Networking Secondary - AY08-09 SLO#3 STANDARDIZED CISCO EXAM - Students will be able to distinguish between dynamic and static routing protocols , and distance vector and link-state algorithm.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 06/04/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Module 5 exam from CISCO Networking Academy</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 70% of students who are registered in VEEE066 will earn a 70% or better grades in Module 5 exam.</p>	<p>10/03/2008 - The following is all GPSS high schools final exam result for VEEE066: GWHS: Out of 18 students, 83 % (N=15) of them earned 70% or above. JFKHS: Out of 14 students, 78 % (N=11) of them earned 70 % or above. SHS: Out of 19 students, 70% (N=12) of them earned 70 % or above. SSHS: Out of 18 students, 72 % (N=13) of them earned 70% or above.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Instead of doing module 6 , we are now doing the Final exam for VEEE066 due to the different curriculum that were offered such as Cisco's Exploration, Discovery and the old curriculum.</p>	<p>10/02/2009 - Due to the changes made in the secondary Electronics program commencing SY08-09, students will be assessed with different tools in the following school year, and the department has decided to increase the criterion by 5%.</p> <p>Implementation Status: 10/12/2009 - The following is the new SLO#3: STANDARDIZED CISCO EXAM: Students will be able to identify internal and external components of a desktop/laptop computer system.</p> <hr/> <p>03/09/2009 - Including Okkudo High school, all five high schools will participate in AY 10-11 assessment cycle. It is recommended to increase the goal to 75% since all high schools met the goal for this criterion.</p> <hr/> <p>11/26/2008 - Since the secondary Electronics program has been changed its curriculum, in SY10-11, the department will assess revised</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			SLOs. <hr/>
<p>Electronics & Computer Networking Secondary - 2012-2013 Catalog SLO#1 - SLO#1 FA12-SP13: Upon successful completion of this program, students will be able to value networking skills in the community.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Course feedback developed by the Cisco Networking Academy</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 70% of students who are registered in VEEE080 will have "4" or better rubric scoring in the course feedback.</p> <p>Budget-Related Proposed Outcomes: The secondary electronics & computer networking program has a separate funding source from the department budget. Instructors from all five high schools should discuss beforehand the Title VI budget request. The department needs to make goals, performance indicators and outcomes to match the program.</p> <p>Related Documents: Cisco Course Feedback</p>		
	<p>Task Name: Data collection of the survey</p> <p>Task Description: Instructors from all five high schools should collect students' course feedback from the Cisco Networking Academy.</p>		
<p>Electronics & Computer Networking Secondary - 2012-2013 Catalog SLO#2 - SLO#2 FA12-SP13: Upon successful completion of this program, students will be able to install, configure, and troubleshoot a router.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A Packet Tracer exam developed by the Cisco Networking Academy</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>Standardized Test</p> <p>Criterion (Written in %): 70% of students who are registered in VEEE066 will earn 80% or better grades in the Packet Tracer exam.</p> <p>Budget-Related Proposed Outcomes: The secondary electronics & computer networking program has a separate funding source from the department budget. Instructors from all five high schools should discuss beforehand the Title VI budget request. The department needs to make goals, performance indicators and outcomes to match the program.</p> <p>Related Documents: Cisco Std Exam</p>		
	<p>Task Name: Assessment and data collection</p> <p>Task Description: Students who are registered in VEEE066 should take the Packet Tracer Exam and the results should be collected.</p>		
<p>Electronics & Computer Networking Secondary - 2012-2013 Catalog SLO#3 - SLO#3 FA12-SP13: Upon successful completion of this program, students will be able to distinguish between dynamic and static routing protocols, and distance vector and link-state algorithm.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CCNA 2 Chapter 5 Exam</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 70% of students who are registered in VEEE066 will earn a 70% or better grades in the chapter 5 exam</p> <p>Budget-Related Proposed Outcomes: The secondary electronics & computer networking program has a separate funding source from the department budget. Instructors from all five high schools should discuss beforehand the Title VI budget request. The department needs to make</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>goals, performance indicators and outcomes to match the program.</p> <p>Related Documents: Cisco Std Exam</p> <hr/> <p>Task Name: Data collection</p> <p>Task Description: The results of Chapter 5 exam in VEEE066 will be collected.</p>		
<p>Electronics & Computer Networking Secondary - 2012-2013 Catalog SLO#4 - SLO#4 FA12-SP13: Upon successful completion of this program, students will be able to install, maintain, and troubleshoot a computer.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A Skills-based Assessment developed by the Cisco Networking Academy</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): 70% of students who are registered in VEEE080 will earn 70% or better grades in the skills-based exam.</p> <p>Budget-Related Proposed Outcomes: The secondary electronics & computer networking program has a separate funding source from the department budget. Instructors from all five high schools should discuss beforehand the Title VI budget request. The department needs to make goals, performance indicators and outcomes to match the program.</p> <p>Related Documents: Cisco Std Exam</p> <hr/> <p>Task Name: Assessment</p> <p>Task Description: Students who are registered in VEEE080 from all five high schools should be assessed during the Fall semester.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Electronics & Computer Networking Secondary - 2012-2013 Catalog SLO#5 - SLO#5 FA12-SP13: Upon successful completion of this program, students will be able to measure AC/DC voltage using a multimeter and oscilloscope.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 26 question DC Circuit test which is faculty developed that comprises of questions, labs and test equipment applications. Students will be able to receive 100% points for the 26 questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): Students taking the test will have an overall score of 70% or greater on the 26 question test at 3.8 points/question.</p> <p>Budget-Related Proposed Outcomes: The secondary electronics & computer networking program has a separate funding source from the department budget. Instructors from all five high schools should discuss beforehand the Title VI budget request. The department needs to make goals, performance indicators and outcomes to match the program.</p> <p>Related Documents: VEEE051A_DC Circuits</p>		
<p>Electronics Engineering AS (Archive) - AY04-05 EMPLOYED IN THE FIELD - Graduate of the Electronics Engineering Technology will be successfully employed in the field.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Graduate students were given an examination and laboratory experiment. This examination was produced locally and student perform one-to-one experiments to</p>	<p>09/02/2003 - Written Examinations</p> <p>Laboratory Grades</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result</p>	<p>11/18/2003 - Students have attained 90% on exam and lab performance. Will continue to monitor curriculum and make necessary upgrades based the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: No longer a desired outcome</p>	<p>measure student achievement.</p>	<p>Status: Closed Budget Implications: No budget impact Notes: This program was deleted.</p>	<p>Advisory Committee's recommendation on industry needs. No action necessary at this time, however, will continue to monitor.</p>
<p>Electronics Engineering AS (Archive) - AY04-05 SUCCESSFULLY PASS THE ELECTRONIC TECHNICIAN ASSOCIATION EXAMS - Completers of the program will successfully pass the Electronic Technician Association exams for industry certification.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Electronic certification exams for industry standards must successfully score a 76% on both written examination and laboratory. Criterion (Written in %): Must successfully score a 76%</p>	<p>09/02/2003 - Summary reports and certification exams for each student. Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This program was deleted.</p>	<p>11/18/2003 - More advertisement needed to reach the other 20% of employees.</p>
<p>Enrollment Services (archive Sept 2011) - Advisors will utilize the advising tools made available to them. - Faculty advisors will have, at a minimum, an understanding of the basic use of NIAS and the different tools available in advising students.</p> <p>Start Date: 04/16/2004</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Written surveys Criterion (Written in %): A survey will be conducted to determine their use of advisement tools. 60% of advisors will utilize at least 2 of 3 advisement tools.</p>	<p>11/07/2004 - Although two training sessions were completed in April 2004; NIAS Advisor training and the Student Educational Plan, the combined training did not allow enough time for the advising tools portion. Therefore, the advisement tools were not distributed and the advisors were not trained.</p> <p>Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Notes: Completed. Budget Implications:</p>	<p>11/08/2004 - The utilization survey will be distributed and results reported out no later than one semester after training has been completed in order to give advisors a reasonable amount of time to use the tools and report meaningful feedback via the surveys. Each department will be trained separately in order to address individual department needs. All program advisors are expected to be trained by the end of April 2005.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		No budget impact	
<p>Enrollment Services (archive Sept 2011) - FA09-SP11 SSUO#1 Student Education Plan Template - To enhance the learning process for students by providing the student education plan template to advisors.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will provide student educational plan templates to all academic advisors, and will survey two postsecondary programs which actively use the templates.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): At least 60% of advisors from the two postsecondary programs will agree that the template is useful in carrying out their advising responsibilities, and out of 100 student advisement surveys distributed, at least 60 students will agree that the template was useful in mapping out their educational goals.</p> <p>Budget-Related Proposed Outcomes: Advisor resources will be updated and made available to all academic advisors via MyGCC or the College's public website.</p> <p>Related Documents: Student Educational Plan Template: Certificate Student Educational Plan Template: Degree</p>	<p>03/08/2010 - A resolution to endorse the implementation and use of the Student Educational Plans was approved by the Council of Department Chairs on September 18, 2009, followed the approval of the Dean of TSS and Academic Vice President on September 24 and September 25, respectively. The Student Educational Plans were sent via email to all academic advisors on October 1, 2009 and uploaded to the GCC website on October 8, 2009.</p> <p>The two postsecondary programs and their advisees have not been surveyed on the usefulness of the educational plan. This will take place before the Spring 2011 semester ends.</p> <p>UPDATE (12/10/10): All educational plan templates have been updated as of September 2010 to incorporate new general education requirements. New plans can be located on the GCC public website at http://guamcc.edu/index.php?option=com_content&task=view&id=705&Itemid=657.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: Advisor resources will be updated and made available to all academic advisors via</p>	<p>03/22/2011 - Due to extetenuating circumstances, data collection has not been completed. Surveys are ongoing and data will be inputted as soon as results are compiled.</p> <p>Implementation Status: 03/22/2011 - Please refer to summary of results.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Imelda Clymer</p> <p>Task Description: To provide student educational plan templates to academic advisors and conduct a survey of two postsecondary programs.</p>	<p>MyGCC or the College's public website.</p>	
<p>Enrollment Services (archive Sept 2011) - FA09-SP11 SSUO#2 Advisor Training - The department will conduct or assist in the coordination of academic advisor training.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will conduct evaluations after each training session.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 60% of advisors surveyed will agree that they have gained usable knowledge and skills needed to carry out their academic advising responsibilities.</p> <p>Related Documents: Advisor Training Evaluation</p>	<p>03/08/2010 - The Enrollment Services department conducted advisor training for 7 new faculty.</p> <p>UPDATE (12/10/10): The Enrollment Services department conducted advisor training for 4 additional new faculty in November 2010.</p> <p>UPDATE (03/14/11): The Enrollment Services department conducted advisor training for 3 more new faculty in March 2011 for a total of 14 new faculty since March 2010.</p> <p>All new faculty were trained on the use of the Student Educational Plan, the use of MyGCC Advisor Dashboard and MyGCC Self-Service.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result</p>	<p>03/22/2011 - Advisor training was conducted on a one-to one basis to accomodate the varying schedules of new faculty. 100% of new faculty trained (n=14) indicated they were "Very Satisfied" with the training they received.</p> <p>Implementation Status: 03/22/2011 - Academic advisor training will continue for new faculty before an advisee load is assigned. Training will continue via department meetings, one to one training, and/or in coordination with MyGCC orientation training (Admissions & Registration).</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Status: Administrative/Student Services Unit Data Collection Status</p> <p>Notes: Related Documents: Advisor Training Agenda and Academic Advisor Training Survey</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: Training surveys will indicate advisors are "Satisfied" or "Very Satisfied " with the training they received.</p>	
		<p>03/08/2010 - The Enrollment Services department conducted advisor training for 7 new faculty.</p> <p>UPDATE (12/10/10): The Enrollment Services department conducted advisor training for 4 additional new faculty in November 2010.</p> <p>UPDATE (03/14/11): The Enrollment Services department conducted advisor training for 3 more new faculty in March 2011 for a total of 14 new faculty since March 2010.</p> <p>All new faculty were trained on the use of the Student Educational Plan,the use of MyGCC Advisor Dashboard and MyGCC Self-Service.</p> <p style="text-align: center;">Summary of Result Type:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Notes: Related Document: Advisor Training Agenda</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: Training surveys will indicate advisors are "Satisfied" or "Very Satisfied" with the training they received.</p> <p>Related Documents: Advisor Training Agenda Fall 2009.doc</p>	
<p>Enrollment Services (archive Sept 2011) - FA09-SP11 SSUO#3 Support for Recruitment Activities - To support college recruitment activities by providing resources and coordinating faculty participation.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The department will maintain a logbook to record requests for recruitment resources.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Recruitment activities-process</p> <p>Criterion (Written in %): Each request will receive 80% of the resources needed for the recruitment activity.</p>	<p>03/08/2010 - The Enrollment Services department has received 13 requests for recruitment resources since the beginning of academic year 2009-2010. Seven of the thirteen have been fulfilled. The remaining 6 requests are pending due to the fact the events are scheduled to take place after April 7, 2010.</p> <p>UPDATE (12/10/10): The 6 remaining requests from Spring 2010 were satisfied and the logbook has been updated. One request was received for Fall 2010 and was satisfied.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Notes: Related document: Recruitment Resources Logbook</p> <p>Budget Implications:</p>	<p>12/10/2010 - Requests will continue to be accepted and resources will be provided. However, a breakdown of the types of requests and resources requested will be summarized to identify items for future budgets.</p> <p>UPDATE (03/16/11): The resources requested are (1) faculty & service unit participation, (2) Forms or other printed material, (3) GCC banners, (4) tablecloths w/GCC logo, (5) projector and public announcement system.</p> <p>Implementation Status: 03/16/2011 - The department has exceeded the criterion. Enrollment Services is currently purchasing copier paper for</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Over \$500</p> <p>Budget Related Performance Indicators: 100% of recruitment requests will be recorded in the recruitment resource logbook and, 80% of all resources requested will be provided.</p> <p>Related Documents: ES Recruitment Logbook 09-10.doc</p>	<p>Implementation Status: printed material and tablecloths w/GCC logo from its fiscal year 2011 budget. Fiscal year 2012 monies will be spent on purchasing a multimedia projector, however, this department will borrow a PA system from other departments. The department will continue to track the types of resources needed to recruit and promote the College.</p>
<p>Environmental Health & Safety - ENVIROMENTAL HEALTH AND SAFETY COMMITTEE - AUO#1 FA09-SP11 : Environmental Health & Safety and the ADA committee to improve awareness of operational safety procedures to conform with local and federal standards.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Quarterly environmental health & safety/ADA committee meeting.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): The committee will review reported number of accidents/injuries on a quarterly basis and focus on reducing the number of accidents/injuries to 0-3 percent.</p> <p>Budget-Related Proposed Outcomes: Excess of \$500.00</p>	<p>11/05/2010 - October 09 - December 09 : 5 accidents/injuries January 10 - March 10: 13 accidents/injuries April 10 - June 10: 1 accident/injury July 10 - September 10: 15 accidents/injuries</p> <p>The most accidents/injuries occurred during Fall 09, Spring 10 and Fall 10 semesters because this is the time when the college has the most students in session. Most of the accidents and injuries came from the Culinary and Automotive Classes. The least injuries were when students were out of school.</p> <p>n=34</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>11/05/2010 - The committee meeting will highlight issues concerning environmental health & safety throughout the campus and the satellite schools. Issues brought forth will be addressed and incorporated further improvements to safety awareness and prevention methods. EH & S Administrator will continue to monitor the accident and injury reports and work with Culinary and Automotive department chairpersons to train students to safely use equipment and tools to reduce injuries in these areas.</p> <p>Implementation Status: 03/04/2011 - The Environmental</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Reviewing GCC's safety manuals for changes and updates</p> <p>Related Documents: Safety Signs Accident and Injury Data 2009 - 2010.pdf OSHA Form 300 GCC Data</p>	<p>Implementation Status: Health & Safety/ADA committee is scheduled to meet on the 2nd week of April 2011. The committee has been sanctioned by the President. The committee members will include: Greg Manglona, Kasinda Ludwig, Jose Quitugua and Joanne Ige.</p> <p>EH& S Administrator will continue to monitor all departments to ensure compliance with environmental health and safety policies.</p>
		<p>11/04/2010 - The committee did not formally convene the last year an-half due to personnel turnover. The appointment of the new Associate Dean to the Student Support Services and the Environmental Health & Safety the focus is to identify new committee members and convene a meeting prior to December 2010.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	<p>11/04/2010 - The committee will address all issues pertaining to environmental health & Safety/ADA based from inspection reports/work orders and/or email reports.</p>
	<p>Task Name: 2/11/09</p> <p>Task Description: 10/16/2008 - Assess the campus facility to determine the number and type of safety posters as applicable to the work center or building. The posters should</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	be ordered by December 31, 2008 and shall be posted by February 27, 2009.		
<p>Environmental Health & Safety - Institution Facilities Safety - AUO#2 FA09-SP11: Safety Office will conduct daily physical inspection to indentify and correct potential health and safety hazards.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Inspection check-list to ensure that the deficiencies are recorded and addressed.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Federal Regulations</p> <p>Criterion (Written in %): Ninety percent of small deficiency issues will be corrected within 24 hours. Long range deficiency issues will be prioritized and corrected within five work days.</p> <p>Budget-Related Proposed Outcomes: Excess \$5,000.00</p>	<p>11/04/2010 - October 2009 - December 2009: 108 deficiencies; January 2010 - March 2010: 81 deficiencies; April 2010 - June 2010: 93 deficiencies; July 2010 - September 2010: 145 deficiencies; (n = 427) .All recorded deficiencies were long term issues that corrected within 5 days or more. The number of long term deficiencies were during the Fall 2009 and Fall 2010 semesters and this is because of the higher enrollment of students during these times.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: To continue to investigate all forms of accidents.</p> <p>Related Documents: Safety Inspection Checklist inspection report closed work orders (pie) Total Safety Issue Reports.pdf</p>	<p>11/05/2010 - Inspection results will be use as safety tips and/or training information to students, faculty, staff.</p> <hr/> <p>11/05/2010 - Continue the use of inspection results as guildlines</p> <hr/>
<p>Environmental Health & Safety - Satellite Facility Inspection Program - AUO#3 FA09-SP11 : Monthly physical inspections will be conducted at the GCC Satellite schools - John F. Kennedy High, George Washington High, Simon Sanchez High, Okkodo High, and Southern High.</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Inspections reports and work order submitted from the GCC Satellite schools or others means of communication report (i.e. email, incident reports etc.) regarding environmental health & safety issues.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Federal Regulations</p>	<p>11/04/2010 - 100 percent were completed on all deficiencies identified from inspection reports and/or work orders pertaining to GCC Satellite schools. N=80</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>11/05/2010 - Inspections results will be used to improve safety awareness and prevention.</p> <p>Implementation Status: 03/17/2011 - EH&S Administrator will ensure that inspection results and corrective actions on</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/12/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle</p>	<p>Criterion (Written in %): Prioritize inspection deficiencies to achieve 80 to 100 corrective action. Budget-Related Proposed Outcomes: None</p>	<p>Budget Implications: Over \$5,000 Budget Related Performance Indicators: Continue to investigate all forms of accidents. Related Documents: closed work orders (pie) GCC High School Satellite Deficiency.pdf</p>	<p>Implementation Status: the deficiencies are recorded and copies provided to the applicable Satellite school faculty.</p> <hr/>
<p>Environmental Health & Safety - ENVIRONMENTAL HEALTH & SAFETY COMMITTEE - AUO #1 - FA11-SP13: Environmental Health & Safety and the ADA committee to improve awareness of operational safety procedures to conform with local and federal standards. Outcome Types: AUO Start Date: 11/10/2011 End Date: 03/11/2013 Outcome Status: Currently being assessed Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report Notes from the pull/drop down list The plan is to ensure that environmental health & safety regulations are being adhered to, and that they satisfy the federal Occupational Safety & Health Administration (OSHA) Standards.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Environmental Health & Safety/ADA committee will meet quarterly. Type of Artifact/Instrument/Rubric/Method/Tool: Local Law/Regulations Criterion (Written in %): 100% of incident report will be recorded and disseminated to appropriate department. Budget-Related Proposed Outcomes: Dependent on issues from the meeting, determination will be made as to the requirements that must be met. Related Documents: Quarterly EHS ADA meeting Sched.pdf</p>	<p>04/12/2012 - The committee/task force was unsuccessful to have a formal meeting during this reporting period. However, the key members (Accommodative Services; Student Support Administrator; Environmental Health & Safety Administrator, and Maintenance) conducts informal ADA/Safety meeting and issues are addressed promptly. N=0 Summary of Result Type: Criterion Not Met Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status Budget Implications: Under \$500 Notes: Safety materials are purchased to correct any deficiencies regarding ADA/Safety issues. Budget Related Performance Indicators: Review all inspection results and work orders submitted relative to ADA/Safety.</p>	
<p>Environmental Health & Safety - ENVIRONMENTAL HEALTH & SAFETY TRAINING - AUO #2 - FA11-SP13:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Training will be conducted to each faculty,</p>	<p>04/12/2012 - Training is conducted quarterly to faculty, staff, and students. Occassionally, an impromptu training is conducted to faculty, staff,</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Environmental Health & Safety Training will be provided to faculty, students, and staff to ensure awareness on safety hazards and compliance with OSHA regulations.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list The plan is to ensure that environmental health & safety regulations are being adhered to, and that they satisfy the federal Occupational Safety & Health Administration (OSHA) Standards.</p>	<p>staff, and to conduct general training sessions to students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): 90% of the faculty and staff will participate in at least one training each semester with students.</p> <p>Budget-Related Proposed Outcomes: None</p> <p>Related Documents: REVISED Evaluation.pdf</p>	<p>and students when requested during safety office personnel's visits around the campus and the four high school satellites. N=2</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Purchase posters; first aid kits; PPE.</p> <p>Budget Related Performance Indicators: To continue to schedule environmental health & safety training and implement training survey form to gather from the participants as means of measuring tool.</p> <p>Related Documents: 2011 NEO Training.pdf</p>	
<p>Environmental Health & Safety - ENVIRONMENTAL HEALTH & SAFETY DRILLS - AUO # 3 - FA11-SP13: Environmental Health & Safety Drills will be conducted to improve awareness of campus emergency procedures.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The emergency drill survey form will be provided to faculty, students, and staff to complete for any comments/recommendations/suggestions relative to the drill.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): Minimum of 3 drills will be conducted per semester and 75% to 100% of the participants who filled-out the evaluation form should indicate the outcome of the drill was satisfactory and/or helpful.</p> <p>Budget-Related Proposed Outcomes: None</p>	<p>04/12/2012 - Two drills (earthquake and fire) were conducted during this reporting period. The drills were very successful with 100% participation from the campus community. N=2.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: It was noted that during the drills communication equipment (i.e. two way radio, bull-horns) must be updated.</p> <p>Budget Related Performance Indicators: Assess and procure the communication</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>The plan is to ensure that environmental health & safety regulations are being adhered to, and that they satisfy the federal Occupational Safety & Health Administration (OSHA) Standards.</p>	<p>Related Documents: Safety Orientation 2 [Compatibility Mode].pdf</p>	<p>equipments.</p> <p>04/12/2012 - Training is conducted to faculty, staff, and students on a regular basis. Occasionally, an impromptu environmental health & safety training is also conducted to faculty, staff, and students as needed during the course of campus and high school satellites visits. N=2</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Purchase posters; first aid equipment; PPE.</p> <p>Budget Related Performance Indicators: To continue to schedule environmental health & safety training and implement survey form to gather feed back from participants.</p> <p>Related Documents: TECH CTR BRIEFING.docx</p>	
<p>Facilities - FA09-SP11 AUO#1 Quality Maintenance and Repair Services - To provide quality maintenance and repair services for college facilities to include cleanliness and sanitation, and the assurance that college grounds are well-kept and aesthetics are properly maintained.</p> <p>Start Date: 10/12/2008</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Client survey cards will be reviewed to evaluate customer satisfaction of the completed work.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): Approximately, 200 survey cards are received annually from all of the work requests generated throughout the year.</p> <p>80% of the number of survey cards received</p>	<p>09/30/2010 - Client/Customer Service Survey - 276 Client Survey Cards were received during the plan period beginning October 1, 2008 through September 30, 2010 for 1,673 work orders completed. Six (6) survey cards of two hundred seventy six (276) received indicated 2.0 or below in terms of customer satisfaction on a scale of 1 being Poor and 5 being Outstanding for a customer satisfaction rating of 98% being satisfactory or above. The 80% criterion of this plan has been met.</p> <p>Summary of Result Type: Criterion Met</p>	<p>10/19/2010 - Infrastructure Improvement - We will maintain college facilities with the highest degree of serviceability within available resources.</p> <p>Implementation Status: 04/27/2011 - The customer satisfaction survey cards will continue to be used and monitoring of the 80% criteria will be done as the survey cards</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Meeting the 80% goal for customer satisfaction and timeliness of response to customer request for services will indicate that the Facility Maintenance department is, in fact, providing quality and timely maintenance services which are directly in support of the College's educational goals.</p>	<p>beginning October 1, 2008 from respondents will indicate satisfactory or higher customer satisfaction evaluations. The 80% sample size was arbitrarily selected by the author of this report as sufficient to provide for enough feedback so that a value judgment can be made whether compliance with the admin unit outcome is being achieved. These survey cards are available for actual counting inside the Emaint Work Request System.</p> <p>Budget-Related Proposed Outcomes: 1. Infrastructure improvement - we will maintain college facilities with the highest degree of serviceability within available resources.</p> <p>Related Documents: Customer Survey Card.pdf</p>	<p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Client survey cards will be reviewed to evaluate customer satisfaction of the completed work. Eighty percent (80%) of the number of survey cards received during the fiscal year will indicate satisfactory or higher customer satisfaction evaluations.</p>	<p>Implementation Status: are recieved to insure that the momentum is sustained.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Beginning October 1, 2008 through September 30, 2010, 80% of all work requests submitted during the quarter will be completed during that quarter. A review of all work requests completed each quarter will be performed to insure compliance with the admin unit outcomes. The 80% completion rate per quarter was arbitrarily selected as sufficient to provide for enough feedback so that a value judgment can be made whether compliance with the admin unit outcome is being achieved.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Work Request Log</p> <p>Criterion (Written in %): 80% of all work requests submitted during the quarter will be completed within that quarter during the assessment period.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Budget-Related Proposed Outcomes: 3. Quality of work - continual improvements in work quality and quantity will be incrementally increased through customer feedback and evaluation.</p> <p>Related Documents: Maintenance Log1a.pdf Maintenance Log2a.pdf</p>		
	<p>Task Name: Josephine Arceo</p> <p>Task Description: Maintain E-Maint System. Provide monthly, quarterly, and annual reports to the assessment author for review and implementation of improvements as required.</p>		
	<p>Task Name: Rudy M. Santos</p> <p>Task Description: Upkeep and maintenance of Maintenance Work Request Log. Provide monthly, quarterly, and annual reports to the assessment author for review and implementation of improvements as required.</p>		
<p>Facilities - FA09-SP11 AUO#2 Responsive Maintenance and Repair Services - To provide responsive maintenance and repair services for college facilities to insure that these facilities are fully capable of supporting the educational mission of the Guam Community College.</p> <p>Start Date: 10/12/2008</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program SLO/AUO/SSUO Plan</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Client survey cards will be reviewed to evaluate customer satisfaction of the completed work.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): Approximately, 200 survey cards are received annually from all of the work requests generated throughout the year. 80% of the number of survey cards received beginning October 1, 2008 from respondents</p>	<p>03/18/2010 - Client/Customer Service Survey - 276 Client Survey Cards were received during the plan period beginning October 1, 2008 through September 30, 2010 for 1,673 work orders completed. Six (6) survey cards of two hundred seventy six (276) received indicated 2.0 or below in terms of customer satisfaction on a scale of 1 being Poor and 5 being Outstanding for a customer satisfaction rating of 98% being satisfactory or above. The 80% criterion of this plan has been met.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result</p>	<p>10/19/2010 - Infrastructure Improvement - We will maintain college facilities with the highest degree of serviceability within available resources.</p> <p>Implementation Status: 04/27/2011 - Customer satisfaction cards will continue to be used gauge the responsiveness to and repair satisfaction of the College's community. These survey cards</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Meeting the 80% goal for customer satisfaction and timeliness of response to customer request for services will indicate that the Facility Maintenance department is, in fact, providing quality and timely maintenance services which are directly in support of the College's educational goals.</p>	<p>will indicate satisfactory or higher customer satisfaction evaluations. The 80% sample size was arbitrarily selected by the author of this report as sufficient to provide for enough feedback so that a value judgment can be made whether compliance with the admin unit outcome is being achieved. These survey cards are available for actual counting inside the Emaint Work Request System.</p> <p>Budget-Related Proposed Outcomes: 2. Response time - we will continue to reduce our backlogged work such that response time to facilities maintenance requests will be more timely.</p> <p>Related Documents: Customer Survey Card.pdf</p>	<p>Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Client survey cards will be reviewed to evaluate customer satisfaction of the completed work. Eighty percent (80%) of the number of survey cards received during the fiscal year will indicate satisfactory or higher customer satisfaction evaluations.</p>	<p>Implementation Status: will be monitored on receipt and any dissatisfaction reflected will be investigated to provide for corrective actions to indicated problems.</p> <hr/>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Beginning October 1, 2008 through September 30, 2009, 80% of all work requests submitted during the quarter will be completed during that quarter. A review of all work requests completed each quarter will be performed to insure compliance with the admin unit outcomes. The 80% completion rate per quarter was arbitrarily selected as sufficient to provide for enough feedback so that a value judgment can be made whether compliance with the admin unit outcome is being achieved.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Work Request Log</p> <p>Criterion (Written in %): 80% of all work requests submitted during the quarter will be completed within that quarter during the assessment period.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Related Documents: Maintenance Log1a.pdf Maintenance Log2a.pdf</p> <p>Task Name: Josephine Arceo</p> <p>Task Description: Maintain E-Maint System. Provide monthly, quarterly, and annual reports to the assessment author for review and implementation of improvements as required.</p> <hr/> <p>Task Name: Rudy M. Santos</p> <p>Task Description: Upkeep and maintenance of Maitenance Work Request Log. Provide monthly, quarterly, and annual reports to the assessment author for review and implementation of improvements as required.</p>		
<p>Facilities - FA09-SP11 AUO#3 Work Requests Submitted - To complete and close out 80% of all work requests submitted during a quarter within that respective quarter.</p> <p>Start Date: 10/12/2008</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Meeting the goal of 80% completion of all work requests submitted within the quarter will be indicative of timely response to</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Client survey cards will be reviewed to evaluate customer satisfaction of the completed work.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): Approximately, 200 survey cards are received annually from all of the work requests generated throughout the year. 80% of the number of survey cards received beginning October 1, 2008 from respondents will indicate satisfactory or higher customer satisfaction evaluations. The 80% sample size was arbitrarily selected by the author of this report as sufficient to provide for enough feedback so that a value judgment</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>trouble calls thereby providing classrooms that meet and sustain College educational goals with class-ready facilities.</p>	<p>can be made whether compliance with the admin unit outcome is being achieved. These survey cards are available for actual counting inside the Emaint Work Request System.</p> <p>Budget-Related Proposed Outcomes: 3. Quality of work - continual improvements in work quality and quantity will be incrementally increased through customer feedback and evaluation.</p> <p>Related Documents: Customer Survey Card.pdf</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Approximately 600 - 700 Work Requests are generated by the Emaint Work Request System annually. This is approximately 150 -175 work orders per quarter. Beginning October 1, 2008 through September 30, 2010, 80% of all work requests submitted during the quarter will be completed during that quarter. A review of all work requests completed each quarter will be performed to insure compliance with the admin unit outcomes. The 80% completion rate per quarter was arbitrarily selected as sufficient to provide for enough feedback so that a value judgment can be made whether compliance with the admin unit outcome is being achieved.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Work Request Log</p> <p>Criterion (Written in %): Complete and close out 80% of all work requests submitted during a quarter within that respective quarter during the assessment period.</p> <p>Budget-Related Proposed Outcomes: 2. Response time - we will continue to reduce our backlogged work such that</p>	<p>10/18/2010 - 1st Qtr., FY09 - 224 completed of 307 received. 2nd Qtr., FY09 - 185 completed of 193 received. 3rd Qtr., FY09 - 131 completed of 122 received. 4th Qtr., FY09 - 163 completed of 196 received. Average completion/close out rate for the rating period is 90%. 1st Qtr., FY10 - 262 completed of 346 received. 2nd Qtr., FY10 - 196 completed of 219 received. 3rd Qtr., FY10 - 170 completed of 186 received. 4th Qtr., FY10 - 322 completed of 322 received. Average completion/close out rate for the rating period is 88.5%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 2. Quarterly reviews of maintenance work request logs will be implemented so that incremental reduction of backlogged facility maintenance work requests can be achieved.</p>	<p>10/20/2010 - Infrastructure Improvement - We will maintain college facilities with the highest degree of serviceability within available resources.</p> <p>Implementation Status: 04/27/2011 - Receipt to completion dates for work requests received by Facility Maintenance will continue to be monitored to maintain timely response times. Work requests not meeting the receipt to completion dates will be looked into for reasons for not meeting response time. 10/21/2010 - Infrastructure Improvement - We will maintain college facilities with the highest degree of serviceability within available resources.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>response time to facilities maintenance requests will be more timely.</p> <p>Related Documents: Maintenance Log1a.pdf Maintenance Log2a.pdf</p>		
	<p>Task Name: Josephine Arceo</p> <p>Task Description: Maintain E-Maint System. Provide monthly, quarterly, and annual reports to the assessment author for review and implementation of improvements as required.</p>		
	<p>Task Name: Rudy M. Santos</p> <p>Task Description: Upkeep and maintenance of Maintenance Work Request Log. Provide monthly, quarterly, and annual reports to the assessment author for review and implementation of improvements as required.</p>		
<p>Facilities - AUO#1 Quality Maintenance and Repair Services - FA11-SP13 AUO#1: To provide maintenance and repair of facilities through department's preventative maintenance and inspection process.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Facilities will use the PM and Inspection checklist to assess GCC's physical resources such as classrooms, generators,</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): Seventy five percent (75%) of the issues identified in the PM and Inspection checklist will be addressed in 30 days.</p> <p>Budget-Related Proposed Outcomes: 1. Infrastructure improvement - we will maintain college facilities with the highest degree of serviceability within available resources.</p>	<p>02/17/2012 - PM and Inspection forms were developed, assigned to a maintenance worker (employed at GCC on October 10, 2011), and started on this assignment in November 2011 however staff shortage and absenteeism affected the department's ability to fully implement and continue this project. A maintenance supervisor will start March 19, 2012; his presence will surely impact the department's ability to accomplish PMs and work orders.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications:</p>	<p>10/08/2012 - The maintenance supervisor started March 19, 2012 as previously reported however, PM and Inspection checklist was again not fully implemented as several urgent projects had to be immediately addressed (e.g., accreditation visit, air conditioning, mold, responding to work orders, and addressing lack or no water). At the September BOT meeting members approved to have the Facility Maintenance Coordinator's position upgraded to a Facility Engineer Administrator; the administrator position was subsequently announced and will</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Notes from the pull/drop down list This plan will use information from the GCC Fact Book and ISMP such as enrollment to gauge usage of facilities.</p>	<p>2. Response time - we will continue to reduce our backlogged work such that response time to facilities maintenance requests will be more timely.</p> <p>3. Quality of work - continual improvements in work quality and quantity will be incrementally increased through customer feedback and evaluation.</p> <p>Related Documents: PM and Inspection Template.pdf</p>	<p>Over \$5,000</p> <p>Notes: Activities to measure or realize the objective established for this Administrative Unit Outcome was hindered due to key personnel, whose primary responsibility would have had a direct impact to the outcome of the AUO, were on leave. For example, the administrative assistant was on sick leave for several weeks, the maintenance supervisor resigned August 2011, the facility maintenance coordinator was on sick leave effective November 2011, and GCC's only air conditioner mechanic remains on workman's compensation.</p> <p>Budget Related Performance Indicators:</p> <p>1. Client survey cards will be reviewed to evaluate customer satisfaction of the completed work. Eighty percent (80%) of the number of survey cards received during the fiscal year will indicate satisfactory or higher customer satisfaction evaluations.</p> <p>2. Quarterly reviews of maintenance work request logs will be implemented so that incremental reduction of backlogged facility maintenance work requests can be achieved.</p> <p>3. Reduce cost of materials incrementally by five percent (5%) based on comparison or material expenditures (excluding uncontrollable costs such as disaster readiness and recovery).</p> <p>Related Documents: PM and Inspection Template - Rooms SAMPLE.pdf</p>	<p>close October 12, 2012. It should be noted that the Coordinator was on sick leave since November 2011 and thereafter passed away (April 2012). It is anticipated that having the Administrator will relieve pressure and address the PM and Inspection project the College so desperately need.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: PM and Inspection (PM&I)</p> <p>Task Description: Implement PM&I.</p>		
<p>Facilities - AUO#2 Responsive Maintenance and Repair Services - FA11-SP13 AUO#2: To provide responsive maintenance and repair services for a conducive learning and working environment.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list This document supports department's plans to maintain and replace physical resources to support student programs and services.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Services are requested through "work.order@guamcc.edu". Upon completion of a work order the requestor is automatically sent an email and asked to complete a customer service survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): Eighty five percent (85%) of customer service surveys will indicate that they were satisfied with the maintenance and repair services provided.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Infrastructure improvement - we will maintain college facilities with the highest degree of serviceability within available resources. 2. Response time - we will continue to reduce our backlogged work such that response time to facilities maintenance requests will be more timely. 3. Quality of work - continual improvements in work quality and quantity will be incrementally increased through customer feedback and evaluation. <p>Related Documents: Work Order Evaluation Survey.pdf</p>	<p>02/17/2012 - The facility maintenance supervisor went on leave November 8, 2011. Survey forms were set up in eMaint to go directly to his email, as he has been responsible for compiling and populating the information onto TracDat. Unfortunately, because of the number of incoming email I had his account inactivated last month. Because of this incident, we will now have the eMaint surveys go to a facility account rather than to have it go to one specific person. The administrative assistant will work with MIS to establish this account by the end of March 2012.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Here the key person primarily responsible for compiling this information was on leave since November 8, 2012 and has now passed away (3/14/2012). The eMaint system was upgraded during this period however, the survey will need to be revised to make it more "user" friendly.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. Client survey cards will be reviewed to evaluate customer satisfaction of the completed work. Eighty percent (80%) of the number of survey cards received during the fiscal year will indicate satisfactory or higher customer satisfaction evaluations. 	<p>10/08/2012 - Data from survey is suspect as there were very few submitted for a couple of reasons. First, the Facility Maintenance Coordinator position has been vacant from November 2011 to present. Second, the eMaint system was upgraded and staff shortage (medical) prevented the survey to be fully activated. Once the Facility Engineer Administrator is filled, this AUO will be reported on along with educating and encouraging the campus community to complete a survey. Compiling this data is important to the department as it measures the level of service and customer satisfaction. Accordingly, this AUO will be included in the department's upcoming plan.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Work Orders</p> <p>Task Description: Review and compile work orders and corresponding surveys. Administrative Assistant will provide a list of work orders and survey results to Assistant Director.</p>	<p>2. Quarterly reviews of maintenance work request logs will be implemented so that incremental reduction of backlogged facility maintenance work requests can be achieved.</p> <p>3. Reduce cost of materials incrementally by five percent (5%) based on comparison of material expenditures (excluding uncontrollable costs such as disaster readiness and recovery).</p> <p>Related Documents: AUO #2 Sample Survey.pdf</p>	
<p>Facilities - AUO#3 Professional Development - FA11-SP13 AUO#3: To ensure proper maintenance of physical resources.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list Standard describes how physical resources should be maintained in support of student learning. With new buildings and technologies (e.g. photovoltaic)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: GCC has an energy audit and facility master plan which identifies retrofitting fixtures or the construction of new buildings. As such, it is critical for maintenance staff to obtain training in order to safely service these physical resources. Accordingly, training plan will be developed for each maintenance staff.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Training Plan</p> <p>Criterion (Written in %): Eighty percent (80%) of those trained will complete workshop or obtain a grade of "passing" or "C" or better on the training obtained.</p> <p>Budget-Related Proposed Outcomes: 1. Infrastructure improvement - we will</p>	<p>02/17/2012 - Since the maintenance department's move to P&D (October 1, 2010) four training sessions were requested to prepare staff for requirements of new facilities/equipment (e.g., Chiller, etc.). Staff (5) attended mandatory training sessions on the Photovoltaic parking lights, generator (Building D), Chiller/Air Handling Units (LRC), and Direct Digital Control (LRC); training sessions however are not graded.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: A maintenance supervisor (Mr. Benny Quenga) will start employment at GCC</p>	<p>10/08/2012 - In addition to the training (above), two individuals (maintenance worker and AC refrigeration mechanic) successfully completed the apprenticeship training program May 2012. Three individuals (2 maintenance workers (both newly hired) and the AC refrigeration mechanic) enrolled to take classes fall 2012. The two maintenance workers started in DOA's apprenticeship training program while the AC refrigeration mechanic continues to take postsecondary classes. Accordingly, 3 of 5 maintenance staff are enrolled fall 2012. Grades will be reviewed at the end of the semester to determine whether the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>professional development is required to maintain resources.</p>	<p>maintain college facilities with the highest degree of serviceability within available resources.</p> <p>2. Response time - we will continue to reduce our backlogged work such that response time to facilities maintenance requests will be more timely.</p> <p>3. Quality of work - continual improvements in work quality and quantity will be incrementally increased through customer feedback and evaluation.</p> <p>Related Documents: Professional Development.pdf</p>	<p>3/19/12. We will start to develop a training plan for maintenance staff so that they are able to competently respond to work orders especially as they relate to new LEED requirements. Additionally, P&D's assistant director started to discuss apprenticeship options with the program's program specialist.</p> <p>Budget Related Performance Indicators:</p> <p>1. Client survey cards will be reviewed to evaluate customer satisfaction of the completed work. Eighty percent (80%) of the number of survey cards received during the fiscal year will indicate satisfactory or higher customer satisfaction evaluations.</p> <p>2. Quarterly reviews of maintenance work request logs will be implemented so that incremental reduction of backlogged facility maintenance work requests can be achieved.</p> <p>3. Reduce cost of materials incrementally by five percent (5%) based on comparison or material expenditures (excluding uncontrollable costs such as disaster readiness and recovery).</p> <p>Related Documents: AUO #3 Training Sign In Sheet.pdf</p>	<p>80% criteria was realized.</p> <hr/>
	<p>Task Name: Professional Development Schedule</p> <p>Task Description: Complete a schedule for maintenance staff to obtain professional development (e.g., classes, workshops, apprenticeship).</p>		
<p>Fire Science Technology Certificate (Cycle dependent) - Demonstrate proficiency in the use of fire hose, nozzles, appliances,</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor-developed competency checklist</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>adapters, and hose streams. - Demonstrate proficiency in the use of fire hose, nozzles, appliances, adapters, and hose streams.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>based on requirements found in the FS104 course guide.</p> <p>Criterion (Written in %): 70% of all FS104 completers will score 80% or higher on the first try. 100% of those scoring below 80% on the first try will be given remedial instruction and will score 80% or higher on the second try.</p>		
<p>Fire Science Technology Certificate (Cycle dependent) - Perform a residential or business fire prevention inspection. - Perform a residential or business fire prevention inspection.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor-developed Competency checklist</p> <p>Criterion (Written in %): 70% of FS105 completers will score 80% or higher on the first try. 100% of those scoring below 80% on the first try will be given remedial instruction and will score 80% or higher on the second try.</p>		
<p>Fire Science Technology Certificate (Cycle dependent) - Perform the required duties of an Emergency Medical Technician-Basic. - Perform the required duties of an Emergency Medical Technician-Basic.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: AAOS examination administered by Guam DPH&SS. (National Standard Curriculum & NREMT cert. test)</p> <p>Criterion (Written in %): 70% of EMS103 completers will pass the national exam on the first try (80% required for passing). Following remedial instruction, 100% of those failing the first try will pass on the second try.</p>		
<p>Fire Science Technology Certificate (Cycle dependent) - Possess Knowledge NFPA and OSHA Regulations - Graduates will possess requisite knowledge of NFPA and OSHA regulations pertaining to the fire services.</p> <p>Start Date: 06/17/2002</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 70% of participants in the mock promotional examination will pass the written test that measures knowledge of NFPA and OSHA regulations.</p> <p>Criterion (Written in %):</p>	<p>06/17/2002 - The lone participant passed the written test with 80%.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>06/17/2002 - Rate of participation was insufficient to draw statically valid conclusions.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: No longer a desired outcome</p>	<p>70% will pass</p>		
<p>Fire Science Technology Certificate (Cycle dependent) - Possess the Technical knowledge - Graduates of the program will possess the technical knowledge required to command a fire company.</p> <p>Start Date: 06/17/2002</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Recent graduates were asked to participate in a mock promotional examination. 70% of participants will pass the examination.</p> <p>Criterion (Written in %): 70% will pass</p>	<p>06/17/2002 - The program has produced 11 graduates in the past 5 years. All were invited to participate in the mock exam. One graduate participated and passed the oral exam with 80% and "endorse for promotion" on the oral exam.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>06/17/2002 - Only 1 of 11 recent graduates participated in the exam. Even though the participant passed the exam, rate of participation was insufficient to draw conclusion.</p>
<p>Fire Science Technology Certificate (Cycle dependent) - 2011-2012 Catalog SLO#1 - SLO#1: Upon successful completion of the Certificate in Fire Science Technology, students will be able to Understand the current tactics used by fire personnel for suppression and prevention of fires, the operations and role of fire personnel, and the functions of fire service within the community.</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Fire Science Technology Certificate (Cycle dependent) - 2011-2012 Catalog SLO#2 - SLO#2: Upon successful completion of the Certificate in Fire Science Technology, students will be able to analyze and apply the theories, techniques, and methods of basic fire and rescue.</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Fire Science Technology Certificate (Cycle dependent) - 2011-2012 SLO#3 - slo#3: Upon successful completion of the Certificate in Fire Science Technology, students will be able to demonstrate the techniques required for fire safety and prevention, to work as a team, and to respond to a variety of emergency situations.</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Food & Beverage Management AS - SLO#1 Skill Demonstration - SLO#1 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate competency in the skills needed to work as a professional in the Food & Beverage industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS 140 Final Menu Creation</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): 70% of all students will achieve a score of 70% or better</p> <p>Budget-Related Proposed Outcomes: 2. To provide equipment and maintenance of the equipment in labs to provide students with best opportunity to complete the student learning outcomes successfully.</p>		
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS 208 EI AH&LA F & B Service Exam</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Industry/National Standardized Exams Criterion (Written in %): 70% of students will score 70% or better on the exam Budget-Related Proposed Outcomes: 1. Provide learning experiences for students that leads to their employment or their continued education.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS 222 EI AH&LA Exam Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams Criterion (Written in %): 70% of students will achieve 70% or better on the exam Budget-Related Proposed Outcomes: 1. Provide learning experiences for students that leads to their employment or their continued education.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS245 SCANS Competency completions Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist Criterion (Written in %): 70% of students will achieve a score of 3 or better on all SCANS competencies Budget-Related Proposed Outcomes: 2. To provide equipment and maintenance of the equipment in labs to provide students with best opportunity to complete the student learning outcomes successfully</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS294 Practicum Portfolio Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Capstone Experience Criterion (Written in %): 80% of students will score 80% on the portfolio Budget-Related Proposed Outcomes: 1. Provide learning experiences for students that leads to their employment or their continued education</p> <p>Task Name: HS294 Practicum Task Description: One site work experience</p>		
<p>Food & Beverage Management AS - SLO#2 Preparedness to take and pass a National Exam - SLO#2 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate preparedness to successfully pass one of several local and/or nationally recognized Food & Beverage Certification Exams. Outcome Types: SLO-Cognitive outcomes Start Date: 10/11/2010 End Date: 03/12/2012</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS203a NRAEF ServSafe Food Protection Manager Certification Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams Criterion (Written in %): 80% of Students will achieve 75% or better on exam. Budget-Related Proposed Outcomes: 1. Provide learning experiences for students that leads to their employment or their continued education</p>		
<p>Outcome Status: Currently being assessed Program Level SLO Industry National Certification: Yes Type of Industry National Certification: Educational Institute of the American Hotel & Lodging Association National Restaurant Association Education Foundation. These exams do not apply to all courses.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS203b HACCP Plan Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation Criterion (Written in %): 80% of students will achieve a 75% score or better on their plan. Budget-Related Proposed Outcomes: 1. Provide learning experiences for students that leads to their employment or their continued education</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: AH & LA EI Exams, NRAEF Certification Exams</p> <p>Task Description: NRAEF exams related to HS-203a, & HS-206</p> <p>AH & LA exams related to HS-206, HS-208,</p>		
<p>Food & Beverage Management AS - SLO#3 Work Ethics - SLO#3 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to apply an appropriate work ethic and professional demeanor as it relates to the Food & Beverage industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS294 Competency Checklist</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience</p> <p>Criterion (Written in %): Student will complete all competencies with a score of 70% or better</p> <p>Budget-Related Proposed Outcomes: Provide learning experiences for students that leads to their employment or their continued education.</p>		
	<p>Task Name: Food & Beverage Practicum</p> <p>Task Description: Student will complete 300 hours of on site, hands on experience.</p>		
<p>Foundation Board - FA09-SP11 Conduct Effective Board Business - AUO#1: Conduct effective implementation of Board business and members' orientation.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 1a. Specific Tool: Board Self Evaluation Questionnaire (BSEQ). This is a self-assessment survey that will be administered to all sitting members of the Board.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Currently being assessed	Criterion (Written in %): 1a. 80% of questionnaire respondents will indicate agreement or strong agreement with each of the statements contained in the questionnaire.		
Foundation Board - FA09-SP11 Establish and Implement Systematic Assessment Processes - AUO#2: Establish and implement systematic assessment processes. Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description: 2a. --Regularize Foundation Board assessment processes through the systematic input of the board's assessment plan and report in TracDat. --Conduct assessment retreats for the Board as necessary and appropriate in order to deepen and increase members' knowledge of assessment for purposes of accountability. Type of Artifact/Instrument/Rubric/Method/Tool: Document Review Criterion (Written in %): 2a. 100% compliance with the assessment process.		
Foundation Board - FA09-SP11 Establish Committees, Evaluate & Monitor Projects - AUO#3: Establish Standing Committees with the Foundation Board of Governors and an Evaluation System to monitor committee projects and accomplishments. Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description: 3a. A review of the Board minutes will show the progress of the Board in following through with this goal. Type of Artifact/Instrument/Rubric/Method/Tool: Document Review Criterion (Written in %): 3a. 90% of each board member will partake in the Fundraising Campaign of the College.		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Foundation Board - FA09-SP11 Strengthen Institutional Relationships - AUO#4: Strengthen Institutional Relationships by: --Introducing Foundation Board members to staff and faculty. --Conduct on-site tours for new Foundation Board members. --Participate at events and activities sponsored by students and the college. --Create visibility with military and federal contractors through a systematic program of information dissemination and feedback. --Schedule courtesy visits with government leaders, e.g., village mayors, lawmakers, and other stakeholders.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 4a. Tool: Governing Board Assessment Questionnaire (GBAQ).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 4a. 80% of questionnaire respondents will indicate agreement or strong agreement with each of the items contained in the questionnaire.</p>		
<p>Outcome Types: AUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Currently being assessed</p>			
<p>Foundation Board - FA09-SP11 Develop & implement a Board Development Plan - AUO#5: --Research and review Board-related documents from other colleges and organizations. --Solicit ideas of board functioning from local institutions, e.g., UOG and GVB. --Develop and Foundation Board Membership Handbook. --Establish code of ethics and conduct of Board members.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 5a. Tool: Document Analysis. Various documents and materials will be reviewed in order to generate ideas for the development of a Membership Handbook in terms of both form and content. Documentation of the process is important in order to compare the finished product with the sample plans consulted.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p>	<p>Criterion (Written in %): 5a. At least 3-5 samples of Board manuals will be reviewed by 80% of the current membership, and this group of reviewers will report their findings to the whole body.</p>		
<p>Foundation Board - FA09-SP11 Improve Inter-Board Relationships - AUO#6: --Obtain GCC Board of Trustees meeting schedule and encourage members participation. --Encourage after hour gatherings at least quarterly to promote interaction opportunities for members of the two (2) boards.</p> <p>Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 6a. Method/Tool: Document Analysis Materials to be reviewed include correspondence between the Foundation Board and the Board of Trustees, minutes of meetings, and other relevant documents.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 6a. 80% of materials reviewed will reveal that the Foundation Board is making an effort to promote a stronger, cooperative relationship between the two boards.</p>		
<p>General Education Committee (Assessment Program) - AY 2004 - 05 CRITICAL THINKING SKILLS - CRITICAL THINKING SKILLS: -Properly identify and state issues, problems, or questions contained in a body of information. -Identify and analyze assumptions and underlying points of view relating to an issue or problem. -Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students were directed to read two PDN news articles (see attachments) related to the closure of Ordot Dump and the opening of a landfill at the Dandan. Students were then to write a 500 word essay following the guidelines on attached documents.</p> <p>Criterion (Written in %): Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate</p>	<p>10/12/2005 - Students (n=26) responding to the prompt were evaluated to fall into the following categories: 1st Semester Freshmen Acceptable 15% Inadequate 19% Poor 8% 2nd Semester Freshmen Acceptable 15% Inadequate 8% 3rd Semester Sophomore None 4th Semester Sophomore Acceptable 31% Inadequate 4% Overall performance was as follows: None of a sample of 26 students responding to</p>	<p>01/24/2006 - Faculty Surveys conducted during the next round of assessment will be differentiated by academic departments whose curriculum specifically address a category of student learning outcomes identified in column 2. Results will be shared with department chairs so that they can incorporate them into course guides and syllabi.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>-Apply problem solving techniques and skills, including the rules of logic and logical sequence.</p> <p>-Synthesize information from various sources, drawing appropriate conclusions.</p> <p>-Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.</p> <p>Start Date: 04/18/2005</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Level 1 - below 40%: Poor</p>	<p>the prompt scored 85% or above, 61% of students scored a 70-85%, 31% of students scored 40-69%, and 8% of students scored below 40%.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This was completed during the AY04-05 cycle.</p>	<p>10/21/2005 - There are limited meaningful results that were obtained. The reasons for this are: 1) Scorers were inconsistent in their interpretation of the rubrics and this affected the subsequent scoring of the artifacts. 2) There should be a larger sample size and more purposive sampling strategy to measure the potential accomplishments and improvements to courses and programs.</p> <p>During the next round of assessment, artifacts will be gathered from a larger and more purposive sample. It is believed that sampling should be from regular course assignments. This would insure that results are not influenced by the perception that data will be used for purposes other than grading.</p> <p>Implementation Status: 12/02/2005 - On or before February 15, the committee will meet with department representatives to identify artifacts to be assessed. These artifacts will be part of the normal curriculum for all courses related to general education. The method of collection and scoring of these artifacts will require training of scorers to establish inter-rater reliability. The committee will also work on refining the rubrics as they</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: pertain to each SLO</p>
<p>General Education Committee (Assessment Program) - AY 2004 - 05 INFORMATION LITERACY - INFORMATION LITERACY: -Locate, evaluate and use information effectively. -Properly use and cite a variety of sources. -Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications. -Use and access information ethically and legally, with an understanding of what constitutes plagiarism.</p> <p>Start Date: 04/18/2005</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student were directed to read two PDN news articles (see attachments) related to the closure of Ordot Dump and the opening of a landfill at the Dandan. Students were then to write a 500 word essay following the guidelines on attached documents.</p> <p>Criterion (Written in %): Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p>		
		<p>10/14/2005 - Students (n=26) responding to the prompt were evaluated to fall into the following categories: 1st Semester Freshmen Excellent 4% Acceptable 14% Inadequate 12% Poor 8% 2nd Semester Freshmen Acceptable 4% Inadequate 8% Poor 12% 3rd Semester Sophomore Poor 4% 4th Semester Sophomore Acceptable 12% Inadequate 8% Poor 14% Overall performance was as follows: 4% of a sample of 26 students responding to the prompt scored 85% or above, 31% of students scored a 70-85%, 27% of students scored 40-69%, and 38% of students scored below 40%.</p> <p>Summary of Result Type: Problem/limitation</p>	<p>01/24/2006 - Faculty Surveys conducted during the next round of assessment will be differentiated by academic departments whose curriculum specifically address a category of student learning outcomes identified in column 2. Results will be shared with department chairs so that they can incorporate them into course guides and syllabi.</p> <p>10/21/2005 - There are limited meaningful results that were obtained. The reasons for this are: 1) Scorers were inconsistent in their interpretation of the rubrics</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This was assessed during the AY04-05 cycle.</p>	<p>and this affected the subsequent scoring of the artifacts. 2) There should be a larger sample size and more purposive sampling strategy to measure the potential accomplishments and improvements to courses and programs.</p> <p>During the next round of assessment, artifacts will be gathered from a larger and more purposive sample. It is believed that sampling should be from regular course assignments. This would insure that results are not influenced by the perception that data will be used for purposes other than grading.</p>
<p>General Education Committee (Assessment Program) - AY 2004 - 05 QUANTITATIVE REASONING - QUANTITATIVE REASONING: -Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately. -Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate. -Define quantitative issues and problems, gather relevant information, analyze that</p> <p>Start Date: 04/18/2005</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: An exam to be administered to all SI110 students</p> <p>Criterion (Written in %): Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p>	<p>10/14/2005 - Students (n=49) responding to the prompt were evaluated to fall into the following categories: 1st Semester Freshmen Acceptable 4% Inadequate 4% Poor 29% 2nd Semester Freshmen Inadequate 6% Poor 18% 3rd Semester Sophomore Inadequate 2% Poor 6% 4th Semester Sophomore Acceptable 2% Inadequate 12% Poor 16% Overall performance was as follows: None of a sample of 49 students responding to</p>	<p>01/24/2006 - Faculty Surveys conducted during the next round of assessment will be differentiated by academic departments whose curriculum specifically address a category of student learning outcomes identified in column 2. Results will be shared with department chairs so that they can incorporate them into course guides and syllabi.</p> <p>10/21/2005 - There are limited meaningful results that were obtained. The reasons for this are: 1) Scorers were inconsistent in their interpretation of the rubrics</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>the prompt scored 85% or above, 6% of students scored a 70-85%, 24% of students scored 40-69%, and 70% of students scored below 40%.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This was assessed during the AY04-05 cycle.</p>	<p>and this affected the subsequent scoring of the artifacts. 2) There should be a larger sample size and more purposive sampling strategy to measure the potential accomplishments and improvements to courses and programs.</p> <p>During the next round of assessment, artifacts will be gathered from a larger and more purposive sample. It is believed that sampling should be from regular course assignments. This would insure that results are not influenced by the perception that data will be used for purposes other than grading.</p>
<p>General Education Committee (Assessment Program) - AY 2004 - 05 THE INDIVIDUAL AND SOCIETY - THE INDIVIDUAL AND SOCIETY:</p> <p>-Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.</p> <p>-Examine critically and appreciate the values and beliefs of their own culture and those of other culture.</p> <p>-Acknowledge opposing viewpoints.</p> <p>-Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.</p> <p>Start Date: 04/18/2005</p> <p>End Date: 10/03/2005</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student were directed to read two PDN news articles (see attachments) related to the closure of Ordot Dump and the opening of a landfill at the Dandan. Students were then to write a 500 word essay following the guidelines on attached documents.</p> <p>Criterion (Written in %): Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p>	<p>10/14/2005 - Students (n=26) responding to the prompt were evaluated to fall into the following categories:</p> <p>1st Semester Freshmen Inadequate 27% Poor 12%</p> <p>2nd Semester Freshmen Inadequate 15% Poor 8%</p> <p>3rd Semester Sophomore Poor 4%</p> <p>4th Semester Sophomore Acceptable 4% Inadequate 23% Poor 8%</p> <p>Overall performance was as follows: 0% of a sample of 26 students responding to the prompt scored 85% or above, 4% of students</p>	<p>01/24/2006 - Faculty Surveys conducted during the next round of assessment will be differentiated by academic departments whose curriculum specifically address a category of student learning outcomes identified in column 2. Results will be shared with department chairs so that they can incorporate them into course guides and syllabi.</p> <p>10/21/2005 - There are limited meaningful results that were obtained. The reasons for this are: 1) Scorers were inconsistent in their interpretation of the rubrics</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Not currently being assessed</p>		<p>scored a 70-85%, 65% of students scored 40-69%, and 31% of students scored below 40%. Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: This was assessed during the AY04-05 cycle.</p>	<p>and this affected the subsequent scoring of the artifacts. 2) There should be a larger sample size and more purposive sampling strategy to measure the potential accomplishments and improvements to courses and programs.</p> <p>During the next round of assessment, artifacts will be gathered from a larger and more purposive sample. It is believed that sampling should be from regular course assignments. This would insure that results are not influenced by the perception that data will be used for purposes other than grading.</p>
<p>General Education Committee (Assessment Program) - AY 2004 - 05 WRITTEN COMMUNICATION - WRITTEN COMMUNICATION: -Use writing to discover, organize and communicate ideas. -Identify the audience and purpose for any intended communication. -Demonstrate competence in using the conventions of writing, to include grammar, spelling, and mechanics.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student were directed to read two PDN news articles (see attachments) related to the closure of Ordot Dump and the opening of a landfill at the Dandan. Students were then to write a 500 word essay following the guidelines on attached documents. Criterion (Written in %): Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p>		
<p>Start Date: 04/18/2005 End Date: 10/03/2005 Outcome Status:</p>		<p>10/14/2005 - Students (n=26) responding to the prompt were evaluated to fall into the following categories: 1st Semester Freshmen</p>	<p>01/24/2006 - Faculty Surveys conducted during the next round of assessment will be differentiated by academic departments whose</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Not currently being assessed		<p>Excellent 4% Acceptable 19% Inadequate 15% Poor 4% 2nd Semester Freshmen Acceptable 19% Inadequate 4% 3rd Semester Sophomore None 4th Semester Sophomore Acceptable 35%</p> <p>Overall performance was as follows: 4% of a sample of 26 students responding to the prompt scored 85% or above, 73% of students scored a 70-85%, 19% of students scored 40-69%, and 4% of students scored below 40%.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This was completed during the AY04-05 cycle.</p>	<p>curriculum specifically address a category of student learning outcomes identified in column 2. Results will be shared with department chairs so that they can incorporate them into course guides and syllabi.</p> <hr/> <p>10/21/2005 - There are limited meaningful results that were obtained. The reasons for this are: 1) Scorers were inconsistent in their interpretation of the rubrics and this affected the subsequent scoring of the artifacts. 2) There should be a larger sample size and more purposive sampling strategy to measure the potential accomplishments and improvements to courses and programs.</p> <p>During the next round of assessment, artifacts will be gathered from a larger and more purposive sample. It is believed that sampling should be from regular course assignments. This would insure that results are not influenced by the perception that data will be used for purposes other than grading.</p> <hr/>
General Education Committee (Assessment Program) - AY 2005 - 06 CIVIC ENGAGEMENT - CIVIC ENGAGEMENT: -Complete a civic engagement experience	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student were directed to read two PDN news articles (see attachments) related to</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>where a service is provided to the community as related to the academic curriculum.</p> <ul style="list-style-type: none"> -Demonstrate an understanding of the need for and value of lifelong civic engagement with their local communities. -Exhibit a sense of accomplishment and pride in providing a needed service to their local communities. <p>Start Date: 04/18/2005</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Not currently being assessed</p>	<p>the closure of Ordot Dump and the opening of a landfill at the Dandan. Students were then to write a 500 word essay following the guidelines on attached documents.</p> <p>Criterion (Written in %):</p> <ul style="list-style-type: none"> Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor 		
<p>General Education Committee (Assessment Program) - AY 2005 - 06 ORAL COMMUNICATION - ORAL COMMUNICATION:</p> <ul style="list-style-type: none"> -Properly identify the audience and purpose of any intended communication. -Use appropriate language, techniques, and strategies. -Speak clearly and confidently, using voice, volume, tone, and articulation -Use effective communication strategies to initiate and sustain discussion. -Summarize, analyze, and evaluate oral communications and ask coherent <p>Start Date: 04/18/2005</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Not currently being assessed</p>			
<p>General Education Committee (Assessment Program) - AY 2006 - 07 Written Communication - WRITTEN COMMUNICATION:</p> <ul style="list-style-type: none"> -Use writing to discover, organize and communicate ideas. 	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>Students will be assessed using a normally scheduled artifact that is embedded within the course and will count towards their course grade. Samples will be taken</p>	<p>03/09/2007 - 34 students enrolled in EN110 (24% of all students enrolled in EN110 in Spring 2006) completed assignments that were evaluated using an established written communication rubric (see attached). Results are as follows: On a 4 point rubric scale, with 4 representing</p>	<p>03/09/2007 - The current placement test - Compass - should be examined in order to determine whether students are being placed into English courses that are appropriate for their identified</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>-Identify the audience and purpose for any intended communication.</p> <p>-Demonstrate competence in using the conventions of writing, to include grammar, spelling, and mechanics.</p> <p>Start Date: 08/11/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>randomly from multiple classes. Student assignments will be recorded and evaluated according to an established rubric. Outside evaluators will be used.</p> <p>Criterion (Written in %): Success is considered achieved if 75% of students score at either level 3 or level 4. Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p>	<p>'effective', 3 representing 'adequate', 2 representing 'marginal', 1 representing 'inadequate', 76% of student scored between 2 and 3, with 18% scoring between 3 and 4 and the remaining 6% scoring between 1 and 2.</p> <p>More specific results indicate that respondents averaged the highest score for 'supporting evidence' (2.68) and the lowest score for 'mechanics' (2.43).</p> <p>*note: One instructor did not submit respondents' essays to the rubric graders as anticipated, resulting in a lower number of evaluated essays than expected. Discussion between R. Somera and GenEd Committee Member J. Salas indicates that the number of essays scored results in a statistically-significant sample size.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This was completed during the AY06-07 cycle.</p>	<p>levels of written communication. Increased resources to assist students in achievement of success should also become a GCC priority (a fully-funded Tutoring Center). Those academic departments who see the written communication levels of their students as a barrier to their participation and success in technical requirement courses should consider establishing relevant English courses as prerequisites to either student registration for the identified courses, or possibly even to declaration into their degree program(s). Such action might have significant implications for course enrollment at GCC, and should therefore be undertaken only after serious review and approval by all stakeholders (e.g. Budget and Finance Committee). Stakeholders should also consider whether the current English requirements are appropriate for Certificate programs, and whether or not there is a need to further differentiate Certificate and Associate Degree programs in terms of the comprehensiveness of their General Education requirements. The General Education Committee recommends that GCC not compromise the current General Education requirements for Associate Degree programs in any way. Finally, the General Education Committee strongly encourages the teaching of written communication skills throughout GCC courses.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>General Education Committee (Assessment Program) - AY 2006 - 07 Oral Communication - ORAL COMMUNICATION:</p> <ul style="list-style-type: none"> -Properly identify the audience and purpose of any intended communication. -Use appropriate language, techniques, and strategies. -Speak clearly and confidently, using voice, volume, tone, and articulation -Use effective communication strategies to initiate and sustain discussion. -Summarize, analyze, and evaluate oral communications <p>Start Date: 04/03/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: An assessment of student performance during regular oral presentations in Environmental Biology, SI110, will be conducted during the Fall 2006 semester. Student presentations will be recorded and evaluated according to an established rubric. Outside evaluators will be used.</p> <p>Criterion (Written in %): Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor Success Criterion: 70% of student presentations will score at the 3 or 4 level.</p>	<p>03/11/2007 - In Spring 2007, a total of 56 students were enrolled in Environmental Biology at Guam Community College, of which 34 student oral presentations were evaluated (i.e., 60.7% of all Environmental Biology students). This student sample population included 11 males and 23 females (32.3% and 67.7% of the sample, respectively). These demographics are reflective of the actual gender distribution for all Environmental Bio students enrolled at GCC that semester.</p> <p>Of the 34 evaluated presentations, only 41% had total average scores which were equal or greater than 3 (i.e., 14 students out of 34 with acceptable scores). This result is short of the critical benchmark of 70% of students receiving an acceptable score of 3 or higher, as established in the current assessment plan.</p> <p>Significant differences were found for average student scores among the four categories ($p = 0.0007$; $F = 6.01$; Table 1). In particular, students received significantly higher average scores for appropriateness and significantly lower average scores for responsiveness. There was no significant difference in average student scores between verbal and nonverbal effectiveness (Figure 1).</p> <p>Comparisons of the scores of the two different evaluators revealed no significant difference in inter-rater reliability ($p = 0.18$; $t\text{-critical} = 2.12$; Table 2), indicating that evaluators were relatively consistent in their scoring and evaluation. Thus, the current evaluation successfully addressed one of the major issues surrounding previous assessment of the Oral</p>	<p>03/11/2007 - The assessment results for the Oral Communication Student Learning Outcomes reveal that students in the General Education curriculum failed to meet the critical benchmark of 70% receiving a total average student score of 3 or better for their oral presentation.</p> <p>Based on these results, the General Education Committee recommends conducting a critical review of ways to improve student communication skills at GCC. In particular, student requirements for either speech or communication must be addressed, either through pre-requisite courses or by being woven throughout the fabric of their curriculum. The latter would model similar endeavors currently being explored at GCC (i.e., Writing Across the Curriculum). In this respect, it may be useful to review comparisons of student average scores for the four main categories as guidance for which aspects of oral communication may need to be significantly improved.</p> <p>Analysis of student performance did not show any significant differences with respect to either gender or the length of time a student has attended GCC. Thus, the General Education Committee has no recommendations to make</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Communication SLO.</p> <p>There was no significant difference in the scores between males and females (Figure 2; $p > 0.05$). The low sample size for male students ($n = 11$) suggests that any statistical analysis should be interpreted with caution. However, this was not an artifact of the sampling technique, but rather was reflective of the relatively low number of males which were enrolled across all Environmental Biology classes.</p> <p>Data were aggregated and analyzed for a correlation between each individual students average score and the number of semesters the students were in attendance at GCC. However, there was no significant correlation between student scores and semesters attended ($p > 0.22$; Figure 3).</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This was completed during the AY06-07 cycle.</p>	<p>regarding these aspects at this time.</p> <p>Lastly, there was no bias in inter-rater reliability with respect to the scores each evaluator gave student presentations. This addresses a major concern which emerged from the previous assessment of the Oral Communication SLO. In light of this success, the General Education Committee strongly advocates having evaluators review several presentations together to establish some consistency in scoring.</p> <hr/>
<p>General Education Committee (Assessment Program) - AY 2006 - 07 Civic Engagement</p> <ul style="list-style-type: none"> - Complete a civic engagement experience where a service is provided to the community as related to the academic curriculum. - Demonstrate an understanding of the need for and value of lifelong civic engagement with their local communities. - Exhibit a sense of accomplishment and pride in providing a needed service to their 	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructors of all General Education classes for Spring 2006 and Fall 2006 semesters will be surveyed to determine whether or not they offered their students a Civic Engagement opportunity in their General Education courses.</p> <p>Criterion (Written in %): At least 70% of General Education courses</p>	<p>03/09/2007 - All faculty who taught General Education courses for either spring or fall semesters of 2006 were surveyed in order to determine whether or not they offered their students Civic Engagement opportunities in their courses. 21 faculty responded, or 53% of the total number of 40 faculty members teaching GenEd courses that year.</p> <p>20 of 21 instructors responding to the survey</p>	<p>03/09/2007 - Because most General Education students currently do not experience Civic Engagement opportunities as part of their General Education requirements, either more investment into Civic Engagement must be made by GCC, or the General Education SLOs for Civic Engagement should be eliminated. Increased investment</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>local communities.</p> <p>Start Date: 08/11/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>will have offered students an opportunity to participate in a Civic Engagement experience between January 2006 and the present.</p>	<p>indicated that they did not offer their students a Civic Engagement opportunity for spring of 2006.</p> <p>18 of 21 instructors responding to the survey indicated that they did not offer their students a Civic Engagement opportunity for fall of 2006.</p> <p>A grand total of 155 students were identified by instructors who completed the survey as demonstrating an understanding of the need for, and value of lifelong civic engagement with their local communities (a GenEd Civic Engagement SLO).</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This was completed during the AY06-07 cycle.</p>	<p>into Civic Engagement should include the re-establishment of a fully-funded Center for Civic Engagement, complete with a full-time administrator.</p> <hr/>
<p>General Education Committee (Assessment Program) - AY 2008-2009 ORAL COMMUNICATION - ORAL COMMUNICATION SLOs:</p> <ul style="list-style-type: none"> -Properly identify the audience and purpose of any intended communication. -Use appropriate language, techniques, and strategies. -Speak clearly and confidently, using voice, volume, tone, and articulation -Use effective communication strategies to initiate and sustain discussion. -Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. 	<p>Artifact/Instrument/Rubric/Method/Tool Description: Oral presentations in EN110, SI103, SI110, PY120, and SO130 will be videotaped and evaluated using an established rubric. A total of 30 student presentations will be randomly selected from each course during the 2008-2009 academic year. Presentations will be scored by at least two evaluators.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 05/12/2009</p> <p>Outcome Status: Not currently being assessed</p>	<p>Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p> <p>Success Criterion: 70% of student presentations will score at the 3 or 4 level.</p>		
<p>General Education Committee (Assessment Program) - AY 2008 - 2009 WRITTEN COMMUNICATION - WRITTEN COMMUNICATION SLOs: -Use writing to discover, organize and communicate ideas. -Identify the audience and purpose for any intended communication. -Demonstrate competence in using the conventions of writing, to include grammar, spelling, and mechanics.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 05/12/2009</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individual student essays and reflection papers in EN110, SI103 and SI110 will be collected during Fall 2008 across all classes. Only one assignment per student per course will be collected. For each of the three courses, 30 student papers will be randomly chosen and scored by at least two outside evaluators using established rubrics that directly align with General Education SLOs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Success is considered achieved if 75% of students score at either level 3 or level 4. Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p>		
<p>General Education Committee (Assessment Program) - AY 2008 - 2009 QUANTITATIVE REASONING - QUANTITATIVE REASONING SLOs: -Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately. -Demonstrate mastery of mathematical concepts, skills, and applications, using</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individual student tests in CS151, CS152, MA110A, SI103, SI110, PY120, and SO130 will be collected across all sections for each class. These tests will include one problem solving question that will be used for evaluation and is part of the student's grade. For each of the seven courses, 30</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>technology when appropriate. -Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 05/12/2009</p> <p>Outcome Status: Not currently being assessed</p>	<p>student tests will be randomly chosen and the problem solving question scored by at least two reviewers using established rubrics that directly align with General Education SLOs. Only one test per student per course will be collected.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Locally Developed Tests</p> <p>Criterion (Written in %): Success is considered achieved if 75% of students score at either level 3 or level 4. Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p> <p>Related Documents: Quantitative Reasoning Academic category.doc</p>		
<p>General Education Committee (Assessment Program) - AY 2008 - 2009 THE INDIVIDUAL AND SOCIETY - THE INDIVIDUAL AND SOCIETY SLOs: -Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes. -Examine critically and appreciate the values and beliefs of their own culture and those of other culture. -Acknowledge opposing viewpoints. -Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.</p> <p>Outcome Types: SLO-Affective outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individual student essays and position papers from EN110, SI103, SI110, PY120, and SO130 will be collected and evaluated across all sections of each course. For each course, a total of 20 student artifacts will be randomly chosen for scoring by outside evaluators. Only one artifact per student per course will be collected. Outside evaluators will score assignments using established rubrics that directly align with SLOs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Essay Questions</p> <p>Criterion (Written in %): Success is considered achieved if 75% of students score at either level 3 or level 4.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>SLO-Behavioral outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 05/12/2009</p> <p>Outcome Status: Not currently being assessed</p>	<p>Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p> <p>Related Documents: Individual and Society rubric v4.doc</p>		
<p>General Education Committee (Assessment Program) - AY 2008 - 2009 Civic Engagement - -Complete a civic engagement experience where a service is provided to the community as related to the academic curriculum.</p> <p>-Demonstrate an understanding of the need for and value of lifelong civic engagement with their local communities.</p> <p>-Exhibit a sense of accomplishment and pride in providing a needed service to their local communities.</p> <p>Outcome Types: SLO-Affective outcomes SLO-Behavioral outcomes SLO-Cognitive outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 05/12/2009</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student reflective essays from service learning projects in SI103, SI110, and SO130 will be collected across all sections of each course during Fall 2008. These essays are already a component of the course and are a part of the student's grade. A total of 20 artifacts from each course will be randomly selected and provided to outside evaluators. . Only one artifact per student per course will be collected. Outside evaluators will score assignments using established rubrics that directly align with SLOs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Success is considered achieved if 75% of students score at either level 3 or level 4. Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p> <p>Related Documents: Civic_Engagement_SLO.doc</p>		
<p>General Education Committee (Assessment Program) - AY 2008 - 2009 INFORMATION LITERACY - INFORMATION LITERACY</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individual student powerpoint and</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>-Locate, evaluate and use information effectively. -Properly use and cite a variety of sources. -Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications. -Use and access information ethically and legally, with an understanding of what constitutes plagiarism.</p> <p>Outcome Types: SLO-Behavioral outcomes SLO-Cognitive outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 05/12/2009</p> <p>Outcome Status: Not currently being assessed</p>	<p>spreadsheet files from CS151, CS152, SI103, SI110, and SO130 will be collected and evaluated across all sections of each course. For each course, a total of 20 student artifacts will be randomly chosen for scoring by outside evaluators. Only one artifact per student per course will be collected. Outside evaluators will score assignments using established rubrics that directly align with SLOs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Success is considered achieved if 75% of students score at either level 3 or level 4. Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p>		
<p>General Education Committee (Assessment Program) - AY 2008 - 2009 CRITICAL THINKING SKILLS - CRITICAL THINKING SLOs: -Properly identify and state issues, problems, or questions contained in a body of information. -Identify and analyze assumptions and underlying points of view relating to an issue or problem. -Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases. -Apply problem solving techniques and skills, including the rules of logic and logical sequence. -Synthesize information from various sources, drawing appropriate conclusions. -Reflect upon and evaluate their thought</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Individual student essays, position papers, and word problems from EN110, MA110A, SI103, SI110, PY120, and SO130 will be collected and evaluated across all sections of each course. For each course, a total of 20 student artifacts will be randomly chosen for scoring by outside evaluators. Only one artifact per student per course will be collected. Outside evaluators will score assignments using established rubrics that directly align with SLOs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Success is considered achieved if 75% of students score at either level 3 or level 4.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>processes, value systems, and world views in comparison to those of others.</p> <p>Outcome Types: SLO-Affective outcomes SLO-Behavioral outcomes SLO-Cognitive outcomes</p> <p>Start Date: 08/08/2008</p> <p>End Date: 05/12/2009</p> <p>Outcome Status: Not currently being assessed</p>	<p>Level 4 - 85% and above: Excellent Level 3 - 70%: Acceptable Level 2 - 40 - 69%: Inadequate Level 1 - below 40%: Poor</p> <p>Related Documents: Critical Thinking Rubric v2.doc</p>		
<p>General Education Diploma (GED) - Test Schedule - AUO#1 - AUO#1 SP2011-FA2012.</p> <p>Candidates will be scheduled to take the GED Battery test within a month of their</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Type of Industry National Certification: GED diploma</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A Monthly Log Book (electronic) to show waiting period from the date candidate applied to take the GED Battery and the actual scheduled test date will be maintained.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 75% of the candidates applying to take the GED Battery will be scheduled to take the test within a month of his/her application.</p> <p>Budget-Related Proposed Outcomes: 1. Test schedule will be set to accommodate 300 students in FY 2012. 2. Test results will be available in 2 weeks or less. 3. Submission of annual licenses will meet established deadlines.</p> <p>Related Documents: October 2011 Retake GED Test Schedule.pdf October 2011 Actual GED Test Schedule.pdf</p>	<p>02/17/2012 - N=22 For the month of February 2012 18 of the 22 (81.8%) GED candidates took the GED(R) Test within one month from the time they signed-up for the Actual Battery Test.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Notes: Assistant Director for P&D absorbed the GED office August 2011. Since several key events took place. First, a BOT resolution was approved to increase GED® fees. Second, GED® is administered twice monthly to shorten waiting period. Third, a brochure (draft) was developed.</p> <p>Budget Related Performance Indicators: 1. Number of GED candidates scheduled in FY 2012. 2. Timely reporting of candidate scores. 3. Timely certification of the Guam GED testing center by GEDTS.</p> <p>Related Documents: AUO#1 SP11-FA12.pdf</p>	<p>10/08/2012 - Data will be monitored to ensure candidates are signed-up to take the Actual Battery Test within the month. This data is critical, as the 2002 test version will phase out December 31, 2013; individuals not completing the entire battery (5 modules) will have to take the new version starting January 1, 2014.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Log Book</p> <p>Task Description: Log Book to be maintained by GED Chief Examiner which will show the waiting period for taking the GED Battery (date candidate applied and date test was scheduled).</p>		
	<p>Task Name: Ordering testing materials</p> <p>Task Description: Test materials to be ordered annually at least three months prior to the start of the calendar year.</p>		
<p>General Education Diploma (GED) - Test Results - AUO#2 - AUO#2 SP2011-FA2012</p> <p>Test results will be available to candidates</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Type of Industry National Certification: GED diploma</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Log Book</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 90% of all candidates who take the GED Battery will receive their test results or transcript issued by the GED Chief Examiner within two weeks.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Test schedule will be set to accommodate 300 students in FY 2012. 2. Test results will be available in 2 weeks or less. 3. Submission of annual licenses will meet established deadlines. <p>Related Documents: October 2011 Actual GED Test Schedule.pdf October 2011 Retake GED Test Schedule.pdf</p>	<p>02/17/2012 - N=19 GED(R) Test was administered February 15 and 16, 2012 to 19 candidates of which all or 100% of the test result were available within two weeks (Examinee Form dated 2/22/12). The process is for the Test Examiner print out information; candidates must present ID to acquire test results.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Since having the GED Office transferred to P&D, Test Examiner has worked very diligently to exceed requirements set forth in the assessment plan.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. Number of GED candidates scheduled in FY 2012. 2. Timely reporting of candidate scores. 3. Timely certification of the Guam GED testing center by GEDTS. 	<p>10/08/2012 - Data reveals that this criteria has been achieved, therefore, although this AUO will continue to be monitored it will be replaced by a new AUO in the upcoming Plan. Data for this AUO was important as it will help develop ?Close Out Campaign? to end the 2002 version and implement the 2014 version.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Providing results</p> <p>Task Description: Test results provided to candidates</p>	<p>Related Documents: AUO#2 SP11-FA12.pdf</p>	
<p>General Education Diploma (GED) - GED - Transition - AUO#3 - AUO #3 SP2011-FA2012</p> <p>The GED office will provide information to and forward recipients' name to participate in the Career Pathway for Adult Learners workshop.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/13/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list Track GED recipients completing the Career Pathway for Adult Learners workshop to assess successful registration into PS/Training/Military.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Develop and provide a GED brochure at pre-registration. Maintain a log sheet of those referred to and completed the workshop. Track workshop completers to assess successful registration to PS/Training/Military.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): Of those completing the 5.5-hour workshop, 5% will successfully transition to PS/Training/Military.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Test schedule will be set to accommodate 300 students in FY 2012. 2. Test results will be available in 2 weeks or less. 3. Submission of annual licenses will meet established deadlines. <p>Related Documents: Adult Learners Career Pathway July 15 2011_ FINAL.pdf</p> <hr/> <p>Task Name: Transition</p>	<p>02/17/2012 - N=zero. A GED(R) brochure was developed however not provided at pre-registration or the CHOICES workshop. Starting April 2012, brochure and Sign-In Sheet will ask whether they are going to take the GED so that they can continue school, join the military, continue with specialized training, or other. hop/conference/training</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Notes: GED Office will work with the Adult Education Office to move workshops forward. Difficulty in hiring a counselor continues to hinder offering the workshop.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> 1. Number of GED candidates scheduled in FY 2012. 2. Timely reporting of candidate scores. 3. Timely certification of the Guam GED testing center by GEDTS. <p>Related Documents: AUO#3 Preregistration log.docx Guam GED Brochure 2012.pdf</p>	<p>10/08/2012 - Data was NOT collected for this AUO however the Sign-in Sheet has been recently modified to include whether candidates are going to take the GED so that they can continue school, join the military, continue with specialized training, or other. This AUO will be included in the upcoming plan.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: Develop and provide a GED brochure at pre-registration. Maintain a log sheet of those referred to and completed the workshop. Track workshop completers to assess successful registration to PS/Training/Military.</p>		
<p>GVB Tour Guide Certification Training (Archive) - Describe the history, culture, and Geography of Guam(Part II). - Describe the history, culture, and Geography of Guam(Part II).</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Review of pre and post test score in Part I. Criteria for success: 70% for final test.</p> <p>Criterion (Written in %): 70% for final test.</p>		
<p>GVB Tour Guide Certification Training (Archive) - Summarize Tour Guide Rules and regulations and Tour Guide Principles (Part I). - Summarize Tour Guide Rules and regulations and Tour Guide Principles (Part I).</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Review of pre and post test score in Part I. Criteria for success: 70% for final test.</p> <p>Criterion (Written in %): 70% for final test.</p>		
<p>Health Services Center - FA09-SP11 SSUO#1 BRIEF TOBACCO INTERVENTION (BTI) COUNSELING - SSUO#1: The Health Center will provide Brief Tobacco Intervention (BTI)counseling for SSUO</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Follow-up documentation of participants in BTI counseling will be reviewed to see an indication of positive behavioral modifications.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): At least 50% of participants (n=12) will show reduction in the number of cigarette sticks smoked and/or chewed.</p> <p>Budget-Related Proposed Outcomes: Result of audit will show an indication that students' health needs are met and reports</p>	<p>03/01/2010 - The BTI was started in the mid-Fall 2009. As of March 5, 2010, there are 12 clients (n=12), comprising of 9 students and 3 employees, who have participated. Among the 12 participants, 6 have reported to reduce the number of cigarette sticks they smoke, 2 indicated to have quit but one of them had a relapse and went back to smoking, and 4 just had their initial visits for BTI either in late February or early part of March 2010.</p> <p>Looking at the data, 7 out of 12 (7/12 or 58%) clients have shown a certain degree of success in smoking reduction. Most of these clients have indicated positive behavioral modifications such as stress management, healthy eating habits, and</p>	<p>09/29/2010 - SSUO#1: The follow-ups of BTI participants have resumed in Fall 2010. Among the 12 clients who joined the program from the mid-Fall 2009 to Spring 2010, only 4 (2 students and 2 employees) have remained in Fall 2010.</p> <p>With the 9 students, only 2 have continued enrollment with GCC in Fall 2010. These students have been followed up through telephone calls. One of them has indicated a decrease in the number of cigarette smoked from 1 pack to</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>referrals are completed properly.</p> <p>Related Documents: BTIreporttemplate.pdf</p>	<p>by finding time to exercise regularly (walking, jogging, and/or playing basketball).</p> <p>The initial visits of BTI include assessment of vital signs (respiration, heart rate, and blood pressure), measurement of height and weight, obtaining data on smoking habits, and health teachings with the provision of BTI packet (handouts on smoking, call card on Tobacco Free Guam Quitline, and a rubber bracelet to act as a reminder and a motivator to stop smoking). In addition, visual aids such as Why Quit. com website, Chemicals Present in Cigarette, and The Lungs of a Smoker are utilized.</p> <p>Follow-ups occur after initial visits, and they take the form of revisits at the Health Center and/or telephone calls. With follow-ups, clients are assessed on their progress, the challenges they are going through, and are provided with encouragement to not stop trying to reduce or quit smoking.</p> <p>The plan is to continue with the follow-ups of the participants' progress and provide necessary BTI support. The Health Center will continue accepting new participants to BTI as long as caseload permits.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Health Center receives BTI packets free-of-charge from the Health Education section of the Department of Public Health and Social Services. In addition, the Health</p>	<p>1/2 pack a day while the other student has yet to return the calls of the Health Center. Telephone calls were done to follow up on the rest of former students but phone numbers were either disconnected or not assigned.</p> <p>Among the 3 employees, only 2 have stayed in the program. One employee decided to not continue with the thought that it would not work for her, but she was advised that in the event she changed her mind that she could contact the Health Center. With the other 2 employees, the follow-ups have been done through telephone calls and office visits. One employee claimed to have totally quit since March 2010. She has indicated that her blood pressure readings have improved and been normal for several clinic visits and that her physician will soon discontinue her antihypertensive medication. The other employee has claimed to decrease the number of cigarettes smoke from 2 packs to a pack per day, and that she is planning of really trying to quitting the habit totally because of an existing heart condition.</p> <p>In March 2010, 7 out of 12 participants (58%) had shown a certain degree in the reduction of number of cigarette sticks consumed. The number of participants has decreased in Fall 2010 due to factors mentioned above. However, since 3 out of 4</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Center copies handouts on Choose to Quit Smoking Today and Tips to Help You Quit for distribution to participants.</p> <p>Budget Related Performance Indicators: An audit of health counseling</p> <p>Related Documents: BTIreport_10_2010.pdf</p>	<p>(n=4) current (75%) participants have indicated a reduction in cigarette consumptions and positive behavioral changes, this can be considered a success rate.</p> <p>The plan is to continue with the follow-ups of the remaining participants and to accept new ones in Spring 2011.</p> <p>Implementation Status: 03/03/2011 - SSUO#1: Out of 4 BTI participants in Fall 2010, 4 (100%) have continued and were followed up in Spring 2011. They have maintained reduction in number of cigarettes consumed.</p> <p>In addition, there are 9 new participants in BTI for Spring 2011. The initial visit with counseling was conducted in February 2011 for 7 participants (6 office visits and 1 via telephone calls). One participants had not been followed up due to non-working contact numbers; attempts would be made again to contact this client.</p> <p>Currently, there are 13 BTI participants.</p>
	<p>Task Name: Brief Tobacco Intervention (BTI)</p> <p>Task Description: The nursing staff will be conducting BTI counseling to interested participants</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	starting Fall 2009.		
<p>Health Services Center - FA09-SP11 SSUO#2 HEALTH COUNSELING SERVICES - SSUO#2: Counseling on health-related issues will be provided to clients of the Health Center.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Health counseling will be provided, when appropriate, to clients seen for management of injuries sustained on campus.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): At least 85% of clients seen for on-campus injuries who have been provided with health counseling will indicate positive behavioral change on health management.</p> <p>Budget-Related Proposed Outcomes: At least 85% of clients seen for on-campus injuries who have been provided with health counseling will indicate positive behavioral change on health management.</p> <p>Related Documents: templatehealthauditaccidentreports.pdf</p>	<p>02/26/2010 - An audit of accident reports from mid-October 2009 to February 2010 was conducted by the nursing staff of the Health Center. The audit indicated that there were 12 cases seen: 7 minor cuts/abrasions, 3 falls, 1 car-related accident, and 1 alcohol-related injuries. All of these cases were provided with health teachings and were successfully followed up, except for the case on alcohol-related injuries. The follow-ups involved revisits at the Health Center for re-assessment and/or telephone calls. Of the 12 cases seen, 11 indicated (11/12 or 91.6%) adherence to health management as advised by the nursing staff such as care of cuts and abrasions, application of cold pack, use of ace bandage, using supportive shoes, observing safety by walking slowly and not running, resting affected area, and seeing a physician for evaluation of condition as needed.</p> <p>The client who suffered from alcohol-related injuries was not provided with health teachings due to alcohol intoxication at the time first aid measures were rendered. Also, this client was neither an employee nor a student of the College. He was a visitor. The nursing staff made attempts to follow up on him but the contact numbers provided to the nurse were not in service, disconnected, and not assigned.</p> <p>The nursing staff will continue provision of health counseling and the necessary follow-ups on health management.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p>	<p>10/05/2010 - SSUO#2: Accident reports from March to September 2010 were audited. There were forty accidents (n=40) seen by the nursing staff of the Health Center. Majority of these accidents were cuts (21 out of 40, or 52%). The second most cases seen are bee stings and sprains & strains which tied at 6 out of 40, or 18%. Other cases were eye irritation (2 out of 40, or 5%), and the following in which each accounted for 1/40, or 3%: fall, rule/out head injury from a fight-related incident on-campus, burn, splinter and mosquito bites. Please refer to related documents for the breakdown of accidents seen. Follow ups were done on all these cases (40/40, or 100%) by either office visits and/or telephone calls. Positive behavioral changes on health management were indicated by 100% (40 out of 40, n=40) of clients seen. Some of the health measures taken include, but not limited to, the following: cleansed of cuts and abrasions with soap and water, used of antiseptic solution such as hydrogen peroxide & betadine, used of over-the-counter medications such as antibiotic ointment, hydrocortisone cream, benadryl, & pain reliever, cold applications, sought medical care at private clinics and did the necessary follow ups. Those clients who sustained cuts from the use of</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Budget Implications: Over \$5,000</p> <p>Notes: The anticipated increased in budget can be attributed to the replenishment of medical and first aid supplies (\$1,500), repair or purchase of health-related equipment (\$3,000), and cost of ambulance (\$1,500).</p> <p>Budget Related Performance Indicators: An audit of accident reports</p> <p>Related Documents: Accident Reports Audit_MarchthroughSept2010.pdf healthauditaccidentreports_10_2010.pdf Handout on Insect Stings and Bites</p>	<p>equipment indicated learning to practice safety measures when using tools and being more safety-conscious.</p> <p>The Health Center is planning of purchasing more equipment such as another heavy duty wheelchair. Also, medical/nursing supplies will have to be ordered and replenished for provision of first aid measures. A handout on Care of Bee Stings will also be created for use in health counseling. Lastly, the future Student Center where the Health Center will be housed is projected to be built in June 2011 and certainly will provide an increased space that will be conducive to patient care & education, and to the increasing number of student population.</p> <p>Implementation Status: 03/03/2011 - SSUO#2: Medical/nursing supplies such as gloves, sterile sheer strips, alcohol prep pads, povidone-iodine sticks, biohazard containers, hydrocortisone cream, etc. needed in rendering first aid measures were ordered in Fall 2010. Other supplies will be ordered as deemed necessary and when on-hand supplies become low.</p> <p>A requisition for a heavy duty wheelchair was completed on March 3, 2011 and awaiting signatures of respective</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: administrators.</p> <p>In addition, a handout on Insect Sting and Bites was generated (see related document). This will be used in conjunction with health counseling.</p> <p>Lastly, construction of the Student Center which will house the new Health Center is currently in progress. When built this will give the Health Center the space needed to provide health-related services.</p>
	<p>Task Name: Health Counseling</p> <p>Task Description: The nursing staff will conduct health counseling to clients who suffered on-campus injuries and to do follow-ups if positive health/safety learning has occurred from counseling.</p>		
<p>Health Services Center - FA09-SP11 SSUO#3 IMMUNIZATION SERVICES - SSUO#3: Immunization services will be provided for college enrollment and health promotion at</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Immunizations will be provided, when appropriate, to clients seen for college enrollment and health promotion.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of students (n=2,058) will comply with immunization requirements for college enrollment.</p> <p>Budget-Related Proposed Outcomes: Result of audit will indicate 100%</p>	<p>03/05/2010 - The audit was conducted by the nursing staff of the Health Center in Spring 2010 enrollees' (n=2,058) immunization files in Banner during the latter part of January 2010. The data were made available by the registrar with the assistance of an MIS system programmer.</p> <p>Based on the results of the audit, all (100%) enrollees (n=2,058) have met the Measles, Mumps, and Rubella (MMR) requirements. There were 32 students who were exempted from the MMR requirements because of their date of birth; they were born prior to 1957 and considered to have immunity to MMR.</p>	<p>09/28/2010 - SSUO#3: The results of SP 2010 enrollees immunizations audit (n=2,058) indicated that there was a 100% (2,058 out of 2,058) compliance rate to Measles, Mumps, and Rubella (MMR) requirements. To continue with this excellent compliance rate, the nursing staff continued collaboration with the Immunization Program of DPHSS for the supply of MMR vaccines to assist new enrollees/incoming students. From October 2009 to September</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>compliance among students with immunization requirements for college enrollment.</p> <p>Related Documents: Template Immunizations Audit Summary.pdf Immunizations_Audit_Summary_SP2010_Sept2010.pdf</p>	<p>With the Tetanus and Diphtheria (TD) vaccinations, all (100%) enrollees (n=2,058) have a TD dose on their records. However, not all enrollees have an updated TD. There were 39 enrollees whose TD are outdated, meaning TD over ten years. This makes the compliance rate to TD 98.1% (2,019/2,058). All the new enrollees for SP 2010 who went through the Health Center to get cleared have met the TD requirements. On the other hand, those enrollees who have outdated TD are continuing students who registered on-line and did not have to be cleared by the Health Center. With the anticipation of a problem like this, the nursing staff of the Health Center in Nov. 2009 requested the registrar to have health holds placed on those student files in which the TDs are over ten years so they could be prevented from registering online until the necessary immunizations were updated.</p> <p>To comply to TD requirements, those students enrolled in SP 2010 with expired TD were given calls and notices by phone by the administrative assistant. Those who cannot be contacted by phones were referred to Student Support Office by the nursing staff so they could come in and be advised on TD update. As of March 5, 2010, there were 7 out of 39 students who updated their TD, increasing the compliance rate from 98.1% (2,019/2,058) to 98.4% (2,026/2,058). In addition, those students whose TD are to expire within the SP 2010 semester have been informed of the updates needed by phone and health holds have been placed on their files in Banner.</p> <p>The results of the audit have been used to determine the compliance status to immunizations as well as those who need to be followed up to meet the 100% compliance rate. The nursing staff will implement the following to</p>	<p>2010, the Health Center administered MMR vaccinations to 149 new enrollees free-of-charge. On the other hand, the compliance rate of those with updated TD, meaning TD within the last ten years, was 98.1% (2,019/2,058). By March 5, 2010, the TD compliance rate increased to 98.4% (2,026/2,058). To make the compliance rate 100%, the Health Center's staff implemented the plan of actions indicated on March 5, 2010 under the Data Collection Status/Summary of Results. The non-compliance listing of TD was revisited during the last week of September 2010 and the students' records in Banner had shown that the remaining 32 students with outdated TD came in to the Health Center and provided documentation that TD shot was updated. This had made the TD compliance rate 100% (2,058/2,058).</p> <p>The results have shown that the plan of actions taken by the Health Center's staff to increase the compliance rate to 100% is effective. Though it is a tedious and challenging task, this has made it possible for the nursing staff to meet its compliance goal. In the future, similar actions will be undertaken to insure an excellent compliance rate to immunizations. In addition, to continuously facilitate the immunization program, the means to purchase the necessary nursing and medical</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>increase compliance: continued effort of the nursing staff to advise new enrollees on the immunization requirements and putting emphasis on immunizations such as TD that need to be updated, to continue working with the registrar in requesting to place command to the program so health holds can be placed on those files which have outdated TD (but in such a way that the holds will catch those whose TD will be outdated from the start of early registration to the official start day of the semester), and continue follow-ups via telephone calls and/or referrals to Student Support Office.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: The budget impact is due to the cost of medical/nursing supplies (syringes, needles, biohazard containers, bandaids, alcohol prep pads, gloves, & epinephrine in the event of anaphylactic reactions), with the exclusion of the vaccines, to facilitate immunizations clinic. The Health Center receives MMR vaccines free-of-charge from the Immunization Program of the Department of Public Health and Social Services (DPHSS). The Health Center provides MMR vaccines, which can cost from \$90 to \$200 in private clinics, to its clients without any charge even to cover the service and supply fee. This is done to assist clients who are planning to enroll to</p>	<p>supplies would have to remain being a part of the Health Center's budget.</p> <p>Moreover, as part of health promotion the nursing staff of the Health Center collaborated with the Immunization program of DPHSS and provided free Inactivated Influenza and Swine Influenza vaccinations during the months of October and November 2009 to those who qualified and met the DPHSS eligibility criteria. There were 28 and 33 clients who made avail of Inactivated Influenza vaccination and Swine Influenza vaccination, respectively.</p> <p>Implementation Status: 03/03/2011 - SSUO#3: The implementation for this SSUO has been completed since Sept. 2010. Please refer to the data entered on Sept. 28, 2010.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>the College. The Health Center provided free MMR to 54 clients for SP 2010.</p> <p>The TD, a much cheaper vaccines than MMR, however, are immunizations that DPHSS does not routinely provide the Health Center. Hence, clients who are needing updates on TD are provided by the nursing staff information on clinics where they can get the shot in a cheaper price (\$35-\$38).</p> <p>Budget Related Performance Indicators: Immunization audit of students' health records</p>	
	<p>Task Name: Immunization Services</p> <p>Task Description: Audit of the following will be done by the nursing staff: immunizations administered, compliance to required immunizations for college enrollment, and adequacy of supplies for conducting immunizations clinic.</p>		
<p>Health Services Center - FA11-SP13 SSUO#3 TUBERCULOSIS (TB)SKIN TEST & TB CLEARANCE REQUIREMENTS - Fall 2011-Spring 2013: The nursing faculty of the Health Center will enforce adherence to TB skin test & TB clearance requirements of George Washington High School (GWHS) cross-enrolled students who attend career-technical classes on campus.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students' TB test/clearance files will be reviewed for compliance rate.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): All (100%) new GWHS cross-enrolled students (n=465) will comply to TB test/clearance requirements and all (100%) continuing students who are positive reactors (n=36) to TB skin test will comply to submission of an updated TB clearance based on the guidelines established by the</p>	<p>02/20/2012 - The Health Center's nursing faculty went to various career-technical classes on campus on Sept. 2nd, and discussed as well as disseminated forms for TB skin testing and TB clearance. The schedule of TB skin testing upon approval of Associate Dean Ige was provided to instructors on Sept. 16.</p> <p>The TB skin testing and TB clearance updates were conducted from Sept. 26th through Oct. 21st by the nursing faculty who are both registered nurses. Clerical help was provided by administrative assistant and work-study students. After the culmination of scheduled TB skin testing on Oct. 21st, the two weeks that followed</p>	<p>02/22/2012 - Though the goal of 100% compliance rate has not been met yet, a 99.5% (443/444, with n=444) is undoubtedly an excellent result. This is considering that the non-compliant student has been on suspension making the needed follow-up difficult. However, we will continue with the follow up to achieve the 100% compliance rate.</p> <p>The result also indicates that the actions taken by the Health Center's nursing faculty & staff, and working closely with</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list The enforcement of TB test & TB clearance requirements is in adherence to Public Law 22-130 which mandates all students to provide the school official a copy of the TB test result. This law also requires that a student with positive test result obtain a Certificate of Tuberculosis Evaluation from the Department of Public Health & Social Services (DPHSS).</p>	<p>Department of Public Health and Social Services (DPHSS).</p> <p>Budget-Related Proposed Outcomes: The results of audit will indicate 100% compliance of students (n=782) with TB clearance requirements for enrollment.</p> <p>Related Documents: Letter to Parents on TB test/clearance requirement TB test form TB clearance</p>	<p>were used as make up for those who have yet to comply to TB requirements with the approval of Associate Dean Ige.</p> <p>After the 2-week make up, the non-compliant listing was compiled by the Health Center's administrative assistant and reviewed by the nursing faculty. The listing was turned in to Student Support Office for actions and follow up on Nov. 10.</p> <p>The follow-ups took in the forms of the following: Student Support Associate Dean Ige sending letters to parents and communicating with GWHS administrators, Student Support Office staff calling parents, Health Center's staff reissuing forms, nursing faculty communicating with parents and recounseling students on the importance of adhering to the TB requirement and providing the necessary health forms, etc.</p> <p>As of Feb. 21, 2012, the compliance rate on TB test and clearance update after the scheduled TB testing, the two-week make up, and followups is 99.5% (443/444) with n=444 (a change from n=465, taking into account the 21 students who withdrew, dropped, expelled and no show to class). One student (from n=444) has not been cleared because he has been on suspension.</p> <p>There are 2 new students who came in (from Prostart class) during third quarter. As of March 9, 2012, both have complied with TB test requirement. This makes n=446 and the compliance rate 99.7% (445/446).</p> <p>Sept. 21, 2012: Considering the student on suspension never came back as of June 7, 2012, this made the number of students to 445 (n=445), making the compliance rate 100% (445/445).</p>	<p>instructors, respective administrator, as well as Student Support Office staff help to accomplish the goal. It's a very tedious task and takes tenacious effort to get the job done. Certainly, teamwork allows us to pull things through.</p> <p>The plan is to inform instructor of the student who has yet to comply to the TB requirement and to do the necessary follow-ups as well as work closely with Student Support Services Associate Dean and staff.</p> <p>Implementation Status: 02/28/2012 - On Feb. 21, 2012, the respective instructor was notified electronically to contact the Health Center or Student Support Office if the student reports to class. A copy of the email was provided to Student Support Associate Dean Ige and Student Support Office staff responsible for handling the non-compliant listing.</p> <p>Sept. 21, 2012: On June 6, 2012, an email was sent by the nursing faculty to instructor to check the status of the student who was suspended. According to the instructor, the student never came back from suspension but she was not officially withdrawn from class and that the case was referred to Attendance Officer at</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Budget need calls for the purchase of TB skin test solution.</p> <p>Budget Related Performance Indicators: An audit of immunization and TB clearance records.</p> <p>Related Documents: Schedule of GWHS TB Skin testing SY 2011-12 Referral for non-compliant GWHS crosss-enrolled to TB test/clearance requirement SY 11-12 Referral sample of non-complaint to TB test/clearance</p>	<p>Implementation Status: GWHS and they had taken care of the matter.</p> <p>The actions taken by the nursing faculty and staff to meet the criterion have worked and will continuously be utilized.</p> <hr/>
	<p>Task Name: TB skin test and TB clearance requirements</p> <p>Task Description: Adherence to TB skin testing and TB clearance requirements</p>		
<p>Health Services Center - FA11-SP13 SSUO#1 BRIEF TOBACCO INTERVENTION (BTI) - Fall 2011-Spring 2013: The Health Center will continue providing Brief Tobacco Intervention (BTI) counseling</p> <p>Outcome Types: SSUO</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Review of BTI report will be done to measure success rate in the reduction of cigarette consumption.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %):</p>	<p>02/29/2012 - After communicating with the parents via telephone conversation during the third week of October 2011 regarding our BTI Program (Brief Tobacco Intervention), the parents of some minor students signed consent forms to grant permission for their children to participate in the program.</p> <p>Parents:</p>	<p>10/02/2012 - As a part of the plan, followed-up were made from April 16, 2012 to June 5, 2012. Wholesome and healthy activities were encouraged to maintain and positive reinforcement or motivation among loved ones and family members contributes highly to the success of the program.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/10/2011 End Date: 03/11/2013 Outcome Status: Currently being assessed Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle Notes from the pull/drop down list The BTI results from the previous assessment cycle showed a success rate in smoking reduction as well as positive behavioral modifications among participants. The plan is for the Health Center to continue accepting new participants to BTI as long as caseload permits. In this assessment cycle, the target populations are George Washington High School (GWHS) Cross-Enrolled students.</p>	<p>At least 70% of participants (n=12 maximum) will show reduction in the number of cigarette sticks consumed and positive behavioral modifications.</p> <p>Budget-Related Proposed Outcomes: At least 70% of participants (n=12 maximum) in Brief Tobacco Intervention (BTI) counseling will show an indication of reduction in cigarette consumption.</p> <p>Related Documents: BTI initial visit form BTI Follow Up Visit Report Form</p>	<p>Feedback were mostly positive and encouraging. One mentioned that this program is very important among our youth. Approvals were given as long as instructional times and grades are not affected. The nurse called the participants' parents and explained what the BTI Program is all about--its goal, activities, schedule, and location.</p> <p>Following one or more BTI meetings with 10 GWHS cross-enrolled students who participated in the program, some of whom were seen as early as the third week of October 2011, the progress was optimistic so far.</p> <p>Students: The nurses took and recorded height, weight, blood pressure, and heart rate. As noted, most of these students tried smoking out of curiosity and peer pressure.</p> <p>During the first week of February 2012, the nurses followed up with the participants by further educating them on the health implications/complications of cigarette smoking and assisting them to reduce or stop their smoking habits. In particular, the nurses used visual aids (e.g, colorful posters, informative brochures; *please see attached "BTI Posters and Brochures"), gave health lectures with observed privacy and confidentiality, as well as showed short inspirational and educational internet videos. The nurses discussed the major side effects/complications of cigarette smoking and most importantly, the advantages of quitting the habit.</p> <p>Total numbers of participants were 10 students in October 2011.</p> <p>Presently, there are 8 active clients, 4 males and 4 females, since the other 2 male clients</p>	<p>Several attempts and efforts were made by the nursing faculty to follow-up on these two cases: a senior participant who was not available due to school-related activities for their graduating class and another student participant who had withdrawn from GWHS. Hence, the knowledge imparted will stay with them.</p> <hr/> <p>03/06/2012 - The plan is to follow up with the students at least once by the end of this school year.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>withdrew from GWHS. Three females totally quit smoking right after the first BTI session and another one, a male client recently quit the habit during the last week of January 2012. In addition, parents and significant others also encourage clients to quit the habit, thus fostering the much needed support and reinforcement at home.</p> <p>*Please see attached "BTI Table" document for a summary report on clients' progress.</p> <p>Observable Behaviors after BTI Sessions:</p> <ol style="list-style-type: none"> 1. Better health and stamina 2. More focus on school work and other positive extra-curricular activities after school 3. Eliminated cigarette-smoke odor 4. Healthier skin and complexion; fewer pimples 5. Increased knowledge about the ill effects of cigarette smoking 6. Informed decision making not easily affected by peer pressure 7. Enhanced responsibility as a good example and positive role model, especially to offspring 8. Reduction in smoking habit; evident self-control and ability to delay gratification <p>Clients were rewarded with Post-its and rubber bracelets to encourage, motivate, and praise them for their efforts. (*Please see attached "BTI Rewards.") The nurses also encouraged clients to pursue healthy and positive activities, outlets, and interests, such as sports (e.g., basketball and softball), dancing, hiking, snorkeling, weight-lifting, hair-cutting, and designing.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Brief Tobacco Intervention (BTI)</p> <p>Task Description: Counseling on Brief Tobacco Intervention (BTI)</p>	<p>Under \$500</p> <p>Budget Related Performance Indicators: An audit of health education/counseling.</p> <p>Related Documents: BTI Table</p> <hr/> <p>10/02/2012 - The Brief Tobacco Intervention (BTI) Program is effective in such a way that it involves the student participant in the decision-making process. Making an informed decision and healthy choices benefits both the participants and their significant others. All active participants (N=8) have reduced the number of cigarette sticks smoked. Three participants (N=3/8) who have already reduced the number of cigarette sticks smoked even further reduced (see BTI Table for results). Three participants (N=3/8) had quit and have successfully maintained their ?quit status.? Having attained the desired outcome, we therefore conclude that we successfully met our goal or criterion (i.e. 6/6 or 100% with N=6). The effectivity of this program is based mainly on the processes and variety of approaches that the nursing faculty have used, such as the comprehensive and continuous health education using colorful visual ?aids like handouts, posters, true-to-life on-line narrative stories, and many others just to name a few. Not to mention the regularly scheduled face-to-face follow-ups, the motivation and personal encouragement, as well as the reward system made it all a great success!</p> <p>This same tested approach will still be used with our BTI Program.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications:</p>	<p>10/02/2012 - N=6/6 or 100%</p> <p>Implementation Status: 10/02/2012 - As a part of the plan, followed-up were made from April 16, 2012 to June 5, 2012. Wholesome and healthy activities were encouraged to maintain and positive reinforcement or motivation among loved ones and family members contributes highly to the success of the program. Several attempts and efforts were made by the nursing faculty to follow-up on these two cases: a senior participant who was not available due to school-related activities for their graduating class and another student participant who had withdrawn from GWHS. Hence, the knowledge imparted will stay with them.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Under \$500</p> <p>Budget Related Performance Indicators:</p> <p>*</p> <p>Related Documents:</p> <p>BTI Table</p> <p>BTI Report</p> <p>BTI Report</p> <hr/> <p>02/29/2012 - N = 8 clients</p> <p>4 = clients quit the habit.</p> <p>3 = clients reduced the number of cigarette sticks smoked daily</p> <p>1 = client still smokes the same number of cigarette sticks daily</p> <p>2 = clients withdrew from school</p> <p>Based on this result, our BTI program shows a success rate of 88%. (i.e., 7 clients quit/reduced smoking over a total of 8 active students)</p> <p>Summary of Result Type:</p> <p>Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p> <p>Open</p> <p>Budget Implications:</p> <p>Under \$500</p> <p>Budget Related Performance Indicators:</p> <p>An audit of health education/counseling.</p>	
<p>Health Services Center - FA11-SP13 SSUO#2 EMERGENCY & HEALTH INFORMATION FORM - Fall 2011-Spring 2013:</p> <p>The Health Center's nursing faculty will enforce adherence to the completion of Emergency & Health Information form of George Washington (GWHS) cross-enrolled</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>The Emergency & Health Information files will be reviewed to see compliance of students to the submission of the Emergency & Health Information form.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p> <p>Document Review</p>	<p>02/20/2012 - The Health Center's nursing faculty went to GWHS cross-enrolled classes on Sept. 2nd, and discussed as well as disseminated Emergency and Health Information (E&HI) forms. Instructors were asked to collect completed E&HI forms from students and turned them in to the Health Center.</p> <p>Students who did not turn in the E&HI forms by</p>	<p>02/28/2012 - Though the goal of 100% compliance rate has not been met yet, a 99.7% (759/761, with n=761) is undoubtedly an excellent result. This is considering that the non-compliant students have been on suspension making the needed follow-up difficult. However, we will continue with the follow ups to</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list The completed Emergency & Health Information forms will be utilized when taking care of GWHS cross-enrolled students who are taking career-technical classes on campus.</p>	<p>Criterion (Written in %): All (100%) of GWHS cross-enrolled students (n=782) will comply with the submission of Emergency & Health Information form.</p> <p>Budget-Related Proposed Outcomes: Results of audit will show indication that clients' health needs are met and reports/referrals are completed properly.</p> <p>Related Documents: Emergency & Health Information form Medication Consent Form</p>	<p>Sept. 25th were followed up on Sept. 26th through Oct. 21st, the same schedules dates for TB skin testing and clearance updates.</p> <p>After Oct. 21st, the two weeks that followed were used as make up for those who have yet to comply to submission of completed E&HI forms. After the 2-week make up, the non-compliant listing to E&HI forms submission was compiled by the Health Center's administrative assistant and reviewed by the nursing faculty. The listing was turned in to Student Support Office for actions and follow up on Nov. 10.</p> <p>The follow-ups took in the forms of the following: Student Support Associate Dean Ige sending letters to parents and communicating with GWHS administrators, Student Support Office staff calling parents, Health Center's staff reissuing forms, nursing faculty communicating with parents and recounseling students on the importance of adhering to the submission of E&HI forms, etc.</p> <p>The compliance rate on the submission of completed E&HI forms after Oct. 21st, the two-week make up, and followups of those on the non-compliant referral list is 99.7 (759/761) with n=761 (a change from n=782, taking into consideration the 21 students who withdrew, dropped, expelled, and no show to class). The two students (from n=761) who had remained not cleared have been on suspension.</p> <p>There are 2 new students who came in (from Prostart class) during third quarter. As of March 9, 2012, both students have turned in completed E&HI. This makes n=763, and compliance rate stays at 99.7% (761/763).</p> <p>Sept. 22, 2012: As of June 7, 2012, the two suspended students did not come back to their</p>	<p>achieve the goal of 100% compliance rate.</p> <p>The result also indicates that the actions taken by the Health Center's nursing faculty & staff, and working closely with instructors, respective administrator, as well as Student Support Office staff help to accomplish the goal. It's a very tedious task and takes tenacious effort, but teamwork allows us to pull things through.</p> <p>The plan is to inform respective instructors of those students who have yet to comply to the submission of Emergency and Health Information forms and to do the necessary follow-ups, as well as continue working closely with Student Support Services Associate Dean and staff.</p> <p>Implementation Status: 09/21/2012 - The nursing faculty followed up the status of two students who were on suspension with their respective instructors on June 6 & 7, 2012. The two students did not come back from suspension. One of the instructors indicated that the situation was referred to Attendance Office at GWHS and they had taken care of the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>classes according to their respective instructors. This made the total number of enrollees to 761 (n=761) and the compliance rate was 100% (761/761).</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Budget need calls for the paper needed for copying of the E&HI forms.</p> <p>Budget Related Performance Indicators: An audit of accident reports, medical/dental referrals, and health records.</p> <p>Related Documents: Referral for non-compliant GWHS cross-enrolled to Submission of Emergency & Health Information form Schedule of GWHS Cross-Enrolled Emergency & Health Information Submission Follow up Referral sample of non-compliant to submission to Emergency & Health Information Form</p>	<p>Implementation Status: matter.</p> <p>The actions taken by the nursing faculty and staff to meet the criterion have worked and will continuously be utilized.</p> <p>02/28/2012 - On Feb. 21, 2012, the respective instructors were informed electronically of the clearance status of those students due to non-submission of E&HI forms and to inform the Health Center or Student Support Office if the students report to class.</p> <hr/>
	<p>Task Name: Completion of Emergency & Health Information Form</p> <p>Task Description: To enforce completion of Emergency &</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Health Information form of GWHS cross-enrolled students		
<p>Hospitality Industry Management AS (Archive-March 2010) - AY 07 08 SLO#1 Students Knowledge of Hotel Management Program SLO - Students will be able to apply the fundamentals of the requirements for the Hotel Management concentration and demonstrate competency in their choice of occupation within the industry.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: AH&LA EI final Exam with Certificate</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-155 Basic Hotel & Restaurant Accounting.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.</p>	<p>10/11/2010 - 30% of students achieved a 70% or better score</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p> <hr/> <p>10/11/2010 - 33% of students passed exam with a 70% or better</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	<p>10/11/2010 - Program discontinued. Three concentrations were re-established as stand alone programs</p> <hr/> <p>12/07/2010 - It was determined that by having separate programs instead of concentrations students were more in tune to the program and what they were trying to accomplish.</p> <hr/> <p>11/01/2010 - By separating the three concentrations of the HIM program to stand alone programs, students will receive a more individual and less confusing presentation. By having each</p>
		<p>10/01/2010 - Not all students scored 70% or higher.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: All courses that have National Standards will continue to have them. there is no real change to the courses, just a separation of programs to better fit the</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>students needs.</p> <p>Budget Related Performance Indicators: HIM closed</p>	<p>program as a stand alone there will be less confusion as to exactly what courses are needed, what direction is being taken and a more clear course progression.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-160 Hospitality Supervision.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.</p>	<p>10/11/2010 - 33% of students passed with a 70% or better</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-211 Front Office Procedures.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.</p>	<p>10/11/2010 - 33% of students passed with a score of 70% or higher.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-216 Human Resources Management.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): Students who have completed the AH&LA EI</p>	<p>10/11/2010 - no results, class discontinued</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	exam will score a minimum of 70%.	None	
	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-217 Hotel security Management. Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.	10/11/2010 - no students passed with a 70% or higher Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: Course discontinued Budget Related Performance Indicators: None	
	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-218 Facilities Management. Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.	10/11/2010 - 25% of students pass with a score of 70% or higher Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Budget Related Performance Indicators: none	
	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-268 Hospitality Industry Computer Systems. Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.	10/11/2010 - no student took the exam Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: Course discontinued Budget Related Performance Indicators: None	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Hospitality Industry Management AS (Archive-March 2010) - AY 07-08 SLO#2 Students Knowledge of Food & Beverage Management - Students will be able to comprehend the fundamentals of the requirements for the Food and Beverage Management concentration and demonstrate competencies in their choice of occupation within the industry.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Educational Institute of American Hotel & Lodging Association Exams. And HS292 Practicum course.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.</p>	<p>10/11/2010 - 70% of students scored a minimum of 70% or better</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	
<p>Hospitality Industry Management AS (Archive-March 2010) - AY 07 08 SLO#3 Students knowledge of Travel & Tour - Students will apply the fundamentals of the requirements for the Travel and Tourism industry and demonstrate competency in their choice of occupation.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS292 Practicum The 180 hour Practicum requires students to actively analyze, prepare and solve the tasks required by their Practicum experience. By evaluating what tasks are needed, the application supports the knowledge gained through the course.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience</p> <p>Criterion (Written in %): The 180 hours Practicum experience will be evaluated through the performance check list specific to their Practicum experience and the employers evaluation of the student based on their own inhouse method.</p>	<p>10/11/2010 - 100% of students achieved a score of 70% or better</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: none</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Hospitality Industry Management AS (Archive-March 2010) - AY07 08 SLO#4 HS292 Practicum for Hotel Management concentration - The 186 hours of Practicum requires students to demonstrate, their knowledge, skills and attitudes by applying system approach method to analyzing, evaluating, solving, and completing the requirements set by their Practicum experience.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Portfolio, Employer Evaluation, and competency checklist.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 70% percent of the students will prepare and present a portfolio to include employer evaluations showing a 80% success in all areas of competencies.</p>	<p>10/11/2010 - 80% of students achieved 70% or better on their portfolio</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p>	
<p>Hospitality Industry Management AS (Archive-March 2010) - AY 06 07 Related Concentration Skills. - Students are able to perform skills and tasks associated with their HIM Concentration.</p> <p>Start Date: 08/14/2006</p> <p>End Date: 05/07/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practicum Portfolio for HS-292a, b, c Hospitality Industry Management Practicum</p> <p>Criterion (Written in %): Students will complete portfolio with a score of 70% competency or better.</p>		
<p>Hospitality Industry Management AS (Archive-March 2010) - AY 06 07 Students Knowledge of Food & Beverage Service - To interpret the fundamentals of food services as it applies to the Food Services</p> <p>Start Date: 08/14/2006</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-155 Basic Hotel & Restaurant Accounting.</p> <p>Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
End Date: 05/07/2007	Students who have completed the AH&LA EI exam will score a minimum of 70%.		
Outcome Status: Not currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-160 Hospitality Supervision.		
	Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-203 Food Safety & Sanitation.		
	Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-206 Mixology & Beverage Management.		
	Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-222 Food & Beverage Cost Control.		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
Hospitality Industry Management AS (Archive-March 2010) - AY 06 07 Students knowledge of Travel & Tour. - To interpret the fundamentals of travel management as it applies to a Travel Manager. Start Date: 08/14/2006 End Date: 05/07/2007	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-155 Basic Hotel & Restaurant Accounting. Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
Outcome Status: Not currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-160 Hospitality Supervision. Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
	Artifact/Instrument/Rubric/Method/Tool Description: The Travel Institute Travel Agency Proficiency Exam. Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
Hospitality Industry Management AS (Archive-March 2010) - AY 06 07 Students Work Ethics and Attitudes - Studentsw will demonstrat positive work ethics required of them in their chosen concentration. Start Date: 08/14/2006 End Date: 05/07/2007	Artifact/Instrument/Rubric/Method/Tool Description: American Hotel & Lodging Association Education Institute Exam for HS-160 Hospitality Supervision. Criterion (Written in %): Students who have completed the AH&LA EI exam will score a minimum of 70%.		
Outcome Status: Not currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description:		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Performance Evaluation for HS-292a, b, or c Hospitality Industry Management Practicum.</p> <p>Criterion (Written in %): Student will acheive a score of 75% or better on the performance evaluation checklist.</p>		
<p>Hospitality Industry Management AS (Archive-March 2010) - Hospitality industry Management Three SLOs for the concentration - Students will be able to perform skills and tasks associated with the Hotel Management program requirements competently.</p> <p>Students will be able to perform skills and complete tasks in Front Office, Housekeeping, Human Resource, Facilities, and Security.</p> <p>Students will be able to perform skills and complete tasks at Hospitality industry Job sites to complete specific course requirements, on-site labs, and or community related services to augment the course work and add real work experience while attending classes.</p> <p>Start Date: 08/15/2007</p> <p>End Date: 05/07/2008</p> <p>Outcome Status: Not currently being assessed</p>			
<p>Hospitality Industry Management AS (Archive-March 2010) - Food and Beverage Management Concentration - Students will apply the fundamentals of the requirements for the Food and Beverage Management concentration and demonstrate competency in their chosen</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>occupation</p> <p>Start Date: 08/15/2007</p> <p>End Date: 05/07/2008</p> <p>Outcome Status: Not currently being assessed</p>			
<p>Hospitality Industry Management AS (Archive-March 2010) - Food and Beverage Three SLOs for Program concentration - Students will be able to perform skills and tasks associated with the Food and Beverage Management requirements.</p> <p>Students will be able to perform skills and tasks with competency in the Food and Beverage Management courses to include safety and sanitation, food production, cost control, mixology, beverage,service and facilities.</p> <p>Students will be able to perform skills and complete tasks in Food and Beverage job- sites to complete specific course requirements on-site labs, and or community related services to augment the course work and add real work expereince while attending classes.</p> <p>Start Date: 08/15/2007</p> <p>End Date: 05/07/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Hospitality Industry Management AS (Archive-March 2010) - HS292 Practicum (Travel and Tourism) - The 180 Hours of Practicum requires students to</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>demonstrate their knowledge, skills, and attitude by analyzing, solving evaluating and completing the requirements set by their Practicum experience.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/20/2008</p> <p>End Date: 08/20/2008</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Hospitality Industry Management AS (Archive-March 2010) - Food and Beverage Managment Practicum - The 186 hours of Practicum requires students to demonstrate their knowlege, skills, and attitudes by analyzing, solving, evaluating and completing the requirements set by their Practicum experience.</p> <p>Start Date: 08/15/2007</p> <p>End Date: 05/07/2008</p> <p>Outcome Status: Not currently being assessed</p>			
<p>Hotel Operations & Management AS - SLO#1 Application of Fundamentals - SLO#1 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to apply the fundamentals of the requirements for the Hotel Operations and Management Program and demonstrate competency in their choice of occupation within the</p> <p>Outcome Types: SLO-Behavioral outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: HS292a Practicum students will complete a 20 question (100 total possible points) faculty developed Likert-type scale survey questionnaire.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Individual interviews</p> <p>Criterion (Written in %): 80% of HS292a Practicum students taking</p>	<p>04/29/2012 - 80% of HS292a Practicum students (N=5) who took the likert-type scale questionnaire achieved an overall score of 80% or greater on a 100 total possible points 20 questions survey.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Implementation Status</p> <p>Budget Implications:</p>	<p>05/11/2012 - The instructor has already informed former DC Barry Mead the need to purchase recommended computer software. Quotations from local vendors who sell and install the computer software, etc. were emailed to DC Barry Mead and copied to Dean Reilly Ridgell twice.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Educational Institute of American Hotel & Lodging Association.</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>the Likert-type scale survey questionnaire will have an overall score of 80% or greater on a 100 total possible points 20 questions survey.</p> <p>Budget-Related Proposed Outcomes: Guam Community College 2011 Budget Request by Department TOURISM & HOSPITALITY GOALS AND OBJECTIVES: 1. Provide learning experiences for students that leads to their employment or their continued education. 2. To provide equipment and maintenance of the equipment in labs to provide students with best opportunity to complete the student learning outcomes successfully. 3. To provide faculty with the support they need to achieve student learning outcomes.</p>	<p>Over \$5,000</p> <p>Notes: The instructor has already indicated the need to purchase needed computer software in the previous NOTES section.</p> <p>Budget Related Performance Indicators: Already reported long time ago!</p> <p>Related Documents: TracDat EI Courses Spring 2012.pdf TracDat Program Report Related Email Fall 2011 NO Student Name.pdf TracDat Program Report Related Email Fall 2011 NO Student Name.pdf</p>	<p>Implementation Status: 05/11/2012 - The instructor's recommendation to purchase needed hotel operations & management software has never been considered. Without these computer software, it is very difficult for the instructor to teach HS technical courses effectively, and to recruit GDOE LMP graduates to enroll in the Hotel program. The College really needs to set aside budget to purchase these computer software as soon as possible.</p>
<p>Notes from the pull/drop down list The instructor constructed Likert-Type Scale survey questionnaire is a good instrument to survey HS292a Practicum completers and the graduating senior student pertaining to their perceptions about their attainment of program SLOs. The instructor needs to come up with different motivational strategy to encourage the two students who have not submitted their surveys to do so as soon as possible. Additionally, to improve student participation rate to respond to the survey, this survey instrument should be discussed with the students when they are doing the Practicum. The results of the survey can also be shared with AS in Hotel Operations & Management program Advisory Committee members for the purpose of promoting our program.</p>	<p>PERFORMANCE INDICATORS: 2. Students achieve stated goals in classroom competencies.</p> <p>PROPOSED OUTCOMES: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments assessment (TracDat) plan.</p>	<p>10/15/2011 - 1. HS292a students successful participation in work experience and practicum exercises. (N=5)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Tourism & Hospitality department does not have any budget to purchase OPERA hotel operations and management software; this software is vital for students to learn before starting their HS292a Practicum. Therefore, the instructor has already contacted Ms. Doris Perez to enquire the possibility for him to write a grant for this.</p> <p>Budget Related Performance Indicators: 1. HS292a Practicum students successful participation in work experience (N=5).</p> <p>Related Documents: HS292a PRACTICUM Completer</p>	<p>12/24/2011 - The instructor developed the Likert-type scale questionnaire survey instrument before the end of this assessment cycle, and personally administered the survey. Five (5) HS292a Practicum course students (N=5) participated in the survey.</p> <p>12/15/2011 - HS292a Practicum students' feedback can be used to further revise Practicum SLOs (if needed) in the future.</p> <p>10/16/2011 - 1. Develop better strategy to encourage students' participation in program level survey. 2. Share survey results with Advisory Committee members during Fall 2011 meeting. 3. Learn Survey Monkey to develop</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Follow Up Survey Form.pdf HS 292 Practicum MOA Blank Form for TracDat Summer & Fall 2011.pdf HS292a Practicum Student No 1 Follow Up Survey HS292a Email Fall 2011 NO Student Name.pdf</p>	<p>survey instrument.</p> <p>Implementation Status: 12/15/2011 - The graduating seniors who participated in Summer 2011 HS292a Practicum were reminded that they must complete their survey before completing their PART 2 of HS292a Practicum in the future. And the submission of the survey prior to the completion of their Practicum is mandatory, and this will be added as part of their final grade for HS292a,</p>
		<p>10/15/2011 - The instructor developed the survey instrument. Part 1: The instructor modified the survey questions developed by Ms. Doris Perez, titled GCC graduates follow up survey. Part 2: The instructor developed 20-survey questions by using Likert-Type Scale. The program SLOs were used as the research questions, and the survey questions developed were centered around the 3-program SLOs.</p> <p>Tourism & Hospitality department did not have any AS in Hotel Management (old program) or Hotel Operations & Management program (new program) graduates in May 2011. Therefore, the five (5) students who completed their HS292a Practicum (either 186 hours or 300 hours) during Summer 2011 and Fall 2011 were surveyed (N = 5). This alternative was agreed by Ms. Priscilla Johns.</p> <p>Three (3) HS292a Practicum students responded to the survey; the response rate is 60% (N=5). 100% of HS292a Practicum completer taking the Likert-type scale response questionnaire had an overall score greater than 80% on a 100 total</p>	<p>12/15/2011 - Not all students who participated in Summer and Fall 2011 HS292a Hotel Operations & Management Practicum survey on time. The instructor therefore, would like to suggest two potential solutions to solve this problem. The first one is to inform and provide a hard copy of the survey to the students who signed up for HS292a-Practicum prior to their start of the practicum that it is mandatory for them to complete the survey before the completion of the practicum. And the potential solution two is to list the submission of the survey is part of the final grading for the HS292a.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>possible points 20 questions survey.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Budget request by department for Tourism & Hospitality (goals & objectives, performance indicators & proposed outcomes) excerpt from the GCC Fiscal Year 2011 Budget Request published on www.guamcc.edu.)</p> <p>Budget Related Performance Indicators: Budget request by department for Tourism & Hospitality (goals & objectives, performance indicators & proposed outcomes) excerpt from the GCC Fiscal Year 2011 Budget Request published on www.guamcc.edu.)</p>	
	<p>Task Name: ?</p> <p>Task Description:</p>		
<p>Hotel Operations & Management AS - SLO#2 Application of Knowledge and Skills - SLO#2 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to apply the knowledge and skills gained and achieved through the theory and from practical application to gain successful employment in the hospitality industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Industry (employers) will complete a 20 question (100 total possible points) faculty developed Likert-type satisfaction survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry (Employer) Satisfaction Survey</p> <p>Criterion (Written in %): Industry (employers) taking the Likert-type satisfaction survey will have an overall</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Educational Institute of American Hotel & Lodging Association.</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list AS in Hotel Operations & Management program did not have any graduates in Spring 2011. However, there were (1) four students completed HS292a Practicum(new hotel program), and (2) one student completed HS292 Practicum (old program) respectively at four hotels during summer and Fall 2011. Prior to the five students' completion of their practicum, the instructor conducted a follow up telephone survey to find out if the three hotels would employ the five students once they graduated from GCC. These hotels' human resource managers all expressed strong interest to hire the students.</p>	<p>score of 80% or greater on a 100 total possible points 20 question survey.</p> <p>Budget-Related Proposed Outcomes: PERFORMANCE INDICATORS: 1. Students successful participation in work experience and practicum exercises.</p> <hr/> <p>Artifact/Instrument/Rubric/Method/Tool Description: Industry (Employer) Satisfaction Survey</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry (Employer) Satisfaction Survey</p> <p>Criterion (Written in %): Industry (Employers) taking the Likert-type scale satisfaction survey will have an overall score of 80% or greater on a 100 total possible points 20 question survey.</p> <p>Budget-Related Proposed Outcomes: 1. Students successful participation in workk experience and practicum exeercises.</p>	<p>10/16/2011 - Tourism & Hospitality department did not have any AS in Hotel Management/Hotel Operations & Management program graduates in May 2011. Therefore, the instructor did not develop the Likert-type scale satisfaction survey instrument. Instead, the instructor closely monitored 5 students' work performance (N=5) while they were conducting their Summer & Fall 2011 Practicum at Nikko, Guam Plaza, and Onward hotels. The purposes for doing this was to find out if the above said hotels' HRDs were satisfied with the 5 students' performance, and if they will be willing to offer employment opportunities at their respective hotels upon graduation of the 5 students. (N=5).</p> <p>The verbal feedbacks the instructor received from the above three hotels' HRDs were extremely positive- they are all willing to offer employment opportunities to the students.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Request budget to purchase OPERA hotel operations & management computer software.</p> <p>Budget Related Performance Indicators: Performance Indicators: Students successfully participation in work</p>	<p>01/10/2012 - There is no need to make any changes or imporvement to the program SLOs. The practicum has been caried out successfully. Hotels participated in providing practicum opportunities to HS292a & HS292 students have all been actively monitoring students' attainment of SLOS.</p> <p>Implementation Status: 05/28/2012 - Please see above "Use of Summary Result Section" - There is no need to make any changes or improvement to the program SLOs.</p> <hr/> <p>10/16/2011 - The instructor will include the feedbacks from the three hotels' HRDs as an agenda item in the forthcoming Fall 2011 Advisory Committee meeting. And the instructor is interested in finding out if any of these three hotels' HRDs will be willing to consider to offered these five students supervisory positions upon their graduation. Additionally, the instructor will also share the HRDs' feedbacks with our students.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>experience and practicum exercises.</p> <p>Related Documents: CIMG3548.JPG CIMG3550.JPG CIMG3549.JPG CIMG3551.JPG CIMG3552.JPG CIMG3553.JPG CIMG3554.JPG CIMG3555.JPG CIMG3556.JPG GCC_OPX_021611.pdf</p>	<p>Our department will have about 10 potential graduates from Hotel Operations & Management program within the next 2 years. Therefore, a quantitative survey instrument will be needed in the future.</p> <p>Implementation Status: 10/16/2011 - The implementation will be included in the next cycle.</p> <hr/>
<p>Hotel Operations & Management AS - SLO#3 Skills Demonstration - SLO#3 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate knowledge, skills and attitudes by applying the system approach method to analyze, evaluate, solve, and complete the requirements set by their Practicum experience.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Educational Institute of American Hotel and Lodging Association</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a comprehensive practicum experience report; this report includes (1) daily journal, (2) SLOs/tasks performed as based on the GCC/Local Hotel practicum agreement, and (3) reflection.</p> <p>The comprehensive practicum experience report should contain (1) daily journal, (2) SLOs/tasks performed as based on the GCC/Local Hotel practicum agreement, and (3) reflection. Additionally, all practicum related problems encountered by the student at the practicum job-site must document that the system approach method are used to solve the problem.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience</p> <p>Criterion (Written in %): 90% of students will achieve a score of 80% or higher on the final Practicum Evaluation.</p> <p>Budget-Related Proposed Outcomes:</p>	<p>10/16/2011 - During Summer & Fall 2011, 5 students signed up for HS292a (new hotel program)& HS292 (old hotel program) Practicum (N=5). Only 3 students completed their SLOs, daily journal and reflection. Only 75% of students achieved a score of 80% or higher. One of the students has not submitted her SLOs, journal and reflections yet due to the fact this student is also a full-time employee at a local hotel, so she needs more time to complete the assignments. Please note: This student has recently been promoted to an upper middle management position at the hotel that she is employed. Due to her added work related responsibilities, she is not able to complete her practicum journal, etc. However, there is no concerns about this; the instructor has assigned an Incomplete grade for her HS292 Practicum, and will contact her at the beginning of Spring 2012 to ensure that she will complete the assignments accordingly.</p> <p>Additionally, as stated in the SLO #2 Data Collection Status/Summary of results section, a HS292 Practicum student has also completed her first 100 hours of Practicum at Guam Plaza</p>	<p>12/15/2011 - Based on the above summary of results, the instructor will again provide close supervision of the students who will participate in HS292 and HS292a Practicum in the future to ensure the students will submit their weekly practicum report on time.</p> <p>Implementation Status: 01/10/2012 - Will be implemented in next cycle.</p> <hr/> <p>10/16/2011 - The instructor will encourage HS292a Practicum students submit their SLOs assignments, journal, and reflection papers at the end of each week.</p> <p>Implementation Status: 10/16/2011 - The proposed changes reported under "Use of</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Three of the four seniors (N=4) or 75% of the seniors participated in Summer 2011 HS292 & HS292a Practicum completed their comprehensive practicum experience report; this report included (1) daily journal, (2) SLOs/tasks performed as based on the GCC/Local Hotel practicum agreement, and (3) reflection.</p>	<p>Students successful participation in work experience and practicum exercise.</p> <p>Related Documents: Practicum Glen Weekly Reflection 0622 - 0626.doc Practicum Glen Weekly Reflection 0622 - 0626.doc</p>	<p>Hotel's housekeeping department. This student has completed SLOs. This student's journal and reflection reports have already uploaded to SLO#1 section.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Please refer to the "Notes" as reported under SLO #1.</p> <p>Budget Related Performance Indicators: Students successful participation in work experience and practicum exercise.</p> <p>Related Documents: HS292a HR Weekly Journal Student 1 NO Name Identified.pdf</p>	<p>Implementation Status: Summary Result" will be implemented.</p>
<p>Human Resources - FA09-SP11 AUO#1 DEVELOPMENT & TRAINING - AUO#1: To support education programs by providing 100% mandatory annual training in New Employee Orientation and Preventing Sexual Harassment.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Annually track the mandatory training (new employee orientation & preventing sexual harassment) course offered for and attended by employees. Track the satisfaction of participants with these training.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): (1) Out of two (2) mandatory training per academic year, HR will have 90% of employees attend. (2) 70% of participants will rate the training at 2 or higher on a 0 to 4 point scale.</p>	<p>11/04/2010 - HR conducted (2) mandatory training per academic year. New Employee Orientation Training was conducted twice (12.17.09 & 03.17.10). 100% (12.17.09 N=11 and 03.17.10 N=13) of the scheduled employees attended. 100% (N=24) of the participants rated the training 2 or higher on a 0 to 4 point scale. Preventing Sexual Harassment Training was conducted once (10.12.09 - during PPD). 47 employees were originally scheduled to attend. 55% (N=26) of the schedule employees attended; the 45% (N=21) who did not attend were secondary faculty). 73% (N=26) of the participants who completed the survey rated the training 2 or higher on a 0 to 4 point scale; 27% did not turn in the survey.</p> <p>Summary of Result Type: Criterion Met</p>	<p>11/04/2010 - HR shall continue to conduct New Employee Orientation using it's current methods. HR needs to work with Academic Affairs to develop another method to obtain 100% participation for the Preventing Sexual Harassment training (especially for secondary faculty). HR will research on-line training.</p> <p>Implementation Status: 02/23/2011 - HR conducted New Employee Orientation on 08.13.10 and 11.05.10. HR was not successful on securing online Preventing Sexual Harassment training</p>

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	<p>Related Documents: Training Evaluation Sheet</p>	<p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: No direct budget impact to HR</p> <p>Related Documents: New Employee Orientation 03 17 10 New Employee Orientation 03 17 10 New Employee Orientation 03 17 10 New Employee Orientation 12 17 07 New Employee Orientation 12 17 09 Preventing Sexual Harassment Training 10 12 09 Preventing Sexual Harassment Training 10 12 09 Preventing Sexual Harassment Training 10 12 09</p>	<p>Implementation Status: assessment period.</p>
<p>Human Resources - FA09-SP11 AUO#2 EMPLOYMENT PRACTICES - AUO#2: To support educational programs by ensuring that employment practices of promotion comply with federal and local laws, personnel rules & regulations, and BOT & Faculty Agreement.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Review of faculty member's personnel files, work experiences, and educational credits and degrees. Determine faculty members eligibility for promotion (advancement-in-rank) based on the faculty job specifications and classification procedures. Issue certificate of eligibility to faculty member upon completion of evaluations.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Of 100% of Faculty who applied for a certificate of eligibilty for promotion will receive their certification results that they</p>	<p>11/04/2010 - 100% (N=21) of the faculty members who applied for promotions received their Certificate of Eligibility for Advancement-in-Rank before 11.01.09 (21 faculty submitted a request and received their certificate on 10.20.09). 43% (N=9) of the faculty were given certification that they meet all the minimum qualifications for advancement-in-rank as of 10.01.09; 57% (N=12) of the faculty were given certification that they do not meet the minimum qualifications for rank as of 10.01.09, but were given a contingent certification with the specifics of what they were lacking and what needed to be provided no later than 10.01.10.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>11/04/2010 - HR recommended to the BOT & Faculty Negotiation Team to change the requirements in the Advancement-in-Rank procedures to require that the faculty meet all the requirements for advancement-in-rank during the academic year in which they are applying. This will result in no contingent certification.</p> <p>Implementation Status: 11/04/2010 - Changes to the Advancement-in-Rank procedures as defined in the new Faculty & BOT Agreement 2010-2016 were made (Agreement was</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>qualify for promotion (advancement-in-rank) or specifics of what they are lacking.</p>	<p>Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Promotion will result in an increase in excess of \$5,000 in personnel cost.</p> <p>Related Documents: Promotions - List of Eligibles.pdf Promotions - sample Certificate of Eligibility Promotions - sample Certificate of Eligibility (contingent) Promotions Flyer FY2011.pdf</p>	<p>Implementation Status: 07.28.10). Pursuant to Article VIII - Advancement-in-Rank, "The faculty member must meet and satisfy all requirements of the procedures outline in Section C., effective October 1 of the year in which the application is being made for any advancement-in-rank initiated in that academic year.</p>
<p>Human Resources - FA09-SP11 AUO#3 New Faculty Compensation Structure - AUO#3: To implement the new faculty compensation structure effective 10.01.09 and to evaluate new faculty compensation structure (i.e. review new faculty performance evaluation</p> <p>Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: New Compensation Structured approved by the BOT. New Faculty Performance Evaluation forms.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of conversion for faculty compensation will be completed no later than 12/31/09. 90% of faculty performanc evaluation will be collected and new salary adjustment will be completed no later than June 30 of each calendar year.</p>	<p>11/03/2010 - 100% (N=109) of conversion for the new faculty compensation was completed on 11/30/09 (with retro pay to 10/01/09). 100% (N=96) of probationary and permanent faculty performance evaluations were collected by 06/30/09 (received by HR from 04/10/09 to 06/25/09). None of the faculty salary adjustment for performance evaluations were completed by 06/30/09. 100% (N=96) of faculty salary adjustment for performance evaluations were completed by 07/27/09; and updates to the HRIS (Banner) was completed in time for the 1st pay period of the Academic Year (effective 08.01.10).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: BOT & Faculty Agreement - Job</p>	<p>11/04/2010 - HR collected and reviewed result of performance evaluation report and submitted information to the Faculty Job Specification and Performance Evaluation Committee during the Fall 2010 Semester. The Performance Evaluation Committee used the results to update the Performance Evaluation tools towards a pay for performance. As a result, updates Performance Evaluation tools is in place for the AY2010-2011.</p> <p>Implementation Status: 02/23/2011 - Article X - Performance Appraisal and the updated Performance Evaluation tools are all in place and ready for the Spring Semester (May 2011) evaluations.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Specification & Performance Evaluation Committee have been assigned to review the new performance evaluation tool and to make recommendations as needed (to ensure that the performance evaluation tools results in the goal of the new compensation structure which is pay for performance).</p> <p>Budget Related Performance Indicators: Overall College's personnel budget increased From FY2009 to FY2010 as a result of the New Faculty Compensation Structure.</p> <p>Related Documents: New Faculty Compensation - Pay Adjustment New Faculty Performance Evaluation Report New Faculty Compensation - Sample PA New Faculty Performance Evaluation Form New Faculty Performance Evaluation Form New Faculty Performance Evaluation Form New Faculty Performance Evaluation Form New Faculty Performance Evaluation Form New Faculty Performance Evaluation Rubric New Faculty Performance Rubric New Faculty Performance Evaluation Rubric New Faculty Performance Evaluation Rubric</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		New Faculty Performance Evaluation Rubric New Faculty Performance Evaluation Rubric New Faculty Performance Evaluation Rubric New Faculty Performance Evaluation Rubric New Faculty Performance Evaluation Rubric New Faculty Performance Evaluation Rubric	
<p>Human Resources - Personnel Files - AUO#1 FA2011-SP2013 : To provide added security of full-time employees personnel files by backing up records electronically and storing them off-campus.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list This will be done with the use of the Banner Document Management Suite (BDMS).</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Banner Document Management System (BDMS). HR will scanned active employee's personnel file and save records on Banner.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 80% of all full-time active employees personnel files will be scanned and saved in Banner.</p> <p>Budget-Related Proposed Outcomes: Budget impact is in the maintenance and use of the BDMS and the Xerox machines and personnel cost.</p> <p>Related Documents: 2011 Banner Document Management Suite[1].pdf</p>	<p>04/06/2012 - HR Staff are having problems linking scanned documents to employee files on Banner. Seeking assistance at this time.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: 0</p>	
<p>Human Resources - New Administrator's Performance Evaluation Tool - AUO#2 FA2011-FA2013 : To implement the new Administrator's Performance Evaluation Tool to ensure that Administrators are performing at expected levels.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: New Administrator's Performance Evaluation Tool</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>04/06/2012 - 100% of administrators received training on 11/14/11 & 01/06/12 on the new tool. 100% of administrator submitted their final Work Planning and Performance Evaluation form to HR. Evaluation period is for 01.01.12 to 12.31.12.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list Compensation Study for academic administrators.</p>	<p>Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of administrators will be trained on the proper use of the new tool and will follow the semi-annual evaluation schedule.</p> <p>Budget-Related Proposed Outcomes: Budget impact as a result of pay for performance</p> <p>Related Documents: MASTER - Academic Administrators Form.docx</p>	<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: salary adjustment for academic administrators effective 02/12/12.</p>	
<p>Human Resources - Faculty Performance Appraisal - AUO#3 FA2011-SP2013 : To compile information on assessment compliance and faculty performance evaluation to support faculty pay for performance.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list Standard III, faculty action plan as of September 2011.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Faculty performance evaluation tool and performance evaluation rubric; and AIE&R memo on compliance on deadlines and quality.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of faculty performance evaluation results will be compared with AIE&R memo on assessment compliance on deadlines and quality of reports and plans.</p> <p>Budget-Related Proposed Outcomes: Budget impacted by salary adjustment for pay for performance.</p> <p>Related Documents: Non-Compliance Memo to AVP October 2011 deadline attachments.pdf Dean Reilly March 2011 compliance report.pdf Rubric_ALL</p>	<p>04/06/2012 - HR received copies of AIER Assessment Compliance Update for Fall 2011 Term. Dean will submit faculty performance evaluation results at the end of the academic year to HR.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: Faculty pay for performance</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Faculty_revised 10282010[1].pdf		
<p>Introduction to Health Occupation Secondary - AY2012-13 SLO#1 Identify Health Care Careers - SLO#1 FA2012-SP2013</p> <p>Upon successful completion of this program, students will be able to analyze and assess the different health occupations in the health care career field.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Standardized written test has been changed to meet the SLO. New Test will be implemented Fall 2012.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 50 question multiple choice (worth 100 points). Questions are taken from the Instructor CD by Simmers, Louise. Diversified Health Occupations 6th Edition.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 80% of students taking the first quarter test will have an overall score of 70% or greater on a 100 total possible points 50 question test.</p> <p>Budget-Related Proposed Outcomes: 1. Provide learning experience for students that lead to continue higher education in the medical field. 2. Ensure that curricula reflect current practice and information in the medical field. 3. Ensure that instructors are academically prepared and possess current knowledge and skills in content area.</p> <p>Related Documents: AHO.pdf</p>	<p>10/11/2012 - n=70: n=11 scored < 70% and n=59 scored > 70% = 84% scored > 70%</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Ensure that instructors are academically prepared and possess current knowledge and skills in content area.</p> <p>Related Documents: AHO.pdf mid 1st qt test student examples 2012.pdf</p>	
<p>Introduction to Health Occupation Secondary - AY2012-13 SLO#2 Distinguish different body systems - SLO#2 FA 2012-SP2013:</p> <p>Upon successful completion of this program, students will be able to distinguish between the different systems in the human body and compare how illness affects these systems.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 50 question (100 total possible points) faculty developed test which includes multiple choices</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p>	<p>10/11/2012 - n=70: n=11 scored < 70% and n=59 scored > 70% = 84% scored > 70%</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list New testing materials will be utilized Fall of 2012.</p>	<p>Criterion (Written in %): 80% of students taking the test will have an overall score of 70% or greater on a 100 total possible points 50 question test.</p> <p>Budget-Related Proposed Outcomes: 3.Ensure that instructors are academically prepared and possess current knowledge and skills in content area.</p> <p>Related Documents: Sl.pdf</p>	<p>No budget impact</p> <p>Budget Related Performance Indicators: Ensure that instructors are academically prepared and possess current knowledge and skills in content area.</p> <p>Related Documents: mid 1st qt test student examples 2012.pdf AHO.pdf</p>	
<p>Introduction to Health Occupation Secondary - AY2012-13 SLO#3 Demonstrate basic nursing skills - SLO#3 FA2012-SP2013: Upon successful completion of this program, students will be able to interpret and demonstrate basic nursing skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students in VENU062 will complete a 50 question (100 total possible points) textbook/author developed test which includes multiple choices,</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 80% of students taking the test will have an overall score of 70% or greater on a 100 total possible points 50 question test</p> <p>Budget-Related Proposed Outcomes: 3.Ensure that instructors are academically prepared and possess current knowledge and skills in content area.</p> <p>Related Documents: AHO.pdf</p>	<p>10/11/2012 - n=70: n=11 scored < 70% and n=59 scored > 70% = 84% scored > 70%</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Ensure that instructors are academically prepared and possess current knowledge and skills in content area.</p> <p>Related Documents: AHO.pdf mid 1st qt test student examples 2012.pdf</p>	

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<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Students will be evaluated using standardized skills checklist and written test.</p>	<p>AHO Skills Checklist FA-12.pdf</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be given a standardized skills test on a basic nursing skill using a skills checklist from "Mosby's Textbook for Nursing Assistants". Skills that may be tested are 1. Hand Washing 2. Range of Motion 3. Pulse and Blood Pressure 4. Transferring a patient from the bed to a chair 5. Making an unoccupied bed</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 80% of students taking the test will have an overall score of 70% or greater on the total number of points for any given checklist. If a critical step is missed the student may be remediated and demonstrate the skill correctly or a score of 0 will be given.</p> <p>Budget-Related Proposed Outcomes: 2.Ensure that curricula reflect current practice and information in the medical field.</p> <p>Related Documents: AHO Skills Checklist FA-12.pdf</p>		
<p>Introduction to Health Occupation Secondary - AY2008-09 SLO #2 Human Body - Upon successful completion of the Introduction to Health Occupations Secondary Program, students will be able to identify systems in the human body and how illness effects these systems. (SLO #1 on Map)</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/13/2008</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A combination textbook/author and instructor designed test from Unit 6:1 will be utilized.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): Eighty percent of the students in the spring semester will pass Unit 6:1 Basic Structure of the Human Body test by at least 80%</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>competency. It is important that students understand basic structure before identifying abnormalities and illnesses. After exam, instructor will have classroom discussion on how adnormalities/illnesses effect patients' health.</p> <p>Budget-Related Proposed Outcomes: Ensure that curricula reflect current practice and information in the medical field</p> <p>Related Documents: Human Body Test</p>		
<p>Introduction to Health Occupation Secondary - AY2008-09 SLO #1 Health Occupation Career Field - Upon successful completion of the Introduction to Health Occupations program, students will be able to identify and explain different health occupations in the health care career field. (SLO #5 in Map)</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will assign students one of various fields related to allied health.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Eighty percent of students will score 80% or better on the grading rubrics (see presentation rubrics).</p> <p>Budget-Related Proposed Outcomes: Ensure that curricula reflect current practice and information in the medical field</p> <p>Related Documents: Health Occupations Presentation.doc</p>		
<p>Introduction to Health Occupation</p>	<p>Task Name: Presentation Tool</p> <p>Task Description: Presentation Grading Rubrics needs to be modified to better relate to program outcome.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Secondary - AY2008-09 SLO #3 Basic Nurse Skills - Upon successful completion of this program, students will be able to identify and demonstrate basic nursing</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A skills proficiency textbook developed checklist will be used (see attached related document). Measuring input and output are considered the most important area to do a skills checklist.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): Eighty percent of students in VENU062 Allied Health Occupations will score 100% on the Measuring Intake and Output skills checklist (see attached document).</p> <p>Budget-Related Proposed Outcomes: Ensure that curricula reflect current practice and information in the medical field</p> <p>Related Documents: Intake and Output Skills Checklist</p>		
<p>Judicial Affairs (Archive) - Convening a Council - To convene a Judicial Affairs Student Advisory Council, consisting of 5 student leaders, to provide students' on-going assessment of the Office of Judicial Affairs in its on-going operation and development.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: On-going feedback into process as provided by a council of 5 student leaders.</p> <p>Criterion (Written in %): Each document summarizing a council meeting will provide at least three concrete directions for programmatic improvement.</p>		
<p>Judicial Affairs (Archive) - Determining student awareness and understanding - To uphold the Student Code of Conduct in a way that ensures the Guam Community College is fully able to enact its mission by determining the current level of awareness students have about the Student Code of Conduct, including an understanding of where to find the document and of specific</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Survey (purposive sampling of 30 post secondary and 10 Adult High School students).</p> <p>Criterion (Written in %): It is anticipated that at least 50% of student surveyed will know how to access the</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>policies relating to student behavior, as presented in the Code.</p> <p>Start Date: 03/22/2005</p> <p>End Date: 05/20/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Student Handbook on the GCC Web site, and that 33% of them have done so. Since this predicted result is not adequate for programmatic success, focus here is more qualitative, on strategies to improve information sharing with students.</p>		
<p>Judicial Affairs (Archive) - Identifying negative behaviors - To identify any negative behavioral patterns related to Code violations, involving students, faculty and administrators in the collective effort to improve student behavior.</p> <p>Start Date: 03/22/2005</p> <p>End Date: 07/31/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Meetings with students, faculty and administrators, to determine negative student behavioral patterns.</p> <p>Criterion (Written in %): Two or more violations if a specific code element within a given term.</p>		
<p>Judicial Affairs (Archive) - Implementing the Code - Enact the procedures found within the Student Code of Conduct in a way that is both feasible and represents the Code.</p> <p>Start Date: 03/22/2005</p> <p>End Date: 05/20/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Meet with the Dean of Technology and Student Services at the end of the Spring 2005 semester, reporting on the ways that the process was enacted for that semester. Gather recommendations for any improvements that need to be made.</p> <p>Criterion (Written in %): Dean's statement of overall satisfaction with efforts to implement the Student Code of Conduct</p>		
<p>Learning Resource Center - FA09-SP11 SSUO#1 CUSTOMER SERVICES - Students will receive competent assistance when borrowing materials, asking directional questions, using computer stations, making audio-visual requests, or conducting other library business at the</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Surveys and focus groups will be used to determine quality of customer services.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p>	<p>10/11/2010 - A Library Survey was distributed and compiled for Fall 2009 with 327 participants, and Spring 2010 with 198 participants. (N=525) Patrons evaluated the Library on general and technology services, as well as satisfaction with the facility and collections.</p>	<p>10/11/2010 - In order to continue to maintain the high level of customer service in the library, training in customer service, time management, and library technical skills will continue to be offered to staff. Because of the addition of a</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Criterion (Written in %): 80% of students will report satisfaction with the assistance provided when requesting Circulation and Customer Services.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. GCC Library has sufficient resources to meet faculty and student needs. 2. Students and faculty become competent users of library technology. 3. Students will demonstrate effective information literacy skills. 	<p>97% of patrons agreed or strongly agreed that GCC Library employees were respectful and helpful and that they received prompt and competent service. 3% of students disagreed or strongly disagreed that they received competent customer service.</p> <p>Students had concerns about customer service related to technology. In a focus group, students were concerned that "computers are slow and your Internet is slow", the more students using the Internet, the slower the Internet becomes. Students wanted to see equipment, such as laptops available for loan, and were interested in electronic books and electronic book readers. Students have found the Dynix Symphony Library System helpful and useful. In surveys, similar comments were made about laptops available for loan, more computers, upgraded computers, faster computers, faster Internet and a reliable Internet connection.</p> <p>The significant facility concerns in the Spring 2010 survey were as follows: 20% of patrons disagreed or strongly disagreed that the library provides comfortable seating. 22% of students disagreed or strongly disagreed that the library provides adequate study rooms. The vast majority of patrons agreed that the library is clean, had sufficient lighting, and a comfortable sound level. 28% of students disagreed or strongly disagreed that the library is kept at a comfortable temperature.</p> <p>Comments on the survey mentioned the need for more study and group study rooms, more comfortable seating and more outlets for laptops. The comments about comfortable seating and the lack of properly working air conditioner were mentioned several times.</p> <p>Also, in the focus group, students wanted study</p>	<p>second floor in the new library that will double the space, additional staff will be requested. At the present time if even one staff member takes leave, the library can not provide full services.</p> <p>New computers will be requested for the new library as well as faster network services. The library will also continue to investigate the purchase and use of electronic resources including e-book readers and computer tablets such as the iPad. In order to facilitate the use of enhanced electronic services, the library will also request a high capacity secured WI-FI network for laptops, tablets and other electronic devices that the library will be providing for student use. (The current DSL open WI-FI network in the library can only accommodate about 3-4 laptops operating at one time.)</p> <p>The library will seek to offer a comfortable temperature. The library will also seek to provide adequate study rooms and seating in the main areas of the new library.</p> <p>The library will continue to request funds to purchase an adequate number of library resources such as books and other types of media.</p> <p>Implementation Status: 03/01/2011 - Great progress was</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>rooms to use because they felt that a study room would result in a quieter library atmosphere. The students also wanted additional quiet study space and more space in the library in general.</p> <p>In the focus group, students also requested more resources, an interlibrary loan program, and more library resources. There were specific requests for a subscription to the Guam Pacific Daily News. Due to budget constraints, the library lacked this subscription for a time. Requests were made for entertainment and business magazines. Students wanted more and newer local books. Students wanted easier access to archived PDN articles. In addition to local books, resources on psychology, sociology, DVDs and GED books were requested.</p> <p>In the March, 2010 survey, 15% of students disagreed or strongly disagreed that there were enough books and magazines for pleasure reading, 23% disagreed or strongly disagreed that there were enough bestsellers and novels, 21% disagreed that there were enough DVDs to support classes. Comments on this survey included requests for more varied book selections, and more bestselling books.</p> <p>A Student Focus Group was conducted on February 26, 2010 to examine student perceptions of the quality of patron services, the facility, collections and technology services.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p>	<p>Implementation Status: made as a result of the building and move to a new library as of the Spring Semester, 2011. As a result the following items in the summary of results were addressed and the following actions implemented:</p> <ol style="list-style-type: none"> 1. Customer Service was enhanced with the hiring of a replacement Library Technician. However, due to increased demand of services and a doubling of the square footage of the library, another Library Technician is required. 2. 34 new computers have been provided for student use and to support student learning and library access. These replaced several dated computers. 3. 12 laptops were also purchased for student use and to support student learning and library access. 4. Three student study rooms were constructed to provide for student group study and meetings as well as Audio-Visual, Media and Library Instruction rooms. 5. Comfortable seating for 100+ were purchased for public areas as well as outlets for laptops and WiFi access.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Notes: The library budget will need to include funding for continued training and for additional staff that will needed for the new library. Funds have not yet been encumbered for additional staff at this time.</p> <p>The library budget will request upgrades in computers, network and WI-FI access, so that patrons can have a better customer service experience when using library technology. The library will continue to request funds to explore the possibility of lending technology, for in library use, to enhance the students learning experience.</p> <p>The library will request that additional funds be provided to ensure that the air conditioning system is properly maintained and that cleaning services are adequately provided in the new and larger library facility to alleviate student concerns.</p> <p>The GCC Library will continue to request increased funds to purchase books, DVDs, and periodicals, in order to satisfy student requests for library materials.</p> <p>Budget Related Performance Indicators: Increased funding for staff, technology, facilities and resources will enable 80% of students to report satisfaction with the assistance provided when requesting Circulation and Customer services.</p> <p>Related Documents: Student Library Survey, 2009 Student Library Services Survey Results, Fall, 2009 Student Library Services Survey</p>	<p>Implementation Status:</p> <p>6. A new air conditioning system now provides a comfortable temperature and a clean environment.</p> <p>7. Requests for more library books, periodicals, multi-media and electronic items cannot be fulfilled at this time due to budgetary constraints.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Evaluation of Customer Services</p> <p>Task Description: Customer Services will be evaluated through surveys and focus groups conducted during the assessment cycle.</p>	<p>Statistical Results, Fall, 2009 Student Library Services Survey Results, Spring, 2010 Student Focus Group Questions, Rev. Student Focus Group Responses, Spring, 2010</p>	
<p>Learning Resource Center - FA09-SP11 SSUO#2 INFORMATION LITERACY SKILLS - Students will learn information literacy skills to become effective library users, information consumers and life long learners.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Surveys and focus groups will be used to determine effectiveness of instruction.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Criterion (Written in %): 80% of students receiving library instruction will report success in using information literacy skills in the completion of their assignments.</p> <p>Budget-Related Proposed Outcomes: Students will demonstrate effective information literacy skills.</p>	<p>10/11/2010 - Surveys were distributed in Library Information Literacy Classes during Fall 2009, Spring 2010 and Fall 2010 Semester. Student artifacts were also collected and analyzed.</p> <p>Of the 73 students who responded to a written survey after receiving information literacy instruction, 73/73 strongly agreed or agreed that what they learned today would help them with research assignment for their classes. The most common response to the most valuable thing learned today by students, involved electronic resources, such as the EBSCO database.</p> <p>In the Faculty survey regarding student access to computers in the library, a lab close to the library was recommended, as well as online tutorials and student workshops. Student artifacts were used to access the effectiveness of information literacy instruction.</p> <p>In the Faculty and Student surveys and focus groups, questions were asked about the effectiveness of Information Literacy Instruction. Student artifacts were used to assess the effectiveness of the Information Literacy</p>	<p>10/11/2010 - The library will advocate the addition of electronic resources, and hardware, such as tablets and iPads, that allow students to have greater access to those resources.</p> <p>The library will consider how to make more information literacy workshops available to students, whether in person or online.</p> <p>The library will continue to collect student artifacts to assess the effectiveness of information literacy instruction.</p> <p>Implementation Status: 03/08/2011 - The Library advocated for the addition of electronic resources and hardware. As part of the Federal Grant related to the new Learning Resource Center/GCC Library, the library received</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Instruction.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The budget needs to include funds for electronic resources as most library materials move to a digital format. The funds available to purchase electronic resources will need to be increased. These funds are not yet available.</p> <p>Access to electronic resources depends upon the availability of computers, netbooks, tablets, e-readers and other devices.</p> <p>Budget Related Performance Indicators: Funding will need to be located for these resources to help 80% of students receiving library instruction to report success in using information literacy skills in the completion of their assignments.</p> <p>Related Documents: Student Library Instructional Survey, 2009-2010 English Worksheet English Resources Worksheet Library Student Success Worksheet Nursing Worksheet Faculty Focus Group Questions, Faculty Focus Group Question Responses, 2010 Faculty Survey, 2010 Faculty Survey Responses, 2010 </p>	<p>Implementation Status: computers. There are 34 new desktop computers for student use and to support student learning and library access, and 8 laptops purchased for student use and to support students learning and library access.</p> <p>An information literacy workshop was conducted in coordination with Project Aim. Since the opening of the new library building, 14 in-person information literacy workshops for GCC courses have been held. The majority of the classes are English classes, to assist the students with periodical research in the EBSCO Periodical Database.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Evaluation of Information Literacy Instructional Program</p> <p>Task Description: Evaluation of the Information Literacy Program will be assessed by administering surveys and conducting focus groups to determine the effectiveness of the instructional program.</p>	<p>Student Library Instructional Survey, 2009-2010, Results Student Focus Group Questions, Rev. Student Focus Group Responses, Spring, 2010</p>	
<p>Learning Resource Center - FA09-SP11 SSUO#3 LEARNING RESOURCES - The library will provide sufficient resources to support the curricular needs of faculty</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A survey and focus group will be used to determine sufficiency of learning resources.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 80% of faculty will report that the library collections meet their instructional and curricular needs</p> <p>Budget-Related Proposed Outcomes: GCC Library has sufficient resources to meet faculty and student needs.</p>	<p>10/11/2010 - A faculty survey and focus group were conducted in Spring 2010. Faculty were surveyed about the sufficiency of learning resources in the Library.</p> <p>43% of faculty disagreed or strongly disagreed that the GCC Library has sufficient books, periodicals and DVDs to support the courses I teach. One faculty member responded that the EBSCO database (electronic periodical database through PREL) was a good resource. Some faculty would like to see an increase in e-books and Kindles. Another faculty member was not sure if the students are ready for e-books. In regard to resources, the addition of another media room that doubles as a classroom was recommended. Some faculty believe that greater access to articles from the Guam Pacific Daily News and to instructional DVDs and videos to support the curriculum would be helpful.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>10/11/2010 - The library will assess student use of electronic resources, such as e-books and the Kindle, as well as provide instruction about e-books and the Kindle.</p> <p>The library will instruct students in the process of accessing Pacific Daily News articles.</p> <p>The new building has an additional media room, which the library will use for instruction and other related purpose.</p> <p>Implementation Status: 03/08/2011 - When students check out a Kindle e-reader for in-library use, they are shown how to use the reader and select books. Information about the Kindle e-reader have been shared during class library instruction.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: GCC Library needs to increase its funding for books, periodicals and instructional media that support learning and faculty needs. Upgrades to computers, Internet access and WiFi will be needed. At present, the allowed budget does not include sufficient resources to cover these items.</p> <p>Budget Related Performance Indicators: Increased funding will permit 80% of faculty to report that the library collections meet their instructional and curricular needs.</p> <p>Related Documents: Faculty Survey, 2010 Faculty Focus Group Questions, Faculty Focus Group Question Responses, 2010 Faculty Survey Responses, 2010 Student Focus Group Questions, Rev. Student Focus Group Responses, Spring, 2010</p>	<p>Implementation Status: Classes visiting the library for instruction have been taught how to access Pacific Daily News articles online and by using bibliographic information to obtain copies of newer articles at the GCC Library and older articles at the Micronesian Area Research Center.</p> <p>The new library has four additional rooms that can be used for viewing media. A large, flat screen television will soon be installed in the library classroom, which will enhance student instruction. Another large, flat screen television will be installed near the rotunda to support student learning and access to library instruction. Four smaller flat screen televisions will be used for student instruction, media viewing, and to support student learning.</p> <p>535 DVD were donated to the GCC Library, but most of them do not necessarily support GCC's curriculum, although they do fulfill a role in the collection.</p>
	<p>Task Name: Evaluation of Resources</p> <p>Task Description: A faculty survey and focus group will be used to determine the sufficiency of resources to support the curriculum.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Learning Resource Center - FA09-SP11 SSUO#4 LIBRARY TECHNOLOGY AND FACILITIES - Students and faculty will be provided with the most current library technology and appropriate facilities to support student learning and improve access to information.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/07/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Surveys and focus groups will be used to evaluate library technology.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 80% of students and faculty will report satisfaction with the library technology on surveys and in focus groups.</p> <p>Budget-Related Proposed Outcomes: Students and faculty become competent users of library technology.</p>	<p>10/11/2010 - A faculty survey showed the 64% of faculty strongly agreed or agreed that the GCC Library provides students and faculty sufficient access to technology.</p> <p>A faculty focus group provided input about library technology. Faculty commented favorably about updating computers and adding more technology to the library. The idea of the library loaning laptops to students was suggested. Faculty believed that students are "very happy with . . . the accessibility of computers at the library . . ." note * [The library has expanded the number of computers for student use to 35.]</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: GCC Library needs to receive sufficient funds to allow for purchase of additional electronic technology and a reasonable replacement cycle for current equipment to provide access to students both on and off campus. Funding to accomplish these objectives is not available at the moment.</p> <p>Budget Related Performance Indicators: By procuring updated and additional electronic technology, the library will enable 80% of students and faculty to report satisfaction with technology on surveys and in focus groups.</p> <p>Related Documents: Student Library Survey, 2009 Student Library Services Survey</p>	<p>10/11/2010 - The library will continue to investigate the possibility of loaning students laptops, tablets (Apple iPad, Samsung galaxy), and e-readers (Kindle) for in library use.</p> <p>The library will study how best to plan for the replacement of computers, tablets, and netbooks to maintain the current library computers, with a view to growth.</p> <p>Implementation Status: 03/08/2011 - Through a Federal grant, the addition of 34 new desktop computers and 8 new laptop computers for student use and to support student learning and library access have increased the number and quality of computers in the library.</p> <p>The library is planning policies and procedures in order to allow students to check out laptop computers for in-library use.</p> <p>Students, faculty and staff have access to borrowing the Kindle e-reader, loaded with fiction and non-fiction books.</p> <p>Plans to replace computers and other library technology in order to provide for replacements over time have been included in the Library's 3-year Budget plan.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Results, Fall, 2009 Student Library Services Survey Statistical Results, Fall, 2009 Faculty Survey, 2010 Faculty Focus Group Questions, Faculty Focus Group Question Responses, 2010 Faculty Survey Responses, 2010 Student Focus Group Questions, Rev. Student Focus Group Responses, Spring, 2010 Student Library Services Survey Results, Spring, 2010	
	<p>Task Name: Evaluation of Library Technology and Facilities</p> <p>Task Description: Student surveys and a faculty focus group will be used to evaluate current library technology and facilities.</p>		
<p>Learning Resource Center - SSUO#1 CUSTOMER SERVICES - FA11-SP13 SSUO#1: Students will receive competent assistance when borrowing materials, asking directional questions, using computer stations, making audio-visual requests, or</p> <p>Outcome Types: SSUO</p> <p>Start Date: 03/14/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Surveys and focus groups will be used to determine quality of customer services.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 80% of students will report satisfaction with the assistance provided when requesting Circulation and Customer Services.</p> <p>Budget-Related Proposed Outcomes: Provide sufficient resources to support the curricular needs of faculty and students.</p> <p>Related Documents: Student Library Survey, 2011-2013 Student Electronic Survey, Fall,</p>	<p>03/05/2012 - -----Spring & Fall Semester, 2011. A Library Survey was distributed in the library and compiled for Spring 2011 with 163 participants, and Fall 2011 with 217 participants. (N=380) Patrons evaluated the Library on general and technology services, as well as satisfaction with the facility and collections.</p> <p>FACILITY: More than 90% of patrons found the new library facility to be clean and comfortable with adequate space for study and reading with appropriate air conditioning and noise control.</p> <p>SERVICE: Over 90% of patrons Agree or Strongly Agree that they received prompt, courteous and competent</p>	<p>09/20/2012 - GCC Library intends to use the Summary of Results to advocate that the College Administration fill the Library Technician I position currently on hold to provide sufficient personnel to address the student need for longer library hours.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Self Study Report</p> <p>Notes from the pull/drop down list</p> <p>SSUO#1 incorporates the need for information to "assess the staffing needs" as noted in the Self Study Report.</p>	<p>2012</p>	<p>service from GCC Library employees who were respectful and helpful. 13.3% of patrons (51 out of 380) however, Disagree or Strongly Disagree that they consider the hours of operation to be sufficient.</p> <p>COLLECTIONS: 90% of students Agree or Strongly Agree that the Library has a sufficient number of books, journals and magazines to support their courses. However, 12% of students noted that they Disagree or Strongly Disagree that the library has sufficient DVD's and Media to support their classwork.</p> <p>TECHNOLOGY: 95% of the library patrons Agree or Strongly Agree that Technology Services provided by the library to include library computer resources and online resources such as the OPAC, EBSCO Databases and Web Portal were adequate and easy to use both on and off campus.</p> <p>-----Fall Semester, 2012 Another Library Survey was completed during the Fall Semester, 2012 with 276 participants. The results (N=276) were almost identical with the previous two surveys.</p> <p>More than 90% of patrons again found the facility outstanding with the exception of the Air Conditioning outage on the 2nd floor which lasted almost 4 weeks.</p> <p>Over 90% of students again found the service above average with the same concern as expressed in the first two surveys about the library hours. Students thought the library is not open early enough or late enough to accommodate their needs.</p> <p>-----GCC Library clearly met the goal of</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>having 80% of students report satisfaction with the assistance they are provided.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: BUDGET IMPLICATIONS:</p> <p>The Administration should consider filling the Library Technician I position currently on hold, to provide sufficient personnel to address the students need for longer library hours.</p> <p>The Administration should consider permitting the library to use the Library fees collected from students each semester to fund the purchase of additional books, periodicals, and media (DVD's, streaming videos and eBooks) to expand the resources available for students to support their classes.</p> <p>Budget Related Performance Indicators: PERFORMANCE INDICATORS</p> <ol style="list-style-type: none"> 1. GCC library has sufficient resources to meet faculty and student needs. 2. The library has sufficient equipment to 	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>meet student and faculty needs.</p> <p>Related Documents: Student Library Services Survey Results, Spring, 2011 Student Library Services Survey Results, Fall, 2011 Student Library Services Survey Results, Fall, 2012 Student Electronic Survey Results, Fall, 2012</p> <hr/> <p>Task Name: Evaluation of Customer Services</p> <p>Task Description: Customer Services will be evaluated through surveys and focus groups conducted during the assessment cycle.</p>	
<p>Learning Resource Center - SSUO#2 INFORMATION LITERACY SKILLS - FA11-SP13 SUO#2: Students will learn information literacy skills to become effective library users, information consumers and life long learners.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 03/14/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Surveys and focus groups will be used to determine effectiveness of instruction.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 80% of students receiving library instruction will report success in using information literacy skills in the completion of their assignments.</p> <p>Budget-Related Proposed Outcomes: Provide sufficient resources to support the curricular needs of faculty and students.</p> <p>Related Documents: Student Library Instructional Survey, 2011 Student Library Instructional</p>	<p>03/06/2012 - -----Fall Semester 2011 -- A survey was distributed to students (N=79) receiving information literacy instruction. 96% of the students agreed that the class was clear and well-organized. 4% of the students disagreed or strongly disagreed. 100% of the students agreed that the instructor was knowledgeable about the information being presented. 96% of the students agreed that I am satisfied with the examples and illustrations provided and the amount of information covered. 4% disagreed. 94% of the students agreed that the instructor spoke in an easy to understand way and maintained good eye contact. 6% of the students disagreed. 98% of the students agreed that the handouts and visual aids that were presented will be useful to me. 2% of the students strongly disagreed.</p>	<p>10/01/2012 - Use of Results: In order to maintain and expand on the students information literacy skills, the Library will schedule workshops for students in addition to the instructional sessions that students may attend with their instructor. This will assist more students to gain more hands on experience using the EBSCO periodical database. Outreach will continue to provide special information literacy instruction sessions for Project Aim and similar programs. The Library will also continue to offer more opportunities for students to be trained and gain experience with using e-books.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>SSUO#2 will incorporate the Self Study Report suggestion to "identify courses within the general education curriculum, and the technical requirements of programs that have student learning outcomes related to information competence".</p>	<p>Survey, 2012</p>	<p>100% of the students agreed that there was enough hands on experience. 97% of the students agreed that what they learned that day would help them with their research assignments for their class.</p> <p>-----Fall Semester, 2012. 100% of the students in a paper survey (N=63) distributed to students in Fall 2012 information literacy sessions, strongly agreed or agreed that classes are well-organized, that the instructor was knowledgeable about the information presented, and that what they learned would help them with their research assignments. The Library met its goal that 80% of the students would be satisfied with Library instruction. 56% of that students replying to an electronic survey (N=25), distributed via MyGCC, had not used the EBSCO periodical database. 44% of the students answered that they would attend additional workshops in the library to learn more about using computers and databases for research. 95.8% of students had visited the GCC Library. 56% of the students had not used e-books.</p> <p>-----Therefore, the Library reached its goal that 80% of students receiving library instruction will report success in using information literacy skills in the completion of their assignments.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: GCC Library needs to actually receive the funds budgeted for library resources, equipment and technology in each fiscal</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>year. The amount budgeted by GCC needs to be sufficient to maintain current technology, such as computers, database subscriptions, software updates and subscriptions, the Internet infrastructure in the library, and other resources needed for students to receive current library instruction.</p> <p>Budget Related Performance Indicators: Receiving funding allotted in the budget, and being permitted to spend the funding will permit 80% of students to continue to report success in using information literacy skills in the completion of their assignments. Due to a Federal grant, the current infrastructure supports information literacy instruction, but it must be maintained.</p> <p>Related Documents: Student Library Instructional Survey Results, 2011 Student Library Instructional Survey Results, 2012</p>	
	<p>Task Name: Evaluation of Information Literacy Instructional Program</p> <p>Task Description: Evaluation of the Information Literacy Program will be assessed by administering surveys and conducting focus groups to determine the effectiveness of the instructional program.</p>		
<p>Learning Resource Center - SSUO#3 LEARNING RESOURCES - FA11-SP13 SSUO#3: The library will provide sufficient resources to support the curricular needs of faculty instruction.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A survey and focus group will be used to determine sufficiency of learning resources.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>03/05/2012 - -----Spring Semester,2012 -- A faculty survey was distributed via e-mail (N=17) to GCC department chairs and faculty. 17 faculty responded to the survey by the survey deadline. 24% of the responding faculty disagreed or strongly disagreed that the GCC Library has sufficient books, periodicals and DVDs to support</p>	<p>10/01/2012 - GCC Library will advocate for a budget sufficient to replace out of date materials and keep the collection current. The GCC Library will prioritize its acquisition of library materials in accord with the plan below.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SSUO</p> <p>Start Date: 03/14/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list SSUO#3 will address the need to "provide direct access to a portion of student library fees" for funding learning resources.</p>	<p>Client/Customer Service Survey</p> <p>Criterion (Written in %): 80% of faculty will report that the library collections meet their instructional and curricular needs</p> <p>Budget-Related Proposed Outcomes: Provide sufficient equipment to support student learning and faculty instruction.</p> <p>Related Documents: Faculty Survey, Spring 2012 Faculty Survey, Fall, 2012 Student Electronic Survey, Fall, 2012 Student Library Survey, 2011-2013 </p>	<p>student needs in their subject area(s). 48% agreed or strongly agreed with this statement. Another 28% indicated that this was not applicable to them. For example, in automotive, the department has their own materials and database subscription, independent of the library, so their resource needs are not the same as other areas.</p> <p>54% of the responding faculty disagreed or strongly disagreed that the GCC Library has sufficient books, periodicals and DVDs to support their needs as an instructor in the subject areas taught, including materials needed to use in class with students, such as DVDs or streaming video, and materials needed to keep current in their field. 18% agreed or strongly agreed with the statement. Another 28% responded that this was not applicable to them.</p> <p>-----Fall Semester, 2012 -- 90% of the faculty responding to an electronic survey (N=10) strongly agreed or agreed that the GCC Library has sufficient resources, books, e-books and DVD, about Guam and Micronesia. One faculty member, in a comments section, indicated that the library needs more documentaries on geology, ecology and biology. 60% of the faculty strongly agreed or agreed that the GCC Library has sufficient books, periodicals and DVD to support student needs in their subject area, including resources necessary for students to complete their assignments. One faculty member, or 10%, checked N/A, so only 30% disagreed that the GCC Library has sufficient materials. 40% of the faculty strongly agreed or agreed that the GCC Library has sufficient electronic resources such as e-books, e-audio books, and streaming video. However, adding e-books, e-audio books and streaming video have only been added to the collection within the past couple years. Most of the electronic resources were purchased with Federal grants. As funds</p>	<p>PLAN: Student and faculty requests for resources will be prioritized and purchased as funds are made available. The first priority will go to books that support new programs and courses, that directly support the curriculum or are needed for the reference collection. Since paperback novels are not expensive, the Library will try to acquire some titles to support developmental reading courses, that a significant number of GCC students take. The Library encourages donation of books and DVD that support the curriculum. The Library received a donation of dozens of high interest, quality books to support the early childhood program from a faculty member. One of the areas that the library needs to provide sufficient student resources to support the curriculum is the Allied Health program. It requires up to date materials, since outdated health materials can actually cause harm. The Allied Health program is expanding, and the library will need to receive thousands of dollars to cover the cost of print and electronic resources for new programs like EMS and Phlebotomy. The print magazines that do not directly support coursework are donated, since it has been necessary to cut the print periodical subscription for the last several years.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>are available, the library will be adding more electronic resources to support GCC courses and programs.</p> <p>GCC Library needs to continue purchasing books and other resources to keep the Pacific Collection current. The GCC Library also needs to expand the selection of books and DVD that support GCC courses and programs.</p> <p>It was also noted that over 60% of the patrons (mostly students) completing a paper survey (N=276), strongly agreed or agreed that there are a sufficient number of books to support course work. However, over 45% of the respondents strongly agreed or agreed that they could find the books they needed for courses, papers, and research. About 40% strongly agreed or agreed that the GCC library offers enough bestsellers and novel. About 45% strongly agreed or agreed that there were enough DVDs to support their classes. Respondents also made comments about the resources they wanted GCC to add to the library collection: books on architectural designing, up to date books and DVD, novels, twilight books, Sparks novels, chicken soup for the soul books, more print periodicals, and more magazines. It could be that the Library had the materials, but the students needed to request assistance to find the books and DVD. It could be that the students need more assistance in finding the books and other resources that are already in the GCC Library collection, such as correctly searching in the catalog and EBSCO periodical database.</p> <p>-----The Library found issues keeping it from reaching its goal of 80% of the faculty being satisfied that library resources meet their curricular needs in all areas surveyed.</p> <p>Summary of Result Type:</p>	<p>Recurring Cost for Electronic Reference</p> <p>The students are requesting more books to support their coursework. This will be a challenge because many resources will only be available through online subscriptions. For example, the Encyclopedia Britannica that is no longer in print. That is a resource every academic library needs to provide. This means that instead of simply purchasing a set of encyclopedias, GCC will need to pay annual subscriptions for online versions of encyclopedias and other reference books. After the year is up, GCC no longer has those references in its collection. The Library will advocate for a sufficient budget to keep the reference section current.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Issues Found</p> <p>Data Collection Status/Summary of Result Status:</p> <p>Open</p> <p>Budget Implications:</p> <p>Over \$5,000</p> <p>Notes:</p> <p>GCC Library needs to actually receive the funds budgeted for library resources in each fiscal year. The amount budgeted by GCC must be sufficient to purchase needed resources. Library fees should also be considered as a revenue source for library materials.</p> <p>Budget Related Performance Indicators:</p> <p>Increased funding, and actually being permitted to spend the funding will permit 80% of faculty to report that the library collections meet their instructional and curricular needs.</p> <p>Related Documents:</p> <p>Faculty Survey Results, Spring 2012</p> <p>Faculty Survey Results, Fall, 2012</p> <p>Student Electronic Survey Results, Fall, 2012</p> <p>Student Library Services Survey Results, Fall, 2012</p>	
	<p>Task Name:</p> <p>Evaluation of Resources</p> <p>Task Description:</p> <p>A faculty survey and focus group will be used to determine the sufficiency of resources to support the curriculum.</p>		
<p>Learning Resource Center - SSUO#4 LIBRARY TECHNOLOGY AND FACILITIES - FA11-SP13 SSUO#4: Students and faculty will be provided with the most current library technology and appropriate facilities to support student</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>Surveys and focus groups will be used to evaluate library technology.</p> <p>Type of</p>	<p>03/07/2012 - -----Fall Semester, 2011 -- A survey was distributed (N= 217) to library patrons who visited the GCC Library in Fall semester 2011. 217 library users responded to the survey. The majority of the respondents were students.</p>	<p>10/01/2012 - GCC Library will launch a pilot program in Spring 2013 to loan laptops to students for in-library use. Furthermore, the GCC Library will advocate for a</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>learning and improve access to information.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 03/14/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list SSUO#4 will be used to "research the need and demand for additional electronic resources including e-books, e-book readers and computer tablets to facilitate the use of enhanced electronic services.</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 80% of students and faculty will report satisfaction with the library technology on surveys and in focus groups.</p> <p>Budget-Related Proposed Outcomes: GCC library has sufficient resources to meet faculty and student needs.</p> <p>Related Documents: Student Library Survey, 2011-2013 Student Electronic Survey, Fall, 2012</p>	<p>81% of the respondents agreed or strongly agreed that the library has a sufficient number of computers. 7% disagreed or strongly disagreed, while 12% had no opinion.</p> <p>In that same survey, 88% of respondents agreed or strongly agreed that the library computers are up-to-date and in working order. 4% disagreed or strongly disagreed, while 8% had no opinion.</p> <p>In the faculty survey (N=17), 66% of the faculty agreed or strongly agreed that students should be able to borrow laptops and tablets for use while in the GCC Library. 12% disagreed or strongly disagreed. 22% responded that the question was not applicable.</p> <p>Therefore, the Library reached its goal in that well over 80% of students agreed that there were enough computers in the library and that they had enough hands-on experience during library instruction. The majority of faculty supported the student use of laptops or tablets in the library. The library will explore this through appropriate college channels.</p> <p>-----Fall Semester, 2012</p> <p>In the electronic student survey (N=25), 84% of the students would like to have a laptop or tablet for students to check out for in library use only. Further, 80% of the faculty who responded to the electronic faculty survey (N=10) either strongly agreed or agreed that the students need more access to computers, including laptops or tablets. 72% of the students (N=25) agreed that there were enough computers in the GCC Library for students.</p> <p>In the paper survey distributed to patrons in the GCC Library (N=276), approximately 65% of the respondents strongly agreed or agreed the library has a sufficient number of computers.</p> <p>Facility: Although results indicated that students are generally satisfied with the facility, patrons</p>	<p>budget to purchase tablet computers and additional laptops computers (if needed) that can be used by students for in-library use. This will also act supplement the number of computers available in the library for student use. This should allow the library to reach its goal, that 80% of the students and faculty will agree that library technology meets their curricular needs.</p> <p>GCC Library will also advocate that the Administration find a way to repair the library air conditioning within a couple days perhaps by purchasing a regular maintenance plan from Carrier. This may be difficult because of our current financial status, but it will be important if we are to preserve the books and create an environment that facilitates learning for our students.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>made many negative complaints about the library temperature in the paper survey (N=276) distributed to library patrons. The air conditioning in the library second floor was out for almost a month.</p> <p>-----Although not meeting the requirement that 80% of students and faculty will report satisfaction with the library technology and facilities, the library does get close to this number with 72% of the students and 65% of patrons agreeing .</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Upgrades to the computers, software, wired and wireless network access and the availability of tablets or similar devices in the library will be needed to stay technologically current.</p> <p>Budget Related Performance Indicators: Receiving funding allotted in the budget, and being permitted to spend the funding will permit 80% of students to continue to report success in providing the most current library technology and appropriate facilities to students.</p> <p>Related Documents: Student Library Services Survey Results, Spring, 2011 Student Library Services Survey Results, Fall, 2011 Faculty Survey Results, Spring 2012 Faculty Survey Results, Fall, 2012 Student Library Services Survey</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Evaluation of Library Technology and Facilities</p> <p>Task Description: Student surveys and a faculty focus group will be used to evaluate current library technology and facilities.</p>	<p>Results, Fall, 2012 Student Electronic Survey Results, Fall, 2012</p>	
<p>Liberal Studies AA (formerly Liberal Arts) - AY 06-07 SLO#1 Continuity and Change - Students will be able to draw relationships between continuity and change in explaining human behavior and society.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Given an essay to compare and contrast the early Presidency (1790-1830) versus today's Presidency (1990-2005), students will be able to explain how the Presidency has changed.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Essay Questions</p> <p>Criterion (Written in %): Students will score 70% or higher on the essay.</p>	<p>09/28/2007 - No data was collected for this period.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents: 2009 Memo</p>	<p>04/14/2011 - "Ownership" of the degree program was transferred from the Social Sciences Department to the English Department. The English Department under the direction of Dean Santos initiated a comprehensive Program review for each Program-Level SLO and new SLOs and the assessment plan will begin Fall 2010 term.</p>
<p>Liberal Studies AA (formerly Liberal Arts) - AY 06-07 SLO#2 Critical Thinking and Reflection - Students will be able to analyze the progress of one's self in life and examine the impact it has had in relation to living in a democratic and global society.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will conduct a role play simulating a legislative session. Students will be given various current issues as scenarios to debate as senators.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Role play</p> <p>Criterion (Written in %): Students will score 70% or higher on the role play.</p>	<p>03/21/2011 - No data was collected for this period.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents:</p>	<p>03/21/2011 - "Ownership" of the degree program was transferred from the Social Sciences Department to the English Department. The English Department under the direction of Dean Santos initiated a comprehensive Program review for each Program-Level SLO and new SLOs and the assessment plan will begin Fall 2010 term.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/10/2008</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>		<p>2009 Memo</p>	
<p>Liberal Studies AA (formerly Liberal Arts) - AY 06-07 SLO#3 Integration of Events - Students will be able to analyze and examine relationships between past, present and future events in society.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will select a current event and compose a multi-media presentation. The multi-media presentation will compare the current event to past events and include the future direction for that particular area.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Criterion (Written in %): Multimedia presentation evaluations 75% of students completing the multi-media project will score a 3 or higher on a 5 point rubric.</p>	<p>09/28/2007 - No data was collected for this period.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: N/A</p>	<p>04/14/2011 - "Ownership" of the degree program was transferred from the Social Sciences Department to the English Department. The English Department under the direction of Dean Santos initiated a comprehensive Program review for each Program-Level SLO and new SLOs and the assessment plan will begin Fall 2010 term.</p> <hr/> <p>02/13/2008 - 122</p>
<p>Liberal Studies AA (formerly Liberal Arts) - AY 06-07 SLO#4 Self-Awareness - Students will be able to describe and analyze the importance of personal adjustment and the benefits of self-</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: In PY100 Personal Adjustment, Spring 2007, students will write a self-reflection paper to incorporate their life events and describe the affect of these events on their life.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Criterion (Written in %): Course Projects 70% of students will score 3 or higher on a 5 point rubric. A 5 point rubric will be used to score student's work.</p>	<p>09/28/2007 - No data was collected for this period.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Under \$500</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents: 2009 Memo</p>	<p>04/14/2011 - "Ownership" of the degree program was transferred from the Social Sciences Department to the English Department. The English Department under the direction of Dean Santos initiated a comprehensive Program review for each Program-Level SLO and new SLOs and the assessment plan will begin Fall 2010 term.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
N/A			
<p>Liberal Studies AA (formerly Liberal Arts) - AY 08-10 SLO#2 Critical Thinking and Reflection - Students will be able to analyze the progress of one's self in life and examine the impact it has had in relation to living in a democratic and global society.</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/08/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Liberal Studies AA (formerly Liberal Arts) - AY 08-10 SLO#1 Continuity and Change - Students will be able to draw relationships between continuity and change in explaining human behavior and society.</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/08/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>		<p>10/15/2010 - Through the Comprehensive Program Review, the program document will be rewritten. This will impact 141 students currently enrolled.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: The program will be renamed to Liberal Studies, there will be new program level outcomes and requirements.</p> <p>Budget Related Performance Indicators: Program Document Spring 2011</p>	<p>11/24/2010 - The results of the Program Review will pave the way for a more comprehensive liberal education for students pursuing the Liberal Studies degree in addition to greater transferability to regional universities.</p> <hr/>
<p>Liberal Studies AA (formerly Liberal Arts) - AY 08-10 SLO#3 Integration of Events - Students will be able to analyze and</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>examine relationships between past, present and future events in society.</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/08/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Liberal Studies AA (formerly Liberal Arts) - AY 08-10 SLO#4 Self-Awareness - Students will be able to describe and analyze the importance of personal adjustment and the benefits of self-</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/08/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Comprehensive Program Review</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Program/Course Mapping/Course Syllabi Review</p> <p>Criterion (Written in %): Not Applicable %</p> <p>Budget-Related Proposed Outcomes: No current budget implication</p>		
<p>Liberal Studies AA (formerly Liberal Arts) - Connecting Culture and Natural World - SLO #1 SP12-SP13 Demonstrate an ability to connect knowledge of human culture and the natural world to a variety of disciplines and perspectives.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 10/11/2013</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Rubric SI110 Environmental Biology oral presentation</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Criterion (Written in %): 70% of students or more will earn 70% or better on the oral presentation</p> <p>Budget-Related Proposed Outcomes: No budget-related implications at this time.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Related Documents: Oral presentation rubric</p> <p>Task Name: Oral Presentation</p> <p>Task Description: The oral presentation represents half of the grade for the final project for SI110.</p>		
<p>Liberal Studies AA (formerly Liberal Arts) - Pursuit of Learning - SLO #2 SP12-SP13 Demonstrate effective reasoning, problem solving, critical thinking, and creative achievement, and an inclination to lifelong inquiry and the pursuit of learning.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 10/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: EN111 Research Project Rubric</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Criterion (Written in %): 80% of students will earn 70% or better on the final research project.</p> <p>Budget-Related Proposed Outcomes: No budget-related implications at this time.</p> <p>Related Documents: RubricEN111[1].pdf Sample A001[1].pdf Sample C002[1].pdf</p>	<p>02/03/2012 - N = 30 and a total of 28 out of 30 students or 93% achieved 90% or higher in this criterion.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: Program software to enhance research skills. The funding for the software will be acquired from the budget of the English Department Fund 7750.</p> <p>Budget Related Performance Indicators: Budget Related Performance Indicators: Instructors will note on syllabi the use of technology as a method of instruction</p> <p>Related Documents: Rubric</p>	<p>02/17/2012 - The Department has requested through its annual budget allocation, monies that would be identified for the purchase of specific program software to enhance research skills via instructional methodology. Unfortunately, new software has not been able to be purchased due to continued budget restrictions; albeit the request will remain in the annual budget requests and remains a priority as data reflects the criteria being met.</p>
	<p>Task Name: EN111 Research Paper</p>		
<p>Liberal Studies AA (formerly Liberal Arts) - Changing Global Community - SLO #3 SP12-SP13</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Final paper in PI101 class</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Identify and articulate the intellectual, ethical, cultural, and social qualities essential for leadership in a changing global community through awareness and respect for cultures diverse in thought, values, and beliefs.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 10/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 80% or more will earn 70% or better on the final paper.</p> <p>Budget-Related Proposed Outcomes: No budget-related outcomes at this time.</p> <p>Related Documents: Philosophy Assignment</p> <hr/> <p>Task Name: PI101 Final Paper</p>		
<p>Lodging Management Secondary - AY05-06 Student's Knowledge of Lodging Operations - Students will gain sufficient knowledge to meet the national standards for Lodging Operations.</p> <p>Start Date: 12/19/2005</p> <p>End Date: 06/08/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Educational Institute of the American Hotel & Lodging Association National Certification Exam.</p> <p>Criterion (Written in %): Students who complete the American Hotel & Lodging Association national Exam will score a minimum of 70% or higher.</p>		
<p>Lodging Management Secondary - AY05-06 Students Lodging Operations Skills. - Students will perform basic fundamental skills in for the various positions required in lodging operations.</p> <p>Start Date: 12/19/2005</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Performanc section of the Student Workplace Competency Checklist for Year One and Year Two.</p> <p>Criterion (Written in %): 100% of students will acheive a mean score of 2 or higher on a rating scale of 1 - 3 in at</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>06/08/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>least two positions for Year One and Year Two levels.</p>		
<p>Lodging Management Secondary - AY05-06 Students Professional and Career-Planning Skills. - Students will document perceived professional and career planning skills.</p> <p>Start Date: 12/19/2005</p> <p>End Date: 06/08/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student career portfolio.</p> <p>Criterion (Written in %): Students will score a minimum of 80% on a Portfolio Checklist for Career Planning and professional Lodging Skills.</p>		
<p>Lodging Management Secondary - AY07-08 SLO#2 Student's Knowledge of Lodging Operations - Students will gain sufficient knowledge to meet the national standards for Lodging Operations.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2010</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: LMP II - Students will complete the Year One (Part I) Certification Exam. LMP III - Students will complete the Year Two (Part II) Certification Exam.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): Given the completion of the course requirements, students will complete the certification exam with a 70% passing grade on the second occassion for Year One and Year Two.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the department's assessment (TracDat) plan.</p>	<p>04/06/2009 - SHS / N=7 Fall 2008 / Tests not applied due to incompleteness of lessons.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: SHS / Utilizing 4X4 school block schedule</p>	<p>04/06/2009 - All LMP instructors collaborated and agreed that each school's LMP competition team members will take the Year One or Year Two Certification Exam depending on their grade levels.</p> <p>Implementation Status: 10/12/2009 - SHS / Unable to implement due to 4X4 block schedule. SHS administration and faculties had dialogues on reverting back non-block schedule. As of October 2009, there is no real plans of action or date set.</p>
		<p>03/09/2009 - JFK: N=2 LMP II; N=2 LMP III; 50% of the students were assessed.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications:</p>	<p>10/12/2009 - LMP will continue to collaborate to determine its feasibility.</p> <p>04/10/2009 - LMP instructors will revisit this SLO to determine feasibility for subsequent school</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		No budget impact	years.
		<p>03/06/2009 - SSHS LMP - unable to complete this SLO.</p> <p>Summary of Result Type: Outcome not met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	<p>10/05/2009 - Have requested DC to provide funding to buy Scantron sheets @ \$35 each for LMP II & III students so that they can take the national exam at the end of AY2009 -10.</p> <p>However, if funding fails, LMP students will still be assessed on their knowledge using chapter tests from the LMP textbooks.</p>
		<p>03/06/2009 - GWHS: Night Audit n=2 (LMP I -1; LMP II -1), Sales and Marketing n=2 (LMP I -1; LMP II -1), Banqueting n=3 (LMP I -2; LMP II -1), General Knowledge of Lodging Industry n=2 (LMP I -1; LMP II -1).</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Evaluation and Scoring results submitted by Hotel Industry Professionals to Tourism Department Chair.</p>	<p>10/05/2009 - GWHS: LMP I n=2, LMP II n=2. SLO will not be achieved due to severe reduction in classroom instruction time as a result of the school's double session arrangement as ordered by the Guam Public School System</p> <p>Implementation Status: 10/05/2009 - Tests will not administered at the beginning of the academic year, instead will be administered at the end.</p>
		<p>03/06/2009 - GWHS: LMP I n=2, LMP II n=2. SLO will not be achieved due to severe reduction in classroom instruction time as a result of the school's double session arrangement as ordered by the Guam Public School System (GPSS).</p> <p>Summary of Result Type:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status:</p> <p>Open</p> <p>Budget Implications:</p> <p>No budget impact</p> <p>Notes:</p> <p>GWHS double session with JFK. GWHS bell schedule from 7am - 11:55 am. per school day.</p>	
		<p>10/14/2008 - JFK - LMP I - n=2; JFK - LMP II - n=2</p> <p>A random selection of students from each of the different schools will be used to collect information relative to this SLO. Each LMP faculty will develop their own criterion or as agreed by all.</p> <p>Summary of Result Type:</p> <p>No Issues Found</p> <p>Data Collection Status/Summary of Result Status:</p> <p>Program Level Data Collection Status</p> <p>Budget Implications:</p> <p>No budget impact</p> <p>Notes:</p> <p>LMP faculty attended the Trac Dat workshops during Fall 2008. Upon completion of the workshops, LMP faculty met on Thursday, October 9 to review the Trac Dat requirements and provide input. All schools are reviewing all possible archives from each school that will be used for TracDat compliance. LMP faculty will meet again to confirm archives collected are consistent. Any dissimilarities will be inputted into tracdat.</p> <p>JFK - Two students from each level (LMP II and LMP III) will take the National Certification Exam. A copy of the request for take the exam and answer sheet will be</p>	<p>10/12/2009 - Further collaboration by LMP faculty is needed in order to fulfill this objective and determine its feasibility.</p> <hr/> <p>02/06/2009 - JFK - Based on the outcome, current delivery of curriculum is modified in order appropriately evaluate SLOs due to the modified bell schedule and uncertainty of JFK's new school location. If the current situation exist in subsequent year(s), students overall learning will be limited to textbook assignments and a significant reduction of project based learning activities.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: LMP Certification Exams</p> <p>Task Description: LMP I - Students will successfully complete one year of LMP I. Standards will be determined by each individual school. This course is a prerequisite for LMP II. LMP II - Students will complete assigned chapters of the textbook to prepare for the Year One (Part I) Certification Exam. This course is a prerequisite for LMP III. LMP III - Students will complete assigned chapters of the textbook to prepare for the Year Two (Part II) Certification Exam.</p>	<p>downloaded.</p> <p>Related Documents: Email Correspondence 10-10-08.pdf</p>	
<p>Lodging Management Secondary - AY07-08 SLO#4 Student Employability Skills in Hospitality - Students will demonstrate industry technical skills in night audit, sales and marketing, banqueting, and general knowledge in the lodging industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2010</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Hotel industry professionals will evaluate and score results.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): Seventy five per-cent of the students will score 70% or higher.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the department?s assessment (TracDat) plan.</p>	<p>03/06/2009 - n=18 During the Island Lodging Management Program Competition on 2/14/09, 18 LMP students from 5 high schools (JFK, GWHS, SSSHS, SHS, OHS) competed in skills listed above. 75% scored 70% or higher for all tasks.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: 3 Hotel industry professionals (Hyatt, PIC, Outrigger) evaluated the skills and knowledge of LMP students.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments?</p>	<p>10/12/2009 - LMP faculty will continue to coordinate and participate in the local and national LMP competitions.</p> <hr/> <p>10/05/2009 - SSSHS LMP will use the LMP island competition model for all LMP III students to assess their learning outcomes.</p> <hr/> <p>04/10/2009 - LMP instructors will continue to implement this SLO and will monitor its implementation every school year.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Banquet Management</p> <p>Task Description: Students will plan a banquet event from scratch.</p> <p>Task Name: Night Audit</p> <p>Task Description: Students will be able to complete a mini night audit process according to industry standards.</p> <p>Task Name: Sales and Marketing</p> <p>Task Description: 1. Students will be able to provide realistic solutions to sales and marketing case studies. 2. Students in LMP III will develop a marketing plan.</p>	<p>assessment (TracDat) plan.</p> <p>Related Documents: 2009 LMP Island Competition Score Sheet.xls</p>	
<p>Lodging Management Secondary - FA10-SP12 SLO#1 Students' Lodging Operations Skills. - Upon successful completion of this program, students will be able to perform basic fundamental skills in the various positions required in lodging operations.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2012</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Course projects may consist of role-playing and hands-on experience using checklists as a guide. Quizzes/Tests will also be administered to determine knowledge in each skill.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): All students will receive a 70% or better in each basic skill determined by use of either course projects or administering of quizzes/tests.</p>	<p>10/17/2010 - Overall, 87% of all LMP students from 5 secondary sites (JFKHS, GWHS, OHS, SHS, SSHS) received 70% on the "taking a room reservation" skills test. (n=57).</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is the first time all five LMP sites chose a similar skill to assess so as to make this data meaningful in accountability and</p>	<p>10/20/2010 - Since the criterion is for "all students" to receive 70% or better, LMP faculty will implement remedial training and retesting for students who were unsuccessful in the first round of testing. Remedial training can include using a checklist for students to follow along and additional coaching to ensure full understanding of this task.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: N/A</p>	<p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the department's assessment (TracDat) plan.</p>	<p>program improvement.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <hr/> <p>10/17/2010 - JFKHS - 80% of LMP II students received 70% or better in the "taking a room reservation" skills test. n = 10</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <hr/> <p>10/17/2010 - GWHS - 100% of students attained 70% or better for "taking a room reservation" skills test. n=10</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>10/17/2010 - OHS - 77% of students received 70% in taking a reservations skills test according to the checklist. (n=22)</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	
		<p>10/17/2010 - SHS - 100% of LMPH students scored 70% or better in "Taking a Room Reservaton" test. (n=5)</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as staed in the departments assessment (TracDat) plan.</p>	
		<p>10/10/2010 - SSHS - 80% of students scored above 70% for the "Taking a Room Reservation" Skills Test (n=10)</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: SSHS LMP II Taking A Room Reservation Results</p>	
		<p>04/06/2009 - Data collection for the five LMP sites were different and inconsistent.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: LMP faculty to collaborate on similar course projects to make this data meaningful.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	<p>10/12/2009 - The LMP faculty will work cohesively to establish a standard rubric throughout all high schools.</p> <hr/> <p>04/06/2009 - All LMP instructors will collaborate and determine one common method for assessment. This should result in consistency in data collection for all LMP schools.</p> <hr/>
		<p>03/09/2009 - JFK LMP II N=20; LMP III N=10 Not all students were able to reach the criterion.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes:</p>	<p>04/10/2009 - Lesson plans will be focuses more on textbook learning and to fit the current bell schedule. Project based learning will be lessened due to shortened classroom periods which impacts how curriculum is delivered.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>JFK students were displaced due to the school's closure in June 2008. As a result, a modified bell schedule to hold double sessions at the GWHS campus reduced the number of instructional hours given for effective curriculum delivery.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	
		<p>03/06/2009 - SSSH n= 12. 12 students were randomly selected from all 3 levels of LMP. 100% of students scored 70% or better in the sanitation & hygiene test.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: All SSSH LMP students learned about sanitation & personal hygiene and took the Public Health Certificate test on 10/10/08. By having this training, students are able to work in food service areas during internship and also assist in GCC banquet functions.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: Sanitation & Hygiene</p>	<p>10/05/2009 - SSSH LMP students who participated in the summer internships in hotels realized the value of having a health certificate - they were offered a wider variety of positions in F&B in addition to opportunities in the Rooms Division. For AY2009-10, the Health Certificate Test will be offered to all LMP students. Upon successful completion of this, students will be required to obtain their health certificates from DPHSS in Manigla. Hospitality employers prefer interns with Health Certificates.</p> <hr/> <p>03/06/2009 - SSSH - The use of Public Health Certificate test for the lesson on sanitation & hygiene proved to be extremely useful. Students are able to use health certificates to find employment or internship in food service or assist in GCC banquet events.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>02/06/2009 - SHS/LMPII/Spring 2009/N=5. Students had HSKP bed-making hands-on experince/role-play skills. 100% of student had completed bed-making assignment within 10 mins and according to guidelines.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: All equipments and props were available for students to practice for this skill.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	<p>04/06/2009 - Future LMPPII students will continue to be assessed on this skill and to maintain a 100% completion rate.</p> <p>Implementation Status: 10/12/2009 - SHS / contineu to follow SLO and previously established Summary of Results.</p> <hr/>
		<p>02/06/2009 - GWHS: Chapter tests/quizzes given to assess content knowledge and level of understanding. In-class role playing scenarios utilized to support/enhance chapter content. Of 35 students, all will pass with a 70% or better.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents:</p>	<p>02/06/2009 - Reasons for criterion not being met are related to poor attendance and failure of students to complete projects. Students will be counseled to improve in this area. Students that did not meet the criteria will not be able to progress to the next level.</p> <p>Implementation Status: 10/05/2009 - Utilization of content related games to reinforce concepts were used to improve test scores. Students will be placed on probationary status to allow for the improvement of affected area.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: LODGING OPERATIONS BASIC FUNDAMENTAL SKILLS</p> <p>Task Description: LMP I students will be knowledgeable in the following skills: Guest Relations/Service, Professionalism, Diversity and Teamwork.</p> <p>LMP II students will be well-versed in Professional Telephone skills, Making a Room Reservation, and Front Office Check-in/Check-out Procedures.</p> <p>LMP III students will be able to perform the tasks associated in making a bed and be familiar with leadership skills related to the lodging industry.</p>	<p>VETT054.1A.xls VETT054.2A.xls</p> <p>10/14/2008 - Lesson plans will be adjusted based on the applied bell schedule with greater emphasis on textbook learning and assessments.</p> <p>JFK will randomly select every other student or 10 students from the LMP I for the evaluation; LMP II - n=11; LMP III - n=5.</p> <p>A random selection of students from each of the different schools will be used to collect information relative to this SLO. Each LMP faculty will develop their own criterion or as agreed by all.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: LMP faculty attended the Trac Dat workshops during Fall 2008. Upon completion of the workshops, LMP faculty met on Thursday, October 9 to review the Trac Dat requirements and provide input. All schools are reviewing all possible archives from each school that will be used for TracDat compliance. LMP faculty will meet again to confirm archives collected are consistent. Any dissimilarities will be inputted into tracdat.</p> <p>Evaluation Tool (JFK): Guest Relations/Service - Reflection paper Professionalism - Professional Dress Evaluation Diversity - Reflection Paper</p>	<p>10/12/2009 - Re-apply project based learning and student driven projects for effective learning. Instructional time has increased due to the relocation of JFK to an interim campus in Tiyan.</p> <hr/> <p>04/10/2009 - This SLO will be implemented with more textbook learning. Project-based learning may be lessened given the reduction in classroom instructional time given each school year.</p> <hr/> <p>02/06/2009 - JFK - Based on the outcome, current delivery of curriculum is modified in order appropriately evaluate SLOs due to the modified bell schedule and uncertainty of JFK's new school location. Based on this, some of the components of the SLO's will be achieved through more student-driven, and in-class project-based learning through the use of available technology. SLOs that are impacted are Guest Relations/Service, Professionalism and Diversity.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Teamwork - Group self evaluation Telephone skills - copy of a telephone message pad</p> <p>LMP II Room Reservation - Room reservation assignment or Chapter test scores Front Desk - Individual assignment - create a registration card Housekeeping - Bed Making Evaluation</p> <p>LMPIII - Leadership Skills - Service Learning Reflection Paper or Chapter 1 -3 test scores</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: Email Correspondence 10-10-08.pdf</p>	
<p>Lodging Management Secondary - FA10-SP12 SLO#2 Students' Professional and Career-Planning Skills. - Upon successful completion of this program, students will be able to document professional and career planning skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2012</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Program Portfolio will consist of the following documents: Cover Sheet, Resume, Reference Sheet, Application, Interview, Interview Evaluation Sheet, and Sample of Interview Questions for the interview portion of the assessment.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): 100% of the Third Year LMP students will complete their Professional and Career-Planning Portfolio with a grade scale of a 80% or better.</p>	<p>10/17/2010 - Overall, 66% of all LMP I students from five LMP sites (JFKHS, GWHS, OHS,SHS, SSHS) attained a grade of 80% or better for their portfolios. (n=135)</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is the first time all five LMP sites chose the same thing to assess. The portfolio is a three-year project for all LMP students. We selected to evaluate LMP I</p>	<p>10/20/2010 - For students who did not attain the 80% grade for their portfolio, LMP faculty will give feedback to these students to highlight areas of improvement needed. Students will given a specific time to correct the deficiencies and resubmit their portfolios for re-evaluation. (note: this portfolio project is a three-year endeavor and students are expected to update their resumes annually).</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
N/A	<p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the department?s assessment (TracDat) plan.</p>	<p>students first and follow their progress in the next two years. The criterion is for 100% of LMP III students to receive 80% or higher. We anticipate to see improvements in portfolios as students move from LMP I to LMP III.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	
		<p>10/17/2010 - GWHS - 38% of LMP I students scored 80% or better for their professional portfolio. n=24.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	
		<p>10/17/2010 - OHS - 41% of LMP I students scored 80% or higher for their portfolios. (n=63)</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>10/17/2010 - SHS - 86% of LMP II students scored 80% or better for their Portfolio Evaluation. n=9</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Criterion not met. Students did not start a Professional Portfolio while enrolled in LMPI due to SHS block schedule constrains. Although all students have completed their individual Resume, Application Letter, and Job Application Form as part of their assignment in LMPI.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect of numbers of students achieving established norms and learning outcomes as stated in the departments assessment (TracDat) plan.</p>	
		<p>10/12/2010 - JFKHS - 79% of students scored above 80% for completing their portfolio. (n=19)</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments?</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>assessment (TracDat) plan."</p> <p>10/10/2010 - SSHS - 85% of LMP I scored 80% or better for the Portfolio Evaluation. n= 20</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: The criterion was not met because LMP I students were evaluated this cycle instead of LMP III. This Program Portfolio is a three-year project and annually, students will add more documents to their portfolios. Students who failed to meet the 80% submitted incomplete portfolios.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: SSHS LMP I Portfolio Evaluation</p>	
		<p>04/06/2009 - SHS N=7/LMPIII 2008 Fall. Students reviewed and revised/updated individual portfolios completed since LMPI. 70% of students received a grade of 80% or better.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>03/06/2009 - SSSH n=20. 100% of SSSH Third Year LMP students completed their Professional & Career-Planning Portfolio; however, only 75% achieved a grade of 80% or better.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: VETT074</p>	<p>10/05/2009 - SSSH LMP instructor will use a common rubric to evaluate this SLO. This rubric will evaluate only the following: (1) resume (2) cover letter and (3) employment application form.</p> <p>To improve the outcomes (100% of the Third Year students to attain a 80% or better), at least 3 Human Resources Managers from hotels will be invited to speak to LMP students about employment skills during AY2009-10.</p> <hr/> <p>04/06/2009 - Upon looking over this SLO, LMP instructors from all 5 schools agreed to use a common rubric to evaluate this SLO. This rubric will evaluate only the following: (1) resume (2) cover letter and (3) employment application form.</p> <hr/> <p>03/06/2009 - SSSH students' portfolio needs to be assessed in Second Year of LMP to ensure all students earn a grade of 80% or better.</p>
		<p>03/06/2009 - GWHS n=10. A random selection of student's Professional and Career Portfolio revealing a grade scale of 80% or better.</p> <p>Summary of Result Type: Criterion Not Met</p>	<p>04/06/2009 - GWHS: Data collected and reported should have been at 100% for the third year students. Newly adopted rubric for this SLO will be used.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	
		<p>10/14/2008 - JFK - Night Audit (LMP II) - n=2; Sales and Marketing (LMP III) - n=10; Banqueting (LMP III) - n=10; General Knowledge (LMP III) - n=10</p> <p>A random selection of students from each of the different schools will be used to collect information relative to this SLO. Each LMP faculty will develop their own criterion or as agreed by all.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: LMP faculty attended the Trac Dat workshops during Fall 2008. Upon completion of the workshops, LMP faculty met on Thursday, October 9 to review the Trac Dat requirements and provide input. All schools are reviewing all possible archives from each school that will be used for TracDat compliance. LMP faculty will meet again to confirm archives collected are consistent. Any dissimilarities will be inputted into Trac Dat.</p>	<p>10/12/2009 - LMP Faculty will continue to collaborate and develop a standard rubric to be applied to all high schools.</p> <hr/> <p>10/12/2009 - Students from all three levels of the JFK tourism academy program will complete this lesson.</p> <hr/> <p>02/06/2009 - JFK - Based on the outcome, current delivery of curriculum is modified in order appropriately evaluate SLOs due to the modified bell schedule and uncertainty of JFK's new school location. If the current situation exist in subsequent year(s), students overall learning will be limited to textbook assignments and a significant reduction of project based learning activities.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>JFK: Night Audit (LMP II) - Night Audit Assignment in Year 1 Workbook Sales and Marketing - Project Activity - Print Ad Banqueting - BEO proposal General Knowledge - Reflection Paper</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: Email Correspondence 10-10-08.pdf</p>	
		<p>10/14/2008 - JFK LMP III - n=10 All students completed their portfolio with an 80% or better.</p> <p>A random selection of students from each of the different schools will be used to collect information relative to this SLO. Each LMP faculty will develop their own criterion or as agreed by all.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: LMP faculty attended the Trac Dat workshops during Fall 2008. Upon completion of the workshops, LMP faculty met on Thursday, October 9 to review the Trac Dat requirements and provide input. All schools are reviewing all possible archives from each school that will be used for TracDat compliance. LMP faculty will</p>	<p>10/12/2009 - LMP Faculty will continue to collaborate and develop a standard rubric to be applied to all high schools.</p> <hr/> <p>10/12/2009 - Students from all three levels of the JFK tourism academy program will complete this lesson with varying degrees of application.</p> <hr/> <p>02/06/2009 - JFK - Based on the outcome, students will apply their skills in developing an electronic video in addition to hard-copy portfolio.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>meet again to confirm archives collected are consistent. Any dissimilarities will be inputted into tracdat.</p> <p>JFK LMP III - An evaluation tool will be downloaded and a copy of a completed portfolio will be included as an archive.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: Email Correspondence 10-10-08.pdf</p>	
		<p>10/14/2008 - A random selection of students from each of the different schools will be used to collect information relative to this SLO. Each LMP faculty will develop their own criterion or as agreed by all.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: LMP faculty attended the Trac Dat workshops during Fall 2008. Upon completion of the workshops, LMP faculty met on Thursday, October 9 to review the Trac Dat requirements and provide input. All schools are reviewing all possible archives from each school that will be used for TracDat compliance. LMP faculty will meet again to confirm archives collected are consistent. Any dissimilarities will be inputted into tracdat.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty</p>	<p>10/12/2009 - LMP Faculty will continue to collaborate and develop a standard rubric to be applied to all high schools.</p> <hr/> <p>04/10/2009 - LMP instructors will revisit this SLO and determine a standardized assessment.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Student Career Planning Portfolio</p> <p>Task Description: Each LMP Faculty assigned to their respective high school will collect the required data.</p>	<p>with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	
<p>Lodging Management Secondary - FA10-SP12 SLO#3 Student Employability Skills in Hospitality - Upon successful completion of this program, students will be able to demonstrate industry technical skills in housekeeping room inspection, night audit, sales & marketing, banqueting, and general knowledge in the lodging industry.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/14/2012</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a hospitality project (banquet planning), inspect hotel guest rooms for mistakes, solve problems related to a sales & marketing case study and a food & beverage case study, accurately post entries in a night audit exercise, and demonstrate knowledge of lodging management in a knowledge bowl competition. These faculty-developed tests are modeled after the national LMP competition.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 80% of students will score at least 70% overall in the hospitality employability skills.</p> <p>Budget-Related Proposed Outcomes: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: LMP Ccpetition Schedule & Requirements</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Employability Skills</p> <p>Task Description: The Island LMP Competition scores will substantiate the achievement of students' ability to be employable in the industry.</p>	<p>10/10/2010 - Overall, 80% of LMP students from 5 high schools (GWHS, JFKHS, OHS, SHS, SSSHS) scored 70% or better overall during the Island LMP Competition on 2/5/10 & 2/6/10. n= 20</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: A panel of judges from the industry assessed LMP students' skills. LMP teams from each school participated in this island competition at Outrigger Guam Resort and GCC Multipurpose Auditorium. Funding was used for banquet room facility and meals.</p> <p>Budget Related Performance Indicators: 1. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: 2010 Island LMP Competition Score Sheet Housekeeping Room Inspection Score Sheet Hospitality Project (Banquet Event Order) Hospitality Project Score Sheet Night Audit Exercise</p>	<p>10/20/2010 - The Island LMP Competition will undergo some changes in 2011 and LMP faculty will coach students to meet the minimum standards set forth in this SLO criterion of employability skills in 2011. (The competition questions and projects have not changed in the past 4 years and will be changed to match the LMP national competition).</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Night Audit Exercise Score Sheet Sales & Marketing Case Study Sales & Marketing Score Sheet Food & Beverage Case Study Food & Beverage Case Study Score Sheet Knowledge Bowl	
<p>Lodging Management Secondary - SP12-FA13 SLO#1 Students' Lodging Operations Skills - Upon successful completion of this program, students will be able to perform basic fundamental skills in the various positions required in lodging operations.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: American Hotel & Lodging Educational Institute's Line-Level Certification</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list based on discussions with hotel advisory committee, it is recommended that students with appropriate work experience/internship may take AHLEI line-level certifications in the following positions: Front Desk Representative, Bell Attendants, Guestroom Attendant, Busperson/Server Assistant or Restaurant</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Skills proficiency checklists may consist of role-playing and hands-on experience in various lodging positions. Quizzes/Tests will also be administered to determine knowledge in each skill.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 80% of LMP students will receive a 70% or better in each checklist or quizzes/tests.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Related Documents: Guest Registration (Check in) LMP Quiz (sample) LMP III Test (sample) </p>	<p>10/08/2012 - OHS (N=39) 100% of students were able to score 70% or higher for the guest registration test.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p> <p>Budget Related Performance Indicators: Students achieve stated goals in classroom competencies.</p>	
		<p>05/29/2012 - SSSHS - 100% of LMP II students received 70% or better for the guest registration skills test (n=29).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Students achieve stated goals in classroom competencies</p> <p>Related Documents: SSHS LMP II (1) Guest Registration </p>	<p>05/29/2012 - SSSHS - since this criterion has been met for lodging skill for guest registration, for the next assessment cycle, another skill (ex. night audit posting, forecasting, or housekeeping bed making) will be assessed. The decision for which skill will be made by collaborating with all five LMP instructors.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Server.	<p>Task Name: LODGING OPERATIONS BASIC FUNDAMENTAL SKILLS</p> <p>Task Description: LMPI students will be knowledgeable in the following skills: Guest Relations/Customer Service, Professionalism, and Telephone Skills.</p> <p>LMPII students will be well-versed in Taking Room Reservation, Front Desk Check-in/Check-out Procedures, and Housekeeping Bed Making Procedures.</p> <p>LMPIII students will be able to perform the tasks associated in hotel sales and marketing, banquet and restaurant and be familiar with leadership skills related to the lodging industry.</p>	<p>Skills Results SSHS LMP II (2) Guest Registration Skills results</p>	
<p>Lodging Management Secondary - SP12-FA13 SLO#2 Students' Professional and Career-Planning Skills. - Upon successful completion of this program, students will be able to document professional and career planning skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The Program Portfolio will consist of the following documents: Cover letter, Resume, Employment Application, Interview Evaluation Sheet, and Sample of Interview Questions for the interview portion of the assessment.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %):</p>	<p>10/08/2012 - OHS (N=39) 85% of students completed their Professional and Career-Planning Portfolio with a grade scale of a 70% or better.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Expenses for printer, printer ink, and</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>100% of LMP III students will complete their Professional and Career-Planning Portfolio with a grade scale of a 70% or better.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments' assessment (TracDat) plan.</p> <p>Related Documents: Portfolio Evaluation</p>	<p>presentation folders.</p> <p>Budget Related Performance Indicators: Students achieve stated goals in classroom competencies.</p> <hr/> <p>05/29/2012 - SSSH - 94% of LMP III students completed their Professional and Career Planning Portfolio with a grade scale of 70% or better (n=17).</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Students achieve stated goals in classroom competencies</p> <p>Related Documents: SSHS LMP III Portfolio grades</p>	<p>05/29/2012 - One out of seventeen LMP III students failed to turn in his portfolio; hence, criterion of 100% was not met. Perhaps if this assignment was assessed in the fall semester, there will be ample time and opportunity for students to complete this assignment. Furthermore, although majority of students met the criterion, their portfolio's contents and presentation can be improved upon, i.e. addition of more samples of their work, certificates, etc. so that the portfolio can truly represent their accomplishments for the three years of LMP.</p>
	<p>Task Name: Student Career Planning Portfolio</p> <p>Task Description: LMP I students will be introduced to career exploration assessments, interview skills, resume and cover letter. LMP II and LMP III students will continue to update their resumes and collect relevant career-planning and internship documentation for their Student Career Planning Portfolio.</p>		
<p>Lodging Management Secondary - SP12-FA13 SLO#3 Student Employability Skills in Hospitality - Upon successful completion of this program, students will be able to demonstrate industry technical skills in night audit, sales & marketing,</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a hospitality project (banquet planning), solve problems related to a sales & marketing case study and a food & beverage case study, accurately</p>	<p>10/08/2012 - SSSH: over 80% of students scored at least 70% overall in the employability skills (n=17).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>banqueting, and general knowledge in the lodging industry.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>post entries in a night audit exercise, and demonstrate knowledge of lodging management in a knowledge bowl competition. These faculty-developed tests are modeled after the national LMP competition.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 80% of students will score at least 70% overall in the hospitality employability skills.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments' assessment (TracDat) plan.</p> <p>Related Documents: Food & Beverage Case Study rubric Sales & Marketing Case Study Hospitality project (banquet planning) rubric Night Audit Judges' Copy</p>	<p>Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: students will</p> <p>Budget Related Performance Indicators: Students achieve stated goals in classroom competencies</p> <p>Related Documents: LMP III grades 2011-12.bmp</p>	
	<p>Task Name: Employability Skills</p> <p>Task Description: The Island LMP Competition scores in the areas of night audit, sales & marketing, banqueting, and general knowledge will substantiate the achievement of students' ability to be employable in the industry.</p>		
<p>Management Information Systems - Reliability of Internet Connectivity - AUO #1 FA2009-SP2011: MIS will ensure that 24/7 access to MyGCC for faculty, staff, administrators, and students is provided.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A tool will be developed to keep track of data and/or systems downtime (how often it occurs, when, and what location systems are down or not working).</p>	<p>11/03/2010 - The MyGCC portal, based on a 24x7 and 365 days access, with the exception of scheduled downtime due to backups, was available 95% of the time, or 348 days a year, less than our stated criterion of 100%. This comes out</p>	<p>11/03/2010 - The results will be used to improve planning, coordination, and communication for all current and future hardware, software and electrical</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): GCC faculty, staff, administrators, and students will have 100% MyGCC portal accessibility (with the exception of the following dates/times, every last Saturday & Sunday of the month when full backup is scheduled and ongoing between Saturday 6 P.M. - Monday 6 A.M.)</p> <p>Budget-Related Proposed Outcomes: Lab and office computers, the Internet, MyGCC Portal and related technology will be available when needed by students and employees at least 95% of the time.</p> <p>Related Documents: System Maintenance & Backup Schedule Internet Monitor.JPG MyGCC Banner Servers GCCSGLUMPFCAL.htm Network Improvement Phase 1.pdf Network Improvement Phase 2.pdf Network Improvement Phase 3.pdf SOP for Imaging and Re-Server.doc SOP GCC Network Access AS400 SOP.doc Computer Classroom SOP Rev#3 09-21-09.doc Institutional Cache Server.doc Network Block Access Flowchart.doc </p>	<p>to approximately 17 days a year or 34 averaged hours of downtime or inaccessibility a month due mostly to ongoing hardware upgrades, and unscheduled or emergency system maintenance. However, campus-wide network outages reported and logged for the entire year amounted to less than 1%. (See Related Documents for the October sampling of the log and campus announcements and postings for the related upgrades.)</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: A few factors that should be considered for not meeting the criterion and why budget implications is over \$5,000: 1. The MyGCC portal server hardware is undergoing upgrades since September that require downtime as needed. This hardware upgrade is costing the college \$136,332.00. (See Banner HW Upgrade Purchase Order 2010 and associated Banner Hardware Upgrade Costs Detail in Related Documents). 2. The MyGCC portal server, as integrated with other servers such as the Banner servers are also undergoing application and operating system upgrades that make the portal inaccessible from time to time. This integrated Banner and Luminis (MyGCC) contract upgrades and services will be for two years from July 2010 to June 2012, and is costing the college over \$500,000. (Contract document is confidential and proprietary). 3. Because of the upgrade of the servers'</p>	<p>upgrades so as to minimize system downtime as much as possible. It can also be used as a justification to procure and install a generator system for the building housing the servers. With a generator in place, we will not need to shutdown the servers' UPS due to extended power outages or brownouts. These results can also be used to justify replacing the old air conditioning system for the server room. Additionally, although the servers and storage systems are undergoing Operating System and memory upgrades they are considered old technology when compared with what is available today. (Please see Banner Original Hardware Invoice 2006 in Related Documents). Current market for servers and storage systems are less prone to downtime due to technology innovations that allow them to work under enormous pressure to process and store information either with redundancy or with virtualization (Please see Latest Server and Storage Innovations 2010 and IBM Server and Virtualization Innovations 2010 in Related Documents). These results can be used to procure more updated equipment, since downtime is sometimes associated with the aging or wear and tear of these servers. We can also start using the same results to push for virtualization of servers or even desktop systems. The results will also be used as an indicator to schedule and perform more</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>UPS and associated electrical upgrades for the server room, MyGCC required downtime. The upgrade of the UPS cost us \$60,698.83. (See UPS Upgrade Purchase Order 2010 in Related Documents).</p> <p>4. Unscheduled or emergency system maintenance that require us to bring down MyGCC access are attributed to: (a) extended power outages or brownouts that require us to shutdown the UPS before it is damaged, depleted or drained; (b) system troubleshooting requiring rebooting the server; and, (c) downed air conditioning / cooling systems.</p> <p>5. Other Budget Implications include the ordered service subscription for Dartware's InterMapper and Solarwinds network monitoring systems for \$1,131.00 and \$3,629.56, respectively. (Please see Dartware InterMapper Order 2010 and Solarwinds Renewal 2010-2011 in Related Documents).</p> <p>Budget Related Performance Indicators: Students and employees will be provided 24/7 access to MyGCC portal, functional and accessible computers, internet, and related information technology 95% of the time, except during scheduled full system backups and maintenance.</p> <p>Related Documents: October InterMapper for MyGCC.pdf Campus Announcement 9-1-2010.pdf Campus Announcement 9-23-2010.pdf Banner Hardware Upgrade Costs Detail.pdf Banner HW Upgrade Purchase Order 2010.pdf</p>	<p>preventive system maintenance and diagnostics that do not require downtimes and which will avoid or decrease unscheduled shutdowns, emergencies, or extended downtime. The results can be used to improve MyGCC portal access, monitoring, and the productivity of students, faculty, staff, and administrators through continued subscription services of Dartware's InterMapper and the SolarWinds network monitoring systems. (Please see Dartware InterMapper Order 2010 and the upcoming Solarwinds Renewal 2010-2011 in Related Documents).</p> <p>Implementation Status: 03/10/2011 - 1) Based on the results, we have taken a more pro-active approach to system downtimes by announcing on the main GCC website at http://www.guamcc.edu when the systems will be shut down. We are also doing more to schedule necessary downtime activity when usage is at a low level; however, since we are still conducting systems and software upgrades, the services are on an intermittent schedule from 10PM - 5:30AM on a regular basis. 2) Because of the need for as much system uptime, there is also now confirmation that a generator will be in place by October 2011, which will provide continuous power to the D-Wing section of the campus and where</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>UPS Upgrade Purchase Order 2010.pdf Banner Original Hardware Invoice 2006.pdf Latest Server and Storage Innovations 2010.pdf IBM Server and Virtualization Innovations 2010.pdf Dartware InterMapper Order 2010.pdf Solarwinds Renewal 2010-2011.pdf</p>	<p>Implementation Status: we have the college's primary and institutional servers that include the MyGCC portal. 3) As for new A/C units, continued preventive maintenance is being practiced to keep the units running in order to provide the necessary cooling of the server room. As per Rudy Santos, Maintenance Supervisor, no new air-conditioning units are in the works, but the server room is now cooled by two A/C units and is considered a high-priority area for Maintenance & Facilities, which means that if either A/C unit breaks down, it will be immediately repaired or replaced. 4) Since the lifespan of the servers are 4-5 years, the server equipment replacement is scheduled for Year 5 of the Title III grant, which will definitely help the college in having more uptime and avoid unplanned shutdowns due to aging equipment and/or wear and tear.</p>
		<p>03/08/2010 - MIS' tool to keep track of the MyGCC system uptime/downtime was developed out of the InterMapper software. The time frame of the InterMapper renewal and upgrade procurement to the actual installation / upgrade process that allowed for this tool to be in use was started and completed from September 2009 to mid-October of 2009, and ongoing. Upon</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>examination and testing of some of the software features, we've determined that InterMapper was the chosen solution to use for this data collection process. As of today, 3/8/2010, we can now access uptime / downtime information of the MyGCC portal from InterMapper's online monitoring system. We continue to track how often the portal system is up or down based on InterMapper's automatic reporting system that logs the percentage of availability to the system based on the number of days, hours and minutes. The log also shows the last 10 times or 10 occurrences the system was down and how long it was down for. (See related documents.)</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: The InterMapper renewal and upgrade cost the college \$2,500.</p> <p>Budget Related Performance Indicators: 1</p> <p>Related Documents: P0901865 Dartware InterMapper.pdf MyGCC InterMapper Monitoring Page.pdf</p>	
	<p>Task Name: AY09-2010 Network Improvement and Implementation</p> <p>Task Description: Phases 1, 2, and 3 of the Network Improvement Plan to be completed and evaluated. All firewalls, routers, network segmentation, and DMZ (Demilitarized Zone) will be implemented to better</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	manage and secure computers and the network.		
<p>Management Information Systems - Meeting Needs of Programs and Services - AUO #2 FA2009-SP2011: Ensure that technology resources and support directly help meet student/program learning outcomes and administrative unit outcomes of service areas.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Computer Technology Resources Survey (MIS Online Survey) Client/Customer Technology Resources Survey of GCC students, faculty, staff, and administrators will be conducted. Completed Work Evaluation Survey</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): At least 75% surveyed will be satisfied with the level of computer technology resources meeting the needs of their respective program and service areas.</p> <p>Budget-Related Proposed Outcomes: The work order system will report that 90% of all computer technology work orders and related professional technical services were completed for the fiscal year.</p> <p>Related Documents: MIS Survey Instrument FA2009-SP2011.pdf MIS Matrix 2009 3-5-2009.pdf MIS Work Evaluation Survey.pdf</p>	<p>11/03/2010 - Two types of instruments were used to collect data. Both existed from previous assessment cycles but the first one underwent extensive modifications as requested and recommended by the assessment committee advisors assigned for MIS. The first one discussed below is the MIS Online Survey and the second one is the MIS Completed Work Order Evaluation Survey.</p> <p>From the MIS Online Survey: Although a 3rd and final announcement of the MIS Online Survey request was announced and put on the MyGCC portal until 9/30/2010, only 71 surveys were submitted. Out of the 71 respondents, the percentage of satisfaction for the different questions/categories are summarized below. Only the main questions asking satisfaction levels were selected for this summary. The percentage of satisfaction is based on the responses for the options "agree" and "agree strongly" for the specific question. Other options available for the questions included "disagree", "disagree strongly", and "neutral". The "neutral" and "dissatisfaction" ("disagree" and "disagree strongly") responses are also provided.</p> <p>Overall Security (Question #6): 48% Satisfied, 22% Neutral, 30% Dissatisfied; Enterprise Antivirus (Question #7): 45% Satisfied, 32% Neutral, 23% Dissatisfied; Antispam system (Question #8): 45% Satisfied, 21% Neutral, 34% Dissatisfied; Overall Technical Support (Question #9): 70% Satisfied, 21% Neutral, 9% Dissatisfied; Computer Running Necessary Software (Question #10): 65% Satisfied, 25% Neutral, 10% Dissatisfied;</p>	<p>11/03/2010 - Based on the number of respondents completing the online survey, it is important to note that multiple strategies to distribute and collect completed questionnaires will be conducted in upcoming surveys to get better feedback from constituents. (This was actually the strategy for the data collection period, but we were not as successful as anticipated due to time constraints). Although it is a small population that responded, the results can still be useful in highlighting the fact that we are not doing so well in satisfying our customers. Since only 48% are satisfied with overall security, MIS, together with the College Technology Committee (CTC), can use these results to recommend the implementation of an enterprise authentication system for all computing resources. Similarly, a more aggressive campaign against viruses and spam mail can also be addressed due to only 45% satisfaction level pertaining to these two areas. The results can be used to justify the procurement for a more robust antivirus/antispam system instead of relying on fragmented protection systems. Although Technical Support was at 70% satisfied, MIS was shy of 5% more to meet its level of satisfaction criterion. This means we can still make improvement on</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>(Question #11): 35% Satisfied, 40% Neutral, 25% Dissatisfied; Computer Specifications (Question #12): 36% Satisfied, 37% Neutral, 27% Dissatisfied; 24/7 (24 hours, 7 days a week) MyGCC access (Question #23): 73% Satisfied, 14% Neutral, 13% Dissatisfied.</p> <p>The overall satisfaction of respondents, after considering all the categories and their total responses of satisfaction, neutral, and dissatisfaction, resulted in 49% satisfied, 28% neutral, and 23% dissatisfied.</p> <p>From the MIS Completed Work Order Evaluation Survey: Out of 761 submitted work orders for FY09-FY2010, MIS completed 737 jobs and still have 24 open or pending as of 9/30/2010. Out of the 737 completed work orders, MIS received 95 work evaluation surveys via email attachments to gcc.mis@guamcc.edu. Please note that this survey was created previously by the staff of the former Administrative Services Division Office for the purpose of capturing work quality and performance assessment data of not just MIS, but also Facility Maintenance, as well as for the contracted Custodial Services vendor. (Please See Related Documents for this evaluation survey). Understandably, this low number of submitted work orders may be attributed to the fact that this is not an anonymous survey. Nonetheless, out of the 95 received evaluation surveys, 90% or 85 resulted in MIS completing work orders within 10 days and with 98% satisfactory or better rating overall.</p> <p>In summary, although the majority of respondents from the MIS Online Survey indicated to be satisfied in all categories, we did not meet the set criterion of 75% satisfaction level of all respondents. However, on the actual completed</p>	<p>our technical support level. We can make immediate improvements with the level of services available by the hiring of additional technicians and updating the training of current ones. On the computer hardware arena, the results can be used as an indicator that our systems are aging and slowly becoming more and more obsolete. These results can be used to justify upgrades of labs and office computers. For example, the college is still using Windows XP although Windows 7 is now available and becoming the new standard outside of our campus. As for computer technology procurement, it appears that we are failing with only a 35% satisfaction level. This result is a sign that we need to simplify the process even more. We should include and solicit more input and ideas from our users on computer technology procurement. We can also use this result to improve our communication of the computer procurement process. The same thing here applies to and can be said about our current satisfaction level of computer specifications. The satisfaction level of the 24/7 MyGCC access is the highest at 73%. However, we still didn't meet the overall level desired of 75% which tells us that accessibility and availability of the portal still needs improvements. The results can be used to push for more wireless accessibility to MyGCC as well as have more open labs for students at</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>and submitted Work Order Evaluation surveys, we met both the 75% criterion and the budget related performance indicator for work orders to be done within 10 days and with satisfactory or better rating. Since the work order evaluation survey targeted GCC employees and the online survey involved both students and employees, it may be an indicator that employees are generally more satisfied than our students. This means more can definitely be done to improve the overall satisfaction level of our student population. It is also important to note that since the work order evaluation survey tool is not anonymous in nature, it may have influenced the employee respondents to rate in a more positive manner.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Not accounting for the time and labor to create and publish the online survey, it did not involve any budget implications to conduct since existing hardware and software resources were used. Similarly, the electronic work order evaluation survey, as done in previous assessment cycles, did not involve any costs, but the work order system is actually being planned for a major upgrade . On that note, ongoing activities and the recommendations or intended use of these results will require, or has resulted in, expenditures beyond \$5,000. Some items that contributed or will add to the costs going beyond the \$5,000 range are listed below:</p>	<p>strategic locations. This result can also push for better technology to reduce downtime associated with backup schedules and emergencies, thereby making the portal more available and closer to the goal of 24x7 and 365 days a year uptime. Overall, the results of the survey can be used as justification to fund and make sweeping improvements in computer hardware, software, specifications, security / protection, training, as well as hiring of technical support personnel.</p> <p>Also, based on the number of submitted work order evaluation surveys, MIS needs to do more to improve communication with those they service with the focus on getting them to complete and submit, via email or hardcopy, the surveys. The completed results of the work order evaluation survey can be used by MIS to also improve our services and to hold accountable or, give credit to, the responsible technicians. The information can be used to justify the ratings of the personnel during their performance evaluation period.</p> <p>Implementation Status: 03/10/2011 - 1) Based on results, we have implemented more security measures to include: a) tighter accesslist on the campus firewalls; b) more active monitoring of network traffic</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>1. Antivirus Server Systems' Maintenance, Software and Licenses, \$6,940.00 (Please see Symantec Invoice 2010)</p> <p>2. Firewall Systems' Maintenance and Licenses, \$5,818.94 (Pleaes see Firewall Systems Maintenance and Licenses Purchase Order FY09-FY10)</p> <p>3. E-Maint Work Order Service Request Upgrade and Licensing, \$14,498.00 (Please see E-Maint Work Order System Upgrade Purchase Order 2010)</p> <p>4. Hiring of New Technician at approximately \$21,389.00 at GovGuam Pay Grade I, Step 1.</p> <p>5. Training of Current Technicians at about \$5,000 each for Microsoft Technical Support Training in Windows 7.</p> <p>Budget Related Performance Indicators: Computer technology Work Orders will be processed and completed in 10 days or less and with a satisfactory or better rating from the requester and all other professional technical services, or work orders requiring over 10 days, will be scheduled for completion according to availability of resources, complexity, magnitude, and/or funding requirements.</p> <p>Related Documents: 3rd and Final Announcement of Survey Request.pdf MIS Online Survey Raw Data Results FA2009-SP2011.xls MIS Survey Instrument FA2009-SP2011.pdf MIS Work Evaluation Survey.pdf Symantec Invoice 2010.pdf Firewall Systems Maintenane and Licenses Purchase Order FY09-FY10.pdf</p>	<p>Implementation Status: through the use of InterMapper and Solarwinds software; c) created private network subnets; d) and upgraded antivirus system. Along with the College Technology Committee, discussions for an enterprise authentication system is now part of the agenda.</p> <p>2) With regards to SPAM, we have also just completed the upgrade of our e-Mail server which is now using the SUN JAVA System Messenger Express with tighter measures in place for fighting SPAM. More research is also being conducted to use free blacklist/blocklist services that are available such as BL.SPAMCOP.NET, etc.. Plans are also underway to procure and include antispam filtering and antivirus licenses embedded in the campus firewalls which we have successfully tested on a trial version.</p> <p>3) Additional technical support is also now underway as our FY2012 budget now includes an additional Systems Programmer position. We are also now looking at the possibility of filling the vacancy of another Systems Programmer and as soon as budget permits additional training will be underway for our current technical staff.</p> <p>4) In regards to computer hardware and software and</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>E-Maint Work Order System Upgrade Purchase Order 2010.pdf</p>	<p>Implementation Status: working in conjunction with the College Technology Committee, the college is getting closer to approving the latest standards of computer hardware and software that will include, Intel's new i5 series chips, Windows 7, Microsoft Office 2010, and are now part of the current agenda, pending final voting. 5) User input is always welcomed at the College Technology Committee (CTC) meetings and at the MIS office, especially related to technology and its procurement process. The CTC and MIS continue to accept and discuss submitted suggestions, comments, and related recommendations from the campus users. 6) Improvements are also underway for our wireless connectivity to improve access to the Internet and to the MyGCC portal. Wireless equipment specifications have been submitted to the Procurement office pending decisions to bid or not. Additionally, a bid award was executed to not only wire the new Learning Resource Center but also to expand and improve the wireless access by the end of this month, March 2011. 7) Overall Technical Support is now part of discussions within MIS and with the CTC. More and more, Distance Learning or</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>03/08/2010 - Since the approval of this cycle's assesment plan for MIS, we've developed, uploaded, published, announced, and continue to gather completed online surveys from students, administrators, staff, and faculty. Thanks to the feedback and assistance received from Dr. Marsha Postrozny and Priscilla Johns, the survey instrument was finally completed and first announced to the entire campus on the MyGCC portal back in 11/30/2009. An e-mailed announcement was also made on 12/2/2009 to just GCC employees and to relay the message to their students or student employees. Since then we've received over 50 completed surveys. A second campus announcement of the survey also occurred on 3/4/2010 and is set to expire on 9/30/2010. We continue to receive completed online surveys and also increasing our efforts to obtain more responses by making more frequent announcements to students who are using the Open Labs to take time to answer the online survey.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes:</p>	<p>Implementation Status: Online Education, is getting more attention and the discussion on goals and technical support are now ongoing. MIS is looking at new or future hires to focus more on technical support for this type of instructional medium.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>No budget impact made since existing hardware and software tools were utilized and no additional items needed to be procured to conduct this survey.</p> <p>Related Documents: MIS Survey Instrument FA2009-SP2011.pdf 1st Announcement of Survey Request.pdf E-mailed Announcement of Survey Request to employees.pdf 2nd Announcement of Survey Request.pdf</p>	
	<p>Task Name: AY09-2010 Update Matrix of Staff Workloads and Responsibilities / Assess & Realign</p> <p>Task Description: This is to assess and look at each MIS employee's workload and responsibilities to determine areas where improvements can be made and a more balanced approach is implemented in the distribution of work orders, tasks, projects, and technical support aimed at servicing faculty, students, staff, and administrator needs as they conduct activities related to their respective programs, services, and/or functions.</p>		
<p>Management Information Systems - Computer Hardware and Software Technology Needs - AUO #3 FA2009-SP2011: MIS will ensure or help facilitate and meet the computer hardware and software technology needs of students, faculty, staff, and administrators.</p> <p>Start Date: 10/12/2009</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: An audit will be conducted to see what types of computer hardware and software technology is available. A survey will be developed to determine what types of computer hardware and software technology is needed for students, faculty, administrators, and staff. A plan will be implemented that addresses computer hardware and software technology topics.</p>	<p>11/04/2010 - From the MIS Online Survey: Out of 71 respondents, the questions that pertain most to meeting technology needs of our users are questions #13, #14, #22, and #24. On Question #13, "Do you feel that your computer is outdated?" 47% Yes, 49% No, and 4% I don't know; On Question #14, "Do you feel that your software is outdated?" 45% Yes, 48% No, and 7% I don't know; On Question #22, "Do you feel the college should</p>	<p>11/04/2010 - With the MIS Online Survey results showing 47% with outdated computers and 45% saying their software are, too, we are not even halfway our criterion of 100% in meeting the technology needs of our users. That being said, and echoed by the 42% saying to also upgrade to Windows 7, we can certainly use these results to</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): 100% of faculty, staff, administrators, and students surveyed will show that their computer hardware and software technology needs are being met.</p> <p>Budget-Related Proposed Outcomes: Users will be able to purchase and use desktop computer hardware and software in 90 days or less.</p> <p>Related Documents: MIS Survey Instrument FA2009-SP2011.pdf Minimum_Computer_Specs_2009.pdf PC Desktops Standards As Awarded.pdf</p>	<p>upgrade its PC computers which are now at Microsoft Windows XP?" 6% Yes - Upgrade to VISTA, 42% Yes - Upgrade to Windows 7, 25% No - Do not upgrade, 21% I don't know, and 6% Unknown.</p> <p>On Question #24, "What type of technology resources you currently do not have that you need in order to meet your program's student learning outcomes or your service areas' unit outcomes? In this question, respondents were allowed to check all that apply and their options included Hardware, Software, Network, Internet, Technical Support, and Other types of needs. The results showed 42% needed some type of hardware resources while 58% did not indicate any hardware needs; 45% indicated software needs while 55% did not; 27% responded they needed network resources and 73% indicated no network needs; 35% indicated Internet needs while the 65% did not; 34% needed Technical Support and 66% did not indicate any; 10% of respondents needed some other resources while the other 90% indicated none. As with many of the questions on the MIS Online Survey, more details can be extrapolated for this question through closer examination of the responses. (Please see related documents for survey instrument and raw data for more details).</p> <p>From the Activity audit: The MIS Network Census for 2010 showed the college going from 3 network routers in 2008 to 16 in 2010, which is a 433% growth to improve network traffic flow. In the number of network switches we went from 78 to 106 or a 36% growth to add to more network efficiency. However, in the streamlining and consolidation or retirement of server-related applications and hardware, we successfully decreased the number of servers from 74 to 37, or a decrease of 50%, which is a big savings on power consumption, space, and technical support. Other significant changes</p>	<p>expedite plans and justify the funding to upgrade labs and employee systems. We can also revisit and make major updates to the current computer specifications and include the latest i3, i5, and i7 Intel chips, Microsoft Office 2010, and Windows 7 as standards. Additionally, the results of Question #24, also indicated and highlighted a need to provide more technology resources in hardware, software, network, Internet, technical support, and in other areas of computing. These results can be used to start looking at boosting or increasing the technology budgets allocated to the different departments in order for those areas to start procuring for more updated or newer technology to meet their student learning and administrative unit outcomes. We can use these results to justify more funding sources than just the Technology Fee since there is simply not enough now to upgrade all the labs according to their replacement cycle.</p> <p>From the activity audit results, many issues related to the ever expanding campus network and technology infrastructure need to be addressed, especially with new buildings coming up on campus. The audit results show that the network infrastructure is going to require upgrades not just in cabling but also in switching and routing equipment, which to some degree, is currently happening. With the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>included the reduction of printers from 36 to 22, or a decrease of 39% in the direction towards more centralized printing with the XEROX solution. (Please see MIS 2010 Network Census, MIS Network Services Program 2010, and the XEROX Centralized Printing URL along with the Xerox Centralized Printing Map under Related Documents). Note: The MIS Network Services Program 2010 document, is a preliminary plan drafted to address some of the computer technology topics that are coming up, especially those that relate to the type of hardware and services needed for the network.</p> <p>Based on the inventory of computers and other network nodes, inclusive of servers, routers, firewalls and switches, and counting both on campus and off-campus labs and employee systems, the college is equipped with a total of about 1,500 network nodes with close to 1,280 systems in instructional and open labs. This count is close to the 2008 inventory of about 1,548 nodes but fluctuating due to equipment being surveyed or removed from inventory and newer ones being procured and added to the campus network. (Please see related documents for the MIS 2010 Computer Technology Inventory).</p> <p>Continuing with the audit activity and based on Internet bandwidth resources to meet the needs of our users, the college is now utilizing a total of 30 megabits per second, or 30Mbps, of dedicated symmetrical Internet bandwidth for the main campus, and 53Mbps of separated and shared asymmetrical lines to all the different locations of GCC's satellite high school programs. So far, since the implementation of the 20Mbps bandwidth close to 2 years ago, and now with the current 30Mbps, the usage of the main campus total Internet bandwidth normally fluctuates anywhere between 20% to just over 100% utilization on any given day. Now rarely, or</p>	<p>new Allied Health Center, the upcoming Learning Resource Center and the Student Center on its way, the network will have no other choice but to expand. The audit results can be used to also strengthen the push for more Internet wireless access from any of the current and new buildings, and possibly from remote areas of the campus, too. It is obvious from the audit results that the college's network infrastructure is now expanding and more technical expertise or services must be addressed. These results can be used to push for more training to improve the skill level of current IT personnel, especially for our two Teleprocessing Network Coordinators. With 1,500 network nodes, we hope to use these results to maintain current subscription services to our network monitoring and maintenance systems and licenses. With regards to bandwidth, the recommendation is to use these results to request for load balancing and better virus and spam filtering software/hardware tools in order to better manage this valuable resource and make it more effective and efficient. And in relation to reducing the waiting period for the order and delivery of technology purchases, another recommendation is to add in the specification standards that all orders MUST be received in two (2) months, or less, so that MIS will have ample time to fully deploy and install systems within the 90-</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>almost nonexistent, that extended traffic peaks degrade network performance or Internet access response time by our users. (Please see related documents for a snapshot of the Current Internet Bandwidth Utilization from our InterMapper Network monitoring system).</p> <p>In looking at the timeframe of desktop or laptop acquisitions and deployments, we've found that it takes longer for bulk purchases of over 10 units, such as those for labs, to be completed than for those areas making single or less than 10 systems purchases. This was due to the required bidding process for associated costs that are over \$15,000, but the longest timeframe is mostly the waiting time for the vendor to deliver the units. However, the majority of purchases, made within the past year were delivered and installed in less than 90 days. Again, the longest timeframe was on waiting for the units to be delivered by the vendor, which was sometimes over two months. Even, the latest example of bulk purchases for the Technology for Learning Grant, took less than 90 days for the computer hardware and software to be procured, delivered and paid for. However, the actual timeframe to put all the units in their respective labs were slightly delayed by the delivery and installation of related furniture for at least two labs. In this specific case, the computers were ordered on 9/30/2009, and were received on 12/30/2009, but the work order to completely install the computers in the classrooms was dispatched in May 12, 2010, and was soon completed a month later. (Please see related Purchase Order and correlated Work Order completion for this example.)</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications:</p>	<p>day timeframe.</p> <p>Implementation Status: 03/10/2011 - 1) MIS in conjunction with the College Technology Committee (CTC) is nearing the completion of adopting the new hardware and software standards that will include Intel's latest i5 series chips, Windows 7, and Microsoft Office 2010, for employee and computer lab systems. 2) Once the CTC adopts the new standards, departments will be then allowed to procure within their budgets the new systems. 3) The newest buildings on campus, Allied Health Center and the Learning Resource Center (LRC), now boast the latest network technology installation, equipment, and cabling with Category 6 standards. The new LRC will soon be entirely WiFi ready by the end of March 2011. The upcoming Student Center will also be outfitted with very similar wireless and wired standards to meet the connectivity demands of today's and future students. 4) MIS is now working closely with our Internet Service Providers, MCV and GTA, and are looking to implement a true multi-homed connection to the Internet by becoming a member of the Asia Pacific Network Information Centre. Research is ongoing on the steps necessary</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Over \$5,000</p> <p>Notes: Other than the MIS Online Survey, most of the activities for data gathering on this AUO required research, analysis, and documentation are provided in the related documents area. The budget implications going over the \$5,000 range may occur in the increase shipping and handling costs of cumulative or bulk purchases of systems to meet a shorter timeframe for delivery by the vendor. Example of these may come from those vendors proposing to use UPS, DHL, or FEDEX shipping options over less expensive means. Another budget impact that potentially can contribute to over the \$5,000 range is in revisiting and updating of GCC's Technology Audit by an independent contractor. Since it may just be an update the cost will most likely be less than the original audit, but can easily exceed \$40,000 as shown in the last page of the unsigned Technology Audit Contract of 2006 in provided in Related Documents. This contract document indicated a \$48,213 cost and was eventually signed and executed. One of the most important outcomes of this audit, as of 3/30/2010, is also provided to give more insight in the technology enterprise architecture of the college. (Please see GCC EA Updated 3-30-2010 in Related Documents).</p> <p>Budget Related Performance Indicators: Timeframe of all new desktop computer hardware and software acquisition, configuration, deployment, networking, and internet provisioning will be completed in 90 days or less.</p> <p>Related Documents: MIS Online Survey Raw Data</p>	<p>Implementation Status: to make this a reality. 5) As part of hardware and software technology bids or procurement, part of the requirements will now include a shorter timeframe of two months to improve deliverables from vendor to customer, and to allow MIS to fully deploy and install systems within 90 days.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		FA2009-SP2011.xls MIS Survey Instrument FA2009-SP2011.pdf MIS 2010 Network Census.pdf MIS Network Services Program 2010.pdf XEROX Centralized Printing Map.pdf MIS 2010 Computer Technology Inventory.xls InterMapper Snapshot of Current Bandwidth Utilization.doc Example Purchase Order - P0902136 -Technology for Example Work Order 101356 - Technology for Learning.pdf Technology Audit Contract 2006.doc GCC EA Updated 3-30-2010.doc	
		<p>03/08/2010 - The aforementioned survey tool for AUO #2 FA2009-SP2011 also included questions to collect data related to this AUO and is part of the overall activity audit being conducted. Additionally and as part of this activity audit, we've been doing the inventory of computerized labs and personnel offices related to the number and status of the computing equipment in those locations, inclusive of those who use GCC-owned laptops on the go. Together, these two activities will provide us with the information and the results we need to determine if current computer hardware and software technology is meeting the needs of both students and employees. As of 3/8/2010, and in addition to over 50 completed online surveys, we've also finished about 80% of our inventory activities pending those in personnel offices and some remote sites. (Please see partially completed inventory under related documents.) Also, as part of the activity audit and as part of the College Technology Committee tasks, we do quarterly reviews of the current computer standards and make updates whenever</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: AY09-2010 Review of Minimum Computer Hardware and Software Standards</p> <p>Task Description: To address the minimum computer hardware and software standards on a timely manner so as not to become obsolete and to closely reflect the program and service areas needs of faculty, students, staff, and administrators. To also obtain</p>	<p>necessary as to stay up to date with substantial changes in technology. Since the completion of MIS' Assessment Plan the CTC has updated and published the computer standards, the minimum computer specs, the latest bid results for a PC desktops, and actual computer price quote request form to assist our employees in choosing the right computer for their office, classroom, or mobile use. (Please see related documents.)</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: No budget impact on the actual activities being conducted to gather data.</p> <p>Related Documents: Updated GCC PC Current Computer Bid Standard 2009-2010.pdf Updated Minimum_Computer_Specs_2009.pdf Computer_Price_Quote_Request_Form.doc 2009 Preliminary Inventory as of 3-8-2010.pdf</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>the most current technology offerings and its costs.</p>		
<p>Management Information Systems - Internet Capacity, Reliability, and Management - AUO #1 FA2011-SP2013: MIS will ensure that sufficient Internet bandwidth and 24/7 access to and from on-campus networked and Internet resources, as well as services such MyGCC, E-Mail and the WWW.GUAMCC.EDU website is provided for faculty, staff, administrators, and students.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list This plan reflects Standards 3C1.d. Self-Evaluation, of the current Self Study Report. "The College is continuing to increase its facilities, infrastructure and technology in accordance with the EA and the ITSP. The EA allows for the expansion, growth and modernization of its infrastructure. The current bandwidth requirements for the College are sufficient, but as more labs and networks are brought on line it will need to increase to at least twice the capacity it presently provides."</p> <p>Also, as identified in the previous assessment cycle, tools developed will be</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: MIS will collect and analyze one year worth of Internet traffic activities to evaluate bandwidth capacity utilization and reliability. In addition to all tools developed and used in the previous assesment cycle, MIS will also be using (when completed in November 2011) the current or ongoing Technology Audit results and recommendations, as well as the Enterprie Architecture (EA) and the Information Technology Strategic Plan (ITSP) documents as a method to gauge whether reliable access and sufficient Internet bandwidth is being provided and managed effectively.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): GCC faculty, staff, administrators, and students will not exceed 75% of available incoming and 75% of available outgoing Internet bandwidth, as its daily average use, while having 100% access of on-campus networked and online resources to and from the Internet. MIS will identify and take steps to initiate at least 51% of the combined technology audit, ITSP, and the EA recommendations, while using the same documents as a yardstick to measure progress or improvements specific to Internet connectivity.</p> <p>Budget-Related Proposed Outcomes: Lab and office computers, the internet, MyGCC portal, and related technology will</p>	<p>04/09/2012 - MIS was able to collect and analyze one year worth of bandwidth utilization and found, overall, that daily incoming Internet traffic exceeded 75% of 30Mbps available bandwidth at peak times, which are between the hours of 1PM-7PM, Mondays thru Thursdays during school days. Using the aforementioned days and times parameters, this amounts to 6 hours, or 25%, of a 24 hour period that incoming traffic exceeds 75% of 30Mbps. In this case, the criterion for incoming traffic was not met; however, outgoing Internet traffic was consistently below 75% utilization of 30Mbps total bandwidth at any given time and day. [See Related Documents]. Although this incoming Internet bandwidth utilization criterion was not met, it is worth mentioning that 24x7 and 365 days a year of access to MyGCC has been achieved due to a couple of factors: 1) the implementation of our new virtualized BANNER/LUMINIS ERP environment (Enterprise Resource Program) that now allows us to backup databases on the fly using ORACLE's RMAN technology and Symantec's backup software, versus shutting down access during system backups; 2) the installation of a new generator for our D-wing buildings, where we house our ERP servers, now does not require us to shutdown our systems during extended power outages; 3) more use of our TEST ERP environment reduces downtime to our PRODUCTION environment during system updates/upgrades and application testing; 4) increase usage of SGHE's (ellucian's) SNOW system and increase communication with advance technical support from the software vendor, thereby having a more proactive stance on the resolution of system symptoms to prevent or reduce extended production system downtime.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>incorporated and complimented by updates from the current and ongoing Information Technology Audit, which will also result in updates to the Information Technology Enterprise Architecture (EA) and the Information Technology Strategic Plan (ITSP).</p>	<p>be available when needed by students and employees at least 95% of the time.</p> <p>Additional Notes:</p> <p>Technology Fee Funds are also available to pay for technology-related expenses.</p> <p>Limited Funding and other Budget Constraints: Will impact funding cost of increasing bandwidth from multiple Internet Service Providers (ISP), as needed, and investing in Internet infrastructure hardware, and network load balancing software, as well as annual renewals of current system tools. Professional services and online subscriptions of Distance Education tools or environment may also result in increased operational costs.</p> <p>Related Documents: 2011 GCC EA_11012011 - undergoing updates.pdf 2011 GCC ITSP - undergoing update.pdf 2011 IT Audit Proposal.pdf Assessment 2011 Artifact 1.pdf</p>	<p>The only rare exception to this continuous access is when short or intermittent interruptions, usually lasting a few minutes to a couple of hours, are needed for major production systems upgrades or maintenance. These types of activities are conducted after hours, or between the systems maintenance window of time between 10:30PM and 5:30AM. Also, overall network downtime was found to be negligible, or substantially less than .99%. In relation to the results of previous assessments and the technology audit, MIS along with appropriate vendors, has begun identifying, taking steps, and completed projects specific to Internet connectivity and network performance, with more coming up as recommended in the EA/ITSP documents. . As examples: 1) MIS completed the APNIC registration and Internet Protocol addressing project; 2) Implemented our DNS servers; 3) Installed a Web Cache Server; 4) Completed the FTP institutional server; 5) Activated additional Firewall security on Anti-spam and content filtering; 6) Upgraded our Antivirus system; and, 7) Completed the Campus WiFi pending full testing and acceptance as of 4/9/2012. [See Related Documents]</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Factors that should be considered for not meeting the criterion and why budget implications is over \$5,000: 1) With regards to incoming Internet traffic going above 75% of available bandwidth: A) Number of Open Labs with network and</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Internet access increased from one to three, with two at the Library Resource Center and a new Open Lab at the recently built Student Center; B) Inventory and network census data collection and analysis showed the college's estimated cumulative nodes at 4,337 with estimated active nodes now at 1,464 with more expected to be installed; C) A substantial increase in incoming traffic attributed to the rise of usage in Facebook, MySpace, Tweeter, YouTube, DropBox, other social networking, media-rich, and video/audio web sites; D) Increasing use of and additional Internet-based applications such as Gmail, Live Mail, Google Apps, Online Gaming, Acalog, TouchNet, VoIP telephones, TracDat, Prometric / PearsonVue / PAN / CertiPort testing systems, Webinars, Web-meetings, Skype, Library SirsiDynix Symphony System, Financial Aid's EDE Express/EDE Connect, ED2GO/GATLIN/UGOTCLASS On-demand Online Programs, Online Banking, and ACH Direct Deposits for Payroll, etc., etc..</p> <p>2) The budget implication is set to over \$5,000 because of the costs to implement many of the new items listed above plus the college pays our two ISP's, MCV and GTA, a total of \$51,000 per year for the combined capacity of 30Mbps Internet bandwidth connections. [See Related Documents "History of GCC's Internet.pdf"]</p> <p>Budget Related Performance Indicators: GCC FACULTY, STAFF, ADMINISTRATORS, AND STUDENTS WILL NOT EXCEED 75% OF AVAILABLE INCOMING AND 75% OF AVAILABLE OUTGOING INTERNET BANDWIDTH, AS ITS DAILY AVERAGE USE, WHILE</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>NETWORKED AND ONLINE RESOURCES TO AND FROM THE INTERNET. MIS WILL IDENTIFY AND TAKE STEPS TO INITIATE AT LEAST 51% OF THE COMBINED TECHNOLOGY AUDIT, ITSP, AND THE EA RECOMMENDATIONS, WHILE USING THE SAME DOCUMENTS AS A YARDSTICK TO MEASURE PROGRESS OR IMPROVEMENTS</p> <p>Related Documents: APNIC Welcome Message.pdf First Half of Virtualization Project PO.pdf Second-Half DELL Virtualization Project PO.pdf Campus WiFi Completion Letter.pdf Labs D2 D3 D10 A27 Upgrade for 104 Computers FY11-FY12 PO.pdf New Open Labs Schedule at LRC and Student Center.pdf</p>	
	<p>Task Name: Procure Internet Bandwidth Services from Internet Service Providers</p> <p>Task Description: Create Internet bandwidth bid specifications, and follow through with the procurement process.</p>		
	<p>Task Name: Strategies Development</p> <p>Task Description: Create strategies to help in planning for sufficient network and Internet capacity and to optimize these resources for current environment and future growth inclusive of emerging technologies and services.</p>		
<p>Management Information Systems - Meeting Institutional Information Technology Needs - AUO #2 FA2011-</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A Client/Customer Service Survey relative</p>	<p>04/11/2012 - The MIS Online Survey, as published via the MyGCC Campus Announcement, was able to capture 283 survey results. For this AUO, the</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>MIS will ensure that information technology resources help meet the needs of learning, teaching, college-wide communications, research and operational systems in support of Student Learning and Administrative Unit Outcomes (SLO/AUO).</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list Reflects Self Study Report, Standard 3C, Technology Resources, 3C1. "The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems."</p>	<p>to information technology resources as previously developed, and published will be made available, again, both online and on hardcopy, and will be initiated and distributed via e-mails, online campus announcements, in meetings, and in face-to-face engagements with the college's user community.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): At least 75% surveyed will be satisfied with the level of computer technology resources meeting their needs and efforts towards SLO and AUO goals.</p> <p>Budget-Related Proposed Outcomes: The work order system will report that 90% of all computer technology work orders and related professional technical services were completed for the fiscal year.</p> <p>Additional Notes: Technology Fee Funds are also available to pay for technology-related expenses. Last remaining year of the Title III Grant Funds are also available to pay for the SGHE BANNER/LUMINIS and related systems hardware, software, and professional services costs.</p> <p>Limited Funding and other Budget Constraints: Will impact funding possible increases due to additional personnel costs, outsourcing of technical services, increase demands in Internet and network bandwidth and infrastructure improvements, and operational expenses of online technical support subscriptions, software</p>	<p>chosen questions focusing on the satisfactory level of technology resources meeting users' needs are questions number 9 and 10. Although other satisfactory level questions were asked in the survey, these two questions were chosen since both relate closest to the types of technology resources that impact SLO and AUO goals the most, which are MIS' overall Technical Support Services and computers being able to run all necessary software. The current status of the data collection, is now showing the results of the two questions as not meeting the set criterion of 75% surveyed being satisfied, which is based on respondents either answering "Agree" or "Agree Strongly" to both questions. In Question #9 of the survey, it asks, "I am satisfied with Management Information Systems overall Technical Support Services." The results were as follows: 7 (2%) disagree strongly, 11 (4%) disagree, 83 (29%) neutral, 105 (37%) agree, 67 (24%) agree strongly, and 10 (4%) were unanswered (blanks). This shows that out of 283 surveys recorded, only 172 respondents or 61% were satisfied and did not meet the 75% criterion. In Question #10 of the survey, it asks, " I am satisfied with the computer being able to run all the necessary software." The results were as follows: 13 (5%) disagree strongly, 14 (5%) disagree, 62 (22%) neutral, 119 (42%) agree, 66 (23%) agree strongly, and 9 (3%) were unanswered (blanks). This shows that out of 283 surveys recorded, only 185 respondents or 65% were satisfied and did not meet the 75% criterion. The graphical summary and the raw data showing all other results of this survey will be in Related Documents. Other types of data collection also conducted relate to MIS' Work Order Service Requests coming out of the e-Maint System. The latest status of closed and open work orders, as submitted to the e-Maint System, are provided in the Related Documents area. Currently and overall statistics since October 1st of 2011 to April 6th of 2012, MIS received as</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>maintenance, renewals, and additional licensing.</p> <p>Related Documents: MIS Customer-User Satisfaction Survey.pdf MIS Customer/User Satisfaction Survey</p>	<p>dispatched by e-Maint, 320 Work Orders with 59 or 18% of those remaining as open, and 261 or 82% are showing as closed or completed. [See Related Documents]</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Time and labor to create and publish the online survey itself did not involve any budget implications over \$5,000 since this survey was previously created and existing hardware and software resources were also used. However, some items that are above \$5,000 and are annually maintained to keep technology resources up-to-date and operational in order for our users to meet their SLO and AUO goals include specific items in MIS's and the Technology Fee budgets. Both budgets for FY11-FY12 and FY12-FY13 are in Related Documents.</p> <p>Budget Related Performance Indicators: AT LEAST 75% SURVEYED WILL BE SATISFIED WITH THE LEVEL OF COMPUTER TECHNOLOGY RESOURCES MEETING THEIR NEEDS AND EFFORTS TOWARDS SLO AND AUO GOALS.</p> <p>Related Documents: Survey Results.xlsx MIS Work Orders Status Oct 2011 thru April 06 Chart.pdf</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Re-establish Client/Customer Service</p> <p>Task Description: Re-establish Client/Customer Service Survey and administered in multiple ways, via Web, E-mails, campus announcements, and Face-to-Face.</p>	<p>2011 Budget Request 2012 Budget Request FY2013 MIS Budget Doc as published.pdf Technology Fee Usage Breakdown 2011.xls Technology Fee Usage Submitted Breakdown 2012.xls Technology Fee Preliminary Draft Budget FY2012-FY2013.xlsx MIS Survey Results for Satisfaction Q10 - 2012.pdf MIS Survey Results for Satisfaction Q9 - 2012.pdf</p>	
<p>Management Information Systems - Enterprise Information Technology Needs Priorities - AUO #3 FA2011-SP2013: MIS will ensure and facilitate the adherence of Information Technology (IT) operations and action items according to the Enterprise Architecture (EA) and to the Information Technology Strategic Plan (ITSP) by actively participating in decision-making and advisory committees, as well as, conducting reviews and comparisons of actual events versus priority plans.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Activity inspections and comprehensive document reviews of the EA and ITSP will be used to directly gauge adherence by the college based on operations and action items, as written, versus what is in place, what is upcoming, in actual plans, and what remaining technology-related activity items not yet addressed.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): Findings will indicate that at least 60% of all identified operational and action items, or activities, from the EA and the ITSP are in</p>	<p>04/11/2012 - Currently the EA/ITSP documents are under review by the college with a deadline for input by 4/12/2012. Although the EA/ITSP has been officially accepted to replace any other technology plan and to be GCC's new and only Technology Plan, it is to be considered as a living document that will be evolving over time. As stated in the criterion, all operational and action items will be identified from the EA and ITSP to determine if 60% are either in place, upcoming, or in actual plans. So far to date, based on ongoing review of the EA/ITSP documents and related data collection activities, over 75% of items identified are either just written statements of the "idea of a plan" or "a desired state" but not something that is in place, upcoming, or is currently an actual written plan.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list Reflects the Information Technology Strategic Plan (ITSP) component of the ISMP and in conjunction with the Information Technology Enterprise Architecture (EA) document.</p>	<p>place, upcoming, or in actual plans.</p> <p>Budget-Related Proposed Outcomes: All proposed outcomes in the budget request included below since they will all be made part of the inspection or audit of events/activities.</p> <p>Lab and office computers, the internet, MyGCC portal, and related technology will be available when needed by students and employees at least 95% of the time.</p> <p>The work order system will report that 90% of all computer technology work orders and related professional technical services were completed for the fiscal year.</p> <p>Users will be able to purchase and use desktop computer hardware and software in 90 days or less.</p> <p>Additional Notes: Technology Fee Funds are also available to pay for technology-related expenses. Last remaining year of the Title III Grant Funds are also available to pay for the SGHE BANNER/LUMINIS and related systems hardware, software, and professional services costs.</p> <p>Limited Funding and Budget Constraints: Activity audits to be conducted may require reactionary efforts to quickly stay within the EA and ITSP guidelines, and may result in unexpected costs to either fix or resolve, and refocus areas we have strayed away from.</p> <p>Related Documents: 2011 GCC EA_11012011 - undergoing updates.pdf 2011 GCC ITSP - undergoing</p>	<p>Closer reviews of documents also show a major requirement for "real action and commitment of resources" in order to begin the steps for planning, or at least putting more momentum into the planning process to bring all these operational and action items to the forefront. In the related documents area, the slightly updated "ITSP Action Plan 2012.docx" shows "AP" or "Action Plan" items that were referenced in the new ITSP document, but are either outdated, has been changed substantially, or has not had any progress at all. In the other document uploaded, "ITSP-Actions-Opportunities-Goals.docx", it lists many of the identifiable operational and action items from the EA/ITSP documents, with many appearing more like an ideal or a desired state, but without progressive or measureable metric to produce real results. In other words, most of these need to be made part of the big picture plan and be fitted or categorized accordingly, but must also be broken into bits and pieces in order for them to make sense, be realistic, and manageable. [See Related Documents]</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Based on all the potential projects that can be realized from the EA/ITSP documents, the budget implication are estimated to be in the multi-million dollar figures.</p> <p>Budget Related Performance Indicators: FINDINGS WILL INDICATE THAT AT LEAST 60% OF ALL IDENTIFIED OPERATIONAL AND ACTION ITEMS, OR ACTIVITIES, FROM THE EA AND THE</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>pdf 2011 IT Audit Proposal.pdf ISMP_with_ITSP.pdf</p> <hr/> <p>Task Name: Activity Audits Comparison with EA and</p> <p>Task Description: To conduct actual technology activity audits and compare with the EA and ITSP documents.</p>	<p>OR IN ACTUAL PLANS.</p> <p>Related Documents: CTC MEMO update.pdf CGC Minutes 03-07-2012 showing EA and ITSP being approved by ISMP with ITSP 2009-2014.pdf ITSP Actions-Opportunities-Goals.docx ITSP Action Plan 2012.docx</p>	
<p>Marketing AS - AY08-09 SLO#1 Basic Core Course Knowledge - Students will demonstrate the basic knowledge taught in the core courses of the Marketing program.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/10/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will take a multiple choice question test, which includes lessons in Principles of Marketing, Retailing, Selling, Advertising, and Entrepreneurship, upon graduation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 75% of the students will score 75% or above.</p> <p>Related Documents: AS Marketing Assessment Exam</p>	<p>11/08/2010 - No data collected due to new D.C. transition effective Fall 2010.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Information was introduced Fall 2010 therefore no information provided.</p>	<p>11/08/2010 - The program SLOs will be assessed effective Fall 2010 under the new assessment plan.</p> <hr/>
<p>Marketing AS - AY08-09 SLO#2 Communication and Technology Skills - Students will demonstrate effective communication skills and technology skills in the basic fields of marketing.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will demonstrate effective communication skills and technology skills in the basic fields of marketing.</p> <p>Type of</p>	<p>11/08/2010 - No data collected due to new D.C. transition effective Fall 2010.</p> <p>Summary of Result Type: Issues Found</p>	<p>11/08/2010 - The program SLOs will be assessed effective Fall 2010 under the new assessment plan.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/10/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): 75% of the students will score 4 or higher in the technology skills rubric scale of 5.0 and average 3.0 or higher on the communication skills rubric scale of 5.0</p> <p>Related Documents: AS Marketing Power Point Rubrics AS Marketing Power Point</p>	<p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Information was introduced Fall 2010 therefore no information provided.</p>	
<p>Marketing AS - AY08-09 SLO#3 Successful Marketing Profession - Students will display fundamental knowledge and attitudes to be successful in a marketing profession.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/10/2010</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a survey upon graduation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 80% of the students will rate 4 or above, indicating that Marketing has prepared them for a marketing career. 70% of the students will rate 4 or above, indicating that the work-learn program was beneficial. 80% of the students will rate 4 or above, indicating that marketing has made them customer oriented. 75% of the students will rate 4 or above, indicating that marketing has made them consider the ethical implications of their actions.</p> <p>Related Documents: AS Marketing Student Survey AS Marketing Student Survey</p>	<p>11/08/2010 - No data collected due to new D.C. transition effective Fall 2010.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Information was introduced Fall 2010 therefore no information provided.</p>	<p>11/08/2010 - The program SLOs will be assessed effective Fall 2010 under the new assessment plan.</p>
<p>Marketing AS - AY06-07 SLO#1 Basic Core Course Knowledge - Students will demonstrate the basic knowledge taught in the core courses of the Marketing program.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will take a multiple choice question test, which includes lessons in</p>	<p>03/02/2007 - 100% of the three students who took the examination made 75% or better.</p> <p>Summary of Result Type: Distinction/strength</p>	<p>03/02/2007 - Overall the students did well. However, an analysis of the answers to individual questions indicates the following: (1)</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 09/14/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Principles of Marketing, Retailing, Selling, Advertising, and Entrepreneurship, upon graduation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Locally Developed Tests</p> <p>Criterion (Written in %): 75% of the students will score 75% or higher on the test.</p>	<p>Data Collection Status/Summary of Result Status: Closed</p>	<p>Instruction in the Principles of Marketing course needs to emphasize the Product Life Cycle; (2) More emphasis should be placed on financial reports in the Retail course; (3) Risk management and the purpose of the Business Plan should be emphasized.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will take a multiple choice question test, which includes lessons in Principles of Marketing, Retailing, Selling, Advertising, and Entrepreneurship, upon graduation.</p> <p>Task Name: Implementation Status</p> <p>Task Description: The Department Chair has given the Instructor of the Principles of Marketing course (MK123) detailed instructions concerning what should be taught about the Product Life Cycle. The Instructor of the Retailing course (MK206) has been notified that more emphasis should be placed on financial reports. The Instructor of the Entrepreneurship course (MK205) has also been notified that the purpose of the Business Plan and risk management need to be emphasized.</p>		
<p>Marketing AS - AY06-07 SLO#2 Communication and Technology Skills - Students will demonstrate effective communication skills and technology skills in the basic fields of marketing.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will demonstrate effective communication skills and technology skills in the basic fields of marketing.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>03/02/2007 - 100% of the four groups of 3-4 students who submitted Power Point presentations scored 4.0 or higher in the technology skills rubrics. Unable to submit video due to resignation of full time faculty.</p> <p>Summary of Result Type:</p>	<p>03/02/2007 - The DC will insure that the Instructor of the Principles of Marketing course schedules videotaping of student presentations in the syllabus.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 09/14/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Multimedia presentation evaluations</p> <p>Criterion (Written in %): 75% of the students will score 4 or higher in the technology skills rubric scale of 5.0 and average 3.0 or higher on the communication skills rubric scale of 5.0</p> <p>Task Name: Implementation Status</p> <p>Task Description: The Department Chair has arranged for videotaping of student presentations. This will help the students assess their own performance, as well as assist the rating of artifacts.</p>	<p>Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	
<p>Marketing AS - AY06-07 SLO#3 Successful Marketing Profession - Students will display fundamental knowledge and attitudes to be successful in a marketing profession.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 09/14/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will fill out a survey upon graduation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 80% of the students will rate 4 or above, indicating that Marketing has prepared them for a marketing career. 70% of the students will rate 4 or above, indicating that the work-learn program was beneficial. 80% of the students will rate 4 or above, indicating that marketing has made them customer oriented. 75% of the students will rate 4 or above, indicating that marketing has made them consider the ethical implications of their actions.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Students will fill out a survey upon graduation.</p>	<p>03/02/2007 - 100% of the four students surveyed indicated they believe the marketing program has prepared them for a marketing career. The only student who had taken coop believed it was beneficial in preparing her for a marketing career. 100% of the students believe that marketing has made them more customer oriented. 100% of the students believe that marketing has made them consider the ethical implications of their actions.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/02/2007 - Obviously, the students nearing graduation are happy with the skills and attitudes they have learned in their core marketing classes. However, the survey instrument needs to be expanded to include questions about the students experiences in the related technical requirement courses, particularly the Visual Communications courses which have been added to degree requirements, and open-ended questions about their future career ambitions.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Implementation Status</p> <p>Task Description: As reported in minutes from the last Marketing Advisory Committee, the Department Chair is working on training modules for, among other things, customer service training. A draft of the customer service training module was sent to all marketing faculty this past week for their review. Once the module is finalized it will become an instructional component. Being customer oriented is necessary for success in marketing professions.</p>		
<p>Marketing AS - AY 04-05 BASIC CORE COURSE KNOWLEDGE - Students will learn the basic knowledge taught in the core courses of the Marketing program.</p> <p>Start Date: 11/30/2004</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will take a multiple choice question test, which includes lessons in Principles of Marketing, Retailing, Selling, Advertising, and Entrepreneurship, upon graduation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 75% of the students will score 75% or higher on the test.</p>	<p>09/27/2005 - 75% of 4 of the AS Marketing graduates surveyed obtained a score of 75% or above. Average score was 79%.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>09/29/2005 - Exam results indicate that the students fairly retain the information from the core Marketing courses. Results also reveal that information from the Selling class is retained well as evidenced by very few incorrect answers. The teaching strategy in Selling, which incorporates actual selling experience in the class through its project, should be implemented in the other courses. Results further indicate that the Product Life Cycle in the Principles of Marketing course needs to be taught better for more student retention. In the Advertising portion of the test, all students missed the same question, which pertains to the effectiveness of the various types of promotion. This should also be better taught in the course. In the Entrepreneurship section, all students missed the same question, which pertains to the reason that most small</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>businesses fail. Again, this subject should be more emphasized when teaching.</p> <p>Implementation Status: 10/25/2005 - DC will discuss results of the exam to adjunct faculty teaching Marketing courses, specifically Advertising and Entrepreneurship.</p> <p>For Fall 2005, A. Manzana discussed the Product Life Cycle concept more thoroughly in class and gave a quiz to check for knowledge retention.</p>
<p>Marketing AS - AY 04-05 COMMUNICATION AND TECHNOLOGY SKILLS - Students will demonstrate effective communication skills and technology skills used in the basic fields of</p> <p>Start Date: 11/30/2004</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will conduct presentations using Power Point.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): 75% of the students will score 4 or higher in the technology skills rubric scale of 5.0 and an average of 3 or higher on the communication skills rubric scale of 5.0.</p>	<p>09/27/2005 - 100% of the 5 groups of 2 students scored 4 or higher in the technology skills rubric scale of 5.0. Average score was 4.8. Due to lack of equipment, the presentations were not videotaped and were not rated on the communication skills.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>09/30/2005 - Results indicate that students are able to conduct presentations using technology that is currently being used in today's marketing workforce. Although all students demonstrated the ability to use PowerPoint, the rater from the Advisory Committee recommends to include content in the rating sheet.</p>
<p>Marketing AS - AY 04-05 SUCCESSFUL MARKETING PROFESSION - Students will display fundamental knowledge and attitudes to be successful in a marketing profession.</p> <p>Start Date: 11/30/2004</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will fill out a survey upon graduation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p>	<p>09/27/2005 - 75% of 4 of the AS Marketing graduate students surveyed rated an average of 3 or higher in a rubric scale of 5.0. Average score was 3.75.</p> <p>Comments:</p>	<p>09/30/2005 - Results indicate that marketing graduates have been adequately prepared for the workforce. Results also indicate that the work learn program is useful. Results further indicate that the marketing program needs</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 10/03/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Criterion (Written in %): 75% of the students surveyed will rate an average of 3 or higher in a rubric scale of 5.0.</p>	<p>Student 1 "The Marketing Program is really good, especially if you are a shy and quiet person. When I took the marketing program, I came out of my shell (being shy) and started talking more often. I learned that in the marketing field, you cannot be a quiet person."</p> <p>Student 2: "I owe a lot of my success to the marketing program from both my high school and GCC."</p> <p>Student 3: No comment</p> <p>Student 4: "Strength?not only uses class material to relate to the real world. Also allows us to make mistakes, and not to be criticized for them."</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>improvement in particular areas. Specifically, the students are not currently in a marketing position. The Marketing program has to improve its efforts to assist students in getting the students in the marketing field.</p> <hr/>
<p>Marketing AS - Describe Factors Influencing Price and The Methods of Determining Prices - Students will be able to describe factors influencing price and the methods of determining prices; understanding of the function of intermediaries; describe produce/service decisions; and identify the elements, strategies, and influences of the Promotional Mix.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be able to describe factors influencing price and the methods of determining prices; understanding of the function of intermediaries; describe produce/service decisions; and identify the elements, strategies, and influences of the Promotional Mix.</p> <p>Criterion (Written in %): 85% of the students pursuing an Associates of Science in Marketing will be able to write an essay on the Promotional Mix with a</p>	<p>11/20/2003 - 100% of the students scored 2.0 or higher in a rubric for the Promotional Mix. The average score was 3.09.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>11/20/2003 - No action required.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	score 2.0 or higher on a rubric.		
<p>Marketing AS - Gather and Analyze Data - Students will be able to gather and analyze data relative to the identification of a target market and the firm's competitive position; develop an advertising theme and strategy; produce promotional materials which deliver an advertising message appropriate to the product/ services and media utilized; and develop and advertising budget.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be able to gather and analyze data relative to the identification of a target market and the firm's competitive position; develop an advertising theme and strategy; produce promotional materials which deliver an advertising message appropriate to the product/ services and media utilized; and develop and advertising budget.</p> <p>Criterion (Written in %): 80% of the students pursuing and Associate of Science in Marketing will demonstrate proficiency in developing an Advertising Plan. The rate of proficiency will not be less than 2.5 on a rubric score.</p>	<p>11/20/2003 - Because of typhoon Pongsona, Advertising Plan artifacts were not collected in FY02. They are being collected in FY03 and the final report will be available by December 25, 2003.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is no longer being assessed.</p>	<p>11/20/2003 - Results will be analyzed when the artifacts and collected and rated.</p>
<p>Marketing AS - Communication and Technology Skills - SLO#2 FA2010-SP2012 Students will demonstrate effective communication skills and technology skills in the basic fields of marketing.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students in MK123 will demonstrate effective communication skills and technology skills in the basic fields of marketing. Groups of 2-4 students may be formed for this purpose.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): 75% of the students will score 4 or higher in the technology skills rubric scale of 4.0 and average 3.0 or higher on the communication skills rubric scale of 4.0</p> <p>Budget-Related Proposed Outcomes: Students will have a portfolio of their work to demonstrate their skills to a prospective employer.</p>	<p>11/10/2011 - 6 students rated 4.0 (50%); 1 student rated 3.5 (8%); 4 students rated 3.0 (33%); 1 student rated 1.0 (8%). N=12 therefore only 6 of the 12 students met the criteria in the technology skills rubric scale.</p> <p>The design of the rubrics and the related rating sheets was flawed, in that the communications skills portion was not identified. Rather, the instructor based the scores on the overall Power Point presentation, without including a competency for the overall verbal presentation.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>11/10/2011 - Revise the rubrics/rating scale to incorporate both the communication skills and technology skills in the basic fields of marketing. Additionally, the criteria will be based on the average score of 2.5 instead of 4.0.</p> <p>Implementation Status: 05/29/2012 - The suggested revisions to the rubrics/rating scale, to incorporate both the communications skills and technology skills has been made. The revised scale is now being used, with the average score of 2.5 instead of 4.0.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Related Documents: AS Marketing Power Point Assessment - Power Point Outcome MK123</p> <hr/> <p>Task Name: Nenita Perez</p> <p>Task Description: Coordinate creation of Power Point presentations with MK124 students. Students may form groups of 2-4 for this project.</p>	<p>Notes: Although a budget (FY11) for the Marketing department was submitted and approved, no funds were made available for the postsecondary courses due to budget shortfalls from the Government of Guam General Fund.</p> <p>Budget Related Performance Indicators: No amounts were allocated for postsecondary programs in the FY11 Marketing department budget request. The department will include funding for postsecondary program in future budget cycles.</p> <p>Related Documents: Student #1 Student #2. Student #1 Power Point. Student #2 Power Point.</p>	
<p>Marketing AS - 2012-2013 Catalog SLO#1 - SLO#1 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to obtain career-sustaining employment in a marketing profession.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/11/2013</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a survey upon graduation.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 80% of the students will rate 4 or above, indicating that Marketing has prepared them for a marketing career.</p> <p>Budget-Related Proposed Outcomes:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP GOAL #1 Pioneering: This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employer's needs assessment in order to improve the skill levels and productivity of the island's workforce.</p>	<p>Students will be recipients of relevant data and updated information for use in research, projects, and assignments.</p> <p>Related Documents: AY12-13 Marketing Student Survey.pdf AY12-13 Marketing Student Rubric.pdf</p> <p>Task Name: Administer Student Satisfaction Survey</p> <p>Task Description: Administer the survey prior to the end of spring 2013 semester to potential graduates.</p>		
<p>Marketing AS - 2012-2013 Catalog SLO#2 - SLO#2 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to be successful in a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP GOAL #1</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students in MK123 will demonstrate effective communication skills and technology skills in the basic fields of marketing. Groups of 2-4 students may be formed for this purpose. Multimedia presentation evaluations.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): 75% of the students will score 4 or higher in the technology skills rubric scale of 4.0 and average 3.0 or higher on the communication skills rubric scale of 4.0</p> <p>Budget-Related Proposed Outcomes: Students will be recipients of relevant data and updated information for use in research, projects, and assignments.</p> <p>Related Documents:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Pioneering: This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employer's needs assessment in order to improve the skill levels and productivity of the island's workforce.</p>	<p>PowerPoint_Presentation_AY2012_13.pdf Powerpoint_Rubrics_AY2012_13[a].pdf</p> <p>Task Name: Administer Powerpoint Evaluation Task Description: Administer Powerpoint Evaluation to all graduating students in Spring 2013.</p>		
<p>Marketing AS - 2012-2013 Catalog SLO#3 - SLO#3 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to broaden their academic background and improve their opportunities for advancement in the workplace through up-to-date technical instruction in marketing.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012 End Date: 03/11/2013 Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP GOAL#4 Dedicated Planning: This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will prepare a Powerpoint Presentation in job/career searches.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): Students will identify a job search site and will be able to submit an online application for at least two career-related positions.</p> <p>Budget-Related Proposed Outcomes: Students will be recipients of relevant data and updated information for use in research, projects, and assignments.</p> <p>Related Documents: PowerPoint_Presentation_AY2012_13.pdf Powerpoint_Rubrics_AY2012_13[a].pdf</p> <p>Task Name: Power Point Presentation Task Description: Collect and evaluate Power Point presentation results.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>the College at all levels.</p> <p>Marketing Education Secondary - AY07-08 SLO#2 Student Survey - Through the completion of a survey, students will characterize the impact marketing education has had on their future plans, their ability to use technology, their customer service orientation, their ethical standards, their ability to communicate effectively, and their leadership skill.</p> <p>Outcome Types: AUO/SSUO</p> <p>Start Date: 08/15/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: All 3rd year marketing students at each of the 4 public high schools will complete the attached survey, which will be rated by the Marketing Advisory Committee.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 60% of the students will indicate they plan to continue their marketing education or work in a marketing career; 90% of the students will indicate marketing has been a valuable experience; 85% of the students will indicate they have learned technology in marketing; 80% of the students will indicate they have become more customer oriented; 75% of the students will indicate they have become more ethical; 80% of the students will indicate their ability to communicate effectively has improved; and 75% of the students will indicate their leadership skills have improved.</p> <p>Related Documents: Student Survey - Secondary.doc Rubrics for Scoring of Secondary Survey.doc Consolidated Scoring Sheet Secondary Marketing Survey 2008.doc</p>	<p>11/12/2008 - 96.8% of the 31 students responding to the survey indicated, by answering one or more of questions 1 through 4 with a 4 or better, that they plan to work in a marketing career or continue their education in marketing. 100% of the 31 students responding to the survey indicated, by answering one or more of questions 5-6 with a 4 or better, that marketing education has been a valuable experience. 96.8% of the 31 students responding to the survey will indicated, by answering question 7 with a 4 or better, that they have learned to use technology in marketing. 90.3 % of the 31 students responding to the survey will indicated, by answering question 8 with a 4 or better, that they have become more customer service oriented. 90.3 % of the students responding to the survey indicated, by answering question 9 with a 4 or better, that they have become more ethical. 87.1 % of the 31 students responding to the survey indicated, by answering question 10 with a 4 or better, that their ability to communicate effectively has improved. 87.1 % of the students responding to the survey indicated, by answering question 11 with a 4 or better, that their ability to lead has grown. (Data was collected from 14 SHS students, 9 SSSH students, 4 JFKHS students, and 4 GWHS students.) N=31</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	<p>03/16/2009 - The target criteria for success was meet in all facets of the survey. Currently, the department is involving Financial Aid and the Secondary GCC Counselors in an effort to (a) guide students through the Pell Grant application process and (b) provide the 2nd and 3rd year students with more information about the GCC Associate of Science in Marketing program. This is a concerted effort to get high school marketing students to continue their marketing education at GCC. We use these survey results to document the need for staying on the cutting edge of technology. Also, when we saw the need for students to communicate more effectively, we, for the first time, involved students in the Job Interview competition of Skills USA. Data collected helps the Department improve counseling of students and articulation to the post secondary Marketing program at GCC. By building up the number of students pursuing an Associate of Science in Marketing, less classes will be cancelled for low enrollment and students can graduate in two years. The data helps the Department determine where to place emphasis (e.g. ethics, use of technology, communication skills, customer service training, etc.).</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Student Survey</p> <p>Task Description: Students will complete an attitudinal survey.</p>		<p>Implementation Status: 09/15/2009 - We are recruiting hard in the high school marketing program for students to continue their education in marketing at GCC. This is primarily being accomplished by tours of the GCC facilities and the scheduling of DECA activities on campus. The department continues to invest in instructional technology (e.g. imacs, HD video cameras, new POS systems, new software, etc.). The Department Chair authored a comprehensive Customer Service Training program but it has not yet been implemented.</p>
<p>Marketing Education Secondary - AY07-08 SLO#1 Preparing Power Point Presentations - Students will gain experience in preparing Power Point presentations to market goods and/or services.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will formulate a Point Presentation on a diskette.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): 70% of the presentations will rate 3.0 or higher on a rubric scale of 4.0.</p> <p>Related Documents: Power Point Rubrics.pdf</p>	<p>09/16/2008 - 45 student artifacts were collected. (7 from SHS, 16 from SSHS, 10 from JFK, and 12 from GWHS) The average rubrics score for all students was 3.76. 95.6% of all the students scored 3.0 or higher. N=45</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Instruction of Power Point has been standardized.</p>	<p>03/10/2009 - The results clearly demonstrate that standardization in instruction of Power Point presentations in all schools has worked well. The next step will be to focus on students' verbal delivery of information contained in electronic presentations. Assessment of videotaped verbal delivery of presentations will be in accordance with a predetermined rubrics.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: N/A</p>		<p>Related Documents: Consolidated Scoring Sheet Sec. Mkt. Power Point 2008.doc</p>	<p>Implementation Status: 09/16/2009 - The secondary students are just beginning their school year in the middle of August & September. We cannot assess them then because they haven't learned what we expect them to learn. High School assessment has to occur when the students are prepared to be assessed, usually the 2nd semester of the school year and/or when the competencies are scheduled to be taught. The order of the curriculum dictates when artifacts can be collected. Secondary is not like post secondary where classes are repeated every semester.</p> <p>09/15/2009 - We are phasing in video cameras into the five high school programs for taping presentations and we are phasing in iMac computers, which will improve instruction in making professional presentations.</p> <hr/> <p>09/16/2008 - Instructors will continue to place emphasis on using technology in presentations.</p> <hr/>
<p>Marketing Education Secondary - AY07-08 SLO #3 Understanding the Product -</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p>	<p>09/16/2008 - 46 student artifacts were collected. 91.3 % of the students obtained a score of 3.0 or</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Students will be able to demonstrate an understanding of the Product Life Cycle upon completion of one and a half years of secondary marketing.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Students completing one and one half years of secondary marketing will answer questions about the phases of the Product Life Cycle.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): At least 80% of the secondary year marketing students will be able to obtain a score of 3.0 or higher on the Product Life Cycle rubric scale of 4.0</p> <p>Related Documents: Product Life Cycle Exam Product Life Cycle Exam Key</p>	<p>higher. (Data was collected from 8 SHS students, 16 SSHS students, 10 JFKHS students, and 12 GWHS students.) N=46</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: The Product Life Cycle examination was standardized and made more rigorous. Students must now have an indepth understanding of the implications of the cycles a product goes through.</p> <p>Related Documents: Consolidated Scoring Sheet Product Life Cycle 2008.doc</p>	<p>03/10/2009 - For this assessment the department changed the method of gauging student understanding of the Product Life Cycle, a key marketing competency. The new method required students to answer questions that demonstrated a more indepth understanding of the Product Life Cycle. We wish to continue to assess this competency. The next time we will require students to write an essay to demonstrate their global comprehension of how the stages of the Product Life Cycle dictate marketing strategy.</p> <p>Implementation Status: 09/15/2009 - It is too early in the school year for the students to have learned about the Product Life Cycle. When next it is taught, students will be required to write an essay to demonstrate a global understanding of the Life Cycle and its associated marketing strategies.</p> <hr/> <p>11/07/2008 - Instruction of the Product Life Cycle has become more effective because (a) all schools are now standardized in the manner and content of teaching, and (b) students are now required to have a deeper cognitive understanding of each phase of the cycle.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Marketing Education Secondary - AY'06-'07 Preparing Power Point Presentations - Students will gain experience in preparing Power Point presentations to market goods and/or services.</p> <p>Start Date: 09/14/2006 End Date: 03/10/2007 Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will formulate a Power Point presentation on a diskette.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): 70% of the presentations will rate 3.0 or higher on a rubric scale of 4.0.</p>	<p>03/02/2007 - 100% of the 24 Power Point presentations (6 randomly selected from each school) rated 3.0 or higher.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/05/2007 - While all students met the minimum requirement, it was observed that some students did not exhibit an ability to insert word art and bullets. Future instruction should include a mechanism for checking to insure these competencies are mastered.</p>
	<p>Task Name: Review and modify Plan</p> <p>Task Description: The Department Chair distributed CDs containing optimum Power Point presentations to all Instructors and reminded them to teach word art and the use of bullets.</p>		
<p>Marketing Education Secondary - AY'06-'07 Student Suvey - Through the completion of a survey, students will characterize the impact marketing education has had on their future plans, their ability to use technology, their customer service orientation, their ethical standards, their ability to communicate effectively, and their leadership skill.</p> <p>Start Date: 09/13/2006 End Date: 03/10/2007 Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: All 3rd year marketing students at each of the 4 public high schools will complete the attached survey, which will be rated by the Marketing Advisory Committee</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 60% of the students will indicate they plan to continue their marketing education or work in a marketing career; 90% of the students will indicate marketing has been a valuable experience; 85% of the students will indicate they have learned technology in marketing; 80% of the students will indicate they have become more customer</p>	<p>03/05/2007 - Only 52% of the 29 students surveyed indicated that they plan to study marketing in college. Only 62% of the 29 respondents indicated plan to work in a marketing career. However, 93% of the respondents indicated that they believe their marketing classes have provided them with the knowledge and skills necessary to be successful in a marketing career. Only 41% of the 29 respondents see themselves working in retail. 71% of the 29 respondents indicated that the Student Store and DECA have been a valuable experience. More of the students thought the Student Store was more of a value to them than DECA. 86% of the 29 respondents said they learned to use technology in their marketing classes. 86% of the 29 respondents indicated that they have become more customer service</p>	<p>03/10/2009 - The results of this assessment lead the department to conduct a survey of the 2nd and 3rd year students to better understand why they are not continuing their marketing education at GCC and what can be done to change that. At this time, only JFK has submitted completed surveys. Those surveys indicate that students need more information about the Associate of Science in Marketing degree program and students need more information about financial aid. The department will tailor its assistance (plan of action) to students based</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>oriented; 75% of the students will indicate they have become more ethical; 80% of the students will indicate their ability to communicate effectively has improved; and 75% of the students will indicate their leadership skills have improved.</p>	<p>oriented because of marketing. 90% of the 29 respondents indicated they have become more ethical because of marketing. 90% of the 29 respondents indicated that their ability to communicate effectively has improved in marketing. 93% of the 29 respondents indicated they have become better leaders in marketing.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>upon individual school survey results. For example, the Department Chair and the Financial Aid Coordinator need to make presentations to the JFK students. This is all part of the departmental plan to grow the post secondary enrollment.</p> <hr/> <p>03/05/2007 - It is clear that Guam Community College needs to do a better job of recruiting students who want to be in secondary marketing and show early interest in the field. The Instructors will work closely with the GCC Counselors at their school. The 9th Grade Academy concept at SSHS is good because it allows the Instructor to "screen" students coming into the three year program. It is also evident that Guam Community College needs to recruit harder to the post secondary level. Currently, presentations are being conducted at all the high schools and ETS is helping students qualify for financial aid. The structure and activities of DECA need to be more inclusive of all members.</p> <hr/>
	<p>Task Name: Review and modify Plan</p> <p>Task Description: No changes are necessary for this tool. It provides valuable insight about how the students view their education.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Marketing Education Secondary - AY'06-'07 Understanding the Product - Students will be able to demonstrate an understanding of the Product Life Cycle upon completion of one and a half years of secondary marketing.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 09/13/2006</p> <p>End Date: 03/10/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students completing one and one half years of secondary marketing will answer questions about the phases of the Product Life Cycle.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): At least 80% of the secondary year marketing students will be able to obtain a score of 3.0 or higher on the Product Life Cycle rubric scale of 4.0</p>	<p>03/05/2007 - 92% of the 24 students (six students' submissions were randomly selected from each school) scored 3.0 or higher for the Product Life Cycle outcome.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/05/2007 - Obviously, students performed well on this assignment. However, the evaluation instrument rewards rote memory more than true understanding. The next time we evaluate the Product Life Cycle, the DC will change the instrument.</p>
	<p>Task Name: Review and modify Plan</p> <p>Task Description: The Department Chair distributed materials to all Instructors indicating how the Product Life Cycle Outcome will be changed in order to better assess students' comprehension instead of rote memory.</p>		
<p>Marketing Education Secondary - AY 04-05 ENTRY-LEVEL EMPLOYMENT IN THE FIELD OF MARKETING - Students will be prepared for entry-level employment in the field of marketing.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 11/09/2004</p> <p>End Date: 09/13/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 70% of the students enrolled in marketing at four Guam high schools will demonstrate proficiency in reconciliation of cash drawers and preparation of cash for deposit. Further, the rate of proficiency will not be less than 3.0 on a rubric score.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will fill out 2 daily sales reports for 2 registers, fill out a "Z" analysis tape", fill out a daily sales report and a consolidated cash count sheet.</p> <p>Criterion (Written in %):</p>	<p>03/09/2005 - 90% of secondary marketing students competing two years of Marketing Education obtained a score of 3.0 or higher for the Daily Sales Reconciliation Outcome.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result</p>	<p>05/10/2005 - Results indicate that students in VEMK060/061 are able to perform daily sales reconciliation for the student store. During the rating process, it was discovered that each site school uses a different form for this</p>

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	<p>70% of the students enrolled in marketing at four Guam high schools will demonstrate proficiency in reconciliation of cash drawers and preparation of cash for deposit. Further, the rate of proficiency will not be less than 3.0 on a rubric scale of 4.0.</p>	<p>Status: Closed Budget Implications: No budget impact Notes: Reported during the AY04-05 cycle.</p>	<p>assessment. It is recommended that each school use a uniform form of daily sales report and cash count sheet. Although the student store closures have posed some challenges, the department, as well as the Marketing Advisory Committee decided that the students should still learn the same skills being taught in the Marketing Laboratory. The department will continue to operate the student store as a laboratory, selling non-food items.</p>
		<p>04/08/2003 - 87.5% of those students demonstrating proficiency in cash procedures scored 3.0 or higher. The average rubric score was 3.38. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: Reported during the AY04-05 cycle.</p>	
<p>Marketing Education Secondary - Designing an effective media campaign for marketing products or services. - Students will be capable in designing an effective media campaign for marketing products or services.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: As part of a "capstone course" during the final semester students enrolled at four Guam high schools will identify appropriate media methods for an advertising campaign. Additionally, none of the 14 rubrics utilized to evaluate the student's critique will appear to be consistently unmet.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>04/08/2003 - 92% scored above 3.0. The average rubric score was 3.67</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: This is no longer assessed.</p>	
<p>Marketing Education Secondary - 2011-2012 Catalog SLO#1 - SLO#1 SP 2012-FA 2013 Students will be able to integrate the latest technology effectively in business and marketing communications.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Use implementation of results from previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students are required to complete a faculty developed test.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 80% of the students will score 80% or higher in the test.</p> <p>Budget-Related Proposed Outcomes: With the Title V and CTE grant (that was written by one of the faculty members), students will operate on the latest computer software programs and Point-of-Sale system which National DECA chapters are employing.</p> <p>Related Documents: Assessment Artifact VEMK050 Cognitive.pdf</p> <p>Task Name: Integrate the latest technology</p> <p>Task Description: Students will use the latest technology, such as computer software programs and Point-of-Sale(POS) cash registering system on a daily basis.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Marketing Education Secondary - 2011-2012 Catalog SLO#2 - SLO#2 SP 2012-FA 2013 Students will be able to demonstrate an understanding of the functions and foundations of marketing.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students are required to complete a textbook derived test.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 80% of the students will score 80% or higher in this criterion</p> <p>Budget-Related Proposed Outcomes: With the Title V and CTE grant, all faculty members who are assigned in the high school must endorse and help students to meet the required textbook knowledge and industry standards for further educational and workforce advancement.</p> <p>Related Documents: Assessment Artifact VEMK060 Cognitive.pdf</p>		
<p>Marketing Education Secondary - 2011-2012 Catalog SLO#3 - SLO#3 SP 2012-FA 2013 Students will be able to identify desirable personality traits important to</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students are required to take textbook derived and store lab tests to check their proficiency and competency of the lessons taught</p> <p>Type of</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/12/2012 End Date: 10/14/2013 Outcome Status: Currently being assessed Program Level SLO Industry National Certification: N/A Type of Industry National Certification: N/A Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle Notes from the pull/drop down list Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests Criterion (Written in %): 80% of the students will score 80% or higher in this criterion Budget-Related Proposed Outcomes: With the Title V funding and CTE grant, students will receive the updated textbook knowledge and technology to help enhance their learning outcomes. Related Documents: VEMK062 ASSESSMENT TOOL.pdf VEMK 072 Marketing Service Lab Manager Checklists.pdf</p>		
	<p>Task Name: Matching test and a self checklist Task Description: Students will be exposed to both textbook knowledge and hands-on experiences at the Marketing and Service store lab which simulates a retail based business</p>		
<p>Materials Management - FA09-SP11 AUO#1 COMMUNICATION WITH THE CAMPUS COMMUNITY - To support educational programs by communicating and working closely with the campus community in confirming receipt of goods and services to ensure receipt of invoices and recording of assets. Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Materials Management will conduct training on the electronic procurement process for faculty and staff. Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training Criterion (Written in %): Training will assist faculty and staff on the electronic procurement process. The success of this training will be measured by the number of successful requisitions processed into purchase orders within ten working days. At least two training sessions on electronic requisitions will be held by March 2010 once requisition approval queues have been tested. 100% of the</p>	<p>11/04/2010 - Materials Management conducted trainings for Department Chair Trainings in August 2009 and August 2010 on the procurement process. Trainings were scheduled in March of 2010 for the processing of electronic requisitions however, had to be cancelled due to server taken off-line for the upgrade for Banner 8. Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Open Budget Implications: Over \$5,000 Notes: Materials Management will continue the manual requisition process until there is available space on the server to</p>	<p>11/04/2010 - Materials Management will continue to conduct training on the procurement process. However, the training on Banner Self-Service for electronic requisitions cannot be scheduled until the server is available for Banner extender. Banner extender is necessary for the training since that is the tool that will be used in order to scan quotes, sole source forms and other required documents to accompany the requisition electronically. Banner 8 is scheduled to go live February 2011.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>participants of these trainings will improve in processing requisitions. 60% of requisitions will be processed into a purchase order within 10 working days.</p>	<p>accomodate the training. Priority was given to MIS for the server since MM was the only department that was using Banner extender at the time.</p> <p>Budget Related Performance Indicators: To support educational programs through oversight of the procurement process, MM ensures the college follows GovGuam and federal rules and regulations in procuring goods and services, insuring applicable assets, and tracking college inventory.</p> <p>Related Documents: DC Training Agenda August 2, 2010</p> <p>03/08/2010 - Materials Management will schedule at least 2 trainings with some departments in March 2010. The approval queues still need to be tested for the departments that will be trained on processing electronic requisitions in Banner.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p>	<p>Implementation Status: 03/18/2011 - Materials Management went live with Banner 8. At this time, Sungard and MIS are working on the production set up for Banner extender. Materials Management will continue to conduct basic procurement training at least once a year for college department staff.</p>
	<p>Task Name: On-line electronic requisition training</p> <p>Task Description: On-line electronic Training for faculty and staff on processing requisitions in Banner.</p>		
<p>Materials Management - FA09-SP11 AUO#2 TIMELINESS IN PROCURING SUPPLIES, EQUIPMENT & SERVICES - To support educational programs by ensuring the timeliness in procurement of supplies, equipment, and services needed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A monthly review of the timeliness of purchase orders will be done by monitoring the electronic requisitions log in the new Banner system</p>	<p>11/04/2010 - Processed requisitions received in Materials Management on a daily basis. However this assessment cycle, MM was not able to collect all of the required data due to the shortage of staff. The only data that collected is the number of requisitions received monthly: 10/09 (n=169),</p>	<p>11/04/2010 - MM processed all requisitions that had all the required information to process the PO however, was not able to see how many of the requisitions received in MM were processed</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>of college programs and acitivities.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 90% of the requisitions received by Materials Management will be processed into a purchase order within 10 working days.</p>	<p>11/09 (n=142), 12/09 (n=163), 01/10 (n=86), 02/10 (n=114), 03/10 (n=227), 04/10 (n=153), 05/10 (n=132), 06/10 (n=220), 07/10 (n=208), 08/10 (n=305) and 09/10 (n=404); Total number of purchase orders processed in FY 2010 was 2371.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Shortage of staff to collect the last of the data; MM hired a Buyer I in November 2009; this position was vacant for almost one year.</p> <p>Budget Related Performance Indicators: A monthly review of the timeliness of purchase orders will be done by monitoring the requisitions log in banner</p> <p>Related Documents: requisition to PO spreadsheet FY10</p>	<p>within ten working days. The information collected is the number of requisitions processed into a PO within that month. In the next cycle, MM will ensure that all the data is collected in order to assess this AUO. Although MM did not collect all the data, MM found some issues that will be addressed to improve the process of creating PO's within a timely fashion. MM will return all requisitions that have problems to the requestor so they can provide the pending information. MM will also continue to conduct training to assist the staff in the procurement process.</p> <p>Implementation Status: 03/18/2011 - Buyer I is currently tracking the dates in which the requisition needs to be processed into a PO to meet assessment requirements. Buyer I has also been assigned to the Bookstore from 1-4 Monday - Thursday until position is filled. 11/04/2010 - MM found that returning the requisitions to the department helped the requestor address the requisition problem immediately and assisted in obtaining the necessary information in a tmely manner.</p>
		<p>03/08/2010 - Materals Management is currently tracking the number of requisitions processed into purchase orders within the 10 working day time period.</p> <p>Summary of Result Type: Criterion Not Met</p>	

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		<p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Currently, the Buyer I tracks all requisitions that are received in Materials Management and monitors how long it takes to become a purchase order.</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A monthly review of the open purchase order report will determine outstanding purchase orders and the action need to complete each purchase.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 90% of the purchase orders will be current (no older than 6 months).</p>	<p>02/01/2011 - Materials Management Office issued more than twice as many bids in FY10 compared to FY 09. Materials Management was not able to maintain a log of the number of PO's that were older than 6 months that needed to be cleared off the report.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Although the Buyer I was hired in November 2009, the Buyer II was not able to keep up following up with all the vendors on a monthly basis. The Buyer II assisted the Procurement & Inventory Administrator in the bid process.</p> <p>Budget Related Performance Indicators: a monthly review of the open purchase orders report will determine outstanding PO's and the action needed to complete the purchase.</p> <p>Related Documents: open encumbrance report</p>	<p>02/01/2011 - Buyer II was not able to keep up with monitoring the open order report due to assisting issuing bids, preparing for pre-bid conferences, bid openings and issuing amendments during FY10. P & I Administrator assisted Buyer II in closing and/or cancelling old PO's. Open Purchase Order Reports will begin to be printed on a monthly basis beginning February 2011 and MM Office will work on reviewing statements and ensuring that invoices are processed and sent to A/P in a timely manner.</p> <p>Implementation Status: 03/18/2011 - MM Office has started printing the open order report in order to keep track of old purchase orders that need to either be closed or cancelled. MM has pulled all prior year 2010 purchase orders to check on the status of the deliveries and begin to check with vendors and departments on closing or cancelling them .</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>03/08/2010 - On a monthly basus, Materials Management Office is monitoring how many outstanding purchase orders are aged.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Currently, the Buyer II tracks the number of outstanding purchase orders that are aged. Each month, an open order report is printed to determine how many outstanding purchase orders are older than 6 months.</p>	
	<p>Task Name: Monitoring of requisitions processed into Purchase Orders</p> <p>Task Description: Determining how many requisitions were processed into a purchase order.</p>		
<p>Materials Management - FA09-SP11 AUO#3 MONITOR PROCUREMENT COMPLIANCE - To support educational programs through oversight of the procurement process, Materials Management ensures that the college follows GovGuam and federal rules and regulations in procuring goods and services, insuring applicable assets, and tracking</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A review of the annual audit report and reporting requirements for GCC.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report</p> <p>Criterion (Written in %): The annual audit report will identify "material findings" relative to procurement processes. Public law will stipulate the reporting requirements necessary to ensure government transparency and accountability.</p>	<p>11/04/2010 - The audit for FY 2009 is complete and GCC was in compliance with reporting requirements and ensured that the procurement rules and regulatons were being followed. FY 2010 is uderway at this time.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: There were no material findings in the Auditor's Report. MM will continue to ensure GCC is in compliance with all</p>	<p>01/28/2011 - MM will continue to ensure GCC is in compliance with all procurement rules and regulations by reviewing each purchase for proper documentation (ie: quotes based on dollar thresholds, sole source). This includes bids and RFP's that exceed \$15,000.00 for goods and services.</p> <hr/> <p>01/28/2011 - The Materials Management Office will continue follow the standard operating procedures of procurement and</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>procurement rules and regulations by reviewing each purchase for proper documentation (ie: quotes based on dollar thresholds, sole source). This includes bids and RFP's that exceed \$15,000.00 for goods and services.</p> <p>Budget Related Performance Indicators: Annual audit fee \$26,500.00; 1) A review of the annual audit report 2) procurement & inventory administrator will facilitate the completion of the Annual insurance policies 3) physically affix applicable tagging on all assets, in addition to surveying and removing surplus equipment</p> <p>Related Documents: Financial Report</p>	<p>comply with the Government of Guam Rules and regulations when procuring goods and services for the College. The MM Office will ensure that necessary documentation is provided upon review of each purchase.</p> <p>Implementation Status: 03/18/2011 - The FY 2010 audit is underway and MM Office will review the audit upon completion to ensure that improvement is made where necessary. MM Office is working on ensuring that all documents required by the auditors is provided in a timely manner to prevent a delay in the audit. MM Office will also provide an update on the 2010 audit once it is complete.</p>
		<p>03/08/2010 - At this time, the FY2009 audit is being performed.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Upon issuance of the annual audit report, Materials Management will be able to assess the compliance and the report will identify any "material findings" related to our procurement processes.</p>	

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	<p>Artifact/Instrument/Rubric/Method/Tool Description: Procurement & Inventory Administrator will facilitate the completion of the annual insurance policies.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Meeting the applicable deadlines for insurance renewals (crime, property, auto, and United Educators).</p>	<p>01/28/2011 - The renewal of policies for property, automobile, crime, and educational insurance was completed for period (October 1, 2009 - September 30, 2010). The property, automobile, and crime insurance is with Moylan's Insurance and educational insurance with United Educator's.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The insurance renewals for the period of: October 1, 2010 - September 30, 2011 have been completed are in place.</p> <p>Budget Related Performance Indicators: 1) A review of the annual audit report 2) procurement & inventory administrator will facilitate the completion of the Annual insurance policies 3) physically affix applicable tagging on all assets, in addition to surveying and removing surplus equipment</p> <p>Related Documents: Property, Auto, Crime and Educators Insurance Policy effective 10 01 10</p>	<p>01/28/2011 - The College's insurance policies for property, auto, crime and educators have been renewed for period October 1, 2010 - September 30, 2011. The College will continue take necessary safety measures to reduce risk or claims made to the college such as: maintaining facilities, securing assets, conducting training for employees, etc.)</p> <p>Implementation Status: 03/18/2011 - MM will prepare the bid specifications together with the risk manager to issue the bid for property, auto, crime and educators insurance. Bid will expire at the end of September 2011. MM will also ensure that the college continues to be insured.</p>
		<p>03/08/2010 - The Procurement & Inventory Management Administrator has completed the insurance renewals for the period (October 1, 2009 thru September 30, 2010).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Budget Implications: Over \$5,000</p> <p>Notes: In July 2010, renewals will begin for October 1, 2010 thru September 30, 2011.</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Physically affix applicable tagging on all assets, in addition to surveying and removing surplus equipment identified. Conduct physical inventory for fixed assets by the end the fiscal year</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of fixed assets will be inventoried, in addition to surveying and removing surplus equipment identified.</p>	<p>01/28/2011 - MM Office hired new Inventory Management Officer effective November 2010 to ensure tagging of all assets for the college. Currently, IMO has been tasked to survey and remove equipment from the campus and move to GSA. IMO has also been moving equipment out of the Foundation Building.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: IMO will research on functions and features of a tagging machine that will best suit the needs of the college. Current tags are easy to be removed.</p> <p>Budget Related Performance Indicators: A review of the annual audit report 2) procurement & inventory administrator will facilitate the completion of the Annual insurance policies 3) physically affix applicable tagging on all assets, in addition to surveying and removing surplus equipment</p>	<p>01/28/2011 - MM Office will try to purchase a machine that will generate tags that are durable and not easily removed from the equipment/asset.</p> <p>Implementation Status: 03/18/2011 - Procurement & Inventory Administrator will work with Inventory Management Officer to find a better way of tagging items as they are received. In addition, MM will request for additional funds to purchase a tagging machine to ensure that all fixed assets are tagged.</p>
		<p>03/08/2010 - About 60% of the fixed assets have been inventoried at the college. There have been quite a bit of surveys to GSA and Mental Health in January 2010 and February 2010.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Notes: Materials Management continues to tag fixed assets as they are received at the college. Materials Management is also getting some assistance to get the balance of the inventory completed.	
	Task Name: Annual Audit Report Review Task Description: Review Annual Audit Report		
	Task Name: Annual Insurance Policy Renewals Task Description: Obtain insurance policies annually		
	Task Name: Conduct Physical Inventory and tag fixed assets Task Description: Perform a physical inventory and tag fixed assets		
Materials Management - FA09-SP11 AUO#4 BOOKSTORE QUALITY SERVICE - To support educational programs by ensuring student satisfaction in providing quality services, including adequate supply of books and supplies in a timely manner. Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle	Artifact/Instrument/Rubric/Method/Tool Description: Inventory will be taken before the start of each semester to determine the projected needs for each class based on the schedule of classes. Type of Artifact/Instrument/Rubric/Method/Tool: Document Review Criterion (Written in %): 90% of the required textbooks will be available for students to purchase by the start of the semester.	11/04/2010 - The Bookstore Manager takes inventory of all books in stock so that he has a count of the number of those books needed for the start of the next semester. An estimate of 70% of the textbooks were in stock prior to Fall 2010. The Bookstore Order worksheet by semester is sent out to All Deans of the college to be distributed to all Department Chairs and Special Project Coordinators so that an accurate count of books are ordered. Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status:	01/28/2011 - Physical inventory was conducted for the Bookstore on 9/30/09 and 9/30/10 and reviewed by the Auditor. Books that will not be used in the next semester will be returned to the vendor for full credit. Once the book orders for the courses are submitted to the Bookstore Manager then he can check the inventory and proceed with preparing the book orders by vendor. During the Fall 2010, there were some vendors requesting for prepayment due to late payments.

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The Bookstore does not have control on the addition or cancellation of a course per semester. Shortage of textbooks arise when the semester begins and there is a need to rush the books since the cost of shipping increases due to the weight and the priority of the shipment. Some of the vendors were requesting prepayment for textbooks prior to shipment. Bookstore Manager will work closely with Materials Management and the Business Office to ensure the timely payment on all book orders. This will assist in getting the vendors to ship book orders as soon as the Bookstore Manager places the order.</p> <p>Budget Related Performance Indicators: Inventory will be taken before the start of each semester to determine the projected needs for each class based on the schedule of classes.</p> <p>Related Documents: Bookstore Inventory Physical Count as of October 1, 2009</p>	<p>The Bookstore Manager will work closely with the MM and BO to ensure that there are no outstanding invoices for the book vendors. This will help in getting the books shipped once the orders are placed.</p> <p>Implementation Status: 03/18/2011 - Bookstore Manager position vacant and currently being recruited for. IMO & Buyer I currently taking inventory of books for Summer semester and will also review stock of books for the Fall semester. 02/01/2011 - MM will review the statements for book vendors to ensure that all invoices are accounted for, processed for payment and sent to A/P for check processing. This will allow vendors to ship textbooks upon receipt of order and without requesting for prepayments resulting in books being received prior to the start of the semester.</p> <hr/> <p>11/04/2010 - The bookstore has requested that all book orders be submitted by the mid-October 2010 so that the Bookstore Manager has enough time to place the orders for the start of the semester.</p> <p>Implementation Status: 03/18/2011 - Delay in delivery of books from McGraw-Hill and John Wiley due to an outstanding</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: invoices that were not processed for payment. Since the, payments have been made to book vendors to ensure that will be no holds on book order releases. MM will be sending out Book Order worksheets by the end of March 2011 for Summer 2011 semester so that orders are placed in time for receipt of books prior to the start of the semester.</p> <p>11/04/2010 - Physical inventory was conducted for the Bookstore on 9/30/10 and reviewed by the Auditor. Books that will not be used in the Spring Semester 2011 will be returned to the vendor for credit. The shipping costs of these returns will be charged to the college.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: On-line digital book order or text book purchase. Bookstore will pilot at least one course to be tested for e-books.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 70% of this course being piloted will be purchased through e book orders.</p>	<p>01/28/2011 - The data was not able to be collected because all attempts to aquire e-books was not successful. The vendors that provide the textbooks do not have e-books available for Guam. A majority of the e-books come from Coursesmart and Cengage Brain however, access is not available in Guam at this time.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Bookstore Manager, VP of F & A and the Procurement & Inventory Administrator is</p>	<p>01/28/2011 - VP of F & A and Procurement & Inventory Administrator has worked to prepare a Book Rental Policy to assist students in renting books at cost. P & IA will review with the Bookstore Manager to finalize and upload in myGCC.</p> <p>Implementation Status: 03/18/2011 - P & I Administrator and Bookstore Manager discussed the policy however, did not complete the review due to death of Bookstore Manager. P & I Administrator will review the policy, discuss with Dean's on the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>finalizing the Book Rental Policy so that students are able to rent books at cost.</p> <p>Budget Related Performance Indicators: On-line digital book order or text book purchase. Bookstore will pilot at least one course to be tested for e-books.</p> <p>Related Documents: e book restriction for Guam</p> <p>02/24/2010 - The Procurement & Inventory Administrator, Bookstore Manager and the VP of Business & Finance met with Abigail Fabrigas from Cengage Learning on February 15, 2010 (Professional Development Day) to discuss electronic books. We were informed that Guam is considered international and is not able to purchase books electronically. Ms. Fabrigas will check to see if Guam can be put on the list to allow GCC to purchase books electronically. She will also provide GCC cost information of 10 courses purchased electronically and in print to determine the savings.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p>	<p>Implementation Status: courses to pilot and then upload on myGCC.</p> <hr/>
	<p>Task Name: Textbook inventory</p> <p>Task Description: Take an inventory of textbooks prior to the start of each semester.</p>		
Materials Management - AUO#1 COMMUNICATION WITH THE CAMPUS	Artifact/Instrument/Rubric/Method/Tool Description:	04/12/2012 - 95% of the requisitions received in MMO were processed into PO's within 10 working	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>COMMUNITY - FA2011-SP2013 AUO#1 To support educational programs by communicating and working closely with the campus community in confirming receipt of goods and services to ensure receipt of invoices and recording of assets.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list MM went live with Banner 8 in February 2011. The on-line requisition process was not implemented since the server was assigned for the Banner 8 upgrade. MM plans to implement the on-line requisition process in Banner in February 2012. Procurement training will still be conducted at least 2 times per year.</p>	<p>Materials Management will conduct training on the procurement process for department chairpersons, administrative assistants, and staff who prepare and process requisitions in their departments.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): 90% of the requisitions received by Materials Management will be processed into a purchase order within 10 working days.</p> <p>Budget-Related Proposed Outcomes: 90% of requisitions received will be processed into a purchase order within 10 working days. Training will assist DC's, Administrative assistants, and staff who prepare and process requisitions on the procurement process. The success of this training will be help reduce the number of returned requisitions.</p> <p>Related Documents: Materials Management SOP.pdf</p>	<p>days n=958 requisitions out of 1008 received from November 2011 - March 2012; Two Procurement Trainings were held, April 2 and 3, 2012. There was a great turnout for the trainings; 27 attended on April 2 and 30 attended on April 3, 2012.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: There was great feedback and positive responses from a majority of the participants. Evaluations for the training were given to all the attendees after the training. Buyer II and Procurement & Inventory Administrator attended the Procurement Training that was held from February 1-17, 2012 - a total of 18 contact hours of completion.</p> <p>Budget Related Performance Indicators: To support educational programs through oversight of the procurement process, mm ensures the college follows GovGuam and federal rules and regulations in procuring goods and services, ensuring applicable assets, and tracking college inventory.</p> <p>Related Documents: Procurement Training attendance sheet April 2-3, 2012.pdf</p>	
	<p>Task Name: Procurement Process Training</p> <p>Task Description: Training for faculty and staff in processing requisitions and ensuring that purchase orders are approved and distributed to the department.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Materials Management - AUO#2 TIMELINESS IN PROCURING SUPPLIES, EQUIPMENT & SERVICES - FA2011-SP2013 AUO#2: To support educational programs by ensuring the timely procurement of supplies, equipment, and services needed in support of college programs and activities.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list MM found that returning the requisitions to the department helped the requestor address the requisition problem faster. Going forward, MM will make a list of the departments with frequent issues/returns and ensure that they attend the Procurement training.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A monthly review of the requisitions received and processed into purchase orders will be done by monitoring the requisition log maintained by Materials Management.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 90% of the requisitions received by Materials Management will be processed into a purchase order within 10 working days.</p> <p>Budget-Related Proposed Outcomes: 90% of requisitions received will be processed into a purchase order within 10 working days. Training will assist faculty and staff on the procurement process. The success of this training will be measured by the number of successful requisitions process.</p> <p>Related Documents: requisition log.pdf</p>	<p>04/12/2012 - # of requisitions received: Nov 11 (223), Dec 11 (156), Jan 12 (186), Feb 12 (251), and Mar 12 (192); # of requisitions processed into PO's within 10 working days Nov 11 (192), Dec 11 (155), Jan 12 (184), Feb 12 (245), and Mar 12 (182); % of requisitions processed each month: Nov 11 (86%), Dec 11 (93%), Jan 12 (98%), Feb 12 (97%), and Mar 12 (95%). During this period (Nov 11- Mar 12) a total of 958 requisitions were processed into PO's within 10 working days out of 1008 received in Materials Management = 95% of the requisitions were processed in this period;</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Buyer I continues to monitor and track requisitions received in Materials Management. She ensures that the requisitions are processed within the 10 day time period.</p> <p>Budget Related Performance Indicators: A monthly review of the timeliness of purchase orders will be done by monitoring the requisitions log in banner, a monthly review of the open purchase orders report will determine outstanding po's and the action needed to complete the purchase.</p> <p>Related Documents: Requisition to PO tracking.pdf</p>	
	<p>Task Name: Monthly review of the requisition log</p> <p>Task Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Review of the requisition log will be done on a monthly basis.		
<p>Materials Management - AUO#3 PROCUREMENT COMPLIANCE - FA2011-SP2013 AUO#3: To support educational programs through oversight of the procurement process, Materials Management ensures that the college follows local and federal rules and regulations in procuring goods and services, insuring applicable assets, and tracking college inventory.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list MM will continue to be in compliance with the audit requirements. This AUO will help manage the risk of the college by ensuring that MM updates standard contracts for small construction projects or other capital improvements.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Develop, implement, and continue to update standard contracts for small construction or capital improvement projects for the college to manage risk.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of the small construction or capital improvement projects for the college will have a contractual agreement in place prior to the start of the work.</p> <p>Budget-Related Proposed Outcomes: 100% of the small construction or capital improvement projects for the college will have a contractual agreement prepared and approved.</p>	<p>04/12/2012 - 04/11/2012 - 100% of the small construction and capital improvement projects for the college that were awarded included a contractual agreement and/or a purchase order.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: List of contracts and/PO's issued for Bids, RFPs, RFQ's issued in FY2012 are attached. Once bids or quotes are submitted, evaluations are performed and then contracts or PO's are reviewed, approved and then issued to the vendors/contractors.</p> <p>Budget Related Performance Indicators: To support educational programs through oversight of the procurement process, mm ensures the college follows GovGuam and federal rules and regulations in procuring goods and services, ensuring applicable assets, and tracking college inventory.</p> <p>Related Documents: Materials Management Bid, RFP Listing FY2012.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Physically affix applicable tagging on all fixed assets and continue to maintain the inventory to ensure that the data is updated and accurate.</p>	<p>04/12/2012 - 90% of fixed assets were tagged from October 2011 - March 2012.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of fixed assets will be tagged and inventoried upon receipt and items will be compiled into a monthly schedule.</p> <p>Budget-Related Proposed Outcomes: 100% of fixed assets will be tagged and put into the college's inventory as they are received.</p> <hr/> <p>Task Name: Conduct Physical Inventory and tag fixed assets</p> <p>Task Description: Update the physical inventory listing and tag fixed assets as items are received.</p> <hr/> <p>Task Name: Contract for small construction/capital improvement project</p> <p>Task Description: Prepare contractual agreement</p>	<p>Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Small hand tools and equipment were received and distributed to satellite locations therefore, IMO scheduled with instructors to engrave and tag tools. 4 out of 5 locations have been engraved or tagged. The last location has the bulk of the tools and will be engraved or tagged by April 30, 2012.</p> <p>Budget Related Performance Indicators: A review of the annual audit report, procurement & inventory administrator will facilitate the completion of the annual insurance policies and physically affix applicable tagging on all assets, in addition to surveying and removing surplus equipment.</p> <p>Related Documents: Fixed Asset Tagging Log Oct 11 - current.pdf</p>	
<p>Materials Management - AUO#4 BOOKSTORE CUSTOMER SERVICE - FA2011-SP2013 AUO#4: To support educational programs by</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Inventory will be taken before the start of each semester to determine the projected</p>	<p>04/12/2012 - 90.3% of the books were in stock at the start of the Spring 2012 semester. Out of 175 textbooks ordered 17 were late due to reasons listed in notes below.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>ensuring student satisfaction in providing quality services, including adequate supply of books and supplies in a timely manner.</p> <p>Outcome Types: AUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list There were some delays in the books received for Fall 2011 due to outstanding invoices in which vendors put holds on orders until payments were made. This was resolved by processing all invoices for payment. Spring 2012 orders started to trickle in at the end of November 2011. Deadlines for book orders from DC was October 26, 2011. MM will continue to find alternate solution to reduce cost of textbooks to students. Bookstore will continue to give an opportunity to students to rent textbooks at 50% off the purchase price.</p>	<p>needs for each class based on the textbook orders placed by the department chairs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 90% of the required textbooks will be available for students to purchase by the start of the semester.</p> <p>Budget-Related Proposed Outcomes: 90% of the required textbooks will be available for students to purchase by the start of the semester.</p> <p>Related Documents: Book Order Worksheet and Memo.pdf</p>	<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Physical Inventory was completed on Friday, September 30, 2011 and a second Physical Inventory was completed on Monday, February 27, 2012 after Spring 2012 semester. Textbooks for courses not being offered for Summer 2012 and Fall 2012 were returned to the publisher between February and March 2012 for full credit. OA101 order was late because the wrong ISBN (OA103) was sent by the vendor- 260 units were ordered and had to be returned. Some of the other textbooks that were late were from John Wiley and McGraw-Hill due to orders being held by publisher until payment was made (SM108, AE150, CT165) and some due to shipment misplaced by US Postal Service.</p> <p>Budget Related Performance Indicators: Inventory will be taken before the start of each semester to determine the projected needs for each class based on the schedule of classes.</p> <p>Related Documents: Spring 2012 Textbook order tracking.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Research and evaluate alternate solutions to reduce the cost of textbooks for the students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>04/12/2012 - One (1) book rented in Fall 2012 and seven (7) books rented in Spring 2012.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Document Review Criterion (Written in %): 25% of the alternate solution proposed to reduce the cost of textbooks will be used. Budget-Related Proposed Outcomes: 25% of the identified courses/textbooks for this alternate solution will be purchased through textbook rental. Related Documents: textbook rental policy.pdf Rental Book List.pdf</p>	<p>Administrative/Student Services Unit Data Collection Status Budget Implications: No budget impact Notes: Textbook rental retails reduced by 50% compared to the purchase price of a textbook. The Bookstore hopes to see an increase in book rentals in Fall 2012 with this reduction in price. Budget Related Performance Indicators: Rental books offered to students. Bookstore will develop and implement courses for textbook rental. Related Documents: Textbook Rental Listing.pdf</p>	
	<p>Task Name: Review alternate solution Task Description: Review list of textbooks being piloted and determine if the students are using the alternate solution being proposed.</p>		
	<p>Task Name: Textbook physical inventory Task Description: Take physical inventory of textbooks prior to the start of each semester.</p>		
<p>Medical Assisting AS & Certificate - AY 05-06 Administrative Duties in Clinical Setting - Students will be able to meet National Standards for Medical Assistants in performing administrative duties in the clinic or physician's office. Start Date: 01/20/2006 End Date: 10/12/2007 Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Clinical Supervisor in collaboration with the clinical instructor will conduct and observation using the Practicum Rating Sheet. Criterion (Written in %): Based on the Bank rating sheet, selected by the instructor, a passing score should be an average of at least 3.0 out of 4.0 on competency #3 (Administrative Duties in</p>	<p>10/09/2006 - Students completed this procedure with a 70 % or better evaluation All competencies now have a rating sheet with minimum pass score of 70%. All students to date have passed. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Open</p>	<p>10/09/2006 - We will collect this data by end of the semester <hr/> 10/09/2006 - continue to observe <hr/></p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Program Level SLO Industry National Certification: N/A</p>	<p>Clinical Setting) with at least 70% of students receiving a passing score.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Students will submit a Bank Procedures Worksheet as an artifact which will be evaluated by the course instructor.</p> <p>Criterion (Written in %): 70% of students in MS141 will score a 3.0 out of 3.0 on the Bank Procedures Worksheet.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: MS 141 course instructor and Department Chair will complete the Bank Worksheet Rubrics for every student enrolled in MS141.</p> <p>Criterion (Written in %): 70% of the students in MS141 will score a 3.0 out of 3.0 on the Bank Procedures Worksheet.</p>	<p>03/02/2006 - 63% (n=8) of the students in MS141 scored a 3.0 out of 3.0 on the Bank Procedures Worksheet during the Spring 2006 semester therefore the criterion that 70% of the students will score a 3.0 was not met.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/09/2006 - All competencies now have a rating sheet with minimum pass score of 70%. All students to date have passed</p> <hr/> <p>03/02/2006 - Instructor will incorporate more lecture on preparing bank sheets and retest in Spring 2007.</p> <hr/>
<p>Medical Assisting AS & Certificate - AY 05-06 Performing Clinical Procedures - Students will be able to meet National Standards for Medical Assistants in performing administrative duties in the clinic or physician's office.</p> <p>Start Date: 01/20/2006</p> <p>End Date: 10/12/2007</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Rating Sheet observation by Clinical Supervisor of Competency #2</p> <p>Criterion (Written in %): Perform clinical procedures based on rating sheet, a passing score should be an average of at least 3.0 on all competencies, with at least 70% of students receiving a passing score.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Medical Assisting AS & Certificate - AY 05-06 Preparedness in the MA field - Students will feel that the Medical Assisting program adequately prepared by being hired in their field of study.</p> <p>Start Date: 10/04/2005</p> <p>End Date: 10/12/2007</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: AAMA American Association of Medical Assistants National Exam</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list Comptencies requierd by CAAHEP Commission on Accreditation of Allied Health Educational Programs. Information gained will be used in self-study report to maintain national accreditation of certificate program.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A post graduate survey will be sent/faxed/emailed to students who completed MS292 and received their degree.</p> <p>Criterion (Written in %): At least 40% of the surveys sent out will be returned with all students who are gainfully employed responding positively on the survey items.</p>	<p>10/09/2006 - I have their email address and will fax out a survey as soon as possible. Generally this is done by admin, but not specific to MA program</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/09/2006 - This will allow us to evalate the program internally</p> <hr/>
<p>Medical Assisting AS & Certificate - AY07-08 SLO#1 ICD-9 Coding - Students will meet National Standards for Medical Assistants 80% of the time when applying ICD-9 Codes to the medical record/billing as evaluated by hand-on competency and written exams.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Hands-on coding competency evaluation and written test</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 80%</p>	<p>09/26/2008 - 90% of the students(N=25) met national standards for Medical Assisting related to medical/billing as evidenced by hands on competency and written exams</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>10/02/2008 - Due to the high percent of achievement on this SLO, the criteria for success will be increased to 90% to maintain this standard the next time the Program Plan for Medical Assisting AS/Cert is due. DC will continue to monitor.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>05/07/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: AAMA Certified Medical Assisting</p>			
<p>Medical Assisting AS & Certificate - AY07-08 SLO#2 MS221 Specialties - Students will pass the pre-test and post-test examinations with a minimum of 80% in the specialty areas of Medical Assisting.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 05/07/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Pre-test and post-test</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Locally Developed Tests</p> <p>Criterion (Written in %): 80%</p>	<p>09/26/2008 - 85% of students taking MS 221 (N=18) passed pre and post test exams with an average of 85%</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>10/02/2008 - Due to the high percent of achievement on this SLO, the instructor will increase the criteria of success to 90% the next time the plan for Medical Assisting is due. DC will continue to monitor progress.</p>
<p>Medical Assisting AS & Certificate - AY07-08 SLO#3 MS292 Capstone Course - Students will pass the Externship Evaluations with a minimum of 80% for this cumulative Medical Assisting course.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 08/15/2007</p> <p>End Date: 05/07/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Externship Evaluation</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience</p> <p>Criterion (Written in %): 80%</p>	<p>09/26/2008 - 100% of students (N=12) passed externship evaluations with an average of 100%</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>10/02/2008 - The DC and instructor of MS292 will collaboratively examine and select among various evaluation rubrics one that is most appropriate to use consistently to measure and grade this outcome. DC will upload tool to current plan.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
N/A			
<p>Medical Assisting AS & Certificate - FA10-SP12:SLO#1 - SLO#1 FA10-SP12: Upon successful completion of this program, students will be able to display professionalism, including adherence to ethical and legal responsibilities, in performing administrative and clinical duties.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Certified Medical Assistant (CMA) American Association of Medical Assistants or RMA</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list Competencies required by CAAHEP Commission on Accreditation of Allied Health Educational Programs. Information gained will be used in self-study report to maintain national standards. To measure outcome of program, tracking of passage of national exam is done through a comprehensive annual report to the AAMA due the first quarter of each year.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Capstone course Practicum Rating Sheet / completer survey</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Rubric</p> <p>Criterion (Written in %): Student will be evaluated with a medical assisting practicum rating sheet and achieve a score of 85% or higher.</p> <p>Budget-Related Proposed Outcomes: Release time for program director each semester for data collection and program maintance. Annual report due first quarter of year.</p> <p>Related Documents: CMA app survey completer survey exam outline</p>		
<p>Medical Assisting AS & Certificate - FA10-SP12:SLO#2 - SLO#2 FA10-SP12: Upon successful completion of this</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: National certification exam</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>program, students will be able to meet National Standards for Medical Assistants in carrying out administrative duties in the clinic or physician's office.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): After completion of the Medical Assisting Program, 80% of the students will take the certification exam with 70% pass rate.</p> <p>Budget-Related Proposed Outcomes: Students employed as medical assistants will indicate that they were well-prepared</p> <p>Related Documents: AAMA app Admin results</p>		
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list Competencies required by CAAHEP Commission of Accreditation of Allied Health Educational Programs. Information will be used in self-study report for continued accreditation of the certificate program.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: This is a 200 question test with emphasis on Front Office, Back Office and general knowledge.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): Students will pass with a 70% or better, the AAMA National Certification Exam, to receive credits for CMA-AAMA. Students currently have the option to take the RMA national exam as well.</p> <p>Budget-Related Proposed Outcomes: Under \$500. As need arises new or additional resource material may be needed to help the student pass successfully. Release time for Program Director.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Practice exams in preparation for National Exam</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>75% of students who complete the program will pass the national certification exam with a 70% or higher.</p> <p>Budget-Related Proposed Outcomes: Under \$500. Release time granted to Program director to keep up with data collection for annual AAMA accreditation report.</p> <p>Related Documents: Practice exam practice exam 2 exam outline examapplication</p>		
<p>Medical Assisting AS & Certificate - FA10-SP12:SLO#3 - SLO#3 FA10-SP12: Upon successful completion of this program, students will be able to enter the health service field as certified medical assistants.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Certified Medical Assistant (CMA) American Association of Medical Assistants or RMA Registered Medical Assistant</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Self Study Report</p> <p>Notes from the pull/drop down list Competencies required by CAAHEP</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Candidate Application and handbook</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): At least 70% of qualifying students will apply for the national exam and successfully pass.</p> <p>Budget-Related Proposed Outcomes: 1.Students employed as medical assistants will indicate that they were well-prepared 2.Curricula will be updated every three to five years or as need according to the certification process associated with medical assistants 3.faculty will receive information on professional development and support resources available to gain awareness of current resources in their field.</p> <p>Related Documents: Candidate Application Handbook</p>	<p>03/14/2011 - 0% of the students (N=0/14) that were qualified to take the national certification exam took the exam. No student artifacts are available for posting.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: new up to date equipment and visual aids will need to be purchased to keep up with current health care trends.</p> <p>Budget Related Performance Indicators: 1.90% of graduates will be employed as medical assistants 2.70% will pass the certified medical assistant exam 3.Utilize professional development funding through PDRC to upgrade instructors to bachelor prepared</p> <p>Related Documents:</p>	<p>10/10/2011 - The 2011 class did not take the medical assistant national certification exam because currently there is no requirement for them to have a certification on Guam. The students have been encouraged to take the certification exam by the instructors, but because of the cost associated with taking the exam the students have delayed applying for the exam or simple see no need for it to be employed.</p> <p>Implementation Status: 03/12/2012 - To encourage the medical assistant students to apply for and pass the national certification exam, it will have to be a requirement for employment on Guam. For this reason and the safety of the public, a legislative bill has been written and proposed to the Guam Legislature. In short, the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Commission on Accreditation of Allied Health Educational Programs. Information gained will be used in self-study report to maintain accreditation of certificate program.</p>		<p>Medical Assistant Bill, Revision 6 2012.pdf</p>	<p>Implementation Status: proposed legislation states that only certified medical assistant (approved by the Guam Board of Allied Health), would be able to perform as a medical assistant on the island of Guam.</p>
<p>Medical Assisting AS & Certificate - Display professionalism - SLO# 1 FA2012-SP2014 Upon successful completion of the Medical Assisting program, students will be able to demonstrate professionalism, including adherence to ethical and legal responsibilities, in performing administrative and clinical duties</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: American Association of Medical Assistants (AAMA) National Exam or American Medical Technologist (AMT) National Certification Examination</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will demonstrate professionalism and adherence to ethical and legal responsibilities by achieving an overall average of 3 on a scale of 0-4, on the internship/co-op/practicum evaluation designed for the specific clinical specialty area the student is assigned.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 90% of the graduating students will receive an average of 3 on a scale of 0-4, on their internship/co-op/practicum evaluation.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Students employed as Medical Assistants will indicate that they were well-prepared 2. Curricula will be updated every three to five years or as need according to the Certification process associated with Medical Assistants 3. Faculty will receive information on professional development and support resources available to gain awareness of current resources in their field <p>Related Documents: rating sheet</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Medical Assisting AS & Certificate - Meet Natioanl Standards - SLO# 2 FA2012-SP2014</p> <p>Upon successful completion of the Medical Assisting program, students will be able to meet National Standards for Medical Assistants in carrying out administrative</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: American Association of Medical Assistants (AAMA) National Exam or American Medical Technologist (AMT) National Certification Examination</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will voluntarily take the National Certification Examination by either the American Association of Medical Assistants (AAMA) or the American Medical Technologist (AMT).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 95% of the graduated medical assistants who take the national examination will successfully attain their national certification.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Students employed as Medical Assistants will indicate that they were well-prepared 2. Curricula will be updated every three to five years or as need according to the Certification process associated with Medical Assistants 3. Faculty will receive information on professional development and support resources available to gain awareness of current resources in their field <p>Related Documents: handbook application</p>		
<p>Medical Assisting AS & Certificate - Achive Certificaion as a Certified Medical Assistant (CMA). - SLO# 3 FA2012-SP2014</p> <p>Upon successful completion of the Medical Assisting program, students will be able to enter the health service field as certified medical assistants.</p> <p>Outcome Types: SLO-Affective outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will voluntarily take the National Certification Examination by either the American Association of Medical Assistants (AAMA) or the American Medical Technologist (AMT).</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: American Association of Medical Assistants (AAMA) National Exam or American Medical Technologist (AMT) National Certification Examination</p>	<p>Industry/National Standardized Exams</p> <p>Criterion (Written in %): 95% of the graduated medical assistants who take the national examination will successfully attain their national certification.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 1. Students employed as Medical Assistants will indicate that they were well-prepared 2. Curricula will be updated every three to five years or as need according to the Certification process associated with Medical Assistants 3. Faculty will receive information on professional development and support resources available to gain awareness of current resources in their field 		
<p>Medium/Heavy Truck Diesel Technology Certificate - PLSLO#1 - SLO#1 FA10-SP12</p> <p>Upon successful completion of this program, students will be able to seek employment as a Heavy/Medium Truck Technician, Fleet Mechanic, Heavy Marine Diesel Technician, Generator Repair, Heavy Equipment Repair or Parts Counter person.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete an exam consisting of multiple choice type questions</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of graduating students will score a 70% or higher on the exam</p> <p>Budget-Related Proposed Outcomes: Consensus from advisory committee that program is fulfilling industry needs</p> <p>Related Documents: MHT_PLSLO-1</p>	<p>03/10/2012 - We had no declared certificate students this past cycle. Therefore, we were unable to collect data for the report. All students enrolled are apprentices.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	<p>03/13/2012 - We, AST faculty, will discuss how to address this issue at our next department meeting.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>This SLO is assess students ability to pass the National Institute for Automotive Service Excellence (ASE) certification exams.</p>			
<p>Medium/Heavy Truck Diesel Technology Certificate - PLSLO#2 - SLO#2 FA10-SP12 Upon successful completion of this program, students will be able to troubleshoot, maintain, and repair various heavy trucks and mobile equipment, including bulldozers, boats, cranes, road graders, farm tractors, and combines.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: This SLO is to evaluate students ability to pass the National Institute for Automotive Service Excellence (ASE) certification exam.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete an exam consisting of multiple choice type questions</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): 70% of students will score a 70% or higher on the exam</p> <p>Budget-Related Proposed Outcomes: Consensus from advisory committee that program is fulfilling industry needs</p> <p>Related Documents: MHT_PLSLO-2</p>	<p>10/05/2012 - We had no declared certificate students this past cycle. Therefore, we were unable to collect data for the report. All students enrolled are apprentices.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Implementation Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	
		<p>03/10/2012 - No data was collected due to no students being eligible to take exam. Currently, all students in MHT courses are from the Apprenticeship Program. We have no declared certificate students at this time.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	<p>03/13/2012 - We, AST faculty, will discuss how to address this issue at our next department meeting.</p> <hr/>
<p>Nursing Assistant Secondary (Archive) - AY 05-06 Demonstrate skills necessary to work as beginning Nurse Assistants - Students will be able to demonstrate skills needed to work as beginning nurse assistants.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Competency Rubric (see document link): a. Demonstrate appropriate communication skills. b. Demonstrate taking of vital signs.</p>	<p>03/13/2007 - All Nursing Assistant Students were assessed by instructors. 3 students were chosen at random from each of the 4 High School clinic groups (please view attachment). 100% or 12/12 achieved at least 3.00 out of 4.00 on the rating sheet. The overall average was 3.96.</p>	<p>03/13/2007 - Continue with current assessment</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/01/2006</p> <p>End Date: 03/01/2007</p> <p>Outcome Status: Currently being assessed</p>	<p>c. Demonstrate proper infection control. d. Demonstrate proper body mechanics for various provedures of positioning and transferring patients. e. Demonstrate proficiency in personal care skills. f. Demonstrate proper procedure for each type of bed making.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 70% of students who are midway (after the first year) to the end of finishing the Nurse Assistant course will score an average of at least 3.0 out of 4.0 on the NA competency rating sheet.</p>	<p>The form in total can be seen with the next SLO.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Reported during the AY04-05 cycle.</p>	
<p>Nursing Assistant Secondary (Archive) - AY 05-06 Positive disposition for working with patients. - Students will demonstrate a positive disposition for working with patients from different nationalities, ages, cultures, and abilities in a hospital setting.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/01/2006</p> <p>End Date: 03/01/2007</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Survey</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): At least 70% of students who have completed NU060 Nurse Assistant will score 4 points out of 5 on the student survey.</p>	<p>09/26/2008 - A meeting was held with the DC and parents at Southern H.S. regarding students' disposition in working with parents from different nationalities, ages, cultures, and abilities in a hospital setting. Data was not collected.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Not certain of budget impact.</p>	<p>09/26/2008 - The NA secondary program was changed to Introductions in Health Occupations effective Fall 2008. Assessment information on this program is located in the Intro to Health Occupations area in TracDat.</p>
		<p>03/13/2007 - This evaluation item was added a year ago. The data will be collected for the first time in May of this year. Instead of scoring on a 5 point scale as indicated in column 3, it was given 4 points so it will align with the evaluation tool already in place. Please note letter 'g' on the evaluation tool which is attached.</p> <p>Summary of Result Type:</p>	<p>09/25/2008 - Program SLO was not assessed due to a decision made by Guam Community College administration to change the secondary Nursing Assistant program to Introduction to Health Occupations, a health occupation</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>exploratory type program. Through informal questioning by the DC and instructors, it was determined that students were being placed in the classes who had no interest simply to fill seats. The Guam Board of Nurse Examiners (GBNE) factors pass rates by calculating the number of students who enroll in the program's classes with those who pass the test. It would be more acceptable to calculate this using the number who take the test and pass. Therefore, we are unable to meet GBNE's 85% pass rate. The change from focusing solely on Nurse Assistants to a broader health occupations allows more (80 instead of 40) students to become acquainted with more allied health fields.</p> <hr/> <p>03/13/2007 - The summary of results will be used to evaluate the need to develop a learning activity to make students more culturally aware. This needs to be accessed by instructor observation and evaluation of each student</p> <hr/>
<p>Nursing Assistant Secondary (Archive) - AY 05-06 Preparedness for the CNA Exam - Students will be prepared to successfully pass the Certified Nurse Assistant (CNA) exam.</p> <p>Outcome Types: SLO-Cognitive outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: CNA mock exam.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Capstone Experience</p> <p>Criterion (Written in %):</p>	<p>09/25/2008 - Program SLO was not assessed due to a decision made by Guam Community College administration to change the secondary Nursing Assistant program to Introduction to Health Occupations, a health occupation exploratory type program.</p> <p>Summary of Result Type:</p>	<p>10/06/2008 - Program SLO was not assessed due to a decision made by Guam Community College administration to change the secondary Nursing Assistant program to Introduction to Health Occupations, a health occupation</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 03/01/2006</p> <p>End Date: 03/01/2007</p> <p>Outcome Status: Currently being assessed</p>	<p>100% of students enrolled in NU060 will pass a mock CNA exam with a score of 80% or better.</p>	<p>Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The department faculty are not certain what extent changes from the Nurse Assistant program to Introductions to Health Occupations will have on the overall budget.</p> <p>Related Documents: SecondaryHealthOccupations.doc SLOMapHealthOccSecondary.doc</p>	<p>exploratory type program. Through informal questioning by the DC and instructors, it was determined that students were being placed in the classes who had no interest simply to fill seats. The Guam Board of Nurse Examiners (GBNE) factors pass rates by calculating the number of students who enroll in the program's classes with those who pass the test. It would be more acceptable to calculate this using the number who take the test and pass. Therefore, we are unable to meet GBNE's 85% pass rate. The change from focusing solely on Nurse Assistants to a broader health occupations allows more (80 instead of 40) students to become acquainted with more allied health fields.</p> <p>Implementation Status: 10/06/2008 - Program substantive revision was made changing program to Introduction to Health Occupations which began in Fall 2008.</p>
<p>Office of the President - AY 04-05 Integrating diverse voices for institutional improvement - The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: DOCUMENT ANALYSIS: Review of written memos, texts of convocation speeches, highlights of town hall meetings with students, workshop remarks, etc. that speak directly to curriculum/ assessment matters, in particular, and institutional effectiveness, in general</p> <p>Type of</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: AUO</p> <p>Start Date: 08/20/2004</p> <p>End Date: 12/30/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 85% of reviewed documents will point to the President's involvement in furthering the program improvement goals of the college, especially in academic and vocational programs</p> <hr/> <p>Artifact/Instrument/Rubric/Method/Tool Description: SURVEY & FOCUS GROUP. President's Performance Appraisal Survey (PPAS) 2005 will be administered to GCC sample in Spring 2005. The instrument contains 20 survey items on various topics (to yield quantitative data); 8 focus groups (to yield qualitative data) will also be conducted among various groups on campus in Spring 2005</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Criterion (Written in %): Success criteria will vary with the quantitative and qualitative data, respectively.</p>	<p>12/16/2005 - For the results of this outcome, read the full text of the Second President's Evaluation Report. (August 2005) in the document link below.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <hr/>	<p>12/16/2005 - See the Recommendation section, pp. 37-39 of the Second President's Evaluation Report (August 2005).</p> <p>These recommendations will be monitored by AIE and consequently reported in the next assessment report.</p> <hr/>
<p>Office of the President - AY 04-05 Strengthening the human, fiscal and physical resources of the institution - The President (CEO) will ensure that faculty and staff hiring, facility improvement, and technological development are supported by adequate funding from the Legislature, and will in the long run, lead to increased employee morale and productivity, despite budgetary constraints that limit planning processes.</p> <p>Start Date: 08/20/2004</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: DOCUMENT ANALYSIS: Analysis of memos, email communication, etc. coming out of the President's Office</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Qualitatively, content analysis of 85% of available documents will show that the President actively seeks the continuous support of internal and external</p>	<p>12/16/2005 - For the results of this outcome, read the full text of the Second President's Evaluation Report (Dec. 2005) in the document link above.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <hr/>	<p>12/16/2005 - See the Recommendation section, pp. 37-39 of the Second President's Evaluation Report (August 2005)</p> <p>These recommendations will be monitored by AIE and consequently reported in the next assessment report.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>12/30/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>constituencies in order to fulfill the college's mission statement.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: SURVEY & FOCUS GROUPS. PPAS 2005 to be administered to GCC sample. This instrument consists of 20 survey items on various topics that focus on the President's performance as chief executive officer (CEO) of the college</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Criterion (Written in %): 85% of PPAS respondents will express various levels of agreement (strongly agree, agree) with this survey statement, "The President oversees the college's finances and business operations in a successful manner."</p>		
<p>Office of the President - AY 04-05 Upholding the college mission - The President (CEO) will strengthen the college's visibility in the community, as well as communicate its strengths, successes and accomplishments, thereby solidifying its mission of workforce development in Guam and in the region.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: SURVEY & FOCUS GROUP. President's Performance Appraisal Survey (PPAS) 2005 will be administered to GCC sample in Spring 2005. The instrument contains 20 survey items on various topics (to yield quantitative data); 8 focus groups (to yield qualitative data) will also be conducted among various groups on campus in Spring 2005</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Focus Group</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: DOCUMENT ANALYSIS: Analysis of President's remarks/ brief write ups in publications (e.g. in Mona, Annual Report,</p>	<p>12/16/2005 - For the results of this outcome, read the full text of the Second President's Evaluation Report (Dec. 2005) in the document link above.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>12/16/2005 - See the Recommendation section, pp. 37-39 of the Second President's Evaluation Report (August 2005).</p> <p>These recommendations will be monitored by AIE and consequently reported in the next assessment report.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>etc.), convocation remarks, town hall meetings, forum with students, retirement remarks, etc.; Fall 2004-Spring 2005</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in 80% of the President's public remarks about GCC in the past year.</p>		
<p>Office of the President - FA09-SP11 AUO#1: Integrating Workforce Development Initiatives (The Pioneer) - AUO#1: Identifying the community's career and technical as well as basic educational skill requirements and increase capacity for better integration of the opportunities and services offered by GCC with the need of island businesses.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Analysis of documents that incorporate the activities and project objectives towards meeting GCC's vision for the college's Pioneering strategic goal.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative Pioneering, especially in the leveraging of public and private resources.</p> <p>Budget-Related Proposed Outcomes: Programs/courses offered reflect needs of the community.</p>	<p>08/04/2010 - n=16 activities have been completed</p> <p>(-) GCC works with 41 private sector employers and nine government agencies in its apprenticeship program. The top three positions in the program are line installer repairman, office manager/administrative secretary, and telecommunications technician.</p> <p>(-) GCC's Adult Education program consists of Adult Basic Education/General Education Development (GED), Adult Secondary Education, and English as a Second Language. Village outreaches and assessments in Merizo, Piti, Umatac, Asan, Agaat, Santa Rita, Agana Heights, Chalan Pago/Ordot, Barrigada, and non government organizations have resulted in some MOUs.</p> <p>(-) GCC signed a MOU with the Guam Contractors Association Trades Academy in November 2008 with a common goal to prepare local residents for permanent employment in construction and related fields, to improve quality of skills and knowledge within the existing workforce, and to increase the number of qualified skilled workers for an expanding workforce.</p>	<p>08/04/2010 - (-) The President continues to collaborate with public and private resources by offering Adult Education, Apprenticeship, Workkeys, Bootcamps & New Program opportunities to our island community who seek career and technical services.</p> <p>(-) The President reviews/approves curriculum documents, MOAs.</p> <p>Implementation Status: 03/15/2011 - The President continues to lead the college in promoting GCC's educational value to the community and reinforcing the positive image it has earned by communicating its strengths, success, and accomplishments. (-) At all forums throughout the year, the President shared GCC's mission and how the college will work closely with businesses to improve career & technical education opportunities for</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>(-) GCC, in partnership with the Guam Department of Labor, is preparing to implement the WorkKeys system for Job Analysis, Assessment and Training on Guam. The system matches the skill levels of an individual with the skills needed for over 16,000 different occupations. This program comes with a portable certificate called the National Career Readiness Certificate (NCRC), which clearly identifies the skill levels of the person receiving the certificate and is recognized throughout the United States.</p> <p>(-) GCC and the Department of Integrated Services for Individuals with Disabilities signed an MOA that provided GCC with federal funding to purchase computers and assistive devices to enhance services for students with disabilities at the college. The equipment will be located in the GCC library and in the college's Accommodative Services Office.</p> <p>(-) GCC, in partnership with various entities, signed an MOA The Guam Transportation Training Initiative Program. The MOA is designed to provide training opportunities for underserved, unemployed and underemployed individuals in highway construction and other transportation related services. The program includes classroom training from GCC, and other training providers.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President ensures fiscal responsibility, open flow of information; curriculum is relevant to Guam's workforce needs.</p>	<p>Implementation Status: students as they transition into the workforce.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Related Documents: MOU GCATA.pdf MOU Mangilao.pdf MOU Agana Hts.pdf MOU Agat.pdf MOU Asan-Maina.pdf MOU CHP_ORDOT.pdf MOU MAML.pdf News Release_Apprenticeship.pdf Report to the Commission.pdf Apprenticeship July-Sept 09.pdf 2008-2009 Annual Report DISID MOA.pdf MOA Gu Tranpo.pdf News Release Gu Tranpo.pdf Workkeys Agreement.pdf Press Release-GED.pdf</p>	
	<p>Task Name: VP for Business & Finance</p> <p>Task Description: The college will remain a visible and important partner in community developments as it attempts to improve the skill levels & economic requirements of its own workforce.</p>		
<p>Office of the President - FA09-SP11 AUO#2: Pursuing Accreditation Quality Programs (Educational Excellence) - AUO#2: Improvements in program effectiveness and the determination of the institution's overall effectiveness will be derived from GCC's success in meeting student learning outcomes.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Documented progress towards meeting the GCC's vision for the college's Educational Excellence strategic goals.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's</p>	<p>08/04/2010 - n=12 activities have been completed</p> <p>(-) This year, curriculum expansion included: Associate of Science Surveying Technology; New Criminal Justice forensic science concentrations - Forensic Lab Technician and Forensic Computer Examiner; Certificate in Medium/Heavy Truck Diesel Technology.</p> <p>(-) GCC submitted its midterm report to the Commission on March 2009, midway through the College's accreditation cycle. The report focused</p>	<p>08/04/2010 - The President provides educational leadership & direction for the College.</p> <p>(-) The College maintains current accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC).</p> <p>(-) The College continues to implement its yearly self-study reporting process. An update to the Institutional Strategic Master</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Completed the Assessment Cycle</p>	<p>reputation and performance. Budget-Related Proposed Outcomes: Programs/courses offered reflect needs of the community.</p>	<p>on how the college is addressing the four major initiatives in the Institutional Strategic Master Plan; and how GCC has implemented and followed up on plans for improvement.</p> <p>(-) The College recently updated its catalog to include Student Learning Outcomes (SLOs) for each of its courses.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President's decisions support the college's mission.</p> <p>Related Documents: Mid-term Report, March 2009 Mid-term Report Appendices, March 2009 2008-2009 Annual Report Institutional Strategic Master Plan (ISMP) Report to the Commission_Dec 09.pdf Report to the Commission-May.pdf ACCJC Diesel Tech Ltr.pdf ACCJC Survey Tech Ltr.pdf Press Release-Accred.pdf Press Release-Forensic Concn.pdf Press Release-Survey Tech.pdf Mid-Term Report Acceptance Ltr, June 2009 </p>	<p>Plan (ISMP) has been implemented in 2009. (-) The College continues to improve enrollment rates, retention, graduation, & job placement rates.</p> <p>Implementation Status: 03/15/2011 - The President continues to promote program effectiveness, institutional effectiveness and resource allocation to address the needs of the college leading toward improved student learning outcomes.</p> <p>(-) The college held the second session of the accreditation presentations and briefing for staff, administrators, and faculty. A draft copy of the Self-Study report was also made available to generate feedback and suggestions from the college community. This is part of the staff/administrator/faculty development for the upcoming Accreditation visit in mid-March 2012.</p>
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Documented progress towards meeting the GCC's vision for the college's Educational</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Excellence strategic goals.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's reputation and performance.</p> <hr/> <p>Task Name: VP for Academic Affairs</p> <p>Task Description: The college systemically strives to improve SLO outcomes and makes results available to appropriate constituents.</p>		
<p>Office of the President - FA09-SP11 AUO#3: Branding GCC in the Community (Community Interaction) - AUO#3: To improve awareness of the College and increase public support for its vision & activities.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Analysis of documents towards meeting GCC's vision for the college's Community Interaction strategic goal.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Community Interaction. The President will strengthen the college's visibility in the community, by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region.</p> <p>Budget-Related Proposed Outcomes: Budget is well managed, college open door policy is maintained, and advisory committees have input on curriculum.</p>	<p>08/05/2010 - n= 12 activities have been completed</p> <p>(-) GCC's first-ever registration drive at Micronesia Mall allowed the college to assist 120 students with registration and/or academic counseling.</p> <p>(-) The college's FY2010 budget was submitted to the 30th Guam legislature. The outcome reflects a slight increase over FY2009 appropriations.</p> <p>(-) GCC coordinated the YES Summer Youth Employment Program, funded by the Guam Department of Labor's ARRA funding. This activity employed over 350 youth in our community. The college has had several opportunities to offer information on educational services. Information has been provided about the College Access Program, PVEIP construction and electronics boot camps, and others.</p> <p>(-) The college recorded its' highest enrollment at 2,179, an 18.75% increase for the 2009 Fall</p>	<p>08/06/2010 - (-) These efforts (media releases, presentations at conferences/before businesses, memberships on various professional organizations, college involvement in appropriate civic & community initiatives) are intended to improve awareness of the College, increase private employer partnerships, and increase outside funding. (-) The President reviews/approves budget development for college operations.</p> <p>Implementation Status: 03/15/2011 - The President continues to be proactive in it's efforts to increase the college's visibility in the community by communicating its strengths, successes, and accomplishments to solidify its mission of</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>semester. The programs with the highest numbers include allied health, apprenticeship, culinary, and liberal arts.</p> <p>(-) As of the 4th quarter of 2009, the numbers of apprentices have also increased to 326, from 267 at the end of the 4th quarter for 2008.</p> <p>(-) Secondary enrollment has increased approximately 8%, from 2042 to 2214.</p> <p>(-) The college worked closely with the Friends of the Crime Lab to coordinate the Forensic Science Symposium in November. This event assisted and supported the college's endeavor to offer forensic science curriculum.</p> <p>(-) Meet the President forum provided an opportunity for students to discuss issues and receive feedback from the President.</p> <p>(-) The President continues to conduct outreach sessions in the community to civic groups, at conferences, and before businesses and government meetings. At these forums, the President shared GCC's mission and how the college will work closely with businesses to improve career and technical education opportunities for students.</p> <p>(-) The President continues to periodically keep the GCC community abreast on new academic, programmatic, budget and other occurrences at the college.</p> <p>(-) The President continues to allocate resources to address the needs of the institution. This process includes initiatives for adequate funding from the Legislature, as well as diverse financial resources.</p> <p>(-) Focusing on ten (10) capital improvement</p>	<p>Implementation Status: workforce development in Guam. In addition, the President continues to allocate resources to address the needs of the institution. This process includes negotiating the college budget before the Legislature each fiscal year, as well as negotiating initiatives from internal and external funding sources.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>projects, GCC has plans for every cent of the \$9.2 million it is slated to receive as part of Guam's \$83 million in ARRA funding. In addition to the \$9.2 million, the college also applied for, and has been awarded a \$1.28 million grant from the Guam Environmental Protection Agency's share of ARRA funding. This grant funding will cover an energy audit and weatherization of GCC facilities on campus.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President ensures fiscal responsibility, open flow of information, & curriculum is relevant to Guam's workforce needs.</p> <p>Related Documents: Convocation 09-10.pdf LRC Groundbreaking.pdf Forensic Science Symposium.pdf AFCEA Monthly Meeting.pdf Public Administration Conference.pdf Workforce Summit.pdf Allied Health Ribbon Cutting.pdf Impact of the Military Buildup Oversight Hearing.pdf Testimony on Bill 317-30.pdf Meet the President (SP).pdf Commencement 2010.pdf Student Center Groundbreaking.pdf PR Mall Regristration.pdf PR Enrollment Increase.pdf </p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		PR Fall Enrollment Increase.pdf PR GCC High Sch Progrm Increases.pdf News Release_Apprenticeship.pdf Press Release-GED.pdf PR Stimulus Projects.pdf PR Stimulus Dollars.pdf PR PAIM Award Increases.pdf PR Yes Program.pdf PR Allied Health Ctr.pdf PR DOI Awards.pdf PR ARRA Projects.pdf PR \$9.5 Mil List of Projects.pdf PR ARRA Funding.pdf PR Stimulus Funds.pdf PR Go Green Grant.pdf PR Graduation 2010.pdf PR New Stu Ctr Groundbreaking.pdf PR 9th Consec Year Clean Audit.pdf PR Low Risk Auditee .pdf PR GCC Receives Stimulus Grant from GEPA.pdf PR Open Campus Day.pdf PR President's Honor Roll.pdf PR Protect Language.pdf PR Purify Local Language.pdf Chachalani Feb 2010 Chachalani March 2010 Chachalani April 2010 Chachalani May 2010 FY2010 Budget Hearing.pdf	
	<p>Task Name: President/CEO</p> <p>Task Description: The College engages the community through business presentations, village outreach meetings, and presentations to other government entities.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Office of the President - FA09-SP11 AUO#4: Continue efforts for Collobration (Dedicated Planning) - AUO#4: Develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.</p> <p>Start Date: 10/12/2009 End Date: 03/14/2011 Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Analysis of documents that incorporate the activities and project objectives in meeting the College's Dedicated Planning strategic goals.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review Criterion (Written in %): 80% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Dedicated Planning. The President will facilitate better integration of various stakeholders' voices for advancing the mission & vision of the college through assessment & reaccreditation.</p> <p>Budget-Related Proposed Outcomes: Budget is well managed, college open door policy is maintained, and advisory committee have input on curriculum.</p>	<p>08/06/2010 - n= 7 activities have been completed</p> <p>(-) The college's new Five Year Institutional Strategic Master Plan (ISMP) was launched in January 2009. The ISMP was developed through a facilitated process of guided discussions with faculty, staff, and administrators of GCC. In this new plan, the vision for GCC precribes four major on-going strategic initiatives - Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning. As a strategic plan, the ISMP is intended to illustrate long-term goals and inittitiaves enabling GCC to come closer to realizing its vision.</p> <p>(-) The college successfully completed its negotiations recently with the Faculty Union for a six-year Agreement that will cover the beginning of fall semester 2010 up until the spring of 2016. The Agreement contains various critical elements (like the faculty participatory governance structure) that defines and outlines faculty assessment responsibilities, participation in articulating and assessing SLOs at the course and program levels, which will facilitate the college's compliance with ACCJC accreditation standards.</p> <p>(-) Professional Development funding priorities were developed through collaborative efforts between the Faculty Senate and the Management Team. This information was disseminated to support the funding requests for the employees. These new insituional priorities will provide a focus for institutional development and growth and funding to support GCC's mission.</p> <p>(-) The update of the Facilities Maintenance Master Plan will commence in the upcoming months. This will ensure that any/all renovations</p>	<p>08/06/2010 - (-) The President will take steps to educate the campus community on the institutional initiatives, the accreditation process, and the effect all planning documents have on the alignment of our resources to our strategic plan utilizing the Meet the President forums, Annual Convocation, Professional Development Day, Strategic Planning Sessions, Joint Board Meetings, and Tri-Board Meetings.</p> <p>(-) The President provides leadership & direction to the campus community.</p> <p>Implementation Status: 03/15/2011 - (-) During the course of the year, the President continues to periodically keep the GCC community abreast on new academic, budget, physical and other occurences at the college. (-) The President continues to promote program effectiveness, institutional effectiveness, and resource allocation in year two of the five-year Institutional Stragetie Master Plan.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>to campus facilities are in line with our planning documents and supported by budgetary requirements.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President ensures fiscal responsibility, open flow of information, & curriculum is relevant to Guam's workforce needs.</p> <p>Related Documents: Physical Master Plan Resol.pdf Article XII Contract Rev.pdf FY 2011 Budget, Prgm Review, TracDat.pdf Institutional Priorities.pdf 2010 State of the Island Add.pdf FY2010 Budget Hearing.pdf Institutional Strategic Master Plan 2009-2014 </p>	
	<p>Task Name: President/CEO</p> <p>Task Description: Physical resources are used to support student learning programs & services and to improve institutional effectiveness.</p>		
<p>Office of the President - FA11-SP13 AUO#1: Integrating Workforce Development Initiatives (The Pioneer) - AUO#1: To identify the community's career and technical as well as basic educational skill requirements and increase capacity for</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: DOCUMENT ANALYSIS: The review of the President's public remarks, text of speeches, and presentations about GCC, that speak directly to curriculum matters,</p>	<p>10/08/2012 - N=10</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/08/2012 - (-) GCC partnered with seven (7) new island companies as well as received its 100th employer partnership through our Apprenticeship program. The program, run in</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>better integration of the opportunities and services offered by GCC with the need of island businesses.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/13/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMPs are inclusive of the President's goals approved by the Board of Trustees.</p>	<p>in particular, and institutional effectiveness, in general which incorporates further GCC's vision for the college's Pioneering strategic goal.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative Pioneering, especially in the leveraging of public and private resources.</p> <p>Budget-Related Proposed Outcomes: Programs/courses offered reflect needs of the community.</p>	<p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President ensures fiscal responsibility, open flow of information, curriculum is relevant to Guam's workforce needs.</p> <p>Related Documents: 2011 GCC Employers Survey Report.pdf GCC_Employer_Survey.pdf 2011 CTE Consolidated Annual Report Advisory Committee Matrix Fall 2011 - Spring 2012 term updated 21-Dec-2011.pdf AGA speech.pdf EdSummitspeech10.21.11.pdf SHRM speech 3.13.12.pdf VA Women's Conference.pdf Alcast Painting Co..docx ISMP Dec 2011 - 1 Pioneering March 2012 - FINAL.pdf Western Partitions, Inc..pdf </p>	<p>conjunction with the U.S. Department of Labor, combines the job training and academic, trade theory training for a total of 144 hours of classroom instruction per year.</p> <p>(-) As of December 2011, 1837 individuals were served this program year in Adult Education, 213 individuals or 11.6% participated off campus at a neighborhood village program. The majority (113 or 53.1%) are from the central district comprised of four (4) villages - Asan, Chalan Pago, and Mangilao.</p> <p>(-) As of December 31, 2011, GCC's Employer survey has been disseminated to some employers and groups and the information posted on MyGCC website. The survey consisted of 9 questions and of the 86 surveys distributed to employer, 34 employers completed resulting in a response rate close to 40%. It is used as a resource to provide information on what employers are seeking and recommendations for GCC future courses.</p> <p>(-) As of December 31, 2011, Department Advisory Council meetings were 52%, or 24 out of 46 of the departments had conducted a meeting for Fall 2011 semester. The committee functions include making recommendations and advising the College authorities on matters such as occupational needs</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>survey and curriculum review.</p> <p>Implementation Status: 03/07/2012 - The President provides educational leadership & direction for the college. The President continues to collaborate with the US Federal Government, the Government of Guam, Department of Interior, and private sector businesses in Guam in identifying issues and developing solutions that relate to Guam's military buildup and the impact it will have on the territory and the neighboring islands of Micronesia.</p>
	<p>Task Name: VP for Business & Administration</p> <p>Task Description: The college will remain a visible and important partner in community developments as it attempts to improve the skill levels & economic requirements of its own workforce.</p>		
<p>Office of the President - FA11-SP13 AUO#2: Pursuing Accreditation Quality Programs (Educational Excellence) - AUO#2: To improve program effectiveness and the determination of the institution's overall effectiveness in meeting student learning</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/13/2013</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC which also incorporates further the activities and project objectives towards meeting GCC's vision for the college's Educational Excellence strategic goal.</p> <p>Type of</p>	<p>10/08/2012 - N=11</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President's decisions support the college's mission.</p> <p>Related Documents:</p>	<p>10/08/2012 - (-) In October 2011, GCC received ACCJC approval for curriculum expansion to include AS Civil Engineering. Additionally, the college has requested ACCJC approval for reinstatement of two (2) Certificate programs - Family Services, and Sign Language Interpreting.</p> <p>(-) The college held a successful ribbon cutting on December 9,</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMPs are inclusive of the President's goals approved by the Board of Trustees.</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's reputation and performance.</p> <p>Budget-Related Proposed Outcomes: Programs/courses offered reflect needs of the community.</p>	<p>AS Civil Engineering Approval.pdf Student Center Remarks Dec 9.pdf Self Evaluation Report ACCJC Reaffirm Ltr_July 2012.pdf ISMP Dec 2011 - March 2012 - FINAL.pdf ACCJC testimony.pdf GCC Convocation 2012[1].pdf Meet the Pres points Oct 2012.pdf Budget 2013 presentation</p>	<p>2011. The College Student Center, whose construction cost is 100% funded through ARRA SFSF grant, completed construction also in October 2011 with a total construction & A&E cost of \$4.4 million.</p> <p>(-) GCC submitted its Institutional Self Evaluation Report (ISER) to the Commission on December 19, 2011. The report focused on how the college is addressing the four (4) Standards and how GCC has implemented and followed up on plans for improvement.</p> <p>(-) 100% of the 2012 budget goals, performance indicators and proposed outcomes have been inputted into TracDat for the AY2011-2012 assessment cycle data.</p> <p>(-) 100% of the Accreditation Website (www.guamcc.edu/acc12) was completed and available for all accreditation-related communications. 100% of the College's dedicated assessment AIER Website (www.guamcc.edu/aier) was updated and available.</p> <p>(-) GCC's accreditation status has been reaffirmed for the maximum allowable period of six years from the Accrediting Commission for Community and Junior Colleges. An 11-member team visited the college on March 19 to 22, 2012.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: 03/07/2012 - The President continues to partner with federal and local government entities as well as private sector businesses to ensure that Guam's workforce is able to take advantage of opportunities that are available through GCC's expansive information technology, allied health, construction & trades courses - which will include GCC's Construction Trades Boot Camp, Allied Health, Education, and other academic programs - offered at the College.</p>
	<p>Task Name: VP for Academic Affairs</p> <p>Task Description: The college systemically strives to improve SLO outcomes and makes results available to appropriate constituents.</p>		
<p>Office of the President - FA11-SP13 AUO#3: Branding GCC in the Community (Community Interaction) - AUO#3: To improve awareness of the College and increase public support for its vision & activities.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/13/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC, which also incorporates further GCC's vision for the college's Community Interaction strategic goal.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Based on the GCC 2009-2014 ISMP, 85% of</p>	<p>10/08/2012 - N=7</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President ensures fiscal responsibility, open flow of information, and curriculum is relevant to Guam's workforce needs.</p> <p>Related Documents: Marketing Plan Meet the President FA11.pdf</p>	<p>03/07/2012 - (-) In September 2011, the Legislature passed Public Law 31-99, which updates, amends and repeals the College's enacting legislation, Public Law 14-77. Most notable is the change in reference to previously Vocational Education is now changed to Career and Technical Education. Additionally, GCC was granted its own procurement authority.</p> <p>(-) Progress continues on the development of the new website for the college. The new GCC web</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list ISMPs are inclusive of the President's goals approved by the Board of Trustees.</p>	<p>reviewed documents will point to the President's involvement in furthering the strategic initiative - Community Interaction. The President will strengthen the college's visibility in the community, by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region.</p> <p>Budget-Related Proposed Outcomes: Budget is well managed, college open door policy is maintained, and advisory committees have input on curriculum.</p>	<p>Meet the President SP12.pdf Public Law 31-99 Meet the Pres points Oct 2012.pdf Bill 206 testimony.pdf Mary Gala Speech.pdf</p>	<p>site will be unveiled to the public on June 1, 2012.</p> <p>(-) Meet the President forum provided an opportunity for students to discuss issues and receive feedback from the President.</p> <p>(-) The College's Marketing Plan has been completed. This campaign will consolidate positive perceptions of GCC in order to convey its services & activities to the public. The campaign will target the general public, the business community & the college's stakeholders.</p> <p>Implementation Status: 03/07/2012 - The President continues to prepare for the on-going training needs for the immediate economic impact resulting from the island's increased military activity. Consequently, the valueable skills and higher incomes this military buildup brings to Guam provides opportunities for GCC to expand its programs and services, not only to its civilian community, but the direct and indirect associations that result.</p>
	<p>Task Name: President/CEO</p> <p>Task Description: The College engages the community through business presentations, village outreach</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	meetings, and presentations to other government entities.		
<p>Office of the President - FA11-SP13 AUO#4: Continue efforts for Collaboration (Dedicated Planning) - AUO#4: To develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/13/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMPs are inclusive of the President's goals approved by the Board of Trustees.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: DOCUMENT ANALYSIS: Based on analysis of the President's public remarks, text of speeches, presentations, and Annual Report that speak directly to curriculum/ assessment matters, in particular, and institutional effectiveness, in general which further incorporates the activities and project objectives in meeting the College's Dedicated Planning strategic goals.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Based on the GCC 2009-2014 ISMP, 80% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Dedicated Planning. The President will facilitate better integration of various stakeholders' voices for advancing the mission & vision of the college through assessment & reaccreditation.</p> <p>Budget-Related Proposed Outcomes: Budget is well managed, college open door policy is maintained, and advisory committee have input on curriculum.</p>	<p>10/08/2012 - N=5</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: President ensures fiscal responsibility, open flow of information, & curriculum is relevant to Guam's workforce needs.</p> <p>Related Documents: TRMA MasterPlan PRESENTATION.pdf Public Law 31-134 Bill 206 testimony.pdf 2011 Annual Report OPA Audit</p>	<p>03/07/2012 - (-) On November 17, 2011, Public Law 31-134 was passed which transferred the 314 acres of land located in Mangilao, on the back road to Anderson, to the Guam Ancestral Lands Commission. The land was originally transferred from the United States through the US Department of Education to GCC.</p> <p>(-) On November 30, 2011, the Governor signed an MOU between GCC and the Guam Energy Office for a \$500,000 sub-grant. The sub-grant will be used to retrofit the Student Center and the Foundation Building with photovoltaic solar panels. The funding is from ARRA Energy Efficiency and Conservation Block Grant.</p> <p>(-) During FY2012, the College will complete its Campus Master Plan. Included in this plan is the Institutional Strategic Master Plan, Facility Master Plan, the Enterprises Architecture, the Information Technology Strategic Plan, and the 5 year Resource Plan.</p> <p>(-) Other small capital improvement projects are planned for FY2012, such as A/C replacement, lighting retrofits, building elastomeric roof coating, restroom renovations, demolition of old Student Health Center</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>building, safety issues and ADA compliance issues. These projects address the repair and maintenance requirements needed.</p> <p>(-) GCC has received high marks for the 11th consecutive year from independent auditors and from the Office of the Public Auditor for being fiscally responsible with the local and federal taxpayer dollars given to the institution. The OPA audit of GCC for FY 2011 is available at www.guamopa.org</p> <p>Implementation Status: 03/07/2012 - The President provides leadership & direction to the campus community and will take steps to educate the campus community on the institutional initiatives, the accreditation process, and the effect all planning documents have on the alignment of our resources to our strategic plan.</p>
	<p>Task Name: President/CEO</p> <p>Task Description: Physical resources are used to support student learning programs & services and to improve institutional effectiveness.</p>		
<p>Office Technology AS & Certificate - SLO#1 FA10-SP12 OFFICE TECH KNOWLEDGE - SLO#1 FA10-SP12</p> <p>Upon completion of this program, students will obtain knowledge and skills in various</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A blended Teacher Designed/Course Embedded Office Simulation Production Test or Project</p>	<p>04/29/2011 - The class was listed on the Spring 2011 Semester Class Schedule, however, was cancelled due to low enrollment. The cancellation of the prerequisite course, OA130 Information Processing, during the Fall 2010</p>	<p>02/10/2012 - Due to low enrollment, no data was collected for this class.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>computer applications so that they will be able to adapt to the technological needs of their respective organizations.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list ISMP GOAL #1</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 80% of the students will be able to demonstrate the ability to apply correct layout design and format to produce a variety of office documents with 75% overall accuracy.</p> <p>Budget-Related Proposed Outcomes: At least 70% of the participants will indicate that their respective course/program requirements prepared them for the work force experience and/or may lead to employment with the respective company/organization.</p>	<p>semester may have been a contributing factor to the low enrollment numbers. No data was collected for this class.</p> <p>OA230 is scheduled to be offered during the Spring 2012 Semester. Data will be collected at that time.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p>	<p>Implementation Status: 03/19/2012 - Course is currently being offered (Spring 2012) and will be assessed in the next Assessment Cycle.</p>
<p>Pioneering: This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employer's needs assessment in order to improve the skill levels and productivity of the island's workforce.</p> <p>Program SLOs from prior assessment AY06 -07 has been changed.</p>	<p>Task Name: Lab/Skills Test</p> <p>Task Description: Students in the OA250 course will be given a Test during Spring 2011 semester.</p>		
<p>Office Technology AS & Certificate - SLO#2 FA10-SP12 OFFICE TECH SKILLS - SLO#2 FA10-SP12</p> <p>Upon completion of this program, students will use previously learned skills and information to format and produce various office documents.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A blended Teacher Designed/Course Embedded Integrated Office Simulation Production Test or Project</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 80% of the students will demonstrate the ability to</p>	<p>04/29/2011 - The class was listed on the Spring 2011 Semester Class Schedule, however, was cancelled due to low enrollment. The cancellation of the prerequisite course, OA130 Information Processing, during the Fall 2010 semester may have been a contributing factor to the low enrollment numbers. No data was collected for this class.</p> <p>OA230 is scheduled to be offered during the Spring 2012 Semester. Data will be collected at that time.</p>	<p>02/10/2012 - Due to low enrollment, no data was collected for this class.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>03/12/2012 Outcome Status: Completed the Assessment Cycle Program Level SLO Industry National Certification: N/A Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP) Notes from the pull/drop down list ISMP GOAL#2 Educational Excellence: This goal is defined by its ability to demonstrate that student learning outcomes (SLOs) are being attained, as gauged by the institutionalized process of systematic and regularized assessment that allows programs and services to identify, analyze, and use assessment results for accountability and program improvement.</p> <p>Program SLOs from prior assessment AY06 -07 has been changed.</p>	<p>integrate and link different software applications to enhance document productivity with a score of 75% or better. Budget-Related Proposed Outcomes: Review and update 50% of the course guides that are over five (5) years old or as needed, with input from the advisory committee.</p> <hr/> <p>Task Name: Course Project Task Description: Students in the OA250 course will be given a production test to be administered Spring 2011</p>	<p>Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact Budget Related Performance Indicators: N/A</p>	
<p>Office Technology AS & Certificate - SLO#3 FA10-SP12 OFFICE TECH PERCEPTION - SLO#3 FA10-SP12 Upon completion of this program, students will express confidence in their ability to use and integrate several office applications.</p> <p>Outcome Types: SLO-Affective outcomes Start Date: 10/11/2010 End Date: 03/12/2012 Outcome Status: Completed the Assessment Cycle Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Self-Assessment Questionnaire Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey Criterion (Written in %): 1. At least 80% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" on their ability to utilize various office applications to perform specific tasks. 2. At least 80% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" on their ability to integrate different software</p>	<p>04/29/2011 - The class was listed on the Spring 2011 Semester Class Schedule, however, was cancelled due to low enrollment. The cancellation of the prerequisite course, OA130 Information Processing, during the Fall 2010 semester may have been a contributing factor to the low enrollment numbers. No data was collected for this class.</p> <p>OA230 is scheduled to be offered during the Spring 2012 Semester. Data will be collected at that time. Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Open</p>	<p>02/10/2012 - Due to low enrollment, no data was collected for this class.</p> <p>Implementation Status: 03/16/2012 - To mitigate the low enrollment for this course, a revision in the course guide will be made so that the capstone course, OA250, will only be offered during Spring even years.</p> <p>The Office Technology faculty will continually engage in recruitment efforts to build the</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>N/A Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>applications easily.</p> <p>3. At least 75% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" that their learning experiences in the Office Technology program was positive.</p> <p>Budget-Related Proposed Outcomes: The number of students enrolled in the business program will increase by 5%.</p> <p>Related Documents: OA250 Questionnaire</p> <hr/> <p>Task Name: Office Tech Perception Survey</p> <p>Task Description: Survey will be administered to Office Technology majors who will complete their degree requirements in Spring 2011.</p>	<p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: N/A</p> <p>Related Documents: OA250 Questionnaire PDF</p>	<p>Implementation Status: <hr/> program.</p>
<p>Office Technology AS & Certificate - AY06-07 SLO#1 Legal or Medical Office Administrative Skills - Students will be equipped with the necessary administrative skills to work in a legal or medical office. COGNITIVE SLO-#1</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 02/01/2007</p> <p>End Date: 02/18/2007</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 5-minute straight copy timed writings will be administered in OA240, Machine Transcription.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Criterion (Written in %): 100% of students will average 50 net wpm or better on 5-minute writings.</p>	<p>03/10/2007 - SLO-#1</p> <p>The first timed-writings were administered during the AY 2005-2006, but none of the 8 students met the required net 50 words per minute with 5 or less errors. The SLO was repeated in Spring 2007 and was administered on February 1, 2007. The results were all 6 students passed.</p> <p>There are currently six students enrolled in OA240 Machine Transcription Special Project Class, Spring 2007. All six students passed the 5-minute straight copy timed-writing with a net 50 (wpm) words per minute with 5 or less errors. The average words per minute were 57 with an average of 5 errors. With these results, students met the minimum requirement in competitive skills for general, legal, and medical office work.</p> <p>Summary of Result Type:</p>	<p>03/10/2007 - The results of the students 57 average words per minute with 5 errors were very good. A new goal should be set for 60 wpm with 5 or less errors in 2-3 years to ensure that Office Technology students remain competitive.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: No action taken.</p> <p>Task Description: OA240 Machine Transcription was canceled Spring Semester 2008 due to low enrollment. This course will be offered again in Spring Semester 2009 at which time data collection will be gathered.</p>	<p>Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	
<p>Office Technology AS & Certificate - AY06-07 SLO#2 Employment Preparedness in a Legal or Medical Office - AY06-07 Students will be prepared to be employed in a legal, medical or other office related occupation with the necessary attitude and values reflective of their training. AFFECTIVE SLO -#2</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 12/14/2006</p> <p>End Date: 02/18/2007</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Employer information survey and student survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry (Employer) Satisfaction Survey</p> <p>Criterion (Written in %): 80% of surveyed employers will respond that graduate students were well prepared with administrative skills necessary to succeed in the work place. And 80% of surveyed students will respond with a ratings of 5, highest rating, in respect to their education, training, and experience in the Office Technology Program.</p>	<p>03/10/2007 - SLO-#2</p> <p>Eleven employer surveys were mailed out on December 14, 2006 with 2 responding. Each employer rated his employee's Computer skills in formatting letters, memo and report, filing electronic or manual, mathematical calculations such as expense reports, budgets, invoices, purchase orders, and petty cash as "Very Good". Each employer rated his employee's Communication skills verbal and writing, using telecommunicatons technology, including the telephone, voice mail, e-mail and fax, solving day-to-day problems within the role of the administrative professional, scheduling appointments, setting up meetings and or conferences, and organizing time and work as "Very Good". Each employer gave an overall rating of the educational training as "Very Good".</p> <p>Of the 55 student surveys mailed on October 19, 2006, 35 students or 64% responded. Survey results were: Students rated the quality of the courses, including faculty, class materials, and learning experience at 81%. Twenty out of 35 students gave a rating of 5, highest rating, on Q6-A, "gave me a sense of competence in my major field of study". Fifteen students did not respond</p>	<p>03/10/2007 - The results from employers and students surveys were very good. Surveys should be conducted as needed for employers and students to ensure currency of the Office Technology Program.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>to this question. Thirty students gave a rating of 5 to Q6-B, "provided the foundation for executive & medical secretarial studies". Five students did not respond to this question. In response to Q6-D,E,F,G, "developing or enhancing their critical thinking skills, written communication skills, oral communication skills and leadership skills in Office Technology Program, 10 students gave a rating of 4 and 25 students gave a rating of 5.</p> <p>Nine graduating students for Spring 2007 responded to Q7, "How useful has your overall experience at GCC been in preparing you for life in general?". Four rated "Very useful", 3 rated "Extremely useful", 1 rated "Slightly useful", and 1 rated "Moderately useful". Q8, "How useful has your education at GCC been in preparing you for a career or advanced study?" 5 rated "Very useful", 3 rated "Extremely useful", and 1 rated "Moderately useful". Q9, "How satisfied are you with your overall experience at Guam Community College?" 7 rated "Very satisfied" and 2 rated "Somewhat satisfied".</p> <p>It is worth noting the results of Q5. All 35 students favorably "Agree" or "Strongly Agree" to recommend GCC to others who are interested in Office Technology Program.</p> <p>The results of the Office Technology Program Survey 2006 (Fall Semester) indicate that the Office Technology Program is a strong and useful program. Students gave high ratings in overall experience preparing them for life in general and in their education preparing them for a career or advanced study.</p> <p>The Employer Survey results rated Very Good in education and vocational training. Employers are very satisfied with the outcome of the Office Technology Program. I am confident that the</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Office Technology Program will continue to be a successful program as it has been for the past three decades.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Employer Satisfaction Survey 2006 Student survey 2006</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Related Documents: Office Tech Student Survey 2006</p>		
	<p>Task Name: No action taken.</p> <p>Task Description: No action taken. OA240 Machine Transcription was canceled Spring Semester 2008 due to low enrollment. This course will be offered again in Spring Semester 2009 at which time data collection will be gathered.</p>		
<p>Office Technology AS & Certificate - SLO#1 FA12-SP14 OFFICE TECH KNOWLEDGE - SLO#1 FA12-SP14</p> <p>Upon completion of this program, students will obtain knowledge and skills in various computer applications so that they will be able to adapt to the technological needs of their respective organizations.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2012</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A blended Teacher Designed/Course Embedded Office Simulation Production Test or Project</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 80% of the students will be able to demonstrate the ability to apply correct layout design and</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>format to produce a variety of office documents with 75% overall accuracy.</p> <p>Task Name: Lab/Skills Test</p> <p>Task Description: Students in the OA250 course will be given a Test during Spring 2011 semester.</p>		
<p>Office Technology AS & Certificate - SLO#2 FA12-SP14 OFFICE TECH SKILLS - SLO#2 FA10-SP12 Upon completion of this program, students will use previously learned skills and information to format and produce various office documents.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2012</p> <p>End Date: 03/10/2014</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A blended Teacher Designed/Course Embedded Integrated Office Simulation Production Test or Project</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 80% of the students will demonstrate the ability to integrate and link different software applications to enhance document productivity with a score of 75% or better.</p> <p>Task Name: Course Project</p> <p>Task Description: Students in the OA250 course will be given a production test to be administered Spring 2011</p>		
<p>Office Technology AS & Certificate - SLO#3 FA12-SP14 OFFICE TECH PERCEPTION - SLO#3 FA10-SP12 Upon completion of this program, students will express confidence in their ability to use and integrate several office applications.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Self-Assessment Questionnaire</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 1. At least 80% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" on their</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/18/2012 End Date: 03/10/2014 Outcome Status: Currently being assessed Program Level SLO Industry National Certification: N/A</p>	<p>ability to utilize various office applications to perform specific tasks.</p> <p>2. At least 80% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" on their ability to integrate different software applications easily.</p> <p>3. At least 75% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" that their learning experiences in the Office Technology program was positive.</p> <p>Task Name: Office Tech Perception Survey Task Description: Survey will be administered to Office Technology majors who will complete their degree requirements in Spring 2011.</p>		
<p>Office Technology AS & Certificate - AY06-07 SLO#3 Demonstrate Transcription Efficiency Skills - AY06-07 Students will demonstrate efficiency in legal and medical transcription through the use of computer application software according to industry standards. BEHAVIORAL SLO-#3 Outcome Types: SLO-Behavioral outcomes Start Date: 04/18/2006 End Date: 04/27/2006 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 50-minute production tests will be administered in OA240. Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist Criterion (Written in %): 80% of students will average 25 production words per minute or better on legal document production tests.</p> <p>Task Name: No action taken. Task Description: OA240 Machine Transcription was canceled Spring Semester 2008 due to low</p>	<p>03/10/2007 - SLO-#3 This SLO requirement was met in Spring Semester 2006. 100% of the students met the 25 production words per minute or better in legal transcription. No medical secretary students enrolled in Spring Semester 2006.</p> <p>All four students met the maximum 3-error or less within the 50-minute time limit. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed</p>	<p>03/10/2007 - Continue with the same textbook, material, and maintain currency of the course.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	enrollment. This course will be offered again in Spring Semester 2009 at which time data collection will be gathered.		
<p>Office Technology Certificate (Archive) - AY 06-07 SLO#1 OFFICE TECH KNOWLEDGE - The student will use previously learned skills and information to format and produce various office</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 01/17/2007</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A blended Teacher Designed/Course Embedded Office Simulation Production Test or Project</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 80% of the students will be able to demonstrate the ability to apply correct layout design and format to produce a variety of office documents with 75% overall accuracy.</p>	<p>03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
<p>Office Technology Certificate (Archive) - AY 06-07 SLO#2 OFFICE TECH PERCEPTION - Students will express their competency level on the ability to use and integrate various office applications.</p> <p>Students will express their perceptions regarding (1) the ability to use various</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Self-Assessment Questionnaire</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 1. At least 80% of the students who</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>office software applications; (2) the level of ease/difficulty to integrate different software applications; and (3) student learning experiences regarding the Office Tech Certificate program.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 01/17/2007</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Currently being assessed</p>	<p>responded to the questionnaire will be able to "Agree" or "Strongly Agree" on their ability to utilize various office applications to perform specific tasks.</p> <p>2. At least 80% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" on their ability to integrate different software applications easily.</p> <p>3. At least 75% of the students who responded to the questionnaire will be able to "Agree" or "Strongly Agree" that their learning experiences in the Office Tech Certificate program was positive.</p>		
		<p>03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	
<p>Office Technology Certificate (Archive) - AY 06-07 SLO#3 OFFICE TECH SKILLS - Students will demonstrate skills and ability to integrate various office applications.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 01/17/2007</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A blended Teacher Designed/Course Embedded Integrated Office Simulation Production Test or Project</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 80% of the students will demonstrate the ability to</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	integrate and link different software applications to enhance document productivity with a score of 75% or better.	03/10/2008 - No data was collected since the course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2007 Semester due to low enrollment. Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact	
Office Technology Certificate (Archive) - 6.A.1. Be proficient in the usage of various computer applications and the operation of office equipment. - 6.A.1. Be proficient in the usage of various computer applications and the operation of office equipment. Start Date: 01/18/2006 End Date: 05/31/2006 Outcome Status: No longer a desired outcome	Artifact/Instrument/Rubric/Method/Tool Description: Provided that students take the pre-requisite courses in sequence, 70 % of the students will be able to successfully perform the following: A. Apply principles of layout design and techniques to produce a slide presentation. Criterion (Written in %): Rubrics		
	Artifact/Instrument/Rubric/Method/Tool Description: Test/Project Criterion (Written in %): Rubric	01/18/2005 - No data collected, class was cancelled. Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: Research ways to recruite students into the proprogram.	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Artifact/Instrument/Rubric/Method/Tool Description: Rubrics Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 70% of the students will be able to successfully apply principles of layout design and techniques to produce a slide presentation.		
Office Technology Certificate (Archive) - 6.A.2 Evaluate and incorporate the appropriate technology tools in the work place using the skills and knowledge learned. - 6.A.2 Evaluate and incorporate the appropriate technology tools in the work place using the skills and knowledge learned. Start Date: 01/18/2006 End Date: 05/31/2006 Outcome Status: No longer a desired outcome	Artifact/Instrument/Rubric/Method/Tool Description: Demonstrate the ability to integrate and link different software applications to enhance document productivity. Criterion (Written in %): 70% will demonstrate	12/01/2003 - 73.4% of the students sampled were able to demonstrate the ability to integrate and link different software applications to enhance document productivity. The average rubric score was 11.75 out of 16. Although students scored high on their ability to use different software applications, attention to and quick recall of proper formatting of business correspondence and proofreading skills were not evident. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: Ensure students have completed and passed the prerequisite courses.	12/01/2003 - No action required. Continue to enforce pre-requisite and sequencing of courses through advisement based on population sampled, a low score may be attributed to the students taking the OA230 class 1-4 years after taking the pre-requisite class OA130. In addition , look into the possibility of developing and offering courses for preparing students for Microsoft Office Specialist certifications.
Office Technology Certificate (Archive) - 6.A.3 Format and produce various types of business correspondence and other office-related documents. - 6.A.3 Format and produce various types of business correspondence and other office-related documents. Start Date: 01/18/2006	Artifact/Instrument/Rubric/Method/Tool Description: Demonstrate the ability to format and produce and office document. Criterion (Written in %): 70% will demonstrate	12/01/2003 - 78.1% of the students demonstrated the ability to format and produce an office document. The average rubric score was 12.5 out of 16. As in item B above, proper formatting and proofreading skills were not evident. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status:	12/01/2003 - No action required. Continue to enforce pre-requisite and sequencing of courses through advisement based on population sampled, a low score may be attributed to the students taking the OA230 class 1-4 years after taking the pre-requisite class OA130. In addition , look into the

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 05/31/2006</p> <p>Outcome Status: No longer a desired outcome</p>		<p>Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Continue to reinforce completion of pre-requisite courses.</p>	<p>possibility of developing and offering courses for preparing students for Microsoft Office Specialist certifications.</p> <hr/>
<p>Office Technology Certificate (Archive) - AY 04-05 OFFICE TECH ATTITUDES - Students will express their competency level on the ability to use and integrate various office applications.</p> <p>Start Date: 01/18/2006</p> <p>End Date: 05/31/2006</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Self-Assessment Questionnaire</p> <p>Criterion (Written in %): 75% of the students will be able to "Agree" or "Strongly Agree" on their ability to utilize and integrate various office applications to perform specific tasks.</p>	<p>10/18/2006 -</p> <p>The course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2006 Semester due to low enrollment. However, the course was offered as a Special Project to four (4) students who needed to complete their Associate (3) and Certificate (1) program requirements during the Spring 2006 term. The OA230 class was delivered primarily as an independent course of study.</p> <p>A survey was sent to all class participants. All four (4) respondents indicated that their previous course work (OA101 Keyboarding Applications, CS151 Windows Applications, OA130 Information Processing, OA210 Database Management Systems, and OA220 Spreadsheet Systems) provided each of them with the basic knowledge and skills for the OA230 Advanced Information Processing class in the following areas:</p> <p style="padding-left: 40px;">Word Processing (Agree 75%; Strongly Agree, 25%) Spreadsheet (Agree 75%; Strongly Agree, 25%) Database (Agree 75%; Strongly Agree, 25%) PowerPoint (Agree 75%; Strongly Agree, 25%)</p> <p>In addition, the survey indicates that students</p>	<p>10/18/2006 -</p> <ol style="list-style-type: none"> 1. Low enrollment, determine if the Certificate program is still in demand. 2. The survey included questions regarding students' perceptions about using various office software applications, but, not specifically about their ability to integrate the different software. Thus, would need to incorporate questions in this area on a future survey. <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>their knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> Word Processing (Agree, 50%; Strongly Agree, 50%) Spreadsheet (Agree 75%; Strongly Agree, 25%) Database (Agree, 75%; Strongly Agree, 25%) PowerPoint (Agree 75%; Strongly Agree, 25%). <p>Since the OA230 class was taught as an Independent Study, the students were asked if the class should continue to be taught as a Special Project (Independent Study). The students expressed mixed feeling on this question (Strongly Disagree, 25%; Disagree, 25%; Agree, 25%; and Strongly Agree, 25%) which would merit further research.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Refer to use of assessment results below.</p>	
<p>Office Technology Certificate (Archive) - AY 04-05 OFFICE TECH KNOWLEDGE - The student will use previously learned skills and information to format and produce various office documents.</p> <p>Start Date: 01/18/2006</p> <p>End Date: 05/31/2006</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Course Embedded Office Simulation Production Test</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 80% of the students will be able to demonstrate the ability to apply correct layout design and format to produce a variety of office</p>	<p>10/18/2006 - The course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2006 Semester due to low enrollment. However, the course was offered as a Special Project to four (4) students who needed to complete their Associate (3) and Certificate (1) program requirements during the Spring 2006 term. The OA230 class was delivered primarily as an independent course of</p>	<p>10/18/2006 -</p> <p>1. In the traditional classroom setting, an inventory skills test is administered to identify student's strengths/weakness followed by a review. This should also apply to classes offered in a non-traditional learning environment.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
No longer a desired outcome	documents with 75% overall accuracy.	<p>Given a Course Embedded Office Simulation Production Test, (n=4) 75% of the students were able to demonstrate the ability to apply correct layout design and format to produce a variety of office documents with at least 75% overall accuracy. However, given a Course Embedded Objective Test, none of the students were able to successfully meet the target goal of at least a 75% overall accuracy on the test. However, 75% of the students were able to score above 60% on the objective test.</p> <p>One factor that may attribute to the low scores could be the time frame since the student successfully completed the OA130 Information Processing class which is a pre-requisite to this course. The attitudinal survey that the students took reflect that some took the course the previous semester (25%), a year ago (50%), and two years ago (25%). During that time period different software applications were being utilized (Corel vs. Office 98, 2000, 2003, etc.). Circumstances that could have prevented the student from taking the course on schedule include scheduling conflicts, enforcement of the General Education policy, and/or cancellation of class due to low enrollment.</p> <p>The student's learning style may also affect his/her performance which is indicated in the survey. The students were asked if the class should continue to be taught as a Special Project (Independent Study) and expressed mixed feeling on this question (Strongly Disagree, 25%; Disagree, 25%; Agree, 25%; and Strongly Agree, 25%). It can be inferred that the students who did not prefer to have the course taught in the future as a Special Project probably need the structure and verbal and visual stimulation of a traditional classroom setting.</p>	<p>2. In general, the students tend to do better on the simulation tests rather than on the objective tests. Thus, need to develop creative review strategies/activities that will engage the student's attention span to recall and retain basic terminology, formats, and skills.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: Provide more objective tests.</p>	
<p>Office Technology Certificate (Archive) - AY 04-05 OFFICE TECH SKILLS - Students will demonstrate appropriate skills and ability to integrate various office applications.</p> <p>Start Date: 01/18/2006</p> <p>End Date: 05/31/2006</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Course Embedded Integrated Office Simulation Production Test</p> <p>Criterion (Written in %): Provided that students take the pre-requisite courses in sequence, 75% of the students will demonstrate the ability to integrate and link different software applications to enhance document productivity.</p>	<p>10/18/2006 -</p> <p>The course, OA230 Advanced Information Processing, used to evaluate this SLO was cancelled during the Spring 2006 Semester due to low enrollment. However, the course was offered as a Special Project to four (4) students who needed to complete their Associate (3) and Certificate (1) program requirements during the Spring 2006 term. The OA230 class was delivered primarily as an independent course of study.</p> <p>Given a Course Embedded Integrated Office Simulation Production Test, (n=4) 75% of the students were able to demonstrate the ability to integrate and link different software applications to enhance document productivity and score at least a 75% or better. Students perform well on hands-on activities perhaps because they are visually stimulated by the software prompts (HELP feature) and when applicable are able to make corrections as needed.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>10/18/2006 -</p> <p>1. In the traditional classroom setting, an inventory skills test is administered to identify student's strengths/weakness followed by a review. This should also apply to classes offered in a non-traditional learning environment.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Office Technology Certificate (Archive) - Proficient in Computer applications and operation of office equipment - Be proficient in the usage of various computer applications and the operation of office equipment.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Provided that the students take the pre-requisite courses in sequence, 70% of the students will be able to successfully perform the following:</p> <p>Apply principles of layout design and techniques using a computer application to produce a slide presentation.</p> <p>Criterion (Written in %): 70% will be able to successfully perform.</p>	<p>12/01/2003 - Majority of the students did well in this component. Approximately 95.8% of the students sampled were able to apply principles of layout design and techniques to produce a slide presentation.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p>	<p>12/01/2003 - No Action Required.</p> <hr/>
<p>Planning & Development - FA09-SP11 AUO#1 ADMINISTRATION OF FEDERAL GRANTS - AUO#1: FA2009-SP2011</p> <p>To support educational programs through the effective administration of federal grants (i.e., Workforce Investment Act (WIA), Title II Adult Education & Family Literacy, Carl D. Perkins Career and Technical Education Act, Title III, AANAPISIP, etc.).</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>1. Through P&D's effective training, planning, budgeting, and evaluating processes, reports will indicate that at least 80% of the program administrator's approved budget is encumbered by the seventh month a twelve month budget period.</p> <p>2. Through P&D's effective training, planning, budgeting, and evaluating processes, reports will indicate that at least 80% of the State Leadership or State Agency (local program) funds are encumbered by the sixth (January) month budget period.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Financial/Budget Review and/or Audit Report</p> <p>Criterion (Written in %): 1. N = Program Administrator's approved budget</p>	<p>09/27/2010 - No additional data was collected between the last assessment report (data collection March 2010 deadline) as this AUO review occurs seven months after the initial grant award.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Staff and supplies needed to ensure adequate administration of federal funds.</p> <p>Budget Related Performance Indicators: 80% of program administrators' approved budget is encumbered by the seventh month of a twelve month budget period; 80% of state leadership or state agency (local program) funds are encumbered by the 6th (January) month budget period.</p>	<p>10/18/2010 - With P&D fully staffed and training on Banner continues, staff will better able to provide timely monthly reports to program administrators so that encumbrances can be achieved as planned.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>2. N = State Leadership and State Local Program budget per Grant Award Notification</p> <p>Budget-Related Proposed Outcomes: 1.Amount of program administrator's approved budget; amount of state leadership and state local program budget per grant award notification</p> <p>Related Documents: AUO#1 Grant Award Notification.pdf AUO #1 Organization Budget Status Report.pdf AUO #1 ACCJC Standard 2.pdf</p>	<p>03/08/2010 - 1. N=\$687311.19. Balance 7 months is \$178290.45. Not Met 2. a. On 7/08, N=\$891,078 per PY09 Grant Award Notification. On 1/2009 balance is \$571,701; 36% was encumbered. Not met. b. On 7/09, N=\$919,041 per PY10 Grant Award Notification. On 1/2010 balance is \$574,458; 37% was encumbered. Not met.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Program Coordinator I was promoted and left State Agency position vacant March 2010; position was filled (PCII) late 8/10. Additonally, Banner template is being reviewed to provide better information to program administrators.</p> <p>Budget Related Performance Indicators: Budget related performance indicators was introduced Fall 2010 term.</p> <p>Related Documents: AUO #1 March 2011.pdf AUO #1 PY11 USDA Grant Award Notification.pdf</p>	<p>04/08/2011 - Seven program agreements were reviewed during this reporting period (\$948,226.10) to determine whether seven months into their program year program administrators were able to encumber 80% of their approved budget. Only 77% was achieved.</p> <p>2. On 7/10, GCC received \$940,878 PY11 (\$655,304 -Perkins and \$416,104 -WIA, Title II) in grant funds from USDA. On 3/2011, available balance is \$551,431 (\$298,410 -WIA and \$253,020 - CTE) thus, only 41% has been encumbered/awarded. P&D will not be able to achieve this criterion unless there is a big surge in the number of proposals awarded. Efforts to boost the number of applications include an ad posted in the Pacific Daily News and on MyGCC throughout the month of March regarding the availability of funds. Technical Assistance Workshops were conducted to inform eligible applicants of the purpose of the grants, its application process, and deadline. Additionally, the DCs were notified of funds at their monthly meetings. Although applications are due April 15, 2011, as of April 8, 2011, not a single application had been received.</p> <p>Although 80% appears high it is important to continue to strive to meet this indicator.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Administration of grant funds</p> <p>Task Description: Financial reports and correspondences to program administrators will be transmitted monthly with emphasis on budget balance and concerns.</p>		<p>Implementation Status: 04/11/2011 - Because it is important for grants to be awarded and expended on a timely basis, P&D will continue to keep this AUO in its upcoming Plan.</p>
<p>Planning & Development - FA09-SP11 AUO #2 FEDERAL FUNDS IN SUPPORT OF EDUCATIONAL PROGRAMS - AUO#2: FA2009-SP2011 To support career and technical and adult educational programs by awarding federal funds to eligible providers whose proposal is for the development of new or strengthening of existing programs.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Workshop Evaluation Survey and Intake Log Book. Survey results will indicate that at least 85% of participants will indicate "agree or strongly agree" that workshop provides information to develop convincing proposals for new or to strengthen existing programs.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): N = Number of workshop participants</p> <p>Budget-Related Proposed Outcomes: 2.Number of workshop participants</p> <p>Related Documents: AUO #2 Evaluation.pdf AUO #1 ACCJC Standard 2.pdf</p>	<p>09/27/2010 - Seven individuals attended the March 2010 Technical Assistance Workshop. All participants completed the survey and all "strongly agree" or "agree" that the "goals & objectives and Guide for Writing Proposal" were helpful information to complete a grant application. Another workshop was held September 2010 - 14 individuals attended the session; all responded "strongly agree" or "agree" on the survey.</p> <p>N=21 survey respondents; all responded either "strongly agree" or "agree" on the survey.</p> <p>In addition to the technical assistance workshop, the assistant director started to conduct "mini-clinics" held for an hour (Monday-Friday) to provide prospective applicants an opportunity to ask questions. This concept has not been fully used by prospective applicants; only three individuals attending the clinics held October 4-8; two of the three ended up submitting a proposal. The third individual came at the scheduled clinic time just to pickup a packet.</p>	<p>10/18/2010 - P&D will continue to provide technical assistance. In addition to the technical assistance and to encourage and assist eligible applicants complete the process, mini-clinics will continue to be offered two hours for a whole week.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Notes: Budget will support activities (e.g., workshop venue, mini clinics, and related supplies) needed to provide technical assistance to prospective providers.</p> <p>Budget Related Performance Indicators: Survey results will indicate that at least 85% of participants will indicate "agree or strongly agree" that workshop provides information to develop convincing proposals for new or to strengthen existing programs.</p> <p>Related Documents: AUO #2 Evaluation September 2010.pdf AUO #2 Evaluation March 2010.pdf</p>	
		<p>03/08/2010 - Fourteen individuals (7-WIA and 7 CTE) attended the September 2009 Technical Assistance Workshop. Of the 14 that attended 11 (N=11) completed a survey instrument. Of the 11 that completed a survey, only 1 indicated "somewhat agree"; 91% indicated "strongly agree or agree" on their survey form. Technical assistance workshop was held March 2011.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p>	<p>04/11/2011 - P&D will continue to provide Technical Assistance Workshops. Results of the workshop evaluation survey indicate overwhelmingly that participants ?strongly agree? when asked whether there was sufficient time, information useful, better understanding, and usefulness of Resource Binder (see attached survey results). It should be noted that the overall quality of responses to questions in the applications submitted increased. P&D will address the verbatim responses requesting for sample grants.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Notes: P&D will continue to provide workshops and evaluate and incorporate recommendations noted on the workshop's evaluation forms.</p> <p>Budget Related Performance Indicators: Budget related performance indicators was introduced Fall 2010 term.</p> <p>Related Documents: AUO #2 Evaluation March 2010.pdf AUO #2 Evaluation March 2011.pdf</p>	<p>Implementation Status: 04/11/2011 - Since the criterion for this AUO has been realized, P&D will identify another AUO in the upcoming Plan.</p>
<p>Planning & Development - FA09-SP11 AUO#3 MANAGEMENT of CTE/AEFLA AND OTHER RELATED DATA - AUO#3: FA2009-SP2011</p> <p>To support career and technical and adult education programs by maintaining accurate and reliable CTE and Adult Education and Family Literacy (AEFL) data for federal reporting requirements.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: By maintaining accurate and reliable data 100% of source document (e.g., graduate follow up database, employer's survey, grad survey, student intake/update form, etc.) will be audited against database to ensure accuracy.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Activity audit</p> <p>Criterion (Written in %): N = Number of source documents</p> <p>Budget-Related Proposed Outcomes: 3.Number of source documents</p> <p>Related Documents: AUO #3.pdf</p>	<p>09/27/2010 - Due to staff promotion and movement to another division, data/survey was not administered since the last assessment deadline (March 2010).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Budget support required for staff, equipment, and supplies which all ensure federal data reporting requirements are met.</p> <p>Budget Related Performance Indicators:</p>	<p>10/18/2010 - Having staffed the WIA State Agency office (PCII) will assist timely and accurate surveys. A calendar and SOP have been developed to help plan the administration, collection, and reporting of survey results. A calendar of when annual survey is scheduled is given to AA and PCII to ensure timeliness of survey.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Institutional Strategic Master Plan (ISMP)	AUO #1 ACCJC Standard 2.pdf	<p>By maintaining accurate and reliable data 100% of source document (e.g., graduate follow up database, employer's survey, grad survey, student intake/update form, etc.) Will be audited against database to ensure accuracy.</p> <p>03/08/2010 - Staff provided lists of individuals to be sent a survey instrument or enrolled in an adult education program to ensure accuracy of information.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: This AUO is difficult to measure although audits were conducted to ensure the accuracy of those to be sent a survey instrument or enrolled in a course against the database as indicated in the AUO. SOPs have been written and followed by appropriate staff.</p> <p>Budget Related Performance Indicators: Budget related performance indicator was introduced Fall 2010 term.</p> <p>Related Documents: AUO #3 SOPs March 2010.pdf AUO #3 SOP & Annual Plan March 2011.pdf</p>	<p>04/11/2011 - Early March 2011 P&D staff revised SOP - CTE & WIA 2007-8 and Adult Education Process (draft) to reflect dates, data requirements, and responsible individual (attached). The final SOPs will reduce issues related to data validation and individuals' responsibilities.</p> <p>Implementation Status: 04/11/2011 - P&D has not been able to achieve the criterion for this AUO. Because it is critical for funds to be awarded and monitored, P&D will continue to keep this AUO in the upcoming Plan.</p> <p>04/11/2011 - P&D has not been able to successfully realize this AUO and therefore, this AUO will remain in the upcoming Plan.</p> <p>04/11/2011 - Tools have not been fully implanted (SOPs and Annual Plan). P&D continues to have issues with validating data thus it will be essential for P&D to develop a separate AUO ? one for Graduate Follow Up and the other for Adult Education in its upcoming Plan.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Management of Data</p> <p>Task Description: Federal or local reports to program administrators and management will be provided annually to help with decisions related to CTE and AEFL educational programs.</p>		
<p>Planning & Development - FA11-SP13 AUO#1 Administration of Perkins and WIA, Title II grants - AUO#1 To support educational programs by effectively administering federal grants.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Instructional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list Federal funds will be used to expand, update, or strengthen career and technical and adult education programs.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Budget Status Report will be used to assess this AUO.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 80% of funds available each program year will be awarded to eligible recipients.</p> <p>Budget-Related Proposed Outcomes:</p> <ol style="list-style-type: none"> 80% of program administrators' approved budget is encumbered by the seventh month of a twelve month budget period; 80% of state leadership or state agency (local program) funds are encumbered by the 6th (January) month budget period. Survey results will indicate that at least 85% of participants will indicate "agree or strongly agree" that workshop provides information to develop convincing proposals for new or to strengthen existing programs. By maintaining accurate and reliable data 100% of source document (e.g., graduate follow up database, employer's survey, grad survey, student intake/update form, etc.) Will be audited against database to ensure accuracy. 	<p>02/17/2012 - (N=\$931,480) The total received from USDE is \$931,480, \$568,746-CTE, and \$362,734-WIA, respectively. Two technical assistance sessions were held to provide information however, not many applications made it to the Project Review Panel. As such only \$250,035 was awarded for CTE funds; \$238,883 for WIA, Title II funds --- 52.5%. Accordingly, the State Agency Office provided another session in February 2012, which garnered 9 applications, and \$1.404M (\$982K and \$422 WIA, respectively).</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Continued budgetary support for the Planning and Development Office is needed to effectively administer grants. Determined to have eligible individuals apply, the assistant director met with department chairs in December.</p> <p>Budget Related Performance Indicators:</p> <ol style="list-style-type: none"> Amount of program administrator's approved budget; amount of state leadership and state local program budget per grant award notification. 	<p>10/08/2012 - The ideal situation is to have 80% of funds (USDE) awarded to eligible recipients by the end of the program year. However, this criterion can only be realized by the deliberate effort of the Academic Affairs Division to encourage faculty/individuals to submit/write proposals as GCC is both LEA and SEA. The task to write and administer a grant is a responsibility in addition to an individual/faculty's regular workload and therefore not very inviting although technical assistance and mini-clinics are provided and exit survey results (for technical assistance workshop) indicate sessions are effective.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Related Documents: Academic Evaluation Template.docx AUO#1 October 2011.pdf</p> <hr/> <p>Task Name: Administer grants Task Description: Review budget balances to ensure timely use of federal funds.</p>	<p>2. Number of workshop participants. 3. Number of source documents.</p> <p>Related Documents: AUO #1 Federal Funds.pdf</p>	
<p>Planning & Development - FA11-SP13 AUO#2 Administer Graduate Follow Up Survey - AUO#2 To support educational programs by administering and reporting Graduate/Completer survey results thereby strengthening career and technical and adult education programs.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: GCC Fact Book</p> <p>Notes from the pull/drop down list Survey results will be used to strengthen career and technical and adult education programs.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Graduate Follow Up Survey instrument for secondary and postsecondary.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 35% of graduates/completers will respond to the survey.</p> <p>Budget-Related Proposed Outcomes: 1. 80% of program administrators' approved budget is encumbered by the seventh month of a twelve month budget period; 80% of state leadership or state agency (local program) funds are encumbered by the 6th (January) month budget period.</p> <p>2. Survey results will indicate that at least 85% of participants will indicate "agree or strongly agree" that workshop provides information to develop convincing proposals for new or to strengthen existing programs.</p> <p>3. By maintaining accurate and reliable data 100% of source document (e.g., graduate follow up database, employer's</p>	<p>02/17/2012 - (N=\$931,480) The Institutional Researcher was the primary data provider for those who graduated in SY2011. The annual Graduate/Completer Follow-Up Survey kicked off in August 2011. A total of 610 graduates/completers (AA&AS-87, Cert-95, AHS-12, GED-118, and Secondary-298) were sent a survey instrument to complete and return by October 2011. The cumulative response is 43.3% which is significantly higher than last reporting year 35% primarily because staff and work study utilized FaceBook.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Budgetary support for the Planning and Development Office is needed to effectively administer and continuously increase response rate.</p> <p>Also note that 43.3% reflects the number of returned undeliverable mail. When mail is returned undeliverable, staff call to either</p>	<p>10/08/2012 - The graduate survey was administered differently this year garnering more than a 40% response rate (preliminary count) as P&D staff administered the 2012 survey during the graduation practice held May 2012. Actual count will be finalized and published as part of the Graduate/Completer Follow Up Report in December 2012. Accordingly, P&D staff will continue to use this process for future graduate surveys.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>survey, grad survey, student intake/update form, etc.) Will be audited against database to ensure accuracy.</p> <hr/> <p>Task Name: Administer Survey Task Description: Administrative Assistant will take lead role to mail survey.</p>	<p>get a current address or have completer/graduate take the survey over the telephone. Budget Related Performance Indicators: 1. Amount of program administrator's approved budget; amount of state leadership and state local program budget per grant award notification. 2. Number of workshop participants. 3. Number of source documents.</p> <p>Related Documents: 2011 Graduation Survey Results.pdf</p>	
<p>Planning & Development - FA11-SP13 AUO#3 ISMP - AUO#3 To support educational programs by ensuring ISMP goals are moving forward.</p> <p>Outcome Types: AUO</p> <p>Start Date: 10/10/2011 End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list As part of Dedicated Planning, P&D will review each goal to ensure they are progressing.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Template will be used to monitor progress.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of goals will be reviewed and status reported at MTM annually on December.</p> <p>Budget-Related Proposed Outcomes: 1. 80% of program administrators' approved budget is encumbered by the seventh month of a twelve month budget period; 80% of state leadership or state agency (local program) funds are encumbered by the 6th (January) month budget period. 2. Survey results will indicate that at least 85% of participants will indicate "agree or strongly agree" that workshop provides</p>	<p>02/17/2012 - (N=29) There are twenty-nine goals (Pioneering=4, Educational Excellence=4, Community Outreach=15, and Dedicated Planning=4) of which all (29/29 or 100%) of the goals identified continue to progress; a majority indicated "100%" or "complete". The information will be reported at MTM in March 2012.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Continued budgetary support is needed to effectively administer the department's activities.</p> <p>Budget Related Performance Indicators: 1. Amount of program administrator's</p>	<p>10/08/2012 - Three focus group sessions were held (September and October 2012) to provide updates, gather comments, and develop new goals to move the ISMP forward to FY2013. Sessions covered goals 1, 3, and 4, Pioneering, Community Outreach, and Dedicated Planning, respectively. While goal 2, Educational Excellence, was coordinated and carried out directly by the AVP at an earlier date, key stakeholders (e.g., president, assistant directors (CE, Alumni, Communications, P&D), HR, AVP, VPFA, program specialists (POST, Gima), deans, and associate deans) to list a few, shared ideas to strengthen goals or to address issues. Responsible individuals for each goal (Pioneering-VP Santos,</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>information to develop convincing proposals for new or to strengthen existing programs.</p> <p>3. By maintaining accurate and reliable data 100% of source document (e.g., graduate follow up database, employer's survey, grad survey, student intake/update form, etc.) Will be audited against database to ensure accuracy.</p> <p>Related Documents: Revised Template May 2011.docx</p> <hr/> <p>Task Name: Assess website</p> <p>Task Description: Review website and identify key activities to include on website.</p>	<p>approved budget; amount of state leadership and state local program budget per grant award notification.</p> <p>2. Number of workshop participants.</p> <p>3. Number of source documents.</p> <p>Related Documents: ISMP Dec 2011 - Dedicated Planning - FINAL.pdf ISMP Dec 2011 - Educational Excellence- FINAL.pdf ISMP Dec 2011 - Pioneering - FINAL.pdf ISMP Dec 2011 Comunity Interaction-1of2 - FINAL.pdf ISMP Dec 2011 Community Interaction-2of2 - FINAL.pdf AUO #3 ISMP.pdf</p>	<p>Community Outreach-President, and Dedicated Planning-Doris Perez) will compile information gathered, provide updates and report results on November 16, 2012 to the campus at large.</p> <hr/>
<p>Practical Nursing Certificate - AY05-06 (Program / Calendar Year 06) Students will express their attitudes and perception of the program in relation to their planned goals for employment. - Students will express their attitudes and perception of the nursing program in relation to their planned goals for employment.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/07/2006</p> <p>End Date: 12/09/2006</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Survey given to all PN students during the last semester</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 100% of the students will have completed the survey expressing their attitudes and perception of the nursing program in relation to their planned goals for employment.</p>	<p>03/13/2007 - Survey was given at end of NU 292 which is the capstone course for the Practical Nurse Program with instructions to evaluate the program. Students did not respond in as much detail as expected.</p> <p>The part of the program evaluation that addressed students perception of the programs ability to prepare them for hire is scattered throughout the tool and the major question releated to this SLO asking the student what their plans are after course completion was left out. Please see uploaded file.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result</p>	<p>03/08/2008 - AY 05-06 Students yielded 100% return of the Capstone course survey. Unfortunately, the tool did not yield the results we expected. Therefore, the program is in the process of updating the survey to better illicit the SLO identified above.</p> <hr/> <p>03/28/2007 - The responsibility of this program is to produce a successful program. To assist in this</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Not currently being assessed		<p>Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: As of today, March 08, 2008, for program AY 05-06, the total # of students who graduated the program was 16. These same students were registered in the Capstone course NU 292. All 16 of these students completed and returned the evaluation form for a total =100%. Problem: It was brought to our attention that the questions in relation to the SLO were not addressed on the evaluation form. Intervention: The program will rework the evaluation form to include evaluation of the SLO for the AY 07-08 students. Plan: The new forms will capture the SLO in a more defined way.</p>	<p>matter a meeting was held with a member of the CCA committee for input. The tool will be improved so it will actually evaluate the SLO. However, the evaluation part of the SLO will remain part of a more comprehensive tool. Suggestions that will be used are to better format the tool with distinct areas of information and to include some Likert scale type questions. It remains a work in progress because our next program completion will be Dec 2007. The essence of what is necessary to know to evaluate the problem is covered. But needs to be presented in a more student friendly form</p> <hr/>
<p>Practical Nursing Certificate - AY05-06 Demonstrate Knowledge of Skills - Students will demonstrate knowledge of Practical Nursing Skills</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/07/2006</p> <p>End Date: 12/09/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Skills checklist initiated and maintained by student</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% of the students will complete 90% of skills listed on the checklist by the end of the program.</p>	<p>04/27/2007 - This is a skills checklist that is completed by observation of instructor during the entire 3 semesters. The student is responsible to carry it and bring all observed and practiced skills to the instructors attention for signature. The skills checklist used was built from a 2 year program. Even in a 2 year program there is no way any student would be able to successfully complete all of the skills listed. This is not a test. It is a list of possible nursing skills that one might have a chance to observe or accomplish in a 2 year period of time. This is a 1 year program. Just because the students did not complete all the skills does not mean they are unprepared for hire. The students would have an opportunity to observe or practice those they did not have an opportunity to complete. Review of the checklist reveals 12 of the 15 students handed in</p>	<p>03/08/2008 - The TRACDAT PROGRAM refused to allow me to input the following under the summary of results: (after my data is where I would like it) Problem #1: The program found that the AY 05-06 Skills Checklist forms did not correlate appropriately to our program, the level of the program and were unclear. Intervention/Plan: The program has since revamped the form to clearer and more realistic in regards to our program expectations. # 2) The program found that skills may have been done, but not checked off. The checklists were also lost by</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status																																							
		<p>checklists. Please see attachment for the number of procedures completed by each student, the percentage of the 160 listed skills and the average.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: As of 3/8/08, the Skills Checklist did not meet our criteria of 100% return or the 90% completion and the results are as follows:</p> <p>The skills checklist actually consists of 162 items. A total of 16 students graduated and were given this form in the beginning of the first semester. Only 12 of those students returned the form at the end of the year. 12/16= 75% return rate Of the 75% that returned, the following completion statistics apply:</p> <table border="1" data-bbox="1086 1029 1601 1460"> <thead> <tr> <th>student</th> <th>skills completed</th> <th>%</th> </tr> </thead> <tbody> <tr><td>a</td><td>52</td><td>62%</td></tr> <tr><td>b</td><td>98</td><td>60%</td></tr> <tr><td>c</td><td>87</td><td>54%</td></tr> <tr><td>d</td><td>109</td><td>62%</td></tr> <tr><td>e</td><td>71</td><td>44%</td></tr> <tr><td>f</td><td>92</td><td>57%</td></tr> <tr><td>g</td><td>94</td><td>58%</td></tr> <tr><td>h</td><td>75</td><td>46%</td></tr> <tr><td>i</td><td>96</td><td>59%</td></tr> <tr><td>j</td><td>87</td><td>54%</td></tr> <tr><td>k</td><td>80</td><td>49%</td></tr> <tr><td>l</td><td>93</td><td>57%</td></tr> </tbody> </table>	student	skills completed	%	a	52	62%	b	98	60%	c	87	54%	d	109	62%	e	71	44%	f	92	57%	g	94	58%	h	75	46%	i	96	59%	j	87	54%	k	80	49%	l	93	57%	<p>students. Plan/Intervention: The instructors discussed this and will sign the skill off immediately following the procedure performed and in general awareness was increased. In addition, the instructors will retain possession of the form from the beginning of the AY until the end.</p> <hr/> <p>03/08/2008 - As demonstrated by our results, the initial Skills Checklist didn't meet our criteria. The program has since updated the form and feel this will yield a better result for the AY 07-08. The expectation of 100% return rate continues and the 90% completion of skills will be discussed among faculty.</p> <hr/> <p>04/27/2007 - The checklist will be reworked with input from the entire faculty to be more realistic. The program maintains high expectations of students and the check list will reflect a more realistic list of skills. This is not a test of skills. The 90% skills completion expectation was unrealistic. This year has given more instructors an opportunity to assist in developing a more realistic skills check list.</p> <hr/>
student	skills completed	%																																								
a	52	62%																																								
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Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>1034/1944= 53% 637%/1200%= 53%</p> <p>53% is the average completion of the form for AY 05-06, with 67% being the maximum and 32% being the minimum.</p>	
<p>Practical Nursing Certificate - AY05-06 Students will complete a diagnostic nursing program completion test. - Students will complete a diagnostic nursing program completion test.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/06/2006</p> <p>End Date: 12/09/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Administration of Hesi or NLN achievement test</p> <p>Criterion (Written in %): 100% of the students completing the test will achieve results in the 80th or above percentile.</p>	<p>03/13/2007 - Diagnostic readiness tests for taking the NCLEX-PN test after program completion are available from several groups. This type of test provides information not only about the students readiness for the NCLEX, but gives the program input into areas where there is need to spend more time presenting. They are available in both paper and pencil or computer format. Because of faster feedback the computerized form was chosen. One frequently used form is provided by HESI (Health Examinations Systems Inc.) and another by the National League for Nursing. NLN was chosen. It is used by UOG so the results could be used by UOG when our grads go there to continue their education. These tests were ordered to be taken in the fall because the program is January to December. Communication was started with them September 14 and very frequent communication continued with them during the fall semester. At a point midway during our correspondence National League for Nursing started to referring to our program as an RN program. This was quickly corrected on our part, NLN stated they would correct and for several more contacts the program was correctly called a PN program. Then once again we were referred to as an RN program and again they were corrected and they acknowledged the correction. On the day the test was scheduled it was noted we were issued the RN exam.</p> <p>After the testing date, the students quickly scattered and we were unable to gather the</p>	<p>03/08/2008 - AY 05-06 Students have since taken their NCLEX-PN exam. They will not be available for this completion test. AY 06-07 Students remain in the process of reviewing for their NCLEX-PN. The program is still hopeful that the NLN tests will arrive, but is realistic that they most likely will not. The program is looking at other options.</p> <hr/> <p>03/28/2007 - HESI is a test familiar to the Department Chair and appreciated for its ease of use. HESI issues a CD which is installed by the students and then they answer on floppies that are provided by HESI. Because the company is being revamped after having been bought out by Mosby they were not available at this time. Timelines will be set to determine availability of the tests in December or January which is when the tests will be used. If they are not, paper driven tests will be used. It will be ordered to arrive a month before needed as there is an open area of time it can be used which will allow us time to check</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>group for testing. The paper test is of equal value. It can be ordered to arrive midway through the fall semester. This would allow for evaluation that the correct test was issued before students sat for the test. There will be a longer turn around time because it will have to be sent to the states for correction. But results will be available before the NCLEX-PN review that we will offer in January 2008. E-mail communication has been kept on file and will be shared with any interested committee member</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: Problem: As of today, February 22, 2008, the program has yet to receive these tests. Therefore, they have not been administered to the AY05-06 students. These students have since taken their NCLEX-PN. The Program made several attempts, as documented, to obtain the tests but were unsuccessful. Intervention: The AY 06-07 class are currently taking their NCLEX-PN review classes. The Program will continue in their endeavors to obtain the NLN exam for the AY 06-07 class. Plan: The AY06-07 class will receive and take the NLN test prior to their NCLEX-PN exam.</p>	<p>that it is the proper test and correct it in a timely manner if not. Scheduling the test in January followed by an NCLEX-PN review would be very beneficial to the students and provide information for program evaluation</p> <hr/>
<p>Practical Nursing Certificate - AY06-07 (Program / Calendar Year 07) Students will express their attitudes and perception of the program in relation to their planned goals for employment. (Copy) - Students will express their attitudes and perception</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Survey given to all PN students in their Capstone course</p> <p>Type of</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status		
<p>of the nursing program in relation to their planned goals for employment.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 01/11/2006</p> <p>End Date: 12/12/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 100%</p>	<p>04/11/2008 - n= 15. 14/15 Students in the capstone course returned their evaluation forms. This was 93% of the graduating class. This is a good response.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Again, this survey did not meet our expectations in determining the students attitudes and perceptions of the nursing program in relation to their planned goals. The Program is currently in the process of re-evaluating the form.</p>	<p>11/17/2009 - The results will be used to improve the program.</p> <hr/> <p>04/11/2008 - P: This was the same survey used the previous year and yielded the same outcome. I: The Program is in the process of re-evaluating this form and reinventing it to better capture the SLO.</p> <hr/>		
<p>Practical Nursing Certificate - AY06-07 Demonstrate Knowledge of Skills (Copy) - Students will demonstrate knowledge of Practical Nursing Skills</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 01/05/2006</p> <p>End Date: 12/12/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: skills checklist initiated and maintained by staff to be completed by the end of the program</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% of students will complete 90% of skills</p> <p>Related Documents: FINAL CHECKLIST[1].doc</p>	<p>04/11/2008 - n=15. 8/15 students returned their skills checklists. The following is the data from the 8 that were completed:</p> <table border="0"> <tr> <td>Skills</td> <td>%</td> </tr> </table>	Skills	%	<p>04/11/2008 - As demonstrated by our results, the initial Skills Checklist didn't meet our criteria.</p>
Skills	%				

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>66/162 = 41% 62/162 = 38% 65/162 = 40% 75/162 = 46% 47/162 = 29% 82/162 = 51% 64/162 = 40% 33/162 = 20%</p> <p>Over 50% returned the checklist, but they were no where near complete.</p> <p>Summary of Result Type: Criterion Not Met Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact Notes: The checklist does demonstrate a students knowledge of their skills but conversely, it does not demonstrate overall knowledge in passing NCLEX-PN. Thus far, 5 of the 8 that returned the checklist have taken their licensing exam and 100% of them have passed.</p>	<p>The program has since updated the form and feel this will yield a better result for the AY 07-08. The expectation of 100% return rate continues and the 90% completion of skills will be discussed among faculty.</p>
<p>Practical Nursing Certificate - AY06-07 Students will complete a diagnostic nursing program completion test. (Copy) - Students will complete a diagnostic nursing program completion test.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 01/11/2006</p> <p>End Date: 12/12/2006</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Administration of a diagnostic nursing completion test</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test-COMPASS</p> <p>Criterion (Written in %): 100% of the students will achieve 80% percentile.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Not currently being assessed</p>		<p>04/11/2008 - n= 0 This graduating class also did not receive these tests prior to taking their NCLEX exam. Although, it has arrived and will be used for the AY07-08 group. Summary of Result Type: Criterion Not Met Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact Notes: The test has since arrived and will be used for the AY07-08 group.</p>	
<p>Practical Nursing Certificate - AY07-08 (Program / Calendar Year 08) Students will express their attitudes and perception of the program in relation to their planned goals for employment. - Students will express their attitudes and perception of the nursing program in relation to their planned goals for employment. Outcome Types: SLO-Affective outcomes Start Date: 10/08/2007 End Date: 03/09/2009</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student survey in the NU 292 Capstone Course Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey Criterion (Written in %): 85% of students will return their NU 292 Capstone Course survey Related Documents: Program%20evaluation%20LOIS%20ORIGINAL[1].doc</p>		
<p>Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A</p>		<p>03/23/2009 - > 85% of students returned their NU 292 Capstone Course Survey Summary of Result Type: Issues Found Data Collection Status/Summary of Result Status: Open Budget Implications: Under \$500</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Notes: All of the students returned their survey.</p> <p>There seem to be issues with the tool/survey. It doesn't seem to capture the SLO of eliciting students' perceptions of the program in relation to their planned goals. The tool will be reworked.</p> <p>03/23/2009 - > 85% of students returned their NU 292 Capstone Course Survey</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p>	<p>11/17/2009 - 85% is acceptable.</p> <hr/>
<p>Practical Nursing Certificate - AY 07-08 Demonstrate Knowledge of Skills - Students will demonstrate knowledge of Practical Nursing Skills</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2007</p> <p>End Date: 03/09/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Skills checklist</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 100% of students will complete 90% of skills</p>	<p>03/23/2009 - 100% of PN students checklists were returned w/ > 90% of skills checked</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: The students checklists needed to be better organized to meet the students needs for each semester. There was not an issue with students returning them as the checklists remained in the instructors' possession.</p>	<p>11/17/2009 - Increase to 95% for skills checked</p> <hr/>
<p>Practical Nursing Certificate - AY 07-08 Students will complete a diagnostic nursing program completion test. - Students will complete a diagnostic nursing program</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Administration of NLN test</p>	<p>03/23/2009 - 100% of the students completing the test will achieve 80% or above</p> <p>Summary of Result Type:</p>	<p>11/17/2009 - Results are acceptable. Will continue the program as is.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>completion test. Students will complete a diagnostic nursing program completion test.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2007</p> <p>End Date: 03/09/2009</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test-COMPASS</p> <p>Criterion (Written in %): 100% of students completing the test will achieve 80% or above</p>	<p>Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Notes: Apparently, the test that was ordered and FINALLY arrived was not used by the expiration date. The test (that was given) was able to be downloaded by this group of students (and was). Thus, skewing the results to appear better than they truly were.</p>	<p>11/17/2009 - The NLN test or a test similar will prepare the student for passing the NCLEX exam. This will improve the programs national passing rate and meet with the Guam Board of Nurse Examiners approval</p>
<p>Practical Nursing Certificate - AY08-09 (Program / Calendar Year 09) Students will express their attitudes and perception of the program in relation to their planned goals for employment. - AY 08-09 Students will express their attitudes and perception of the nursing program in relation to their planned goals for employment.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/13/2009</p> <p>End Date: 03/08/2010</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: NU 292 Capstone Course Survey</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 85% of students will return their NU 292 Capstone Course Survey</p> <p>Related Documents: Program%20evaluation[1]MINE.doc</p>	<p>11/17/2009 - N=34 students. Summary of data will help guide any future changes to the program.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: No cost to program</p>	<p>11/17/2009 - No changes at this time</p> <p>11/17/2009 - No changes predicted</p>
<p>Practical Nursing Certificate - AY08-09 Demonstrate Knowledge of Skills - AY08-09 Students will demonstrate knowledge of Practical Nursing Skills</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The skills checklist</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>11/17/2009 - Students completed 100% of Procedure Demonstration Skills for semester 1,2, and 3. N=34 students</p> <p>Summary of Result Type: Criterion Met</p>	<p>11/17/2009 - Help to improve program</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/08/2010</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Lab/Skills Test</p> <p>Criterion (Written in %): 100% of students will complete 90% of skills</p> <p>Related Documents: FINAL CHECKLIST[1].doc</p>	<p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: No additional budget needs.</p>	<p>11/17/2009 - Increase skill level to 95%.</p> <hr/>
<p>Practical Nursing Certificate - AY 08-09 Students will complete a diagnostic nursing program completion test. - AY 08-09 Students will complete a diagnostic nursing program completion test.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/08/2010</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Administration of NLN test or one similar</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test-COMPASS</p> <p>Criterion (Written in %): 100% of students completinig the test will achieve 80% or above</p>	<p>01/29/2010 - The NLN practice test will be given to graduate PN students with a 80% passing score. The test will be given during the NCLEX review class.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 1.90% of graduates will be employed in the nursing field 2.80% or greater will pass the NCLEX exam 3.Utilize funding through grants to upgrade instructors to master's prepared nurses</p>	<p>11/17/2009 - Help to improve NCLEX passing percentage for nursing program.</p> <hr/> <p>11/17/2009 - The NLN test or one similar will prepare the student for passing the NCLEX exam. This will improve the program's national passing rate and meet with the Guam Board of Nurse Examiners approval</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Practical Nursing Certificate - Certificate in Practical Nursing - FA10-SP12 Upon successful completion of the Certificate in Practical Nursing program, students will be able to meet local and national standards for practical nurses in performing nursing care.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/14/2011</p> <p>End Date: 10/08/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: 1. NCLEX-PN Exam (National Council Licensure Examination for Practical Nurses) 2. Licensed Practical Nurse: ie Guam Board of Nurse Examiners State Licence</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students who graduate from the Practical Nursing Program will be eligible to apply through the Guam Board of Nurse Examiners (GBNE) to sit the National Council Licensure Examination for Practical Nurses (NCLEX-PN)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): N=34. 70% of graduating students will pass the NCLEX-PN exam.</p> <p>Budget-Related Proposed Outcomes: Students employed as LPNS will indicate that they were well-prepared.</p> <p>Related Documents: Guam Practical Nursing License</p>	<p>03/13/2012 - N=34. 31 of 34 students 91% have taken the NCLEX-PN exam in 2011. 21 of 31 68% passed the NCLEX exam on the first attempt. 2 of 31 students passed the NCLEX exam on the second attempt increasing the passing rate to 74%. 3 students have not taken the NCLEX-PN exam at this time.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: Running NCLEX Review Course</p> <p>Budget Related Performance Indicators: 80% or greater will pass the NCLEX exam.</p> <p>Related Documents: Student sample Guam Nursing License</p>	<p>03/13/2012 - The 2010 PN students graduate in December and do not take the NCLEX-PN exam until 2011. Students have to apply to take the exam through the GBNE who authorizes the student to take the exam. Of the 2010 graduates only 31 took the exam. 3 students are yet to sit the exam and the long time frame since graduation makes passing the board exam less likely. The reasons for not taking the exam are students have moved onto other areas of employment or are hesitant to take the exam. Possible reasons for lower passing rate is that an NCLEX Review class was not offered in the Spring to help prepare students for the exam. The fall semester is too involved with other classes for the students to concentrate solely on the NCLEX exam.</p> <p>Implementation Status: 09/30/2012 - Many students are taking too long after graduation to take the NCLEX exam. The department will look at reserach and effective ways to encourage students to take the NCLEX exam sooner in order to acheive a higher passing rate.</p>
<p>Practical Nursing Certificate - NCLEX-PN exam - FA10-SP12 Upon successful completion of the Certificate in Practical Nursing program, students will be eligible for and prepared to take the NCLEX-PN</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: NCLEX-PN national computer generated exam. Exam consists of multiple choice, select all-that-apply questions, etc.</p>	<p>03/13/2012 - N=34 31 of 34 68% 2010 students took the NCLEX exam in 2011. 21 of 31 students passed the exam on the first attempt. 10 of 31 students 32% failed the exam on first attempt. 2 of 10 20 % students passed the exam on second</p>	<p>03/13/2012 - GCC did not offer these students an NCLEX Review class Spring 2011 which has affected the passing rate. It is imperative that NCLEX review class</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>exam in order to become LPNs or to enter more advanced degree nursing programs</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/14/2011</p> <p>End Date: 10/08/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: NCLEX-PN exam (National Council Licensure Examination for Practical Nurses)</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>This is a copyrighted restricted exam that cannot be uploaded as evidence. What can be uploaded is the NCLEX-PN Candidate Report.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): 80% of the graduate students taking the NCLEX-PN exam will pass it.</p> <p>Budget-Related Proposed Outcomes: 80% or greater will pass the NCLEX exam</p> <p>Related Documents: NCLEX-PN Candidate Report</p>	<p>attempt. 3 of 34 students 0.08% never took the NCLEX exam.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Hiring new faculty, purchasing new equipment, purchasing supplies, support staff.</p> <p>Budget Related Performance Indicators: 80% or greater will pass the NCLEX exam.</p> <p>Related Documents: Student sample NCLEX-PN Candidate report</p>	<p>be offered after graduation to better prepare the students for the exam.</p> <p>Implementation Status: 09/30/2012 - Faculty will research better methods to ensure higher passing rates of students.</p> <hr/>
<p>Practical Nursing Certificate - Nursing Process - FA10-FA12 Upon successful completion of the Certificate in Practical Nursing program, students will be able to apply the clinical problem-solving process and critical thinking skills within the scope of an LPN</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/14/2011</p> <p>End Date: 10/08/2012</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: NCLEX-PN (National Council Licensure</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Examination for Practical Nurses) Program SLO/AUO/SSUO Plan reflects/incorporates: N/A Notes from the pull/drop down list Only 3 SLOs will be addressed.</p>			
<p>Practical Nursing Certificate - Communication skills - FA10-FA12 Upon successful completion of the Certificate in Practical Nursing program, students will be proficient in a variety of interpersonal and communication skills used in the health care setting. Outcome Types: SLO-Cognitive outcomes Start Date: 03/14/2011 End Date: 10/08/2012 Outcome Status: Not currently being assessed Program Level SLO Industry National Certification: N/A Type of Industry National Certification: NCLEX-PN (National Council Licensure Examination for Practical Nurses) Program SLO/AUO/SSUO Plan reflects/incorporates: N/A Notes from the pull/drop down list Only 3 SLOs will be addressed.</p>			
<p>Practical Nursing Certificate - Nursing interventions - FA10-SP12 Upon successful completion of the Certificate in Practical Nursing Program, students will be able to demonstrate therapeutic nursing interventions to include: take and record temperature, blood pressure, pulse,</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Hands on skills test Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>weight & height, dress wounds, prepare injections, collect urine & blood samples, feed, bathe, dress, clean, move patients, observe patients, report changes in their condition, keep patient records, teach patients good health & safety habits, sterilize equipment, give enemas, catheterize.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/14/2011</p> <p>End Date: 10/08/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: 1. NCLEX-PN (National Council Licensure Examination for Practical Nurses) 2. Licensed Practical Nurse: Guam Board of Nurse Examiners State Licence</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Students will pass lab/clinical skills by 75%</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Students will learn and perform a return demonstration of all nursing skills throughout the program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): N=20 All students will perform skills independently. Students will demonstrate skills with a rubric grade of 3 or 4.</p> <p>Budget-Related Proposed Outcomes: Students employed as LPNS will indicate that they were well-prepared.</p> <p>Related Documents: NU110 Basic Procedure Checklist NU160 Pharmacology skills checklist NU292 Advanced skills checklist NU230 Maternal Infant skills checklist NU240 Pediatric skill checklist</p>	<p>03/13/2012 - N=20 100% or 20 out of 20 students completed all levels of skills at an independent or self-directed level, a 3 or 4 on the rubric scale.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Notes: Students pay a lab fee that is necessary to replace all the disposable supplies that are used while individually performing all these skills and to maintain and update lab equipment.</p> <p>Budget Related Performance Indicators: 90% of graduates will be employed in the nursing field.</p> <p>Related Documents: Student sample NU110 skills Student sample NU160 Pharm Skills Student sample NU292 Advanced skills Student sample NU230 Newborn skills Student sample NU240 Pediatric skills</p>	<p>03/13/2012 - Students must learn, observe demonstration and perform return demonstration of all skills before they can effectively take care of patients in any healthcare setting. Updated teaching DVDs will assist instructors to bring students in line with current practices.</p> <hr/>
<p>Pre-Architectural Drafting AS - 2011-2012 Catalog SLO#1 - SLO#1SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be able to demonstrate knowledge and skills needed to design and draft projects ranging from two to three dimensional designs for commercial and</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be given instructor developed skills test</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Training Plan</p> <p>Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>residential buildings.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Certificate and Degree in Pre-Architectural Drafting</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list 1. Meet assessment objectives.</p>	<p>All students enrolled must pass with 100%</p> <p>Budget-Related Proposed Outcomes:</p> <p>1. Meet assessment objectives.</p> <p>Related Documents: arhitect</p> <p>Task Name: skills test</p> <p>Task Description: students must recreate given plans</p>		
<p>Pre-Architectural Drafting AS - 2011-2012 Catalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be able to demonstrate basic skills needed to view, print, edit, and create variations of two and three dimensional electronic designs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will utilize AutoCAD program commands and functions to create various plans</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): All student enrolled must pass with 80% or better</p> <p>Budget-Related Proposed Outcomes: 1. Meet assessment objectives.</p> <p>Related Documents: arhitect</p> <p>Task Name: skills test. Student must demonstrate</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Type of Industry National Certification: Certificate and Degree in Pre-Architectural Drafting</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list To ensure student competency to industry standard</p>	<p>understanding and profficiency</p>		
<p>Pre-Architectural Drafting AS - 2011-2012 Catalog SLO#3 - SLO#3 SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be able to develop a professional work ethic needed in the architectural engineering industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: students will take part in Instructor developed training that utilizes interpersonal relations and best work place practices. One -on one scenarios and group dynamics will be taught</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All student enrolled must pass with 100%</p> <p>Budget-Related Proposed Outcomes: 1. Meet assessment objectives.</p> <p>Related Documents: arhitect</p>		
<p>Type of Industry National Certification: Certificate and Degree in Pre-Architectural Drafting</p> <p>Notes from the pull/drop down list to ensure student competency to industry standard</p>	<p>Task Name: Skills test</p>		
<p>Pre-Architectural Drafting AS - 2011-2012 Catalog SLO#4 - SLO#4 SP2012-FA2013: Upon successful completion of the AS in Pre-Architectural Drafting program, students will be able to create an electronic portfolio that represents</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: students must show competency and knowledge by creating specified designs and then translating them to hard and soft copies</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>proficiency in the development of two and three dimensional computer aided designs.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All students enrolled must pass with a 80% or better</p> <p>Budget-Related Proposed Outcomes:</p> <p>1. Meet assessment objectives.</p> <p>Related Documents: arhitect</p>		
<p>Type of Industry National Certification: Certificate and Degree in Pre-architectural Drafting</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list To ensure student competency to industry standards</p>	<p>Task Name: skills test</p> <p>Task Description: Students will be assigned several profficiency test</p>		
<p>Pre-Nursing Certificate - Pre Nursing Requirements - SLO#1 FA10-SP13 Upon successful completion of this program, students will be able to acquire knowledge of general education and related technical requirements necessary to be successful in the more advanced nursing courses.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/14/2011</p> <p>End Date: 10/08/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A total of 31 multiple choice Pre-Entrance Exam will be given. The test will include , basic anatomy & physiology, medical terminology, basic high school level math, and reading comprehension questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 80% of students taking the test will have an overall score of 70% or greater on the 31 question test.</p> <p>Budget-Related Proposed Outcomes: Students employed as Licensed Practical Nurses will indicate that they were well-prepared</p>	<p>05/09/2011 - N=31. 31 students enrolled in the PN program for 2011. 90% of the students (28 of 31) scored 70% or higher in the entrance exam. 9% of students, 3 of 31 students scored under 70%.</p> <p>The 3 students who scored under 70% were permitted into the program because they met other entrance requirements, of excellent passing grades in the course pre-reqs.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators:</p>	<p>09/30/2012 - The department will research other methods of exams for entrance into the Practical Nursing program</p> <hr/> <p>05/09/2011 - Test will be changed to 30 questions, and some questions that all students got incorrect will be replaced.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>N/A</p> <p>Type of Industry National Certification: Upon successful completion of the pre nursing classes with grade C or better students will be eligible to apply for entry into the Practical Nursing Program.</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Related Documents: Entrance Exam for Practical Nursing Class of 2011</p>	<p>The department budget request for FY2011 did not include funding for Pre-Nursing program. In the next budget request for the next budget year the department will incorporate funding needs for pre-nursing certificate.</p> <p>Related Documents: PN Entrance exam scores for 2011 class high score pre nursing exam low score pre nursing exam</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A 30 multiple choice Pre Entrance Exam will be given. The test will include , basic anatomy & physiology, medical terminology questions, basic high school level math questions, and reading comprehension questions</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 80% of students taking the test will have an overall score of 70% or greater on the 30 question test</p> <p>Budget-Related Proposed Outcomes: Students employed as LPN's will indicate that they were well-prepared</p>	<p>10/06/2011 - N=26 24 out of 26 (92%) students obtained a grade greater than 70% on the entrance exam. 2 out of 26 students (8%) obtained a grade below 70% One of the 2 students scoring below 70% was permitted re-entry to the 2012 PN program after having to drop out of previous PN program for medical reasons. The other low scoring pre-entry exam student met the criteria for the pre-req classes and entrance essay.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The department budget request for FY2011 did not include funding for Pre-Nursing program. In the next budget request for the next budget year the department will incorporate funding needs for Pre-Nursing certificate.</p> <p>Related Documents: Pre Nursing Entrance Exam High Score Student Sample Pre Nursing Entrance Exam Average</p>	<p>05/06/2012 - The entry level entrance exam incorporates general questions from all the pre-requisite classes. The test will be updated annually as some students may be retaking the exam for a second time. The exam is necessary to assess students knowledge prior to entering this demanding program.</p> <hr/> <p>10/06/2011 - Changes made were to decrease test questions from previous pre entrance exam from 31 questions to 30 questions and some changes were made to the test questions. This appears to be effective, no further changes made. Changes also have to be made to the test questions annually because students may be retaking the test again in their effort to apply annually to enter the PN program.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Test Score Student Sample Pre Nursing Entrance Exam Low Score Student Sample & Matrix	
<p>Pre-Nursing Certificate - Understanding of Practical Nursing Classes - SLO#2: FA10-SP13</p> <p>Upon successful completion of this program, students will be able to demonstrate more understanding of the upcoming Nursing (NU) classes that they will take in the Certificate for Practical Nursing program by being able to extrapolate and apply knowledge received during these classes.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/14/2011</p> <p>End Date: 10/08/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: Upon successful completion of the pre nursing classes with grade C or better students will be eligible to apply for entry into the Practical Nursing Program</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will submit a one page, double spaced Essay titled: 'Why I want to be a Nurse'</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Essay Questions</p> <p>Criterion (Written in %): 100% of students who are accepted into the Practical Nursing Program must submit a one page, doubled spaced essay, titled: 'Why I want to be nurse', that scores Good or Excellent according to the Essay Grading Rubric.</p> <p>Budget-Related Proposed Outcomes: to be entered.</p> <p>Related Documents: Pre Nursing Entrance Essay Rubric</p>	<p>10/06/2011 - N=26 26 out of 26 (100%) of students submitted a pre-nursing entrance essay. 25 out of 26 (96%) received a Rubric grade of Good (score 24 to 30) and 1 student (4%) received a Rubric grade of Average (score 18-23). All students met the criteria for Essay.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The department budget request for FY2011 did not include funding for Pre-Nursing program. In the next budget request for the next budget year the department will incorporate funding needs for Pre-Nursing certificate.</p> <p>Related Documents: Pre Nursing Entrance Essay Good Student Sample Pre Nursing Entrance Essay Adequate Student Sample</p>	<p>09/30/2012 - The department will retain the summary as it shows interest in nursing and students ability to communicate. The department may look into other methods of entrance criteria.</p> <hr/> <p>05/06/2012 - The admission essay will continue to be a entrance requirement because it allows the department to assess the students thinking, writing and comprehensive skills. These are all necessary components of a successful student.</p> <hr/> <p>10/06/2011 - This is an effective tool to observe the student's writing and grammar skills, therefore no changes are needed for improvement of this SLO. Documentation is a requirement in the nursing field. This will continue to be a Pre- Nursing entrance requirement for our program.</p>
<p>Project AIM/TRiO Programs - AY03-04 Various Support Services - AY03-04 Project AIM students will be offered the various services such as financial aid, mentorship,</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: AY03-04 A session form is used as a</p>	<p>03/23/2005 - 1. 140 (100%) of Project AIM students were serviced with financial aid. 2. 32(23%) of 140 students were serviced with</p>	<p>03/23/2005 - 1. Scholarship for \$500 per student for AY2003-04 for two students was given based on a</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>counseling, tutorial, and others.</p> <p>Start Date: 09/01/2003</p> <p>End Date: 08/31/2004</p> <p>Outcome Status: No longer a desired outcome</p>	<p>documentation for every services that each of our participant participates in. This form is completed by the academic counselor, program coordinator, and tutors which is then processed for approval by the project director.</p> <p>Criterion (Written in %): AY03-04 100% of students will utilized a minimum of two services.</p>	<p>the mentorship program.</p> <p>3. 140(100%) students were serviced by the counselor whether it be for personal or academic counseling.</p> <p>4. 72(52%) students were serviced by peer or professional tutors.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>criterion.</p> <p>2. Continuation of solicitation to find other means of financial assistance is being researched.</p> <p>3. Tracking the number of hours per student per session is being conducted to assess if the student is improving academically.</p>
<p>Project AIM/TRiO Programs - CUMULATIVE GPA - SSUO#1 SP2010-FA2011:</p> <p>70% of participant will achieve a cumulative GPA of 2.0 or higher on a 4.0 scale per</p> <p>Outcome Types: SSUO</p> <p>Start Date: 03/10/2010</p> <p>End Date: 10/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will achieve a cumulative GPA of 2.0 or higher per academic year.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Transcript Analysis</p> <p>Criterion (Written in %): 70% of students in the program will achieve a cumulative GPA of 2.0 or higher.</p>	<p>09/14/2010 - 80% (n=135) of participants acheived a cumulative GPA of 2.0 or higher on a 4.0 scale for Academic Year 2009-2010.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: Time and effort of tutors, staff and administrator. Books, supplies, equipment and other resources impact students' academic performance.</p>	<p>03/14/2011 - Total number of students served AY2009-2010 (n=166). Correction, 77% (128) participants achieved a cumulative GPA of 2.0 or higher on a 4.0 scale for Academic Year 2009-2010. Counselor reviewed participants who repeated developmental English and Math in 2009-2010. Most Project AIM participants repeat English 100W on average at least 2x or more. But upon taking EN110, participants barely repeat the course. Most participants place into MA095 and repeat MA095 at least 2x or more. Project AIM director is considering Supplemental Instruction in areas most needed by participants and to work with other programs. This new model augmenting tutoring in subjects areas most difficult for participants to pass. This new model can improve student retention, and graduating students within four years from acceptance by Project AIM, TRiO. Additionally, tutoring logs revealed participants</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Academic Counelling each semester. Reviewing of the student transcript.</p> <p>Task Description: Each participant will meet with the Academic Counselor at least 3 times per semester to review academic progress. Each participant will provide progress report to the program each semester. Services provided to participant will include tutoring, mentoring and program participation.</p>		<p>REQUESTED more English tutoring but more Math tutoring is UTILIZED among participants.</p> <hr/> <p>09/14/2010 - Monitor the 20% (n=34) participants who did not achieve a 2.0 cumulative gpa, by counseling and providing tutoring, counseling or relative services to improve gpa.</p> <hr/>
<p>Project AIM/TRiO Programs - PERSISTENCE - SSUO#2 SP2010-FA2011: 50% of participants served by Project AIM will persist from one AY to the beginning of the next AY OR Graduate and/OR transfer from 2 year to a 4 year institution during the</p> <p>Outcome Types: SSUO</p> <p>Start Date: 03/10/2010</p> <p>End Date: 10/14/2011</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Access Database System, Transcripts, Exit Interview, Semester Update Form (updates on contact info. and services needed)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Retention & Transfer Studies</p> <p>Criterion (Written in %): 50% of participants served by Project AIM will persist from one AY to the beginning of the next AY OR Graduate and/OR transfer from 2 year to a 4 year institution during</p>	<p>09/14/2010 - 57% (n=64)of participants persisted from Fall 2009 to Fall 2010, (N=15) graduated AY 2009-2010; 53% (n=8) of graduates will transfer to a 4 year institution to pursue a bachelor's degree/OR professional school.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes:</p>	<p>03/14/2011 - 77% (128/166) of participant persisted from Fall 2009 to Fall 2010 continuing their associates, certificate or bachelors degree program. Additional information from UOG's Institutional research helped. More training will be needed for the recent Clearinghouse database to verify off-island transfers.</p> <p>Implementation Status: 03/14/2011 - Formal discussion</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
Completed the Assessment Cycle	the AY.	<p>Students who were on academic probation and academic dismissal were contacted during Summer 2010 and counseled. Participants were reminded to develop their AY2010-2011 Individual Educational Plans (IEP) and provided with orientation packets, program expectation and new requirements.</p> <p>Budget Related Performance Indicators: Time and effort of full-time and part-time staff to coordinate transfer activity and counseling.</p>	<p>Implementation Status: and training for Clearinghouse database and academic holds to be determined by Registrar, TSS Dean and MIS.</p> <hr/> <p>09/14/2010 - 1. Strengthen retention of participants to Project AIM by implementing a policy requiring Project AIM participants to visit/sign form before registering for classes 2. Mandate tutoring/counseling for TRiO Project AIM students repeating developmental English and math to meet graduation within 4 years as per US DOE guidelines. 3. Incorporate more transfer activities (i.e. Skype, Transfer Fair to four year institutions).</p> <p>Implementation Status: 03/14/2011 - 1. Effective Spring 2011, memo to Registrar via Dean was issued to place holds on returning Project AIM participants. Follow up needed to see if Registrar approved. 2. Counselor advised students repeating courses and those on academic probation/dismissal to use tutoring services. Contracts were given to those students. Developmental repeaters data was collected. Supplemental Instruction considered for next academic year to augment tutoring. 3. Transfer activities via collegeweeklive.com and/or additional transfer activities are</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: being researched and considered for 2011-2012.</p>
<p>Project AIM/TRiO Programs - GRADUATE and TRANSFER - SSUO#3 SP2010-FA2011: Participants who have been retained and graduated with an associate degree will</p> <p>Outcome Types: SSUO</p> <p>Start Date: 03/10/2010</p> <p>End Date: 10/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Access Database System, Exit Interview, Semester Update Form (updates on contact info. and services needed)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Retention & Transfer Studies</p> <p>Criterion (Written in %): 50% of participants who have been retained and graduated with an associate degree will transfer to a 4 year institution.</p> <p>Related Documents: Exit Interview Form Alumni Contract 4-01-10.pdf</p>	<p>09/14/2010 - 53% (n=8) graduates who have been retained and graduated with an associate degree/certificate will transfer to a 4 year institution.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Graduates were required to go through an Exit Interview and report their status within 6 months of graduation or upon recording of graduation by Admissions/Registration.</p> <p>Budget Related Performance Indicators: Time and effort of staff to conduct exit interview with participants.</p>	<p>03/14/2011 - U.S. DOE assigns points to TRiO programs who graduate students AND transfer within four years from acceptance into Project AIM, TRiO. The YEAR of acceptance by Project AIM is called the 'student's cohort year.' The following is the success rate of Project AIM's participants who graduated and transferred by cohort year.</p> <p>AY 2006-2007 cohort (n=95), (15%) 15 tranferred only, graduated and/or transferred. 22% or 2 graduated and transferred out of 9 graduates within 4 years from first entering Project AIM.</p> <p>AY 2007-2008 cohort (n=103), (33%) 34 tranferred only, graduated and/or transferred. 29% or 7 graduated and transferred out of 24 graduates within 4 years from first entering Project AIM.</p> <p>AY 2008-2009 cohort (n=94), (16%) 15 tranferred only, graduated and/or transferred. 25% or 2 graduated and transferred out of 8 graduates within 4 years from first entering Project AIM. NOTE: The graduate/transfer rate could change by the end of SU 2011.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: 03/14/2011 - Identify resources and tools to plan at least a year in a half for transfer. Activities can include a special workshop on 'transferring decisions' using Choices software. "Planning financially" for transfer could be another transfer related activity. Research and/or implement collegeweeklive.com for on-line transfer activity.</p> <hr/> <p>09/14/2010 - Discuss with AIE the transfer rate of GCC post-secondary students and compare data. Work with AIE in using the National Clearinghouse data to locate difficult -to-find students after graduating from GCC.</p> <p>Implementation Status: 03/14/2011 - Formal discussions and implementation with AIE and Registrar needed to code all Project AIM participants. The expected outcome after Project AIM participants are coded should will make data collection and reporting easier. The expected outcome would be to generate reports required for U.S. DOE such as Project AIM participant persistence/retention, graduation/transfer rates; placing holds on participant to advising re-entering, academic probation and academic dismissal and provide financial</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Tracking of graduated students with an Associate Degree.Tracking of transfer students to a 4-year institution.</p> <p>Task Description: The program staff will continue to track students with Associate Degree who transfer to a 4 year institution. The program will track students' retention at the 4 year institution until completion of a baccalaureate degree.</p>		<p>Implementation Status: aid advisement to improve participants' retention, graduation and/or transfer rates.</p>
<p>Project AIM/TRiO Programs - CUMULATIVE GPA-FA11-SU12 - SSUO#1 FA2011-SU2012: Participant will achieve a cumulative GPA of 2.0 or higher on a 4.0 scale per academic</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/12/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list Using Standard 2B. Student Support Services-Project AIM provides student with services and a supportive learning environment; and assesses services to address student needs and make program improvements. For SSUO#1: ACCJC</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Transcripts; Developmental Repeaters Spreadsheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Transcript Analysis</p> <p>Criterion (Written in %): 70% of students in the program will achieve a cumulative GPA of 2.0 or higher.</p> <p>Budget-Related Proposed Outcomes: F/T personnel to monitor student progress and training for Student Access to optimize the use of Project AIM's database.</p> <p>Related Documents: PAIM Mid-Term Progress Report PY11-12 Verification of Student's Status.pdf 11-12 Verification for Student Access_TEAM[4].pdf</p>	<p>03/12/2012 - 3/12/12: n=175/132 (75%) Students in the program achieved a cumulative GPA of 2.0 or higher. Data based on FALL 2011 academic evaluation (new, continuing, re-entry).</p> <p>10/10/12: N=178, 144 (GPA 2.0>) = 81% of Project AIM participants achieved a cumulative GPA of 2.0 or higher. Data is based on cumulative GPA (s) at the end of the program year (September 1, 2011 to August 31, 2012; Fall 2011, Spring 2012, and Summer 2012).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: Full-time staff assist with evaluating student progress and providing services. Tutors provided to provided academic</p>	<p>10/11/2012 - The criterion of 70% for this SSUO was met at 81%. This result will be used for Project AIM's Annual Performance Report (APR) to justify continuity of federal funds to support our students. Project AIM's academic support services (e.g. counseling,tutoring, accommodation for students with disabilities,mentorship, study skill workshops, grant aid, and social and cultural enrichment activities) will continue to be offered to help our students maintain good standing in each academic year.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Standards 2 addresses services that support our students academically by providing tutoring, advisement and workshops so students achieve at least a</p>	<p>Task Name: Academic Counseling each semester. Review student transcripts and mid-term progress reports.</p> <p>Task Description: Each participant will meet with the Academic Counselor at least 3 times per semester to review academic progress. Each participant will provide progress reports to the program each semester. Additional services include tutoring, mentoring, workshops and cultural activities. Students repeating developmental math and/or English courses will be tracked per academic year.</p>	<p>support. Supplies/resources purchased to assist with program services (tutoring, workshops, counseling, mentorship...etc.)</p> <p>Related Documents: PY11-12 PAIM Verification of Students' Status.pdf</p>	
<p>Project AIM/TRiO Programs - PERSISTENCE-FA11-FA12 - SSUO#2 FA2011-FA2012: Participants served by Project AIM will persist from FALL 2011 to the FALL 2012 OR Graduate and/OR transfer from 2 year</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/12/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Access Database System, AIER and Student Clearinghouse databases, Transcripts, Exit Interview, Semester Update Form (updates on student contact info. and services needed)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Retention & Transfer Studies</p> <p>Criterion (Written in %): 50% of participants served by Project AIM will persist from Fall 2011 to Fall 2012 OR Graduate and/OR transfer from 2 year to a 4 year institution.</p> <p>Budget-Related Proposed Outcomes: F/T and P/T Personnel and contractual services for Student Access Database.</p>	<p>03/12/2012 - Data collection will be obtained in the next reporting cycle upon Fall 2012 enrollment, for FALL 11 to FALL 12 retention/persistence rate. As of March 12, 2012, n=131/175 (69%) of participants who were enrolled FA10, persisted Fall 2011.</p> <p>10/10/2012: N=178, 96 students (54%) persisted from FA11 to FA12.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p>	<p>10/11/2012 - The criterion of 50% for this SSUO was met at 54%. Project AIM's academic support services need to continue to meet our students' needs and to enable them to persist throughout each academic year. This result, 54%, will be used for Project AIM's Annual Performance Report (APR) to support our program's future funding.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Using Standard 2B. Student Support Services-Project AIM provides students with services and a supportive learning environment; and assesses services to address students' needs and make program improvements. For SSUO#2: ACCJC Standards 2 addresses services that support students' persistence, retention and graduation.</p>	<p>Related Documents: Exit Interview Form PY11-12 Verification of Student's Status.pdf Mid Term.pdf 11-12 Verification for Student Access_TEAM[4].pdf</p>	<p>Budget Related Performance Indicators: Budget Impact: Personnel, equipment, supplies, contractual services, staff training ..etc. needed to support services to participants.</p> <p>Related Documents: PY11-12 PAIM Verification of Students' Status.pdf</p>	
		<p>03/12/2012 - Data collected for retention data from FA10-FA11. Students persisted from FA10-FA11, 69% (n=131/189 (served 10-11), including prior-year participants no longer served Academic Year 11-12, persisted into FA11. Pending FA12 data for persistence rates from FA11 to FA12.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: Budget impact: Personnel, supplies, equipment, database contract and other services to provide counseling, coordination of services, tutoring and evaluation of students progress.</p>	
	<p>Task Name: Tracking Persistence</p> <p>Task Description: Director with Counselor or Program Coordinator will monitor the persistence of students from year to year. Project AIM will work closely with AIER Institutional Researcher to follow up on transfer students and prior-year participants who attend UOG or abroad.</p>		
<p>Project AIM/TRiO Programs - GRADUATE and TRANSFER-FA11-FA12 - SSUO#3</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status																									
<p>FA2011-FA2012: New participants (from acceptance cohort year) will graduate with an associates degree or certificate within four years from acceptance by Project AIM, TRiO; graduates will transfer to a 4-year institution/professional program.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/12/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list Using Standard 2B. Student Support Services-Project AIM provides student with services and a supportive learning environment; and assesses services to address student needs and make program improvements. For SSUO#3: ACCJC Standards 2 addresses services that support students' persistence, retention and graduation.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Access Database System, Exit Interview, Semester Update Form (updates on contact info. and services needed)</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Retention & Transfer Studies</p> <p>Criterion (Written in %): 15% of New participants (from acceptance cohort year) will graduate with an associates degree or certificate within four years from acceptance by Project AIM, TRiO; 20% of those who graduate with associates or certificate will transfer to a 4-year institution/professional program.</p> <p>Budget-Related Proposed Outcomes: Budget for personnel and Student Access Database and software programs used in the office to record data.</p> <p>Related Documents: Exit Interview Form PY11-12 Verification of Student's Status.pdf Graduates n Transfers.pdf</p>	<p>03/12/2012 - Graduation rate based on cohort year accepted and if participant graduated within 4 years from acceptance to Project AIM. COHORT 07-08: (35%) 36 graduates/103 new from cohort 07-08, (33%) 12 Graduates transferred/36 graduates (certificate/associates); COHORT 08-09: (20%) 19 graduates/94 new from cohort 08-09, (47%) 9 graduates transferred/19 graduates; COHORT 09-10: (12%) 9 graduates/72 new from cohort 09-10; (22%) 2 graduates transferred/9 graduates; COHORTS 10-11 & 11-12 data to be reviewed upon updating of transcript SUMMER 2011.</p> <p>10/18/12: GRADUATE & TRANSFER</p> <table border="1"> <thead> <tr> <th>Cohorts</th> <th>Graduate</th> <th>Percent</th> <th>Transfer</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2008-2009, N=94</td> <td>16</td> <td>18%</td> <td>8</td> <td>50%</td> </tr> <tr> <td>2009-2010, N=72</td> <td>10</td> <td>14%</td> <td>2</td> <td>20%</td> </tr> <tr> <td>2010-2011, N=86*</td> <td>5</td> <td>5.8%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2011-2012, N=70*</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>* The Project AIM will continue to track students' 4 years from cohort year (academic year accepted into PAIM). Compiled by: Dana Santiago Reviewed by: Huan Hosei</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Budget Related Performance Indicators: Budget Impact: Staff, equipment, supplies, contracts, staff training provide support to participants.</p> <p>Related Documents:</p>	Cohorts	Graduate	Percent	Transfer	Percent	2008-2009, N=94	16	18%	8	50%	2009-2010, N=72	10	14%	2	20%	2010-2011, N=86*	5	5.8%	0	0%	2011-2012, N=70*	-	-	-	-	<p>10/18/2012 - Project AIM needs to continue to track all cohort participants who will graduate and/or transfer to 4-year institutions. It will also continue to collaborate with the AIER and Admissions & Registration on tracking these groups of students via National Student Clearinghouse. Project AIM will work with the Admissions & Registration and AIER on a Standard Operating Procedure (SOP) on data collection and exchange of student information for annual performance reports.</p>
Cohorts	Graduate	Percent	Transfer	Percent																								
2008-2009, N=94	16	18%	8	50%																								
2009-2010, N=72	10	14%	2	20%																								
2010-2011, N=86*	5	5.8%	0	0%																								
2011-2012, N=70*	-	-	-	-																								

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Tracking of graduated students with an Associate Degree.Tracking of transfer students to a 4-year institution.</p> <p>Task Description: The program staff will continue to track students with Certificates OR Associate Degrees who graduate and/or transfer to a 4 year institution. The program will track students' 4 years from student's cohort year (acceptance year to Project AIM).</p>	<p>Graduate n Transfers.pdf</p>	
<p>ProStart Secondary - AY07-08 SLO#1 Food Service Skills - Students will perform food service skills by preparing various foods and serving them to guests.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The preparation and serving of meals to guests using a "Chef's Table" format. An evaluation sheet scoring the various aspects of the service will be used.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): All students that have been rated will score a minimum of 70% based on a Service Skills Checklist.</p>	<p>10/01/2009 - 09/28/2009 - PSIII SSWS. Students prepared and served a 3-course lunch to parents of graduating seniors on 6/4/2009. Using a restaurant service skill checklist to evaluate student performance, students averaged a score of 90% inspite of the fact that A/C was broken on that day. The slight increase on the students performance is based on the changes made this year as far as instructional delivery is concerned. Seniors were given the opportunityto learn and relearn the restaurant service lessons by showing and teaching the ProStart I students the Art of Service.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Implementation Status</p> <p>Budget Implications: Under \$500</p> <hr/> <p>02/07/2009 - 9/29/07- GWHS ProStart II & ProStart III students participated in a five-course plate service banquet project/function held at the Guam Community College's Multi-purpose auditorium. Students in both levels of the ProStart program demonstrated the skills and knowledge they learned in food service. The</p>	<p>10/01/2009 - The result of student evaluation will be used to evaluate instructional delivery. The same instructional strategy will be used with slight variations.</p> <p>Implementation Status: 10/01/2009 - Results will be implemented during 3rd and 4th quarter of the school year.</p> <hr/> <p>10/07/2009 - I will implement a lesson plan to re-inforce their skill development which will have the students practice their service skills not just for one class session only.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>average score of the 49 students was 87%. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact</p>	
		<p>02/06/2009 - PSIII SSHS. Students prepared and served a 3-course lunch to visiting WASC accreditation team member and school administrators on 4/17/08 - Guests rated students 85% and above on quality of food presented and service performed. Summary of Result Type: Criterion Met Data Collection Status/Summary of Result Status: Open Budget Implications: Under \$500</p>	<p>09/28/2009 - PSIII SSHS. Students prepared and served a 3-course lunch to parents of graduating seniors on 6/4/2009. Using a restaurant service skill checklist to evaluate student performance, students averaged a score of 90% in spite of the fact that A/C was broken on that day. The slight increase on the students performance is based on the changes made this year as far as instructional delivery is concerned. Seniors were given the opportunity to learn and relearn the restaurant service lessons by showing and teaching the ProStart I students in the Art of Service.</p>
		<p>10/13/2008 - 18 GCC/JFK ProStart III students planned, prepared and served lunch to 30 guests (administrators, Guam Senators and teachers). The guests evaluated the students and the students were required to complete a portfolios (reflection) on this activity. The guests' evaluation averaged at 94%. 100% of the students completed the portfolio assignment. Summary of Result Type:</p>	<p>02/06/2009 - 123</p> <p>02/06/2009 - The results show a high level of competency; therefore, the evaluation tool by for guests will be more comprehensive and students will be challenged to adhere to higher standards.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool Description: End-of-year capstone project - "Chef Table" ; Annual St. Francis Dinner Activity, Annual "Sharks Making Wishes Come True" project</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70%</p>	<p>Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: The JFK Chef's Table project counted for 15% of the students' semester grade.</p> <p>Related Documents: Chef's Table Evaluation 2008.doc</p>	
<p>ProStart Secondary - AY07-08 SLO#2 Students knowledge of food service operations. - To interpret and apply fundamentals of food service for various types of restaurant operations.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will interpret and demonstrate knowledge of food service operations by way of completing a food service operation project or projects.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Ninety percent of students participating in any given project or projects will earn a grade of 70% aor higher.</p>	<p>02/07/2009 - 12/1/08 - 24 GWHS ProStart II & ProStart III students participated in an in-school culinary competition. Students demonstrated their skills, knowledge, and abilities by preparing and cooking a meal while working together as a team. All teams were judged by professional chefs and rated according to a standard score sheet. The average score of all teams was 85%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Under \$500</p> <p>Related Documents: GWHS ProStart Score Sheet-2007-</p>	<p>10/07/2009 - I will implement a culinary project at the end of each chapter in which students will demonstrate the skills learned through participation in cooking labs correlating to each course chapter covered.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>08.doc</p> <p>10/13/2008 - 42 JFK ProStart II and III students participated in a culinary competition demonstrating the skills and knowledge they have acquired throughout their time in the program. They were evaluated by two professional chefs using a comprehensive rubric. The average score for the 42 students was 88%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The JFK students were required to develop recipes (and food costs) for an appetizer, entree and dessert. They were required to prepare the food items, demonstrating proper sanitation, skill, cooking methods and plate presentation. They were scored by professional judges.</p> <p>Related Documents: ProStart Culinary Competition Scoring Sheet 2007-8.doc</p>	<p>11/05/2009 - 21 SSHS ProStart II and III students participated in a culinary competition both in-class and island-wide. The competition gave students an opportunity to demonstrate competencies acquired into the program. The in-class competition was judged by an Executive Chef from Hyatt Hotel and the on-island was judged by various professional chefs on Guam. For in-class competition, the students scored an average of 88%. For the on-island competition, the students scored an average of 85%.</p> <hr/> <p>02/06/2009 - Based on the results, we will continue to adhere to the ProStart curricula and their national standards. Suggestions for improvement are consistently made to the National Restaurant Association ProStart Office.</p> <hr/>
	<p>Task Name: Careers in Foodservice Project Restaurant Service Project or the Chef's Table</p> <p>Task Description: List organizational positions in the food service industry. Demonstrate how to properly set a table, take food order, serve food, and presenting the check. Demonstrate successful customer relations.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>ProStart Secondary - AY07-08 SLO#3 Students Work Ethics Attitudes - Students will demonstrate positive work ethics required of them in the food service industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: During lab projects, students are graded on punctuality, dress code, sanitation and safety, kitchen professionalism, recipe interpretation, and team work.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 100% of students will score 75% or better on lab test.</p>	<p>10/13/2008 - 42 JFK ProStart II & III students participated in 38 cooking labs during SY 2007-8. The students graded by thier instructor on their performance during each lab. Also, they were required to compete a self reflection listing 3 new things that they learned in relationship to the lecture and lab for each unit. 95% of the 42 students completed the reflections. The average performance grade was an 83%.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: After each lab JFK students are required to apply what they learned during the lab to the theory component of the unit. In addition, the teacher evaluates each student on professional attire and behavior, sanitation, skill and teamwork.</p> <p>Related Documents: Lab Evaluation small.doc</p>	<p>02/06/2009 - Based on the results, the rubric used by the instructor to evaluate student performance during cooking labs will be revised, and a more objective and challenging scoring form will be developed.</p> <hr/>
	<p>Task Name: ProStart Competition Rules-revised</p> <p>Task Description: ProStart competition enables students in a team setting to produce recipes for judging by professional Chefs in the food and beverage industry. They are graded during this competition by ruberics established by the National Restaurant Association.</p>		
<p>ProStart Secondary - AY 05-06 Food Service Skills - Students will perform food</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>skills by preparing various foods and serving them to guests.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/15/2005</p> <p>End Date: 06/08/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Task Name: Service Learning</p> <p>Task Description: VETT065 Course Description: Student will learn to prepare hot and cold foods, baking, and use of kitchen equipment while applying safety and sanitation principles. VETT075 Course Description: Students will be introduced to marketing and the menu, business math, and food service cost control</p>		
<p>ProStart Secondary - AY 05-06 Students knowledge of food service operations. - To interpret and apply fundamentals of food service for various types of restaurant operations.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/15/2005</p> <p>End Date: 06/08/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: NRAEF National ProStart Exam.</p> <p>Criterion (Written in %): Students who have completed the National Restaurant Association Education foundation National Exam will score a minimum of 70%.</p>		
<p>ProStart Secondary - AY 05-06 Students Work Ethics Attitudes - Students will demonstrate positive work ethics required of them in the food service industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/15/2005</p> <p>End Date: 06/08/2006</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Evaluation of Personal Qualities and Skills in the Classroom</p> <p>Criterion (Written in %): All students will score a minimum of 70% on the evaluation.</p>		
<p>ProStart Secondary - Foodservice Planning and Production - Students will develop and cost recipes, demonstrate effective sanitation practices, and prepare recipes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Professional industry chefs will score the students using stadardized scoring sheets.</p>	<p>11/05/2009 - ProStart III students developed the menu that was served at the Chef's Table. Recipes were written (following the standardized recipe format) and recipe costing was completed.</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>utilizing proper cooking techniques.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 80% of the students will score 70% or</p>	<p>Recipes were executed using proper cooking techniques while observing sanitation practices. 80% of the students scored an average of 65% in food costing. 50% of students scored an average of 80% in cooking techniques. 90% of students scored an average of 85% on sanitation practices. 90% of students scored an average 85% in recipe writing.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Course Level Data Collection Status</p> <p>Budget Implications: Under \$500</p>	
	<p>Task Name: Cooking Methods</p> <p>Task Description: Students must employ a minimum of two cooking methods while preparing a three course meal (appetizer, entree, dessert).</p>		
	<p>Task Name: Recipe Development and Costing</p> <p>Task Description: Students will develop standardized recipes, to include all components. Students will cost out recipes and determine menu prices based on a 33% food cost.</p>		
	<p>Task Name: Sanitation</p> <p>Task Description: Students will demonstrate proper: 1. Safety and sanitation procedures. 2. Food handling.</p>		
<p>ProStart Secondary - SLO#1 SP2012-FA2013 Standardized Recipes, Costing, & Menu Pricing - SLO#1 SP2012-FA2013</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 48-question (58</p>	<p>10/11/2012 - SSHA: Out of 14 students, 12 received a grade of 70% and up.</p> <p>Summary of Result Type:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>standardized recipes in order, calculate the cost of ingredients and determine sales price with an 80% proficiency.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Restaurant Association Educational Foundation (NRAEF) Certificate of Achievement</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p>	<p>possible points) NRAEF standardized exam consisting of multiple choice, short answer, and essay.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry/National Standardized Exams</p> <p>Criterion (Written in %): Students taking the test will have an overall score of 70% or greater on a 58 possible points 48-question test.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the department?s assessment (TracDat) plan.</p>	<p>Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Budget Implications: Under \$500</p> <p>Notes: Students' achieve stated goals in classroom competencies.</p> <p>Notes: Students' achieve stated goals in classroom competencies.</p> <p>Budget Related Performance Indicators: Students' successful participation in work experience and practicum exercises.</p> <p>Budget Related Performance Indicators: Students' successful participation in work experience and practicum exercises.</p>	
<p>Notes from the pull/drop down list Although the SLO is aligned with NRAEF curriculum standards, the certification is offered as an option to the students, therefore students will bear the cost of getting the national certificate.</p>	<p>Task Name: Writing standardized recipes, costing, and menu pricing.</p> <p>Task Description: Students will write, cost, and price a three-course menu which must be passed with a minimum of 80%.</p>		
<p>ProStart Secondary - SLO# 2 SP2012-FA2013 Food Production Principles and Techniques - SLO #2 SP2012-FA2013 Demonstrate food production principles with appropriate tools and equipment utilizing proper food preparation techniques.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 62- question (74 possible points) NRAEF developed test which includes multiple choices, fill in the blanks, and essay questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Students taking the test will have an overall score of 70% or greater on a 62-</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Restaurant Association Educational Foundation (NRAEF) Certificate of Achievement</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list SLO is tied to industry certification and ACCJC/WASC Standard II.</p>	<p>question (74 possible points) question test.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will be assessed using an NRAEF -developed competency checklist (100 total possible points) during competency based learning activities as to the quality of the finished product and how the students followed the prescribed technique.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): Students taking the practical test will have an overall score of 70% or greater on a 100 total possible points</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>		
	<p>Task Name: Food Production Principles and Techniques</p> <p>Task Description: Students will prepare various foods employing various techniques and principles. The NRAEF Checklist will be used to evaluate student performance.</p>		
<p>ProStart Secondary - SLO# 3 SP2012-FA2013 Food Safety Principles - SLO #3 SP2012-FA2013 Apply safety and</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a 53 question (65</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>principles and procedures, as well as, personal hygiene in food production.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Restaurant Association Educational Foundation (NRAEF) Certificate of Achievement</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list SLO is tied to industry certification.</p>	<p>total possible points) NRAEF developed standardized test which includes true or false, multiple choices, fill in the blanks, and essay questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Standardized Test</p> <p>Criterion (Written in %): Students taking the test will have an overall score of 80% or greater on a 65 total possible points 53 question test.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will use a checklist evaluation to make sure that students meet food safety and sanitation standards before kitchen lab starts and periodically as necessary during kitchen lab.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Observations</p> <p>Criterion (Written in %): Students will receive a score of "good" or above in all standards.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>		
	<p>Task Name: Food Safety Principles</p> <p>Task Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Students will demonstrate preparing and service safe food at all times in lab. Using proper handwashing and take steps to avoid cross-contamination of foods. Clean and sanitize using correct procedures. Store, prepare, cook, and hold food safety and at proper temperature.</p>		
<p>ProStart Secondary - SLO#4 SP2012-FA2013 Professionalism and Work Ethics - SLO #4 SP2012-FA2013 Practice professionalism and work ethics necessary for a successful career in food service.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Restaurant Association Educational Foundation (NRAEF) Certificate of Achievement</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list SLO is tied to industry certification.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Employers will use a standard internship evaluation checklist to evaluate student professionalism and work ethics in the workplace.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): Interns will receive a score of "Good" or above in all categories of the internship evaluation.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p> <p>Task Name: Professionalism and Work Ethics</p> <p>Task Description: Students will demonstrate ability to work with all types of people. Apply team building and leadership skills including motivating self and others. Lead others in tasks and activities to benefit the class as a whole. Demonstrate basic communications skills of speaking and listening in a professional environment. . Develop group-working relationships to improve the</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	work environment.		
<p>ProStart Secondary - SLO #5 SP2012-FA2013 Menu Planning - SLO #5 SP2012-FA2013 Demonstrate menu planning skills and technique with an 80% proficiency.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: National Restaurant Association Educational Foundation (NRAEF) Certificate of Achievement.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete a menu planning project consisting of recipe costing, pricing, and design. Project will be assessed using a faculty developed rubric.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): Students will have an overall score of 80% or greater on a 100 total possible points.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>		
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list SLO is tied to industry industry.</p>	<p>Task Name: Planning A Menu</p> <p>Task Description: Students will understand a variety of types of menus, menu formats and vocabulary. Students will utilize this knowledge to write and evaluate menus. Students will understand market strategies and demonstrate this knowledge through practical applications in food service and hospitality scenarios.</p>		
<p>Sign Language Interpreting Certificate (Archive) - AY2007-08 SLO#1 Develop Fluency in Sign to Voice Skills - Students will demonstrate intermediate fluency in Sign to Voice interpreting skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will use video tapes of signed and voiced selections in addition to a grading rubrics. The rubrics was developed using the Signing Naturally Level II workbook by Lenz, Mikos, and Smith and Sign Language Interpreting: A basic</p>	<p>12/02/2008 - Despite recruitment efforts, the IN230 course has not seen any increase in enrollment. As a result the Certificate program was officially deleted on September 29, 2008 via Curriculum Deletion Memorandum.</p> <p>Summary of Result Type: Issues Found</p>	<p>12/02/2008 - Students who have taken courses but have not declared will be contacted about the deletion of the program.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 08/20/2007</p> <p>End Date: 08/31/2008</p> <p>Outcome Status: No longer a desired outcome</p>	<p>resource book by Solow.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): Given a signed selection, 70% of students will score 80 points out of 100 on the Sign to Voice Interpreting Rating Scale mid-way to the end of IN230.</p>	<p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <hr/> <p>05/06/2008 - N=0</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: IN230 was not offered yet due to low enrollment numbers in the Certificate of Sign Language Interpreting Program. This course was projected to be offered in Summer 2008 but there was a lack of qualified instructors to teach technical related courses.</p>	<p>12/02/2008 - Two students who were declared in the program and have not completed all the required courses will be contacted and arrange classes at a more suitable time through continuing education/special projects in order for them to complete their certificate program.</p> <hr/>
<p>Sign Language Interpreting Certificate (Archive) - AY2007-08 SLO#2 Develop Fluency in Voice to Sign Skills - Students will demonstrate intermediate fluency in Voice to Sign interpreting skills.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/20/2007</p> <p>End Date: 08/31/2008</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will use video tapes of signed and voiced selections in addition to a grading rubrics. The rubrics was developed using the Signing Naturally Level II workbook by Lenz, Mikos, and Smith and Sign Language Interpreting: A basic resource book by Solow.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Textbook/Author Designed Tests</p> <p>Criterion (Written in %): Given a voiced selection, 70% of students will score 80 out of 100 points on the Voice to Sign Interpreting Rating Scale mid-way to the end of IN220.</p>	<p>12/02/2008 - During Spring 2008 term, only one student was enrolled in the IN220 course and in Fall 2008, the course was cancelled due to no enrollment.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Related Documents: Curriculum Deletion Memo</p>	<p>12/02/2008 - The Sign Language Interpreting certificate program was officially deleted on September 29, 2008 via Curriculum Deletion Memorandum signed by the President. Students who were declared in this program will be contacted to arrange classes through continuing education/special projects as applicable.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Sign Language Interpreting Certificate (Archive) - AY2007-08 SLO#3 Fluency in American Sign Language - Students will develop master fluency in American Sign Language.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/20/2007</p> <p>End Date: 08/31/2008</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will use a rating sheet to determine students' fluency. This assessment tool was developed from criteria used to evaluate sign language instructors at Gallaudet University to determine fluency.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 70% of students enrolled in ASL130 Sign Language IV. will score 10 out of 10 points on the fluency Rating Scale (see attached link).</p>	<p>05/06/2008 - Faculty with specialty in American Sign Language assessed students' fluency skills at the end of Spring 2008 semester who were enrolled in ASL130-1 (n=3). Results indicate that objective was not met. Only 2 out of 3 students, 67% scored 10 out of 10 points on the Fluency Rating Scale.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Department faculty will review schedule to see if meeting twice or more times each week is more effective than once per week.</p> <p>Related Documents: Fluency Results Spring 2008</p>	<p>05/06/2008 - Faculty in the department will try to recruit more students since enrollment was extremely low for ASL130 (n=3). Also more classroom practice using real life situations instead of DVDs will be incorporated. To better prepare students for a variety of interpreting careers (educational, legal, and community), more training and practice in transliterating will be required.</p> <hr/>
<p>Student Financial Aid - AY09-10 SSUO#1 STUDENT SATISFACTION - The Financial Aid office will ensure scheduled disbursement of federal financial aid and scholarships is provided to students in support of their educational programs by awarding federal financial aid and scholarships according to the Financial Aid</p> <p>Outcome Types: SSUO</p> <p>Start Date: 08/19/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student surveys were revised and will be readministered during this assessment cycle.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 80% of the students surveyed will report satisfaction in the timeliness and service of the financial aid office.</p> <p>Budget-Related Proposed Outcomes: Survey will indicate where awarding and disbursement procedures should be changed</p>	<p>11/04/2010 - 168 students responded to the GCC Financial Aid Services Survey. When asked to "rate the overall service you received from the financial aid office", 91% (N=153) indicated above average (16% N=27) or excellent (77% N=130).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: On student satisfaction survey, 80% of student will report satisfaction with the timeliness and service of the Financial Aid</p>	<p>11/05/2010 - Results were positive for FAO performance, but only real value was provided by student comments which indicated areas for improvement. Perhaps FA Q&A sessions with students would be more useful.</p> <p>Implementation Status: 02/17/2011 - Survey revision has been started not completed. Plan to pass out surveys during upcoming registration for Summer and Fall 2011.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Related Documents: Financial Aid Services Survey Sample.pdf</p>	<p>office.</p> <p>Related Documents: FAO Satisfaction Survey.txt</p> <p>05/13/2010 - 168 students responded to the GCC Financial Aid Services Survey. When asked to "rate the overall service you received from the financial aid office", 91% (N=153) of them indicated above average (16% N=27) or excellent (77% N=130).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Results would indicate the FAO is doing fine, but yearly surveys will still be conducted to glean the comments which show the students concerns and indicate areas of improvement. Different questions and survey design might get more useful information.</p> <p>Budget Related Performance Indicators: On student satisfaction survey, 80% of student will report satisfaction with the timeliness and service of the Financial Aid office.</p> <p>Related Documents: FAO Satisfaction Survey.txt GCC Financial Aid Services Survey-Comments.doc</p>	
<p>Student Financial Aid - AY09-10 SSUO#2 DISSEMINATE FINANCIAL AID PROGRAM INFORMATION - Provide information for students about Financial Aid opportunities. To support educational</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The financial aid office will conduct student opportunity sessions as part of in student orientations at the beginning of</p>	<p>11/04/2010 - 107 Students completed the new student orientation for Spring 2010 and 87% (N=94) RESPONDED to strongly agree and agree to have the knowledge of where and how to get the support I need to succeed here at</p>	<p>02/17/2011 - Session conducted for SP2011 resulted 198 of 224 students responding (88%) agreed or strongly agreed that they know where they can get the support they</p>

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<p>financial aid office will provide information to students during each semester orientation.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 08/19/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Fall and Spring terms. Student orientations will include information about Pell grants, federal work study and scholarship opportunities.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: New Student Orientation</p> <p>Criterion (Written in %): 70% of students will respond positively to the presentation and will recall information from the presentation as shown on the evaluation.</p> <p>Budget-Related Proposed Outcomes: Financial Aid office will know if students are accessing information and which type of media is the most used.</p>	<p>234 Students completed the new student orientation for Fall 2010. 87% (N=204) responded to agree or strongly agree.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The financial aid office will begin collecting data on sign-in sheets to show if students attended a NSO.</p> <p>Budget Related Performance Indicators: A compilation of handouts, office and workshop sign-in sheets and evaluations and website material will be collected. Question on "student satisfaction survey?" will show that 80% of respondents have seen posted or printed material or have personally consulted the financial aid office.</p> <p>Related Documents: NSO Spring 2010 Eval NSO Fall 2010 Eval Summary.pdf</p>	<p>succeed at GCC. Sign-in sheets, handouts and website material are being collected.</p> <p>Implementation Status: 03/11/2011 - Sign-in sheet was not adjusted for Spring orientation -will have to add column for Summer-Fall orientation. 69% of student body get financial.</p> <hr/>
		<p>05/13/2010 - Website information is currently complete, but will need to be updated annually. Student orientations were conducted and evaluation analyzed. 91% of those responding said thw now knew where and how to get the support they needed at GCC.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>11/05/2010 - Evaluation results show positive response but need to determine if that resulted in students getting help in the financial aid office or applying. FAO will use sign-in with question if they were at orientation.</p>

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		<p>Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: A compilation of handouts, office amd workshop evaluations and website material will be collected. Question on "student survey" will show that 80% of respondents have seen posted or printed material or have personally contacted the financial aid office.</p> <p>Related Documents: GCC WEbsite Financial Aid Links NSO Spring 2010 Eval NSO_FALL_09_Eval_Summary.pdf</p>	<p>Implementation Status: 02/18/2011 - FAO will begin collecting data on sign-in sheets in August 2011. Financial Aid did not participate in the Spring orientation due to registration load and lack of personnel.</p>
<p>Student Financial Aid - AY09-10 SSUO#3 Ensure Institutional Eligibility - The financial aid office will complete the necessary reporting requirements for the annual FISAP (Fiscal Operations and Application to Participate) to ensure institutional eligibility for federal financial aid programs.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 08/19/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Review financial aid policies and procedures in the college catalog and on the college website for accuracy.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): Upload current policies and procedures from the college catalog and website to TracDat.</p> <p>Budget-Related Proposed Outcomes: Federal financial aid funding will continue.</p>	<p>11/04/2010 - ???</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The FISAP will be filed on time with 100% accuracy and annual audits will have no findings.</p> <p>Related Documents: Student Financial Aid</p>	
		<p>05/13/2010 - Policies and procedures were reviewed for accuracy and found to be accurate in all cases. The FISAP report was filed on time with currently accurate data.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result</p>	<p>11/04/2010 - Current catalog and future catalogs do not contain all necessary information related to financial aid rules regulations and procedures. These are and will be contained on the financial aid section of the GCC website. The</p>

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		<p>Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: The FISAP will be filed on time with 100% accuracy and annual audits will have no findings.</p> <p>Related Documents: Financial Aid Website</p>	<p>website information will need to be updated yearly and as necessary.</p> <p>Implementation Status: 02/18/2011 - The Financial Aid section of the GCC website has been updated regularly as information changes or is added. A section on scholarships was updated and we are adding links to the VA application and VA information soon.</p>
<p>Student Financial Aid - FA2011-SP2013 SSUO #1 Update of Policy and Procedures Manual - FA2011-SP2013: To review and update of the existing Financial Aid Policy and Procedures Manual to ensure consistent and fair treatment of students.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Other</p> <p>Notes from the pull/drop down list Implementation of Banner software and changes in federal regulations have made it necessary to review and update the policies and procedures manual for financial aid processing and awarding in order to provide consistent treatment in</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Survey will indicate satisfaction with services and whether students perceive their treatment to be consistent and fair.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): Survey will indicate 95% satisfaction with financial aid services at above average or excellent levels.</p> <p>Budget-Related Proposed Outcomes: Financial aid will be awarded in fair, consistent and efficient manner because the policies and procedures manual is accurate and current due to scheduled monitoring.</p> <p>Students will be less confused about financial aid processes and requirements.</p> <p>Related Documents: Financial Aid Services Survey</p>	<p>04/11/2012 - Student satisfaction survey was disbursed in FA11 term. 116 surveys were collected and analyzed.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 1. A complete, user-friendly financial aid policies and procedures manual incorporating banner 8 will be completed within the new assessment cycle.</p> <hr/> <p>04/11/2012 - Surveys were disbursed with Pell checks during FA2011. 116 surveys were collected and the data analyzed.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications:</p>	

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processing and fairness and service to the GCC students.	Sample.pdf	Over \$5,000 Budget Related Performance Indicators: 2. Evaluations completed by students after the orientation will indicate that 80% think they understand the financial aid rules and processes better than before the orientation.	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Sections of the Policies and Procedures Manual will be submitted for review and signature as they are completed.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)</p> <p>Criterion (Written in %): 100% of the basic, overarching manual will be completed by August 2012.</p> <p>Budget-Related Proposed Outcomes: Compliance ensures consistent funding and efficient processing reduces errors and redundancy which costs money.</p> <p>Related Documents: GCC Fin Aid Policies & Procedures.doc</p>	<p>04/11/2012 - Approximately one third of the manual has been completed and is on schedule to be completed by August 2012.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 1. A complete, user-friendly financial aid policies and procedures manual incorporating banner 8 will be completed within the new assessment cycle.</p>	
Student Financial Aid - FA2011-SP2013 SSUO #2 Provide timely and consistent information - FA2011-SP2013: To provide adequate, timely and consistent information to students about financial aid rules, regulations and processes.	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct an orientation specifically for financial aid students at the beginning of each semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>	<p>04/11/2012 - Have not conducted orientation this term. Students were given numerous orienting activities at the beginning of term so decided to conduct an informational workshop toward the end of term because there are several changes to the rules and regs they need to know about.</p> <p>Summary of Result Type:</p>	

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<p>Outcome Types: SSUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: ACCJC Standards</p> <p>Notes from the pull/drop down list Also uses information from current self-study report.</p>	<p>Workshop/Conference/Training</p> <p>Criterion (Written in %): 85% of awarded Pell students will attend the orientation and 90% of them will state that they learned something new at the orientation.</p> <p>Budget-Related Proposed Outcomes: Students will be less confused about financial aid processes and requirements.</p> <p>Related Documents: Sign in for TRACDAT.pdf FINANCIAL AID WORKSHOP EVALUATION[1].pdf</p>	<p>Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 2. Evaluations completed by students after the orientation will indicate that 80% think they understand the financial aid rules and processes better than before the orientation.</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Conduct an orientation for new work study supervisors each term to be sure they are aware of guidelines concerning work study students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): 100% of all work study supervisors will indicate on an evaluation that they understand how to complete the time sheets and track student hours..</p> <p>Budget-Related Proposed Outcomes: Information given to the supervisors will encourage reasonable treatment and training for work study students and sign-in sheets will show that the college did in fact inform the supervisors about regulations regarding work study students.</p> <p>Related Documents: FedWorkStudy & Supv Policy.pdf</p>	<p>04/11/2012 - Workshop was conducted for new work study supervisors at the beginning of the term. Sign-in sheet collected, but forgot to issue evaluation. So will have to do it at the beginning of Fall 2012 term wh we conduct another workshop.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: 2. Evaluations completed by students after the orientation will indicate that 80% think they understand the financial aid rules and processes better than before the orientation.</p>	
	<p>Task Name: Orientation</p> <p>Task Description:</p>		

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	<p>Conduct orientation for financial aid students at the beginning of each semester.</p> <hr/> <p>Task Name: Work study Supervisor orientation</p> <p>Task Description: Conduct an orientation each term (Fall and Spring)for new work study supervisors.</p>		
<p>Student Financial Aid - FA2011-SP2013 SSUO #3 Ensure student access to education - FA2011-SP2013: To ensure student access to education by maintaining access to federal aid funds from the Title IV programs.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 11/10/2011</p> <p>End Date: 04/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Links for VA programs and benefits have not been added yet but will be when the outside contractor has completed creating the new GCC website. In addition links for the federal financial aid PIN and FAFSA application will be moved to a more accessible location on the site and the link</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The financial aid office will comply with federal regulations by completing an annual audit with no findings and by submitting an accurate FISAP on time.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Federal Regulations</p> <p>Criterion (Written in %): The college will receive (100%) funding authorizations each year for all three of the Title IV programs in which it participates.</p> <p>Budget-Related Proposed Outcomes: Financial aid funding will continue.</p> <p>Related Documents: Federal Regulations</p> <hr/> <p>Task Name: Reporting and Audits</p> <p>Task Description: Audit by outside entity conducted annually and federal reporting done accurately and on time.</p>	<p>04/11/2012 - Annual audit for 2010-11 was completed and there were no findings for Financial Aid and the College maintained its "low risk auditee" status. FISAP was submitted on time and the College will receive full funding for Pell. SEOG and Federal Work-Study.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: Over \$5,000</p> <p>Budget Related Performance Indicators: 3. Reconciliations for each month from September through June will be done and kept on file.</p>	

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for Studenaid will be added.			
<p>Student Governance (Archive) - AY04-05 COPSA's representative role: training and commitment - To train leaders of the Council on Post secondary Student Affairs and student organizations on the processes of writing and forwarding legislative documents. Secure the commitment of COPSA to consider themselves the official representative body of GCC students by the end of Spring semester, 2005</p> <p>Start Date: 03/22/2005</p> <p>End Date: 05/20/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: During the Spring of 2005, conduct at least one training session for officers and interested members of the Council on Post secondary Affairs and student organizations on how to write legislative documents, including proposals, requests and official statements and decisions on behalf of the GCC student body.</p> <p>Criterion (Written in %): 75 percent of participants will share that they are more likely than before the session to be involved in the writing of legislative documents.</p>		
<p>Student Governance (Archive) - AY04-05 Documenting of communications - To document communications and results of communications of the Office of Student Development with department chairs, program managers and GCC management that are designed to ensure that these faculty members and administrators have the opportunity to take student concerns and recommendations into consideration in decisions affecting student educational experiences.</p> <p>Start Date: 03/22/2005</p> <p>End Date: 06/30/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: By the end of the Spring 2005 semester, a filing system will be fully operational within the Office of Student Development. This system will contain information related to identified issues / decisions that the Office of Student Development interprets as requiring student input. The system will catalog information on to what extent student input was requested, shared, considered and utilized in improving related communications throughout GCC.</p> <p>Criterion (Written in %): The review will indicate that at least 5 entries into the filing system were made during the Spring 2005 semester, and that each entry provides the necessary data to be used in tracking of progress of specific student governance-related initiatives.</p>		

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<p>Student Governance (Archive) - AY04-05 Reporting progress to students - To meet with COPSA officers and members on an on-going bases to report to them on the efforts and progress of the Student Governance Initiative</p> <p>Start Date: 03/22/2005</p> <p>End Date: 05/20/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: At least one full report on the Student Governance Initiative will be conducted to COPSA by the end of the Spring 2005 semester. Information shared in the report will be documented in minutes.</p> <p>Criterion (Written in %): Success of the report will be determined by at least three documented communications by students validating the importance of OSD communication with the administration in support of student needs.</p>		
<p>Student Governance (Archive) - AY04-05 Summary Report - Write a Spring 2005 summary report to the Dean of Technology and Student Services, detailing the overall progress of the Student Governance Initiative.</p> <p>Start Date: 03/22/2005</p> <p>End Date: 06/30/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Evaluation of summary report by Dean to ensure that all elements are included and that the report reflects the appropriate direction GCC wishes to take in addressing Student Governance issues.</p> <p>Criterion (Written in %): All identified elements will be included in the report; the Dean's response to the report will indicate overall approval of current SGI efforts.</p>		
<p>Student Support Services (formerly Auxillary Services) - FA09-SP11 SSUO#1 CAMPUS ACCESS IDENTIFIERS - SSUO #1 FA09-SP11. The Student Support Services Office will analyze, process, and provide post secondary students, staff, and faculty with identification cards and parking decals within the first month of each academic semester. The Student Support Services Office will provide identification cards for cross-enrolled , secondary</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A computer software program, Simply ID, will be utilized to record processing of all identifiers issued to students and faculty for identification cards and a computer log-in program for parking decal ...</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %):</p>		

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<p>students within one month of obtaining the final student roster for each semester.</p> <p>Outcome Types: SSUO</p>	<p>80% of all students and faculty requiring identification cards and parking decals will have their documents processed within the first month of each academic semester.</p>		
<p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A survey will be conducted among students and faculty to assess the timeliness and satisfaction of providing student and faculty identifiers (ID cards & Parking decals) by Student Support Services.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 80% of students, faculty, and staff will satisfactorily receive ID cards and parking decals within a reasonable timeframe.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A new survey with questions focused more on quality, timeliness, and satisfaction was developed.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 90% of all Post Secondary students and faculty requiring identification cards and parking decals will have their documents processed within the first month of each academic semester. 90% of all cross-enrolled Secondary students from George Washington High School requiring identification cards will have identification cards within one (1) month of Student Support Services receiving the final cross-enrolled student roster after the Add-Drop deadline at George Washington High</p> <p>Related Documents: BUDGET 2010 .pdf</p>		

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	<p>BUDGET 2010.pdf CAMPUS IDENTIFICATION SURVEY FORMS 122109.pdf SSS ID pdf.pdf</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: A review of submitted Post Secondary Identification Data Information forms, Private Vehicle Forms, and the PS (Continuing Students) forms at the end of every semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of all IDs and parking decals issued are to be documented using one or more of the following: Post Secondary Identification Data Form, Private Vehicle Form, Employees Identification Form, Satellite Identification Form, or PS (Continuing Students) form.</p> <p>Related Documents: EmployeeID Form & Satellite ID Form 1 122209.pdf Post Secondary Private Vehicle form, & PS (Cont)forms 122209.pdf CAMPUS IDENTIFICATION SURVEY FORMS 122109.pdf SSS ID pdf.pdf</p>	<p>12/24/2009 - 100% of forms for IDs and parking decals are stored in the Student Support Services Office in filing cabinets. The only forms used for the IDs and parking decals were: Post Secondary Identification Forms, Private Vehicle Forms, Employees Identification Forms, Satellite Identification Forms, and the PS (Continuing Students) Forms.</p> <p>From March 2009 to Dec. 2009 a hard copy survey was made available at Student Support Services (SSS) for students, faculty, staff, and administrators to fill out. 71 forms were filled out. Therefore, N=71. 23 of those surveyed were Secondary students; 38 were Post Secondary students; 5 were faculty; 2 were Staff; and 1 Administrator. 40 reported having their IDs processed in 10 or less minutes. 19 reported IDs processed between 10-15 minutes. 7 reported IDs processed between 15-30 minutes. 4 reported that they waited 40 minutes for their IDs. 38 or 53.5% reported being "Very satisfied" with the processing of their IDs and decals. 24 or 33.8% reported being "Just satisfied" with their ID and decal processing. 5 or 7% reported being "Dissatisfied". 1 or slightly over 1% reported being "Very dissatisfied". 1 or slightly over 1% reported being "Indifferent". The responses to the open ended sentence "The ID processing experience was": "Good"; "Fun"; "Boring"; "Fast"; "Easy"; "Amazing"; "Great"; "Excellent"; "Okay"; "Sucks walking up to pay"; "Better than before"; "Lady in charge has bad attitude"; "Pleasant"; "Entertaining"; "Unsatisfactory"; "Friendly"; and "Painless". The responses to the question "How to improve ID processing?" here are their responses: "Better camera equipment"; "Clips"; "Waste</p>	<p>01/28/2010 - Staff and administrators discussed the complaints and suggestions made. Hours for processing IDs were extended. More staff were assigned at peak times to facilitate the processing of IDs.</p> <p>Implementation Status: 01/28/2010 - As surveys were submitted, changes were implemented and more staff assigned to assist with the processing of IDs and decals. Staff were also encouraged to be more customer oriented.</p> <hr/> <p>01/27/2010 - Supplies, ID card pouches, clips, decals, and forms were ordered and kept at appropriate stock levels at all times to insure that all those applying for IDs & decals were able to receive them at time of application.</p> <p>Implementation Status: 01/27/2010 - Appropriate levels of items needed for miscellaneous supplies, forms, IDs, badge clips, and decals have been ordered and kept in stock.</p> <hr/> <p>12/24/2009 - The results will be used to better schedule staff and hours for the processing of</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>paper"; "2 cameras"; "Relocation to MPA"; "More people to take IDs"; "having someone available at announced times"; "Stronger product"; "Use high technology"; "Not charging for another"; "Need magazine racks"; "Perfect clean photos"; "Coffee and donuts"; "Print hard copy"; "More staff, less errors"; "Processing once a year"; and "Paying at the front".</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Supplies for IDs, decals, forms, and miscellaneous items are budgetted based on the numbers documented.</p> <p>Many faculty and students do not come in during the first month of the semester for their IDs and parking decals. Of those who do come in, 100% of their IDs and parking decals are documented using: Post Secondary Identification Data Form, Private Vehicle Form, Employees Identification Form, Satellite Identification Form, or PS (Continuing Students) Form.</p> <p>Budget Related Performance Indicators: The number of IDs and parking decals processed within a reasonable time period. The reasonable waiting time for the processing of IDs and parking decals. The number of IDs and decals processed within the first 2 weeks of a semester.</p>	<p>identifiers.</p> <p>Implementation Status: 01/27/2010 - Student Support Services (SSS) participated in the Express Registrations held at the Multi-Purpose Auditorium where the processing of student registrations were conducted in one area for the benefit of the students. Staff were scheduled in such a way as to maximize their time for the processing of student IDs. This reduced the waiting time of the students. It also reduced the distance students normally would have to walk or travel to obtain thier IDs and decals.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Admin Aide, Clerk Typist, III, and School Aides II & III</p> <p>Task Description: Admin Aide and Clerk Typist process IDs and parking decals by inputting identifying information into the data base in Student Support Services' computer. School Aides assist in the processing procedures.</p>	<p>Related Documents: EmployeeID Form & Satellite ID Form 1 122209.pdf Post Secondary Private Vehicle form, & PS (Cont)forms 122209.pdf BUDGET 2010 .pdf BUDGET 2010.pdf</p>	
<p>Student Support Services (formerly Auxillary Services) - FA09-SP11 SSUO#2 CAMPUS SECURITY SERVICES - SSUO#2 FA09-SP11. The Student Support Services Office will demonstrate that it is providing the campus community appropriate and adequate security services needed for a safe learning environment.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A daily static report by security personnel will record dates, times, and activities or incidents that occur on campus. This static report will be compiled daily during the course of each academic semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of the daily static reports will be completed and submitted by security personnel to reflect accurate information related to all security issues on campus.</p> <p>Budget-Related Proposed Outcomes: File with documented complaints or issues including date, time, and person filing and to whom it was referred.</p>	<p>12/24/2009 - Daily static reports are submitted to Student Support Services by security staff. Daily static reports were collected 3x daily from July 23 - Dec. 24, 2009. The total number was 466. Result N (N=466) static reports were submitted. 100% of static reports were submitted by security staff and received by Student Support Services.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: The daily static reports allow Student Support Services to be aware of every incident on campus involving safety, security, misconduct, and health concerns. the daily static logs are maintained in a filing cabinet within the Student Support</p>	<p>12/24/2009 - The results of the collection and review of the daily static reports will be used to make more efficient use of limited security staff, justify any need for the restoration in the number of security personnel, and to advocate for a golf cart for greater security mobility.</p> <p>Implementation Status: 01/28/2010 - The number of security staff was restored to its former level beginning Spring 2010 Semester. Procurement of a golf-cart type vehicle is still being pursued.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Services office.</p> <p>Budget Related Performance Indicators: The number of IDs and parking decals processed within a reasonable time period. The number and quality of responses to student discipline referrals. The processing of discipline referrals within one school day. The processing of safety, campus security, and health referrals within one (1) day. File with documented complaints or issues including date, time, and person filing and to whom it was referred.</p> <p>Related Documents: Memo office of assessment 030210.doc Static Security Officers Report1.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A survey will be conducted among post-secondary students, faculty, and staff to assess the visibility and effectiveness of security services provided by Student Support Services.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 85% of students, faculty, and staff will be satisfied with the presence of security personnel on campus.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A hard copy survey will be administered during each semester.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %):</p>	<p>12/24/2009 - The number of Campus Security Survey forms submitted is 77 (N=77). On the question How many times a week you come on campus? these were the following responses: 7 reported being on campus 1-2x; 35 reported being on campus 2-4x; and 34 reported being on campus 5 or more times. On the question Did you notice the presence of security during the</p>	<p>12/24/2009 - As a result of the survey, Student Support Services has been advocating for the restoration in the number of security staff on campus. The number of security guards was restored Jan. 2010.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>85% of students, visitors, and faculty will report feeling satisfied with security on campus.</p> <p>Related Documents: 2009 AAD Reports for SSS.pdf CAMPUS SECURITY SURVEY FORMS 122109.pdf BUDGET 2010 .pdf BUDGET 2010.pdf Post Secondary Private Vehicle form, & PS (Cont)forms 122209.pdf EmployeeID Form & Satellite ID Form 1 122209.pdf SSS Incident Report Form.pdf Memo office of assessment 030210pdf.pdf CAMPUS SECURITY SURVEY FORMS 122109.pdf SSS Security pdf.pdf</p>	<p>time you were on campus: 44 said every time; 26 said sometimes; and 5 said hardly. On the question What time were you usually on campus? these were the responses: 12 said "All Day"; 14 said "Morning"; 7 said "Afternoon"; 6 said "evening"; 12 said "morning/afternoon; 18 said "afternoon/evening"; and 4 said "Morning/evening". On the question Do you think security personnel are needed on campus? the resposes were: 60 or 79% said "Yes" and 14 said "No". On the question Are you satisfied with the number of security personnel on campus? here are the responses: 46 said "Yes"; 11 said "indifferent"; and 12 said "No". On the question What improvements would you like to see regarding campus security here are their responses: "More guards"; "More security"; "Campus is peaceful, no need for for improvements"; "Gate security"; "Security at each parking lot"; "Check computer lab to make sure students are using it properly"; "More visible guards doing rounds"; and "Routine checks".</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: A budget reduction in the contract for security services resulted in a reduction in the number of security guards on campus. The data from the survey indicates that a majority of those who filled out the survey want a visible presence of security on campus. The number of guards was restored to its original number in Jan. 2010.</p>	<p>Implementation Status: 01/28/2010 - The number of security guards has been restored to former levels.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>AAD Report document submitted indicated that the number of guards on campus was brought up at the Academic Affairs Division meetings.</p> <p>Budget Related Performance Indicators: The processing of safety, campus security, and health referrals within one (1) day. File with documented complaints or issues including date, time, and person filing and to whom it was referred.</p> <p>Related Documents: CAMPUS SECURITY SURVEY FORMS 122109.pdf 2009 AAD Reports for SSS.pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Incident Report Forms are used to document all incidents involving campus security, safety, misconduct, and health concerns on campus.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 100% of all incidents involving safety, security, misconduct, and health concerns on campus are to be documented on Incident Report Forms within the Student Support Services Office. The forms are filled out by anyone on campus who may have witnessed or experienced an incident. The newly completed forms are reviewed every work day by the Student Support Administrator and, later, by the Night Administrator.</p> <p>Budget-Related Proposed Outcomes: File with documented complaints or issues including date, time, and person filing and</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>to whom it was referred.</p> <p>Related Documents: SSS Incident Report Form.pdf</p> <hr/> <p>Task Name: School Aides II & III, security guards, Admin Aide, Clerk typist, Night Administrator, & Student Sup</p> <p>Task Description: All personnel in the Student Support Services office and security staff are tasked with enforcing the college's rules. They are also responsible for safeguarding the safety, health, and well-being of all on campus.</p>		
<p>Student Support Services (formerly Auxillary Services) - FA09-SP11 SSUO#3</p> <p>DISCIPLINARY INTERVENTION - SSUO#3 FA09-SP11. The Student Support Services Office will ensure that all cross-enrolled, secondary students and post secondary students attending GCC who need disciplinary intervention receive this service in an efficient, timely, and appropriate manner.</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A log sheet will record dates, times, purpose, and results for all student disciplinary interventions that occur during each academic year involving cross-enrolled, secondary students.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 80% of cross-enrolled, secondary students who receive disciplinary interventions record a satisfactory resolution within a reasonable timeframe.</p>		
<p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A survey will be conducted among faculty involved with secondary, cross-enrolled students to assess the effectiveness of disciplinary intervention provided by Student Support Services.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %):</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>80% of students referred for disciplinary intervention by faculty will receive a satisfactory resolution within a reasonable timeframe.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A log book of cross-enrolled, secondary student attending GCC who need disciplinary intervention will kept up-to-date on a daily basis.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 90% of all secondary students referred for disciplinary intervention will seen within 2 school days.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A new survey will be used to obtain views and recommendations from students, faculty, administrators, and parents regarding disciplinary intervention for cross-enrolled, secondary students attending GCC.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 85% of cross-enrolled secondary students who receive disciplinary interventions record a satisfactory resolution within a reasonable timeframe. Reasonable being defined as receiving intervention within two (2) school days.</p> <p>Related Documents: DISCIPLINARY INTERVENTION SURVEY FORMS 122109 (2).pdf SSS IN Sur pdf.pdf</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Artifact/Instrument/Rubric/Method/Tool Description: A survey will be administered every semester to obtain a view of the effectiveness and satisfaction with the disciplinary intervention provided.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): At least 85% of cross-enrolled, secondary students will report being seen for disciplinary intervention within 2 academic days. Satisfactory is defined as being seen within the same academic day.</p> <p>Related Documents: DISCIPLINARY INTERVENTION SURVEY FORMS 122109 (2).pdf 2009 AAD Reports for SSS.pdf BUDGET 2010 .pdf BUDGET 2010.pdf SSS IN Sur pdf.pdf </p>	<p>12/24/2009 - Disciplinary Intervention forms were provided during the past semesters. 63 were completed (N=63): 21 were filled by Secondary students; 37 filled by Post Secondary students; 1 filled out by a parent; 4 filled out by faculty; 1 filled out by an administrator; and 1 filled out by staff. 9 of the respondents had contact with Student Support Services (SSS) 1x during the this school year; 24 had seen SSS 2-4x during the year; 22 had seen SSS 4 or more times during the year; and 9 had never seen SSS for services. 39 of the respondents reported that their experience with SSS was Fair; 18 reported a very fair experience; 3 reported an unfair experience; and 2 were indifferent regarding their experience. 29 reported that the outcome was exactly what they had expected with SSS; 24 reported that their experience was somewhat expected; and 7 reported the experience was very different from what they had expected. On the question: What outcome did you want? the answers were: "fast"; "prompt"; "customer service not welcoming"; "good, kind service"; "friendly"; "felt rushed"; "grateful for phone use"; "answers to health fair"; and wanted "solution to pay phone problem". On the question on suggestions for improved services: "fine"; "keep up good work"; "good work"; "don't need as your good"; and "nothing - nicer to students". A total of 57 or 90% of the respondents reported a fair or very fair experience.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: The results of the survey have been used to</p>	<p>12/24/2009 - The results are been used to reinforce best practices in discipline.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>prioritize the scheduling of interventions. They have also been used to reinforce the approach that has worked and modify the approaches that haven't.</p> <p>Budget Related Performance Indicators: The number and quality of responses to student discipline referrals. The processing of discipline referrals within one school day. The processing of safety, campus security, and health referrals within one (1) day. File with documented complaints or issues including date, time, and person filing and to whom it was referred.</p> <p>Related Documents: SSS IN Sur.doc DISCIPLINARY INTERVENTION SURVEY FORMS 122109 (2).pdf</p>	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Referral for Student Services forms are used when a faculty refers a student to Student Support Services for possible disciplinary intervention.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): 85% of all disciplinary interventions are to be documented on referral forms.</p> <p>Related Documents: referral for SSS 4810.pdf Office of SSA 4810.pdf</p>		
	<p>Task Name: Student Support Administrator, Night Administrator, School Aides, Admin Aide, & Clerk Typist</p> <p>Task Description:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>The Admin Aide, Clerk Typist, and School Aides process and document any referrals for possible disciplinary intervention. The Student Support Administrator acts upon the referrals. The Night Administrator assists and enforces the outcome of the intervention.</p>		
<p>Student Support Services (formerly Auxiliary Services) - SSUO # 1 PRIMARY SUPPORT FUNCTIONS - FA2011-SP2013 SSUO#1: Student Support Services will provide effective and efficient support for the primary Support Services functions at the college: security, identification, parking, student discipline, emergency response, and room reservations.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Based on the results of the previous cycles Student Support Services will enhance all the services it provides by improving the performance of its staff. This will be done by providing training directly related campus security and safety, computer competency, and student discipline.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A log book on the numbers of IDs, decals, referrals, and incidents reports will indicate the numbers of each processed and how soon there were processed.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): At least 95% of all ID requests, decal requests, referrals, and incidents reports will be processed within 8 working hours of submission.</p> <p>Budget-Related Proposed Outcomes: This will all be accomplished within Student Support Services budget. It will not incur additional costs.</p> <p>Related Documents: CAMPUS IDENTIFICATION SURVEY FORMS 122109.pdf EmployeeID Form & Satellite ID Form 1 122209.pdf Office of SSA 4810.pdf Post Secondary Private Vehicle form, & PS (Cont)forms 122209.pdf SSS Incident Report Form.pdf referral for SSS 4810.pdf </p>	<p>02/06/2012 - Log books, documents, forms, and completed forms are stored within the filing cabinets of Student Support Services office. All of the services or 100% provided are documented. N= the number of log books, files, and folders containing documents, referrals, and reports. There are folders or notebooks for each of the following: 1 Post Secondary Student IDs, 1 Post Secondary Students decals, 1 for Incidents for GWHS students, 1 for Incidents for Post Secondary students, 1 for Employee IDs & decals, 1 for TracDat, 1 for Room Reservation Requests, 1 for AAD Management meeting reports, 1 for work orders, 1 for safety /security, 1 for DOC inmates, 1 for phone usage, and 1 for security guards log entries. The number of log books / folders maintained is 12. Therefore, N=12. A review of all the folders/log books will indicate that all services requested were processed within 8 working hours of submission. The folders and log books have a date column when the request when made. The processing of the service began on the date of the submission. The dates of when requests were submitted and when they were completed are on the forms and in the log books and folders. All requests are logged in at the time of processing. All 12 log books /folders are in SSS. 12 out of 12=100% since all 12 notebooks/folders are in SSS. All data in log books are electronically inputted into a data spreadsheet for summary and report purposes.</p> <p>Summary of Result Type: Criterion Met</p>	<p>02/07/2012 - The documents, forms, completed forms, and log books will be used to provide evidence of the level of efficiency that Student Support Services has. This information will be used to develop better strategies for servicing consumers of the services of Student Support.</p> <p>Implementation Status: 02/07/2012 - The Associate Dean of Student Support has been working with the Registrar's office and the Dean of TSS on streamlining the linkage between Student Support and the Banner system. The plan is to use the data on Banner to provide IDs and Decals faster. It will also be used to assist students with questions regarding their schedule. An off-island vendor who is familiar with the Banner system and uses it with colleges on Hawaii has contacted SSS. The plan is to use a software that can link SSS with the Registrar's Banner system for IDs, decals, information, etc. This linkage will greatly enhance our services to our students.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Student Support Services has documents in individual folders and stored in filing cabinets for viewing. Confidential files are in a secured filing cabinet. All or 100% of services requested or incidents reported were documented and filed.</p> <p>Budget Related Performance Indicators: Student Support Services stayed within its budget.</p> <p>PERFORMANCE,INDICATORS: 1. The number of IDs and parking decals processed within a reasonable time period. The number and quality of responses to student discipline referrals. The number of responses to room reservation requests processed within a reasonable time frame. The timeline being 24 hours after the initial request was submitted. 2. The reasonable waiting time for the processing of IDs and parking decals. The number of IDs and decals processed within the first 2 weeks of a semester. The processing of discipline referrals within 3 school days, unless parental involvement is necessary. The processing of safety, campus security, and health referrals within one (1) day. 3. File with documented complaints or issues including date, time, and person filing, to whom it was referred, and description of complaints or issues.</p> <p>Related Documents:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		First of lists of lights not working on campus Second list of lights not working on campus img04084.pdf img04085.pdf Incident reports[1].pdf Incident List 2.pdf	
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Forms and log books will be used to record and document the services provided. The completed forms and log books will kept in filing cabinets within the Student Support Services Office.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): One hundred (100 %) % of all services provided will be documented.</p> <p>Budget-Related Proposed Outcomes: This will not impact our budget as these functions have been already been incorporated into our budget.</p> <p>Related Documents: CAMPUS IDENTIFICATION SURVEY FORMS 122109.pdf EmployeeID Form & Satellite ID Form 1 122209.pdf Office of SSA 4810.pdf SSS Incident Report Form.pdf </p>	<p>02/06/2012 - All or 100% of all services provided by Student Support Services were documented on forms and log books used by Student Support Services. These log books and forms indicate the dates services were provided, what type of service, and to whom the service was provided for. Documents and log books are stored in filing cabinets within the Students Support Services office. The total number of individuals requesting services was 4,1118. Therefore, N=4,118. Since 4,118 services were requested in the form of IDs, decals, referrals, and incident reports. You have 2, 223/2,223. Therefore,100% of requested services were actually documented.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: Student Support Services stayed within its budget. It made good use of all its existing supplies and materials. However, it was not able to procure a faster computer and better ID equipment. Requests for certain equipment and services were denied.</p> <p>Budget Related Performance Indicators: These document, forms, and log books can</p>	<p>02/07/2012 - The information will be used to provide support for upgrading the current equipment, filing systems, and computers used in Student Support Services. A faster and more efficient ID card system is needed. The system for inputting Room Reservation Requests has to be somehow integrated with the Banner System currently being used by the Registrar's office.</p> <p>Implementation Status: 02/07/2012 - A meeting took place where the Dean of TSS, the Associate Dean of Student Support, and the Program Specialist (Night Administrator). The plan is to move away from the current system used at SSS and to use a system that will link with the Banner System used by the Registrar's Office. This integration needs take place by Spring 2013.</p> <p>02/07/2012 - Student Support Services will be trained in using Banner for better room management, events management, and scheduling. It</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>be viewed in the Student Support Services office. These records will show how staff were used to provide services and how quickly these services were provided.</p> <p>PERFORMANCE,INDICATORS:</p> <ol style="list-style-type: none"> 1. The number of IDs and parking decals processed within a reasonable time period. The number and quality of responses to student discipline referrals. The number of responses to room reservation requests processed within a reasonable time frame. The timeline being 24 hours after the initial request was submitted. 2. The reasonable waiting time for the processing of IDs and parking decals. The number of IDs and decals processed within the first 2 weeks of a semester. The processing of discipline referrals within one school day. The processing of safety, campus security, and health referrals within one (1) day. 3. File with documented complaints or issues including date, time, and person filing and to whom it was referred <p>Related Documents:</p> <p>First of lists of lights not working on campus</p> <p>Second list of lights not working on campus</p> <p>img04083.pdf</p> <p>img04084.pdf</p> <p>img04085.pdf</p> <p>Incident reports[1].pdf</p> <p>Incident List 2.pdf</p> <p>student support services tracdat info 101012 wed .pdf</p> <p>empl sign-in sheet 100912 tues .</p>	<p>Implementation Status:</p> <p>is planned that by FALL 2012 that Student Support Services will be using Banner for room usage scheduling.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p> pdf complaint form 101012 wed .pdf campus request 100912 tues .pdf employees contractors sign-in sheet 101012 wed .pdf gcc-gwhs code of conduct 100912 tues .pdf incident report 101012 wed .pdf night administrator observation 101012 wed .pdf notification for off campus instr activity 101012 wed .pdf parking decal 100912 tues .pdf post secondary sign-in sheet 101012 wed .pdf referrals gwhs-gcc 100912 tues .pdf referrals post secondary students.pdf satellite student sign-in sheet 101012 wed .pdf statement form 100912 tues .pdf student activity request 101012 wed .pdf student support services tracdat info 101012 wed .pdf telephone sign-in sheet 101012 wed .pdf visitor sign-in sheet 101012 wed .pdf </p>	
	<p> Task Name: Primary Support Functions. Task Description: All administrators and staff within Student Support Services are responsible for ensuring that its primary functions are run effectively and efficiently. </p>		

Student Support Services (formerly

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Auxiliary Services) - SSUO # 2 IMPROVED PROCESSING OF ALL SERVICES - FA2011-SP2013 SSUO#2: Student Support Services provide quality and timely responses, referrals, and requests regarding: IDs, Parking Decals, Room Reservations, Safety and Emergency issues, Information Requests, and Campus Security.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Based on the results of previous cycles Student Support Services will purchase equipment and supplies that will improve the speed and quality of services it provides.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Documents such as purchase orders, receipts, and invoices related to purchases and requests for equipment, materials, and programs to be used to improve services will used as proof.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): All or 100% of copies of requests and purchases will documented.</p> <p>Budget-Related Proposed Outcomes: The purchase of equipment and services will be kept below \$5,000.00.</p> <p>Related Documents: MaterialService Requisition Form.pdf</p>	<p>02/06/2012 - Purchase order copies collected indicate supplies, equipment, and materials ordered for the timely services provided to students and staff who receive services from Student Support Services. Four (4) requisitions were submitted. Therefore, N=4. All 4 were documented and on file in SSS. They are contained in a filing cabinet. 4 out of 4 = 100%. SSS, therefore, had 100% of it's requests and requisitions documented. It met it's criterion.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Service Units Implementation Status</p> <p>Budget Implications: Over \$500</p> <p>Notes: Copies of purchase orders and invoices will indicate that Student Support Services attempted to purchase supplies, equipment, and services for the consumers of the services it provides.</p> <p>Budget Related Performance Indicators: Student Support Services stayed within its budget and was able to provide needed services.</p> <p>PERFORMANCE INDICATORS: 1. The number of IDs and parking decals processed within a reasonable time period. The number and quality of responses to student discipline referrals. The number of responses to room reservation requests processed within a reasonable time frame. The timeline being 24 hours after the initial request was submitted. 2. The reasonable waiting time for the processing of IDs and parking decals. The number of IDs and decals processed within the first 2 weeks of a semester. The</p>	<p>02/07/2012 - The records of purchase orders, receipts, and invoices will be used to justify the types and amounts of supplies and services needed to meet the service demands of Student Support Services. This information will also be used to plan future budgets for this office.</p> <p>Implementation Status: 09/20/2012 - 9/10/12 An off-island vendor emailed a proposal regarding an ID system that is compatible with the current Banner sytem being used. SSS is currently searching for other vendors that use Banner software.</p> <p>02/21/2012 - Purchase orders were placed for supplies that are used for IDs, Decals, and office supplies that are used for the normal functions of Student Support. No purchases were made regarding new computers or equipment.</p> <p>02/07/2012 - The future budget of Student Support Services will be modified in such a way as to focus on purchases for a newer and more efficient ID processing equipment and a faster computer. This will then allow Student Support to save money by no longer purchasing the outdated and unneeded supplies.</p>

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		<p>processing of discipline referrals within one school day. The processing of safety, campus security, and health referrals within one (1) day. 3. File with documented complaints or issues including date, time, and person filing and to whom it was referred.</p> <p>Related Documents: Purchase Order for Student Support Services for IDs Iconnect for radios FALL 2012.pdf Iconnect for batteries FALL 2012.pdf</p> <p>Standard Office Supply IDs Clips FALL 2012.pdf img04086.pdf</p>	
	<p>Task Name: Improved Processing of Services.</p> <p>Task Description: All staff within Student Support Services will shorten and improve their response time. The Associate Dean of Student Support Services will authorize and facilitate the purchase of equipment and supplies needed to improve the response time and quality of service to students, faculty, and staff.</p>		
<p>Student Support Services (formerly Auxillary Services) - SSUO # 3 TRAINING FOR ENHANCED JOB PERFORMANCE - FA2011-SP2013 SSUO#3: Student Support Services Office will provide training opportunities for Student Support Staff to enhance job performance.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Copies of certificates of training, letters of completion, and copies of sign-in sheets will be used as proof.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Workshop/Conference/Training</p> <p>Criterion (Written in %): At least 90 % of the staff will be required to attend these courses and trainings. All or</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list Based on the results of previous cycles Student Support Services will enroll staff for courses involving campus security, customer service, and computer programs used with IDs and student schedules.</p>	<p>100% of the staff that attend these trainings will pass these trainings or courses.</p> <p>Budget-Related Proposed Outcomes: Most, if not all of the trainings, will be those offered free of charge by the Government of Guam, by the Federal Government, or By non-profit organizations.</p> <p>Related Documents: Training Schedule.pdf Certificate.pdf</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Training schedule forms will be used to document trainings that staff have undergone to enhance their job performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p> <p>Criterion (Written in %): At least 80% of all the staff will undergo some form of training that will be documented in this training form.</p> <p>Budget-Related Proposed Outcomes: Most of the trainings will be in-house, government-sponsored, or non-profit sponsored. The budget impact will be less than \$500.</p> <p>Related Documents: Certificate.pdf Training Schedule.pdf</p>	<p>02/06/2012 - There are currently 6 employees at Student Support Services. N is the number of employees in SSS. Therefore, N=6. All 6 or 100 % of the employees of Student Support Services received some form of training. 6 out of 6 = 100%. 100% of the Employees were documented as having received some form of training. Copies of certificates of training for each staff have been inputted.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Administrative/Student Services Unit Data Collection Status</p> <p>Budget Implications: Under \$500</p> <p>Notes: Staff received training in Customer Service, CPR, Shooter on Campus, and TracDat Assessment. Most of the trainings were in-house. The trainings included all the employees at Student Support Services. More training will be scheduled as the opportunity arises. The trainings were all supported by the Associate Dean of Student Support Services and the Dean of TSS.</p> <p>Budget Related Performance Indicators: Less than \$500 was used for training. Most</p>	<p>02/07/2012 - Staff will be receiving trainings on the Banner system, a new ID system, and updated computer systems.</p> <p>Implementation Status: 02/21/2012 - The plan was to train employees on the Banner system in Summer 2012. The training covered room management and student information. Staff from the Registrar's Office conducted the training. Joanne Ige and John Payne of Student Support Services met with Patrick Clymer and, later, with Johanna Camacho, both from the Registrar's Office and received brief trainings on Banner. There were no added costs for this in-house training. It appears that Student Support Staff will just have to use Banner more often to become truly familiar with it. In regards to the new ID system, Student Support Services has been exploring what options are appropriate as far as procuring</p>

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		<p>of the training was in-house.</p> <p>PERFORMANCE INDICATORS:</p> <ol style="list-style-type: none"> 1. The number of IDs and parking decals processed within a reasonable time period. The number and quality of responses to student discipline referrals. The number of responses to room reservation requests processed within a reasonable time frame. The timeline being 24 hours after the initial request was submitted. 2. The reasonable waiting time for the processing of IDs and parking decals. The number of IDs and decals processed within the first 2 weeks of a semester. The processing of discipline referrals within one school day. The processing of safety, campus security, and health referrals within one (1) day. 3. File with documented complaints or issues including date, time, and person filing and to whom it was referred <p>Related Documents: Customer Service Training Email TracDat Attendance Sheet Certificate.pdf Training Schedule.pdf img02475TracDat.pdf TracDat 013012.pdf Shooter on Campus Training</p>	<p>Implementation Status: the new ID equipment. The training will be based on the equipment procured. The individuals trained will be the Admin Aide, Clerk Typist, and the School Aides. Since funding and Banner compatibility will be key factors this will take some time. An off-island vendor in Hawaii has sent information on the products his company provides in regards to this.</p> <hr/> <p>02/07/2012 - The information obtained from these documents will be used to justify specific trainings in the future. It will also be used to plan who receives what training and when. Future budgets will reflect any trainings needed.</p> <p>Implementation Status: 02/07/2012 - The Program Specialist (Night Administrator) and the Associate met with the Dean of TSS and the Coordinator of Registration and Records and developed a plan for receiving training on the Banner system. The training was conducted during the summer. It was brief. This training has now led to Student Support Services to research how it can improve services in room scheduling, in providing student IDs, etc. through a system that integrates what is currently in Banner with the Registrar's Office and with</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Enhanced Job Performance</p> <p>Task Description: The Associate Dean will authorize and provide training opportunities for all staff in Student Support Services to upgrade their skills and acquire new skills and knowledge to provide more appropriate and timely services to students, faculty, and staff of GCC.</p>		<p>Implementation Status: what Student Support Services needs. So for the most part training that is needed for the current level of services being provided is up to date.</p>
<p>Supervision & Management AS & Certificate - AY06-07 SLO#1 Knowledge of Management Theory - Students will recall management theory and principles in the four management functions: Planning, Organizing, Directing, and Controlling.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/07/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students registered in SM220 Management Skill Development will take two cyber interactive formative and two cyber interactive summative student learning outcome exams provided and corrected by Thomsom Southwestern Interactive Services at "Fundamentals of Management Robbins/Dicenzo companion website at http://wps.prenhall.com/bp_robbins_fom_5."</p> <p>Corrected exams will be automatically forwarded to advisory committee evaluator/s through e-mail services provided by text vendor. Exams will be administered during fall 2006 and spring 2007; SM220 is offered fall and spring.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Web Designed Exam</p>	<p>03/03/2007 - Formative Results: Fall 2006 10 students completed a formative interactive exam in SM220 Management Skill Development.</p> <p>Synopsis 16 students registered (4) withdrew 12 students remain on record (2) students did not return for rest of fall 2006 10 students completed course requirements (n = 12)</p> <p>Results: fall 2006 Ten students met and exceeded the criterion (10/12 = 83%) 83% of students tested scored 75% or better in the formative exam. (n=12)</p> <p>Click "View File" below to see the exam results entitled "Formative Exam Planning & Organizing" which describes student performance.</p>	<p>03/04/2007 - Source: "Assessment Plan" "Means of Assessment" "Anticipated Use of Assessment Results" ["Assessment results will be used to determine whether the newly adopted SLOs in SM220 Management Skill Development need further review, discussion, and revisions."]</p> <p>"Use of Assessment Results" After discussing the performance of the 10 SM students with the advisory committee, the members recommend the Program Administrator table any decision to review--and if needed, revise--the SM220 SLOs until the SM220 course guide has received institutional approval. SM220 Management Skill Development</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Criterion (Written in %): 70% of the students taking the interactive exams will score 75% or better in the exams.</p>	<p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: See below</p>	<p>approved Spring 2006. SM220 is pending AAC approval as of November 20, 2006 per AAC chairperson.</p> <p>Implementation Status:</p> <p>09/27/2007 - Program Administrator presently on medical leave. Collaborative SLO review with advisory members will be on hold until Program Administrator's return in November 2007.</p> <p>05/04/2007 - Due to emergency heart surgery, Program Administrator was replaced early spring 2007 by accounting adjunct instructor who taught SM220 Management Skill Development for the remaining term. Adjunct instructor proctored own testing for midterms and finals and could not follow-up with the second scheduled formative and summative exams as proposed in the plan, under column three, "Means of Assessment & Criterion." Successful criterion results, however, for the initial set of formative and summative data--tracked, harvested, recorded, and reported under "Summary of Results" period fall 2006--is adequate and acceptable for the October 2007 SM AS "Group A" reporting.</p> <p>04/21/2007 - Advisory members informed Program Administrator upon SM220 institutional</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: approval, advisory members will then review new SLOs discussed under "Use of Assessment Results." 04/09/2007 - Curriculum Committee Chairperson informed Program Administrator SM220 course guide approved and routed for remaining institution signatures. 03/10/2007 - SM220 course guide status: Program Administrator asked Curriculum Committee Chairperson status of SM220 Management Skill Development submitted course guide. Chairperson indicated newly adopted course guide requirements are in order and will get back to instructor before end of spring 2007 term. 03/04/2007 - Advisory member concerns: Although 10 students met the criterion, advisory members recommend the Program Administrator interview and ask why the two students did not complete the SM220 course requirements. The Program Administrator will provide a response by the fall 2007 term.</p>
	<p>Task Name: Review of SM220 Management Skill Development SLOs for 2008 Task Description: Program Administrator will collaborate with adjunct professor end of spring 2008 to review current SM220 SLOs and determine</p>		

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	<p>whether a course guide revision in warranted; In addition, two students who did not meet the criterion for 2007 have indicated they did not prepare adequately for either the formative or the summative components of the assessments.</p>		
		<p>03/03/2007 - Summative Results: Fall 2006 10 students completed a summative interactive exam in SM220 Management Skill Development.</p> <p>Synopsis 16 students registered (4) withdrew 12 students remain on record (2) students did not return for rest of fall 2006 10 students completed course requirements (n = 12)</p> <p>Results: fall 2006 Ten students met and exceeded the criterion (10/12 = 83%) 83% of students tested scored 75% or better in the formative exam. (n=12)</p> <p>Click Click "View File" below to see exam results entitled "Summative Exam Directing & Controlling" which describes student performance.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: See below</p>	<p>03/04/2007 - Source: "Assessment Plan" "Means of Assessment" "Anticipated Use of Assessment Results" ["Assessment results will be used to determine whether the newly adopted SLOs in SM220 Management Skill Development need further review, discussion, and revisions."]</p> <p>"Use of Assessment Results" After discussing the performance of the 10 SM students with the advisory committee, the members recommend the Program Administrator table any decision to review--and if needed, revise--the SM220 SLOs until the SM220 course guide has received institutional approval. SM220 Management Skill Development course guide was not approved Spring 2006. SM220 is pending AAC approval as of November 20, 2006 per AAC chairperson.</p> <p>Implementation Status: 09/27/2007 - Program Administrator presently on medical leave. Collaborative SM220 SLO review with advisory</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: members will be on hold until Program Administrator's return in November 2007.</p> <p>05/04/2007 - Due to emergency heart surgery, Program Administrator was replaced early spring 2007 by accounting adjunct instructor who taught SM220 Management Skill Development for the remaining term. Adjunct instructor proctored own testing for midterms and finals and could not follow-up with the second scheduled formative and summative exams as proposed in the plan, under column three, "Means of Assessment & Criterion." Successful criterion results, however, for the initial set of formative and summative data--tracked, harvested, recorded, and reported under "Summary of Results" period fall 2006--is adequate and acceptable for the October 2007 SM AS "Group A" reporting.</p> <p>04/21/2007 - Advisory members informed Program Administrator upon SM220 institutional approval, advisory members will then review new SLOs discussed under "Use of Assessment Results."</p> <p>04/09/2007 - Curriculum Committee Chairperson informed Program Administrator SM220 course guide approved and routed for remaining institution</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: signatures. 03/10/2007 - SM220 course guide status: Program Administrator asked Curriculum Committee Chairperson status of SM220 Management Skill Development submitted course guide. Chairperson indicated newly adopted course guide requirements are in order and will get back to Program Administrator before end of spring 2007 term. 03/04/2007 - Advisory member concerns: Although 10 students met the criterion, advisory members recommend the Program Administrator interview and ask why the two students did not complete the SM220 course requirements. The Program Administrator will provide a response by the fall 2007 term.</p>

Supervision & Management AS & Certificate - AY06-07 SLO#2 Supervision & Management Student Perceptions - Students will respond to background information questions, students will express their opinions regarding experience with faculty teaching methods, students will express their opinions regarding their student learning experiences, and students will express their opinions regarding SM knowledge gained from completing the Supervision & Management program at GCC.

Artifact/Instrument/Rubric/Method/Tool Description:
 At the end of fall 2006, spring 2007, and fall 2007, students who intend to graduate with a Certificate or an Associate of Science in Supervision & Management will be sent an e-mail asking them to complete a questionnaire created using the "questionnaire feature, in TracDat.
Type of Artifact/Instrument/Rubric/Method/Tool:
 Exit Interviews/Survey
Criterion (Written in %):
 50% of the graduating students who are

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<p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/18/2006</p> <p>End Date: 12/04/2006</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>asked to complete the online questionnaire will respond and provide "write in" answers to some questions that will be used to review and assess whether learning occurred for the graduates as well as the efficacy of the new Supervision & Management program.</p> <hr/> <p>Task Name: Improve SM graduate survey participation and completion for spring 2008</p> <p>Task Description: In an effort to improve the SM graduate survey completion rate for 2008, the author proposes the following work in progress plan designed to actively solicit more SM graduates' participation in the SM Graduate Survey: (1) Recruit "SMILE" COPSA SM student association group to assist in the survey; (2) Collaborate with SM instructors to conduct the survey with their SM students in the last two weeks of spring 2008 term: (3) Follow up with registrar identifying additional SM graduates completing degree requirements in fall 2007 and spring 2008 for survey participation.</p>	<p>03/04/2007 - At the end of fall 2006, no Supervision & Management students completed degree requirements and none participated in the student online survey; therefore, no survey data was available for reporting purposes.</p> <p>Spring 2007 graduating SM students will be asked to participate in the online survey.</p> <p>Despite all efforts in 2007 among the Program Administrator, the business department, and the student proctor to coordinate and effectuate the seven SM graduates' participation and completion of the graduation exit surveys, only</p>	<p>03/04/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Student responses should indicate their level of satisfaction with their program completion in supervision and management. Data compiled from the survey will be used by the author, department, adjuncts, and advisory committee for program review, assessment, and revisions purposes to determine whether specific courses will require</p>

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		<p>three SM graduate surveys were completed and submitted for review and analysis this fall 2007. Results: Of the seven SM graduates who were solicited to participate in the SM graduate survey for May 2007, only three participated and completed the survey; therefore, only 43% (3/7 = 43%) met the criterion (n=7).</p> <p>The 43% results fall short of the 50% target rate. The low participation rate is probably the result of the Program Administrator being off the entire term and not able to personally solicit a higher participation rate from the SM graduates.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>substantive course guide revisions as well as program substantive revisions in response to the level of student utility.]</p> <p>Anticipated Use of Assessment Results: Although only 43% SM graduates (3/7 = 43%) responded to the SM graduation survey, these results provide substantive insight to warrant SM program review scheduled for fall 2008.</p> <p>Implementation Status: 10/09/2007 - Program Administrator received three completed surveys from student proctor for review and analysis. Student proctor was encouraged to continue soliciting the remaining SM graduates to provide a richer harvest of survey data.</p> <p>10/09/2007 - On a "Related Matter" (see this document under "column four" "Summary of Results " "View file") consistent with SM substantive course and program revisions, in fall 2006 and spring 2007 the Marketing and Business departments collaborated and proposed adoption and deletion of specific Marketing and Management courses to enhance and strengthen both programs with the objective of increasing student interest and enrollment.</p>

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			<p>Implementation Status:</p> <p>The consensus reached by the two departments indicated a need to incorporate MK123 Principles of Marketing and MK205 Entrepreneurship into the elective component of the SM AS program. The SM Program Administrator received department approval and met with the Business Advisory Committee and received committee approval on the proposed changes.</p> <p>Furthermore, the two departments reviewed the student learning outcomes covered in the approved spring 2007 OA211 Business Communication course guide. Speech and technical business writing are key SLOs featured and taught in this recently approved course guide. This collaborative finding allayed concerns by the advisory committee with the proposed deletions of EN125 Introduction to Speech and EN194 Technical Report Writing in the SM AS program.</p> <p>The Program Administrator was tasked to author the following proposed SM program changes for curriculum approval: Adoption: MK123 Principles of Marketing and MK205 Entrepreneurship;</p>

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			<p>Implementation Status: Deletions: EN125 Introduction to Speech and EN194 Technical Report Writing. The proposed changes affect only the Related General Education & Technical Requirements (elective) component of the SM program; its core requirements remain the same. The proposed course changes do not affect the program's aggregate of 61 required credits.</p> <p>Late spring 2007, proposed SM AS program received institutional approval merging and adopting Marketing and Supervision & Management program principles and creating a synergistic product in terms of SLOs.</p> <p>Spring 2007 is the second SM AS program revision within a five-year period since its initial program revision in spring 2004.</p> <p>09/27/2007 - In fall 2007, a "time is of the essence" correspondence between the Program Administrator and the Chairperson outlined a course of action in the event the survey data is unavailable for TracDat input for Group "A" October 8, 2007. Specifics will be documented in "Input Memo" October 8, 2007.</p> <p>09/19/2007 - Department Chairperson has requested student proctor to contact and</p>

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			<p>Implementation Status: solicit the four remaining SM graduates to complete the survey. Time is of the essence since SM AS "Group A" TracDat compliance date is October 2007.</p> <p>07/11/2007 - Program Administrator has requested information in June & July 2007 from Department Chairperson whether the seven graduating SM students participated in the "hard copy" survey questionnaire end of spring 2007.</p> <p>On July 2007 Department Chairperson responded that three SM graduates participated and completed the survey--four did not.</p> <p>04/11/2007 - Program Administrator presently off island on medical leave and has requested Business Department Chairperson to contact and coordinate with the seven graduating SM students the scheduled questionnaire for May 2007.</p> <p>Hard copy available under SM Plan "Means of Assessment" "Document Link."</p> <p>04/06/2007 - The registrar identified seven students who will complete the SM AS degree spring 2007. The students will be asked to complete a "hard copy" questionnaire in May 2007 and express their opinions regarding</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: experience with faculty teaching methods, their student learning experiences, and their opinions regarding SM knowledge gained from completing the Supervision & Management program at GCC.</p>
<p>Supervision & Management AS & Certificate - AY06-07 SLO#3 Supervision & Management Skills - Students will demonstrate the ability to apply Labor Law legal principles and procedural skills application in a collective bargaining work environment.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/09/2006</p> <p>End Date: 03/07/2008</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>Students will complete three labor law projects: (1) Petition Union Representative Election; (2) Petition Decertification Election; (3) and Petition & File Unfair Labor Practice Complaint:</p> <p>(1) Petition Representative Election Procedure: Labor law students will learn and apply petition skills requesting the National Labor Relations Board (NLRB) to recognize a legitimate union supported by a majority of the bargaining unit for collective bargaining purposes;</p> <p>(2) Petition Decertification Procedure: Labor law students will learn and apply petition skills requesting the National Labor Relations Board (NLRB) to decertify (end the present union representation) and declare their union null and void;</p> <p>(3) Petition Filing Unfair Labor Practice Procedure: Labor law students will learn and apply petition skills requesting the National Labor Relations Board (NLRB) to review and determine whether allegations of an unfair labor violation by either an employer or their union representative are founded.</p>		

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	<p>SM240 offered fall 2006, fall 2007, & fall 2008</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 70% of those supervision and management students completing the teacher-designed procedural project will score a minimum of 3.0 on a 4.0 rubric scale.</p> <hr/> <p>Task Name: Consult and collaborate with adjunct and legal advisors to determine prerequisites for SM230 Business Law Applications</p> <p>Task Description: Author and legal advisors have scheduled a meeting for May 7, 2008, Room D8b or earlier--if feasible--to discuss whether or not SM230 Business Law Applications requires a prerequisite</p>		
		<p>03/04/2007 - Means of Assessment Students registered in SM240 Labor & Employment Law will complete three labor law projects: (1) Petition Union Representative Election; (2) Petition Decertification Election; (3) and Petition & File Unfair Labor Practice Complaint:</p> <p>Project #1 "Petition Representative Election Procedure" Labor law students will learn and apply petition skills requesting the National Labor Relations Board (NLRB) to recognize a legitimate union supported by a majority of the bargaining unit for collective bargaining purposes;</p> <p>Summary of Results 14 students registered (3) withdrew 11 students completed course requirements</p>	<p>03/04/2007 - Source: "Assessment Plan" "Means of Assessment" "Anticipated Use of Assessment Results" ["Present SM240 Labor Law course guide does not require a prerequisite. Results will be used by legal advisors to determine whether SM230 Business Law Applications should be required as a prerequisite before enrolling in SM240."]</p> <p>"Use of Assesement Results": Advisory legal members do not see enough data to recommend a prerequisite at this time. Students met criterion this fall 2006 term. Fall 2007 term will provide new data for review.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>(n = 11) Results: fall 2006 Eleven students met and exceeded the criterion (11/11 = 100%) 100% of students tested scored 3.0 or better in the formative exams.</p> <p>Click "View File" below to see the exam results entitled Project #1 "Petition Representative Election Procedure" which describes student performance.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: See below</p>	<p>Implementation Status: 11/04/2007 - This fall 2007, adjunct legal instructor, a practicing attorney, will ensure compliance with legal advisory committee currency recommendations of the following federal labor statutes: 1926 & 1936 Railway Labor Act (RLA), 1932 Norris-LaGuardia Act 1932, 1935 National Labor Relations Act (Wagner), 1947 Labor Management Relations Act (Taft-Hartley), & 1959 Landrum-Griffin Act.</p> <p>09/27/2007 - Adjunct legal instructor, an attorney, was hired for fall 2007 to replace Program Administrator who went on medical leave. Upon Program Administrator's return in November 2007, Program Administrator will collaborate with adjunct and legal advisors to discuss whether or not SM230 Business Law Applications should be a prerequisite for SM240 Employment & Labor Law.</p>
		<p>03/04/2007 - Project #2 "Petition Decertification Procedure" Labor law students will learn and apply petition skills requesting the National Labor Relations Board (NLRB) to decertify (end the present union representation) and declare their union null and void;</p> <p>Summary of Results 14 students registered (3) withdrew 11 students completed course</p>	<p>03/04/2007 - Source: "Assessment Plan" "Means of Assessment" "Anticipated Use of Assessment Results" ["Present SM240 Labor Law course guide does not require a prerequisite. Results will be used by legal advisors to determine whether SM230 Business Law Applications should be required as a prerequisite before enrolling in SM240."]</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>requirements (n = 11) Results: fall 2006 Eleven students met and exceeded the criterion (11/11 = 100%) 100% of students tested scored 3.0 or better in the formative exams.</p> <p>Click "View File" below to see the exam results entitled Project #2 "Petition Decertification Procedure" which describes student performance.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>"Use of Assesment Results": Advisory legal members do not see enough data to recommend a prerequisite at this time. Students met criterion this fall 2006 term. Fall 2007 term will provide new data for review. Program Administrator will provide feedback then.</p> <p>Implementation Status: 11/04/2007 - This fall 2007, adjunct legal instructor, a practicing attorney, will ensure compliance with legal advisory committee currency recommendations of the following federal labor statutes: 1926 & 1936 Railway Labor Act (RLA), 1932 Norris-LaGuardia Act 1932, 1935 National Labor Relations Act (Wagner), 1947 Labor Management Relations Act (Taft-Hartley), & 1959 Landrum-Griffin Act.</p> <p>09/27/2007 - Adjunct legal instructor, an attorney, was hired to teach SM240 for fall 2007 to replace Program Administrator who went on medical leave and who will return in November 2007. This fall, Program Administrator will collaborate with adjunct and legal advisors to discuss whether or not SM230 Business Law Applications should be a prerequisite for SM240 Employment & Labor Law.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>03/04/2007 - Project #3 "Petition Filing Unfair Labor Practice Procedure" Labor law students will learn and apply petition skills requesting the National Labor Relations Board (NLRB) to review and determine whether allegations of an unfair labor violation by either an employer or their union representative are founded.</p> <p>Summary of Results 14 students registered (3) withdrew 11 students completed course requirements (n = 11) Results: fall 2006 Nine students met and exceeded the criterion (9/11 = 82%) 82% of students tested scored 3.0 or better in the formative exams.</p> <p>Click "View File" below to see the exam results entitled Project #3 "Petition Filing Unfair Labor Practice Procedure" which describes student performance.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>03/04/2007 - Source: "Assessment Plan" "Means of Assessment" "Anticipated Use of Assessment Results" ["Present SM240 Labor Law course guide does not require a prerequisite. Results will be used by legal advisors to determine whether SM230 Business Law Applications should be required as a prerequisite before enrolling in SM240."]</p> <p>"Use of Assesment Results": Advisory legal members do not see enough data to recommend a prerequisite at this time. Students met criterion this fall 2006 term. Fall 2007 term will provide new data for review. Program Administrator will provide feedback then.</p> <p>Implementation Status: 11/04/2007 - This fall 2007, adjunct legal instructor, a practicing attorney, will ensure compliance with legal advisory committee currency recommendations of the following federal labor statutes: 1926 & 1936 Railway Labor Act (RLA), 1932 Norris-LaGuardia Act 1932, 1935 National Labor Relations Act (Wagner), 1947 Labor Management Relations Act (Taft-Hartley), & 1959 Landrum-Griffin Act.</p> <p>09/27/2007 - Adjunct legal</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: instructor, an attorney, was hired to teach SM240 for fall 2007 to replace Program Administrator who went on medical leave and who will return in November 2007. This fall, Program Administrator will collaborate with adjunct and legal advisors to discuss whether or not SM230 Business Law Applications should be adopted as a prerequisite for SM240 Employment & Labor Law.</p> <p>04/15/2007 - Program Administrator contacted the two students who did not meet the criterion. Student #10 was under judicial supervision and the student's computer was removed by officials for budgetary reasons; therefore, the student was unable to prepare adequately for Project #3 "Petition & File Unfair Labor Practice Complaint" in SM240. Student #11 however, did have access to a computer, and the student admittedly did not prepare adequately for Project #3 "Petition & File Unfair Labor Practice Complaint."</p> <p>03/11/2007 - Legal advisors' concerns: Since SM240 Employment & Labor Law is a "Technical Requirement" for the SM AS degree, legal advisors recommend Program Administrator review Project # 3 "Petition & File Unfair Labor</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: Practice Complaint" and contact the two students who did not meet the criterion and determine the reason why they did not meet the criterion established.</p>
<p>Supervision & Management AS & Certificate - AY 04-05 Employee Conflict Resolution in S&M - Students will be able to express supervisory skills application in solving employee conflicts in the business work environment.</p> <p>Start Date: 01/18/2005</p> <p>End Date: 05/15/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students enrolled in SM220 Management Skill Development will complete a teacher-designed case problem to demonstrate employee conflict resolution.</p> <p>Criterion (Written in %): 70% of those supervision and management students completing the teacher-designed case will score a minimum of 3.0 on a 4.0 rubric scale.</p>	<p>10/28/2005 - On May 5, 2005, nine (9) students completed a summative management case study in SM220 Management Skill Development.</p> <p>Click on the tab RELATED DATA above to see the document entitled "Employee Conflict Resolution" which describes their performance.</p> <p>Goals were met and exceeded: 88% (n=9) of students tested scored 3 out of 4 on the rubric scale; Mr. Wilfred Aflague, former Retirement Director and now Deputy Administrator GMH, and Mr. Pete Camacho former Waterworks Deputy Administrator, and now Chief Planner IV GIAA were SM advisory members scheduled to conduct the evaluations. Only Mr. Camacho was able to conduct evaluations.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>10/28/2005 - Adjunct's effective teaching methods resulted in a high criterion success rate based on student results. Current level of instructor effectiveness indicates practices and methods used are current with acceptable mainstream practices. Even with these high results lead faculty will continually advise and provide mentoring services for business adjuncts thereby sustaining improve management competencies and techniques.</p> <p>Implementation Status: 10/28/2005 - Advisory Committee members (Mr. Camacho & Mr. Aflague) see no further action required in SM220 Management Skill Development; evaluators were satisfied with the 88% (n=9) student outcomes; however they (evaluators) recommend an "A" group assessment plan for the newly adopted SM AS Program to include tracking SM225 Leadership and newly adopted SM240 Labor & Employment Law</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: courses implemented Fall 2005.</p> <p>CCA approved advisory committee's recommendation: "It is the committee's consensus that you may go ahead and draft a new plan to reflect the new S&M program, but submit this along with an implementation memo of the current results next semester. This will put you in the out of sync pool of programs but this may prove to be more meaningful than waiting it out for some more time. Hence, the CCA expects a new plan for the S& M program next Spring 2006 semester. [Source: Consolidated Feedback Sheet (CFS) from Dyads 1/3 dated October 12, 2005]</p>
<p>Supervision & Management AS & Certificate - AY 04-05 Motivational Skills Application in S&M. - Students will be able to apply motivational skill techniques in employee attitude challenges in the business work place.</p> <p>Start Date: 01/18/2005</p> <p>End Date: 05/10/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students enrolled in SM220 Management Skill Development will complete a teacher-designed case problem to demonstrate basic motivational techniques.</p> <p>Criterion (Written in %): 70% of those supervision and management students completing the teacher-designed case will score a minimum of 3.0 on a 4.0 rubric scale.</p>	<p>09/30/2005 - On May 5, 2005, nine (9) students completed a summative management case study in SM220 Management Skill Development.</p> <p>Click on the tab RELATED DATA above to see the document entitled "Motivation Techniques" which describes their performance .</p> <p>Goals were met and exceeded: 88% (n=9) of students tested scored 3 out of 4 on the rubric scale; Mr. Wilfred Aflague, former Retirement Director and now Deputy Administrator GMH, and Mr. Pete Camacho former Waterworks Deputy Administrator, and now Chief Planner IV GIAA were the SM advisory members scheduled to conduct the evaluations. Only Mr. Camacho was able to conduct evaluations.</p>	<p>09/30/2005 - Adjunct's effective teaching methods resulted in a high criterion success rate based on student results. Current level of instructor effectiveness indicates practices and methods used are current with acceptable mainstream practices. Even with these high results lead faculty will continually advise and provide mentoring services for business adjuncts thereby sustaining improve management competencies and techniques.</p> <p>Implementation Status:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>Implementation Status: 09/30/2005 - Advisory Committee members (Mr. Camacho & Mr. Aflague) see no further action required in SM220 Managment Skill Development; evaluators were satisfied with the 88% (n=9)student outcomes; however they (evaluators) recommend an "A" group assessment plan for the newly adopted SM AS Program to include tracking SM225 Leadership and newly adopted SM240 Labor & Employment Law courses implemented Fall 2005.</p> <p>CCA approved advisory committee's recommendation: "It is the committee's consensus that you may go ahead and draft a new plan to reflect the new S&M program, but submit this along with an implementation memo of the current results next semester. This will put you in the out of sync pool of programs but this may prove to be more meaningful than waiting it out for some more time. Hence, the CCA expects a new plan for the S& M program next Spring 2006 semester. [Source: Consolidated Feedback Sheet (CFS) from Dyads 1/3 dated October 12, 2005]</p>
Supervision & Management AS & Certificate - AY 04-05 Performance Standards Skills Application in S&M. - Students will be able to recall management	Artifact/Instrument/Rubric/Method/Tool Description: Students enrolled in SM220 Management	09/30/2005 - On May 5, 2005, nine (9) students completed a summative management case study in SM220 Managment Skill Development.	09/30/2005 - Adjunct's effective teaching methods resulted in a high criterion success rate based on

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>standards MBO and its application in employee evaluation in the business environment.</p> <p>Start Date: 01/18/2005</p> <p>End Date: 05/15/2005</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Skill Development will complete a teacher-designed case problem to demonstrate basic knowledge and skills application in management performance standards.</p> <p>Criterion (Written in %): 70% of those supervision and management students completing the teacher-designed case will score a minimum of 3.0 on a 4.0 rubric scale.</p>	<p>Click on the tab RELATED DATA above to see the document entitled "Employee Performance Standards" which describes their performance.</p> <p>Goals were met and exceeded: 88% (n=9) of students tested scored 3 out of 4 on the rubric scale; Mr. Wilfred Aflague, former Retirement Director and now Deputy Administrator GMH, and Mr. Pete Camacho former Waterworks Deputy Administrator, and now Chief Planner IV GIAA were the SM advisory members scheduled to conduct the evaluations. Only Mr. Camacho was able to conduct evaluations.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>student results. Current level of instructor effectiveness indicates practices and methods used are current with acceptable mainstream practices. Even with these high results lead faculty will continually advise and provide mentoring services for business adjuncts thereby sustaining improve management competencies and techniques.</p> <p>Implementation Status: 09/30/2005 - Advisory Committee members (Mr. Camacho & Mr. Aflague) see no further action required in SM220 Managment Skill Development; evaluators were satisfied with the 88% (n=9)student outcomes; however they (evaluators) recommend an "A" group assessment plan for the newly adopted SM AS Program to include tracking SM225 Leadership and newly adopted SM240 Labor & Employment Law courses implemented Fall 2005.</p> <p>CCA approved advisory committee's recommendation: "It is the committee's consensus that you may go ahead and draft a new plan to reflect the new S&M program, but submit this along with an implementation memo of the current results next semester. This will put you in the out of sync pool of programs but this may prove to be more meaningful than waiting it out</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			Implementation Status: for some more time. Hence, the CCA expects a new plan for the S& M program next Spring 2006 semester. [Source: Consolidated Feedback Sheet (CFS) from Dyads 1/3 dated October 12, _____]
Supervision & Management AS & Certificate - Demonstrate Interpersonal skills - To demonstrate interpersonal skills necessary to perform the role of a Outcome Status: No longer a desired outcome	Artifact/Instrument/Rubric/Method/Tool Description: 70% of students will demonstrate application of interpersonal skills based on a given scenario on conflict resolution. Criterion (Written in %): 70% will demonstrate	05/23/2002 - 80% of the students demonstrated good interpersonal skills. Student ratings ranges from 78% to 96%. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: See below	11/26/2003 - Develop a Human Relations Management course to enhance students' interpersonal skills.
Supervision & Management AS & Certificate - Identify Ethical/legal issues of management - To identify the ethical/legal issues of management as they relate to the workplace. Outcome Status: No longer a desired outcome	Artifact/Instrument/Rubric/Method/Tool Description: 70% of students will identify the ethical /legal issues of management given a case study. Criterion (Written in %): 70% will identify	05/23/2002 - 67% of the students identified the ethical /legal issues of management based on a given case study. Student ratings based on the rubrics ranged from 2 to 3. Summary of Result Type: Distinction/strength Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: See below.	11/26/2003 - Important intended educational outcomes for Supervision & Management students. Major revisions need to be made on the AS program. Revisit the proposed curriculum changes as reflected in item #4 IP form D
Supervision & Management AS & Certificate - To Make Sound decisions - To			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>decisions based on alternatives/options available.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 70% of students will demonstrate ability to make sound decisions. Given that a company needs to resort inlaying-off employees in order to cut operating costs, the student will write an essay presenting their decision on who among given employees will be laid off.</p> <p>Criterion (Written in %): 70% will demonstrate</p>	<p>05/23/2002 - 67% of the students demonstrated good ability to make sound decisions. Student ratings based on the rubrics ranged from 2 (acceptable) to 3 (admirable).</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p>	<p>11/26/2003 - Important intended educational outcomes for Supervision & Management students. Major revisions need to be made and the AS program. Revisit the proposed curriculum changes as reflected in item #4, IP form D.</p>
<p>Supervision & Management AS & Certificate - Knowledge of Supervision & Management Theory - SLO #1 FA2010-SP2012</p> <p>Students will apply supervisory and management skill techniques managing people and projects with respect to employee duties and responsibilities for</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Evaluation Worksheet</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Presentations</p> <p>Criterion (Written in %): A majority of the students will achieve a 75% on their student evaluation worksheet for their individual semester project.</p> <p>Budget-Related Proposed Outcomes: None</p> <p>Related Documents: Special Project Outline</p>	<p>12/14/2010 - For Fall 2010, a total of 53 students were enrolled in SM208-Supervision & Management (15), SM220-Management-Skill Development (12) and SM225-Leadership (26). Of these 53 students, 85% or approximately 45 students, submitted their individual semester projects. 36 students, approximately 68% (36/53) of the total students enrolled (n=53) scored 75% or better on their student evaluation worksheet. Of the remaining 9 students who submitted their projects, 2 scored 70% and 7 scored less than 59%. 8 students who initially enrolled never came back to class.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: 68% of the 53 students enrolled scored 75% or higher on their student evaluation worksheet. This represents a majority of the students enrolled in SM208, SM220 and SM225.</p>	<p>05/03/2011 - Continued assessment of program level SLOs is necessary. Recommend development of rubrics to more accurately and effectively capture and integrate pertinent data and assess individual semester projects for students enrolled in SM208, SM220 and SM225 as these courses are interrelated.</p> <p>Implementation Status: 03/12/2012 - Project-based Learning Rubrics have been created and implemented in SM208, SM220 and SM225 for the Spring 2012 semester.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Special Project/Term Paper</p> <p>Task Description: Individual Semester Project or Term Paper - Students are required to submit one paper focused on the planning, organizing, leading and controlling functions of managers and be able to discern the difference between management and leadership.</p>	<p>Budget Related Performance Indicators: None</p>	
<p>Supervision & Management AS & Certificate - Knowledge of Supervision & Mangement Skills - SLO #2 FA2010-SP2012</p> <p>Students will demonstrate mastery in the practice of the Planning, Organizing, Staffing and Controlling function meeting</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: After-action Reports</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): The majority of the Students participating in course project will achieve 80% on end-of-semester Group Project evaluation worksheet.</p> <p>Budget-Related Proposed Outcomes: None</p> <p>Task Name: Group Semester Project</p>	<p>12/14/2010 - For Fall 2010, a total of 53 students were enrolled in SM208-Supervision & Management (15), SM220-Management-Skill Development (12) and SM225-Leadership (26). Of these 53 students, 94% or approximately 50 students participated in the group semester projects. Each of the 53 students scored 80% on their group evaluation worksheet. The remaining 3 students who initially enrolled never came back to class.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: 94 %of the 53 students enrolled scored 80% or higher on their student evaluation worksheet. This represents a majority of the students enrolled in SM208, SM220 and SM225.</p> <p>Budget Related Performance Indicators: None</p>	<p>05/03/2011 - Continued assessment of program level SLOs is necessary. Recommend development of rubrics to more accurately and effectively capture and integrate pertinent data and assess group semester projects for students enrolled in SM208, SM220 and SM225 as these courses are interrelated.</p> <p>Implementation Status: 03/12/2012 - After-Action Reports have been collected for SM208, SM220 and SM225 for Fall 2011. Rubics to effectively capture pertinent data and assess group semester projects to be implemented in Spring 2012.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: Direct Service Learning activity focused on increasing civic awareness among the college's population.</p>		
<p>Supervision & Management AS & Certificate - Supervision & Management Strategy - SLO #3 FA2010-SP2012 Implement and execute firm's policy statements into practical planning and operational mission completions.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: After-Action Reports</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): The majority of students participating in the end of semester Group project will achieve and 80% on their groups evaluation worksheet.</p> <p>Budget-Related Proposed Outcomes: None</p> <p>Related Documents: SM220 Project Evaluation Scorecard.xls</p>	<p>12/14/2010 - For Fall 2010, a total of 53 students were enrolled in SM208-Supervision & Management (15), SM220-Management-Skill Development (12) and SM225-Leadership (26). Of these 53 students, 94% or approximately 50 students participated in the group semester projects. Each of the 53 students scored 80% on their group evaluation worksheet. The remaining 3 students who initially enrolled never came back to class.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Budget Related Performance Indicators: None</p> <p>Related Documents: SM220 Project Evaluation Scorecard.xls</p>	<p>05/06/2011 - Continued assessment of program level SLOs is necessary. Recommend development of rubrics to more accurately and effectively capture and integrate pertinent data and assess group semester projects for students enrolled in SM208, SM220 and SM225 as these courses are interrelated.</p> <p>Implementation Status: 03/12/2012 - After-Action Reports have been collected for SM208, SM220 and SM225 for Fall 2011. Rubrics to effectively capture pertinent data and assess group semester projects to be implemented in Spring 2012.</p>
	<p>Task Name: Group Semester Project</p> <p>Task Description: Direct Service Learning activity focused on increasing civic awareness among the college's population.</p>		
<p>Supervision & Management Certificate (Archive) - AY06-07 SLO#1 Supervision & Management Knowledge - Students will be able to develop and use a "customer needs" driven model to evaluate marketplace e-</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A teacher designed case study in SM211 will measure student's skills in developing a "customer needs" driven model for</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>commerce websites.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/08/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Currently being assessed</p>	<p>evaluating business websites.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 70% of the supervision and management students completing the teacher-designed case will score an "exemplary 3" on a rubric scale.</p> <hr/> <p>Task Name: Website evaluation</p> <p>Task Description: SM211 ECommerce learners will evaluate website case studies for final grades</p>		
		<p>09/17/2007 - Synopsis: 20 students registered (2) withdrew 18 students remain on record (1) technical failure (student missed all classes and did not withdraw) 17 students completed course requirements (2) students scored "emerging 1" 15 students scored "exemplary 3" (n=17)</p> <p>SLO #1 Supervision & Management Knowledge Criterion: 70% of the Supervision and Management students completing the teacher-designed case will score an "exemplary 3" on a rubric scale.</p> <p>Results: Spring 2007 88% of the Supervision and Management students completing the teacher-designed case scored an "exemplary 3" on a rubric scale.</p> <p>Conclusion: 15 students 88% (15/17 = 88%) met the "exemplary 3" rubric criterion (n=17). Summary of Result Type: Distinction/strength</p>	<p>09/17/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Results from the SM211 data harvest will be used to evaluate and determine whether adopted SLOs in SM211 require review and modification in terms of student learning.]</p> <p>Use of Assessment Results: Full time instructor and adjunct have determined that since the overall student rubric performance of 88% exceeded the 70% criterion, current SLOs in SM211 E-Commerce will be reviewed and revised--if needed, during its five-year currency program scheduled for fall 2008</p> <p>Implementation Status: 09/27/2007 - The dynamics of Internet technology requires an annual review of current textbooks that feature cutting-</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: See below</p>	<p>Implementation Status: edge SLOs ensuring students learn the latest updates and upgrades with regard to management principles unique to the Internet working environment.</p> <p>This critical activity is necessary to support the evaluation of current SLOs offered in SM211.</p> <p>SM211 textbook reviewed in 2006 and superseded with current text approved for 2007.</p> <p>09/19/2007 - Although two students did not meet the "exemplary 3" criterion, full time instructor and adjunct agree the overall class performance was acceptable due to 88% scoring rate.</p> <p>A follow up discussion between full time instructor and adjunct fall 2007 will determine why the two students who scored "emerging 1" did not meet the "exemplary 3" criterion.</p>
<p>Supervision & Management Certificate (Archive) - AY06-07 SLO#2 Supervision & Management Service Learning Component - Students will be able to apply leadership knowledge and skills to civic engagement challenges in their communities.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Advisory committee members will evaluate reflective narratives completed by SM225 students depicting their experiential learning in the community.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Industry (Employer) Satisfaction Survey</p>	<p>09/17/2007 - This fall 2007, SM225 Leadership had an enrollment level below the requisite 13 students needed to make 100% adjunct contract rate; adjunct instructor however, agreed to teach the class for a reduced rate at 50% obviating the necessity of cancelling SM225 until next fall 2008.</p> <p>Because of the adjunct's reduced teaching rate</p>	<p>09/17/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Data harvested will be used to evaluate the efficacy of Service Learning component in SM225 Leadership.]</p> <p>Since SM225 Service Learning component has been rescheduled</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/08/2006 End Date: 03/10/2008 Outcome Status: Currently being assessed</p>	<p>Criterion (Written in %): 70% of the supervision and management students completing their reflective narratives will score a minimum of 3.0 on a 4.0 rubric scale.</p>	<p>(50%), Department Chairperson and the Program Administrator are in agreement that the Service Learning component scheduled for fall 2007 should be rescheduled for fall 2008 when SM225 is again offered.</p> <p>To require the adjunct to include the Service Learning component at this time would burden the adjunct over and beyond the 50% contact hour teaching rate.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: See below</p>	<p>for fall 2008, no data is available at this time to document under "Use of Assessment Results."</p> <p>Implementation Status: 10/11/2008 - SM225 Leadership offered this fall 2008; data for Service Learning component will be reported end of fall 2008 term.</p> <p>10/11/2008 - Instructor presently conducting SM225 Leadership in fall 2008. The reflective narratives are scheduled for summative exams at the end of the fall 2008 term. At this time there is no data for harvesting until after the fall 2008 term.</p>
<p>Task Name: Civic engagement</p> <p>Task Description: Students will write narrative papers depicting their service learning experience as a component of SM225 Leadership course requirements.</p>			
<p>Supervision & Management Certificate (Archive) - AY06-07 SLO#3 Supervision & Management Student Perception - Students will respond to background information questions, students will express their opinions regarding experience with faculty teaching methods, students will express their opinions regarding their student learning experiences, and students will express their opinions regarding SM knowledge gained from completing the Supervision & Management Certificate program at GCC.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>At the end of spring 2007, and fall 2007, students who intend to graduate with a Certificate of Science in Supervision & Management will be sent an e-mail asking them to complete a questionnaire created using the "questionnaire feature" in TracDat.</p> <p>March 8, 2007 Program Administrator asked assistance from AIE to upload questionnaire for student access and completion. AIE will</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/08/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Currently being assessed</p>	<p>request TracDat vendor to facilitate upload process.</p> <p>April 2, 2007 AIE and Program Administrator agreed to use a "hard copy" questionnaire for SM student participation in fall 2007 data target.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 50% of the graduating students who are asked to complete the online questionnaire will respond and provide "write in" answers to some questions that will be used to review and assess whether learning occurred for the graduates as well as the efficacy of the new Supervision & Management program.</p>		
	<p>Task Name: Exit Survey</p> <p>Task Description: SM graduates will participate in graduate exit surveys expressing their satisfaction with the new SM course and program.</p>		
		<p>09/18/2007 - The registrar identified seven students who will complete the SM degree spring 2007.</p> <p>Program Administrator is presently off island on medical leave and has requested Business Department Chairperson to coordinate and facilitate with the seven graduating SM students the scheduled questionnaire for May 2007.</p> <p>At the end of the spring 2007 term, three SM graduates completed the surveys. The remaining four SM graduates are being solicited to participate no later than the end of September 2007.</p>	<p>03/07/2008 - In an effort to improve the SM graduate survey completion rate for 2008, the author proposes the following work in progress plan designed to actively solicit more SM graduates' participation in the SM Graduate Survey: (1) Recruit "SMILE" COPSA SM student association group to assist in the survey; (2) Collaborate with SM instructors to conduct the survey with their SM students in the last two weeks of spring 2008 term:</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>After all the correspondence and follow up by the Program Administrator to effectuate the participation and completion of the SM graduation surveys, only three SM graduate surveys were completed.</p> <p>Criterion: 50% of the graduating students who are asked to complete the online questionnaire will respond and provide "write in" answers to some questions that will be used to review and assess whether learning occurred for the graduates as well as the efficacy of the new Supervision & Management program.</p> <p>Results: Of the seven SM graduates who were solicited to participate in the SM graduate survey for May 2007, only three participated and completed the survey; therefore, only 43% (3/7 = 43%) met the criterion (n=7).</p> <p>The 43% results fall short of the 50% target rate. The low participation rate is probably the result of the Program Administrator being off the entire term and not able to personally solicit a higher participation rate from the SM graduates.</p> <p>Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Open</p>	<p>(3) Follow up with registrar identifying additional SM graduates completing degree requirements in fall 2007 and spring 2008 for survey participation.</p> <hr/> <p>09/18/2007 - Source: Assessment Plan "Anticipated Use of Assessment Results" [Student responses should indicate their level of satisfaction with their program completion in supervision and management. Data compiled from the survey will be used by the author, department, adjuncts, and advisory committee for program review, assessment, and revisions purposes to determine whether specific courses will require substantive course guide revisions as well as program substantive revisions in response to the level of student utility.]</p> <p>Anticipated Use of Assessment Results: Although only 43% SM graduates (3/7 = 43%) responded to the SM graduation survey, these results provide substantive insight to warrant SM Certificate course guide or program review and revisions scheduled for fall 2008.</p> <p>Implementation Status: 10/07/2007 - On a related matter, spring 2007, the SM AS program received institutional</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: approval merging and adopting Marketing and Supervision & Management program principles creating a synergistic product in terms of SLOs.</p> <p>10/06/2007 - The SM Certificate program is scheduled for a complete review concurrent with the technical and related general education course requirements fall 2008.</p>
<p>Supervision & Management Certificate (Archive) - Discuss Legislations related to employment and personnel issues. - Be able to discuss different legislation related to employment and personnel issues.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 70% of students will be able to discuss different legislation related to employment and personnel issues.</p> <p>Criterion (Written in %): 70% will be able to discuss.</p>	<p>05/23/2002 - The planned activity was not carried out due to change in adjunct faculty assigned to teach the course.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p>	<p>12/01/2003 - Department should continue to push for full time faculty who would be in charge of carrying out planned activities for assessment purposes.</p>
<p>Supervision & Management Certificate (Archive) - Oral Presentation - Be competent in doing an effective oral presentation.</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 70% of students will demonstrate competency in doing an effective oral presentation.</p> <p>Criterion (Written in %): 70% will demonstrate competency.</p>	<p>05/23/2002 - Majority of the students did very well in the oral presentation. 93% of the students demonstrated competency in delivering and effective oral presentation.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p>	<p>12/01/2003 - No Action Required.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Notes: None	
Supervision & Management Certificate (Archive) - Writing Research Paper - Be adapt in writing a research paper. Outcome Status: No longer a desired outcome	Artifact/Instrument/Rubric/Method/Tool Description: 70% of students will demonstrate competency in writing a research paper. Criterion (Written in %): 70% will demonstrate competency	05/23/2002 - 67% of the students demonstrated competency in writing a research paper. Student ratings based an the rubrics ranged from 11 to 20 points (20 points being the highest points). Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: See below <hr/> 11/12/2004 - This course had been cancelled for Spring 2004; This SLO will be captured & assessed in the December Fall 2004 semester Summary of Result Type: Problem/limitation Data Collection Status/Summary of Result Status: Closed Budget Implications: No budget impact Notes: None	12/01/2003 - Examine and evaluate the existing program document. Recommend major revisions to the program. <hr/>
Surveying Technology AS & Certificate - 2011-2012 Catalog SLO#1 - SLO#1 SP2012-FA2013: Upon successful completion of the Certificate and AS in Surveying Technology program, students will be able to demonstrate preparedness to enter productive technical positions in the geospatial fields of surveying, mapping,	Artifact/Instrument/Rubric/Method/Tool Description: Students will demonstrate proficiency in finding and entering coordinates and positions pertaining to mapping and GIS positioning coordinates Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>and Geographic Information Systems.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/03/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Certificate or Degree in Surveying Technology</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list To prepare students for absorption into workforce with industry standard skills</p>	<p>Criterion (Written in %): All students enrolled must pass with an 80% or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives.</p> <p>Task Name: skills check</p> <p>Task Description: Students must demonstrate profficiency in their respective field</p>		
<p>Surveying Technology AS & Certificate - 2011-2012 Catalog SLO#2 - SLO#2 SP2012-FA2013: Upon successful completion of the Certificate and AS in Surveying Technology program, students will be able to successfully pass the American Society on Surveying and Mapping National Society of Professional Surveyors (ACSM-NSPS) Level 1 Certified Survey Technician</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will develop a skills proficiency checklist based on Program SLO's</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): 70% of students enrolled in the practicum course SU292 will pass the course with a C or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Certification: Yes</p> <p>Type of Industry National Certification: Certificate and Degree in Surveying Technology</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list to prepare students for absorption into workforce with industry standard skills</p>			
<p>Surveying Technology AS & Certificate - 2011-2012 Catalog SLO#3 - SLO#3 SP2012-FA2013: Upon successful completion of the Certificate and AS in Surveying Technology program, students will be able to develop a professional work ethic needed in the surveying industry.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will develop "soft skills" test and checklist to prepare students with interpersonal and ethical work skills.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): all students enrolled will pass test with a C or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives.</p>		
<p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: Certificate and degree in Surveying technology</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list To ensure student competency to Industry standards</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Surveying Technology AS & Certificate - 2011-2012 Catalog (AS) SLO#4 - SLO#4 SP2012-FA2013: Upon successful completion of the AS in Surveying Technology program, students will be able to demonstrate ability to utilize modern measurement technologies to acquire spatial data and employ industry-standard software to solve technical problems.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: Certificate and Degree in surveying Technology</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Institutional Strategic Master Plan (ISMP)</p> <p>Notes from the pull/drop down list to ensure student competency to industry standard</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Instructor will develop technical skill test to check for competency and proficiency in the use of surveying Measurement equipment and software</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): all students enrolled will pass with a 80% or better</p> <p>Budget-Related Proposed Outcomes: 3. Meet assessment objectives. &#8195;</p>		
<p>Systems Technology Certificate (Archive) - AY04-05 CONFIGURE AND REPAIR NETWORK SYSTEMS - AY04-05 Students will be able to install, configured and repair Computer Network Systems.</p> <p>Start Date: 08/01/2005</p> <p>End Date: 12/20/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill tests will be used to evaluate student's performance.</p> <p>Criterion (Written in %): 100% students will complete lab test with a score of 75% or better.</p>	<p>03/29/2006 - Fall 2005, Eleven (11) students enrolled in CCNAI and Five (5) enrolled in CCNAII. These students completed the lab test with a score of 75% or better.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/29/2006 - Criteria has been met.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Systems Technology Certificate (Archive) - AY04-05 PASS THE LOCAL & NATIONAL CERTIFICATION TEST - AY04-05 Students will be able to pass Local & National Certification test in Computer repair & Networking Administrative.</p> <p>Start Date: 08/01/2005</p> <p>End Date: 12/20/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program.</p> <p>Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association & Prometric with 75% score or higher).</p>	<p>03/29/2006 - Fall 2005, Fifteen (15) students enrolled in EE241-CAT5 Wiring and Testing. These students took the ETA Exam and 12 passed with a score of 76% or higher. An average score of 93%. Eleven (11) students enrolled in EE243-Fiber Optic Installaton. These students took the ETA Exam and all passed with a score of 76% or higher. An average score of 83%. Passing score was develop by Industrial experts within the telecommunication skills. Students are required to take the test upon completion of EE241 & EE243.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/29/2006 - Criteria has been met. The average shows that students are meeting above standard scores set by the industries. The students that passed these certifications are confident in doing the task set in the SLO. The industries are requiring these certifications for students having to be employed with their company.</p>
<p>Systems Technology Certificate (Archive) - AY04-05 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY - AY04-05 Students will communicate the values of an effective and productive technician in the telecommunication and</p> <p>Start Date: 08/01/2005</p> <p>End Date: 12/20/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the course.</p> <p>Criterion (Written in %): 80% of students will indicate that they will be effective & productive technicians.</p>	<p>03/29/2006 - No completers under this program.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p>	<p>03/29/2006 - No completers under this program.</p>
<p>Systems Technology Certificate (Archive) - AY06-07 SLO#1 CONFIGURE AND REPAIR NETWORK SYSTEMS - Students will be able to install, configure and repair Computer Network System.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p>	<p>03/06/2008 - Fall 2007 - Eight students were administered the skill test and all passed with an average of 82% and above. Pending location of the skills.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p>	<p>04/15/2008 - With this assessment results, students will be able to pass the CCNA exam. This semester employees from MCV who currently took the course Network I-IV, has successfully passed the CCNA exam.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>10/01/2006 End Date: 03/10/2008 Outcome Status: Currently being assessed</p>	<p>Criterion (Written in %): 100% students will complete lab test with a score of 80% or better.</p> <p>Related Documents: Exit Survey.pdf</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Uploaded Skills Test per the 4/13/07 CFS CCNA 2 Skills Based Assessment.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Uploaded Skills Test per the 4/13/07 CFS, CCNA 3 Skills Based Assessment.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Uploaded Skills Test per the 4/13/07 CFS, CCNA 4 Skills Based Assessment.</p>	<p>Open</p> <p>Budget Implications: No budget impact</p>	
<p>Systems Technology Certificate (Archive) - AY06-07 SLO#2 PASS THE LOCAL & NATIONAL CERTIFICATION TEST - Students will be able to pass Local & National Certification test in Computer repair & Networking Administrative.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/01/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association & Prometric with 75% score or higher).</p> <p>Related Documents: ETA documents.pdf</p>	<p>03/14/2008 - Fall 2007 - Twenty-two students took the CAT5 ETA Certification Exam, nineteen students passed (86%) (n=22) and three failed (14%) (n=22).</p> <p>Nineteen students took the Fiber Installer ETA Certification Exam, seventeen students passed (89%) (n=19) and 2 failed (11%) (n=19).</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p>	<p>04/17/2008 - The CAT5 & Fiber is designed and developpe by Industry, changes to the ETA certification exam can only be made by the industries.</p> <p>04/15/2008 - The results will be used to assist in determining what changes needed in the ETA examinations. ETA retains this information and is brought up within meetings as changes arise in the industry.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Systems Technology Certificate (Archive) - AY06-07 SLO#3 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY. - Students will communicate the values of an effective and productive technician in the</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/01/2006</p> <p>End Date: 03/10/2008</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the course.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 80% of students will indicate that they will be effective & productive technicians.</p>		
	<p>Artifact/Instrument/Rubric/Method/Tool Description: Additional tool uploaded per the 4/13/07 CFS, Data Cabling Skills Test.</p>	<p>03/04/2008 - 22 completed CAT5 Wiring & Testing and 100% passed the Data Cabling Skills Test. These completers are effective and productive technicians in the industry.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$500</p> <p>Notes: Course Fee: \$500.00 per student</p> <p>Related Documents: skills test.pdf</p>	<p>04/17/2008 - The CAT5 & Fiber is designed and developpe by Industry, changes of the ETA Certification Exam can only be made by the industry.</p> <hr/> <p>04/15/2008 - In order for students to complete the Category 5 Wiring & Testing class, all students must pass the skills portion. Attached will be the Skills Testing Documentation to show completion. This skills testing documentation is part of the requirement for the ETA certification.</p> <hr/>
		<p>03/04/2008 - Fall 2007 - 22 students took the CAT5 ETA Certification Exam, 19 students passed and 3 failed. 19 students took the Fiber Installer ETA Certification Exam, 17 students passed and 2 failed.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status:</p>	

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		Open Budget Implications: Over \$500 Notes: Test Fee for ETA Certifications- \$100.00 per test.	
Systems Technology Certificate (Archive) - AY07-08 SLO#1 CONFIGURE AND REPAIR NETWORK SYSTEMS (Copy) - Students will be able to install, configure and repair Computer Network System. Outcome Types: SLO-Behavioral outcomes Start Date: 10/01/2007 End Date: 03/10/2009 Outcome Status: Currently being assessed	Artifact/Instrument/Rubric/Method/Tool Description: Additional uploaded per the 4/13/07 CFS, Fiber Optic Skills Test.	Artifact/Instrument/Rubric/Method/Tool Description: Teacher evaluated & administered skill test will be used to evaluate student's performance. Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test Criterion (Written in %): 100% students will complete lab test with a score of 80% or better.	
	Artifact/Instrument/Rubric/Method/Tool Description: Uploaded Skills Test per the 4/13/07 CFS CCNA 2 Skills Based Assessment.		
	Artifact/Instrument/Rubric/Method/Tool Description: Uploaded Skills Test per the 4/13/07 CFS, CCNA 3 Skills Based Assessment.		
	Artifact/Instrument/Rubric/Method/Tool Description: Uploaded Skills Test per the 4/13/07 CFS, CCNA 4 Skills Based Assessment.		
	Task Name: CCNA Certification Task Description:		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
October 2008 Implementation Status			
<p>Systems Technology Certificate (Archive) - AY07-08 SLO#2 PASS THE LOCAL & NATIONAL CERTIFICATION TEST (Copy) - Students will be able to pass Local & National Certification test in Computer repair & Networking Administrative.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 10/01/2007</p> <p>End Date: 03/10/2009</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Local and National test will be utilized to assess the successful completer of the program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: National & International Certification Exam</p> <p>Criterion (Written in %): 50% of students who completes the program will pass the certification exams; (Electronics Technician Association & Prometric with 75% score or higher).</p> <p>Task Name: Industry Certification Exam</p> <p>Task Description: October 2008 Implementation Status</p>		
<p>Systems Technology Certificate (Archive) - AY07-08 SLO#3 PRODUCTIVE TECHNICIAN IN THE TELECOMMUNICATIONS INDUSTRY. (Copy) - Students will communicate the values of an effective and productive technician in the telecommunication and</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/01/2007</p> <p>End Date: 03/10/2009</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Exit survey will be conducted upon completion of the course.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Exit Interviews/Survey</p> <p>Criterion (Written in %): 80% of students will indicate that they will be effective & productive technicians.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Additional tool uploaded per the 4/13/07 CFS, Data Cabling Skills Test.</p> <p>Artifact/Instrument/Rubric/Method/Tool Description: Additional uploaded per the 4/13/07 CFS, Fiber Optic Skills Test.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	Task Name: Effective/Productive Technicians Task Description: October 2008 Implementation Status		
<p>Tourism & Travel Management AS - Competency Demonstration - SLO#1 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate competency in the skills needed to work as a professional in the tourism & travel industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The method used for testing will be a 55 question examination that will include the following methods: True and False, fill in the blank, explain the diagrams and/or create your own question(s), multiple choice.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): The student will have to earn a 70% grade in order to pass this examination.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments' assessment (TracDat) plan.</p>	<p>05/29/2012 - The 55 question exam wasn't completed by the two students in the HS292 class. N=2 or 50 % of the students enrolled in hs 292 successfully completed all practicum requirements.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: No Budget implications.</p> <p>Budget Related Performance Indicators: None</p>	<p>05/29/2012 - Originally when the program assessment plan was developed author intended to develop an additional fifty five question exam to measure SLO however; author should utilize and identify project or exam listed in course syllabus to measure this SLO.</p>
<p>Tourism & Travel Management AS - Preparedness to take and pass a National Exam - SLO#2 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate preparedness to successfully pass one of several local and/or nationally recognized tourism and travel tests.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The student will pass with 70% from a teacher prepared examination. What steps would be taken in order to complete the Clients travel experience. Five questions will require critical thinking and reasoning process. There will be 25 True and False as well as 25 Fill in the Blank questions.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Skills proficiency checklist</p> <p>Criterion (Written in %): The student taking the test must earn a</p>	<p>05/29/2012 - N=2 or 50% of the students enrolled in HS292 or completed the requirements for the practicum.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p> <p>Budget Related Performance Indicators:</p>	<p>05/29/2012 - Author intended to develop an additional test specifically for assessment however, author should identify and select a test or a project from the HS292 course syllabus to measure this SLO.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Institute of Certified Travel agents (ICTA)</p>	<p>70% to pass the examination.</p> <p>Budget-Related Proposed Outcomes: 3. Goals established will be met by faculty with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>	<p>None</p>	
<p>Tourism & Travel Management AS - Work Ethic - SLO#3 FA 2010 - SP2012: Upon successful completion of this program, students will be able to apply an appropriate work ethic and professional demeanor as it relates to the tourism and travel industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The student will complete a test with 75 questions. There will be 20 questions that will be answered either written or orally depending on the examination presented. The next section will have 20 questions related to industry skills, communication, professional requirements that will require governmental requirements and restrictions that involve the Travel industry. The next 20 questions will be related to the interactions among the related industries that affect the Tourism and Travel clients. The next ten questions will be a What would you do if their is are unexpected delays? The last five questions will be of their own but may not have any similarities to the aforementioned questions that were on the overall test. The test will last 2 hours.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): The Student taking this test will have to complete it with a 75% or higher to pass this examination.</p> <p>Budget-Related Proposed Outcomes: Goals established will be met by faculty</p>	<p>05/29/2012 - N=2 or 50% of the students enrolled in the HS292 Practicum course completed the Practicum requirements.</p> <p>Summary of Result Type: Issues Found</p> <p>Data Collection Status/Summary of Result Status: Program Level Data Collection Status</p> <p>Budget Implications: No budget impact</p> <p>Notes: None</p> <p>Budget Related Performance Indicators: None</p>	<p>05/29/2012 - Author intended to create an additional test for assessment however author should have identified and or selected a test or project from the course syllabus to measure this SLO.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>with respect to numbers of students achieving established norms and learning outcomes as stated in the departments? assessment (TracDat) plan.</p>		
<p>Tourism & Travel Management AS - Competency Demonstration_1 - SLO#1 FA 2010 - SP 2012: Upon successful completion of this program, students will be able to demonstrate competency in the skills needed to work as a professional in the tourism & travel industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Tourism & Travel Management AS - Work Ethic_1 - SLO#3 FA 2010 - SP2012: Upon successful completion of this program, students will be able to apply an appropriate work ethic and professional demeanor as it relates to the tourism and travel industry.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/11/2010</p> <p>End Date: 03/12/2012</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description:</p> <p>The student will complete a test with 75 questions. There will be 20 questions that will be answered either written or orally depending on the examination presented. The next section will have 20 questions related to industry skills, communication, professional requirements that will require governmental requirements and restrictions that involve the Travel industry. The next 20 questions will be related to the interactions among the related industries that affect the Tourism and Travel clients. The next ten questions will be a What would you do if their is are</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>unexpected delays? The last five questions will be of their own but may not have any similarities to the aforementioned questions that were on the overall test. The test will last 2 hours.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): The Student taking this test will have to complete it with a 75% or higher to pass this examination.</p>		
<p>Visual Communications AS - AY06-07 SLO#1 MAC OS Basics - Students will display basic knowledge of the MAC OS</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 09/20/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Objective Examination</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Lab/Skills Test</p> <p>Criterion (Written in %): 80% of the students will score 75% or better on the exam, indicating mastery of the MAC OS system.</p> <p>Related Documents: AS in VisCom Rubrics</p>	<p>03/01/2007 - 70% of the 10 students who took the exam scored 75% or better.</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: Refer to course SLO result below.</p>	<p>03/02/2007 - Considering there was one Special Needs student in the class, the results indicate a normal distribution of grades. No one area stood out as being a weakness in instruction. The adjunct Instructor was given a video enlightening him of the learning characteristics of the Special Needs Student and he was invited to attend training on teaching Special Needs Students.</p>
	<p>Task Name: Implementation Status</p> <p>Task Description: The adjunct Instructor was been offered additional training in teaching students with disabilities. Instructors are alerted to specific needs of students via the "Disability Certification For Faculty" from the Accommodative Services Coordinator. Extra "open lab" time (in addition to the 4 hours per week available for all students) is now available to students who need it. The Office of Accommodative Services is</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>providing tutors for students with disabilities. In some cases, the Office of Accommodative Services is purchasing hardware and software for students to learn outside GCC facilities.</p>		
<p>Visual Communications AS - AY06-07 SLO#2 Map - Students will demonstrate their knowledge and skill using Illustrator to make a digital map.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/06/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will make a digital map using Illustrator.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 80% of the students will obtain an average score of 3.5 or above on a rubrics scale of 4.0</p> <p>Related Documents: Map</p>	<p>03/01/2007 - 0 % of the 7 students obtained a score of 3.5 or better on the rubrics.</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Open</p>	<p>03/02/2007 - The adjunct Instructor failed to follow the rubrics for this assignment. Before the Fall semester, the Department Chair will go over the assignment again with the Instructor and provide her with samples of the expected outcome.</p>
	<p>Task Name: Implementation Status</p> <p>Task Description: For the last assessment, the adjunct instructor did not follow the assignment and rubrics. That Instructor has been replaced. The Department Chair will orient the new Instructor to the assignment.</p>		
<p>Visual Communications AS - AY06-07 SLO#3 Student Survey - Students will indicate satisfaction with the Visual Communications Program.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 09/20/2006</p> <p>End Date: 03/12/2007</p> <p>Outcome Status: Not currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 80% of the students surveyed will, by rating both questions number 1 and number 3 a 4 or above, indicate that they are confident they can work in the visual communications field.</p>	<p>03/01/2007 - 43% of the 7 students surveyed are confident they can work in the visual communications field. 86% of the 7 students surveyed indicate that visual communications has helped them explore their creative talents. 86% of the 7 students surveyed indicate that visual communications classes have helped them learn to communicate better. 95% of the 7 students surveyed believe that their visual communications classes were beneficial.</p> <p>Summary of Result Type: Distinction/strength</p>	<p>03/02/2007 - The curriculum has just undergone a major revision which will improve instruction in all areas. While 43% of the students did not indicate a high level of confidence they can work in the visual communications field, 95% of the students felt their courses were beneficial. This may indicate the survey instrument was flawed. The survey will be changed the next</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>70% of the students surveyed will, by answering question number 5 with a rating of 4 or above, indicate that visual communications has helped them explore their creative talents.</p> <p>65% of the students surveyed will, by answering question number 6 with a 4 or above, indicate that visual communications has helped them communicate more effectively.</p> <p>90% of all student responses as to how beneficial courses were will rate 3 or above.</p> <p>Related Documents: Student Survey AS VisCom.doc</p>	<p>Data Collection Status/Summary of Result Status: Open</p>	<p>time around. The department will continue to place emphasis on the creative aspects of visual communications and using technology to communicate effectively.</p>
<p>Visual Communications AS - AY04-05 Students will complete projects in analog or electronic format. - Students will demonstrate proficiency in the use of Illustrator digital tools.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 08/16/2004</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Skills measurement project</p> <p>Criterion (Written in %): A score of 4 will be achieved by 75% or more of class on a rubric scale (0-4)</p>		
<p>Visual Communications AS - AY04-05 Students will identify and master software tools and palettes and demonstrate basic techniques and actions. - What do our students know? Are students completing our courses with enough (or the right) knowledge to continue on to the next course level? And how consistent are we? Are we doing enough to ensure that students, from semester to semester, are</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Department designed test.</p> <p>Criterion (Written in %): 80% or better achieved by 75% or more of class.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>receiving the same information. We plan to use this SLO to determine this. Students will identify and master software tools and palettes and demonstrate basic techniques and actions.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 08/16/2004</p> <p>End Date: 10/03/2005</p> <p>Outcome Status: No longer a desired outcome</p>			
<p>Visual Communications AS - AY05-06 VisCom Attitude survey - Students will express their opinons on the quality of acquired knowledge gained from the Visual Communications program.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/03/2005</p> <p>End Date: 12/10/2005</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: A focus group of potential graduates will be brought together from the VC292 Practicum course and questioned on the quality of acquired knowledge gained from the program. A list of questions for the focus group to answer will be prepared.</p> <p>Criterion (Written in %): Graduating VisCom majors will rate their own satisfaction level of their VisCom training. 80% will agree that their knowledge level is at the intermediate or better level.</p>		
	<p>Task Name: Implementation Status</p> <p>Task Description: The last survey of students pointed up one weakness - they weren't confident they were prepared for employment in the field. Now, the students in both VC201, Project Management, and MK224, Advertising, which is also a requirement for an Associate of Science in Visual Communications, will perform print, video and web projects for either Private Sector clients or non-profit organizations. Artifacts from these classes</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>will be rated by the client and the Advisory Committees. This will give the students transitioning from an academic environment to the workplace confidence they have been "armed" with the skills to succeed.</p>		
<p>Visual Communications AS - AY05-06 VisCom Final Project - As part of a group project, students will create an ad campaign that will encompass material produced in Print, Web and Video and will present their material through an electronic presentation with hard copy materials.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 01/15/2006</p> <p>End Date: 05/15/2006</p> <p>Outcome Status: No longer a desired outcome</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students in VC201 Project Management will present their project to a group of evaluators who will use a rubric to assess each group's overall presentation.</p> <p>Criterion (Written in %): 80% of students will have received a satisfactory or better rating on their presentations.</p>		
<p>Visual Communications AS - AY 08-09 SLO #2 Map - Students will demonstrate their knowledge and skill using Illustrator to make a digital map.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/10/2010</p> <p>Outcome Status: Currently being assessed</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will make a digital map using Illustrator.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Course Projects</p> <p>Criterion (Written in %): 80% of the students will obtain an average score of 3.5 or above on a rubrics scale of 4.0. (See Documents for rubrics.)</p>		
<p>Visual Communications AS - AY 08-09 SLO #3 Student Survey - Students will indicate satisfaction with the Visual Communications Program.</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Student Survey</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool:</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 10/13/2008</p> <p>End Date: 03/10/2010</p> <p>Outcome Status: Currently being assessed</p>	<p>Student Satisfaction Survey</p> <p>Criterion (Written in %): 80% of the students surveyed will, by rating both questions number 1 and number 3 a 4 or above, indicating that they are confident they can work in the visual communications field. 70% of the students surveyed will, by answering question number 5 with a rating of 4 or above, indicate that visual communications has helped them explore their creative talents. 65% of the students surveyed will, by answering question number 6 with a 4 or above, indicate that visual communications has helped them communicate more effectively. 90% of all student responses as to how beneficial courses were will rate 3 or above.</p>		
<p>Visual Communications AS - AY08-09 SLO#1 MAC OS Basics - Students will display basic knowledge of the MAC OS</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Outcome Status: Currently being assessed</p>			
<p>Visual Communications Secondary - 2012-2013 Catalog SLO#1 - SLO#1 SP2012-FA2013</p> <p>Upon successful completion of this program, students will be able to develop a personal art portfolio which includes examples of desktop publishing, slide shows, advertisements,</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Program provides that all students (100%) complete First and Second years developing a portfolio of all the projects with associated written reflections of the projects</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): 100% of the students have display portfolios and 80% have all projects represented with written reflections of their work.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Budget-Related Proposed Outcomes: none</p> <p>Related Documents: Column4CourseAssessmentReport Portfolio Utility Wasc</p> <p>Task Name: Develop personal portfolio</p> <p>Task Description: Students will develop and demonstrate the uses of portfolio of work and objectives of having to do the assignments.</p>		
<p>Visual Communications Secondary - 2012-2013 Catalog SLO#2 Portfolio Evaluation - SLO#2 SP 2012-FA 2013</p> <p>Upon successful completion of this program, students will be able to produce and design finished portfolio sample artifacts in timely manor that are complete with personal reflections that demonstrate the uses and value of what has been designed in the course.</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/12/2012</p> <p>End Date: 10/14/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will complete 10 projects for each course in the program and collect written reflections into a binder and on a student e-portfolio website. Students will complete at least 80% of the work within a prescribed time-frame for each project and write personal reflections for each assignment that reflects the values associated for the work.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Portfolio Evaluation</p> <p>Criterion (Written in %): 80% will complete 100% of the set criterion</p> <p>Budget-Related Proposed Outcomes: The department will provide each student a print-out binder to be used as a portfolio of the students work in the class. (In addition to a full-color printer and associated materials, software and hardware to complete the assignments)</p> <p>Related Documents: Program Rubric</p> <p>Task Name: Provide a complete displayed portfolio</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Description: Students will submit a portfolio that consists of the ten (10) best projects they have completed.</p>		
<p>Visual Communications Secondary - 2011-2012 Catalog SLO#1 - SLO#1 FA:2011-SP: 2012 Upon successful completion of this program, students will be able to Understand the basic principle of design.</p> <p>Start Date: 09/01/2009</p> <p>End Date: 06/07/2010</p> <p>Outcome Status: Not currently being assessed</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Visual Communications Secondary - 2011-2012 Catalog SLO#2 - SLO#2 FA-SP: Upon successful completion of this program, students will be able to use a computer Operating System.</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Visual Communications Secondary - 2011-2012 Catalog SLO#4 - SLO#4 FA-SP: Upon successful completion of this program, students will be able to scan documents, correct digital photography using PhotoShop and Illustrator, and plan and construct a web project.</p> <p>Outcome Status:</p>			

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>			
<p>Visual Communications Secondary - AY '06 -'07 Multimedia Presentation - Teams of students will collaborate to develop multimedia presentations.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 09/19/2006</p> <p>End Date: 03/10/2007</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teams of students in the VEVC051 Visual Communications I course will develop a multimedia presentation on diskette for rating by the Visual Communications Advisory Committee or the Department Chair.</p> <p>Criterion (Written in %): 80% of the teams will score 3.0 on a rubrics.</p>	<p>03/01/2007 - 75% of the 8 multimedia presentations met the standard. N=8</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/02/2007 - The secondary instructor will reteach 'use of slide transition', 'word art', and 'use of bullets'.</p> <p>Implementation Status: 10/13/2009 - The video editing software, the HD video cameras, and the microphones were purchased with Title V funds and will be used by students to make more professional multimedia presentations that transition smoothly and employ verbal narration. The assessment cycle and the course cycle will be used for evaluation of the equipment.</p>
	<p>Task Name: Review and modify Plan.</p> <p>Task Description: The Department Chair gave Paul Parvin a CD with a sample of a desirable Power Point presentation, which includes slide transition, use of bullets, and word art.</p>		
<p>Visual Communications Secondary - AY '06 -'07 Student Survey - Students will display the attitudes to be successful in a Visual Communications profession.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 09/19/2006</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 3rd year students will complete an attitudinal survey.</p> <p>Criterion (Written in %): 50% of the students surveyed will either plan to continue their study of Visual Communications at Guam Community</p>	<p>03/01/2007 - 91% of 11 students surveyed either plan to continue their study of Visual Communications at GCC or work in the career field. 91% of the 11 students surveyed indicated they learned to use technology in their courses. 73% of the 11 students surveyed indicated they are trying to do better in school because of the VisCom classes. 82% of the 11 students surveyed</p>	<p>03/02/2007 - The DC and the Instructor will continue to recruit secondary VisCom students into the post secondary program. The department will seek Title V funding to keep the labs state-of-the-art. If students perceive that the post secondary program offers</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>End Date: 03/10/2007</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>College or to work in the career field, as indicated by two or more responses of 4 or higher on questions number 1 through number 4.</p> <p>85% of the students surveyed will, by answering question number 5 with a rating of 4 or above, indicate they have learned to use technology in the Visual Communications courses.</p> <p>65% of the students surveyed will, by answering either question number 6 or question number 7 with a rating of 4 or above, indicate they are trying to do better in school because of their Visual Communications classes.</p> <p>65% of the students surveyed will, by answering question number 8 with a rating of 4 or above, indicate that Visual Communications has helped them learn to communicate more effectively.</p> <p>70% of the students surveyed will, by answering question number 9 with a rating of 4 or above, indicate that Visual Communications has helped them explore their creative abilities.</p> <p>Task Name: Review and modify Plan</p> <p>Task Description: The survey will be modified to delve deeper into the reasons why students do not continue their education in the post secondary Visual Communications program.</p>	<p>indicated VisCom has helped them learn to communicate more effectively. 100% of the 11 students surveyed indicated VisCom has helped them explore their creative abilities. (All 3rd year students were surveyed.) N=11</p> <p>Summary of Result Type: Distinction/strength</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>them training in the latest technology and if they perceive that the College "wants" them, they are more likely to consider GCC as an option. The Instructor will provide students with fun learning opportunities (e.g. development of a coloring book) in order to keep the students interested in school. The Instructor will place emphasis on the use of technology, but will also plan activities that require students to communicate verbally and express their creative talents.</p>
<p>Visual Communications Secondary - AY 05-06 Introductory basics of the Mac OS. - Students will learn the introductory basics of the Mac OS.</p> <p>Start Date: 08/15/2005</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will take a test composed of questions based on the Mac OS.</p> <p>Criterion (Written in %): 80% or better will receive a "B" or better</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>12/15/2005</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>indicating that they are learning the tools of Visual Communications.</p>		
<p>Visual Communications Secondary - AY04-05 6a1 Use of PhotoShop digital tools - Students will demonstrate proficiency in the use of PhotoShop digital tools.</p> <p>Start Date: 10/15/2005</p> <p>End Date: 12/15/2005</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Department designed test.</p> <p>Criterion (Written in %): 80% or better achieved by 75% or more of class.</p>		
<p>Visual Communications Secondary - AY05-06 6a2 Use of Illustrator digital tools - Students will demonstrate proficiency in the use of Illustrator digital tools.</p> <p>Start Date: 10/15/2005</p> <p>End Date: 12/15/2005</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Skills measurement project</p> <p>Criterion (Written in %): A score of 4 will be achieved by 75% or more of class on a rubric scale (0-4)</p>		
<p>Visual Communications Secondary - AY05-06 Use of PhotoShop digital tools - Students will demonstrate proficiency in the use of PhotoShop digital tools.</p> <p>Start Date: 10/15/2005</p> <p>End Date:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Department designed test.</p> <p>Criterion (Written in %): 80% or better achieved by 75% or more of class.</p>		

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>12/15/2005</p> <p>Outcome Status: Not currently being assessed</p>			
<p>Visual Communications Secondary - AY '06 -'07 MAC OS Basics - Students will demonstrate basic knowledge of the MacIntosh Operating System (OS X).</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 09/19/2006</p> <p>End Date: 03/10/2007</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will demonstrate basic knowledge of the MacIntosh Operating System (OS X) by taking a multiple choice examination.</p> <p>Budget-Related Proposed Outcomes: 1</p>		
	<p>Task Name: Review and modification of the Pkan</p> <p>Task Description: The Instructor, Paul Parvin, will teach the competencies.</p>		
		<p>03/01/2007 - 46% of the 26 students taking the exam scored 75% or better on the MAC OS Basics exam. Paul Parvin provided the key and Rick Skipper graded the exam because no one on the Advisory Committee would volunteer to do it. N=26</p> <p>Summary of Result Type: Problem/limitation</p> <p>Data Collection Status/Summary of Result Status: Closed</p>	<p>03/02/2007 - The secondary instructor retaught lessons on the types of Internet connections, types of files, and software publications.</p> <p>Implementation Status: 09/16/2009 - The secondary students are just beginning their school year in the middle of August & September. We cannot assess them then because they haven't learned what we expect them to learn. High School assessment has to occur when the students are prepared to be assessed, usually the 2nd semester of the school year and/or when the competencies are scheduled to</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>Implementation Status: be taught. The order of the curriculum dictates when artifacts can be collected. Secondary is not like post secondary where classes are repeated every semester.</p> <p>03/22/2007 - DC again requested the Instructor to reteach the three most commonly missed questions and retest.</p>
<p>Visual Communications Secondary - AY 07-08 SLO#1 MAC OS Basics - Students will demonstrate basic knowledge of the MacIntosh Operating System (OS X).</p> <p>Outcome Types: SLO-Cognitive outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will demonstrate basic knowledge of the MacIntosh Operating System (OS X) by taking a multiple choice examination.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Faculty-developed tests</p> <p>Criterion (Written in %): 80% of the students will score 75% or above on an objective examination.</p> <p>Related Documents: Microsoft Word - Secondary Mac OS X Exam.pdf</p>	<p>10/31/2008 - 100% of the 13 students who took the Macintosh Operating System examination scored 75% or above.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p>	<p>03/10/2009 - Improvement has been made in instruction of MAC OS X Basics since the last assessment. We will continue to assess these competencies at the secondary level because completers of three years of high school Visual Communications get credit for Macintosh Applications when they enter the Associate of Science in Visual Communications program. The results of this last assessment indicate that current teaching methods are successful and we will continue to emphacize those competencies that are the foundation of all our computer lab classes.</p> <p>Implementation Status: 09/15/2009 - The Instructor continues to teach the basics of OS X and the applications.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: MAC OS Basics</p> <p>Task Description: Instructor made examination of OS Basics.</p>		
<p>Visual Communications Secondary - AY 07-08 SLO#3 Student Survey - Students will display the attitudes to be successful in a Visual Communications profession.</p> <p>Outcome Types: SLO-Affective outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: 3rd Year Students will complete an attitudinal survey.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 50% of the students surveyed will either plan to continue their study of Visual Communications at Guam Community College or to work in the career field, as indicated by two or more responses of 4 or higher on questions number 1 through number 4. 85% of the students surveyed will, by answering question number 5 with a rating of 4 or above, indicate they have learned to use technology in the Visual Communications courses. 65% of the students surveyed will, by answering either question number 6 or question number 7 with a rating of 4 or above, indicate they are trying to do better in school because of their Visual Communications classes. 65% of the students surveyed will, by answering question number 8 with a rating of 4 or above, indicate that Visual Communications has helped them learn to communicate more effectively. 70% of the students surveyed will, by answering question number 9 with a rating of 4 or above, indicate that Visual Communications has helped them explore their creative abilities.</p> <p>Related Documents: Microsoft Word - Student Survey</p>	<p>03/10/2009 - 60 % of the respondents either plan to continue their study of Visual Communications at Guam Community College or work in the career field, as indicated by two or more responses of 4 or higher on questions number 1 through number 4. 73.3 % of the students surveyed did, by answering question number 5 with a rating of 4 or above, indicate they learned to use technology in their Visual Communications classes. 53.3% of the students surveyed did, by answering either question number 6 or number 7 with a rating of 4 or above, indicate they are trying to do better in school because of their VisCom classes. 53.3% of the students surveyed did, by answering question number 8 with a rating of 4 or above, indicate that VisCom has helped them communicate more effectively. 80% of the students surveyed did, by answering question number 9 with a rating of 4 or above, indicate that VisCom has helped them explore their creative abilities.</p> <p>In order to increase the number of students continuing their education in Visual Communications at GCC, we will arrange for a hands on workshop on applying for Pell grant for the secondary Visual Communications Seniors. We plan to use Title V-A funding to buy video cameras and microphones so the students can learn to use technology to communicate more effectively. We are also aggressively decimating information about the program to recruit students interested in technology.</p> <p>Summary of Result Type: No Issues Found</p>	<p>03/23/2009 - Sudent surveys and interviews have pointed up the fact that some students are not confident they can continue their education because of financial constraints. In order to increase the number of students continuing their education in Visual Communications at GCC, we are arranging for a hands on workshop on applying for Pell grant for the secondary Visual Communications Seniors. If we walk students through the actual Pell Grant application process, they are more likely to continue their education. We plan to use Title V-A funding to buy video cameras and microphones so the students can learn to use technology to communicate more effectively. We are also aggressively decimating information about the program to recruit students interested in technology.</p> <p>Implementation Status: 09/15/2009 - The microphones and high end digital video cameras were purchased, have arrived, and are being utilized. The Instructor is walking the students through the Pell Grant application process.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Survey Rubrics</p>	<p>Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact Related Documents: Consolidated Rating Sheet - Secondary VisCom Survey 2009.doc</p>	<p>03/10/2009 - This is the 2nd time this survey has been administered. Patterns are still emerging. One of the most important things we are learning from the survey is how confident students in the program are about their being in the right field of study for them.</p>
<p>Visual Communications Secondary - AY 07-08 SLO #2 Multimedia Presentation - Teams of students will collaborate to develop multimedia presentations.</p> <p>Outcome Types: SLO-Behavioral outcomes</p> <p>Start Date: 03/10/2008</p> <p>End Date: 10/12/2009</p> <p>Outcome Status: No longer a desired outcome</p> <p>Program Level SLO Industry National Certification: N/A</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Teams of students in the VEVC051 Visual Communications I course will develop a multimedia presentation on diskette for rating by the Visual Communications Advisory Committee or the Department Chair.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Multimedia presentation evaluations</p> <p>Criterion (Written in %): 80% of the teams will score 3.0 on a rubrics.</p> <p>Related Documents: Power Point Power Point Rubrics Power Point Checklist</p>	<p>10/31/2008 - 79% of the 14 students who developed a multimedia presentation scored 3.0 or higher on a rubric scale of 4.0. This was within 1% of the goal.</p> <p>Summary of Result Type: No Issues Found</p> <p>Data Collection Status/Summary of Result Status: Open Budget Implications: No budget impact Related Documents: Good Presentation Not so good presentation</p>	<p>03/10/2009 - This will continue to be assessed in the future. It is hoped that the percentage of students meeting the expected standard will increase. The Instructor changed the assessment from teams to individual students during this assessment cycle. The Department Chair will change the SLO for the next cycle to reflect individual presentations. Evaluating individuals' skills might be more meaningful than evaluating teams skills. Meanwhile, the Department will use Title V-A funding to provide the Instructor with the tools students need to develop professional presentations. (E.g. video editing software, high definition video cameras, headsets, etc.) The Instructor and student mentors will work with individual students, who have not met the expected standard, which may require devoting more instructional time to development of presentations.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
	<p>Task Name: Multimedia Presentation</p> <p>Task Description: Electronic presentation prepared by each student.</p>		<p>Implementation Status: 09/15/2009 - The video editing software, the HD video cameras, the microphones and headsets have been purchased, have arrived, and are being used.</p>
<p>Work Experience - AY09-010 SSUO#1 STUDENT PLACEMENT - To place eligible students in relevant, meaningful learning experiences at the workplace related to their degree/vocational program.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Students will communicate their experiences at the work place through weekly Journal Reports, final projects, and student surveys. The WE coordinator will carefully review and analyze the documents collected.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 90-100% of eligible students will be placed in a learning/work experience related to their program study. These students whom have met their GPA grade point average of 2.0 or better. Other eligibility requirements are: Instructor recommends the student to participate in the program.</p> <p>Budget-Related Proposed Outcomes: The Work Experience & Training Program is currently assigned to the Construction-Trades Department budget. This proposal is to align Career Technical Educational programs reference to budget constraints the institution is facing with.</p>	<p>03/08/2010 - Utilized Data Collection Status of Journal Reports, special-projects, final WE projects, and student surveys will be applied. N= 123 students were eligible out of 125 students that actually applied. Students were eligible based on their GPA grade point average of 2.0 or better. They were also recommended by their Instructors. The N=2 students that did not meet the requirements was based on their GPA grade point average and instructor not recommending the students.</p> <p>A. Weekly Journal Reports: B. Final Projects: C. Student Surveys:</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The Work Experience & Training Program has been integrated into the Construction-Trades department, Trades & Professional Services Division.</p>	<p>10/22/2010 - 1. The summary of results and placement of students will be used for program assessments at GCC to review program SLO's, Curriculum Course Guide Revisions and program delivery to meeting employers needs in the Private-Sectors, the Government and the Military.</p> <p>2. The use of the summary results can assist the WE Program communicate with students in the PS/HS programs review student placement at workstations and assess to improve training workstations to discuss strengths and weaknesses with employers, what works and what doesn't.</p> <p>3. The Journal Reports and Final Projects are used for students to express academic and technical skills as it applies and relates to students career technical Education Program. (RUBRIC). Instructors and students will meet on a</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>Budget Related Performance Indicators: No departmental budget.</p> <p>Related Documents: WE Grading rubric Scale WE Program Recruitment Graph Secondary AY09 2010[1].pdf WE Program Recruitment Graph PS AY09 2010(1).pdf WE Program Training Plan Graph Secondary AY09 2010[1].pdf WE Program Training Plan Graph PS AY09 2010[1].pdf WE Program Training Agreement Graph Secondary AY09 2010[1].pdf WE Program Training Agreement Graph PS AY09 2010[1].pdf WE Program Graph Secondary Daily Journals AY09 2010[1].pdf WE Program Graph PS Daily Journals AY09 2010[1].pdf WE Program Graph Secondary Project Assgnmt AY09 2010[1].pdf WE Program Graph PS Project Assgnmt AY09 2010[1].pdf WE Program Student Evaluation Sheets Graph Secondary AY09 2010[1].pdf WE Program Student Evaluation Sheets Graph PS AY09 2010[1].pdf</p>	<p>weekly/monthly basis to discuss program skill-sets, workstations, training plans, relative to their training application and classroom theory.</p> <p>4. Summary of results will be used to Increase visibility of monitoring students at work-stations on a monthly basis to sit with employers and discuss student training and entry level skill-sets that is relative/conducive to their learning environment.</p> <p>Implementation Status: 11/18/2011 - The summary of results will be implemented for the AY 2011-2012.</p>
		<p>03/08/2010 - Data Collection for Work Experience & Training Program for AY 2009-2010 was collected.</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications:</p>	<p>12/15/2010 - No Budget.</p> <hr/> <p>12/15/2010 - No Budget.</p> <hr/>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
		<p>No budget impact</p> <p>Notes: Currently, the Work Experience & Training Program does not have a budget. The two WE Coordinators are unique in their form of responsibilities and duties assigned in the Trades & Professional Services Division. Each coordinator is specifically assigned to the various CTE Career Technical Education Programs of Study, both Secondary and Post-Secondary. WE is integrated with the Construction-Trades</p> <p>Budget Related Performance Indicators: No budget.</p> <p>Related Documents: WE Grading Rubric Scale[1].pdf WE Program Graph PS Daily Journals AY09 2010[1].pdf WE Program Graph PS Project Assgmt AY09 2010[1].pdf WE Program Graph Secondary Daily Journals AY09 2010[1].pdf WE Program Graph Secondary Project Assgmt AY09 2010[1].pdf WE Program Recruitment Graph PS AY09 2010[2].pdf WE Program Recruitment Graph Secondary AY09 2010[2].pdf WE Program Training Agreement Graph PS AY09 2010[1].pdf WE Program Training Agreement Graph Secondary AY09 2010[1].pdf</p>	
<p>Work Experience - AY09-010 SSUO#2 STUDENT RECRUITMENT - To actively recruit students enrolled in GCC Satellite High School and Postsecondary programs.</p> <p>Outcome Types: SSUO</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: WE Coordinators will conduct presentations for the programs they are responsible for. WE applications will be given to interested and qualified Satellite students who are in</p>	<p>03/08/2010 - N= 216 Students that were recruited to participate in the Work Experience & Training Program, have been pre-screened by their Career Technical Education Program instructors in the Secondary and Post-Secondary have met the eligibility requirements and</p>	<p>12/17/2010 - 1. Summary of results will be used to invite PS/HS instructors on a monthly basis conduct workstation/worksite visitations as WE coordinators monitor students.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>the second and third year. Postsecondary students will be asked to make an appointment to see a WE Coordinator and asked to complete an Application to Take.</p> <p>Student Log Sheets and WE applications (Satellite) and Postsecondary Application to Take.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Presentations</p> <p>Criterion (Written in %): At least 95 -100% of the number of students recruited will be interested in and qualified to participate in the WE program. This is based on their Program Career Technical Requirements of the number of credits required and needed to meet graduation requirements, the lack of transportation not available to school and the work-place, and the number one factor is; students will not participate if they don't get a PAID work experience.</p> <p>Budget-Related Proposed Outcomes: The work experience program does not have a budget that can pay for students work experience while on-the-job-training with employers in the industry. The program is not an employment agency. The WE Program is assigned to the Construction-Trades Department. The budget is only used for operations, supplies and equipment.</p>	<p>qualifications, and recommendations to participate in WE. N= 123 HS students, N= 93 PS Students met eligibility requirements based on their GPA grade point average of 2.0 or better, and were recommended or endorsed by their PS/HS program instructors.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: All Students participating in the Work Experience & Training Program were also screened by the WE Coordinators for eligibility requirements and qualifications. Students must meet the following criteria: Instructor's Recommendation, Parent Permission, Attendance Verification Form, Unofficial Transcripts, Resume and Secondary Program Credit Form.</p> <p>Budget Related Performance Indicators: No budget for the work experience program. The program is assigned to the Construction -Trades Department. Budget in Construction -Trades is used by work experience program to request only for supplies and equipment.</p> <p>Related Documents: WE Program Recruitment Graph Secondary AY09 2010[1].pdf WE Program Recruitment Graph PS AY09 2010[1].pdf</p>	<p>2. The summary of results will be used to invite employers in the Military, Private-Sector, and the Government of Guam as guest speakers on GCC Open Campus Career Development Day on an Annual Basis to promote and strength relationships/partnerships and to orientate employers on GCC Campus with GCC CTE Programs and the possibility of hiring and placing students on-the-job training in professional trades.</p> <p>3. To ideally work with students and instructors at GCC by conducting weekly/monthly meetings/counseling sessions to establish and strength communication processes for review training, skill-sets, program curriculum and program improvements.</p> <hr/> <p>12/16/2010 - 1. The data collected and summary of results will be utilized to improve the WE Program by communicating and improving transparency with students and Career Technical Instructors and Department Chairs via electronic cel phones-texting, electronic emails, electronic land-lines, and providing valuable data information to instructors as to the total number of students participating in their programs and in the work experience program per AY. This will also give department programs</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
			<p>data to assess their program delivery to improve curriculum based on student input/qualification skill-sets/promote participation into the WE program and provide information as to how many students are completing and graduating every year in their respective programs.</p> <p>2. The information on data collection will also be utilized to market the WE program for recruitment by working closely with the One-Stop Center to promote the WE program recruitment base to ALL new employers providing program applications, brochures, conduct WE presentations to enhance student recruitment and participation in the WE program.</p> <p>3. Data collected and summary results will be used to also require program instructors and WE coordinators conduct monthly progress workstation visitations to orientate and introduce instructors to employers to improve relationship and understand work environment and assess employers needs in hiring students on a more permanent full-time basis.</p>
<p>Work Experience - AY09-010 SSUO#3 STUDENT SERVICES - To determine what students think about the WE program is responsive to their needs regarding</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: Employer and Student Survey Type of</p>	<p>03/08/2010 - N= 100 Students that were interviewed were very satisfied with the effectiveness and the service of the the Work</p>	<p>12/16/2010 - 1. The data collected and summary of results will be utilized for WE program to</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>recruitment, placement, monitoring, counseling and evaluation.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/12/2009</p> <p>End Date: 03/14/2011</p> <p>Outcome Status: Completed the Assessment Cycle</p>	<p>Artifact/Instrument/Rubric/Method/Tool: Client/Customer Service Survey</p> <p>Criterion (Written in %): 95-100% of students placed will identify satisfaction with the effectiveness of the WE program .</p> <p>Budget-Related Proposed Outcomes: The work experience program does not have a budget. The program is assigned to the Construction-Trades Department. The budget is used to request for operations and supplies and equipment to support the work experience program.</p>	<p>Experience & Training Program. Please see attached data below.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: No budget impact</p> <p>Notes: The Work Experience & Training Program has been intergrated with the Construction-Trades department, Trades & Professional Services Division.</p> <p>Budget Related Performance Indicators: No budget.</p> <p>Related Documents: WE Employer Survey Results[1].pdf WE Student Survey Results[1].pdf</p>	<p>communicate with students, employers, and program departments by conducting a monthly progress report between the student, instructors, employer and WE coordinators on assessing student skill sets, and meeting employer's needs. A more collaborative effort on ALL parties is needed.</p> <p>2. The data collected and the summary of results will also be used to meet with employers and GCC program departments on a monthly or quarterly basis to identify strengths and weaknesses and assist and make recommendations or suggestions to improve the program curriculum process through the crafts committee.</p>
<p>Work Experience - AY11-2013 SSUO#1 STUDENT PLACEMENT - SSUO#1 To place eligible students in relevant, meaningful learning experiences at the workplace related to their degree/career technical education program.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates:</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The students will communicate their experiences at the work place through weekly journal reports and final projects to express academic and technical skills as it relates to the RUBRIC.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Internship/Co-op/Practicum Evaluation</p> <p>Criterion (Written in %): 90-100% of eligible students will be placed in a work experience environment with employers related to their program.</p> <p>Budget-Related Proposed Outcomes: The program does not submit budget</p>	<p>09/20/2012 - N=149 or 150% (149/100) of the students in the work experience program were actually placed therefore, exceeding our original goal.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Although the WE Programs budget is attached to the Construction Trades Department, the potential for increasing student learning outcomes and success in</p>	<p>09/20/2012 - In light of the fact that we succeeded of 100 students and actually placed 149 students it is obvious the WE Program is growing and further investment in the program through compensation and other program resource allocations, a potential of a program agreement or grant may be needed to support this growth.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The new plan cycle is incorporating weekly monthly discussions to improve student skill sets pertaining to classroom theory.</p>	<p>requests. Therefore there are no propose budget outcome.</p> <p>Related Documents: WE Grading Rubric Scale</p>	<p>the WE Program may be realized through the separation of this programs budget from the CT Department. The implications identified will support the potential of students to receive compensation for the OJT contact hours (90-270). If this incentive was inplaced today it will cost \$291,667.50 (149 student placed x 270 maximum hours OJT x \$7.25 minimum wage).</p> <p>Budget Related Performance Indicators: WE Program is attached to the Construction Trades Department.</p> <p>Related Documents: WEvidence1.pdf WEvidence2.pdf</p>	
	<p>Task Name: Student Placement</p> <p>Task Description: To place HS students at the beginning of the Fall Semester of 2012 and the Spring Semester of 2013.</p>		
<p>Work Experience - AY11-2013 SSUO#2 STUDENT RECRUITMENT - SSUO#2 To actively recruit students enrolled in GCC Satellite High Schools.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/11/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The presentations will be conducted at the beginning of the Fall Semester of 2012 and the Spring Semester of 2013.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Presentations</p> <p>Criterion (Written in %): 95-100% of HS students recruited will be interested in qualifying to participate in the work experience program.</p> <p>Budget-Related Proposed Outcomes: No budget request for work experience program through the General Funds.</p> <p>Communication with the Dean of Trades &</p>	<p>09/20/2012 - N=149 or 100% of the students recruited through the HS presentations were placed in the WE Program.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: Further research into the expansion of the WE Program into other Guam High Schools will be conducted and if allowable, the WE program will be implemented island wide. The budget indicated will support this growth.</p>	<p>09/20/2012 - MOU between GCC and the island wide schools need to be conducted to support the efforts to expand the WE Program. The success of the program to date is indicated in our 100% recruitment and placement success.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>The implementation will be use to improve recruitment by working with all high school instructors in increasing participation of HS students in the Work Experience Program.</p>	<p>Professional Services and work experience coordinators to determine funding needs for the program.</p> <p>Related Documents: Work Experience Program Presentation 2012</p>	<p>Budget Related Performance Indicators: The WE Program is attached to the CT Department.</p> <p>Related Documents: WEvidence1.pdf WEvidence2.pdf</p>	
	<p>Task Name: Student Funding Source</p> <p>Task Description: The ability pay students while on-the-job training through participation in the work experience program.</p>		
<p>Work Experience - AY11-2013 SSUO#3 STUDENT SERVICES - SSUO#3 To determine what students think about the WE program is responsive to their needs regarding recruitment, placement, monitoring, counseling and evaluation.</p> <p>Outcome Types: SSUO</p> <p>Start Date: 10/10/2011</p> <p>End Date: 03/11/2013</p> <p>Outcome Status: Currently being assessed</p> <p>Program SLO/AUO/SSUO Plan reflects/incorporates: Use and Implementation of Results from the previous cycle</p> <p>Notes from the pull/drop down list The information will be used to work closely with employers by encouraging employers to have student paid for their work experience.</p> <p>The results will be used to work closely with HS administrators from all of the</p>	<p>Artifact/Instrument/Rubric/Method/Tool Description: The work experience program student survey will be used for all HS students participating in the program.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Student Satisfaction Survey</p> <p>Criterion (Written in %): 95-100% of students placed will express their interest of satisfaction with the effectiveness of the WE Program.</p> <p>Budget-Related Proposed Outcomes: No budget request for the WE Program.</p> <p>Communication with the Dean of Trades & Professional Services and work experience coordinators to determine funding needs for the program.</p> <p>Related Documents: Work Experience Training Program Student Survey</p>	<p>09/20/2012 - N=149 or 95% of the students placed express interest and satisfaction of the WE Program through the Student Satisfaction Survey.</p> <p>Summary of Result Type: Criterion Met</p> <p>Data Collection Status/Summary of Result Status: Open</p> <p>Budget Implications: Over \$5,000</p> <p>Notes: The WE Program expansion into the island wide schools will be further supported through the results of an Interest Survey which will be conducted in these schools. The data collection from the Interest Surveys will be used to justify program expansion.</p> <p>Budget Related Performance Indicators: The WE Program is attached to the CT Department.</p> <p>Related Documents: Summary_of_Results_from_We_Program_Student_Survey_for_ASY_2011_2012[1].pdf</p>	<p>09/20/2012 - The use of the Student Survey results will be used to justify the need to expand the WE program. The results of this assessment demonstrates the success of the program today.</p>

Outcomes Description	Means of Assessment & Criteria (Written in %) / Tasks	Data Collection Status/Summary of Results	Use of Summary Result & Implementation Status
<p>GDOE HS to allow students release time for their work experience placements.</p> <p>The results will be used to work closely with GCC's Service Learning or College Access Program to get HS students place in the work experience program.</p>	<p>Task Name: Student Survey</p> <p>Task Description: The student survey will be conducted every Fall and Spring Semesters for the AY.</p>		