

**AUGUST 2006**

**ACADEMIC  
YEAR  
2005-2006**

# **SIXTH ANNUAL INSTITUTIONAL ASSESSMENT REPORT**

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

**GCC**

**GUAM COMMUNITY COLLEGE**

*Kulehon Kumunidât Guáhan  
Accredited by the Western Association  
of Schools and Colleges*

The CCA is an institution-level committee created under the terms of the 2005-2010 Board-Faculty Agreement that took effect in Fall 2005. For Academic Year 2005-2006, members of the committee included Dr. John Rider (ex-officio), Salvatore Sgambelluri, Cathy Leon Guerrero, Michael Setzer II, Barbara Bouchard-Miller, Frances Danieli, Dr. Michelle Santos and Eric Chong. **Dr. Ray Somera**, CCA Chair, was primarily responsible for the preparation of this annual institutional assessment report. The assistance provided by AIE staff Priscilla Johns and Rose Taitingfong is also acknowledged.

### **GCC ACCREDITED UNTIL 2012**

Guam Community College received a letter today, dated June 29th, from the Accrediting Commission for Community and Junior Colleges reaffirming the college's accreditation until Spring 2012.

Commission President, Barbara Beno, wrote "the College is commended for its response to the recommendations of the previous evaluation team and for the extensive assessment process and infrastructure that places GCC in the forefront in meeting the assessment expectation of the 2002 Standards." In the Commission's letter to the college, Beno also notes that, "the optimistic attitude with which GCC addressed the natural and economic hardships in recent years and commends the college's continued focus on educational effectiveness."

According to the college Vice President of Academic Affairs, Dr. John Rider, "we're very pleased with the outcome of ACCJC's comprehensive review of the college's ability to fulfill its mission in providing career technical education for the community." Knowing the importance of the college's accreditation, GCC has made great strides in ensuring that assessment processes are followed throughout the entire campus. "Because GCC's assessment helps measure students' learning outcomes, and this is the business we're in to provide a highly trained and educated workforce, we ensure that all mechanisms are in place relative to the college's assessment process and the tie-in with accreditation. Now that we're accredited for another 6-years, we'll continue to move forward to provide the best career technical education we can provide in Guam and the region," said Rider.

Copies of the College's institutional self-study report that was reviewed and evaluated by the accreditation team, the team's report, and the letter from the Commission will be made available at the College library for the general public to review.

GCC Press Release

Sixth Annual Institutional Assessment Report, AY 2004-2005  
Committee on College Assessment  
Guam Community College  
August 2006

TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	i
Introduction	1
Organization of the report	2
<b><i>Part I: Harvesting TracDat Data: Patterns and Implications</i></b>	<b>3</b>
TracDat internal set-ups	4
Compliance rates at the division level	4
Table 1. Updated Rates of Divisional Compliance with Assessment Requirements for the 2-year Assessment Cycle Schedule (in percentages)	5
Celebrating Assessment awards	6
Patterns in articulating outcomes	7
Table 2. Dimensions of Program Assessment Expressed in SLOs, For AS, Certificate and Secondary Programs, AY 2005-2006 (n=90)	8
Assessment tools	9
Table 3. Direct and Indirect Indicators of Assessment in AS, Certificate & Secondary Programs, AY 2005-2006	9
Table 4. Patterns of Means of Assessment in Administrative Units & Student Services, AY 2005-2006	10
Linking outcomes to goals and standards	11
Table 5. SLOs and AUOs by Program/Unit Level Related to GCC Institution Level Goals (n=544)	11
Table 6. SLOs and AUOs Related to GCC Institution Level Goals (n=544)	13
Table 7. Program/Unit Goals Related to GCC Institution Level Goals (n=358)	14
Table 8. SLOs/AUOs Related to Division Level Goals (n=389)	14
Figure 1. Relationships Among Institutional, Divisional and School-Level Missions, Goals and Objectives	15

Table 9. Goals Related to WASC Standards (n=208)	17
<b><i>Part II: Integrating Assessment with Institutional Effectiveness: Some Issues and Challenges</i></b>	17
Table 10. Assessment Results for Program Improvement, AY 2005-2006	19
Table 11. Implementation of Assessment Results for Associate Degree Programs, Fall 2005-Spring 2006	20
Table 12. Implementation of Assessment Results for Student Services & Administrative Units, Fall 2005-Spring 2006	26
Table 13. Implementation of Assessment Results for Special Programs, Fall 2005-Spring 2006	27
Figure 2. Guam Community College's Model of Linking Assessment Results to Improvements	34
Core indicators of institutional effectiveness and other non-measures	35
Patterns of curriculum revision activities	38
Table 14. Summary of Program and Course Review Audit at the End of Spring 2006	39
Table 15. Summary of Course/Program Changes for AY 2005-2006	41
Table 16. Advisory Comm. Meeting Compliance Matrix, AY 2005-2006	42
<b><i>Part III. Addressing Accreditors' Concerns Regarding the Self-Study and Compliance with ACCJC Standards</i></b>	45
Table 17. Accreditors' Notes and Observations Regarding the GCC Assessment Process as Reflected in the ACCJC/WASC Evaluation Report	46
Table 18. Debriefing of the Report's Evaluation of the College's Self-Study	47
Table 19. Debriefing of the Accreditors' Report of Assessment-Related Findings by Standard	50
On communication and information dissemination	57
Assessment as an inclusive process	58
Curriculum as dynamic process and product	59
Diversity as a key factor in improvement	60
Holistic approach to assessing student services	61
Assessment leadership and support	62
Some final notes on the evaluation report: a caveat and a challenge	62
<b><i>Part IV: Upholding the Institutional Commitment to Assessment: Agenda for the Institutional Strategic Master Plan (ISMP)</i></b>	63
Conclusion	65
Validating or invalidating accreditors' feedback	65

Table 20. Self-Reported Completed Tasks in the Institutional Strategic Master Plan (ISMP)	70
Figure 3. Alignment Levels and Relationship Sets	84
Why alignment is important	84
Recommendations	85
Table 21. Matrix of Recommendations and Responsibilities	85
References	93

## **APPENDICES**

Appendix A.	Dr. Barbara Beno's Notification Letter Reaffirming GCC Accreditation, June 29, 2006
Appendix B.	Comprehensive Evaluation Visit Team Roster, February 28-March 2, 2006
Appendix C.	News item on GCC accreditation visit, <u>PDN</u> , March 2, 2006
Appendix C.1	Nuventive Case Study on Guam Community College
Appendix D.	GCC Assessment Monitoring Matrix, Groups A-D, AY 2005-2006
Appendix E.	Request for Extension Matrix, AY 2005-2006
Appendix F.	Rubrics for Celebrating Assessment Awards; all categories
Appendix G.	Mission & Vision Statements and Articulated Goals of Three Main Divisions at GCC as culled from TracDat, AY 2004-2005
Appendix H.	Minutes of Advisory Committee Meetings Held, AY 2005-2006
Appendix I.	Trip Reports on File at the Business Office, AY 2004-AY 2006
Appendix J.	Deans' and Associate Deans' Record of Classroom Observation Notes, AY 2005-2006
Appendix K.	GCC Budget Flowchart (External and Internal Processes)
Appendix L.	Dr. John Rider's Annotated NASPA Conference Itinerary and Notes, International Assessment and Retention Conference, Phoenix, AZ, June 16-19, 2006

- Appendix M. Dr. Ray Somera's Preconference Workshop Abstract as published in conference program, International Assessment and Retention Conference, Phoenix, AZ, June 16-19, 2006
- Appendix M.1 Complete Institutional Strategic Master Plan (ISMP) covering AY 2003-2004 and 2004-2005
- Appendix N. Guidelines for Tracking Self-Study Recommendations in the Institutional Strategic Master Plan (ISMP)

Sixth Annual Institutional Assessment Report  
Committee on College Assessment  
Guam Community College  
August 2006

**Executive Summary**

Continuing the tradition of holistic and comprehensive assessment reporting that the college began in 2001, this year's report testifies to the college's commitment to assessment even after ACCJC reaffirmed its accreditation until Spring 2012. The uninterrupted building of assessment evidence to guide improvements at the course, program and institutional levels remains the primary reason for the college's organized efforts in implementing the six-year old assessment initiative.

Data harvested from TracDat at the end of its second year of campus-wide implementation reveal that there is an urgent need to align standards, goals, and outcomes at various levels. Although patterns in the use of assessment results point toward specific improvement strategies at the program level, the refinement of assessment methods is a main priority among authors.

Interpreting the findings of the comprehensive evaluation report by the visiting team signifies that the college's assessment approach must be expanded to encompass a directed, research-based focus on student needs and student success. This can be facilitated by the hiring of an Institutional Researcher who can spearhead the building of a useful database for program and institutional assessment and planning. Ensuring that there is proper alignment with program goals, the articulation of student learning outcomes (SLOs) in course guides and syllabi must also take precedence.

The set of recommendations in this year's report are grouped and organized into four interrelated areas: (1) assessment practice; (2) alignment issues; (3) institutional research; and (4) leadership and governance processes. Because of its great impact on

college functioning and assessment processes, the Board of Trustees plays a critical role in adopting a new board manual, as well as reviewing and updating policies.

A matrix of tasks and responsibilities serves as a functional guide in the monitoring of tasks outlined in the report's recommendations. By ensuring that these plans of action are gradually implemented, the college remains steadfast in building more robust and richer assessment evidence of student learning at the course, program, and institutional levels.

\*\*\*\*\*



SIXTH ANNUAL INSTITUTIONAL ASSESSMENT REPORT  
GUAM COMMUNITY COLLEGE  
ACADEMIC YEAR 2005-2006

Committee on College Assessment

## Introduction

The accreditation team's verdict is finally out. After having reviewed the evidence of six years of assessment implementation at the college<sup>1</sup>, the ACCJC accreditation team members<sup>2</sup> that visited GCC on February 28 to March 2, 2006 were impressed by the quantity and quality of assessment activities they observed first hand on campus.<sup>3</sup> Clearly, this was a validation of the college's serious institutional commitment to assessment, as well as the "culture of evidence" that has gained a strong foothold at the college through the years since the assessment initiative was first launched in fall 2000. The final evaluation report of the WASC/ACCJC accrediting team conveyed GCC's major accomplishments in the following congratulatory manner:

The college's response to the previous team's recommendations (on assessment) was *outstanding and clearly exceeded expectations*. Over the last five years, the college has developed an extensive and expansive assessment process and infrastructure. The Guam Community College Comprehensive Institutional Assessment Plan is a major accomplishment and places the college significantly ahead of other community colleges in the development of processes that address the new accreditation standards, which are organized around assessment, outcomes and program improvement based on resulting information and dialogue. This has been a major undertaking of the college and a major commitment of human resources and college wide participation. The visiting team takes note of this heroic effort and expresses its hope that the college will sustain and expand on its efforts to date. The college will benefit from the continued use and development of the infrastructure it has established, and the team looks forward to the college continuing its leadership in this area. (italics supplied)

---

<sup>1</sup> See Dr. Barbara Beno's letter to Dr. Herominiano delos Santos for a capsule preview of the commission's feedback on the accreditation visit on APPENDIX A. The complete evaluation report is available for perusal and review at the GCC Library.

<sup>2</sup> ACCJC stands for the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). A total of eleven (11) members comprised GCC's accreditation team during their comprehensive site visit. See the complete visiting team's roster in APPENDIX B.

<sup>3</sup> See the local community paper, Pacific Daily News (March 2, 2006) for its feature on this process in APPENDIX C.

This document, the **Sixth GCC Annual Institutional Assessment Report**, reflects the college's continuing leadership by example in the area of assessment sustainability. Rather than resting on the college's laurels after a vastly successful accreditation visit, the college – with this report--continues the tradition of holistic and comprehensive assessment reporting that GCC began with its first annual institutional assessment report in 2001. The succeeding reports that were produced in academic years 2002, 2003, 2004, 2005 --and now this year's report-- testify to the college's commitment to continue and sustain assessment efforts at various levels within the institution. The uninterrupted building of incremental assessment evidence to guide improvements at the course, program and institutional levels remains the primary reason for the college's organized efforts in implementing the six-year old assessment initiative.

#### *Organization of the report*

For reasons of clarity and organization, this report will be structured in four major sections. Part I, "Harvesting TracDat Data: Patterns and Implications," documents the patterns of assessment activities that have begun to emerge after two full years of campus-wide implementation of the assessment data management software called TracDat. What patterns of use are apparent in assessment measures utilized by various instructional programs, student services and administrative units? What kinds of linkages are seen between SLOs and division goals? How are these linkages played out between program outcomes and institutional goals? Which ACCJC standards are used most frequently by programs as they relate their outcomes to accreditation goals? These and other similar questions frame the substantive discussion of the data harvested from TracDat in this section of the report.

Part II, "Integrating Assessment with Institutional Effectiveness: Some Issues and Challenges," explores the most important part of doing assessment at the college: using assessment results for improvement. What emergent patterns are evident insofar as the use of assessment results by instructional programs, student services, and administrative units are concerned? Conceptually, how are these results translated or transformed into changes or improvements at the course, program, or institutional levels? A GCC model of linking assessment results to improvements is introduced in this section of the report, along with a

discussion of the other kinds of relevant data –*core indicators of institutional effectiveness* – that could paint a more complete picture of robust health for the various college programs, in particular, and the entire institution, in general.

Part III, “Addressing Accreditors’ Concerns Regarding the Self-Study and Compliance with ACCJC Standards” debriefs the recently-released accreditation report in an effort to distill relevant lessons and insights that will guide the college’s assessment initiative as it moves forward. Because addressing these issues would necessitate a substantive shift in the college’s focus on *learning*-centeredness to *learner*-centeredness, the discussion in this section would “mine” the accreditors’ report and subsequently use such data to generate recommendations to improve the implementation of the GCC assessment process.

The last section, Part IV, “Upholding the Institutional Commitment to Assessment: Agenda for the Institutional Strategic Master Plan (ISMP),” culls the accomplishments of the college’s departments and units vis-à-vis expectations indicated in the ISMP<sup>4</sup>. The discussion in this section will provide a series of conclusions and subsequent recommendations based on an informed analysis of identified gaps and implied needs of the college vis-à-vis accreditors’ concerns and issues, as well as assessment best practices of other community colleges across the country.

### **Part I: Harvesting TracDat Data: Patterns and Implications**

The majority of the results reported in this section are generated from the TracDat database through the use of its feature called “Query Builder.” This feature follows a five-step process that allows an administrative user (i.e., AIE staff) to select certain components in the database that could be culled into narrowly-focused topics depending on the desired query. For this feature to work however, it is essential that the database has been richly populated by data. Since the use of TracDat has been an assessment requirement at the college since fall 2004, the database has, to some extent, attained a certain population density and richness. Though a lot still needs to be done to attain full and assured utility of the database for comprehensive reporting purposes, TracDat as it exists now can be used to extract general patterns of

---

<sup>4</sup> Since the ISMP document covered academic years 2003-2004, 2004-2005, it is the completed goals within these time periods that will be documented in this report.<sup>4</sup> The update for AY 2005-2006 is currently being discussed as of this report’s writing.

assessment activities that would provide a broad picture of its functionality and use by GCC assessment authors.

Additionally, the software features various kinds of ready-to-print reports like Assessment Impact, Assessment Plan, Goal Comparison, Institutional Hierarchy, Institution Assessment, among others, that can be conveniently printed from the Standard Reports section at the click of a button. For the most part, the succeeding discussion will be grounded on some of these selected printable reports from TracDat.

### *TracDat internal set-ups*

After two full years of TracDat implementation at the college (which was begun in academic year 2004-2005), a total of seventy one (71) set ups -- comprised of three (3) college divisions [Academic Affairs (AAD), Business & Finance (BFD), Administrative Services (ASD)]. Four (4) ASD admin units/departments, five (5) BFD admin units/departments and fifty-five (55) AAD instructional programs, student services, and admin units/departments, along with four (4) Governing Board entities--have been inputted into the TracDat database system. Of the AAD total, twenty six (26) programs fall under the School of Technology and Student Services (TSS) and twenty five (25) programs fall under the School of Trades and Professional Services (TPS) while ASD has four (4) departments in all, and BFD has five (5).<sup>5</sup> Overall, a total of one hundred twenty seven (127) TracDat users are currently registered at the college (as of July 2006) with individual user names and passwords assigned to each one of them. Because TracDat is a password-protected system, this ensures the integrity of the database in terms of levels of security and access granted to individual users across the campus.

### *Compliance rates at the division level*

The table below (Table 1) is an updated version of the divisional compliance table presented in last year's annual institutional assessment report (5<sup>th</sup> AIAR, p. 9). It is necessary to frame the discussion of TracDat reports within this context because it provides the reader a clearer understanding of an established cycle of assessment reporting at the college. In the following table, compliance is measured in terms of being on track *with at least two* (i.e., plan,

---

<sup>5</sup> These figures were generated from the Institutional Hierarchy Report in TracDat's Standard Reports section.

report) of the four semester goals –(1) revisit plan, (2) collect data, (3) report results, (4) implement improvements-- that define all assessment activities at the college:

**Table 1.** Updated Rates of Divisional Compliance with Assessment Requirements for the 2-year Assessment Cycle Schedule (in percentages)

Academic Year	Programs/Units on Track	Percent	Programs/Units on Track	Percent	Programs/Units on Track	Percent
	Total Number of Programs/Units  (Academic Affairs Division)		Total Number of Programs/Units  (Business & Finance Division)		Total Number of Programs/Units  (Administrative Services Division)	
AY 2000-2001	--		--		--	
AY 2001-2002	--		--		--	
AY 2002-2003	43/61	70%	0/6	0%	4/4	100%
AY 2003-2004	35/57	61%	0/5	0%	2/4	50%
AY 2004-2005	37/65	57%	4/5	80%	3/4	75%
AY2005-2006	45/55	82%	5/5	100%	4/4	100%

Note: No compliance data are available for AY 2000-2001 since the first year of the assessment initiative was spent “setting the stage” for the GCC assessment process through the development of structures, processes, procedures and protocols. For AY 2001-2002, compliance data was not yet systematically gathered at that time.

As in previous years, it is in Academic Affairs Division (AAD) that the bulk of assessment activities and processes occur. With the relatively-smaller number of programs and units falling under the two other divisions –Administrative Services Division and Business & Finance Division-- compliance is no longer a problem for them. However, the dynamic nature of academic curriculum as reflected in program deletions, additions and other factors (e.g., the introduction of TracDat) account for the fluctuations in AAD compliance figures (from 70% to 61% to 57% to 82%) over the years. Consequently, these factors exerted some

variable impact on overall compliance at the college, specifically among assessment authors in instructional programs<sup>6</sup>.

Collecting data on compliance however has been helpful in identifying programs or units that needed help or guidance in their assessment requirements. In addition, compliance data have also helped administrators (e.g., deans and associate deans) to provide various kinds of support or encouragement to programs that have been out of sync with the established two-year assessment cycle. At the same time, there have been documented cases that compliance data have been used to enforce Individual Faculty Plan (IFP) agreements between administrators and faculty, whenever the situation called for such action. In some instances, administrators have also looked at the patterns of non-compliance of certain assessment authors (e.g., request for extension) to make decisions on approval or disapproval of certain requests vis-à-vis their assessment requirements.<sup>7</sup>

As the previous table revealed, the enforcement of assessment compliance becomes most challenging when instructional programs are involved. Though this situation may stem from a variety of interrelated factors like heavy workload for faculty, lack of staff support, data collection challenges, and buy-in issues, there is however no predominant reason why this situation occurs. To counter this problem, several strategies have been implemented over the years to minimize this chronic situation. These strategies included the publication of programs under probation (full and partial) in the annual institutional report, monthly progress reports to the deans, as well as friendly reminders sent to non-compliant authors. Nevertheless, these strategies have had very limited success in the past and the Office of Assessment and Institutional Effectiveness continues to devise more creative ways to provide motivation and encouragement to assessment authors.

### *Celebrating Assessment awards*

One tangible way of recognizing departments or units that have consistently shown dedication to the college's assessment initiative is to provide a program of public recognition to those that have done exemplary work. This academic year saw the following programs

---

<sup>6</sup> See the Assessment Monitoring Matrix for AY 2005-2006 in APPENDIX D.

<sup>7</sup> See the matrix, Request for Extension Patterns, in APPENDIX E.

being recognized as winners at the annual fall convocation (August 11, 2006) under the following categories<sup>8</sup>:

- *Commitment to Assessment Award* -- Learning Resource Center
- *Assessment Model Award* -- AS Marketing
- *Best Instructional Program Effort Award* -- AS Early Childhood Education
- *Best Student Services Effort Award* -- Health Services Center
- *Best Administrative Unit Award (tie)* -- Materials Management  
-- Human Resources
- *Most Improved Assessment Effort Award* -- Planning & Development
- *Assessment Feedback & Mentoring Award* -- Business Department

Through these awards, it is hoped that modeling exemplary work in assessment will motivate other programs and units to improve their compliance with the established assessment deadlines on campus. This notwithstanding, the fact remains that the college leadership has gone a long way in building a culture of evidence at GCC through the years. How else could we have amassed incremental evidence to demonstrate the college's serious commitment to assessment? The discussion that follows draws from the rich harvest of such evidence from TracDat, the college's assessment data management software.

### *Patterns in articulating outcomes*

As detailed in last year's report, there has been a significant shift of emphasis in the dimensions of assessment expressed in the various student learning outcomes (hereafter referred to as SLOs) articulated by assessment authors of instructional programs over the years. It must be recalled that in the early years of the GCC assessment process (particularly in AY 2002-2003), a great majority of articulated SLOs fell under cognitive outcomes, and there was a tendency among authors to emphasize the knowledge dimension in their statements. The last two academic years, however, saw a significant shift from the cognitive to the behavioral dimension, with the affective dimension still trailing behind the two. This shift of course was in reference to the three encompassing assessment questions that guide all assessment activities at the college, namely:

---

<sup>8</sup> The CCA met on May 15, 2006 to deliberate on the awards. Winners for each of the categories were decided based on a set of rubrics developed for this specific purpose. See APPENDIX F.

- What do students know? (cognitive outcomes)
- What do students think and value? (affective outcomes)
- What can they do? (behavioral outcomes)

The following table (Table 2) presents the continuing shifts among these three important dimensions of SLOs vis-à-vis program assessment:

**Table 2:** Dimensions of Program Assessment Expressed in SLOs for AS, Certificate and Secondary Programs, AY 2005-2006 (n = 90)

	Total SLOs	COGNITIVE <i>What do students know?</i>	%	BEHAVIORAL <i>What can they do?</i>	%	AFFECTIVE <i>What do they think and value?</i>	%
Associate Degree (n = 12)	45	14	<b>31%</b>	19	<b>42%</b>	12	<b>27%</b>
Certificate (n = 9)	30	6	<b>20%</b>	16	<b>53%</b>	8	<b>27%</b>
Secondary Programs (n = 4)	15	6	<b>40%</b>	4	<b>27%</b>	5	<b>33%</b>

The figures above merely highlight the same conclusions reached in last year's institutional assessment report (see Fifth Annual Institutional Assessment Report, Aug 2005, p. 20). The question of "What can students do?" seems to be foremost in authors' minds when they are formulating their student learning outcomes in their respective programs. In both AS and Certificate programs, a great majority of the articulated SLOs (42% and 53%, respectively) were written to address the behavioral dimensions of program assessment. On the one hand, it is perhaps expected that the secondary programs are addressing cognitive outcomes more than the behavioral outcomes (40% to 27%) as program faculty are still laying the foundational knowledge of the field among students enrolled in these programs. Addressing the affective dimension of assessment is no easy task however as evidenced by the relatively lower percentages (from 27% to 33% only) among all three programs considered. This parallels the

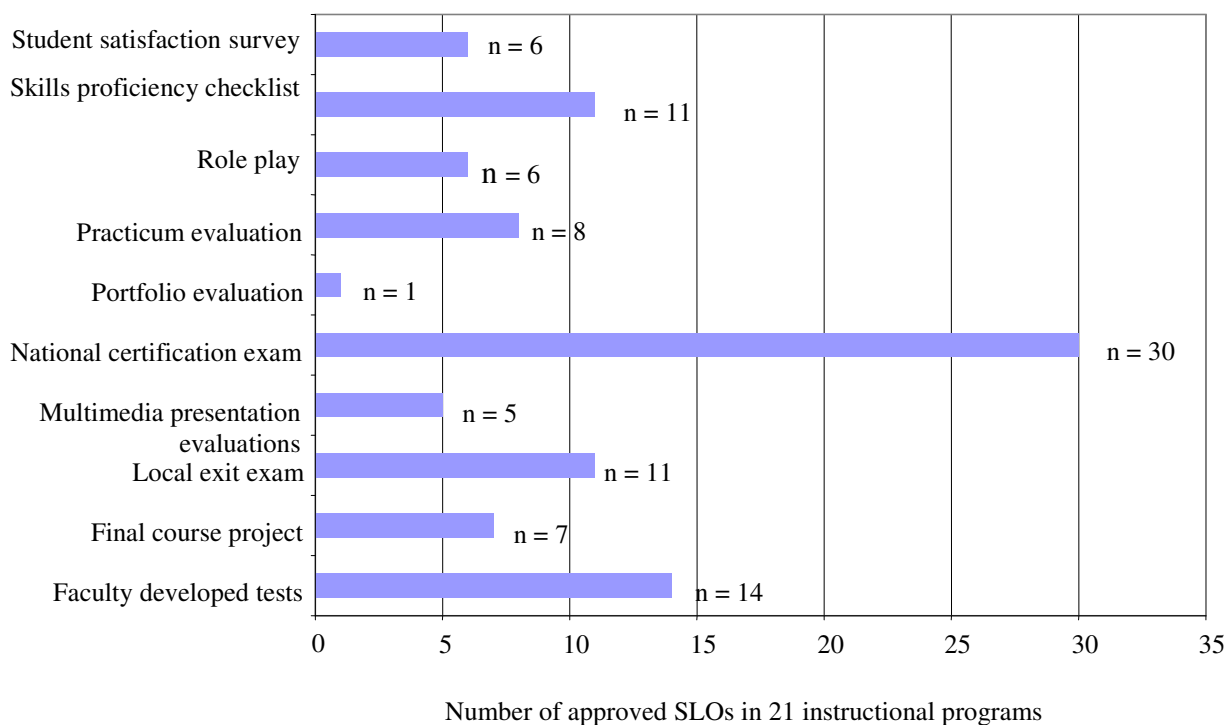


struggle of most assessment authors in other colleges as they strive to explore measures that would best convey the attitudes and dispositions of students vis-à-vis their chosen majors. The ideal goal of course is to strike a healthy balance among these three dimensions of assessment so that assessment authors remain cognizant of this need to explore multiple tools and measures. Only when assessment authors begin to see the benefit of exploring all these dimensions of program assessment in a more balanced way can they attain gradual and greater maturity in the whole assessment process.

### *Assessment tools*

When it comes to means of assessment, what do authors use in measuring whether or not they have been meeting their articulated student learning outcomes? The table below (Table 3) presents some interesting patterns in the direct and indirect indicators of assessment being used by instructional programs for the current academic year:

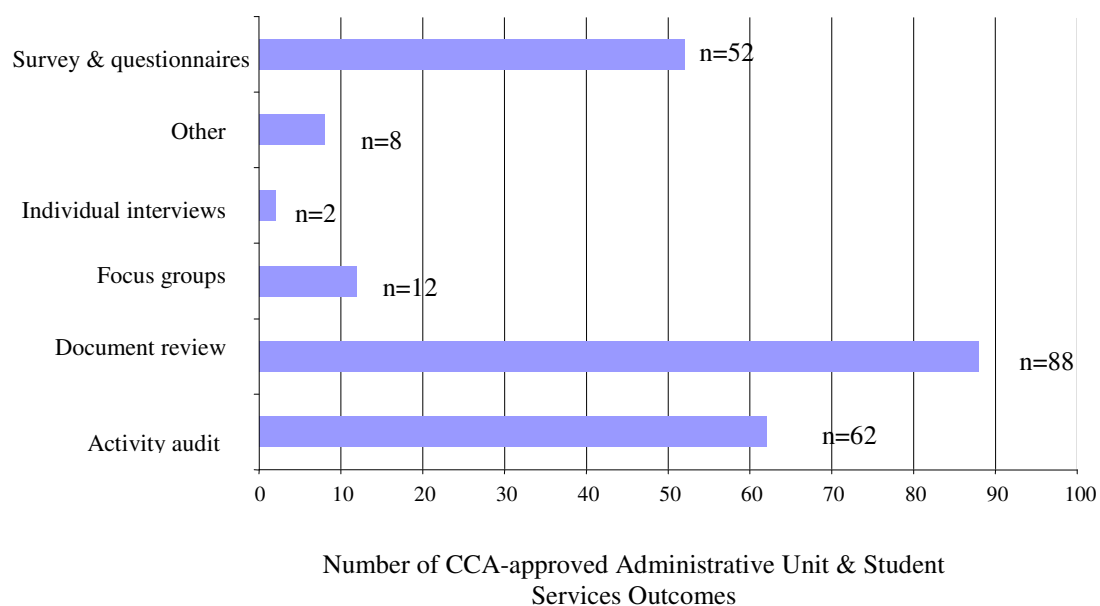
**Table 3.** Direct and Indirect Indicators of Assessment in AS, Certificate & Secondary Programs, AY 2005-2006



As the table above illustrates, quite a number of instructional program authors identify national certification exams as the most helpful tool (n = 30) in assessing whether SLOs have been met or not. Since there are national standards involved in these exams, program faculty, it would seem, were most comfortable using these benchmarks of student performance in their respective programs. Faculty-developed tests are also greatly utilized (n = 14) followed by skills proficiency checklists and exit exams (n = 11). The role of the practicum as a capstone experience for students (n = 8) is also gaining acceptance among faculty as they use it to evaluate student learning in a particular knowledge or skill area. Other tools included a final course project (n = 7), role play (n = 6), multimedia presentation evaluations (n = 5), as well as student satisfaction survey (n = 6). Interestingly, portfolio evaluation (n = 1) was found to be the least utilized assessment tool in the programs sampled above. There is a likelihood that either the lack of expertise (on the part of faculty) or resources (on the part of students) may have contributed to this situation.

A look at the patterns of means of assessment utilized by assessment authors in student services areas and administrative units reveal other interesting patterns, as the table below presents (Table 4):

**Table 4.** Patterns of Means of Assessment in Administrative Units & Student Services, AY 2005-2006



Many administrative unit staff, as well as student services personnel, would seem to rely on document review and analysis (n = 88) as their primary assessment tool, as evidenced by the table above. On the other hand, activity audit (n = 62) emphasizes counting and hence the bulk of quantitative data is gathered through this assessment tool. The use of survey instruments (n = 52) also figured prominently among assessment authors while focus groups (n = 12) and individual interviews (n = 2) were not utilized as often. The category of “other” included the production of templates, website monitoring, publication of ads, among other alternative assessment tools. The variety of these assessment tools being used by authors reflects their implied acceptance that assessment data gathering is most effective when multiple tools are selected.

### *Linking Outcomes to Goals and Standards*

A Goal Comparison Report was also run in TracDat and this report yielded interesting data in terms of how all individual units entered into the software linked their lower level program outcomes to higher level goals (i.e. at the division level) and standards (i.e., at the ACCJC/WASC level). The series of tables below presents some descriptive statistics and a brief discussion of the patterns evident in the numbers generated from them:

**Table 5.** SLOs and AUOs by Program/Unit Level Related to GCC Institution Level Goals (n = 544)<sup>9</sup>

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
the College seeks to meet the needs of Guam's youth and adult student clientele to achieve their career and quality of life goals	the College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce	the College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development	the College seeks to satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met	the College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity	Continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically

<sup>9</sup> The acronym AUOs is used in this report, following the example of Mt. San Antonio College in California, to refer to administrative unit outcomes, as well as student services outcomes. This will prevent confusion among TracDat users. SLOs are for instructional programs, AUOs are for student services and administrative units.

	Frequency Count/ Percentage	Frequency Count/ Percentage	Frequency Count/ Percentage	Frequency Count/ Percentage	Frequency Count/ Percentage	Frequency Count/ Percentage
<b>Group A;</b> All AS degree programs	52 <b>31%</b>	23 <b>26%</b>	7 <b>9%</b>	0	9 <b>18%</b>	2 <b>2%</b>
<b>Group B;</b> All Certificate programs	18 <b>11%</b>	10 <b>12%</b>	3 <b>4%</b>	0	1 <b>2%</b>	12 <b>13%</b>
<b>Group C;</b> All Student Services and Admin Units	56 <b>32%</b>	40 <b>46%</b>	61 <b>82%</b>	67 <b>99%</b>	34 <b>70%</b>	65 <b>68%</b>
<b>Group D;</b> Special Programs	44 <b>26%</b>	14 <b>16%</b>	4 <b>5%</b>	1 <b>1%</b>	5 <b>10%</b>	16 <b>17%</b>
Total	170 <b>100%</b>	87 <b>100%</b>	75 <b>100%</b>	68 <b>100%</b>	49 <b>100%</b>	95 <b>100%</b>

- includes AAD, ASD, BFD;

As the figures above illustrate, GCC goals 1, 2 and 5 (in this same order) were chosen by a majority of Group A authors when they were asked to link their SLOs and administrative outcomes to the six institutional goals that currently exist. “Quality of life goals” and “trained workforce” appear to be the key phrases that attracted assessment authors to address goals 1 and 2 as instructed by TracDat, with 31% and 26% respectively selecting these two specific goals out of a field of six choices. On the other hand, the “academic integrity” principle in goal 5 seems to be the justification for the choice, with about 18% of identified SLOs and administrative outcomes addressing this specific goal. Finally, goals 3, 4 and 6 were not popular choices among assessment authors of AS programs, as evidenced by the relatively-low percentages ranging from 2% to 9%.

Among Group B authors, the popular choices are goals 1, 2 and 6 (ranging from 11% to 13%) while goals 3, 4 and 5 were hardly picked, if at all. For Group C (the biggest group in the college’s assessment taxonomy), the goals selected were relatively spread out among the six institutional goals, with the range of spread from 34% to 99%. Group D however

exhibited the same pattern as Group B authors, with goals 1, 2 and 6 garnering the highest percentages that ranged from 16% to 24%. In this particular case, similar to group B authors, goals 3, 4, and 5 were mostly glossed over. Based on this pattern of choices, it would be a good idea to revisit these goals (particularly Goals 4 and 5) when the college mission statement is scheduled for review in January 2007. The ideal objective is to restate these goals in more focused and measurable terms so that they would articulate expectations to the general public in a more tangible and concrete manner.

When the data presented above is disaggregated into two kinds of outcomes (SLOs and Administrative Unit Outcomes), the emergent pattern becomes even more prominent, as presented in Table 3 below. As the figures demonstrate, Goals 4 and 5 appear to be the least chosen by program authors among the six institutional goals. Two reasons seem to justify this pattern: (1) Goal 4 is perceived as a “sucking up” objective guided by self-serving interests; and (2) Goal 5 is a triple-barreled item<sup>10</sup> that addresses broad, interrelated issues at the same time. It is strongly suggested that these perceptions be considered carefully in the upcoming mission statement review.

**Table 6.** SLOs and AUOs Related to GCC Institution Level Goals (n = 544) \*

	<b>Goal 1</b>	<b>%</b>	<b>Goal 2</b>	<b>%</b>	<b>Goal 3</b>	<b>%</b>	<b>Goal 4</b>	<b>%</b>	<b>Goal 5</b>	<b>%</b>	<b>Goal 6</b>	<b>%</b>
<b>SLOs</b>	92	<b>54%</b>	47	<b>54%</b>	14	<b>19%</b>	1	<b>1%</b>	15	<b>31%</b>	30	<b>32%</b>
<b>SS/Admin Outcomes</b>	78	<b>46%</b>	40	<b>46%</b>	61	<b>81%</b>	67	<b>99%</b>	34	<b>69%</b>	65	<b>68%</b>
<b>Total</b>	170	<b>100%</b>	87	<b>100%</b>	75	<b>100%</b>	68	<b>100%</b>	49	<b>100%</b>	95	<b>100%</b>

\* includes AAD, ASD, BFD

These very same patterns however appear to be contradicted by the following table (see Table 4), as a broader outcome in the hierarchy (this time, program/unit goal) is linked to the institutional level goals. As reflected in the table below, it is now Goal 4 and Goal 6 that appear to be least selected (with 5% and 3% respectively) while Goal 5 (the triple-barreled item) becomes the most favored choice with 30%, followed by Goal 1 with 27% and Goal 2 at 20%. Juxtaposing this pattern with the earlier pattern on SLOs, it would seem that authors

<sup>10</sup> A triple-barreled item addresses three separate issues and it is not clear whether a response to it addresses one or more of the issues. In survey design, statements or questions should focus ideally on a single idea to avoid confusion.

chose an all-encompassing goal (like Goal 5) over all the other choices when it came to linking a broad level goal to another goal that appears to be as broad and with a wide coverage. From the assessment perspective however measurement becomes problematic in this case. These patterns, even if they would seem contradictory, merely reflect the lack of directed focus and measurable characteristic of the goals in question. It is therefore best to consider all these interrelated aspects of measurement and focus when the review of the college mission statement comes up in January 2007.

**Table 7.** Program/Unit Goals Related to GCC Institution Level Goals (n=358) \*

Goal 1	%	Goal 2	%	Goal 3	%	Goal 4	%	Goal 5	%	Goal 6	%
96	<b>27%</b>	72	<b>20%</b>	54	<b>15%</b>	19	<b>5%</b>	105	<b>30%</b>	12	<b>3%</b>

\* includes AAD, ASD, BFD

Table 8 below presents how each program or unit under each of the three divisions related their program or administrative outcomes to their respective division goals. At the outset, it must be noted that AAD has seven identified division goals, ASD has six, and BFD has five (although it is only stated in a paragraph)<sup>11</sup>. It can be considered that the patterns evident in the table below reflect faculty and staff understanding of those broader level goals and most importantly, their perceptions of how their articulated outcomes are linked to these goals:

**Table 8.** SLOs/ AUOs Related to Division Level Goals (n=389) \*

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
AAD	24	22	121	54	30	11	24
ASD	0	3	6	6	4	1	
BFD	17	13	25	11	17		

\*includes AAD, ASD, BFD

The table above reflects the fact that AAD has the largest number of programs under its purview, while the other two divisions have a relatively smaller number of departments and units within their structure. Among the six division goals of AAD, Goal 3 (n = 121) and Goal

<sup>11</sup> See APPENDIX G for the mission and vision statements of the three main divisions (AAD, ASD, BFD) of the college.

4 (n = 54) have been used most often by authors. Yet, the seeming random nature of selection by authors needs to be explored in light of how these goals relate to the broader level goals, that of the institution and WASC. The variable number of established goals for each of the divisions also present some problems in the above table. Perhaps, a *common* number of division goals should provide a greater degree of comparability among the three divisions in future reports.

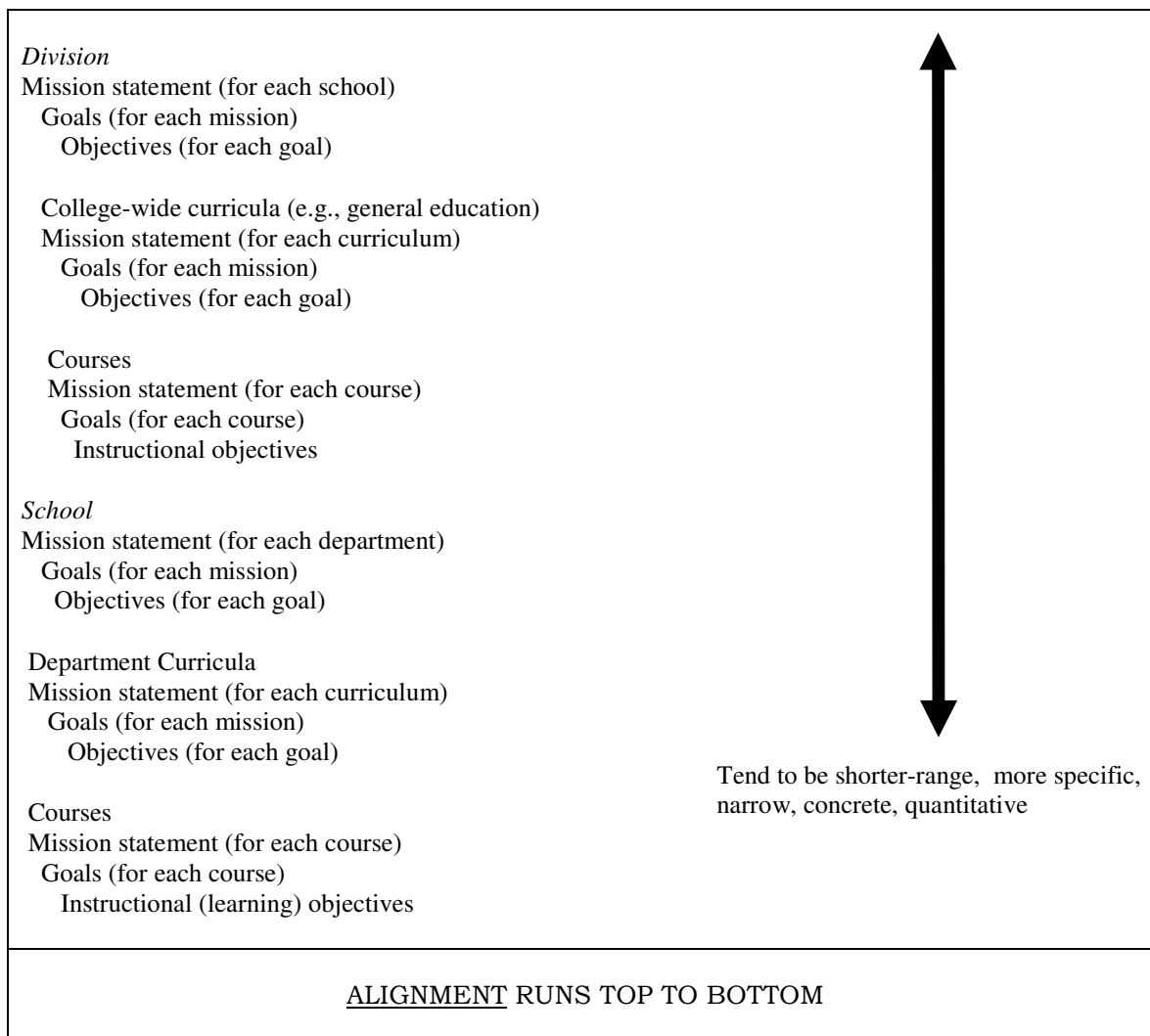
An even greater necessity is that these goals needs to be communicated or publicized in a uniform and consistent way to the whole campus community, particularly to those programs or units that the division considers its purview. Training in TracDat is the necessary next step when these division goals are already widely conveyed to the community. Revisiting these goals (for example, the seven (7) AAD goals) would be the ideal objective so that wider input is sought from faculty and key administrators who are willing to chart the direction of the division in terms of its alignment with currently existing institutional goals.

School level goals (that is, TPS and TSS) do not exist in TracDat at this time but it is imperative that they be systematically formulated and written down as soon as possible. The deans of the two schools must lead the initiative in seeking input from faculty regarding what and how these goals ought to cover school-wide expectations. Since the ISMP requires the articulation of said goals, it may be a worthwhile endeavor to break down the institutional goals (articulated as the broadest) and the division goals (less broad than the institutional level goals) when writing school level goals. This will ensure that there is careful alignment of all these goals with one another, particularly the way with which lower level goals articulate with higher level ones. The figure below, adapted from Lion Gardiner's work, may be modified (in full or in part) as a useful guide to this task:

**Figure 1.** Relationships Among Institutional, Divisional and School-Level Missions, Goals and Objectives<sup>12</sup>.

Level in the Institution	Characteristics
<i>College</i> Mission statement Goals (for each mission if more than one) Objectives (for each goal)	Tend to be longer-range, more general, broad, abstract, qualitative

<sup>12</sup> Adapted version from *Planning for Assessment: Mission Statements, Goals and Objectives* (p. 46) by Lion F. Gardiner (1989).



The next table below (Table 9) demonstrates how the WASC/ACCJC four new standards have been variously addressed at the level of program/unit goals, division goals, and institutional goals. Among these three categories, it is at the level of the program goals that much work in TracDat has been done. Expectedly, insofar as program assessment is concerned, Standard 2 is the most addressed standard (n = 132), followed by Standard 3 (n = 40) and Standard 1 (n= 30). Considering that the greatest bulk of college assessment occurs in Academic Affairs, the choice of Standard 2 comes as no surprise. Notably, Standard 4 (n=6) lags far behind these aforementioned standards. Two observations are at once apparent in these figures, which are: (1) division level goals have not been well linked with the WASC standards; and (2) institution level goals have not been linked to the same standards either. Why has it been easier for assessment authors to relate their program outcomes to WASC



standards? It is possible that, as has been discussed earlier, the division level and institution level goals are not too clearly understood by authors, or these goals have not been fully communicated to them in uniform and consistent ways. There is no single college publication, for instance, that has consistently printed these goals for the college community or its stakeholders. One other probable reason is that they (faculty members, in particular) had no input or participation in the formulation of these goals, and hence, there is a perception of remoteness or distance about them. In the long run, these perceptions, imagined or not, should truly fuel the revisiting of these goals so that they will gradually gain more credibility and standing in the eyes of assessment authors at the college.

**Table 9.** Goals Related to WASC Standards (n=208)

	<b>Standard 1</b> Institutional Mission	<b>%</b>	<b>Standard 2</b> Programs and Services	<b>%</b>	<b>Standard 3</b> Resources	<b>%</b>	<b>Standard 4</b> Leadership and Governance	<b>%</b>
Program/Unit Goals	25	<b>84%</b>	126	<b>96%</b>	39	<b>98%</b>	2	<b>33%</b>
Division Goals	2	<b>6%</b>	3	<b>2%</b>	0		3	<b>50%</b>
Institution Level Goals	3	<b>10%</b>	3	<b>2%</b>	1	<b>2%</b>	1	<b>17%</b>
Total	30	<b>100%</b>	132	<b>100%</b>	40	<b>100%</b>	6	<b>100%</b>

Indeed, the evidence presented in the preceding tables points to the importance of assessment as a necessary fuel to institutional dialogue. It is only when assessment itself becomes a meaningful conversation about expectations –from mission statement to student learning outcomes-- that it achieves potency as a tool for improvement. As such, it should spur healthy discussion and dialogue on the various issues brought to light in this section of the report.

## **Part II: Integrating Assessment with Institutional Effectiveness: Some Issues and Challenges**

Assessment practice gains maturity only when results are gradually used to demonstrate improvements at various levels. These levels of improvement may be seen in big or small changes in the classroom (e.g., pedagogy), program (e.g., audit of prerequisites), or institution

(e.g., establishment of a Faculty Senate), among other examples. In student learning outcomes assessment, Suskie (2006) contends that there are six questions that program faculty need to articulate because these are questions that assessment –if done right --can answer<sup>13</sup>. These questions are:

- (1) Are my students meeting my standards? (standards-based or criterion-referenced perspective);
- (2) How do my students compare to their peers? (norm-referenced perspective);
- (3) How do my students compare to the best of their peers? (best-practice perspective);
- (4) Are my students improving? (value-added perspective);
- (5) Is my teaching and curriculum improving? (longitudinal perspective); and
- (6) Are my students doing as well as they can? (capability or potential perspective).

Indeed, data gathered to answer all or some of the above questions are ideal for improvements at the program level. Insofar as the TracDat database is concerned, some of these questions have been articulated through SLOs that specifically address these issues. In general, these changes have mostly encompassed improvements at the program and the institution levels. Data gathered to back up improvements at the course level, however, have not been easy to come by, perhaps because the college's approach to assessment has been largely programmatic in nature, and because assessment, in general, serves also as program review. Fully cognizant of this limitation, a thoughtful shift will be necessary to accommodate course level assessment processes in the college's assessment system.

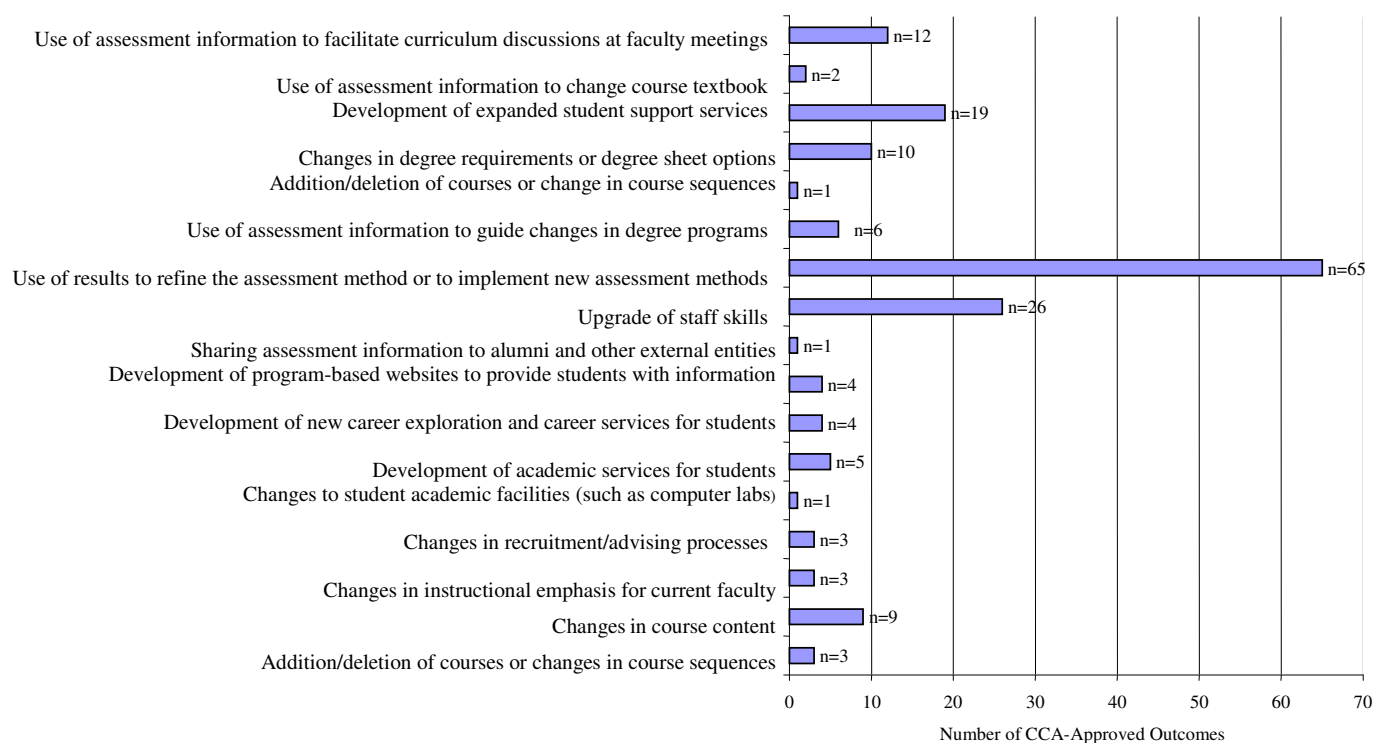
Although still largely uneven, a look at the gathered use of assessment results for program and institutional improvements as culled from TracDat (refer to Table 10 below) gives the reader a good idea of the gradually-evolving maturity of the college's assessment process. After all, the whole point of assessment lies in its use of assessment results to demonstrate accountability and improvement. Without this important step in the process, it becomes merely a routine exercise meant to address external mandates, such as the WASC/ACCJC standards. On the other hand, results that are translated into improvement initiatives at the program level contribute significantly to the quality of student learning at the college. Consequently, this

---

<sup>13</sup> Suskie, Linda. 2006. "Understanding and Using Assessment Results," Preconference workshop presented at the International Assessment & Retention Conference. Phoenix, AZ, June 2006.

becomes a critical self-reflection on the part of the institution as it closes the feedback loop so crucial to sound assessment practice. Table 10 below aptly demonstrates this importance:

**Table 10.** Assessment Results for Program Improvement, AY 2005-2006



As illustrated by the above table, a good number of assessment authors use their assessment results to improve their data collection strategies (n=65). In the assessment literature, the experimentation with a variety of assessment tools is characteristic of an institution's gradually-developing assessment maturity. It is also reflective of the growing understanding among assessment authors that a multitude of various means of assessment will bring about comparative perspectives that can only bring greater insight regarding improvement strategies. Interestingly, the above table also indicates an increasing awareness of using assessment results to upgrade staff skills (n=26) while the expansion of student support services (n=19) is reported by quite a number of assessment authors, as well. In the academic affairs arena, many instructional programs have seen improvements in terms of

changes in course content (n=9), changes in degree requirements (n=10) and most importantly, results have been used to fuel faculty discussions about their respective programs (n=12). Moreover, other changes have included the development of academic services for students (n=5), changes in degree sheet options as a result of assessment information (n=6), development of websites to facilitate student access to information (n=4), and development of new career services for students (n=4). As a result of program assessment, some program faculty have also instituted the following improvements, such as a textbook change (n=2), adjustment in recruitment and advising processes (n=3), and shift in instructional emphasis (n=3), among others.

The improvement initiatives discussed above are given more concrete grounding in the following self-reports by faculty and staff alike (see the series, Tables 11, 12 & 13 below) as they convey the status of how they have implemented the results of their respective program assessments for the past academic year:

**Table 11.** Implementation of Assessment Results for Associate Degree Programs,  
Fall 2005 – Spring 2006

**AS ACCOUNTING**

Use of Assessment Results (Column 5)	Status of Implementation
STUDENT ATTITUDES--Use of Assessment Results: 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.	N/A
STUDENT ATTITUDES--Use of Assessment Results: 01/05/2006 -- Individual surveys will be analyzed; accounting skills identified as "unlearned" or "an area of weakness" will be listed for review by the accounting instructors. The courses that include the competencies will be reviewed and teaching methods will be analyzed.	This objective has not yet been completed. The two accounting faculty, Barbara Bouchard-Miller and Pilar Pangelinan, will attempt to complete this task by May 15, 2006. Results of the data analysis will be provided to the Business Department Advisory Committee meeting at its Fall 2006 meeting.
COMPUTER SKILLS IN ACCOUNTING--Use of Assessment Results: 05/14/2004 -- 100% scored above 3.5 on a rubric of 5.0. Criteria has been met. No action is needed at this time.	N/A
COMPUTER SKILLS IN ACCOUNTING--Use of	Follow Up: 11/15/2004 -- A revised course guide

Assessment Results: 05/11/2004 -- The computerized projects were incorporated into this course for the first time this semester, Spring 2004. A new course guide 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.	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.
COMPUTER SKILLS IN ACCOUNTING--Use of Assessment Results: 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.	N/A
Departmental/Unit Action Plan (Form D)	Status of Implementation
COMPUTER SKILLS IN ACCOUNTING--Use of Assessment Results: 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 an 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.	AC232 was cancelled for Spring 2006 due to low enrollment. The new adjunct instructor on the schedule for Fall 2006 will assist with the development of the rubric for the accounting projects.
<p>KNOWLEDGE OF ACCOUNTING--Use of Assessment Results: 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.</p> <p>Cooperation with the Tourism Department became very evident during August 2005. Lucrecia J. Arongay, course instructor for AC225 for Fall 2005 was required to resign after only one meeting with the students. The Business and Tourism Departments worked 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>	Follow Up: 03/10/2006 -- Course review of AC225 completed; revised course guide submitted to registrar on March 8, 2006. Chair will follow up through the course approval process. Prerequisite was changed from AC100 Fundamentals of Bookkeeping to AC102 Accounting Principles II. Implementation of new course guide will occur for Fall 2006. Counselors and advisors will need to be informed of the change in prerequisite.

#### AS COMPUTER SCIENCE

Use of Assessment Results (Column 5)	Status of Implementation
95% scored 4.0 on a rubric of 4.0. Criteria has been met. No action is needed at this time.	Gathering data for the new assessment cycle.
95% scored 4.0 on a rubric of 4.0. Criteria has been	Gathering data for the new assessment cycle.

met. No action is needed at this time.	
Criteria has been met. No action is needed at this time.	Gathering data for the new assessment cycle.

### **AS CRIMINAL JUSTICE**

Use of Assessment Results (Column 5)	Status of Implementation
Implementation of the capstone course CJ290 for Spring 2006.	Is this course ongoing? Yes, this course is currently offered Spring 2006 for the first time and will be offered every spring semester.
Continue to gather assessment data.	
<p>Use of Assessment Results: 11/19/2003 -- Explore the idea of developing a capstone course to capture a capstone experience with in the criminal justice program regardless of the area of concentration. Follow Up: 05/18/2005 -- Capstone course was approved by AAC in Spring '05 and will be implemented in Spring '06.</p> <p>Use of Assessment Results: 10/03/2005 -- The Exit Examination results indicate that the department has met and/or exceeded the criteria of preparing students for the criminal justice workforce. The Exit Exam results indicated students were able to identify the legal procedures for gathering information about crimes, criminal procedure, and a Defendant's right. The Student Satisfaction Survey also indicated that the students were satisfied with the program. However, the department needs to identify ways to:</p> <p>1. The department increased graduating student participation but sill needs to continue to collect data and identify strategies to increase participation in the Exit Exam and Student Satisfaction Survey. Some of the data in student directory information was incorrect or outdated.</p> <p>2. Implement CJ290 Criminal Justice Internship which has been identified as a capstone course for the criminal justice program regardless of the area of concentration. CJ290 has been approved by AAC and the will be offered in Spring 2006.</p> <p>3. Identify tool(s) to generate accurate number of program graduates.</p> <p>4. Continue to maintain high standards of instruction for 100% student satisfaction and identify ways to retain and recruit more students into the program.</p>	<p>1. What has been done (or is being done) about these identified strategies?</p> <p>1. Academic counseling records 2. Updating student information 3. Obtain data from NIAS</p> <p>2. Is this course currently being offered? Yes.</p> <p>3. What tools have been identified?</p> <p>1. Academic counseling records 2. Updated student information 3. NIAS data</p> <p>4. What ways for retention and recruitment have been identified or currently implemented?</p> <p>1. Successful graduates 2. Advertisement in Media 3. Early advisement 4. Campus postings</p>

### **AS CULINARY ARTS: (Out of Sync Submission 4-2-06)**

Use of Assessment Results	Status of Implementation
---------------------------	--------------------------

(Column 5)	
Use of Assessment Results: 01/09/2006 -- Practicum will be revised and broken down into segments to be run during the summer.  A more in depth explanation of the requirements for the portfolio and what it includes will be developed and implemented.	New Assessment Plan has been submitted and revised to reflect current program. Once program is revised and approved to include the segmented practicum, an update will be provided.
Use of Assessment Results: 01/09/2006 -- Exams will continue to be used to evaluate student knowledge.	More evaluations have been included as more classes and activities have been included for data collection.
Use of Assessment Results: 01/09/2006 -- Competencies will be completed during practicum and revised to match the practicum as it is redeveloped.  A more in depth explanation of the requirements for the competencies and what they include will be developed and implemented.	Competencies have been revised and increased. Implementation will correspond with revision to program document.

#### **AS EARLY CHILDHOOD EDUCATION**

Use of Assessment Results (Column 5)	Status of Implementation
Practicum instructor will increase the return rate of practicum rating sheets.	Completed. Eight out of nine students who completed CD292 ECE Practicum returned rating sheets at the end of Fall 2005 semester. 89% (n=9) returned sheets in Fall 2005 as compared with 58% in Spring 2005.
Practicum instructor will encourage students to submit rating sheet on time and write in syllabus that this will be linked to course grade.	Completed. Practicum supervisor encouraged students to submit rating sheets on time and linked return to course grade. In Fall 2005 89% (n=9) returned rating sheets.
Instructor will try to increase the return response of rating sheets by adding in syllabus that rating sheets will be linked to course grade.	Ongoing. Instructor verbally told students in CD292 during the Spring 2005 semester that they are required to turn in rating sheets. Practicum supervisor will write how rating sheets are linked to grade in next semester's syllabus for CD292.

Departmental/Unit Action Plan (Form D)	Status of Implementation
Faculty will continue to apply for professional development.	Ongoing Clare Lizama and Marsha Postrozny (DC) presented a workshop at Hawaii's International Educational Conference in January 2006.
Department will continue to upgrade the technology used.	Ongoing Faculty have requested for hand held managers, lightweight laptops, and Mac computers.
Department will partake in more recruitment strategies.	Ongoing Faculty will volunteer at recruitment events and/or secure funding for advertisement such as brochures,

	pamphlets, posters, etc.
--	--------------------------

#### AS EDUCATION

Use of Assessment Results (Column 5)	Status of Implementation
The Safe & Healthy criteria will increase to 80% of students will score at least a 3.0 out of 4.0 on the next academic year's assessment plan for planning and implementing lesson plans.	Ongoing. 67% (n=12) turned in rating sheets in Fall 2005 semester. Eight students scored at least 3.0 out of 4.0 on the rating sheet.
Sarah Leon Guerrero and Department Chair, Marsha Postrozny developed an exit survey in August 2005. The survey will be administered to students who may be failing or withdraw from ED292	Ongoing There were three students who withdrew and one received an "F" in ED292 during Fall 2005 semester. Students did not inform the instructor they were withdrawing so exit survey wasn't able to be administered.
The criteria will increase to 80% of students will score at least a 3.0 out of 4.0 on the next academic year's addressment plan for planning and implementing lesson plans..	Not met. 67% (n=12) of the practicum students submitted rating sheets used to score their lesson plans and seven out of eight scored a 3.0 or higher out of 4.0 on the Practicum Rating Sheet during Fall 2005 semester. One student scored a 2.0 out of 4.0.
Departmental/Unit Action Plan (Form D)	Status of Implementation
Faculty will continue to apply for professional development.	Ongoing Sarah Leon Guerrero attended NCTE (National Council for Teachers of English) in November 2005.
Department will continue to upgrade the technology used.	Ongoing Faculty have requested for hand held managers, lightweight laptops, and Mac computers.
Department will partake in more recruitment strategies.	Ongoing Faculty will volunteer at recruitment events and/or secure funding for advertisement such as brochures, pamphlets, posters, etc.

#### AS MEDICAL ASSISTING

Use of Assessment Results (Column 5)	Status of Implementation
Continue to update courses and programs as needed to reflect current practices in the field.	Ongoing. HL120 Medical Terminology course guide was revised so that it has a better chance to articulate with University of Guam. Also the catalogue descriptions for all courses were updated.
If the criterion for performing clinical procedures is met two consecutive academic years then the criterion will increase from 70% to 80% of students.	Ongoing. Data has only been compiled for one year in this area. We are waiting results from MS292 offered in Spring only.
Continue to maintain national accreditation.	Ongoing. National accreditation from AAMA will only be maintained with the Certificate program as all students who declare their major as Medical Assisting have to go through the certificate program before moving on to the AS in MA.
Departmental/Unit Action Plan (Form D)	Status of Implementation



Faculty will continue to apply for professional development.	Ongoing Barb Mafnas has applied to attend the national conference for medical assistants through PDRC. The committee accepted her application and reserved funding, but are awaiting more details. The conference is in September of every year. Lois Gage will seek approval to attend the international conference for nurses in Japan in summer of 2007.
Department will continue to acquire material and equipment.	Completed. Katsuyoshi Uchima wrote a grant through VEA that enabled him to purchase about \$30,000 in supplies and equipment for the MA programs.
Department will attempt to expand lab area.	Ongoing Faculty and students are cramped in given lab space and will advocate for more room and/or remodel current area.

#### **AS OFFICE TECHNOLOGY**

Use of Assessment Results (Column 5)	Status of Implementation
None of the 8 students met the 5-minute timings with net 50 wpm during 2005-2006 school year. The average net wpm is 36 with an average error of 11.	OA101 Keyboarding Applications--place more emphasis on keyboarding skills, proper techniques, and improved speed and accuracy timed-writings by doing more timed writings and skill building drills.  The use of Keyboarding Pro 4 software is a must to reinforce proper techniques and build keyboarding fluency.
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.  None of the 4 students met the maximum 3-error or less within the 50-minute time limit.	OA101 Keyboarding Applications--place more emphasis on keyboarding skills, proper techniques, and improved speed and accuracy timed-writings by doing more timed writings and skill building drills.
Employer information survey will be sent out 3 months after hiring students.	Data will be collected after Spring 2006 Semester.
Departmental/Unit Action Plan (Form D)	Status of Implementation
	No implementation needed at this time.

#### **AS SUPERVISION & MANAGEMENT**

Use of Assessment Results (Column 5)	Status of Implementation
STUDENT ATTITUDES--Use of Assessment Results: 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	Follow Up: 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 courses

from the accounting program, no action needs to be taken at this time.	<p>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&amp;M program, but submit this along with an implementation memo of the current results next semester. Hence, the CCA expects a new plan for the S&amp; M program next Spring 2006 semester.</p>
Advisor Tools - 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 sdvisors are expected to be trained by the end of April 2005.	<p>Follow Up: 10/28/2005 -- Advisory Committee members (Mr. Camacho &amp; 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 &amp; 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&amp;M program, but submit this along with an implementation memo of the current results next semester. Hence, the CCA expects a new plan for the S&amp; M program next Spring 2006 semester.</p>
Results indicate that students are able to demonstrate an understanding of the Product Life Cycle. The instructors will continue to use current methods of delivering lessons on the Product Life Cycle.	<p>Follow Up: 10/28/2005 -- Advisory Committee members (Mr. Camacho &amp; 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 &amp; 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&amp;M program, but submit this along with an implementation memo of the current results next semester. Hence, the CCA expects a new plan for the S&amp; M program next Spring 2006 semester.</p>

**Table 12.** Implementation of Assessment Results for Student Services & Administrative Units, Fall 2005 – Spring 2006

#### ENROLLMENT SERVICES

Use of Assessment Results (Column 5)	Status of Implementation
Webpage - While the conceptual design has been	Reference material from webpages of various

drafted, the creation of the webpage is a work in progress. My goal is to have it completed and launched by the end of Fall semester 2005.	universities and community colleges have been gathered to assist in the final design of the webpage. Several faculty members have also provided input as to types of information should be included in the webpage. The next steps include drafting, testing, and launching of the webpage. The project is on schedule for completion by the end of Fall semester 2005.
Advisor Tools - 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>The departments that have completed training include Allied Health (10/15/04), Cosmetology (10/22/04), Adult High School (11/4/04), Early Childhood education &amp; Education (11/15/04), Business (11/30/04), Marketing &amp; Accounting (12/13/04), Computer Science (03/7/05), Criminal Justice &amp; Social Science (03/11/05), English (03/30/05 &amp; 03/31/05), and Electronics (04/8/05). Apprenticeship, Construction Trades &amp; Visual Communications will be trained on 04/13/05 and is currently on schedule. All departments trained in the Fall semester 2004 will have their survey results reported out by the end of Spring semester 2005, and departments trained in the Spring semester will have their survey results reported by the end of Fall 2005 semester.</p> <p>The remaining departments (Math, Tourism, and Automotive) will be trained by the end of the semester and their survey results will be reported out by the end of the Fall semester 2005 as well.</p>
	<p>Follow Up: 10/28/2005 -- Advisory Committee members (Mr. Camacho &amp; 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 &amp; 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&amp;M program, but submit this along with an implementation memo of the current results next semester. Hence, the CCA expects a new plan for the S&amp; M program next Spring 2006 semester.</p>

**Table 13.** Implementation of Assessment Results for Special Programs,  
Fall 2005 – Spring 2006

**Adult Basic Education/Adult Secondary Education (ABE/ASE):**

Use of Assessment Results (Column 5)	Status of Implementation
During the Close Out process, it was discovered that	The Adult Education Office has applied for and was

<p>about 50% of the students entering the program scored at this level.</p> <p>Results indicate that students in Basic Skills are able to perform basic reading, writing and computational tasks related to life roles.</p> <p>The department will continue to seek federal funds to support Basic Skills classes.</p>	<p>granted an ABE grant (Pathways to Adult Literacy) to continue offering Basic Skills classes in AY 2005-2006.</p>
<p>Results indicate that students are able to retain their jobs and enter into employment. However, the collection of this data was not consistent.</p> <p>Although the criterion was met, the program did not have a system in place that could seamlessly place ABE students.</p> <p>The Adult Education Office will seek partnership with other agencies to assist in the transition of students into the workplace.</p>	<p>Effort will be made to track students after they have completed or exited the program. To achieve this, the Adult Education Office sought to establish coordination with the Agency for Human Resources regarding sharing of client data.</p> <p>The Adult Education Office also sought partnerships with agencies such as the Guam Hotel and Restaurant Association in transitioning students into the workplace.</p>
<p>Entry scores derived from the appraisal tests show that 49% of students enter at a grade equivalent level below 9th grade.</p> <p>Results indicate that 71% of the students received their diploma.</p>	<p>The Adult Education Office has applied for an ABE federal grant to continue offering Adult Basic Education within the GCC campus, in the adult correctional facility and in the village community.</p> <p>The Adult Education Office will oversee the implementation of the revised Adult High School Diploma program which requires a minimum entry score for students. Otherwise, entering students must improve their academic skills through the ABE program prior to acceptance in the Diploma program.</p>
Departmental/Unit Action Plan (Form D)	Status of Implementation
The Adult Education Office continues to administer appraisal tests to entering students on a daily schedule to determine student educational level for proper placement into classes.	Appraisal tests are given from Monday through Thursday at 1 PM and on Fridays at 10AM to incoming students in the secondary level.
The Adult Education Office will partner with Guam Hotel and Restaurant Association in a tri-agency MOA with the Agency for Human Resources Development for seamless transition of ABE students into the workplace.	AHRD is finalizing the triagency MOA. GHRA and AHRD officials have made presentations to ABE students on taking this transitional step.
The Adult Education Office will offer three high school completion options thereby giving students more opportunity to achieve their high school diploma.	The External Diploma Program (EDP) license will be secured. EDP assessors are being recruited and will be trained
<b>EDUCATIONAL TALENT SEARCH: (Out of Sync Submission 2-13-06)</b>	
Use of Assessment Results (Column 5)	Status of Implementation
1. Identify weakness in tutorial services to improve the number of students passing the GED Exam.	The program continues to inform all GED students of the tutorial services available through the ETS program. The program continues to try and meet

	the schedules of each participant requesting tutorial services.
1. Identify reasons why not all seniors or GED/AHS graduates submitted a financial aid application. 2. Identify ways to have all GED/AHS and seniors apply for financial aid and pursue to postsecondary education.	The ETS program schedules financial aid workshop both at the high schools sites during school lunch hours and after-school. To increase the participation of participants schedules were also provided at GCC Campus.
1. Identify if the IEP form needs revision for improvements. 2. Identify to insure that all students and counselor sign the IEP forms.	The current IEP form identifies the current education goals of students. Counselor and student sign the Educational Plan after each visit.

#### GENERAL EDUCATION:

Use of Assessment Results (Column 5)	Status of Implementation
<b>Scorers and Rubrics</b> Scorers were inconsistent in their interpretation of the rubrics and this affected the subsequent scoring of the artifacts. 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 pertain to each SLO.	The committee is now completing the process of refining the rubrics, based on revised SLOs within three (3) selected categories. Once readers are identified for Fall 2006, the readers will meet together with GenEd committee members to undergo training to ensure that they are rating student work using consistent processes.
<b>Sampling Size and Strategy</b> There should be a larger sample size and more purposive sampling strategy to measure the potential accomplishments and improvements to courses and programs. 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. These artifacts will be part of the normal curriculum for all courses related to general education.	The committee is now developing a purposive sampling strategy, identifying the specific courses from which data will be harvested during Fall 2006, and ensuring that the sample size is sufficient for analysis of statistically meaningful results. Once courses are identified, GenEd committee members will work individually with selected faculty members to identify artifacts for evaluation. These artifacts will be normal assignments collected from within the identified courses. This work should be completed by early October of 2006, with data to be gathered in October and November of 2006.
<b>Faculty Surveys</b> Faculty Surveys conducted during the next round of assessment will be differentiated by academic departments whose curricula 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.	The faculty survey process will be developed in September 2006.
Departmental/Unit Action Plan (Form D)	Status of Implementation
<b>Committee with No Name</b> Many faculty members have raised concerns regarding general education requirements, and the concerns were brought to a group designated as the 'Committee with No Name'. Concerns include the requirement for students to take English and mathematics courses early in their degree and certificate programs, and the appropriateness of some requirements for student preparation in	The GenEd committee continues to gather information from the Committee with no Name, and during Spring, 2006, GenEd will summarize and report its findings and initial recommendations relative to these issues.

specific academic programs.	
<b>Course Guides and Syllabi</b> The GenEd committee has concluded that it would be appropriate for GenEd-related information to be included in course guides and syllabi for courses that serve as GenEd requirements.	John Armstrong has developed a course guide that will serve as a guide for developing a template that incorporates GenEd categories and SLO's into course guides and syllabi. The committee will develop guidelines for GenEd syllabi and course guides during the fall of 2006.
<b>Moodle / Website Presence</b> The committee wants to ensure the transparency of its actions by developing a Web presence on the GCC Website. Moodle will be used in order to upload and maintain this content.	The committee is currently determining timelines and specific tasks to accomplish regarding the establishment of a Web presence.
<b>Filing Cabinet</b> The committee determined that there was a need for a central repository of GenEd-related materials, including rubrics, minutes, reports, agendas and resources. This repository shall be located in the Faculty Senate offices, room C2. A four drawer filing cabinet was seen as appropriate to use for this purpose.	The committee secured a filing cabinet for usage in the new faculty work area to be located in room C2. Once the area is approved for use, the filing cabinet will be moved there. Judith Salas will coordinate the work order process.
<b>Pay for Readers</b> The committee utilized the services of 'readers' who scored student responses to a prompt as part of the data gathering process for the 2004-2005 assessment cycle. Unfortunately, those readers have yet to be paid.	Approval to pay the readers has been given by the Academic Vice President. The paperwork is now at the Human Resources Office. Once specific dates of the work are presented to HR, checks will be issued to the readers.
<b>Tutoring</b> The committee believes that there is a need for tutorial services in English and mathematics. This belief is based on the placement test results and the number of students having to repeat developmental courses. The lack of tutorial services is perceived as a barrier to the success of students completing their General Education requirements.	A 'Tutoring Survey' is being administered to all students in GenEd related mathematics and English classes. Surveys should be completed and returned by April 28 with results tabulated and shared shortly thereafter.

#### **MARKETING SECONDARY PROGRAM:**

Use of Assessment Results (Column 5)	Status of Implementation
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 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.	The Marketing Department has discussed the Assessment Results during a department meeting. Department will use standard forms as provided in the GCC MOA. Each form can be personalized to identify the site school, but maintaining the same format. The Marketing Laboratory will remain in operation as a Student Store selling items not competing with the site school cafeteria plan.
Results indicate that students are able to prepare Power Point Presentations. Although the criterion was met, there are still students who were not able to perform some required Power Point functions.	The Marketing Department has discussed the Assessment Results during a department meeting. The department will conduct staff development meetings to share teaching ideas with the each

The department will adjust their methods of teaching Power Point presentation skills to students to ensure that each student is able to perform required functions. Each site school should have adequate personal computers to be able to do this.	other. DC has included purchase of personal computers in the department budget for school year 2005-2006.
Results indicate that students are able to demonstrate an understanding of the Product Life Cycle. The instructors will continue to use current methods of delivering lessons on the Product Life Cycle.	The Marketing Department has discussed the Assessment Results during a department meeting. The instructors will continue to use current methods of delivering lessons on the Product Life Cycle. The department will conduct staff development meetings to share teaching ideas with the each other.
Departmental/Unit Action Plan (Form D)	Status of Implementation
Collect student assessment data from all secondary programs.	The four secondary satellite instructors will collect artifacts from VEMK061 on Spring 2006.
Participate in GCC Institutional training workshops on Assessment and TracDat	DC has participated in the latest TracDat training on September 23, 2005.
Collaborate and consult with program faculty regarding assessment recommendations and their subsequent implementation.	Assessment issues are discussed during faculty department meeting.
Contribute to the improvement of all assessment documents for AIE submission.	All four secondary satellite instructors were give login access to TracDat to give them a better understanding of the assessment plan.

**NURSING ASSISTING SECONDARY PROGRAM:**

Use of Assessment Results (Column 5)	Status of Implementation
Opportunities for Career Exploration in Health Care Results of Spring 2004 will be compared with those from Spring 2005.	According to the NA Tracking Sheet a follow up survey conducted in August/September 2005 of all Spring 05 high school graduates indicated that 12 graduates are currently enrolled in programs at UOG, one was dual enrolled at UOG and GCC, two are attending University of Nevada, Las Vegas, and two are off-island. The high enrollment at UOG may be due to the delay of the start of GCC's LPN program. An informal questionnaire was conducted in Spring 2004. The majority of students would be interested in enrolling to an LPN program if available. Also, a review of the course guides indicated that there are opportunities for career exploration in HO050 and NU060.
<b>BEGINNING NA SKILLS</b> Students will maintain a minimum of 3.0 with 70% of students expected to meet passing standards on a. Demonstrate appropriate communication skills. b. Demonstrate taking of vital signs c. Demonstrate proper infection control.	Based on the rating sheets of the students who were enrolled in NU060 Spring 2005 semester at JFK, According to the instructor, Karen Dumchus and evaluation of the rating sheets, 7 out of 7 students scored a perfect 4.0 in all skills areas.  The average score in all competency levels during Spring 2004 semester was 3.8 out of 4.0. Only two students out of 12 scored an average of 2.8.  There was an increase in overall score from 2004 to 2005.

<b>BASIC MEDICAL TERMINOLOGY</b> Students will maintain a minimum of 3.0 with 70% of students expected to meet passing standards on: a. Demonstrate appropriate communication skills b. Demonstrate taking of vital signs c. Demonstrate proper infection control. d. Demonstrate proper body mechanics for various procedures of positioning and transferring the patient. e. Demonstrate proficiency in personal care skills. f. Demonstrate proper procedure for each type of bed making: Open closed and occupied. Results will be compared to those from previous years.	Based on the rating sheets of the students who were enrolled in NU060 Spring 2005 semester at JFK, According to the instructor, Karen Dumchus and evaluation of the rating sheets, 7 out of 7 students scored a perfect 4.0 in all skills areas.
<b>NEW CLINICAL CHECKLIST</b> Determine the extent of students' competencies in basic nursing assistant skills.	Six new competency checklists were submitted to DC. All skills were observed except Checking Vital Signs: LOC.
<b>WORKPLACE COMMUNICATION SKILLS</b> Demonstrate appropriate communication skills with patients, families, supervisors, and other health professionals.	Based on the rating sheets of the students who were enrolled in NU060 Spring 2005 semester at JFK, According to the instructor, Karen Dumchus and evaluation of the rating sheets, 7 out of 7 students scored a perfect 4.0 in all skills areas.  Results collected in Spring 2004 showed that the average score on this competency was 3.8 out of 4.0. There were a total of 12 student competency sheets collected.
Departmental/Unit Action Plan (Form D)	Status of Implementation
Course Guide Review - To review course guides and determine a timeline and percent of coverage of each topic.	Matt Keith and Karen Dumchus met the first week of May 2005 for two hours to review the HO050 course guide. Content issues and books were discussed. They suggested that all four teachers need to be present at next meeting.
Student Survey - To design and implement a pilot survey to determine student's future interests and effectiveness of program.	Ongoing
Collection of Data - Instructors will collect data on the competencies for nursing assisting at the end of Spring 2005 semester.	One instructor submitted a total of 7 rating sheets at the end 2005.

**PROJECT AIM TRIO PROGRAMS: (Out of Sync Submission 2-13-06)**

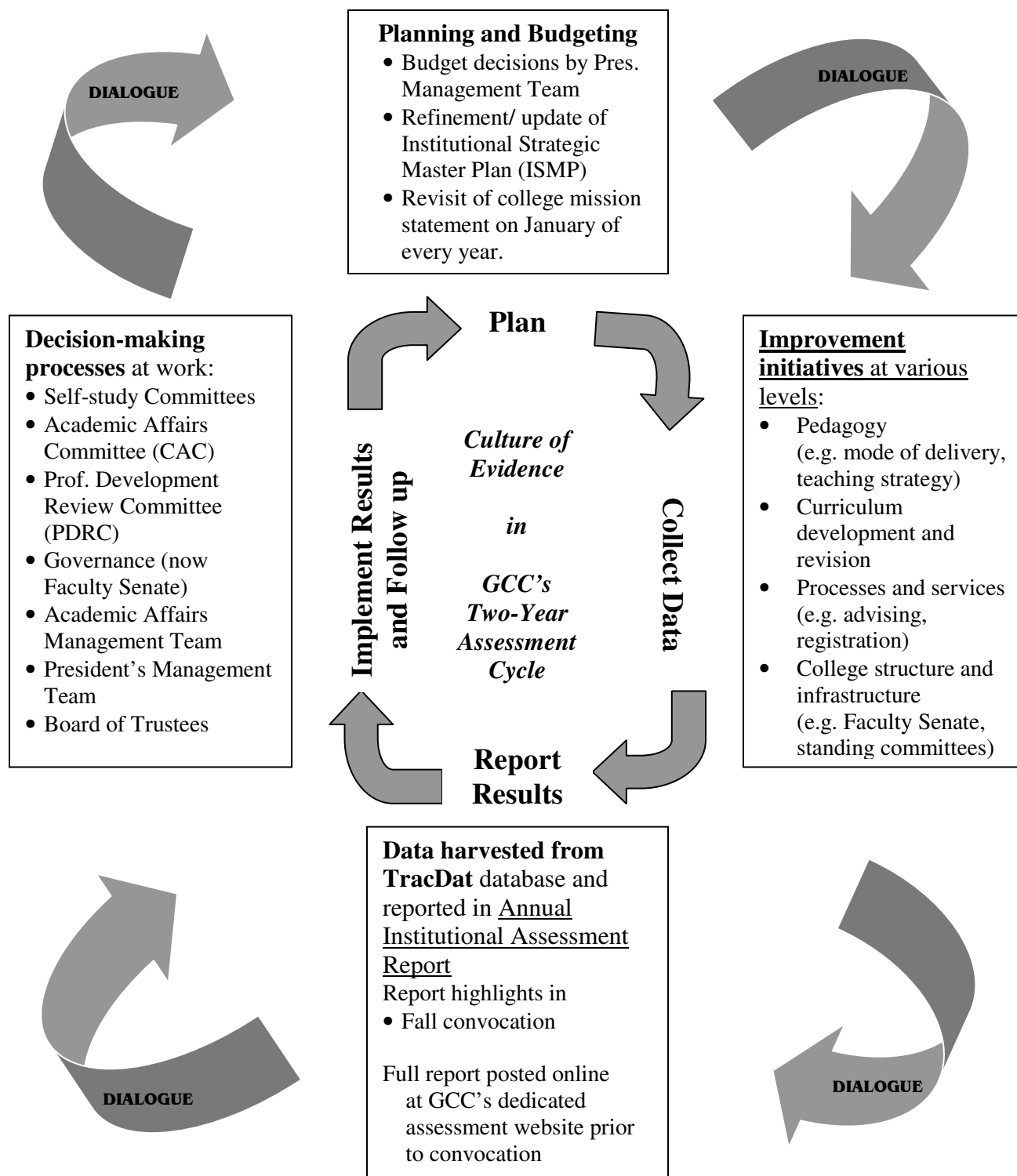
Use of Assessment Results (Column 5)	Status of Implementation
1. Project AIM will continue to monitor the student's transcript to ensure that the services are being utilized and improvements are being made with the student's grade. 2. Improvement in the technology training is being assessed.	1. Every Project AIM student will visit the Counselor at least 3 times a semester. This will ensure that the student and Counselor are reviewing each student's academic progress. 2. Individual computer lab training is provided to each Project AIM participant on a one-on-one basis.
1. Recruitment Presentation is conducted prior to the beginning of Fall and Spring semester during the New Students Orientation. Individual classroom presentations is not needed due to the high demand of students interested in the program. 2. The IEP format was amended to reflect the	1. Continuation of the recruitment process at the New Student Orientation each semester and also individual classroom presentation is on going upon request.



educational goals of students highly interested in graduating or transferring to a four-year institution.	
1. Emphasis on continuing to a four-year institution is being enforced by ensuring that any new students to the program must answer the question on goals to attend a four year institution.  2. Emphasis with the development of the IEP is included in the IEP format.	1. The participants meets with the counselor at least three times per semester and the counselor encourages all students to continue on to a four year institution.
1. Project AIM will follow-up on the disability service request to ensure the students is accomodated.	1. Close working relation with the Project AIM Counselor and GCC Disability Coordinator to ensure services are provided to students with disabilities.
1. Scholarship for \$500 per student for AY2003-04 for two students was given based on a criterion.  2. Continuation of solicitation to find other means of financial assistance is being researched.  3. Tracking the number of hours per student per session is being conducted to assess if the student is improving academically.	1. Financial Aid workshops are provided to participants each semester. The Counselor provides financial aid information and resources to students during each semester and as needed by the participant. 2. Participants are encouraged to apply for and compete for scholarships that are provided by local businesses and community organizations. 3. Midterm review of each student's academic standing is reviewed every semester to ensure that each participant is in good academic standing and provided services to those in need.
Results indicate that students are able to demonstrate an understanding of the Product Life Cycle. The instructors will continue to use current methods of delivering lessons on the Product Life Cycle.	Follow Up: 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 courses implemented Fall 2005.

Yet, the big question remains: How do these assessment results directly link to improvements? Who monitors such results, or even the extent to which changes have been instituted? Are there individuals or committees responsible for the implementation of results, apart from their mere reporting of such results?

Admittedly, this is the area of greatest struggle at this point in the college's assessment process. This is not a unique situation, however, since many other community colleges are likewise struggling with "how to close the assessment loop," particularly in terms of how results can be directly linked to improvement initiatives. Be that as it may, the diagram below provides a much-needed conceptualization of how this process looks:



**Figure 2. Guam Community College's Model of Linking Assessment Results to Improvements**

Though it has occurred only within the last academic year, it is perhaps the role of the Institutional Strategic Master Plan (ISMP) document to complete this link most concretely. Because it is a relatively-new format for most of the college's key administrators, there is still some unevenness in its inputted data, as well as the clarity of purpose that the document itself must deliver. A more focused discussion on this document will be included in the last section of this report.

As the model above illustrates, the inner loop refers to the four delineated stages of doing assessment, as encompassed by the two-year assessment cycle schedule that the college has adopted since 2003. These stages are very much goal-driven, and hence there are specific requirements that need to be completed at the end of each semester in the two-year time period.<sup>14</sup> The outer loop in the diagram, on the other hand, provides a clear pathway where results go. To start the process, a comprehensive, single document is written to cover assessment accomplishments –the annual institutional assessment report—which is conveyed promptly to relevant committees and individuals on campus. These results ideally should fuel conversations in these committees, which are then brought to a higher level through more substantive dialogue and discussion at the planning and management level. How these results drive key college decisions and how they are eventually transformed or translated into tangible changes is where most of the fuzziness lies. Although improvement initiatives have been started at the course and program levels, as evidenced in TracDat, no formal college committees however have been tasked to monitor the depth and pervasiveness of these improvements over time. Neither has there been a careful study to explore the impact of these changes on institutional structure or infrastructure. Indeed, the college needs to do a lot of work in these *underemphasized* areas of assessment, particularly in the use and understanding of assessment results. The role of the Institutional Strategic Master Plan (ISMP) and its functionality as an institutional document towards fulfilling this goal is the subject of a later discussion in this report.

#### *Core indicators of institutional effectiveness and other non-measures*

Are assessment results in TracDat sufficient for the college to claim institutional effectiveness? The answer, unfortunately, is no. Why? Because apart from the harvested

---

<sup>14</sup> Refer to the Assessment Monitoring Matrix, AY 2005-2006 in APPENDIX D.

TracDat data that present a good picture of the gradually developing maturity of the assessment process at the college, there also exists so called “non-measures” of assessment that concern peripheral issues that do not directly impact student learning. Though their impact on students is minimal from a learning perspective, these measures also deserve discussion, as they are considered “indicators of institutional effectiveness” in the assessment literature. This section of the report identifies these measures as they contribute to the incremental building of evidence to demonstrate the college’s institutional effectiveness.

The heart of any definition of institutional effectiveness, writes Ewell (1992), remains the ability of an institution to match its performance to its established purposes as stated in its mission. This definition implies two things: (1) the institution’s outcomes are the ultimate measure of whether or not it can be deemed effective; and (2) the effective institution can conclusively document the outcomes it produces in support of its mission. In other words, a college is effective when its assessment results match its mission. Both mission and results must also match stakeholder needs. Likewise, these relationships must be maintained within the constraints of costs and available resources.

In a 1999 monograph, Core Indicators of Effectiveness for Community Colleges (Alfred et. al.), the authors identified 14 core indicators, grouped into six mission arenas, namely:

- *Student Progress*

Core Indicator 1: Student Goal Attainment

Core Indicator 2: Persistence (Fall to Fall)

Core Indicator 3: Degree Completion Rates

- *Workforce Development*

Core Indicator 4: Placement Rate in the Workforce

Core Indicator 5: Employer Assessment of Students

Core Indicator 6: Licensure/Certification Pass Rates

Core Indicator 7: Client Assessment of Programs and Services

- *General Education*

Core Indicator 8: Demonstration of Critical Literacy Skills

Core Indicator 9: Demonstration of Citizenship Skills

- *Transfer Preparation*

Core Indicator 10: Number and Rate Who Transfer

Core Indicator 11: Performance After Transfer

- *Developmental Skills*

Core Indicator 12: Success in Subsequent, Related Coursework

- *Outreach*

Core Indicator 13: Participation Rate in Service Area

Core Indicator 14: Responsiveness to Community Needs

It is clearly apparent that these above indicators require data that are mostly quantitative in nature. Of the five mission arenas identified, only the General Education piece (Core Indicators 8 & 9) is being covered under the current assessment approach that the college is taking. The truth is that data for the rest of the core indicators have not been systematically collected since the college launched the assessment initiative in fall 2000, though they may be available in some form in Planning and Development reports<sup>15</sup>. If these data are found in such reports though, there is a great likelihood that they have not been collected nor analyzed in a manner that would address alignment between these indicators and the college's mission. The reason for this may primarily stem from the office's adherence to federal, rather than local, reporting needs.

Yet, there was in fact an attempt to gather these kinds of data during the early years of assessment implementation at the college when program indicators (also known as program health indicators at the time) were required for each and every program. Due to the limitations of the student data base system (i.e., NIAS)<sup>16</sup> however, this requirement was later dropped in favor of a more focused look at the assessment of student learning that leaned heavily on the collection of student artifacts in the classroom.

What has led to this neglect of crucial quantitative data that would complement assessment results in the realm of student learning? The answer is simple and straightforward. Because of limited resources, the college does not have an Institutional Researcher who can be responsible in the most important task of data collection and analysis vis-à-vis the core

---

<sup>15</sup> The Planning and Development Office administers federal grants (like the Vocational Education Act grant) that require the fulfillment of several specified core indicators, like some of those identified above.

<sup>16</sup> Although speed and access were primary complaints given against the system, the data quality was also an expressed concern.

indicators of institutional effectiveness. Nor is there a college research agenda that should be engaged in a systematic evaluation of impact of certain issues that affect various aspects of college functioning. The substantial effect of this lack of a research agenda in the college structure and hierarchy will later be made evidently clear in the visiting team's recently-released accreditation report. A more focused discussion on this institutional limitation will be discussed more fully in the next section of this report.

Apart from the previously-discussed core indicators of effectiveness, there are also several other "non-measures" that impact an institution's success in fulfilling its mission. In last year's report, these measures included an audit of revised program and course guides, administrators' observation notes of faculty teaching, as well as data on course/program changes. This year's report will provide an update of last year's indicators, as well as *previously unutilized data* from travel reports written by faculty and staff that have undergone professional development activities (GCC policy dictates that trip reports should be included when reimbursement requests are made to the Business Office). Taken as a whole, these non-measures serve as a quantitative way of demonstrating improvement in institutional quality, particularly in terms of how programs or units contribute indirectly to teaching and learning processes at the college.

#### *Patterns of curriculum revision activities*

The table below (Table 14) presents the audit of course and program guides on file at the Vice President's Office at the end of Spring 2006. In this table, program guides that are *under* five years old are considered current while those that are five years old and *above* need immediate attention. Because this process can move further with the deans' oversight and supervision, greater effort should be placed on identifying leaders at the department level that can initiate faculty discussions on this important issue. As demonstrated by this table, a comparison of two academic years of audit --last year's and this year-- should give the reader a good idea of the regrettably slow pace of curriculum revision activities at the college. The succeeding table (Table 15) would seem to validate this observation because, as compared to last year's 123 course/program changes (both substantive and non-substantive changes), there were only 55 course/program changes that were recorded this year.

**Table 14.** Summary of Program and Course Review Audit at the End of Spring 2006<sup>17</sup>

Program Name	Program's Last Review	Number of Technical & Related GenEd course requirements for the program	Number of courses 5 years old and above	Percentage of courses 5 years old and above
		Spring 2005 Spring 2006	Spring 2005 Spring 2006	Spring 2005 Spring 2006
<b><i>Certificate Programs</i></b>				
Accounting Clerk	12/20/00	8	4	50%
		<b>8</b>	<b>1</b>	<b>13%</b>
Automotive The program document on file is titled Autobody Technology Certificate, approved on 4/6/99.	4/6/06	24	11	46%
		<b>24</b>	<b>11</b>	<b>46%</b>
Computer Science Certificate Computer Science & Information Technology Certificated approved 11/26/98 is what's on file.	11/26/98	15	10	67%
		<b>15</b>	<b>9</b>	<b>60%</b>
Cosmetology	8/20/96	9	7	78%
		<b>9</b>	<b>7</b>	<b>78%</b>
Criminal Justice	5/21/04	7	4	57%
		<b>7</b>	<b>4</b>	<b>57%</b>
Early Childhood Education	4/1/02	11	0	0%
		<b>11</b>	<b>0</b>	<b>0%</b>
Education	2/19/02	11	1	9%
		<b>11</b>	<b>1</b>	<b>9%</b>
Fire Science Technology (currently inactive)	12/21/04	6	4	67%
		<b>6</b>	<b>4</b>	<b>67%</b>
Medical Assisting	1/28/04	17	1	6%
		<b>17</b>	<b>0</b>	<b>0%</b>
Office Technology		12	5	42%

<sup>17</sup> This matrix was developed and compiled by Priscilla Johns, Program Specialist, Assessment & Institutional Effective Office. Please submit corrections (if any) to [pcjohns@guamcc.edu](mailto:pcjohns@guamcc.edu). This document was included in the 5<sup>th</sup> Annual Institutional Assessment Report (AIAR) and updated July 12, 2006 for this year's report; some corrections were made to reconcile certain discrepancies. In addition to the curriculum files, the printed college catalog served as the main document source. Deleted programs were excluded from the above matrix.

No approved document on file.		<b>12</b>	<b>5</b>	<b>42%</b>
Practical Nursing (new program)	2/7/05	16	0	0%
Supervision & Management	5/19/04	11	2	18%
		<b>11</b>	<b>0</b>	<b>0%</b>
Systems Technology	4/9/04	19	8	42%
		<b>19</b>	<b>10</b>	<b>53%</b>

*Associate Degree Programs*

Accounting (AS)	3/7/05	12	4	33%
		<b>12</b>	<b>2</b>	<b>17%</b>
Automotive Technology (AS) There is no approved program document on file.		25	12	48%
		<b>25</b>	<b>12</b>	<b>48%</b>
Computer Science (AS) There is no approved program document on file.		17	13	76%
		<b>17</b>	<b>13</b>	<b>76%</b>
Criminal Justice (AS)	5/21/04	11	1	9%
		<b>11</b>	<b>1</b>	<b>9%</b>
Culinary Arts (AA)	12/10/04	14	1	7%
		<b>14</b>	<b>1</b>	<b>7%</b>
Early Childhood Education (AS)	5/1/06	18	4	22%
		<b>18</b>	<b>4</b>	<b>22%</b>
Education (AA)	5/1/06	20	5	25%
		<b>20</b>	<b>5</b>	<b>25%</b>
Electronics Engineering (AS) The program title was revised and changed to A.S. in Computer networking.	4/30/04	18	4	22%
		<b>18</b>	<b>7</b>	<b>39%</b>
Hospitality Management	5/25/05	29	14	48%
		<b>29</b>	<b>14</b>	<b>48%</b>
Liberal Arts (AA)	3/25/03	12	1	8%
		<b>12</b>	<b>1</b>	<b>8%</b>
Marketing (AS)	3/25/03	15	2	13%
		<b>15</b>	<b>2</b>	<b>13%</b>



Medical Assisting (AS)	1/28/04	24	0	0%
		24	0	0%
Office Technology (AS)	4/30/04	26	12	46%
		26	6	23%
Supervision & Management (AS)	5/19/04	18	6	33%
		18	3	17%
Visual Communications (AS)	5/23/03	19	2	11%
		19	2	11%
Secondary Programs				
Allied Health/Nursing Assistant (Secondary)	5/3/02	4	3	75%
		4	3	75%
Automotive Technology (Secondary) No program document on file.		8	4	50%
		8	4	50%
Construction Trades (Secondary) No program document on file.		5	2	40%
		5	2	40%
Electronics & Computer Networking (Secondary) No program document on file.		6	3	50%
		6	3	50%
Tourism & Hospitality (Secondary)	10/15/02	5	3	60%
		5	3	60%
Marketing (Secondary)	3/10/02	9	0	0%
		9	7	78%
Visual Communications (Secondary)	4/3/02	6	2	33%
		6	2	33%

**Table 15.** Summary of Course/Program Changes for AY 2005-2006

TYPE OF CHANGE INITIATED	DEPARTMENT	FREQUENCY
Program Non-Substantive Change/Revision	Allied Health	3
	Education	2
<b>Total Program Non-Substantive Changes/Revisions</b>		<b>5</b>
Program Substantive Change/Revision	Allied Health	3
	Automotive	2
	Education	3
<b>Total Program Substantive Changes/Revisions</b>		<b>8</b>
Program Adoption	Tourism & Hospitality	2

<b>Total Program Deletions</b>		<b>2</b>
Course Adoption	Allied Health	2
	Electronics	1
	Tourism & Hospitality	1
<b>Total Course Adoptions</b>		<b>4</b>
Course Substantive Change/Revision	Allied Health	1
	Assessment & Counseling	1
	Business	5
	Criminal Justice	1
	Education	1
	English	1
	Math	1
	Tourism & Hospitality	3
	Visual Communications	3
<b>Total Course Substantive Changes/Revisions</b>		<b>17</b>
Non-Substantive Change/Revision	Adult Education	1
	Allied Health	6
	Business	5
	Continuing Education	3
	Criminal Justice	3
	Education	1
<b>Total Non-substantive Changes/Revisions</b>		<b>19</b>
<b>Total Number of Curricular Changes for AY 2005-2006</b>		<b>55</b>

Indeed, the two tables above can serve as a useful guide for the deans and associate deans to start curriculum review initiatives with individual faculty, departments or programs. These initiatives must be carefully supervised and followed through, and may require inclusion in individual faculty plans (IFPs), if deemed necessary. It is important however that these efforts must be placed within the context of the college policy requiring programs to engage in dialogue with members of their Advisory Committees twice a year for purposes of curriculum improvement<sup>18</sup>. The table below presents the compliance rate of the college's two schools (TSS and TPS) insofar as Advisory committee meetings are concerned. This rate is computed by dividing the number of meetings that were conducted under each school with the *ideal* number of meetings (if the policy of meeting twice a year was adhered to by the relevant program):

**Table 16.** Advisory Committee Meeting Compliance Matrix, AY 2005-2006

Fall 2005 – December 2006 (Aug 05 – May 06)		
Program	School	Date of Meeting
1. ABE/ASE	TPS	02-10-06

<sup>18</sup> This GCC written policy is found in Naomi Wahl's handbook, Guidelines for Advisory Committees (1995), p. 13.+

2. Automotive Technology	TPS	None for the year
3. Business <sup>19</sup>	TSS	9-27-05 11-29-05
4. Career Placement Center	TSS	04-06-06 5-04-06
5. Computer Science	TSS	02-03-06
6. Construction Trades	TPS	None for the year
7. Cosmetology	TPS	11-21-05
8. Criminal Justice	TPS	None for the year
9. Education	TPS	5-12-05 12-14-05
10. Electronics	TSS	12-2-05
11. Marketing	TPS	None for the year
12. Tourism & Hospitality <sup>20</sup>	TPS	None for the year
13. Visual Communications	TSS	None for the year
Compliance rate of TPS programs	8	4/16 meetings = 25%
Compliance rate of TSS programs	5	6/10 meetings = 60%

As reflected in the above table, the 25% and 60% school compliance rates are relatively low. In fact, this pattern has been consistent for years, or at least, since the assessment initiative began. Under the oversight and supervision of the deans, the goal should be to raise this rate of compliance to about 90 to 100% this academic year. This is of critical importance to the task of curriculum revision because it is only when program faculty meaningfully engage with industry practitioners that improvements made to courses and programs acquire greater value and quality<sup>21</sup>.

One rich data source that has been largely ignored through the years is the pool of trip reports on file at the Business Office<sup>22</sup>. Since this is a record of professional development activities of faculty and staff, it is definitely reflective of their self-perceived impact on the institution as a result of a professional development opportunity. These trip reports however have been merely filed on the shelf and then consigned to oblivion. From all indications, nobody ever reads them, as they are not even forwarded to concerned supervisors. Although the Professional Development Review Committee (PDRC) submits an end-of-the-year report to the Board of Trustees, the assessment of professional development activities of faculty, for example, is based largely on financial expenditures, rather than the qualitative impact of the

<sup>19</sup> This department, in fact, exceeded the number of required meetings with an additional session on 12-20-05.

<sup>20</sup> In an email (1-13-06) sent to AIE, the DC claimed, "That's because we don't have any. We are behind as usual."

<sup>21</sup> See, for instance, minutes of Advisory Committee meetings submitted to AIE for insights on curriculum issues and other matters discussed between faculty and industry practitioners in APPENDIX H.

<sup>22</sup> See the compiled trip reports in APPENDIX I.

experience on the teaching and learning processes on campus. Members of the committee probably do not even know that they have access to these reports on file at the Business Office. Yet, a cursory look at these reports, for instance, reveals some very tangible improvement strategies that need to be followed through or discussed further. One good example is the following entry:

<p>Purpose of Travel: To attend the Center for Educational Development and Assessment workshops: Developing a Comprehensive Faculty Evaluation System and Student Rating Forms: Their Design, Construction and Use in Tucson, Arizona.</p>
<p>Center for Educational Development and Assessment (CEDA) Workshops:</p> <ul style="list-style-type: none"> <li>• Developing a Comprehensive Faculty Evaluation System (March 13-14, 2006)</li> <li>• Student Rating Forms: Their Design, Construction and Use (March 15, 2006)</li> </ul> <p>While I have been involved with employee performance evaluation systems for many years, my experience and education on faculty evaluation systems has been narrowed to the GCC academic environment. During the past five (5) years, I have been actively involved in updating and improving our faculty evaluation system through our negotiation process. Prior to my attendance of the above workshops, I believed that we have made changes and improvements in the right direction with our latest (Fall 04) faculty evaluation system. However, after participating in the above workshops and learning from the educational experts (Dr. Raoul Arreola and Dr. Lawrence Aleamoni) in faculty evaluations systems, I learned that our system lacks validity. I believe that our current percentage and measurements for each performance standards needs to be revisited. The fact that GCC's student surveys are not part of the overall faculty performance evaluation system also needs attention. Unfortunately, the current GCC student surveys are problematic. I learned that our entire student survey needs to be revamped.</p> <p>I appreciated the joint attendance and participation of (GCC colleagues). Our dialogue between the three of us, along with other individuals from the different institutions gave value, understanding and respect to our roles and responsibilities as Administrators and Faculty. Understanding and respecting each others roles is very important as we work on improving our faculty evaluation system. I believe the three of us have been and will continue to be part of the GCC negotiation team. The fact that the three of us heard the same presentation and review the same information about improving our systems should allow for buy-in and support for improvement. I look forward to a transition in validating our current faculty performance evaluation system and to work towards incorporating student surveys into that system.</p> <p>Dr. Raoul Arreola was kind enough to spend time with us to discuss our current processes. He also provided us with a copy of his text book entitled "Developing a Comprehensive Faculty Evaluation System". In his presentation and in his text book, he outlines eight steps for designing a system. I recommend that the next faculty evaluation committee utilizes these steps. His book and presentation handouts are available in my office for your review. Dr. Arreola has agreed to communicate with me via e-mail as we work towards this process. If the price is right, he is willing to come to Guam and conduct training on the matter.</p>

There are many more entries like the above example. It is regrettable however that the Professional Development Review Committee (PDRC) has not systematically utilized these reports to establish qualitative and quantitative patterns of professional development impact among faculty who avail of such opportunities, for example. Because of time and space

constraints, this assessment report will not attempt any in-depth and systematic analysis of these trip reports and hence, the PDRC should place this as a priority in their agenda for the next academic year. These trip reports are nonetheless included in APPENDIX H to illustrate the variety and richness of data that can be internally collected to demonstrate the complex facets of institutional effectiveness indicators. When properly gathered and analyzed, these trip reports can indeed reveal substantive insights on course and program improvement initiatives that are worth looking into.

The record of informal and formal observation notes from administrators can also reveal substantial insights on the teaching and learning processes within the GCC classroom. How do faculty engage their students towards “learning more effectively?” What pedagogical strategies do they employ to facilitate learning? What measures do they use to evaluate the effectiveness of these methods? These and other similar questions should serve to guide the careful analysis of the compiled observation notes from the deans and the associate deans.<sup>23</sup> Given the existing qualitative format of these notes, however, this year’s report will not include any systematic analysis of this available data due to time and space constraints. It is therefore recommended that the Record of Classroom Observation template be restructured or revamped in order to accommodate some quantitative measures that would complement the qualitative data that is currently being gathered.

Taken as a whole, the above discussion on core indicators of institutional effectiveness and other non-measures can deeply enrich the college’s assessment process through multiple sources of data that can reveal various facets of institutional worth and quality.

### **Part III: Addressing Accreditors’ Concerns Regarding the Self-Study and Compliance with ACCJC Standards**

On its evaluation report released to the college on July 2006, the ACCJC accreditation team members that visited the college detailed their notes and observations of the GCC assessment process as they viewed it first hand during their four-day site visit on the GCC

---

<sup>23</sup> See compiled Record of Classroom Observation Notes in APPENDIX J.

campus. The series of tables below is the result of a “data mining<sup>24</sup>” process on the aforementioned report in order to gain valuable lessons and insights from the recently-concluded accreditation experience. In the matrices that follow, verbatim text from the report appear in *italicized format*. Table 16 below highlights the favorable notes and comments regarding the GCC assessment process, lifted *as is* from the report:

**Table 17.** Accreditors’ Notes and Observations Regarding the GCC Assessment Process as Reflected in the ACCJC/WASC Evaluation Report

Positive references to GCC’s assessment process in the Accrediting Team’s Evaluation Report	Source of reference
<b>Using the website as a valuable information source</b> <ul style="list-style-type: none"> <li><i>Additionally, a multitude of information was available on the College’s Assessment Website. In fact, even more information and documentation was available than communicated in the official accreditation documents.</i></li> </ul>	p. 3
<b>Validating the culture of evidence</b> <ul style="list-style-type: none"> <li><i>Team members verified that the college has made impressive progress in response to the previous team’s visit. In the years since the last visit, the college has created a comprehensive, ongoing assessment process which has established a culture of measurement and documentation. The team concluded that the college was well positioned to continue making progress in the development and use of student learning outcomes for courses, programs and the institution.</i></li> </ul>	p. 4
<b>Commending the achievement</b> <ul style="list-style-type: none"> <li><i>The college’s response to the previous team’s recommendations was outstanding and clearly exceeded expectations.</i></li> <li><i>The college has developed an extremely full-featured and useful assessment process, and is to be commended for the amount of effort and work that it has taken to create such a dynamic system.</i></li> </ul>	p. 4 p. 22
<b>Addressing the previous team’s recommendations</b> <ul style="list-style-type: none"> <li><i>To say that the college has fully responded to the above stated recommendations would be somewhat of an understatement. The comprehensive, campus-wide assessment process observed by the Interim Visiting Team in April 2002 has continued to develop and expand so as to constitute a regular assessment of all activities of the college including administration, instruction, student services, business services and the Board of Trustees.</i></li> <li><i>The college responded in an exemplary manner to the recommendations from the previous accreditation report.</i></li> </ul>	p. 12 p. 42
<b>Documenting the assessment process</b> <ul style="list-style-type: none"> <li><i>The process is well documented in the GCC Comprehensive Institutional Assessment Plan. The newest development was the implementation of software (TracDat) which records assessment activities and outcomes.</i></li> </ul>	p. 12
<b>Institutionalizing the process</b> <ul style="list-style-type: none"> <li><i>The Office of Assessment and Institutional Effectiveness was created and staffed in the 2003-2004 academic year to recognize the institution’s ongoing commitment to institutional assessment.</i></li> <li><i>On Sept. 4, 2002, the Board of Trustees adopted Policy 306. The new policy</i></li> </ul>	p. 12

<sup>24</sup> Generally, data mining (sometimes called data or knowledge discovery) is the process of analyzing data from different perspectives and summarizing it into useful information.

<i>speaks directly to the new ACCJC accreditation standards and student learning outcomes, and requires a staggered annual or bi-annual assessment of all programs, services, administrative units, the Board of Trustees and the Foundation Board.</i>	p. 13
<b>Affirming the “buy-in” of the process</b> <ul style="list-style-type: none"> <li>• <i>Training and staff development with regard to the assessment process has been ongoing, and interviews with administration, faculty and staff revealed a college-wide acknowledgement and, if not appreciation, acceptance of the process.</i></li> <li>• <i>Interviews with five of seven board members revealed a good understanding and support for the process and a commitment to institutionalization as well as a continued willingness to participate actively in the process.</i></li> <li>• <i>It is evident in discussions with various members of the campus community that the campus is very supportive of the development and implementation of the assessment process.</i></li> <li>• <i>The institution is committed to excellence and demonstrates this through its involvement in college-wide assessment. Board members, college administration, faculty, staff and students that were interviewed all expressed their understanding and commitment to the mission, values, and goals of the college.</i></li> </ul>	p. 12  p. 13  p. 22  p. 41
<b>Building capacity and support of the process</b> <ul style="list-style-type: none"> <li>• <i>Materials and guidance on using the process and supportive software is provided through workshops and the work of the College Assessment Committee.</i></li> </ul>	pp. 12-13

It is clear from these detailed remarks and observations that the college was fully prepared for the accreditation visit well before the site visit itself. The college’s institutional commitment to the process –from the Board of Trustees to the President to the classified staff—obviously made the difference. Quite ostensibly, automating the process (that is, the implementation of TracDat campus-wide) paved the way for a much more effective and efficient organization and management of assessment data. The serious institutional commitment in terms of human capital and financial investment in TracDat provided the impetus and the eventual momentum for the assessment process to surge forward as it did.

The next table (Table 18) identified four critical issues (out of seven) in the college’s self-study under the following categories: Student Learning Outcomes, Evaluation, Planning & Improvement, and Organization. These issues are presented in the following table:

**Table 18.** Debriefing of the Report’s Evaluation of the College’s Self-Study

<b>ACCJC Theme in Self-Study Report</b>	<b>Issues and/or Challenges Identified by ACCJC Team</b>
Dialogue	<ul style="list-style-type: none"> <li>• No issues or challenges identified in the report</li> </ul>
Student Learning	<ul style="list-style-type: none"> <li>• More work is needed in “linking student learning outcomes</li> </ul>

Outcomes	<p>(SLOs) to resources”</p> <p><i>Serious efforts have been put forward in an attempt to establish student learning outcomes at the course, program, and institutional level; however, more work is needed. Linking student learning outcomes to resources is a goal for the college, but the college needs to continue work in this area. (p. 17)</i></p>
Institutional Commitment	<ul style="list-style-type: none"> <li>• No issues or challenges identified in the report</li> </ul>
Evaluation, Planning and Improvement	<ul style="list-style-type: none"> <li>• Clarify the linkage between evaluation, planning and improvement vis-à-vis student needs</li> </ul> <p><i>Whereas evaluation is in place in some aspects, ties to planning and improvement are not clearly evident with respect to identifying and addressing student needs. (p. 18)</i></p>
Organization	<ul style="list-style-type: none"> <li>• Ensure that SLOs are articulated consistently across the three tiers of assessment (i.e., course, program and institutional levels)</li> <li>• Define student learning</li> </ul> <p><i>GCC has begun the work to develop process for inclusive, informed, and intentional efforts to define student learning. While they have made some headway in this area through their assessment plans and TracDat, they have not yet clearly defined student learning. The college will need to first define student learning and then create a process to measure and validate SLOs. (p. 18)</i></p>
Institutional Integrity	<ul style="list-style-type: none"> <li>• No challenges or issues identified in the report</li> </ul>

In general, the four issues identified above relate to the lack of consistent documentation and publication of student learning outcomes across campus. It is perhaps this lack of consistency that prompted one or two members of the accrediting team to observe that the college “has not yet clearly defined student learning.” It is further suggested by the team that the “college will need to first define student learning and then create a process to measure and validate SLOs.” These comments may seem harsh and severe at first glance but their true meaning may be better understood when placed in the proper context. The key marker for understanding this comment lies in the theme or heading under which it was placed:



ORGANIZATION. The examples that will be used later in the report to support these observations come from some accreditors' random review of course outlines –some undated, many outmoded, some with no SLOs at all. In particular, the examples of CD140 (Environments for Young Children) and ME150A (Auto Service I) were utilized to drive home the point that a number of course outlines are mostly skill-based, and are defined by the term “competencies.” From the accreditors' point of view, this was “more consistent with traditional methods of measuring student skills.” This stark observation, when placed in the context of the Curriculum Revision Matrix (to be discussed in a later section of this report), merely reflects the urgency of putting curriculum revision on a priority list.

It must also be stated that the college's assessment approach does place the “program” as the unit of analysis for all assessment activities. This has essentially put the “program” on a pedestal, so to speak, since this has become the core of exploration for assessment. The result is that, as the accreditors reveal to us in the report, a time lag now exists in our levels of progress between program and course outcomes. Hence, the developments in the course level area have significantly lagged behind the program and institutional levels, insofar as the articulation of sound learning outcomes is concerned. In this light, a lot of work needs to be done in the articulation of good SLOs at the course level. A unified, consistent effort is required campus wide, perhaps on a staggered schedule basis, in order to make this goal realizable. The leadership initiative of the Curriculum Affairs Committee is crucial in this regard.

The other two issues speak of strengthening the connections between SLOs and the allocation of resources, as well as the linking of assessment results to improvements that would benefit students in various ways. The problem, however, as the accrediting team observed, lies in the glaring lack of systematic studies that identify and explore student needs at the college. Without the expansion of the college's assessment approach to include this important component, student needs and issues will not provide the necessary grounding for research-based assessment processes to occur. The inclusion of a well-thought out research agenda to the established assessment process will ground and enrich the entire initiative.

The last table below (Table 19) sorts and organizes the accreditors' findings and recommendations (if any, as they appear in the report) under each of the four accreditation standards. Verbatim text from the report are in *italics* and the **bold text** are supplied for

emphasis; the page numbers are likewise indicated after each reference. This format allows the reader of this report to follow the accrediting team's narrative in terms of its focus on pertinent issues regarding the six-year old assessment initiative at the college:

**Table 19.** Debriefing of the Accreditors' Report of Assessment-Related Findings by Standard

Accreditation Standards	Report's Relevant Findings and Conclusions	ACCJC Accrediting Team's Recommendations
Standard 1: Institutional Mission and Effectiveness	<ul style="list-style-type: none"> <li>• <i>The team has found however that the newest mission statement is <b>not being used universally</b> in all publications and materials. (p. 20)</i></li> <li>• <i>Instances in which the older mission statement was found include the student catalog and GCC's website. (p. 20)</i></li> <li>• <i>Students appear to receive clear and accurate information. However, the current mission statement has not yet been consistently presented in publications and some information needs to be made more "student friendly. (p. 26)</i></li> <li>• <i>Several years of dialogue and discussion have resulted in faculty gradually coming to accept and support the concept ... What is <b>not clear</b> is the extent to which adjunct faculty and classified staff were involved in the (assessment) process. (p. 21)</i></li> <li>• <i>While the organization for assessment has been quite thorough, especially at the institutional level, at times the existence of reports or analyses of data <b>has not been consistently communicated</b> to the campus. That is, various people on the campus seem to not be aware of the existence of these reports, or are not aware that TracDat has become a powerful vehicle for accessing data and reports at the program or institutional level. (p. 22)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The college should make a concerted effort to insure that the current mission statement is reflected in all documents, both published and online, and that the current mission statement's contents are communicated effectively to both employees of the college, as well as to the community as a whole. (p. 20)</i></li> <li>• <i>The college also needs to make renewed efforts to assure that goals and objectives are in line with those of the new mission statement, especially as it addresses a commitment to the diversity of its students and the academic as well as vocational aspects of its educational commitment. (pp. 20-21)</i></li> <li>• No recommendation given for this observation</li> <li>• No recommendation given for this observation</li> </ul>
Standard 2: Student Learning Programs	<ul style="list-style-type: none"> <li>• <i>While we found that the College has an assessment program to evaluate the areas</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The College's established approach to assessment needs to</i></li> </ul>

and Services	<p><i>of this standard, we also discovered that the College could improve the ways they meet this standard by completing and better publicizing policies and procedures identified by previous accreditation teams. (p. 23)</i></p> <ul style="list-style-type: none"> <li>• <i>Thus, although we found that the College has adopted a culture of assessment, we also found more work needs to be done on student learning outcomes. (p. 23)</i></li> </ul> <p><b>Instructional Programs</b></p> <ul style="list-style-type: none"> <li>• <i>Programs have been assessed and basic competency student learning outcomes have been developed for most courses and programs, <u>though not school-level ones</u> for the School of Trades and Professional Services and the School of Technology and Student Services. (p. 24)</i></li> <li>• <i>SLOs in the actual course outlines generally identify outcomes in a manner more consistent with traditional methods of measuring student skills (ex. CD140, ME150A). (p. 24)</i></li> <li>• <i>Some course outlines do not have dates especially those for the high school curriculum, so determining the recency of the courses was difficult. In a few cases, randomly selected course outlines in vocational areas lacked outcomes and some outlines have not been revised since the 1980s. (p. 24)</i></li> <li>• <i>Students receive syllabi in most classes based on records kept by the Academic Vice President's office. In some cases, the course descriptions in the syllabi do not match the course descriptions in the catalogue. Student learning outcomes for each course have yet to be developed. (p. 27)</i></li> <li>• <i>While progress has been made with respect to student learning outcomes, the team found that in some course outlines, competency skills were being substituted for student learning outcomes. Most student</i></li> </ul>	<p><i>be expanded to include studying and researching concerns related to identifying and meeting the educational needs of students and the possible disproportionate impact of policies and practices on specific students. (p. 23)</i></p> <ul style="list-style-type: none"> <li>• <i>The team suggests that the College increase the inclusion of all members of the college community, including students, in the discussions relevant to this standard. (p. 23)</i></li> <li>• <i>(Implication: TPS and TSS must develop their own school-level goals or outcomes)</i></li> <li>• <i>The college has a process for revising and submitting curriculum....While these informal methods of developing or offering curriculum appear to meet the community's needs, the college should adopt a systematic process of updating and revising curriculum to maintain currency even when curriculum is not being scheduled. (p. 24)</i></li> </ul>
--------------	---	---

	<p><i>learning outcomes have not been published. (p. 34)</i></p> <ul style="list-style-type: none"> <li>• <i>...However, the role of faculty has not been paramount in all curriculum decisions. For example, the administration mandated that students complete a particular level of English before completing 9 units and a specific math level before completing 12 units. These requirements were based upon a desire by the administration to increase academic rigor but did not include an assessment based analysis of competency levels appropriate for various programs. It is also not clear that the college has decided to support this requirement with appropriate ESL course and remedial courses. (p. 24)</i></li> <li>• <i>Considerable concern exists about the student pathway through the institutional experience in terms of student access, progress, learning and success. The College has work to do to meet the varied educational needs of its students based on the diversity and demographics of its student body. (p. 34)</i></li> <li>• <i>Of specific concern is the limitation of tutorial and English language support programs for students at the same time that academic requirements have been raised. (p. 34)</i></li> <li>• <i>The college still needs to complete the process of validating that degrees and certificates are based on the achievement of a program's stated student learning outcomes. Formal information gathering and analysis will assist the college in determining the relevance and currency of programs and help the college plan for the future. (p. 25)</i></li> <li>• <i>The major challenge for the general education program is the limited number of courses that fulfill general education requirements in the humanities and fine arts. (p. 25)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (p. 34)</i></li> </ul> <p>(Implications: (1) Conduct a campus-wide study to determine competency levels appropriate for various programs; and (2) Provide support for students through tutorial programs with appropriate ESL course and remedial courses).</p> <p>(Implication: Collect and analyze student data systematically to determine trends and patterns useful for program relevance, expansion, and projection).</p> <p>(Same implication as above)</p> <p>(Same implication as above)</p> <ul style="list-style-type: none"> <li>• <i>The institution needs to review its course offerings in general to make the general education program more comprehensive. (p. 26)</i></li> <li>• <i>To further opportunities for students to meet general education requirements at transfer institutions and to provide an opportunity for a greater breadth of understanding</i></li> </ul>
--	---	---

		<p><i>of the major areas of knowledge including humanities and fine arts, a dialogue should occur to consider adding classes to the general education curriculum. (p. 34)</i></p>
	<p><b>Student Support Services</b></p> <ul style="list-style-type: none"> <li><i>In several instances, GCC cites the need to improve its marketing and recruitment efforts, favoring more “face-to-face” recruitment efforts and development of marketing plans. A comprehensive effort to address outreach and recruitment efforts has not materialized... (p. 27)</i></li> <li><i>The diversity of students is not clearly delineated in GCC’s research documents or self-study. (p. 27)</i></li> <li><i>The College’s established approach to assessment may not lend itself to studying and researching concerns related to the educational needs of students and the possible disproportionate impact of policies and practices on specific students. Student Services staff, especially counselors, have utilized various means to obtain outcome data from which they developed an agenda for improvement. (p. 28)</i></li> <li><i>No clear evidence was found that specific learning support needs are researched or identified and that information then guides the development or improvement of services and programs. (p. 30)</i></li> <li><i>The data from the COMPASS instrument is not comprehensively used to inform the College about the academic needs of the students or to help in planning course offerings and scheduling of courses. There also was no evidence that any non-cognitive assessments take place (e.g. study skills assessments). (p. 30)</i></li> <li><i>There is no evidence that the admissions and placement instruments and practices are regularly reviewed or assessed in order to validate the effectiveness of the instruments or the minimizing of potential bias in the test instruments. The established</i></li> </ul>	<ul style="list-style-type: none"> <li>No recommendation given for this observation</li> <li>No recommendation given for this observation</li> </ul> <p>(Implication: Student outcomes data in terms of demographics, characteristics, needs, and other variables are severely needed as a useful guide to successful program implementation of various student services.)</p> <p>(Same implication as above)</p> <p>(Same implication as above)</p> <ul style="list-style-type: none"> <li><i>The College has begun the initiation of a new placement tool, the COMPASS, and should work toward validating cut scores according to established research methods. (p. 31)</i></li> </ul>

	<p><i>assessment process was apparently not being consistently used in implementing new placement requirements related to the General Education requirements. (p. 31)</i></p> <ul style="list-style-type: none"> <li><i>Through various student clubs and organizations, student diversity is addressed. Less clear was whether there are college-wide programs or efforts to promote greater student understanding between groups and to promote a general appreciation of the value of diversity of students (from resident Chamorro and Filipino students to Micronesian and international students from Japan). (p. 31)</i></li> <li><i>Because of the broad range and life experiences of students, future assessment efforts should focus on the educational needs of both day and evening students, and younger as well as older adult students. (p. 31)</i></li> <li><i>Coordination in the overall assessment and evaluation of student support services has yet to be established, with many different models being followed in the attempt to develop student learning outcomes. (p. 32)</i></li> </ul> <p><b>Library and Learning Support Services</b></p> <ul style="list-style-type: none"> <li><i>These responses seem to point out that students are under-utilizing the library. Faculty have expressed their desire to have students increase their utilization of library resources. The General Education Committee has committed to working to infuse library and learning resources as part of ongoing curricula. (p. 33)</i></li> </ul>	<ul style="list-style-type: none"> <li>No recommendation given for this observation</li> <li>No recommendation given for this observation</li> </ul> <p>(Implication: Assessment of student support services needs to be done holistically, with commonly-shared goals and objectives to provide for a coordinated, unified assessment of all areas)</p> <p><i>It is hoped that the College will use the results of studies like the one in 2002 (What are GCC Students Like?) to identify areas of improvement and greater availability for learning resources for students. (p. 33)</i></p>
Standard 3: Resources	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li><i>The team found that the institution employs qualified personnel and is working towards linking hiring to program review and assessment. (p. 35)</i></li> </ul> <p><b>Physical Resources</b></p> <ul style="list-style-type: none"> <li><i>The college provides sufficient physical resources to support its programs and services by outsourcing its security, grounds, custodial and food services. Outsourced services are not evaluated regularly. (p. 37)</i></li> <li><i>Survey results indicate that facility planning is not an inclusive process with faculty. Faculty input is not regarded when</i></li> </ul>	<p>(Implication: The Facility Maintenance assessment plan must include outsourced services)</p> <p>(Implication: Include faculty input in Facility Master Plan which must be continuously reviewed vis-à-vis its</p>

	<p><i>planning for facility resources and capitol projects. ...a college-wide committee does not exist to integrate the facility needs. (p. 37)</i></p> <ul style="list-style-type: none"> <li><i>The college has not implemented a continuous cycle with a long range plan for the upgrade and maintenance of facilities which links assessment to student learning outcomes. (p. 37)</i></li> <li><i>Evidence is available that substantiates institutional planning. However, the link between physical resource planning and institutional planning needs to be strengthened. (p. 37)</i></li> </ul> <p><b>Technology Resources</b></p> <ul style="list-style-type: none"> <li><i>Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning and strategic planning. The integration of planning in these areas is not fully implemented, but the college is very diligently moving forward. (p. 38)</i></li> </ul> <p><b>Financial Resources</b></p> <ul style="list-style-type: none"> <li><i>Through an institution-wide budget process, campus leaders, including department chairpersons and program managers, and deans participate in the annual budget process. The budgets are department driven; however there exists a disconnect between the departments of the college. Overall, college budgetary needs are not communicated broadly across all staff and departments. (p. 39)</i></li> </ul>	<p>link to learning outcomes assessment)</p> <p>Same as above</p> <p>(Implication: Make the link more evident in ISMP document)</p> <p>(Implication: Strengthen communication about college budgetary needs across campus)<sup>25</sup></p>
Standard 4: Leadership and Governance	<ul style="list-style-type: none"> <li><i>Although student involvement in many of the major plans and decision making efforts is very limited and in some cases nonexistent, as evidenced by the lack of student membership on accreditation teams, student leaders feel that their issues are heard. (p. 41)</i></li> </ul> <p><b>Decision-Making Roles and Processes</b></p> <ul style="list-style-type: none"> <li><i>The College Affairs Council meets five</i></li> </ul>	<p>(Implication: Include student representatives in Self-Study committees so that they are given a stakeholder voice in the process)</p> <p>(Implication: Emphasize dialogue, rather than reporting, in faculty</p>

<sup>25</sup> Prior to this task, the four phases of the budget process (in both internal and external contexts) need to be better understood by all GCC constituents. See the GCC budget flowchart (as developed by Budget Administrative Officer Frances Danieli) in APPENDIX K.

	<p><i>times each year as a body of the whole... In reviewing minutes of the last two years, we found an emphasis on reporting, rather than dialogue which would lead to planning or decision-making. (. 42)</i></p> <ul style="list-style-type: none"> <li><i>The Board of Trustees, administrators, and the Foundation participated in assessment of their functional roles. ...The President and Board of Trustees discussed their assessment with the college and indicated that the process was helpful to them. How these assessment tools improved the governance processes is unclear. (p. 42)</i></li> </ul> <p><b>Board and Administrative Organization</b></p> <ul style="list-style-type: none"> <li><i>The Board of Trustees has a policy manual; however the effective date of many of the policies indicates that they have not been reviewed and or updated in many years. (p. 42)</i></li> <li><i>New board members were informally oriented as to the function and operation of the Board. The Board recognizes the need for more formal board development activities and training. (p. 43)</i></li> <li><i>The Board did not indicate strong knowledge of student learning outcomes and assessment, and its relationship to accreditation. (p. 43)</i></li> <li><i>The Board approved the accreditation self-study; however, members of the Board did not seem to be well versed on the Commission standards and was not directly involved in the development of the study, other than the sign-off of the documents. (p. 43)</i></li> <li><i>While the Board members were not conversant on the specifics of student learning outcomes, they are committed and supportive of the work the college has begun. The president is fully aware and supportive of the effort. (p. 44)</i></li> </ul>	<p>governance processes)</p> <p>(Implication: Follow through with specific recommendations made in assessment reports, and communicate to the campus community how improvements were made or implemented)</p> <ul style="list-style-type: none"> <li><i>Board policies need to be reviewed on a routine basis to ensure currency and appropriateness of the policy. (p. 43)</i></li> <li><i>After the Board adopts its recently revised manual it should engage in a review of Board policies. (p. 45)</i></li> <li><i>Provision should be made to provide training for the Board to assist them in fulfilling this commitment. (p. 45)</i></li> <li>Same as above</li> <li>Same as above</li> <li>Same as above</li> </ul>
--	---	---



After a careful review of all the relevant findings from the accreditors' report presented in the above table, it may be useful to group them together into six (6) topical issues for purposes of focused discussion. Put in another way, these issues are areas that should inform dialogue and discussion at the college in the next year and beyond, surely between now and the next site accreditation visit in the near future. These issues include the following:

- (1) communication and information dissemination;
- (2) assessment as an inclusive process;
- (3) curriculum as a dynamic product and process;
- (4) diversity as a key factor in improvement;
- (5) holistic approach to assessing student services; and
- (6) assessment leadership and support.

#### *On communication and information dissemination*

There were several places in the report where the college was taken to task because of the unevenness of communicating key elements of assessment to the wider campus community and beyond. The most basic example is the mission statement, which the team found, "is not being used *universally* in all publications and materials." They also found cases of inconsistency where the old and the new mission statements were appearing in various materials (e.g., student catalogue and website). It must be recalled that two years ago the Office of Assessment and Institutional Effectiveness took the lead in publicizing the new mission statement through printed posters that were strategically placed all across the campus. Evidently, from the accreditors' perspective, this was not enough, and the college "should make a concerted effort" to embark on an information and education campaign that would reach all college constituents and members of the community as well. In this light, the Communications and Promotions office is well positioned to shoulder this responsibility for greater consistency and thoroughness in accomplishing this task.

There is a corollary recommendation that comes with this objective though. Under Standard 1 (Institutional Mission and Effectiveness), the team also suggested a thorough review of the goals that come along with the mission statement. In this regard, team members wrote that the college "needs to make renewed efforts to assure that goals and objectives are in line with those of the new mission statement," and that diversity must also be considered in this

conversation. In other words, the currently existing six (6) goals that accompany the mission statement should also be revisited, insofar as their alignment with the new mission statement is concerned. This emphasis in the report essentially validates a similar discussion in the previous section of this report.

There may be voluminous assessment documents being produced by the Office of Assessment and Institutional Effectiveness (AIE), but are they being read and understood by GCC constituents? Put in another way, are assessment results, culled and distilled for the annually-written institutional reports, reaching their intended audience? The answer may be “no,” for the accrediting team observed that “while the organization for assessment has been quite thorough, especially at the institutional level, at times the existence of reports or analyses of data has not been consistently communicated to the campus.” It is apparent from the team’s personal interviews with selected faculty and staff that “various people on the campus seem to not be aware of the existence of these reports, or are not aware that TracDat has become a powerful vehicle for accessing data and reports at the program or institutional level.” It would seem then that AIE’s online posting of annual assessment reports and other assessment documents has not accomplished its intended goal. More vigorous information dissemination of assessment results needs to be re-emphasized therefore in more formal, face-to-face means, like the fall convocation and the upcoming Faculty Development Day, among important college events . The Assistant Director of the Communications and Promotions office can assist in this task through the finalization of a long-planned college newsletter, in the tradition of the now-defunct Chachalani in the early 2000s. Internal communication, it must be emphasized, should be given equal importance as external communication. When this effort is consistent and pervasive, there would be greater internal knowledge of assessment results generated within the GCC campus itself.

#### *Assessment as an inclusive process*

Based on the report’s findings, the team would have wanted to see greater inclusiveness in the college’s assessment and governance processes. Because no students were made part of the self-study committees, the lack of a substantive role given to students in the accreditation process for instance was brought up repeatedly in the report. The accreditors in fact concluded that “student involvement in many of the major plans and decision making efforts is very

limited and in some cases nonexistent.” Another severe shortcoming that was observed by the team was the lack of studies that focused on “researching concerns related to identifying and meeting the educational needs of students and the possible disproportionate impact of policies and practices on specific students.” This observation was made in relation to the efficiency and effectiveness of student support services on campus.

Faculty input in assessing competency levels appropriate for various programs, as well as in facility planning, was also found by the team to be lacking. Furthermore, the team also wanted clarity as to the role of adjunct faculty in the whole assessment process. These issues need further thought and consideration by all college sectors involved so that proper remedial measures may be instituted as soon as it is feasible.

### *Curriculum as dynamic process and product*

Under Standard 2, the finding that the college falls behind what is expected in course learning outcomes is highlighted in various places on the report. Examples of the team’s evidence include randomly-reviewed course outlines that were undated or outdated, syllabi that do not match the course descriptions in the catalogue, competency skills that were being substituted for student learning outcomes, among others. The issue of currency, as well as Advisory Committee input into curriculum revision, was raised alongside these concerns. The team wrote that “the college should adopt a systematic process of updating and revising curriculum to maintain currency...” Although courses and programs are continuously being reviewed throughout the year (as reflected in Table 15, Summary of Course/Program Changes for AY 2005-2006), the key term here is “systematic,” as the accreditors view it; for this process to work, it must be led, coordinated and monitored by the respective Deans of the two existing schools at the college. Moreover, this must be tied concretely to the Individual Faculty Plan (IFP) through a provision that must be negotiated in the Faculty Union contract. Whatever form or substance this provision may eventually take, it must be well balanced between individual faculty rights and higher institutional interests that would promote sound assessment processes.

At the same time that the team observed the relatively slow progress in curriculum revision at the course level, it likewise noted “the limited number of courses that fulfill general education requirements in the humanities and fine arts,” and suggested that the general

education program be made more comprehensive in this respect. A campus wide dialogue to consider adding classes to the general education curriculum is the team's recommendation to this effect.

### *Diversity as a key factor in improvement*

Issues of diversity were raised constantly in the team's report, particularly on how students are impacted by these issues. After a review of voluminous documents, the team found that "the diversity of students is not clearly delineated in GCC's research documents or self-study." This conclusion stemmed from the team's observation that "the college has work to do to meet the varied educational needs of its students based on the diversity and demographics of its student body." In other words, the team was concerned about the differential means by which students have gone through "the institutional experience in terms of student access, progress, learning and success" without a real basis for determining the extent and quality of such a variability. Of considerable importance to this issue was the team's expressed concern that "the college's established approach to assessment may not lend itself to studying and researching concerns related to the educational needs of students and the disproportionate impact of policies and practices on specific students." The team's final conclusion was blunt and simple: "No clear evidence was found that specific learning support needs are researched or identified and that information then guides the development or improvement of services and programs."

It is apparent from this discussion that student outcomes data in terms of demographics, characteristics, needs, and other variables are severely needed as a useful guide to successful program implementation of various student services. Since the college has not systematically collected and analyzed student data through the years –though sporadically available--, no such documents existed for the accrediting team. What is available however are pieces of student data extracted from NIAS (the currently-existing student database system), if and when the need for such data arises<sup>26</sup>. For example, there is no regularized schedule for systematic data collection at the college nor is there an existing structure that manages data collection and

---

<sup>26</sup> NIAS stands for National Integrated Administration System; because NIAS is administratively managed by the Office of Admissions and Registration, this office handles data requests on enrollment statistics from various departments on campus. Other than collecting the data, this office however does not provide systematic analysis of student data for campus-wide dissemination.

analysis. Likewise, the team also concluded that the “data from the COMPASS instrument is not comprehensively used to inform the College about the academic needs of the students or to help in planning course offerings and scheduling of courses.” Ostensibly, the lack of an Institutional Researcher position at the college has been largely responsible for this shortcoming. What substantive impact has this brought to the way student needs are addressed at the college? How has this influenced the present assessment approach that the college has adopted? To what extent has the student services area been impacted by this shortcoming? This brings us to a corollary point, that of assessing student services, which is the subject of the next section of the report.

### *Holistic approach to assessing student services*

It is apparent from the report that the level of student support services at the college needs to improve to fully meet the standards set by ACCJC. The report makes clear that in several instances, the college “cites the need to improve its marketing and recruitment efforts,” yet the team concluded that a “comprehensive effort to address outreach and recruitment efforts has not materialized.” Because of the lack of student data that is systematically collected and analyzed on a regular basis, the report reiterates the urgency of such an effort. This is also probably the reason why the team found “not all departments have yet measured their effectiveness, either through quantitative or through qualitative measures.” The team’s last sentence in the Student Support services section of the report is very revealing: *Coordination in the overall assessment and evaluation of student support services has yet to be established, with many different models being followed in the attempt to develop student learning outcomes.* One implication becomes readily clear. Assessment in the student services area needs to be done in a holistic and integrative manner, with clearly articulated umbrella-like goals that should govern each and every component of the support services offered to students, so that a coherent model is established.

This brings home the point that the team emphasized in the report which contends that the way the assessment process at GCC has been set up does not lend itself easily to a research exploration of student data. Perhaps with an integrated assessment approach to student support services, there would be a more focused task in obtaining student outcome data that would be routinely explored to develop an agenda for improvement. The upcoming transition from the

old student database system into the new portal --SCT Banner-- would facilitate this task even more.

### *Assessment leadership and support*

The members of the Board of Trustees who sat through an interview with the visiting accreditation team were probably surprised when they were asked this simple question, “What is a student learning outcome?” Their answers probably did not impress the visiting team for the report stated that the “Board did not indicate strong knowledge of student learning outcomes and assessment, and its relationship to accreditation.” Yet, the team acceded that while they were not “conversant on the specifics of student learning outcomes,” they are nonetheless “committed and supportive of the work the college has begun. The president is fully aware and supportive of the effort, the report also added. Although there is top level support of the college wide assessment process from the Board, the team also seemed to express disappointment about the Board’s ceremonial function vis-à-vis the accreditation process. The Board’s observation was blunt, in this respect: *The Board approved the accreditation self-study; however members of the Board did not seem to be well versed on the Commission standards and was not directly involved in the development of the study, other than the sign-off of the documents.* Despite this conclusion, the team also commended the Board for its participation in the assessment of the members’ functional roles. The President and the Board of Trustees, the report stated, discussed their assessment with the college and indicated that the process helped them in various ways.

In order to exert leadership, the team believes that Board training is essential. The need for more formal board development activities and training was a priority in the team’s agenda for the Board. The team also recommended that, after the recently-revised manual is adopted by the Board, a regular review of board policies be started immediately in order to ensure currency and appropriateness of policies affecting the college and its constituents.

### *Some final notes on the evaluation report: a caveat and a challenge*

Without a doubt, the team report will have a beneficial impact upon the college (particularly in terms of program improvements), yet there remains some internal issues that need to be addressed as well. At the forefront of these issues concerns the college’s ambitious

attempt to bring the whole site accreditation process to an online environment. Prior to the accreditors' visit, the Office of Assessment and Institutional Effectiveness conceptualized and eventually developed an online guide that provided the team a **virtual tour** of the college's comprehensive assessment process. In addition, a PowerPoint presentation provided the team with a tutorial that was intended for an easier navigation of the online version of the self-study report. Despite these innovative approaches, however, the recently-released team report *lacked any single reference* to these online tools provided to the team and hence, their utility to the process (or lack of it) will never be known. For one, the college could have profited from some insights of the accreditors regarding their reaction to the **virtual tour**; that is, how did it enhance or impede their work?

This lack of reference in the report may perhaps be explained in terms of Susan Kahn's paper, "Accountability, Accreditation and the Web," where she argued that using the web for accreditation may prove disadvantageous (compared to the traditional hard copy format) because of several factors.<sup>27</sup> Among these factors are two primary reasons, namely (1) the scarcity of models; and (2) lack of training on the part of accreditors. In her paper, she spoke of an "accreditation in transition" where she advocated that "associations/teams may need to be oriented to this approach." Viewed from this context, perhaps it should come as no surprise that the team's report (whether intentional or not) was silent on the issue. One can only hope that the leadership of the regional accrediting commission will address this emergent issue of accreditors' training in the near future. Members of future visiting teams must be ready, knowledgeable and willing to adapt to a gradually-developing virtual world in the field of accreditation.

#### **Part IV: Upholding the Institutional Commitment to Assessment: Agenda for the Institutional Strategic Master Plan (ISMP)**

One primary conclusion that can be derived from the previous discussion concerns the relative success of the GCC assessment process in terms of its directed focus on student learning outcomes. Although there are valuable lessons to be learned about the organization of

---

<sup>27</sup> Kahn cites these reasons, namely: more work than a paper self-study, need for infrastructure, and blurs "boundaries" of self-study. Kahn's paper was presented at the 2003 National Assessment Conference of the American Association for Higher Education (AAHE) in Seattle, Washington.

SLOs at the course level (based on the accreditors' notes and observations in the report), it can be said that at the program level, the emphasis is on *what students learn* as a result of their educational stay at the institution, either measured directly or indirectly. *Learning* therefore becomes a crucial measure of successful outcomes assessment. Upon closer reflection however, this over-emphasis on learning seems to have compromised the other aspect of what sound assessment must likewise cover. This other aspect encompasses the *learner* and his or her context in the learning arena. In other words, assessment must not only consider the assessment of *learning*, but must likewise include meaningful information on the *learner* so that we can fully understand their juxtaposition. Because GCC has not systematically included student data and analysis in its holistic reporting of assessment results via the annual institutional assessment reports, it is perhaps in this area that the GCC assessment process has not kept up with the huge strides made by other community colleges of GCC's size. This glaring gap in the area of assessment reporting at the college is the result of two interrelated factors, namely:

- (1) The Office of Assessment and Institutional Effectiveness is understaffed; three personnel --an Administrative Assistant, Program Specialist, Assistant Director— are tasked with overseeing a campus-wide, comprehensive assessment process that involves thirty nine (39) instructional programs, thirteen (13) student services areas, and fourteen (14) administrative units at the college (as of AY 2005-2006). Specifically, it lacks an urgently-needed position of an Institutional Researcher who can be charged with the systematic collection, analysis and interpretation of student data that can be meaningfully linked to departmental or program assessment, as well as institutional planning initiatives.
- (2) The Office of Registration and Admissions handle data requests on an “as-needed” basis only, and hence there is no systematic generation of student retention rates, completion rates, enrollment patterns, program statistics, and other pertinent data that should comprise the college's **Institutional Fact Book**. Ideally, this document should be produced annually and disseminated widely to the whole campus community as a handy guide and reference on student demographics and characteristics. Because no central office is held responsible for this task due to either the absence of expertise or resources, such lack consequently renders



whatever available student data generated by this office as either fragmented and disjointed because it is neither analyzed nor linked to any meaningful assessment practice.

### *Conclusion*

In light of these observations, this report concludes that the most notable gap in the GCC assessment process concerns the crucial linking of student data with meaningful assessment practice at the program, as well as institutional, levels. Essentially, these measures comprise institutional effectiveness indicators that must be routinely gathered and systematically analyzed from year to year. By producing accurate and reliable student data and incrementally building a database that would yield student demographics and characteristics useful for program and institutional planning, more meaningful assessment results will be generated and used to initiate improvement initiatives at various levels in the institution. When the student portal becomes fully operational in the next year or so,<sup>28</sup> the task of student data collection and analysis will hopefully become systematic and regularized. The hiring of an Institutional Researcher will go a long way in addressing this notable gap in the college's current assessment protocols in assessment reporting.

This identified need is made more urgent because an Institutional Researcher should lead in the systematic collection and analysis of student data for the use of the administration, and more importantly to be utilized by individual departments as they strive to make sense of their assessment findings. The college is fully aware that most institutions have such a position, and it makes a difference in the interpretation and usefulness of data. As the college's Academic Vice President himself wrote in a conference report recently, "we may have lots of data, but don't use it very effectively. GCC's problem is more fundamental in that we have some data but not nearly enough" (see *Overall Conclusions and Next Steps*, Appendix L).

### *Validating or invalidating accreditors' feedback*

Spurred by the notes and observations of certain members of the accrediting team that "criticized" some aspects of the GCC assessment process in both informal and formal

discussions with them (as briefly discussed in the previous section), two GCC college administrators (i.e., the Vice President for Academic Affairs and the Assistant Director of the Office of Assessment and Institutional Effectiveness and concurrent CCA chair) decided to participate at the 3<sup>rd</sup> International Assessment and Retention Conference held in Phoenix, Arizona from June 16 to 19, 2006, in order to validate or invalidate such feedback from the accreditors. Both administrators selected specific conference sessions that dealt with those aspects under criticism such as the definition of student learning outcomes (SLOs), indirect measures of learning outcomes assessment, among others<sup>29</sup>. What emerged out of this conference experience is reported by the Vice President of Academic Affairs in the following manner:

Attendance at the conference was both helpful and reaffirming. Helpful in the sense that new information was gained regarding SLOs and other topics related to assessment; reaffirming in the sense that GCC is a leader in the area of assessment. Simply stated, we are further along in our development than many other colleges, and more importantly, we are linking our assessment findings to our planning process in very appropriate ways. That is not say that we do all things right. Indeed, we have a long way to go before information coming from our assessment practices will be truly meaningful. The assessment structure is in place; now we must refine the findings and apply them to improved practices. (Annotated NASPA Conference Itinerary and Notes for John Rider, p. 4)

At this conference, the CCA chair also facilitated two face-to-face meetings of the Practical Assessment Community of Practice (COP) which attracted approximately thirty (30) core members who were willing to play key roles in the renaissance of the online community in its post-AAHE existence<sup>30</sup>. Since NASPA plans to set up a National Center for Assessment and Accountability in the near future, it is envisioned that the Practical Assessment COP will be one of the communities of practice that it will support in fulfilling its objectives. The role of COP online facilitator that the CCA chair has played since its 2004 inception has contributed

---

<sup>28</sup> The college has recently decided to put into operation a student portal system to be implemented by SunGard. The transitioning process from the old NIAS system to SCT BANNER will take effect in gradual stages over the next year or so.

<sup>29</sup> See, for instance, Dr. John Rider's Annotated NASPA Conference Itinerary and Notes, for a quick summary of conference sessions he attended, along with brief personal insights on the usefulness of such sessions vis-à-vis the GCC assessment process. See APPENDIX L.

<sup>30</sup> The COP was first conceptualized by AAHE as an online community of assessment practitioners serving as a support network for their informational and resource needs. After the demise of AAHE in May 2004, the COP operated as a listserv but was unable to sustain the needs of its members. NASPA (Student Affairs Administrators in Higher Education) hopes to carry on the role that AAHE played in the COP's early development.

largely to a robust network of assessment practitioners that he has kept in close contact with insofar as national assessment issues and best practices are concerned. This has kept him current and knowledgeable in new developments in assessment theory and practice through the years.

In the spirit of sharing assessment expertise, the CCA chair also led a three-hour pre-conference workshop session entitled “Implementing an Assessment Cycle that Works: Linking Assessment Results to Improvements,” at the 2006 Phoenix conference<sup>31</sup>, which essentially conveyed the GCC assessment experience as an evolving story of dialogue and ritual, thus emphasizing the iterative and cyclical nature of the whole process. With twenty two (22) participants from various community colleges and universities across the nation attending this workshop session, the interactive discussion yielded rich and meaningful insights regarding the following GCC epiphanies:

- Assessment is not a single-shot activity; rather, it is evolutionary, dynamic and incremental. As it matures, it becomes all-encompassing, organic, integrative and systematic.
- The cycle of assessment is compatible with what the institution seeks to do (mission) and its corresponding resources.
- At the core of assessment is the improvement of the learning and teaching processes at the institution.

The GCC model of linking assessment results to improvement (as presented in an earlier section of this report) likewise gained considerable discussion during this forum. The most challenging issue that emerged out of this discussion concerned the *implementing* and *monitoring* of improvement initiatives that have arisen out of assessment. Several questions were asked, to wit: What is the primary mechanism for implementation? Who monitors the implementation of these changes? How are successes and failures of implementation reported? How do program level changes get started and sustained? How are institutional changes conveyed to the whole college community, and what efforts are made to evaluate the impact of such improvements on the institutional culture?

---

<sup>31</sup> See the session’s abstract as printed in the conference program in APPENDIX M.

In the case of GCC, these institutional changes are recorded, organized and monitored in the Institutional Strategic Master Plan (ISMP) document. In essence, this document is an “institutional to-do list” that enumerates expectations culled from the self-study report. It must be recalled that the starting point of this document is the column of recommendations derived from the self-study. As key administrators in the college hierarchy examine these expectations, they gradually develop a specific plan and a timeline to address them.<sup>32</sup> The key offices or departments involved in the preparation of the ISMP are the following:

1. Board of Trustees
2. Foundation Board
3. President
4. Communications and Promotions
5. Academic Affairs Division
6. School of Technology and Student Services
7. School of Trades and Professional Services
8. Assessment and Institutional Effectiveness
9. Continuing Education
10. Registration and Admissions
11. Business and Finance Division
12. Human Resources
13. Administrative Services Division
14. Facility Maintenance
15. Management Information Systems
16. Planning and Development
17. Safety

Because the ISMP document is organized in terms of the six themes reflecting the current accreditation standards, it is easier to monitor how each of these administrators’ plans of action align with these thematic areas of importance to the college. As a strategy to address “big-picture” issues, these themes include the following:

---

<sup>32</sup> The complete ISMP document covering academic years 2003-2004 and 2004-2005 is in APPENDIX M.1. It is also available at the Office of Assessment and Institutional Effectiveness for review and perusal.

- Dialogue
- Student Learning Outcomes
- Organization
- Institutional Commitment
- Evaluation, Planning and Improvement
- Institutional Integrity

When the ISMP document was introduced toward the end of fall 2005, it was not immediately clear how it may be linked to assessment results. Gradually, however, key administrators began to understand that the ISMP is a yearly strategic planning model that incorporates assessment, the facilities master plan, and the technology plan. To fully understand its purpose and unique format however, it is important to situate its development in the context of the continuous self-study process that the college has established since last year. Instead of the self-study process that occurs a year prior to a site visit by an accreditation team, the college decided that it will continuously undertake self-study discussions annually. In order to make this task realizable, however, the existing leadership in the current institutional committee structure was tapped to lead this effort. The Academic Vice President who spearheaded this project considered this a prime example of harnessing resources from a currently-existing structure to match an identified institutional need.

Begun only last academic year, the ISMP document covered the previous two academic years, from AY 2003-2004 to AY 2004-2005, which coincided with the reports of the self-study committees. As of this writing, discussions are currently being held to finalize the self-study report for the recently-concluded academic year, 2005-2006. When this document is finalized, this will mark the first year that single-year reports will be contained in the self-study document. The recommendations that will be made by the self-study committees as identified by the six thematic areas indicated above will serve as the springboard to move the ISMP document forward.

How can the ISMP format and substance be improved? Input from key administrators involved in the preparation of the document listed the following areas of possible refinement: (1) Provide a table of contents; (2) Include a preface or foreword to the document that will explain its structure and content; (3) Provide pagination for easier reference; (4) Edit the self-

study more tightly to avoid repetition and inconsistency; and (5) Train administrators how best to fill out the columns, particularly the last column on recommendations.

For purposes of documentation, the following tasks in the “institutional to-do list” that covered the first two academic years in the self study (AY 2003-2005) have been reported as COMPLETED by the key administrators responsible for these tasks. They are as follows:

**Table 20.** Self-Reported Completed Tasks in the Institutional Strategic Master Plan (ISMP)

**DIALOGUE**

<b>Self Study Recommendations</b> AY2003-2004 and AY2004- 2005	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b><i>President – Communications &amp; Promotions</i></b>					
<i>Update GCC College website immediately (AY04-05)</i>				March 17th, new website went live. Current changes are made periodically to improve the website.	
<b><i>Academic Affairs Division</i></b>					
<i>Develop a concise mission statement, that includes feedback and regular review by staff, faculty, and administrators (AY03-04)</i>	Accomplished 2/05, further review is scheduled for each January, this will be forwarded to the Faculty Senate in the future	AVP	Spring 2006	Accomplished 2/05	
<i>Evaluate, improve, and formalize the faculty governance process that supports meaningful dialogue and reflects a shared campus-wide approach – perhaps through the BOT/GFT contract negotiations. This includes promoting a broader definition of “governance” and utilizing the college website to disseminate information. (AY03-04)</i>	BOT/GFT negotiations included a provision to institute the Faculty Senate			Accomplished 2/05 (preliminary) Full Implementation in Fall 06	
<i>Provide electronic means to share assessment progress and institutional effectiveness, as well as CAC activities (AY03-04)</i>	Assessment Data is available on TracDat, CAC minutes are circulated by the Chair of CAC			Accomplished 2/05	
<i>Implement policies and procedures to govern the Technology Users Group (AY03-04)</i>	Tech Users Group was replaced by the TAC (Technology Advisory Committee in the BOT/GFT Contract 2005, and is part of the Faculty Senate structure.			Accomplished 2/05	
<i>Continuously revisit the mission statement to reflect the changing needs of the college and community (AY04-05)</i>	Review of the Mission Stmt. Will occur in the Faculty Senate	AVP	Spring 2006	5-Feb	
<b><i>AAD-Continuing Education</i></b>					
<i>Develop a concise mission statement that includes feedback and regular review by staff, faculty, and administrators (AY03-04)</i>	Meet with department chairs to review mission statement and make changes where necessary.	Lolita C. Reyes		Completed	
<b><i>Assessment &amp; Institutional Effectiveness</i></b>					
<i>Complete a Master Technology Plan to incorporate recommendations from</i>	Integrate the adoption of TracDat as an assessment tool	Priscilla Johns	End of Spring 2004	Completed	Master Technology

<i>college committees and the Technology Users Group Subcommittees (AY03-04)</i>	into the Technology Master Plan by highlighting its institutional importance in the Institutional Assessment Plan document.	Dr. Ray Somera			Plan completed; revisit plan every 3 years with CCA input
<b>Admissions &amp; Registration</b>					
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Collect and analyze information regarding web portal student information system to replace NIAS.	P. Clymer	Continuous	Completed June 2006	
<b>Business and Finance Division</b>					
<i>Conduct intra-departmental dialogue that ensures that goals and objectives are linked to the budget request process</i>	Use the FY 06 budget request as the baseline in developing the FY 07 budget. Budget preparation workshops will assist the departments, as needed.	Frances Danieli - ASO	31-Jan-06	Budget Office began the first series of budget development for FY 2007. This will be used to distribute the FY07 funding, once approved by the Legislature.	
<b>Administrative Services Division</b>					
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees</i>	Administer the development and monitor the progress of the Master Technology Plan	VP, ASD	Spring 2006	Completed	

#### STUDENT LEARNING OUTCOMES

Self Study Recommendations	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation
AY2003-2004 and AY2004-2005 <b>Academic Affairs Division</b>					
<i>Provide website access to SLO per discipline, as well as institutional financial and performance reports (AY03-04)</i>	Form task force to Research and implement integrated database and portal	AVP	Spring 2006	Sp 06	
<i>Have all faculty see assigned students (AY04-05)</i>	Faculty will be reminded of this requirement by their evaluators.	AVP will remind Evaluators	Spring 2006	Sp 06	
<i>Fund tutoring program and computer labs (AY04-05)</i>	A fund will be established for part-time employees to meet this need	AVP	Spring 2006	Sp 06	
<i>Integrate formally into the curriculum the information literacy SLOs for General Education and Liberal Arts (AY04-05)</i>	New Curriculum documents will be reviewed for information literacy SLOs	AVP/Deans/AAC	Spring 2006	Sp 06	
<i>Have institutional processes that develop stronger links between appraisal and system and student learning outcomes. (AY04-05)</i>	This topic will be referred to the Job Specifications Committee	AVP	Spring 2006	Sp 06	
<i>Appraisal should include measuring adjunct faculty effectiveness in ensuring students achieve student learning outcomes. (AY04-05)</i>	This topic will be referred to the Job Specifications Committee	AVP	Spring 2006	Sp 06	

<i>Institutionalize assessment of the correlation between technology and student learning outcomes, and incorporate it into the Ten Year Master Plan and Technology Master Plan (AY04-05)</i>	The Ten-Year MP will be replaced by this plan (ISMP). This recommendation will be included in the Tech Plan, which is an appendix to the ISMP	AVP	Spring 2006	Sp 06	
<i>Continue to work on the new Master Plan and complete the renovations and new buildings (AY04-05)</i>	Facilities Master Plan will be an Appendix to the ISMP	AVP	Spring 2006	Sp 06	
<b>AAD – Trades and Professional Services</b>					
<i>Update institutional master and facility plans, incorporating linkages between technology and SLO (AY03-04)</i>	Receive input from DCs and others. Work with architect, AVP	Dean	End of Spring 06.	Facilities plan approved.	
<i>Establish accountability measures for revenue generating activities at the high schools (AY03-04)</i>	Completed. MOA process updated, armored car service initiated.	Deans, Associate Deans.	Done. Completed Fa 2005.	Procedures in place. Accountability strengthened.	
<b>Assessment and Institutional Effectiveness</b>					
<i>Demonstrate institutional commitment to the centrality of Student Learning Outcome, measurable SLO goals and links to policy, technology and college assessment (to include course, program and degree level, and Student Support Services) (AY03-04)</i>	Provide training to assessment authors on articulating student learning outcomes (SLOs)	Dr. Ray Somera Dan Guerrero	end of Spring 2004	Completed first phase (faculty)	Audit program documents and course guides in order to extract examples of SLOs that can be used for the next training phase
<i>Continue program and curriculum review and updates (per CAC), with a focus on SLOs (including literacy SLO in General Education and Liberal Arts) (AY03-04)</i>	Review program documents and course guides and identify revision/development history	Dr. Ray Somera Dan Guerrero	middle of Spring 2004	Completed	Develop a matrix that identifies program courses that are more than 5 years old in order to encourage departments to revisit their programs
<i>Engage in intentional reflection of improvements in teaching and learning (AY03-04)</i>	Report assessment results on pedagogical changes in the classroom in the Inst'l Assessment Report	Dr. Ray Somera	end of Spring 2004	Completed	The PDRC should organize a learning/sharing workshop among faculty (i.e., Faculty Development Day) to dialogue on best practices in teaching and learning in the classroom.
<i>Support the training on classroom application of assessment findings (AY03-04)</i>	Integrate this component in "Articulating SLOs" training to ensure this faculty need is sufficiently addressed	Dr. Ray Somera	middle of Spring 2004	Completed	Encourage departments to schedule a Teaching & Learning retreat session for their faculty in order to share pedagogical insights amongst themselves



<i>Continue process of having results of program assessment plan templates published in the 5th Annual Institutional Assessment Reports (AY04-05)</i>	Ensure that examples of commendable plans and reports are uploaded to the website for guidance of other authors	CCA members Priscilla Johns Rose Taitingfong	Continuous	Completed	Annual assessment reporting established
<i>Assessment training incorporated as part of normal operations, devoting greater resources to assessment (AY04-05)</i>	Justify the need for equipment that would facilitate data collection processes (e.g. tape recorders for the conduct of focus groups) among various constituents	Priscilla Johns	end of Spring 2005	Completed	Continue TracDat basic and refresher training already established every semester
<i>Institutionalize assessment of the correlation between technology and student learning outcomes, and incorporate it into the Ten Year Master Plan and Technology Master Plan (AY04-05)</i>	Convey to all assessment authors that only online submissions (ie.through TracDat) are accepted; this is to encourage all users to make the transition from the hard copy to the online environment of doing assessment.	Priscilla Johns	Continuous	Completed	Master Technology Plan completed; revisit every 3 years
<b>Business and Finance Division</b>					
<i>Assess viability of methods and strategies behind the budgetary preparation process</i>	Assist the departments in identifying their needs. Work with the Deans and AVP in determining the timing for the request for funding for specific projects. Management Team should review the major initiatives for the upcoming year.	Frances Danieli - ASO, Management Team	1-Feb-06	Updated request for the use of NAF funding presented to the Board of Trustees for approval to address additional funding needs for FY 06.	

#### ORGANIZATION

<b>Self Study Recommendations</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
AY 2003-2004 and AY2004-2005					
<b>Academic Affairs Division</b>					
<i>Develop and implement strategies to raise the level of funding to meet maintenance and improvement needs of the college, while systematically including faculty, staff, and student on the evaluation of the effectiveness of the services outsourced (security, grounds &amp; custodial maintenance, and food services) (AY03-04)</i>	Faculty Senate for discussion, Tuition and Fee Increases	AVP	Spring 2006	Sp 06 - Tuition Raised - BOT Resolution 5-2006, March 9, 2006	
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration (AY03-04)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Jan-06	Sp 06 - Contract Awarded to SunGard for Banner solution	
<i>Search for external funding, in the form of grants, providing more revenue generating services to the community has also increased (AY04-05)</i>	P&D has taken on the role of researching grant opportunities. Will require follow up	AVP	Spring 2006	Sp 06	

<i>Establish a committee that will research a plan to utilize an institution-wide system to include student information, financial information, administrative. (AY04-05)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, MIS Admin , P&D staff (for possible grant funding)	Jan-06	Sp06 - Contract awarded to SunGard for Banner Solution	
<i>Strengthen the college's planning and development process by engaging the existing Planning and Development Office in the review of assessment results and other appropriate evidence with the intent to identify and submit recommendations to the appropriate divisional managers for institutional action (AY04-05)</i>	AVP has assumed responsibility for the ISMP, which will carry out this recommendation	AVP	Spring 2006	Sp 06 - ISMP approved by the BOT at its 6/6/06 meeting	
<i>Obtain a new system, to address the NIAS system and the need to use Windows 98 to run the program -- proven to be behind its time and inadequate (AY04-05)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Jan-06	Sp 06 - Contract Awarded to SunGard for Banner solution	
<i>Strengthen the GCC/GPSS MOA to ensure that GPSS follows through with the commitments identified in the MOA (AY04-05)</i>	MOA is reviewed annually	AVP	6-Jan	Sp 06	
<i>Finalize the draft campus master plan and ensure that it is aligned with the institution's long-range goals and objectives and strategic plans (AY04-05)</i>	ISMP	AVP	Spring 2006	Sp 06 ISMP	
<i>Ensure that broad-based input is received from the college community (including students) before the draft campus master plan is finalized (AY04-05)</i>	Public review will be arranged	AVP	Spring 2006	Sp 06 ISMP	
<i>Assess financial and business processes for a more direct alignment to institutional planning. (AY04-05)</i>	B&F are assessed with other College functions, and they contribute to the ISMP	AVP	Spring 2006	Sp 06 ISMP	
<b>AAD- Technology and Student Service</b>					
<i>Provide necessary human resources for library, and include the library in General Education and Liberal Arts (AY03-04)</i>	Planned action included hiring a third librarian and moving all librarians to an 11 month schedule. Also a representative of the library would serve on both the Gen. Ed committee and the liberal arts committee.	The Dean of TSS moved forward in a request to announce and hire for all vacancies in the	This activity has been completed. Evidence to support this is apparent in both the staffing pattern for the college as well	Manny Duenas was the third librarian hired and Evelyn Anselmo filled the final staff vacancy. Christine Matson was on the two committees and has	This recommendation has been satisfactorily completed and therefore no further action is necessary.

		library. The library identified faculty to sit on both the Gen Ed committee as well as liberal arts (vice Christine Matson)	as minutes and attendance at the committee meetings.	recently been replaced by Manny Duenas.	
<b><i>Assessment and Institutional Effectiveness</i></b>					
<i>Continue the CAC process, providing feedback on assessment plans (AY03-04)</i>	Work with CAC in identifying programs and courses that need to be revisited in order to keep current with changes in the industry and business environments	Dr. Ray Somera CCA members	end of Spring 2004	Completed	Calculate percentages of courses that are over 5 years old in various programs and include this in the annual institutional assessment report. This will reveal areas of growth vis-à-vis curriculum work for various departments.
<i>Link the PDRC application and evaluation process to assessment goals that coincide with department training and professional development needs (AY03-04)</i>	Compile department-identified training needs for individual programs, as extracted from assessment reports submitted to the Assessment office	Dan Guerrero	middle of Spring 2004	Completed	Forward "Training Needs as Identified by Faculty" section of the annual institutional assessment report to the PDRC chair at the beginning of the Fall semester. This should serve as a meaningful guide to the committee's decision to approve faculty applications for training workshops or conferences
<i>Make the assessment reports available to the public electronically (AY04-05)</i>	In the interest of assessment sharing, provide assessment reports to other interested regional institutions (e.g. NMC, COM-FSM) by sending them the URL or the link to the site so they can have access.	Dr. Ray Somera Priscilla Johns Rose Taitingfong	middle of Fall 2004	Completed	In addition to online posting, provide hard copies to key administrators and chairs of Self-study committees; share assessment results to administrators of other colleges in the region

<i>Continue mandated Comprehensive Assessment Plan / process, providing the foundation of all college assessment activities (AY04-05)</i>	Revisit the Comprehensive Assessment Plan document so that the campus-wide use of the TracDat software is fully integrated into the plan.	Dr. Ray Somera	end of Fall 2005	Completed	Monitor assessment compliance to two-year cycle already established
<b>Business and Finance Division – Human Resources Office</b>					
<i>Review and implement an Affirmative Action Plan through the EEO Coordinator (AY04-05)</i>	Attend updated training on developing an Affirmative Action Plan. Update and implement Affirmative Action Plan.	Joann Waki Muna, Administrator for HR - Lorie Aguon, Specialist II - Micki Lonsdale, EEO Officer - Priscilla Johns, EEO Counselor	Training - Dec. 9, 2005; Affirmation Action Plan - Feb. 28, 2006	Assigned Personnel successfully completed EEO Training with the Society of Human Resources Management in Dec. 05. Affirmative Action Plan and Program was reviewed and updated on Feb. 06.	
<b>ASD – Management Information Systems</b>					
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration (AY03-04)</i>	Continue active participation with TAC. Continue with research of integrated and portal systems and submit recommendations.	MIS Systems Administrator	Fall 2007	Completed Research with Educause Core Database Resource and presented findings to the Integrated Database Portal committee. SunGard and Datatel showed to be most promising vendors. RFI process initiated and evaluation phase completed. SunGard eventually got awarded a \$3.6M project in Summer 2006. Continue until implemented.	Recommend budget commitment and full training in all areas for successful implementation.

#### INSTITUTIONAL COMMITMENTS

<b>Self Study Recommendations</b> AY2003-2004 and AY2004-2005 <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>Academic Affairs Division</b>					
<i>Review, create, and implement new Mission Statement when needed (AY04-05)</i>	Accomplished 2/05, further review is scheduled for each January, this will be forwarded to the Faculty Senate in the future	AVP	Spring 2006	Sp06	
<i>Continue funding travel to training that helps maintain the college's curricular currency and technological advantage (AY04-05)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP/AIE	no further action required	Sp06	
<i>Follow time lines established in the formulation of the Mission Statement (AY04-05)</i>	Accomplished 2/05, further review is scheduled for each January, this will be forwarded to the Faculty Senate in the future	AVP	Spring 2006	Sp06	

<i>Allow for non-degree students and students taking courses for enrichment to have true open access to the courses they desire (AY04-05)</i>	Faculty Senate	AVP	Spring 2006 delayed to F06	Spring 2006 - Fall 06	
<i>Revise and implement Certificate Programs that allow students to take courses of study in their field of work to enhance their job skills and encourage them to continue towards a degree (AY04-05)</i>	Revision of Programs is ongoing	AVP	Spring 2006	Sp06	
<i>Increase the number of student computers in the library, while upgrading existing library computers (AY04-05)</i>	Seek grant funding for additional computers, establish this as a priority in the Tech Plan	AVP	Spring 2006	Sp06	
<i>Provide a viewing room in the library for faculty and students as stated in the Union Board Contract (AY04-05)</i>	Space for this purpose will become available when the new Tech Bldg. opens.	AVP	Spring 2006	Sp06	
<i>Provide a student-group study room in the library (AY04-05)</i>	Space for this purpose will become available when the new Tech Bldg. opens.	AVP	Spring 2006	Sp06	
<i>Analyze and appropriate accordingly an increase in funds for professional development for staff, faculty and administrators. (AY04-05)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP	Spring 2006	Sp06 - \$25,000 added in 06 NAF Budget	
<i>Review and implement relevant recommendations in the Uyehara report. (AY04-05)</i>	This refers to professional development recommendations. Professional development priorities will be further established through the assessment process.	AVP	Spring 2006	Sp 06	
<i>Implement the Campus Master Plan (AY04-05)</i>	Accomplished 2005, plan is part of the ISMP		Sp 06	Sp 06	
<i>Link NAIS, the registration data, with TracDat (AY04-05)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Jan-06	Sp 06 - Contract signed for SunGard's "Banner"	
<b><i>Assessment and Institutional Effectiveness</i></b>					
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Map TracDat with the "old" assessment structure to create a smooth transition into the online environment	Dan Guerrero	end of Spring 2004	Completed	Schedule teleconference sessions with TracDat's consulting staff in order to facilitate the mapping task.

<i>Utilize TracDat baselines evidence and data to begin the discussion surrounding the ongoing assessment process its progress and recommendations for action (AY04-05)</i>	Disseminate year-end assessment results to all stakeholders by uploading document into the AIE website prior to Fall convocation; topics for Faculty Development Day can focus on some or all of the results.	Dr. Ray Somera CCA members Priscilla Johns	end of Spring 2005	Completed	Include patterns of TracDat use in the next annual institutional assessment report
<b>Admissions and Registration</b>					
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Collect and analyze information regarding web portal student information system to replace NIAS.	P. Clymer	Continuous	Completed June 2006	
<b>ASD – Management Information Systems</b>					
<i>Increase access and number of PCs on campus (AY03-04)</i>	Submit scheduling recommendations of existing computerized rooms and plans for an Open Student Lab at the Technology Center. Upgrade wireless network zone to strengthen signal to remote areas of the campus and to penetrate more buildings.	MIS Systems Administrator & MIS Staff	Summer 2006	Completed the Increase by the installation of additional labs at the Technology Center.	Use computers from upgraded labs for additional open student labs in the lower campus areas and schedule computerized rooms in the Technology Center as open labs during non-instructional times. Work with Financial Aid Office to coordinate work study students to be lab monitors and temporary MIS support.
<i>Supply students with GCC email accounts (AY04-05)</i>	Procure an additional server and setup a separate e-mail system for students or incorporate student e-mail accounts into existing e-mail server.	MIS Systems Administrator & Computer Systems Analyst I	Spring 2006	Completed--COPSA students testing out new system and will submit recommendations.	Recommend to make the system as web-friendly as resources allow and to enforce usage policies.

#### EVALUATION, PLANNING, AND IMPROVEMENTS

<b>Self Study Recommendations</b>  AY2003-2004 and AY2004-2005  <b>Academics Affairs Division</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Include BOT and administration representatives in the Self-Study process (AY03-04)</i>	Check ACCJC guidelines, then refer to Self-Study Steering committee	AVP	Spring 2006	Sp 06 - ISMP	

<i>Establish staff development process that promotes a culture of continued performance improvement (AY03-04)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP	Spring 2006	Sp 06	
<i>Schedule periodic review of the Master and Facility Plans to meet changing needs (AY03-04)</i>	The ISMP is a yearly strategic planning model that incorporates the facilities master plan and the technology play	AVP	Jan-06	Sp 06 - BOT Adopted ISMP	
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	The ISMP is a yearly strategic planning model that incorporates the facilities master plan and the technology play	AVP	Spring 2006	Sp 06 - BOT Adopted ISMP	
<i>Link institutional assessment to the development of human resources. (AY04-05)</i>	See professional development recommendations that link with assessment findings. This information will be shared with HRO to develop overall training agendas	AVP	Spring 2006	SP 06	
<i>Conduct long-term planning for physical resources based on periodic evaluations and assessment (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	SP 06 - ISMP	
<i>Develop a means to systematically evaluate the draft campus master plan to ensure that changing needs are addressed (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	SP 06 - ISMP	
<i>Incorporate institutional assessment of its departments' and programs' facilities and equipment into planning (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	SP 06 - ISMP	
<i>Develop and implement a systematic institutional evaluation method to determine the need and frequency for upgrades/replacements. (AY04-05)</i>	Will be incorporated into the ISMP and Tech Plan	AVP	Spring 2006	SP 06 - ISMP	
<i>Utilize assessment results to develop and implement a 5 year financial plan. (AY04-05)</i>	Will be incorporated into the ISMP	AVP	Spring 2006	SP 06 - ISMP	
<i>Utilize assessment results to review and revise the Ten Year Master Plan. (AY04-05)</i>	ISMP will replace Ten Year Master Plan, and will be done on a yearly basis	AVP	Spring 2006	SP 06 - ISMP	
<i>Regularly revisit the Campus Master Plan and be flexible in making changes (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	Sp 06 - ISMP	

<i>Amend the Faculty evaluation process as needed (AY04-05)</i>	BOT/GFT Contract call for reevaluation on a 2 year cycle	AVP	Spring 2006	Sp 06	
<b><i>Assessment and Institutional Effectiveness</i></b>					
<i>Conduct TracDat training and improve its utility, while providing clear and consistent assessment guidelines and methodology (AY03-04)</i>	Develop a TracDat training manual that addresses the unique needs of GCC end users, particularly its alignment with the 2-year cycle schedule.	Dan Guerrero	end of Spring 2004	Completed	Develop TracDat user checklists --both for assessment plan and report--that would simplify data input into the software
<i>Support institutional-wide assessment and curriculum planning, with assessment as the basis for an institutional conceptual Master Plan (10-year) and Financial Plan (5-year) (AY03-04)</i>	Produce, write, and disseminate Institutional Assessment Reports that discuss assessment progress and achievements at the course, program, and institutional levels	Dr. Ray Somera	end of Spring 2004	Completed	For easier access to the annual assessment reports, upload the document into the assessment website and email the college community about its online availability
<i>Review on a continuous basis the CCA review process (AY03-04)</i>	Conduct a survey among current and former members of CCA to determine their perceptions of assessment progress by the college	Dr. Ray Somera Dan Guerrero	end of Spring 2004	Completed	Administer the same survey instrument to assessment authors in the various groups (A, B, C & D) in order to compare perceptions of CCA and faculty groups
<i>Utilize the institution website as a means for input and dissemination of reports (AY03-04)</i>	Conceptualize and design an assessment website dedicated to the college's assessment process	Dr. Ray Somera Dan Guerrero	end of Spring 2004	Completed	Identify areas of expansion for the website and consider users' input in making improvements
<i>Provide evening, night and weekend access to online assessment software (AY04-05)</i>	Plan for the purchase of a firewall that would "guarantee" TracDat security so that full access can be granted to GCC users	Priscilla Johns	end of Spring 2005	Completed; firewall already installed	Monitor TracDat use in terms of functionality, ease of use and access



<i>Continue to improve assessment efforts (AY04-05)</i>	Refine CCA templates (and other assessment-related templates), as necessary and appropriate. Update the AIE website so that it stays current with faculty needs and issues.	Priscilla Johns Rose Taitingfong	Continuous	Completed	Monitor currency of information posted in AIE website
<b>Admissions and Registration</b>					
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Work with MIS to create a controlled, web accessible catalog for editing and a separate version for review by the college community	P. Clymer	May-06	Completed May 2006	
<b>ASD – Management Information Systems</b>					
<i>Develop and implement a systematic institutional evaluation method to determine the need and frequency for upgrades/replacements (AY04-05)</i>	Monitor and/or conduct system hardware reviews and compare trends in software or operating systems needs to estimate when computers will be considered obsolete.	MIS Systems Administrator & MIS Staff	On-going	Completed the Upgrade/Replacement cycle calendar. Plan is continuous and updated annually. FY2006 priority for the Tech Center cancelled out and extended upgrade cycle by one year.	Recommend a 3-5 year upgrade/replacement cycle based on priorities, budget constraints, and/or software requirements.
<b>ASD – Planning &amp; Development</b>					
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Work with MIS in the development of a Technology Master Plan	Assistant Director	Ongoing	Completed. The Technology Plan (draft) was completed April 2006.	Recognize P&D as a stakeholder in institutional activities.
<b>ASD – Environmental Safety &amp; Security</b>					
<i>Manage facility needs, including water-related campus projects (AY03-04)</i>	Assess facility needs, assist and monitor progress.	Safety Administrator, ASD	On-going	Completed	The Safety Office must be involved on any safety issues impacting the institution.

#### INSTITUTIONAL INTEGRITY

<b>Self Study Recommendations</b> AY2003-2004 and AY2004-2005	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>President- Communications and Promotions</b>					
<i>Place the library link/webpage in a prominent place on the college home page, for students to access quickly and easily. (AY04-05)</i>				Completed.	
<b>Academic Affairs Division</b>					

<i>Fund for the redesign and regularly update the college website, providing assessment information on the college website, as well as linking the library in a prominent place so that students will be able to find the library website quickly and easily (AY03-04)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Spring 2006	Sp 06 - Contract awarded to SunGard for Banner solution	
<i>Perform long-range planning and evaluation of its physical resources through its master plan, facilities plan, and assessment process (AY03-04)</i> <b>Assessment and Institutional Effectiveness</b>	ISMP	AVP	Spring 2006	Sp 06 - ISMP approved by BOT 6/6/06	
<i>Recognize how other institutions request information concerning the whole assessment experience from planning to implementation (AY03-04)</i>	Provide assessment assistance to other colleges in the region (e.g. NMC, COM-FSM) through sharing of resources and information	Dr. Ray D. Somera	end of Spring 2004	Completed	Share assessment results to NMC and COM-FSM by mailing key administrators a hard copy of the GCC Annual Institutional Assessment Report each year
<b>Business and Finance Division – Human Resources Office</b>					
<i>Coordinate the review and implementation of the Affirmative Action Plan, through the EEO Coordinator, to promote and ensure equity and diversity in the college recruitment and hiring practices Y03-04)</i>	Attend updated training on developing an Affirmative Action Plan. Update and implement Affirmative Action Plan.	Joann Waki Muna, Administrator for HR - Lorie Aguon, Specialist II - Micki Lonsdale, EEO Officer - Priscilla Johns, EEO Counselor	Training - Dec. 9, 2005; Affirmation Action Plan - Feb. 28, 2006	Assigned Personnel successfully completed EEO Training with the Society of Human Resources Management in Dec. 05. Affirmative Action Plan and Program was reviewed and updated on Feb. 06. EEO practices are on-going.	
<b>ASD – Management Information Systems</b>					
<i>Establish a committee that will research a plan to utilize an institution-wide system to include student information, financial information, administrative. (AY04-05)</i>	Continue active participation with TAC. Continue with research of integrated and portal systems and submit recommendations.	MIS Systems Administrator	Fall 2007	Completed Research with Educause Core Database Resource and presented findings to the Integrated Database Portal committee. SunGard and Datatel showed to be most promising vendors. RFI process initiated and evaluation phase completed. SunGard eventually got awarded a \$3.6M project in Summer 2006. Continue until implemented.	Recommend budget commitment and full training in all areas for successful implementation.

Obtain a new system, to address the NIAS system and the need to use Windows 98 to run the program -- proven to be behind its time and inadequate (AY04-05)	Phase out Windows 98 and require NIAS vendor to upgrade current version in order to run in Windows XP. Plan on having the new integrated system include the NIAS replacement.	MIS Systems Administrator & Computer Systems Analyst	Fall 2007	Completed Research with Educause Core Database Resource and presented findings to the Integrated Database Portal committee. SunGard and Datatel showed to be most promising vendors. RFI process initiated and evaluation phase completed. SunGard eventually got awarded a \$3.6M project in Summer 2006. Continue until implemented.	Recommend budget commitment and full training in all areas for successful implementation.
--	---	--	-----------	--	---

It is apparent from the above table that the recommendations from the Self-Study report --which eventually found their way in the ISMP document (see Column 1 above)-- were too *redundant* or *repetitive* throughout the six themes. More importantly, these recommendations, although arranged by ACCJC themes, were unclear vis-à-vis the goals they were trying to address. Apart from the thematic organization, were these recommendations addressing institution or division goals, or both? Which goals were specifically being addressed and at what level? Without this clarity, gauging the success or failure of the completed tasks in the above table remains problematic. Why? This is because these completed tasks can not be objectively measured against what the college is seeking to do (its general mission) and the specific expectations (that is, its broad goals) attached to this mission. In this regard, a careful rethinking and restructuring of the self-study template (and it goes without saying, the ISMP template) should be a top priority. It is therefore strongly recommended that the college mission, vision and values, along with the institutional goals should serve to frame the recommendations. In this way, each recommendation does not only fall under a specific ACCJC theme, it also addresses a specific institution or division goal, whenever relevant. Without this specificity, tasks might be generally addressed as “ongoing” or “work in progress” over a long period of time.

### *The challenge of alignment*

It is in this light that **alignment** issues need to be placed in the forefront of this discussion. Alignment, as defined by Mary Allen (2004), shows the relationship between two sets of categories, such as the relationship between program outcomes and course learning

outcomes. It can also refer to the matching of expectations between two sets of goals, such as the relationship between college mission and its expanded goals, and the goals of a college division (such as Academic Affairs), or a school (such as Technology and Student Services). Taking alignment seriously means an institution must have a campus-wide discussion on clarifying the relationship between lower level to higher level goals, or more specific goals to broader goals. In the case of GCC, many of the identified issues in the recently-released accreditation report stem from a lack of serious thought regarding alignment. In the bulleted items below, several sets of relationships are coded so that levels of alignment are seen as a series of top to bottom discussions. It is high time that a comprehensive dialogue on alignment be undertaken by the whole campus and to focus on the following sets of relationships:

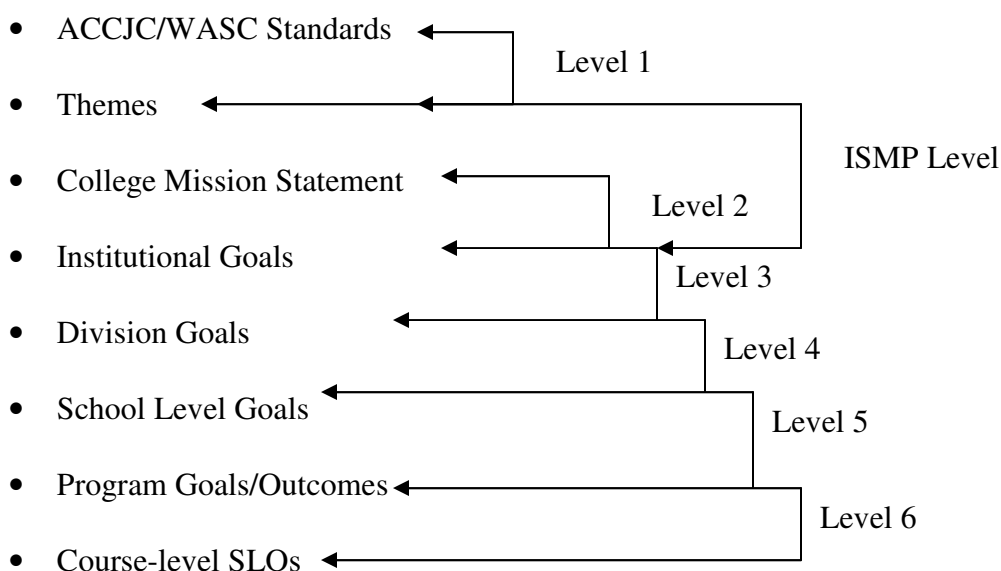


Figure 3. Alignment Levels and Relationship Sets

### *Why alignment is important*

Because the college has chosen to structure its annual self-study report using the six ACCJC themes as an organizing framework, it is crucial that a focused discussion on Level 1 alignment must be given priority. Members of the Self-Study committees must lead this task. When completed, this will be a useful guide for future accreditors and will hopefully avoid confusion, as experienced by the last accreditors, when they wrote: “Because the documents were organized around a thematic and assessment format, team members had some difficulty

relating information to specific accreditation standards and had to “mine” information to make relevant observations.” (Summary of the Evaluation Report, 2006, p. 3).

In the same vein, discussions on Level 2 and Level 3 alignment will clarify for assessment authors the relationships between the college mission and the goals attached to it, as well as the relationship between the institutional and division goals. The conversation on Level 4 alignment must be undertaken immediately soon after the deans of the respective schools have initiated a dialogue on school-level goals, after which discussions on Level 5 alignment can likewise proceed. As documented in TracDat, a lot of work on Level 6 alignment is continuous and ongoing across the campus as required by the college’s assessment approach. Finally, a discussion on the ISMP Level alignment will be helpful for members of the Self-Study committees, as well as key administrators involved in the ISMP document. This will also prevent confusion among future accreditors, as it did with the present group.

### *Recommendations*

The set of recommendations in this year’s report are grouped and organized into four interrelated areas. These are: (1) assessment practice; (2) alignment issues; (3) institutional research; and (4) leadership and governance processes. In the following matrix, major task areas are listed, followed by the office or committee who will be charged with overseeing such task. Also, in the third column below, the *primary entity* responsible for the recommendation is listed first and the rest of the entities that follow are expected to provide support to the primary responsible entity. It is hoped that this format will be a useful guide in monitoring the improvement initiatives spelled out in the ISMP document:

**Table 21.** Matrix of Recommendations and Responsibilities

Planned Action	Expected Task Duration	Responsible Office/Committee for ISMP Monitoring <sup>33</sup>
<b>1. ASSESSMENT PRACTICE</b>		
<i>On accreditors’ concerns:</i>		

<sup>33</sup> For purposes of ISMP monitoring, see the coding system, “Guidelines for Tracking Self-Study Recommendations in the Strategic Master Plan,” devised by Academic Vice President Dr. John Rider in APPENDIX N.

<ul style="list-style-type: none"> <li>Collaborate with relevant committees of the newly-formed Faculty Senate to initiate a campus-wide conversation on student learning outcomes at the course level. This may be built around the question, “What is student learning?” Plan and implement this campus dialogue to coincide with the Faculty Development Day. This forum may also include a dialogue about the appropriate levels of English and math to require for various programs as a guide toward resolving the GE issue</li> </ul>	Short term	AAD, AAD-TSS, AAD-TPS, AAD-AIE
<ul style="list-style-type: none"> <li>Ensure the participation of adjunct faculty in the above campus dialogue</li> </ul>	Short term	AAD, AAD-TSS, AAD-TPS
<ul style="list-style-type: none"> <li>Devise a staggered schedule that systematizes a COURSE GUIDE and SYLLABUS REVIEW process over a two or three-year period. The deans of the respective schools may form a task force or committee to address this longitudinal project. This should address accreditors’ concerns on the relationship between SLOs and competencies, among other issues. The Program and Course Review Audit Matrix on page 39 should serve as a guide to this school-wide effort. All syllabi and course guides on file in the AAD office must be “cleaned</li> </ul>	Long term	AAD, AAD-TSS, AAD-TPS

out” and updated within this 3-year period. Collaborate with relevant committees of the Faculty Senate to spearhead this campus-wide effort		
<ul style="list-style-type: none"> <li>At the conclusion of the campus-wide dialogue on student learning, organize and publish an institutional booklet that defines student learning and ensures that SLOs are articulated consistently across the three tiers of assessment (i.e., course, program, institution)</li> </ul>	Medium term	AAD, AAD- AIE, PRES-COM
<ul style="list-style-type: none"> <li>Plan to include program SLOs in the student catalog and in other relevant campus publications</li> </ul>	Medium term	AAD, PRES-COM
<ul style="list-style-type: none"> <li>Promote the mission statement consistently, both online and in print, as well as internally and externally, through the implementation of a long-planned college newsletter</li> </ul>	Short term	PRES-COM
<ul style="list-style-type: none"> <li>Focus professional development dollars on a specific issue, such as how to write good SLOs. Members of the Curriculum Committee should participate in this important training, either through conference attendance or a hired off-island consultant</li> </ul>	Medium term	AAD, BFD, AAD-TSS, AAD-TPS
<ul style="list-style-type: none"> <li>Expand the general education curriculum to include humanities and fine arts, as suggested by the team report</li> </ul>	Medium term	AAD, GE Committee or relevant Faculty Senate committee
<ul style="list-style-type: none"> <li>Strengthen communication about college budgetary needs across</li> </ul>	Short term	BFD

campus		
<ul style="list-style-type: none"> <li>Devise a strategy to link hiring to assessment and communicate this plan to individuals responsible for hiring</li> </ul>	Medium term	HRO
<ul style="list-style-type: none"> <li>Include faculty input in Facility Master Plan which must be continuously reviewed vis-à-vis its link to learning outcomes assessment</li> </ul>	Medium term	ASD, ASD-FAC
<ul style="list-style-type: none"> <li>Study the ACCJC accrediting team's recommendations, as well as implications of their report in Table 18 (p. 48 ) and formulate a plan of action that would address these concerns systematically</li> </ul>	Short term	AAD, BOT, PRES, AAD-TSS, AAD-TPS, AAD-AIE, AAD-REG, BFD, BFD-HRO, ASD
<ul style="list-style-type: none"> <li>Ensure 90% to 100% department compliance with twice-a-year Advisory committee meetings to serve as helpful guide in curriculum revision</li> </ul>	Short term	AAD-TSS, AAD-TPS
<b><i>On core indicators of institutional effectiveness</i></b>		
<ul style="list-style-type: none"> <li>Collect data on Student Progress (Core Indicators 1, 2, 3) for fall and spring, AY2006-2007, so that student data will be integrated in next year's annual institutional assessment report.</li> </ul>	Medium term	AAD-REG
<ul style="list-style-type: none"> <li>Collect data on Core Indicator 1 to monitor completion rates on continuing education programs</li> </ul>	Medium term	AAD-CE
<ul style="list-style-type: none"> <li>Collect data on Workforce Development (Core Indicators 4, 5, 6, 7) for AY2006-2007, so that data will be integrated in next year's annual assessment report</li> </ul>	Medium term	ASD- P&D



<ul style="list-style-type: none"> <li>Systematize record-keeping of trip reports and devise a system that will provide PDRC (or relevant committee) access to such reports</li> </ul>	Short term	BFD
<ul style="list-style-type: none"> <li>Rethink trip report template so that it answers the question, “how will the data be used?;” PDRC will report quantitative and qualitative patterns of improvement strategies gained from professional development activities as reported by faculty for inclusion in 7<sup>th</sup> Annual Institutional Assessment Report</li> </ul>	Short term	AAD, PDRC or relevant Faculty Senate committee
<ul style="list-style-type: none"> <li>Refine or revamp template for Record of Classroom Observation to allow for <i>quantitative</i> monitoring of improvements at the classroom level; it should answer the question, “what pedagogical strategies are being employed to improve student learning?” This should complement the qualitative nature of the present template.</li> </ul>	Medium term	AAD-TSS, AAD-TPS
<b>2. ALIGNMENT ISSUES</b>		
<ul style="list-style-type: none"> <li>Study the alignment issues discussed above and plan to implement any one or all of the following: (1) The AVP must convene a college-level committee tasked to explore alignment issues as suggested above. This committee must represent various sectors of the college, including student</li> </ul>	Short term	AAD

representatives.; (2) The AVP may designate the Self-Study committees to work as a group to tackle this task; (3) The AVP may designate the AAD Management Group to lead this project; (4) The AVP may implement a combination of the suggestions indicated above		
<ul style="list-style-type: none"> <li>Once these alignment issues are ironed out, ensure that the college mission, vision and values, as well as the goals attached to the mission, become an integral part of the ISMP document</li> </ul>	Short term	AAD
<ul style="list-style-type: none"> <li>Formulate school-level goals that align with institutional goals, and disseminate these goals campus-wide once they are finalized</li> </ul>	Short term	AAD-TSS, AAD-TPS
<ul style="list-style-type: none"> <li>Communicate the ISMP document widely and consistently so that all employees become familiar with the document and its expectations</li> </ul>	Short term	AAD, AAD-TSS, AAD-TPS, PRES
<b>3. INSTITUTIONAL RESEARCH</b>		
<ul style="list-style-type: none"> <li>Plan to hire an <b>Institutional Researcher</b> who will be tasked to expand the college's assessment approach through a systematic and regularized collection, analysis and interpretation of data on student needs and demands vis-à-vis learning</li> </ul>	Medium term	AAD, AAD-AIE, BFD, BFD-HRO
<ul style="list-style-type: none"> <li>Seek input, develop, and implement a research agenda for</li> </ul>	Medium term	AAD, PRES, AAD-AIE

the college based on areas of importance as identified by the accreditors' report		
<ul style="list-style-type: none"> <li>To address the accreditation issues pointed out by the team report, recognize the importance of research in the college's priority areas for funding</li> </ul>	Medium term	AAD, BFD
<ul style="list-style-type: none"> <li>Initiate a dialogue within Student Services seeking input on how best to do student services assessment holistically, as recommended by the accreditors' report</li> </ul>	Medium term	AAD-TSS, AAD
<ul style="list-style-type: none"> <li>As part of a research effort in the student services area, the Center for Student Involvement (CSI) needs to address issues of diversity. This might best be done using the "Equity Scorecard" which is available through the Center for Urban Education at the University of Southern California, Rossier School of Education<sup>34</sup></li> </ul>	Medium term	AAD-TSS, AAD
<b>4. LEADERSHIP AND GOVERNANCE PROCESSES</b>		
<ul style="list-style-type: none"> <li>Include student representatives in the Self-Study committees for them to have a voice in the college's decision-making processes</li> </ul>	Short term	AAD, AAD-TSS
<ul style="list-style-type: none"> <li>Follow through with specific recommendations made in assessment reports (e.g.,</li> </ul>	Medium term	PRES-COM, PRES, BOT

<sup>34</sup>Visit the site, <http://www.usc.edu/dept/education/CUE/projects/equityscorecard.htm>, for a good background on this tool. Another useful resource material is [http://www.wisconsin.edu/news/2005/06-2005/jun09\\_pptequity-scorecard.pdf](http://www.wisconsin.edu/news/2005/06-2005/jun09_pptequity-scorecard.pdf).

Consolidated Administrators' Assessment Report) and communicate to the campus how improvements were made and implemented via GCC newsletter		
<ul style="list-style-type: none"> <li>Conduct a board retreat to formally adopt revised manual and other relevant board documents</li> </ul>	Short term	AAD-AIE, BOT, PRES
<ul style="list-style-type: none"> <li>Review board policies for currency and appropriateness, as soon as the revised manual is adopted</li> </ul>	Medium term	BOT, PRES, AAD-AIE
<ul style="list-style-type: none"> <li>Provide a more formal board development training, including training on SLOs and the accreditation process, as recommended by the ACCJC team report</li> </ul>	Long term	PRES, BOT, AAD-AIE
<ul style="list-style-type: none"> <li>Provide funding for board development training in order to address accreditors' concerns</li> </ul>	Medium term	BOT, PRES, BFD

With the gradual implementation of these recommendations by the responsible committees, offices, or individuals indicated above, the college will further show solid evidence of its “extensive assessment process and infrastructure which places it in the forefront in meeting the assessment expectations of the 2002 Standards,” as Dr. Barbara Beno wrote in her 29 June 2006 letter to the GCC president reaffirming the college’s accreditation. By the time the Midterm Report is due on March 15, 2009, there would undoubtedly be more robust and richer evidence to support such commendation from the commission. When the next comprehensive accreditation visit of the college occurs in Spring 2012, the college will definitely be more than prepared to demonstrate its continuous and ongoing efforts to improve the educational programs and services of the institution.

\*\*\*\*\*

## REFERENCES

- Alfred, Richard et. al. (1999). *Core Indicators of Effectiveness for Community Colleges*. Washington, DC: Community College Press.
- Allen, Mary. (2004). *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing Co.
- Ewell, Peter. (1992). *Outcomes Assessment, Institutional Effectiveness, and Accreditation: A Conceptual Exploration*. Resource papers for the Council on Postsecondary Accreditation Task Force on Institutional Effectiveness. (ERIC Document Reproduction Service No. 343 513).
- Gardiner, Lion. (1989). *Planning for Assessment: Mission Statements, Goals, and Objectives*. New Jersey Department of Higher Education.
- Suskie, Linda. (2004). *Assessing Student Learning: A Common Sense Guide*. Bolton, MA: Anker Publishing Co.

June 29 2006

Dr. Herominiano de los Santos  
President  
Guam Community College  
P. O. Box 23069  
Guam, M.I. 96921

Dear President de los Santos:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 7-9, 2006, reviewed the institutional self study report and the report of the evaluation team which visited Guam Community College on Tuesday, February 28-Thursday, March 2, 2006. I am pleased to report that the Commission took action to reaffirm accreditation.

The college is commended for its response to the recommendations of the previous evaluation team and for the extensive assessment process and infrastructure which places it in the forefront in meeting the assessment expectations of the 2002 Standards. The Commission also notes the optimistic attitude with which Guam Community College addressed the natural and economic hardships in recent years and commends the college's continued focus on educational effectiveness.

I have previously sent you a copy of the evaluation team report. Additional copies may now be duplicated. The Commission requires you to give the team report and this letter dissemination to your college staff and to those who were signatories of your college self study report. This group should include campus leadership and the Board of Trustees. The Commission also requires that the team report and the self study report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

The recommendations contained in the evaluation team report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the team report, the college is expected to use the report to improve the educational programs and services of the institution.

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Guam Community College should submit the Midterm Report by **March 15, 2009**. Midterm Reports indicate progress toward meeting the evaluation team's recommendations and

Dr. Herominiano de los Santos  
Guam Community College  
June 29, 2006  
Page Two

forecast where the college expects to be by the time of the next comprehensive evaluation. The report also includes a summary of progress on college-identified plans for improvement as expressed in the self study.

The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing development of Guam Community College. The next comprehensive evaluation of the college will occur during **Spring 2012**.

Finally, let me take this opportunity to remind you that federal legislation affecting accrediting agencies requires that accredited colleges conduct systematic assessment of educational outcomes (see especially Standards One and Two). A further requirement is that accrediting agencies pay close attention to student loan default rates.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Barbara A. Beno, Ph.D.  
President

BAB/tl

Enclosure

cc: Mr. John Rider, Accreditation Liaison Officer  
Board President, Guam Community College  
Dr. Philip L. Hartley, Team Chair  
Evaluation Team Members

## APPENDIX B

January 23, 2006

Guam Community College  
Comprehensive Evaluation Visit Team Roster  
Tuesday, February 28-Thursday, March 2, 2006

Dr. Philip Hartley (**CHAIR**)  
President  
West Valley College  
14000 Fruitvale Avenue  
Saratoga CA 95070  
e-mail: [Philip\\_Hartley@westvalley.edu](mailto:Philip_Hartley@westvalley.edu)  
Telephone: 408-741-2097  
FAX: 408-867-5132

Ms. Brenda Rogers (Assistant)  
Senior Executive Assistant  
West Valley College  
14000 Fruitvale Avenue  
Saratoga CA 95006  
e-mail: [Brenda\\_rogers@westvalley.edu](mailto:Brenda_rogers@westvalley.edu)  
Telephone: 408-741-2668  
FAX: 408-867-5132

Dr. Judith Branzburg  
Professor  
Pasadena City College  
1570 E. Colorado Boulevard  
Pasadena CA 91106  
e-mail: [jvbranzburg@pasadena.edu](mailto:jvbranzburg@pasadena.edu)  
Telephone: 626-585-7643  
FAX: 626-585-7912

Dr. Nizam Kazi  
Professor of Mathematics  
Mt. San Jacinto College  
1499 N. State Street  
San Jacinto CA 92583-2399  
e-mail: [nkazi@msjc.edu](mailto:nkazi@msjc.edu)  
Telephone: 951-487-1527  
FAX: 951-487-1903

Dr. Janis Caston  
Dean of Instruction and Student Learning  
Cosumnes River College  
8401 Center Parkway  
Sacramento CA 95823  
e-mail: [castonj@crc.losrios.edu](mailto:castonj@crc.losrios.edu)  
Telephone: 916-691-7205  
FAX: 916-691-7375

Ms. Suzette Robinson  
Interim Dir. Office Continuing Ed/Training  
Maui Community College  
310 Kaahumanu Ave.  
Kahului HI 96732  
e-mail: [suzetter@hawaii.edu](mailto:suzetter@hawaii.edu)  
Telephone: 808-984-3406  
FAX: 808-244-0862

Dr. Daniel Castro  
President  
Riverside City College  
4800 Magnolia Avenue  
Riverside CA 92506  
e-mail: [daniel.castro@rcc.edu](mailto:daniel.castro@rcc.edu)  
Telephone: 951-222-8800  
FAX: 951-222-8035

Ms. Teresa Scott  
Executive Vice Chancellor  
Yosemite Community College District  
P.O. Box 4065  
Modesto CA 95352  
e-mail: [scott@yosemite.cc.ca.us](mailto:scott@yosemite.cc.ca.us)  
Telephone: 209-575-6503  
FAX: 209-575-6562

Dr. Sallyanne Fitzgerald  
Vice President, Instruction  
Napa Valley College  
2277 Napa-Vallejo Hwy  
Napa CA 94558  
e-mail: [sfitzgerald@napavalley.edu](mailto:sfitzgerald@napavalley.edu)  
Telephone: 707-253-3057  
FAX: 707-259-8060

Dr. David Tom  
Director, Institutional Research  
West Valley College  
14000 Fruitvale Avenue  
Saratoga CA 95070  
e-mail: [david\\_tom@wvmccd.edu](mailto:david_tom@wvmccd.edu)  
Telephone: 408-741-2166  
FAX: 408-867-5033



KUAM Printable News: Stateside accreditation board pays visit to GCC Page 1 of 1

[Print this story](#)

## **Stateside accreditation board pays visit to GCC**

**by Samantha\_Lynott, KUAM News**

**Thursday, March 02, 2006**

This week the Guam Community College was visited by eleven members of their accreditation board, which gave their preliminary findings today. The college is reviewed every six years and has never failed accreditation renewal. GCC's vice-president John Rider Told KUAM News, "We're accredited by [the Western Association of Schools and Colleges] and these people represent the two-year division of the WASC. They've been visiting with faculty, administrators and students. They really assess how well we meet the accreditation standards."

The review board's written accreditation report will be issued and made public in three to five weeks.

**Copyright © 2000-2006 by Pacific Telestations, Inc.**

[Print this story](#)



## Overview

### INSTITUTION:

GUAM COMMUNITY COLLEGE

### PROFILE:

Guam Community College is the only public two-year vocational institution in the U.S. territory of Guam serving the island's population of over 150,000 people.

### CHALLENGE:

Integrate assessment processes into day-to-day college activities while reducing the burden of faculty, staff and administrators in fulfilling their assessment responsibilities.

### SOLUTION:

Guam Community College chose TracDat to provide a dynamic tool that gives control of assessment to faculty and staff and allows them to continuously plan, collect data, report, and implement assessment results that lead to incremental improvements at the course, program and institutional levels.

### BENEFITS:

- ✓ Systematic approach establishes a common understanding and language
- ✓ Define and align goals among all levels of the institution and external accrediting agencies
- ✓ Develop, review and revise assessment plan from any Web browser
- ✓ Robust reporting
- ✓ Real time visibility into the assessment process
- ✓ Supporting documents and evidence linked to the plan
- ✓ Integrate new strategies for continuous improvement
- ✓ Monitor and report on progress

## Guam Community College Depends on TracDat for a Rich Harvest of Evidence for Accountability and Improvement

*"...TracDat is delivering on the promise of helping Guam Community College substantially improve the process for demonstrating continuous improvement."*

*Dr. Ray D. Somera, Asst. Director, Office of Assessment & Institutional Effectiveness*

Although Guam Community College began the implementation of a comprehensive assessment process in the fall of 2000, Dr. Herominiano de los Santos, the college's President and Dr. John Rider, the Academic Vice President, quickly realized that it needed more momentum. They felt strongly that the college needed a consistent, institution-wide approach to break the sporadic cycle of assessment initiatives. The college also needed a solid framework to further develop and sustain the administration's campus-wide comprehensive assessment and institutional improvement initiative.

A key criteria for the college was to select a solution that was flexible enough to incorporate current successful assessment practices that were familiar to the constituents. After an extensive search, Guam Community College selected Nuventive TracDat. "We chose TracDat after a lengthy and systematic search because the solution fit the unique assessment needs of our institution and it was highly recommended by other post-secondary institutions," said Dr. Ray Somera. "In particular, the Dynamic Labeling feature of TracDat facilitated the transition from the paper process to the electronic environment," explained Dr. Somera. "We avoided confusion with our users by continuing to employ the same terminologies that they have grown accustomed to in prior years while at the same time adopting a new electronic process."

### Painless Transition

"A particularly valuable component of the Nuventive solution was the process followed by their consulting services staff. The team was very thorough in working with us to map the existing assessment process on

*"The impetus that drives assessment at Guam Community College is grounded on the two major goals of doing assessment: accountability and improvement. Through TracDat, we have been able to address both effectively and efficiently."*

*"Automating the process through TracDat provided the challenge for faculty to take control of their own assessment process, anytime and any place."*

*"Internally, TracDat was a way to mobilize faculty into a 'buy in' of the revitalized process that was initially perceived as tedious and dull. Externally, the silent pressure to produce cumulative assessment evidence in the form of student artifacts and other relevant data for accreditation purposes fueled the drive of most faculty to use TracDat as a perfect repository of critical and important assessment evidence."*

Dr. Ray D. Somera, Asst. Director, Office of Assessment & Institutional Effectiveness

campus to the extensive capabilities of the 'new' system" said Dr. Somera. "Because we wanted the transition from hard copy to the online environment to be smooth and effortless, we focused on retaining some 'accepted' assessment model structures. The consultants were quick to explore the features of the software with us so that this important part of the assessment culture on campus was preserved."

### **Results, Results and Results**

"Guam Community College places a great deal of emphasis on the use of assessment results", said Dr. Somera. "TracDat is used to monitor how programs, services or units are keeping track of their own implementation strategies. Are action plans being implemented in the classroom so that changes in pedagogy are realized? Are services or administrative units using their assessment results to expand or contract service areas, as deemed necessary? How do all of these initiatives directly or indirectly impact student learning? When answers to these and other related questions are captured in TracDat, we can monitor annual progress of individual programs or services through the stages of planning, data collection, reporting and implementation of results. We are thus able to document incremental improvements that programs or units have put into practice over time, and most importantly, the impact of these improvements in sustaining student learning and achievement at the college", he continued. "We are proud to have developed a virtual tour of our assessment process for our WASC accreditors prior to their arrival on campus in February 2006. TracDat played a large part in making this project possible. We gave our visiting team full access to TracDat because we are confident that our growing body of assessment evidence will give our accreditors a chance to explore a wide array of materials ranging from assessment plans and reports to student artifacts. TracDat is delivering on the promise of helping Guam Community College substantially improve the process for demonstrating continuous improvement", Dr. Somera emphasized.

Nuventive  
3996 Mt. Royal Blvd.  
Allison Park, PA 15101

Phone: +1 412 487 8700  
Toll Free: 1 877 366 8700  
Fax: +1 412 487 3355  
Email: [info@nuventive.com](mailto:info@nuventive.com)



©2005 Nuventive, the Nuventive logo, and the marks relating to other Nuventive products and services referenced herein are either trademarks or registered trademarks of Nuventive LLC. All other trademarks are the property of their respective owners.

## GCC ASSESSMENT MONITORING MATRIX

## APPENDIX D

## GROUP A

Associate Degree Program	School	# Of Assessment Semester Goals Missed <sup>2</sup>	On-Track?	Assessment Plan Submitted/Modified? Due Fall 2004 (Oct. 11, 2004)	Data Collection Progress Report Memo? Due Spring 2005 (Mar. 7, 2005)	Assessment Report? Due Fall 2005 (Oct. 3, 2005)	Use of Assessment Results By Implementation Memo? Due Spring 2006 (Mar. 13, 2006)	Comments
1 Accounting	TSS	0	Yes	Yes inputted 11/19/04	Yes 3/8/05	Yes submitted 10/3/05	Yes 3/10/06	Last Tracdat activity 3/06.
2 Automotive Tech. AS/Certificate	TPS	8	No	Yes inputted 11/28/05	Yes 11/28/05	Yes 11/28/05	No, due 3/13/06	Last TracDat activity 11/05. <b>OUT OF SYNC</b>
3 Computer Networking	TSS	7	No	Yes inputted 4/26/06	Yes 3/27/06	No	No, due 3/13/06	Last TracDat activity 3/06. <b>OUT OF SYNC</b>
4 Computer Science	TSS	0	Yes	Yes inputted 11/24/04	Yes 3/7/05	Yes submitted 10/3/05	Yes 3/13/06	Last TracDat activity 3/06.
5 Criminal Justice	TPS	0	Yes	Yes inputted 3/8/05	No	Yes submitted 10/03/05	Yes 3/10/06	Last Tracdat activity 3/06.
6 Culinary Arts	TPS	1	Yes	Yes inputted AY06-07 4/5/06	Yes 3/10/05	Yes 1/9/06	Yes 4/4/06	Last Tracdat activity 4/06.
7 Early Childhood Education AS/Certificate	TPS	0	Yes	Yes inputted 10/6/04	Yes 3/7/05	Yes submitted 9/27/05	Yes 2/27/06	Last Tracdat activity 3/06.
8 Education AS/Certificate	TPS	1	Yes	Yes inputted 10/6/04	Yes 3/7/05	Yes submitted 9/29/05	Yes 2/27/06	Last Tracdat activity 3/06.
9 Hospitality Industry Management	TPS	2	No	Yes inputted AY06-07 4/24/06	Yes 3/11/05	Yes 1/10/06	No, due 3/13/06	Last Tracdat activity 4/06.
10 Liberal Arts	TPS	5	No	Yes inputted 3/11/05	Yes 10/3/05	No	No, due 3/13/06	Extension request: due April 13, 2006 Fall data collection memo, May 9, 2006 Spring data collection, October 9, 2006 Assessment report is due <b>OUT OF SYNC</b>
11 Marketing	TPS	1	No	Yes inputted 10/11/04	Yes 3/7/05	Yes submitted 9/30/05	No, due 3/13/06	Last TracDat activity 9/05. See email 3/3/06 from Dean Ridgell
12 Medical Assisting AS/Certificate	TPS	0	Yes	Yes inputted 10/6/04	Yes 3/7/05	Yes submitted 9/29/05	Yes 2/27/06	Last Tracdat activity 3/06.
13 Office Technology	TSS	0	Yes	Yes inputted 11/29/04	Yes 3/11/05	Yes submitted 9/30/05	Yes 3/8/06	Last Tracdat activity 3/06.
14 Supervision and Management	TSS	0	Yes	Yes inputted 10/8/04	Yes 3/7/05	Yes submitted 9/29/05	Yes 3/13/06	Last Tracdat activity 3/06.
15 Visual Communications	TSS	5	No	Yes inputted 10/5/05	No	No	No, due 3/13/06	Last TracDat activity 10/5. See email 3/3/06 from Dean Ridgell <b>OUT OF SYNC</b>

Updated: June 15, 2006

<sup>1</sup> Period covered Fall 2004 - Spring 2006<sup>2</sup> Two semester goals equals Fall/Spring of each academic year.<sup>3</sup> On Track = Existence of plan, report, implementation memo

## GCC ASSESSMENT MONITORING MATRIX

## APPENDIX D

## GROUP B

	Certificate Programs	School	# Of Assessment Semester Goals Missed <sup>2</sup>	On Track?	Assessment Plan Submitted/Modified? Due SP05 (3-7-05)	Data Collection Progress Report Memo? Due FA05 (10-3- 05)	Assessment Report? Due SP06 (3-13- 06)	Use of Assessment Results By Implementation Memo? Due FA04 (10-11-04)	Comments
1	Accounting Clerk	TSS	0	Yes	Yes inputted 4/7/05	Yes 10/3/05	Yes 3/10/06	Yes 10/26/04	Last TracDat activity 3/06.
2	Automotive Technology AS/Certificate	TPS	9	No	Yes inputted 11/28/05	Yes 11/7/05	No, due 3/13/06	No	Last TracDat activity 11/05. <b>OUT OF SYNC</b>
3	Computer Science	TSS	0	Yes	Yes inputted 3/7/05	Yes 10/3/05	Yes 3/13/06	Yes 10/11/04	Last TracDat activity 3/06.
4	Cosmetology	TSS	3	No	Yes inputted 7/5/05	Yes 9/26/05	Yes 3/13/06	No	Last TracDat activity 3/06.
5	Criminal Justice	TPS	4	No	Yes inputted 4/21/05	No	No, due 3/13/06	Yes 3/8/05	Last TracDat activity 4/05 <b>Cycle dependent</b>
6	Early Childhood Education AS/Certificate	TPS	0	Yes	Yes inputted 3/10/05	Yes 9/22/05	Yes 2/27/06	Yes 10/4/04	Last TracDat activity 2/06.
7	Education AS/Certificate	TPS	0	Yes	Yes inputted 3/10/05	Yes 9/29/05	Yes 2/27/06	Yes 10/4/04	Last TracDat activity 2/06.
8	Medical Assisting AS/Certificate	TPS	0	Yes	Yes inputted 3/10/05	Yes 9/29/05	Yes 3/3/06	Yes 10/11/04	Last TracDat activity 3/06.
9	Office Technology	TSS	3	No	Yes inputted 3/7/05	Yes 10/3/05	No, due 3/13/06	No	Last TracDat activity 10/06. Extension expires 5/9/06
10	Practical Nursing	TPS	0	NEW	Yes inputted 3/3/06				Last TracDat activity 3/06. <b>New program SP2006.Alternative schedule</b>
11	Supervision and Management	TSS	1	Yes	Yes inputted 3/7/05	Yes 9/29/05	Yes 3/13/06	Yes 10/27/04	Last TracDat activity 3/06.
12	Systems Technology	TPS	8	No	Yes inputted 3/22/05	Yes 10/3/05	Yes 3/31/06	No	Last TracDat activity 3/06. <b>OUT OF SYNC</b>

Updated: June 15, 2006

<sup>1</sup>Period covered Fall 2004 - Spring 2006<sup>2</sup>Two semester goals equals Fall/Spring of each academic year.<sup>3</sup>On Track = Existence of plan, report, implementation memo.

**GCC ASSESSMENT MONITORING MATRIX  
GROUP C**

**APPENDIX D**

	Admin Unit & Student Services	Division	# Of Assessment Semester Goals Missed <sup>2</sup>	On- Track?	Assessment Plan Submitted/Modified? Due FA05 (10/3/05)	Data Collection Progress Report Memo? Due SP06 (3/13/06)	Assessment Report? Due FA04 (10/11/04)	Use of Assessment Results By Implementation Memo? Due SP05 (3/7/05)	Comments
1	AAD Support Staff	AAD	2	No	Yes 1/3/06	No	Yes 10/24/04	No, due 3/7/05	Last TracDat activity 1/06. <b>OUT OF SYNC</b>
2	Accommodative Services	AAD	1	No	Yes 4/13/05	No	Yes 4/6/06		Last TracDat activity 4/06. <b>Alternative Schedule</b>
3	Admissions & Registration	AAD	0	Yes	Yes 10/10/05	Yes 3/15/06	Yes 10/27/04	Yes 3/7/05	Last TracDat activity 3/06.
17	Apprenticeship Training	AAD	1	Yes	Yes 10/3/05	Yes 3/9/06	Yes 12/6/04	Yes 3/7/05	Last TracDat activity 3/06.
18	Assessment & Counseling	AAD	0	Yes	Yes 10/3/05	Yes 3/30/06	Yes 11/10/04	Yes 4/11/05	Last TracDat activity 3/06.
19	Auxiliary Services	AAD	0	Yes	Yes 3/15/05	Yes 3/21/06	Yes 9/29/05		Last TracDat activity 3/06.
20	Board of Trustees	CEO	4	No	Yes 1/26/06		Yes 1/26/06		<b>Alternative Schedule</b>
21	Budget & Contracts	BFD	0	Yes	Yes 10/7/05	Yes 3/13/06	Yes 4/21/04	Yes 10/12/04	Last TracDat activity 3/06.
22	Business Office	BFD	6	No	Yes 9/29/05	Yes 3/13/06	Yes 7/20/05	No, due 3/7/05	Last TracDat activity 3/06.
23	Campus Life	AAD	0	Yes	Yes 11/7/05	Yes 3/13/06			Last TracDat activity 3/06.
24	Career Placement	AAD	1	No	Yes 10/3/05	Yes 3/13/06	Yes 10/11/04	No, due 3/7/05	Last TracDat activity 3/06.
25	Center of Civic Engagement	AAD	3	Yes	Yes 10/13/05	No	Yes 9/27/05	Yes 9/27/05	Last TracDat activity 10/05.
14	Communications & Promotions	CEO	3	No	No	Yes 3/9/06	Yes 6/3/05	Yes 6/3/05	Last TracDat activity 3/06.
15	Continuing Education	AAD	0	Yes	Yes 12/16/05	Yes 3/13/06	Yes 10/11/04	Yes 12/16/05	Last TracDat activity 3/06.
16	Enrollment Services	AAD	0	Yes	Yes 10/3/05	Yes 3/15/06	Yes 11/10/04	Yes 4/11/05	Last TracDat activity 3/06.
17	Facility Maintenance	ASD	3	No	Yes 1/30/06	No	Yes 1/13/06	No, due 3/7/05	Last TracDat activity 1/06. <b>OUT OF SYNC</b>
18	Health Services Center	AAD	0	Yes	Yes 9/29/05	Yes 3/10/06	Yes 10/11/04	Yes 3/4/05	Last TracDat activity 3/06.
19	Human Resource Office (HRO)	BFD	5	Yes	Yes 10/3/05	Yes 3/3/06	Yes 1/14/05	Yes 6/27/05	Last TracDat activity 3/06.
20	Instructional Technology Center (ITC)	AAD	0	Yes	Yes 10/7/05	Yes 3/13/06	Yes 11/9/04	Yes 3/10/05	Last TracDat activity 3/06.
21	Learning Resource Center	AAD	0	Yes	Yes 9/30/05	Yes 3/10/06	Yes 10/11/04	Yes 3/7/05	Last TracDat activity 3/06.
22	Materials Management	BFD	5	Yes	Yes 9/29/05	Yes 3/13/06	Yes 7/25/05	Yes 7/25/05	Last TracDat activity 3/06.
23	Management Information Systems (MIS)	ASD	0	Yes	Yes 10/03/05	Yes 3/10/06	Yes 10/10/04	Yes 3/7/05	Last TracDat activity 3/06.
24	Planning & Development	ASD	0	Yes	Yes 10/3/05	Yes 3/13/06	Yes 10/11/04	Yes 3/31/05	Last TracDat activity 3/06.
25	President/CEO	CEO	0	No	Yes 1/27/06		Yes 1/27/06		<b>Alternative Schedule</b>
26	Safety Office	ASD	2	No	Yes 6/26/05	Yes 3/13/06	Yes 12/7/05	No, due 3/7/05	Last TracDat activity 3/06. <b>OUT OF SYNC</b>
27	Student Financial Aid	BFD	6	No	Yes 10/6/05	Yes 3/13/06	Yes 3/22/05	No	Last TracDat activity 3/06.
28	Work Experience	AAD	1	Yes	Yes 10/24/05	Yes 3/21/06	Yes 11/1/04	Yes 3/7/05	Last TracDat activity 3/06.
<i>Updated: June 15, 2006</i>									

<sup>1</sup>Period covered Fall 2004 - Spring 2006

<sup>2</sup>Two semester goals equals Fall/Spring of each academic year.

<sup>3</sup>On Track = Existence of plan, report, implementation memo.

GCC ASSESSMENT MONITORING MATRIX  
GROUP D

APPENDIX D

Special Program	Division	# Of Assessment Semester Goals Missed <sup>2</sup>	On- Track?	Assessment Plan Submitted/Modified? Due SP06 (3/13/06)	Data Collection Progress Report Memo? Due FA04 (10/11/04)	Assessment Report? Due SP05 (3/7/05)	Use of Assessment Results By Implementation Memo? Due FA05 (10/3/05)	Comments
<sup>1</sup> Adult Basic Education/Adult Secondary Education (ABE/ASE)	AAD	1	Yes	Yes inputted 3/8/06	Yes 2/4/04	Yes inputted 6/29/05	Yes 10/3/05	Last TracDat activity 3/06.
<sup>2</sup> Automotive Body (Secondary)	AAD	0	No	No, due 3/13/06				See Update #128 for CCA discussion on the need for two programs. No plan has been submitted for this program since CCA's November 30, 2005 meeting.
<sup>3</sup> Automotive Technology (Secondary)	AAD	7	No	No, due 3/13/06	No	Yes inputted 11/30/05	No	Last TracDat activity 11/05. <b>OUT OF SYNC</b> See email 3/31/06 from Dean Ridgell
<sup>4</sup> Construction Trades (Secondary)	AAD	8	No	Yes inputted 3/21/06	No	No	No	Last TracDat activity 3/06. <b>OUT OF SYNC</b>
<sup>5</sup> Electronics & Computer Networking (Secondary)	AAD	5	No	No, due 3/13/06	Yes 10/3/05	No	No	Last TracDat activity 10/05. <b>OUT OF SYNC</b>
<sup>6</sup> Educational Talent Search (ETS)	AAD	1	Yes	Yes inputted 4/6/06	Yes 10/11/04	Yes inputted 3/24/05	Yes 2/13/06	Last TracDat activity 4/06.
<sup>7</sup> General Education	AAD	1	Yes	Yes inputted AY06-07 3/20/06	No	Yes inputted 10/21/05	Yes 4/24/06	Last TracDat activity 4/06. <b>Alternative Schedule</b>
<sup>8</sup> Lodging Management Program (Secondary)	AAD	NEW		Yes inputted 1/9/06	Yes 4/3/06			New Assessment Plan in TracDat due 1/9/06. <b>Alternative Schedule</b>
<sup>9</sup> Marketing (Secondary)	AAD	1	No	No, due 3/13/06	Yes 10/11/04	Yes inputted 3/14/05	Yes 9/30/05	Last TracDat activity 9/05. See email 3/3/06 from Dean Ridgell
<sup>10</sup> Nursing Assisting (Secondary)	AAD	2	Yes	Yes inputted 2/24/06	Yes 10/4/04	No	Yes 9/19/05	Last TracDat activity 2/06.
<sup>11</sup> Project AIM	AAD	1	Yes	Yes inputted 4/6/06	Yes 11/10/04	Yes inputted 3/24/05	Yes 2/15/06	Last TracDat activity 4/06.
<sup>12</sup> ProStart (Secondary)	AAD	NEW		Yes inputted 12/20/05	Yes 4/3/06			New Assessment Plan in TracDat due 1/9/06. <b>Alternative Schedule</b>
<sup>13</sup> Visual Communications	AAD	2	No	No, due 3/13/06	No	No	No	Last TracDat activity 10/05. <b>OUT OF SYNC</b> See email 3/3/06 from Dean Ridgell
<sup>14</sup> Welding (Skill Development Milestone)	AAD	8	No	No, due 3/13/06	No	No	No	No activity since last Plan submitted 4/24/04. <b>OUT OF SYNC</b>

*Updated: June 15, 2006*

<sup>1</sup>Period covered Fall 2004 - Spring 2006

<sup>2</sup>Two semester goals equals Fall/Spring of each academic year.

<sup>3</sup>On Track = Existence of plan, report, implementation memo.



**Request for Extension Matrix  
AY 2005-2006**

<b>Program/Student Service/Admin Unit</b>	<b>Requestor</b>	<b>Term</b>	<b>Number of Requests</b>
<b>GROUP A</b>			
Computer Science AS	Zhaopei Teng	Fall 2005	1
Computer Networking AS	John Limtiaco	Spring 2006	1
Criminal Justice AS	Kelly Sukola	Fall 2005	1
Culinary Arts AS	Barry Mead	Fall 2005 Fall 2004	2
Hospitality Industry AS	Barry Mead	Fall 2005 Fall 2004 Spring 2006	3
Liberal Arts AA	Kelly Sukola	Spring 2006	1
Office Technology AS	Julie Cruz-Jones	Fall 2005 Fall 2004 Fall 2003	3
Supervision & Management AS	Bunny Sgambelluri	Fall 2005	1
Visual Communications AS	Wes Gima	Fall 2005 Fall 2004	2
<b>Group B</b>			
Accounting Certificate	Barbara Bouchard-Miller	Fall 2004	1
Office Technology Cert	Sandy Balbin	Spring 2006 Spring 2005 Fall 2004	3
Supervision & Management Cert	Bunny Sgambelluri	Fall 2004	1
Systems Technology Cert	John Limtiaco	Spring 2006 Fall 2004	2
<b>Group C</b>			
Accommodative Services	Julie Stein	Fall 2005 (exp12/9/05) Fall 2005 (exp11/17/05) Spring 2005	3
Admissions & Registration	Patrick Clymer (formerly Gina Tudela)	Fall 2005 Fall 2004	2
Enrollment Services	Imelda Clymer	Fall 2005	1
Apprenticeship Training Program	George Santos	Fall 2005	1
Assessment & Counseling	Tony Roberto	Spring 2006 Spring 2005 Fall 2004	3
Auxiliary Services	Terry Barnhart/Bill Melendez	Spring 2006 Spring 2005	2
Campus Life	Bobbie Leon Guerrero	Fall 2005	1
Career Placement Center	Christine Sison	Fall 2004	1
Center for Civic Engagement	Elvie Tyler (now Sam Souza)	Fall 2004	1



Program/Student Service/Admin Unit	Requestor	Term	Number of Request
Continuing Education	Lolita Reyes	Fall 2005 (exp. 11/28/05) Fall 2005 (exp. 10/19/05)	2
Facility Maintenance	Joe Quitugua	Fall 2004 Fall 2002	2
Instructional Technology Center (ITC)	Elaine Fejerang	Fall 2004	1
Safety Office	Greg Manglona	Fall 2005 Spring 2005	2
Work Experience	Tony San Nicolas/Cathy Leon Guerrero	Fall 2005 Fall 2004	2
<b>Group D</b>			
Automotive Technology Secondary	Jick Cejoco	Fall 2005	1
Construction Trades Secondary	Bob Balajadia	Fall 2005	1
Educational Talent Search (ETS)	Elvie Tyler	Spring 2006 Spring 2005	2
General Education	Gary Hartz (formerly Dave Moran)	Spring 2006 Fall 2005	2
Marketing Secondary	Amada Manzana/Rick Skipper	Spring 2005	1
Project Aim	Elvie Tyler	Spring 2006 Spring 2005	2
Visual Communications	Wes Gima (Rick Skipper beginning Aug. 2006)	Spring 2006 Fall 2004	2
Welding (Skill Development Milestone)	Bob Balajadia	Fall 2005	1

**Rubrics For Celebrating Assessment Awards; All Categories**

- **Commitment to Assessment Award**

This award will be given to a department that has consistently shown steadfastness and dedication in fulfilling its assessment requirements not by a sense of obligation but by a sense of responsibility.

4	<ul style="list-style-type: none"> <li>• Always prompt (sometimes even early) in submitting assessment requirements;</li> <li>• No record of requests for extensions filed with AIE;</li> <li>• Thorough and complete in submitting assessment documents (e.g. Related Data in TracDat);</li> <li>• Timely in its follow-through with CCA suggestions for improvement.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Has filed at least one request for extension with AIE;</li> <li>• Missing one document in TracDat submissions (e.g. Related Data in TracDat);</li> <li>• A week late in its follow-through with CCA suggestions for improvement.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Has filed two requests for extension with AIE;</li> <li>• Missing two documents in TracDat submissions (e.g. Related Data in TracDat);</li> <li>• More than 2 weeks' late in its follow-through with CCA suggestions for improvement.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Ignores institutional assessment deadlines;</li> <li>• Has filed more than two requests for extension with AIE;</li> <li>• Overlooks CCA suggestions altogether until the next assessment requirement is due.</li> </ul>

- **Best Assessment Model Award**

This award will be given to a program or unit that has been singled out by the Assessment Committee in terms of the report's substance and format. Above all, the 5-Column model shows thoughtful linking from Column 1 to Column 5.

4	<ul style="list-style-type: none"> <li>• SLOs or admin outcomes cover the cognitive, behavioral and affective dimensions of assessment (either directly or indirectly);</li> <li>• Assessment tools are appropriately selected to measure what is being measured;</li> <li>• Results show data and percentages (in the proper format), where relevant.</li> <li>• Thoughtful linking from Column 1 to 5 is evident.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Outcomes articulated in Col. 2 cover only 2 of the 3 questions (cognitive, behavioral, affective) about student learning.</li> <li>• One assessment tool selected seems inappropriate to measure what is being measured.</li> <li>• Col. 5 (use of assessment results) is not a direct implication of the previous columns.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Outcomes articulated in Col. 2 cover only 1 of the 3 questions about student learning.</li> <li>• The assessment tool selected is problematic and unsuitable.</li> <li>• Col. 4 and 5 do not directly link to the previous columns.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Poor articulation of outcomes.</li> <li>• Ineffective linking of Col. 2 and 3, as well as Col. 4 and 5.</li> <li>• Problematic formatting of data and percentages in Col. 4.</li> </ul>

- **The Most Improved Assessment Effort Award**

This award will be given to a program or unit that has demonstrated improvement in terms of articulating outcomes, selecting assessment tools, collecting and analyzing data, and implementing use of assessment results in at least two (2) assessment cycles.

4	<ul style="list-style-type: none"> <li>• Current SLOs or admin outcomes have been substantially improved as compared to previous submissions; language is concrete and outcomes measurable; assessment tool appropriately selected; data collected analyzed effectively, and use of assessment</li> </ul>
---	---

## APPENDIX F

	<ul style="list-style-type: none"> <li>results clearly discussed.</li> <li>As written, outcomes cover the cognitive, behavioral, and affective dimensions of assessment (either directly or indirectly)</li> <li>Has completed at least two (2) assessment cycles (that is, 8 semesters at least).</li> </ul>
3	<ul style="list-style-type: none"> <li>Improvement is evident in terms of articulating outcomes, tool selection, data collection and analysis, but still problematic in terms of use of assessment results.</li> <li>As written, outcomes cover only 2 of the 3 dimensions of assessment that relate to student learning (either directly or indirectly).</li> <li>Has completed less than two (2) complete assessment cycles (that is, from 5 to 7 semesters).</li> </ul>
2	<ul style="list-style-type: none"> <li>Improvement is evident in terms of articulating outcomes and tool selection but still problematic in data collection and analysis as well as in the use of assessment results.</li> <li>As written, outcomes cover only 1 of the 3 dimensions of assessment that relate to student learning (either directly or indirectly).</li> <li>Has completed less than 5 semesters of assessment work.</li> </ul>
1	<ul style="list-style-type: none"> <li>Improvement is evident in terms of articulating outcomes but tool selection, data collection and analysis, and use of assessment results very problematic.</li> <li>Outcomes are not clearly articulated, both in substance and format.</li> <li>Has completed only less than 4 semesters of assessment work.</li> </ul>

- Best Instructional Program Effort Award**

This award is meant for an academic program that has consistently believed in the value of the assessment process through its timely submission of assessment requirements and the integration of CCA suggestions for improvement when necessary.

4	<ul style="list-style-type: none"> <li>Articulated SLOs cover the cognitive, behavioral and affective dimensions of assessment (either directly or indirectly);</li> <li>The summary of data in Col. 4 includes quantitative or qualitative evidence as appropriate</li> <li>Collected data of student artifacts are stored in Related Data in TracDat for easy review and access.</li> </ul>
3	<ul style="list-style-type: none"> <li>Articulated SLOs cover only two (2) of the three dimensions of assessment (either directly or indirectly);</li> <li>The summary of data in Col. 4 includes problems (e.g., no percentages, missing total n, etc) in the formatting of quantitative or qualitative evidence.</li> <li>Some collected data of student artifacts (but not all) are stored in Related Data in TracDat for easy review and access.</li> </ul>
2	<ul style="list-style-type: none"> <li>Articulated SLOs cover only one (1) of the three dimensions of assessment (either directly or indirectly);</li> <li>Missing data of student artifacts are stored in Related Data in TracDat for easy review and access.</li> <li>No assessment tool or instrument is stored in the Document Link window of TracDat.</li> </ul>
1	<ul style="list-style-type: none"> <li>Problematic SLOs in terms of clarity of language, format, and substance.</li> <li>No collected data of student artifacts or instrument available for review</li> <li>Missing information in Program Setup, despite suggestions indicated in CFS.</li> </ul>

- Best Administrative Unit Effort Award**

This award is meant for an administrative unit that has consistently believed in the value of the assessment process through its timely submission of assessment requirements and the integration of CCA suggestions for improvement when necessary.

4	<ul style="list-style-type: none"> <li>Articulated admin outcomes cover the cognitive, behavioral and affective dimensions</li> </ul>
---	---

## APPENDIX F

	<ul style="list-style-type: none"> <li>of assessment (either directly or indirectly);</li> <li>The summary of data in Col. 4 includes quantitative or qualitative evidence as appropriate</li> <li>Collected data or evidence are stored in Related Data in TracDat for easy review and access.</li> </ul>
3	<ul style="list-style-type: none"> <li>Articulated SLOs cover only two (2) of the three dimensions of assessment (either directly or indirectly);</li> <li>The summary of data in Col. 4 includes problems (e.g., no percentages, missing total n, etc) in the formatting of quantitative or qualitative evidence.</li> <li>Some collected data or evidence (but not all) are stored in Related Data in TracDat for easy review and access.</li> </ul>
2	<ul style="list-style-type: none"> <li>Articulated outcomes cover only one (1) of the three dimensions of assessment (either directly or indirectly);</li> <li>Some data are missing or evidence not stored in Related Data in TracDat for easy review and access.</li> <li>No assessment tool or instrument is stored in the Document Link window of TracDat.</li> </ul>
1	<ul style="list-style-type: none"> <li>Problematic outcomes in terms of clarity of language, format, and substance.</li> <li>No collected data or evidence (artifacts or instrument) available for review</li> <li>Missing information in Program Setup, despite suggestions indicated in CFS.</li> </ul>

- Best Student Services Effort Award**

This award is meant for a student services area that has consistently believed in the value of the assessment process through its timely submission of assessment requirements and the integration of CCA suggestions for improvement when necessary.

4	<ul style="list-style-type: none"> <li>Articulated admin outcomes cover the cognitive, behavioral and affective dimensions of assessment (either directly or indirectly);</li> <li>The summary of data in Col. 4 includes quantitative or qualitative evidence as appropriate</li> <li>Collected data or evidence are stored in Related Data in TracDat for easy review and access.</li> </ul>
3	<ul style="list-style-type: none"> <li>Articulated SLOs cover only two (2) of the three dimensions of assessment (either directly or indirectly);</li> <li>The summary of data in Col. 4 includes problems (e.g., no percentages, missing total n, etc) in the formatting of quantitative or qualitative evidence.</li> <li>Some collected data or evidence (but not all) are stored in Related Data in TracDat for easy review and access.</li> </ul>
2	<ul style="list-style-type: none"> <li>Articulated outcomes cover only one (1) of the three dimensions of assessment (either directly or indirectly);</li> <li>Some data are missing or evidence not stored in Related Data in TracDat for easy review and access.</li> <li>No assessment tool or instrument is stored in the Document Link window of TracDat.</li> </ul>
1	<ul style="list-style-type: none"> <li>Problematic outcomes in terms of clarity of language, format, and substance.</li> <li>No collected data or evidence (artifacts or instrument) available for review</li> <li>Missing information in Program Setup, despite suggestions indicated in CFS.</li> </ul>

## APPENDIX G

### Mission & Vision Statements and Articulated Goals of the Three Main Divisions at GCC as culled from TracDat, AY 2004-2005

Division	Mission	Vision	Goals
Academic Affairs (AAD)	The mission of the Academic Affairs Division is to achieve excellence in instruction and student services through the hiring and retention of qualified and motivated faculty and support staff; ensuring high curricular program quality through systematic and continuous assessment; promoting student learning outcomes at the institutional, program and course levels; and maintaining all ACCJC accreditation standards for accountability and improvement	The Division envisions all programs and services to engage in a continuous cycle of evaluation, planning and improvement where systematic assessment serves to fuel institutional dialogue at all levels.	<p>AAD maintains all ACCJC accreditation standards, with a sustained focus on accountability and improvement.</p> <p>AAD enhances the college's strategic planning through a comprehensive and regularized assessment process.</p> <p>AAD maintains a reputation for excellence in vocational programs and services.</p> <p>AAD remains an integral part of Guam's economic development through the offering of quality educational programs.</p> <p>AAD integrates technology into instructional and administrative processes in order to foster student learning outcomes both directly and indirectly.</p> <p>AAD increases and strengthens partnerships with the college's external constituencies, e.g. Guam DOE, Univ. of Guam, Univ. of San Diego, among others.</p> <p>AAD provides leadership for the region through continuing education and workforce development.</p>
Business and Finance (BFD)	The mission of the Business and Finance Division is to support the thoughtful allocation and management of the College's resources.	(no input in TracDat)	BFD supports the thoughtful allocation and management of the College's current financial resources through the operation of the following offices: Business, Budget, Financial Aid, Materials Management, and Human Resources.

## APPENDIX G

<p>Administrative Services (ASD)</p>	<p>The mission of the Administrative Services Division is to provide support for the technology, physical plant, safety, support services, planning and grant maintenance requirements for all Guam Community College divisions, departments and offices to enhance the overall academic mission of the College.</p>	<p>The Division envisions continuous improvement in the delivery of administrative support services through the solicitation of meaningful feedback from all constituencies.</p>	<p>ASD efficiently provides support services (e.g., copying, telephone operations and messenger services) for all divisions, departments and offices.</p> <p>ASD ensures a safe environment for faculty, staff, administrators and students.</p> <p>ASD maintains and continuously enhances the technology infrastructure of the College.</p> <p>ASD maintains and improves the physical plant infrastructure, buildings and internal spaces.</p> <p>ASD provides grant support for the Formula Grants (VEA and ABE) to augment and enhance the educational programs of the college.</p> <p>ASD provides support for the development of a Strategic Plan for the college.</p>
--	--	--	---

Minutes of Advisory Committee Meetings Held, AY 2005-2006

**ABE/ASE**

Adult Basic Education Program  
Advisory Meeting  
Friday, 2/20/06, 2:30 pm at Room A-8

Members Present: Yvonne Pangelinan, Linda Villagomez, Josephine Palomo, Karla Gogo-Borja

Members Absent: Erwin Tudela

The Advisory Members were introduced to the staff and to each other. Correction was made on Mrs. Borja's information. Her legal name is Karla Gogo-Borja. She is the marketing representative of Guam Plaza and she represents the industry, not the GED alumni representative as previously noted.

The Program Specialist gave an overview of the program as well as a description of the services and activities provided to the community. The Committee was asked to provide input to the Adult Education Office on industry/community needs, job opportunities, and industry/community connections.

Mrs. Borja was unanimously voted as the chairperson of the Advisory Committee. Overview: She offered to hold another meeting after everyone has had ample time to reflect on the information provided to the members.

The members were invited to attend the GCC Mall event on April 1. The Adult Education Office will have an ESL artbox demonstration booth. The members were also invited to attend the Adult Education Symposium planned for April 10 in the Adult Education Office/Lab.

**BUSINESS DEPARTMENT**

**Supervision & Management  
Advisory Committee Minutes  
September 27, 2005 10:00am  
Michelle's Coffee Shop**

**Present:** Salvatore Giovanni “Bunny” T. Sgambelluri, Program Administrator; Mr. Pete Camacho, Chairperson, GIAA; Mr. Kenneth Crisostimo, visitor, union consultant; Ms. Michelle Xia, visitor, owner, Michelle's Coffee Shop; Conference Call: Mr. Wilfred Aflague, Retirement Director, Vice-Chairperson. Mr. Paul Parvin, GCC Secondary Instructor, visitor

**Absent:** Mr. & Mrs. Agbulos; Mr. Al Erguiza

The following activities/discussion took place during the meeting:

**Program Administrator Report**

Program Administrator will contact or meet with absent committee members. Salvatore Giovanni “Bunny” T. Sgambelluri, Program Administrator, took this time to explain to visitors and members present the federal substantive and procedural requirements of VEA grant awarded the Business Department, Supervision and Management (SM) for AY 2005. The grant's primary beneficiaries were Business SM students. The scope of the grant provided for the purchase of approximately \$60,000 (sixty-thousand dollars) in computer systems consisting of hardware—22 laptops—and supporting XP operating systems, MS Office suite applications programs, and Symantec (Norton) antivirus software. VEA also authorized for the purchase of an HP laser printer, secured robust heavy-duty safe, locking cables, and a charging laptop mobile cabinet.

Program Administrator informed committee members he would accompany the committee members on a site tour on the GCC campus once the complete computer systems were purchased, received, tested, and functional.

**Chairperson Report:**

Mr. Pete Camacho, Chairman, expressed his acceptance and “buy in” of the assessment process on campus. He encouraged others to follow suit. He especially enjoyed his evaluator role as an assessment contributor and participant. As a contributing stakeholder, he was pleased to announce he had reviewed and evaluated SM220 Management Skill Development student artifacts. The Chairperson reviewed summative results for SLOs #1 “Employee Conflict Resolution” and SLOs #3 “Performance Standard Evaluation” for the Associate in Science SM Program group “A.” He was extremely pleased with the students scoring 70% or better “Criterion” results. He evaluated SLO #2 “Motivation Skill Applications” last term. Students also had scored 70% or better “Criterion” results. Pleased with the student results, Mr. Camacho recommended with the he would like to see a new plan on “A” group for the new SM AS Program and track the newly adopted SM225 Leadership and SM240 Labor & Employment Law courses implemented Fall 2005. Mr. Aflague concurred.

Program Administrator agreed to follow-up with their recommendations by reporting out to AIE for guidance and approval.

**Recruitment Report:**

Pursuant to PL 105-332 Carl D. Perkins Act of 1998 State Plan Activity 3.2.4.3 the Program Administrator is required to actively recruit qualified mix of parents, teachers, small and medium-size business owners, and labor union representative. Program Administrator reported



the following: (1) Program Administrator recruited parent committee members Mr. and Mrs. Agbulos at the "Doctor's Clinic." They were apprised of upcoming classroom site visits TBA later in Fall 2005;

(2) Program Administrator also met with Mr. and Mrs. Al Erguiza and they agreed to participate as parent committee members. Mr. Erguiza, Chief Internal Auditor for GPSS was apprised of future GCC SM class visits and possible remedial review, if required, for Supervision and Management students falling below criterion expectations.

Budget Purchase Order Report:

Budget Account Code-20/71201450117M-5 Approved August 8, 2005 per Dean/A VP Material Requisition # 001

(1) Notebook Gateway 22 each \$2, 099. 00/\$46, 178.00

(2) Norton Antivirus 22 each \$30. 00/\$660. 00

(3) Microsoft Office 22 each 79. 00/\$1, 738.00

(4) Anchor Cable Lock 22 each \$15. 00/\$330. 00

(5) 1200 VA UPS8each\$168.00/\$1,344.00

(6) 1250 VA Line Conditioner 14 each \$75. 00/\$1, 050.00

(7) HP Laser Jet Toner 6 each \$145.26/\$871.56

Total \$52, 171.56

Budget Account Code-20/7120/450/17M-5 Approved August 8, 2005 per Dean/AVP Material Requisition #002

(1) HP LaserJet Printer 1 each \$1, 463.02

Budget Account Code-20/7120/450/17M-5 Approved August 24 2005 per Dean/AVP Material Requisition #003

(1) NBKFR4 Heavy Duty Safe to secure 22 notebooks 1 each \$1, 750.00

Meeting adjourned: 11:15am

**Supervision & Management  
Advisory Committee Minutes  
November 29, 2005 10:00am  
Michelle's Coffee Shop**

Present: Salvatore Giovanni "Bunny" T. Sgambelluri, Program Administrator; Mr. Pete Camacho, Chairperson, GIAA; Mr. Kenneth Crisostimo, union consultant; Ms. Michelle Xia, owner, Michelle's Coffee Shop; Paul Parvin, GCC Secondary Instructor. Conference Call: Mr. Wilfred Aflague, Retirement Director, Vice-Chairperson

Absent: Mr. Seymour Bauer

The following activities/discussion took place during the meeting:

Program Administrator Report

Program Administrator will contact or meet with absent committee members. Program Administrator pleased to report the AS SM group "A" program report has been approved by CCA with revision recommendations. In addition, committee recommendations for Program Administrator to draft new plan "A" has been approved by CCA. To quote: "At its October 12, 2005 meeting, your TracDat assessment report was discussed and rated Approved, with recommended additional information for TracDat entry. The CCA Form, Checklist for Review of Assessment Reports (RAR) was used to review your submission.

It is the committee 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<sup>1</sup>

Program Administrator will draft new AS SM group “A” assessment plan to include summative and formative Student Learning Outcomes (SLO5) reflecting “attitudinal” SLOs for the upcoming new assessment cycle and submit by Spring 2006 semester.

Chairperson Comments: Mr. Pete Camacho, asked for an update on the recruitment requirements pursuant to FL 105-332 Carl D. Perkins Act of 1998, State Plan Activity 3.2.4.3 which states that the Program Administrator will develop strategies to recruit members such as parents, teachers, local businesses—including small and medium-sized businesses—and labor organizations.

Recruitment Report: Program Administrator provided the following recruitment update:

(1) Program Administrator met with and recruited Ms. Michelle Xia, sole proprietor of a small business dba: Michelle’s Coffee Shop located in Mangilao, Guam. She agreed to be a member of our SM advisory committee this Fall 2005. I reminded her the committee will rely on her entrepreneurial experience to provide guidance and advice for students enrolled in the new Supervision and Management Program at Guam Community College. She accepted her role;

(2) Program Administrator met with and recruited Mr. and Mrs. Seymour Bauer, sole proprietors of a small business Signman. They agreed to join our SM advisory committee in their capacity as parents as well as small business owners this Fall 2005 and will assist with on-site class visits of students enrolled in the new Supervision and Management Program at Guam Community College;

(3) Program Administrator met with and recruited Mr. Kenneth Crisostomo, a long-time union advocate and organizer, retired from the private industry and presently serves as a labor/management consultant. He has agreed to provide guidance in areas of local and federal labor law. He too, will participate in on-site class visits for students enrolled in the new Supervision and Management Program at Guam Community College. I believe he will be a tremendous asset to the advisory committee;

(4) Program Administrator met with and recruited Mr. Adrian B. Pangelinan, retired UOG professor. Mr. Pangelinan adds a UOG perspective to the input mix;

(5) Program Administrator met with and recruited former GCC Purchasing Administrator Fred Mendiola. He provides an “institutional viewpoint” to the advisory committee. Mr. Mendiola will participate in Spring 2006 SM student site visits and evaluations. Mr. Mendiola brings to the advisory group over 30 years of procurement experience both in the military and Gov/Guam sectors.

(6) Program Administrator met with and recruited Mr. John Benevente, former GPA general manager and current Consolidated Utilities Services General Manager (Utilities Czar), who oversees both Guam Waterworks Authority and Guam Power Authority. Mr. Benevente’s experience provides invaluable advice with regard to current industry-driven Student Learning Outcomes.

(7) Program Administrator met with and recruited Mr. Keith Dickson, President, PAINTCO Inc. He will represent medium-size business in the advisory committee.

### Budget Purchase Order Report:

Program Administrator had requested a 10% additional draw down to requisition a Mobile Storage Recharging Cart with a 25 laptop capacity for purposes of transporting laptops from a secured area to a classroom with no technology support. Local procurement statutes require Program Administrator to solicit three quotes for purchases five-hundred dollars or more. To date, Program Administrator has received two quotes: one from Computerland and one Micro School Supply. A third quote is forthcoming this week from Toppys Computer Supply. The 22 laptops are in MIS for imaging and testing.

Meeting adjourned: 11:00am

### **Supervision & Management Advisory Committee Minutes December 20, 2005 10:00am Michelle's Coffee Shop**

Present: Salvatore Giovanni "Bunny" T. Sgambelluri, Program Administrator; Mr. Pete Camacho, Chairperson, GIAA; Mr. Kenneth Crisostimo, union consultant; Ms. Michelle Xia, owner, Michelle's Coffee Shop; Paul Parvin, GCC Secondary Instructor. Professor Adrian B. Pangelinan, retired UOG professor; Conference Call: Mr. Wilfred Aflague, Retirement Director, Vice-Chairperson,

Absent: Mr. Fred Mendiola; Mr. Seymour Bauer; Mr. Keith Dickson; Mr. John Benevente  
The following activities/discussion took place during the meeting:

### Program Administrator Report

Program Administrator will contact or meet with absent committee members. Program Administrator requested and was granted by Assistant Director P & D an additional 10% draw down to requisition a "Lockable Mobile Storage Recharging Cart" with a 25 laptop capacity for purposes of transporting laptops from secured area to a classroom with no technology support for SM student use. Program Administrator's requisition was approved for "Lockable Mobile Recharging Cart" December 7, 2005. Vendor awarded, Micro Office Supply. Expected delivery date: Spring 2005.

Presently, the 22 laptops are Room C2 1 secured in a robust fire-resistant heavy-duty safe. Business classes Spring 2006 are scheduled in C21, 23, and C25. Room C21 provides Business instructors a same floor, central location for laptop ease, portability, and mobility as they move laptops into class rooms without computer support..

On December 10, 2005 Mike Setzer, CS Instructor, assisted Program Administrator testing the WiFi capabilities of the laptops in C-Wing relative to stationary "Hot Spot." The tests went well. Rooms C2 1, C23, and C25 all received WiFi signals and Internet access proved successful. A retest of all 22 laptops will be conducted before Spring 2006.

### Chairperson Comments:

Chairperson recommended—with members concurrence—to reschedule SM site visit for Spring 2006 when all VEA equipment would be in place for Advisory Committee site visit and review.

## APPENDIX H

Program Administrator agreed and informed members site visits will be rescheduled for Spring 2006. Time and place TBA.

Chairperson asked for an update on the final year-ending recruitment requirements pursuant to PL 105-332 CariD. Perkins Act of 1998 State Plan Activity 3.2.4.3 which states that the Program Administrator will develop strategies to recruit members such as parents, teachers, local businesses—including small and medium-sized businesses—and labor organizations.

### Recruitment Report:

As of this reporting, the Program Administrator is please to report the recruiting strategies pursuant to State Plan Activity 3.2.4.3 have been successful. The Program Administrator has recruited the programs' full compliment of Advisory members comprised of parents, teachers, local business, and labor organizations. No further recruitment compliance will be required unless a vacancy occurs.

### Final Advisory Committee Composition

Parent Members: (1) Mr. and Mrs. Agbulos; (2) Mr. and Mrs. Fred Mendiola; (3) Mr. and Mrs. Seymour Bauer; Teacher Members: (4) Mr. Al Erguiza; (5) Mrs. Linda Villagomez; (6) Paul Parvin; Small-Business Member: (7) Ms. Michell Xia sole proprietor of "Michelle's Coffee Shop." Medium-Size Business Member: (8) Mr. Keith Dickson, President, PAINTCO Inc. Government Members: (9) Mr. Pete R. Camacho Chief Planner IV, GIIA, Chairperson; (10) Mr. Wilfred Aflague, Deputy Hospital Administrator, Vice-Chairperson; (11) Mr. John Benevente, Consolidated Utilities Services General Manager (Utilities Czar) Labor Union Member: (12) Mr. Kenneth Conception, Union Representative/Consultant.

Site Visit Update Program Administrator apologized for postponing the "SM site visits" scheduled for Fall 2005 at Guam Community College. Program Administrator had been optimistic that the purchased laptops would be ready for student use this Fall 2005. All 22 laptops were delivered "imaged" and tested two weeks ago from MIS. Since the Fall 2005 term was ending, [it was decided by the committee to postpone and reschedule all committee site visits for Spring 2006.]

Program Administrator requested and was granted by Assistant Director P & D an additional 10% draw down to requisition a "Lockable Mobile Recharging Cart" with a 25 laptop capacity for purposes of transporting laptops from secured area to a classroom with no technology support for SM student use. Program Administrator's requisition was approved by the DeanJAVP for a "Lockable Mobile Recharging Cart."

### Budget Purchase Order Report:

VEA AY 2005 budget closeout report due January 13, 2006. Program Administrator will comply.

Meeting adjourned: 11:00am

**CAREER PLACEMENT CENTER**

Career Placement Center  
Thursday, April 06 2006  
10:00 a.m., Learning Resources Center, GCC

MINUTES

**Present:** Doris Maanao Aguon, Account Executive, World IT Solutions; Christine P. San Nicolas, Social Worker, Department of Public Health and Social Services-JOBS Program; Jeanie Salas, Billing Manager, Pacific Medical Group; Salvatore “Bunny” Sgambelluri, GCC Assistant Professor, Business Department; Vincente Guerrero, Computer Science Student and Christine B. Sison, Program Specialist, GCC Career Placement Center

**Not Present:** Rose Aquino, Human Resources Manager, TH Corporation dba Mangilao Golf; Ruth Leon Guerrero, Executive Director, Department of Labor-One Stop Career Center; Patricia Terlaje, Counselor, GCC Assessment & Counseling Department; Ramon Quinene, Owner, ABACA Pacific Accounting.

Meeting Convened at 10:05 a.m.

**INTRODUCTION**

Christine Sison issued a document indicating the purpose for forming this Advisory Group, background on GCC’s Career Placement Center and questions for discussion with the group. The group comprises of faculty, student, government agency and industry representatives.

Members introduced themselves:

Bunny Sgambelluri, current instructor for GCC’s Business program. He is a former Department Chair for Business Department and former Associate Dean of Student Services and Technology. He currently instructs Management, Office Technology and Accounting students. He has used the Career Placement Center services via class presentations and found the usefulness of its services to its students. He is a strong supporter of putting student’s needs first.

Vincente Guerrero is a Computer Science student and has been with GCC for a year.

Doris Maanao Aguon is with World IT Solutions that is based out of Washington, D.C. She was involved with the Workforce Development Summit in 2002 and would like to see more progress on Guam with developing the workforce in the Information Technology arena. She has been focusing on working with various agencies to create training and recruiting individuals from Guam to prepare for the military presence on Guam. She approached GCC (Jamie Mason, President and Board) a year ago regarding

a partnership proposal between WITS and GCC. She is looking to reestablish ties with GCC to develop on line training that can assist individuals with upgrading current IT skills on Guam.

Jeanie Salas is with Pacific Medical Group and has been pleased with the GCC Allied Health students.

Christine P. San Nicolas is a Social Worker with Department of Public Health and Social Work assisting clients find employment and retain employment. She works primarily with individuals who are in the welfare system or who need assistance to complete their GED or Adult High School Diploma. She has referred many clients to GCC for the Adult High School and GED programs.

**DISCUSSIONS:** (Note questions below pertain to the handout issued on 4/6/06 meeting and via e-mail 4/5/06).

Question 1) How can GCC's Career Placement Center (CPC) play a role in meeting your (or your organization or agencies) goals?

Vincente (student) sees the role of GCC Career Placement Center as the place that provides information and requirements to pursue a career.

Bunny (Business Faculty) indicated that CPC has been able to provide vital information to his students for example preparing resumes, finding opportunities and sharing information to assist his business students. Class presentations have been useful to his business students.

Doris (IT Industry) CPC can assist by connecting WIT with the right GCC contacts and appropriate departments to create the appropriate dialogue. Once training is offered to upgrade the personnel's skills on island, we may be able to keep up with technology and serve the military.

Question 3) Who are your clients?

Chris San Nicolas indicated her clientele are the people under public assistance, at risk individuals.

Question 4) Each year we put on a Career Training and Resources Expo (student conference with a career Fair), next year we would like to introduce new topics:

4 a) What are the challenges you, your agency or industry face?

Chris San Nicolas: The challenge DPHSS faces are not so much employing individuals but helping clients retain their jobs. Most of the clients she refers are placed in Government of Guam agencies or non-profit organizations, but not much participation

of DPHSS JOBS program by the private sectors. In addition, individuals have become reliant on the public welfare system that the federal folks are starting to see this.

Jeanie Salas: For individuals that pursue the Medical Assisting positions, it becomes very stressful. Therefore, individuals either change their career field or leave the position.

Doris Maanao: Since the 2002 Workforce Investment Summit, we created such great discussion but nothing has been done since then to move forward with the great ideas. IT is expensive so are the personnel to employ in the field. Guam is just not up to par with IT.

Bunny: The challenge is convincing faculty to buy into any of GCC Services (including Career Placement).

Chris Sison: How about if our Center creates a class project on the course syllabus/syllabi with the instructor?

Bunny: Informed Chris that any changes to the course curriculum including class syllabuses must go through the Academic Affairs Committee (AAC).

4b) Name some training that you feel are important to address the challenges you face.

Chris Sison recommended to Chris San Nicolas formulating an advisory group comprising of Private sector representatives to create a partnership that could assist with placing displaced, at risk or welfare clients.

Chris Sison indicated to Doris she can provide contact names and try to arrange a meeting time with the appropriate contacts and departments to discuss WITS needs.

Jeanie Salas was thinking about offering Stress Management workshops for current employees who frequently deal with difficult clients. Chris Sison recommends offering this topic for next year's student training programs (mini-training and student conference/career fair).

In addition, Chris Sison has talked with different industry representatives and found that putting on a Career Talk session by the industry experts would be nice to see next school year. Committee members agreed this would be a good idea.

Chris San Nicolas recommended continuing workshops such as Dressing for Success, Interview Tips, Job Searching, Time Management, Effective Communications, etc.

**NEXT MEETING** Thursday, May 4, 2006 at 10:00 a.m.

Next meeting Chris recommends to bring some brochures about your company and to review the questions issued today and provide a written response before the next meeting. Other questions that were not addressed in today's session will be left for discussion in the next session.

Meeting Adjourned at 11:00 a.m.

**Guam Community College  
Career Placement Center**

**Thursday, May 4, 2006**

**10:00 a.m., ASD Conference Room, Student Services & Administration Building**

**MINUTES**

**Present:** *Doris Maanao Aguon*, Account Executive, World IT Solutions; *Ruth Leon Guerrero*, Executive Director, Department of Labor-One Stop Career Center; *Patricia Terlaje*, Counselor, GCC Assessment & Counseling Department; *Ramon Quinene*, Owner, ABACA Pacific Accounting and *Christine B. Sison*, Program Specialist, GCC Career Placement Center.

**Not Present:** *Rose Aquino*, Human Resources Manager, TH Corporation dba Mangilao Golf; *Christine P. San Nicolas*, Social Worker, Department of Public Health and Social Services-JOBS Program; *Jeanie Salas*, Billing Manager, Pacific Medical Group; *Salvatore "Bunny" Sgambelluri*, GCC Assistant Professor, Business Department; *Vincente Guerrero*, Computer Science Student.

**Meeting Convened at 10:10 a.m.**

**I. INTRODUCTION**

**DISCUSSIONS:** (Discussions based on handout issued on 4/6/06 and 5/4/06 meetings.)

**II. ADDRESSING WORKFORCE CHALLENGES:**

Ramon Quinene indicated that *Phone Etiquette and basic Customer Service* training is needed for employees in general. He also recommends providing a *graduate list for employers* for recruitment purposes.

Christine Sison informed the Committee of the *graduate information* that will be collected from graduates as they pick up diplomas. It is a project she is working on with the Registrar to increase *recruitment for graduates from programs* that are in demand



by industry especially in Accounting, Computer Science, Office Technology, Visual Communications..etc.

Ruth Leon Guerrero added to work with children at middle school or even at 9<sup>th</sup> grade level to help them develop a ***career interest*** at earlier stages of the life. Frequent **Career Talks** is also something to do. If the (Career Talk) program is implemented, she recommends conducting at least 3 per year.

***Employment retention*** was another issue of concern for the committee. Suggestions to address the issue include:

- Expanding On the Job Training Program
- Reintroducing the School to Work program to instill good work ethics and values for the new generation of workers
- Co-op programs at the high school level (which the committee was informed some programs are currently offering co-op to GCC's satellite programs).

Other challenges:

- Dressing for Success (Attire, hair dye, nose rings, casual attire)
- Work Ethics (New generation of employees using cell phones, text messaging, use of internet while at work)
- Childcare services
- Transportation
- Properly filling out Job Applications

Christine Sison informed the Committee that she has seen some challenges with students having **reliable transportation** for getting to work even if they indicate they have reliable transportation on the student forms. Ruth Leon Guerrero added that the transportation problem is noted especially for individuals who commute from the Southern end of the island.

Christine reported to the committee the Federal Aviation Agency's visit. The FAA group inquired if discounts were given to students who need ***Child Care services***. Ruth Leon Guerrero responded indicating the WIA's federal funding can pay for childcare services if individuals qualified. She is not aware of any student discounts for childcare services.

Ruth Leon Guerrero of Department of Labor, Career One Stop is lobbying with the legislatures to expand the transportation routes and appropriate funding for clients who need transportation for work.

Patricia Terlaje recommended expanding the transportation question on CPC's Student Information form to ask individuals whether they have a valid driver's license, a car to transport to work or if someone will be dropping the individual to work.

**OTHER:**

Patricia Terlaje recommended dedicating one meeting to showcase the resources provided by GCC (i.e., MBTI Personality Assessment, Choices Software...etc.)

Ramone Quinene expressed an interest to having Tax Seminar Training provided by GCC to send his employees vs. off-island.

**NEXT MEETING TBA for July 2006**

For those who were unable to bring brochures about their company may bring for the next meeting. Other questions that were not addressed in today's session will be left for discussion in the next session.

**Meeting Adjourned at 11:15 a.m.**

**COMPUTER SCIENCE**

February 17, 2006

Hi Priscilla,

In Fall 2005, though I could not schedule a meeting with members of the Advisory Committee, I had several conversations with Vincent and Al. Both of them had a lot to say about what we can do to help DOE teachers. I asked Vincent to email me what we discussed. Here is the email from Vincent and I converted it into minutes.

Let me know if this is okay.

Thanks.  
Zhaopei

**Fall 2005**

Vincent Dela Cruz: Administrator, Computer Division, Guam Public School System  
Al Eguizar: Senior Internal Auditor, Internal Audit, Guam Public School System

In the latest technology survey for teachers with computers in their classroom, a great number responded that they are interested in taking technology courses for graduate credit. It will be great if we can provide 3 courses in the Fall and Spring, and 6 courses in the summer so teachers can effectively integrate technology into classroom instruction.

A majority of the teachers indicated that they are interested in taking courses in summer. We should provide courses for teachers with little to no knowledge on the basic computer function (such as but not limited to basic courses in MS Word, PowerPoint, Internet, E-mail and Excel) and for teachers that are proficient in the use of technology (such as but not limited to advance course in Excel, PowerPoint, Web Page

Design, Videoconferencing, and courses in enhancing the delivery of classroom instruction through the use of technology).

In the survey for administrators, they are interested in courses such as PowerPoint, Excel and Introduction to Statistics. A majority of the administrators indicated that they are interested in attending weekday courses on Tuesday, Wednesday, or Thursday, between the hours of 4:00 PM and 6:00 PM. Also a good number indicated they will attend courses scheduled on the weekend (Saturday) between 8:00 AM to 12:00 Noon. Please note that of the 110 administrators surveyed, 95 are interested in training on Statistics. We should also look into course for school staff on basic computer trouble shooting and videoconferencing. Maybe we can conduct a survey to find out or identify a staff member at the school site that is interested on taking on this additional role. This person will be on the front line of trouble shooting a computer system, assisting teachers in setting up videoconferencing, and provide technological support to teachers and support staff at the school site.

**Computer Science Advisory Committee Meeting  
Location D8B  
February 3, 2006**

Attendance: Al Eguizar: GPSS Chief Internal Auditor, Guam Public School System; Michal Setzer II, Instructor of Computer Science Department of Guam Community College; Paul Carison, System Network Administrator of Kuentos/MTV; Zhaopei Teng, Assistant Professor of Computer Science Department of Guam Community College

We had a general discussion about the various aspects of the program. From the technical side of the equation, the students had the necessary knowledge of the material covered from the current program. From the interpersonal side, the students were less proficient than what would be desired. A large percentage of the discussion went over ways that the generally educational part of the college program could be modified to focus on the interaction with other (the public). This would be beneficial to all vocational programs, and with integration between the academic and vocational programs.

There was also a discussion on potential students having various problems that might deter them from entering the program. These included a basic fear of the computer, being scared to try things, and it being something that older individuals were new and unfamiliar with. It was also discussed how some of the interactions between the younger audience and older audience effected learning.

An additional aspect that was brought up, was to include the logic and thinking part beyond just being able to do tasks. This is going beyond the basic tasks, but linking them together to solve more complex problems. Some of this is covered in the higher level courses (CS203 — Systems Analysis and CS252 Advanced RPG), but it can only go from the point at which the students enter the course. The logic was covered in a

course years ago (Boolean Algebra), but that was an old Computer/Electronics course, but was dropped long.

The past options of having various options in the Computer Science degree, whereas a CORE set of courses would be made that would cover all the students, and then a specialty branch. The current program focuses on Data Processing I Programming, but other option that would focus on other areas like Applications, Networking / Hardware, or Web Services, could be additional options, but would require additional resources and coordination with other departments. It would also then to spread out the students, and might actually reduce the number of students in classes, causing a problem with having the classes make, so care would have to be taken to design a system that would best meet the needs of the students and provide the best use of the college and department resources.

Both Paul and Al discussed skills that would be needed by there specific employees. Again, the interpersonal area was an important issue, and the ability to apply technical skills learned to solve the real world situations. Again, a balance needs to be made between what they need in their different environments, and what the college can provide.

Both wanted to get more information on the complete college programs to better reflect on the material currently being covered by the programs courses, plus the other courses in the other areas. This would then be integrated with the skills that they believe need to be added to the program to better prepare our students for the real world.

### **COSMETOLOGY**

#### **GCC COSMETOLOGY ADVISORY COMMITTEE**

**Meeting Date: Monday, November 21, 2005**

#### **MINUTES**

Meeting was called to order by Chairman, Frank Bias at 3:20p.m., in Room 103.

**Members present:** Frank Bias, Chairman , Ines Bukikosa, Cometology Instructor, Ronnie Abshire, Cosmetology Instructor, Daniel Basto-Gurwell, Cosmetology Instructor, Salome Tydingco-Wessiing, Beverly Jesus

**Members absent:** Eric Chong, Associate Dean

**OLD BUSINESS:**

- Discussions on ideal ways to improve the cosmetology program.
- Issues and concerns about low enrollment and ways to increase.
- Advertisements to inform the public that the program exists.
- A private beauty academy
- Program Audit — for contact hours
- Students required to take General Ed classes (Math & English) depending on the placement test results.
- Cosmetology program revised for next semester (Spring 06) — combining the intermediate and advanced students for theory
- Program will become a FULL-TIME program. Students will not longer be able to take a break in schedule (9-5pm)
- Program breakdown will consists of Cosmetology Concepts 1, Salon 2 and Salon 3
- Cosmetology Math will be incorporated into the program, although must be approved by the Dean's Office first.
- Until further notice General Ed classes is still a REQUIREMENT.

**NEW BUSINESS:**

- Continuing Education Program (for re-certification)
- • Cosmetology Association
- Converting the Cosmetology Program from a Certificate Program to an Associates Degree Program
- Student Association

**OTHER:**

- Names of former students or people who are willing to become members of the Cosmetology Advisory Committee.
- Next meeting date, tentatively scheduled for February 2006, sometime after Valentine's.

**ADJOURNMENT:** Meeting was adjourned by Mr. Ronnie Abshire at 4:10 p.m.

Prepared by: JESUS



**EDUCATION**

Guam Community College  
Minutes from Education Advisory Committee  
May 12, 2005 at Rm 201  
3:00-4:00 pm

I. Call to Order

**Members present** included Melissa Cruz, Clare Lizama, Marie Leon Guerrero, Sarah Leon Guerrero, Marsha Postrozny, Rita Tydingco

II. New goal added to assessment  
Discussion on added SLO involved explaining importance of preparing teachers for cultural and linguistic diversity.

III. Sarah's VEA grant proposal  
Sarah introduced her ideas for VEA grant involving sign language students. Ekawati Liu and Sarah were meeting throughout the semester to do assessment and gather information needed to write grant that would help pay for training in sign language and sign language interpreting.

IV. Expansion of our department  
Marsha led discussion on changes that may take place if the new Practical Nursing Program is adopted and begins next academic year.

V. Community Issues

VI. Concerns

Meeting adjourned at 4:00 pm.

Guam Community College  
Minutes from Education Advisory Committee  
Dec 14, 2005 at Rm 201  
9:00 – 10:00 am

I. Meeting was called to order by Marsha at 9:00 am.  
Members Present: Clare Lizama, Sarah Leon Guerrero, Marsha Postrozny

II. Education/Allied Health Department Changes

Discussion on the splitting of Education from Allied Health was led by Marsha. Changes to course guides and revisions needed as HL130 is still offered but there are not as many sections due to the requirement by the GBNE of American Heart instead of Red Cross. Members voted to continue to suggest education student majors take the Red Cross course (HL130) as an elective because it covers first aid and safety issues.

V. VEA Grant: Clare shared progress in the Moodle website and training occurring for all our Early Childhood Education and a few education courses.

VI. Concerns

Meeting adjourned at 9:30 due to no show from community members.

<p>Guam Community College Minutes from Education Advisory Committee January 16, 2006 at Rm 201 0900-1000</p>
--

I. Call to Order

Members present included Clare Lizama, Missy Cruz, Marie Leon Guerrero, Sarah Leon Guerrero, and Marsha Postrozny

II. New goal added to assessment

Discussion on schedule for Spring 2006.

Concern was addressed on the low enrollment.

Action Plan: Fax/call Head Start and childcare centers on island. Prepare presentations and brochures for career days at local high schools.

III. VEA grant — Online Courses

Clare informed members on the progress of her grant. Many instructors have added info to their webpages. Sarah has the only fully online course ED220 Human Growth Online this semester.

IV. Changes in our department

Marsha led discussion on changes that are taking place due to the new Practical Nursing Program is adopted and begins this semester.

V. Community Issues Students and community members are asking for more sign language courses and to put sign language interpreting back on the regular schedule.

VI. Concerns

Meeting adjourned at 10:00 am

<p>Guam Community College Minutes from Education Advisory Committee February 2, 2006 Rm. 202 1:30— 2:30</p>
---

Call to Order

Members present included Clare Lizama, Sarah Leon Guerrero, Teresita Fejarang and Marsha Postrozny

II. Sign Language Program

- a. Tern informed the group that off-island visitors will be arriving in Feb. and March. They will assess the deaf and hard of hearing at GPSS and will meet with GCC to make recommendations for improvement and changes.
- b. Current status of Sign Language Program
  - i. The number of students interested in sign language interpreting is increasing. There is a need to resurrect the program and provide it as a regular degree program rather than offering it through Continuing Ed.
  - ii. Sarah and Clare are rewriting course guides for submission to AAC for approval.
- c. UOG Deaf class
  - i. Terri informed the group that the grant was not approved.

III. Changes in our department

IV. Community Issues

- a. 2006 Interactive Parent Conference
- b. GSAT conference
- c.

V. Concerns

Meeting adjourned at 2:30 pm.



**ELECTRONICS**

GUAM COMMUNITY COLLEGE  
Electronics Department Advisory Meeting Minutes  
December 02, 2005, Westin Resort, 11:00 a.m.

Present: John Limtiaco, Terry Kuper, Joe Gumataotao, Michael Dacanay, David Damian, Frank Salas

1. Committee member introduction
2. Distribution of new catalog 2005-06, Approved Program for AS in Computer Networking, and Survey.
3. JL - Our last meeting in February 2005, copies of the revision for Computer Networking were given to you for your review and comments.
  - a. Approved copies were given to each committee member
4. JL-Enrollment under this program is really good. Networking has full classes every semester For CCNA, we start new sections every semester. Every year, we complete all four CCNA semesters and CCNA Certificates were given out. Some of them will actually take the CCNA Exam and passed to be certified.
5. MD-Electronic Engineering Program still offered?
6. JL-No, We change the program to computer networking. The reason for this is industries having been asking for classes in areas in computer networking, CISCO and telecom.
7. JL-We weren't having a lot of success in the basic electronic. Student weren't taking the basic electronics at all. So we actually had to give up on electronics and came up with computer networking.
8. MD-Probably because it's not a bench tech work anymore.
9. JL-This way Networking is not strictly equipment, but we talk about infrastructure and the set up.
10. JL-With this degree, when they go out, for example: Cisco, they know what a router is, they know how to actually pull in a router, they know what a switch is and know how to run cable.
11. FS-Are you considering putting in wireless?
12. TK-Wireless, Network Security, the survey that was hand out is to find out what is needed, those are similar to wireless.
13. 13. MD-Do you have wireless class?
14. TK-No, it's currently on the list.
15. JL-Most students in CISCO class are working at the banks, military, government agencies, have actually gone through the one year program.
16. FS-Are you concentrating on IP XI?
17. TK-It's not out yet, actually they're starting to re-teach it, it gives you an idea of how it works, how the addresses are laid out, but we don't get in depth, it's preparing everyone for when it comes out. We teach it, we have one of the modules for it.
18. FS-How about on-line courses or on-line training, are these being offered?

## APPENDIX H

19. JL-Maybe basic electronic courses, but Cisco and Fiber Optics that will be hard to be on-line because of labs.
20. JL-Please review the catalog and document of computer networking. If you have any questions send me and email.

Adjournment

## APPENDIX I

### TRIP REPORTS ON FILE AT THE BUSINESS OFFICE, AY 2004 – AY 2006 AY 2004 -2005

<b>TA No: 1</b>
Length of Travel: 8 Days
Destination: Indianapolis, Indiana
Purpose of Travel: To attend the 94 <sup>th</sup> Annual Convention of the National Council of Teachers of English.
<u>Travel Productivity:</u> A. Trip Objective: To attend the 94 <sup>th</sup> National Council of Teachers of English Annual Convention. B. Benefits Derived: <ul style="list-style-type: none"> <li>• Obtained demo software on improving grammar and writing.</li> <li>• Obtained information on strategies for integrating writing into the core curriculum</li> <li>• Working with ESL writers, introducing “academic language” into their writing</li> <li>• Fun but productive writing activities</li> <li>• Assessing writing, including a 6+ rubrics for grading, and grading without</li> <li>• Integrating imagination into the writing process</li> <li>• Integrating literature and the writing process</li> </ul> C. Application of Trip to GCC: Content of the conference was directly related to the objectives of the VEA grant. Information will be shared with full-time and adjunct faculty in the Education and Allied Health Department (English faculty will be invited as well) at a training activity in Feb. 2005.
<u>Trip Evaluation:</u> A. Subjective: The conference expanded my view on how writing can be incorporated across the curriculum. Were many examples of (1) how non-English teachers resisted the mandate to teach writing “it’s not our job, it’s the English teacher’s job,” and (2) how simple it is, once started, to integrate writing with any subject. This validates the research and my claim, that ALL faculty need to integrate writing across the curriculum. In addition, many other schools and colleges have similar problems to GCC, when it comes to the writing level of their students. B. Objective: Obtained handouts, website resources, and software. Networked with other teachers, publishers, and writers on writing skills and activities.
<b>TA No: 2</b>
Length of Travel: 6 Days
Destination: Manila, Philippines to Guam
Purpose of Travel: To conduct High Voltage Cable Splicing (3M Corporate Trainer)
<u>Travel Productivity:</u> <div style="text-align: center; padding: 10px;"><i>No trip report attached</i></div>
<u>Trip Evaluation:</u>
<b>TA No: 3</b>
Length of Travel: 8 Days
Destination: Las Vegas, Nevada
Purpose of Travel: The Career Placement Officer will attend a career facilitator’s conference/training relative to delivering related services and meet with several off-island colleges in route conference/training or upon return from conference/training. This will support objectives 3.2.1.3 and 3.2.1.5
<u>Travel Productivity:</u> A. Trip Objective: Attend a career facilitators training to deliver career related services and meet with at least 2 off-island community colleges in route to conference/training or upon return from conference/training. Trip supported objectives 3.2.1.3: Support Participation of faculty and administrators...to update vocational technical guidance and counseling and advisement services; and 3.2.1.5: Develop community awareness of vocational/technical guidance counseling services.

<p>B. Benefits Derived: Developed awareness of methods and techniques for productive presentations; strengths in utilizing labor market information and economic department allies. Visits with the colleges were very invaluable as the exchange of ideas on best practices and challenges were exchanged among counter parts of career services centers. In addition, a sample of a career development manual will be useful in finalizing GCC's manual.</p> <p>C. Application of Trip to GCC: Provide training to faculty/administrators regarding up to date information on vocational technical guidance counseling services; ethical implications with on-line and career Planning; apply 12 competencies of career development training to targeted students; and implement strategies to increase the usage of Career Placement Center services or improve the programs of our center.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Global Career Development Facilitator's (GCDF) Training December 2-4, Las Vegas, Nevada. 12 competencies training inclusive of career theories, ethics, employability training, techniques...etc. Contacts were established with counterparts of career services and one-stop centers. In addition, 2 additional days were utilized to visits with counterparts of Community Colleges to exchange best practices and observe center layout.</p> <p>B. Objective: Training to GCDF and visits to centers were used to help Career Placement Officer develop/adopt to deliver career related services using competencies; and to offer training to faculty/administrators on up-to-date information on delivery of vocational/technical guidance counseling services. In addition, visits to the community Colleges will help deliver employability training and increase awareness of GCC's Career Placement Center's Vocational/guidance and technical services to targeted populations as per Carl D. Perkins funds.</p>
<b>TA No: 4</b>
Length of Travel: 8 Days
Destination: Indianapolis, Indiana
Purpose of Travel: To attend the 94 <sup>th</sup> Annual Convention of the National Council of Teachers of English
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the 94<sup>th</sup> National Council of Teachers of English Annual Convention.</p> <p>B. Benefits Derived: Established rapport with Minneapolis Community and Technical College, Minnesota; Developmental Education faculty; Obtained information coping with issues of deaf post-secondary students; Procured 6+1 essay rubric to be presented to the General Education Committee for essay evaluation; Obtained information on strategies for integrating multi-genre into the writing process.</p> <p>C. Application of Trip to GCC: Information will be shared with full-time faculty in the English Language Institute department in the Spring 2005.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The sessions on assessment were not exactly assessment on individual programs but assessment on each student's writing in the developmental education program. I have established rapport with the developmental education department, Minneapolis Community and Technical College, Minnesota and had informed the faculty members of the DevEd dept that I would be touching base with them on reviewing their newly adopted developmental writing curriculum.</p> <p>B. Objective: Obtained handouts and website resources. Networked with other teachers on issues in developmental program.</p>
<b>TA No: 5</b>
Length of Travel: 5 Days
Destination: San Francisco, California
Purpose of Travel: To attend the Technology, Reading and Learning Disabilities 23 <sup>rd</sup> International Conference.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To receive training in technology and writing.</p> <p>B. Benefits Derived:</p>

## APPENDIX I

<ul style="list-style-type: none"> <li>Received information on the latest technology that can be used in the classroom.</li> <li>Obtained demo software that assist in writing</li> <li>Learned how to use additional features in word processing softer (MS Word) that will assist in writing skills, grading.</li> <li>Received a list of websites to assist teachers that work on writing skills.</li> <li>Learned other “tips, tricks and tools” for writing, including different low and high tech resources.</li> <li>Learned websites that check students’ work for plagiarism.</li> </ul> <p>C. Application of Trip to GCC: As part of the VEA Agreement to improve writing skills of our students, I was searching for activities, lessons, strategies and technology that the department can use to improve the literacy skills of our students.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Much of the information was repeated. Most of the information that I will use is learning the features in word processing software, something all of us have but never use to the fullest. I will also show the demo CDs to the department for possible ordering.</p> <p>B. Objective: Obtained information on technology and writing.</p>
<b>TA No: 6</b>
Length of Travel: 7 Days
Destination: Orlando, Florida
Purpose of Travel: To attend the Southeastern Association of Educational Opportunity Program Personnel (SAEOPP) Professional Development Workshops on legislative and regulatory requirements for operation of federal Trio programs, personnel management, and student financial aid in Orlando, Florida.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the Southeastern Association of Educational Opportunity Program Personnel (SAEOPP) TRIO Training.</p> <p>B. Benefits Derived: I had the opportunity to meet and talk with TRIO Directors and other personnel around the U.S. who are employed with or have a connection with the TRIO Programs. The trip was educational and informative on the Higher Education Law, TRIO Regulations and EDGAR.</p> <p>C. Application of Trip to GCC: The information obtained will assist in the upcoming training that I will conduct for both TRIO staff, Business Office, and my supervisors on TRIO law and regulations.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The training was very educational and informative. It provided a review of the TRIO law and regulations and information on Financial Aid.</p> <p>B. Objective: The training provided clarification on TRIO law and regulations and Financial Aid process to receive financial assistance.</p>
<b>TA No: 7</b>
Length of Travel: 5 Days
Destination: Honolulu, Hawaii
Purpose of Travel: To attend the NSF- LSAMP Planning Consortium Meeting
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: The purpose of this trip was to participate in a planning meeting with regional colleges and universities in order to contribute to a grant proposal for the National Science Foundation’s Louis Strokes Alliance for Minority Participation in the STEM disciplines.</p> <p>B. Benefits Derived: The contacts made, discussions held, and ultimately the potential for our students was the most beneficial.</p> <p>C. Application of Trip to GCC: Because GCC has students with potential to major in science, technology, engineering and math programs, there is direct application to GCC and the education we provide. The Follow through with the actual grant proposal and inclusion of GCC in that proposal will determine the overall benefit.</p> <p><u>Trip Evaluation:</u></p>

## APPENDIX I

<p>A. Subjective: This was a great experience to make contacts in the region and actually create a joint document while pursuing a grant with true benefit to our minority students.</p> <p>B. Objective: The hotel, transportation, food, meetings were arranged well by the hosts of the planning meeting.</p>
<b>TA No: 8</b>
Length of Travel: 16 Days
Destination: Los Angeles, CA. and Washington, D.C.
Purpose of Travel: To attend the 28 <sup>th</sup> Annual WESTOP Pre-Conference Sessions from March 4-5, 2005 & conference from March 6-9, 2005. These conferences are being held in Los Angeles, CA.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the 28th Annual WESTOP Conference and 25<sup>th</sup> Annual COE Policy Seminar and to meet with other TRIO Program in Portland, Oregon.</p> <p>B. Benefits Derived: I had the opportunity to expand my resources with other TRIO Personnel from the Western region and to meet with my two Program Officers and other personnel from many TRIO Programs nationwide and the COE Personnel.</p> <p>C. Application of Trip to GCC: The information obtained will assist in the improvements of the ETS and Project AIM programs and the expansion of other resources and educational information on the fight to maintain the ETS program for Budget year 2006 and beyond since President George W. Bush has eliminated the program for this budget year.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The training was very educational and informative. It provided updates on the TRIO Programs, status on ETS budget for FY 2006-06 and Project AIM's grant proposal application process. Additionally, the DC section provided an educational perspective of what occurs during the Senate and Congressional process of the budget.</p> <p>B. Objective: The WESTOP Conference provided training on topics that will assist in the operations of both ETS and Project AIM programs. The Policy Seminar provided and educational perspective on the budget process and updates form the U.S. ED.</p>
<b>TA No: 9</b>
Length of Travel: 4 Days
Destination: Honolulu, Hawaii
Purpose of Travel: To attend PPEC Conference
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To represent the President and Academic Affairs Vice President at the quarterly joint meetings of PREL and PPEC in Honolulu, Hawaii.</p> <p>B. Benefits Derived: On behalf of GCC, I communicated to PREL member presidents the multitude of activities taking place both inside and outside of GCC classrooms. I discussed issues of regional concern regarding: accreditation, assessment, professional development and the need of future regional workshop trainings. Took part in sessions on higher education &amp; global economic development and strategic planning.</p> <p>C. Application of Trip to GCC: Through interactions with PPEC CEOs and CAOs, I reinforced the promise of GCC's role as a regional resource for institutions facing accreditation concerns over assessment and program review. I was able to share the GCC model with regional institutions facing those issues. I was also able to share highlight of GCC's institutional progress involving new programs and capital improvements on the campus.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: I was able to represent GCC in a positive, supportive light to the regional membership. GCC was seen as a regional resource that can come to the aid of institutions dealing with tough educational problems. My interactions with other institutional leaders gave me a greater understanding of the common challenges that we all face, whether internally or externally to each of our institutions.</p> <p>B. Objective: Work initiated on Phase II of the OIO grant funded project. (Analysis of Enrollment Management Data; Develop Chair Academy as Pathway to Administration: Train on Assessment,</p>

## APPENDIX I

Budgeting and Strategic Planning; Concentrate on Continuous improvement of Processes. Other discussions included; identification of “adequate” student skills for emerging students; identification of professional development needs; thru PREL, establish regional meeting with K-12 leadership and college/university pres. on ed. reform.
<b>TA No: 10</b>
Length of Travel: 8 Days
Destination: Gainesville, Florida
Purpose of Travel: To attend CAPT MRTI Qualifying Program and the Planning an Introductory Workshop: MBTI Applications in Gainesville, Florida
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: The MBTI Qualifying Program provided me with the qualifications necessary to purchase and administer restricted Myers-Briggs Type Indicator (MBTI) materials. This qualification is necessary since it allows me to purchase a personality inventory for career counseling since the department plans to complete its career counseling resources by adding a reputable personality inventory instrument. Relevant knowledge and information was gained to use in leading a discussion with the other department counselors and college faculty regarding the significance of integrating a personality inventory component within the various courses offered at the college.</p> <p>B. Benefits Derived: Having completed the MBTI Qualifying Program examination has allowed me the capability not only to purchase and administer the MBTI personality inventory, but to also score and interpret the results for individuals. The MBTI Applications workshop offered on the fifth day, provided me with a variety of applications and exercises that will allow me to more effectively design interpretation workshops for groups.</p> <p>C. Application of Trip to GCC: Information, knowledge and qualification gained will be utilized in guiding the department’s review and discussion of its assessment goals and objectives. Information can also be used to support faculty wishing to integrate/supplement a personality component in their curriculum. This can also be useful in student leadership applications via the training programs offered via the Office of Student Development.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The training format was extremely beneficial since it allowed me to review my results of MBTI inventory and to use that information during the training. Using my scores and reports allowed me to validate and understand the complexities of both the theory and the instrument. The group activities and exercises were also valuable since it allowed me a first hand learning experience with the most of the 16 Profiles. Additional, program resources were also nearby the training location which allowed me to select various literature to supplement the information discussed in the Qualifying Program.</p> <p>B. Objective: The MBTI Qualifying Program was a four day training that introduced the structure and dynamics of the MBTI instrument, which is based on Jung’s theory of psychological types. I felt the structure and format of the training program effectively accomplished this objective. The training program then ended with a qualifying examination. Prior to the training, several literature were mailed to the participants to review and read prior to the training, without this process and prior preparation, the participant would not be able to fully grasp the degree and scope of the dynamics of the training program. The fifth training day was an enhancement to the first four days and expanded on the information covered at the qualifying program with a more specific focus on providing interpretation feedback in a group setting.</p>
<b>TA No: 11</b>
Length of Travel: 6 Days
Destination: Minneapolis, MI
Purpose of Travel: To attend a conference and pre-conference, the ALA ACRL 12 <sup>th</sup> National Conference. Information from conference will be used in library instruction, the integration of information literacy into the curriculum.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: Obtain information to support the libraries programs, particularly in regard to</p>

<p>information literacy.</p> <p>B. Benefits Derived: Obtained information about changes and updates to EBSCO databases. Learned new model for integration of information literacy into curriculum. Introduced Cornithian, a new integrated library system by DYNIX. Had an opportunity to see demonstrations and use additional library databases. Became more familiar with current trends in academic libraries.</p> <p>C. Application of Trip to GCC: The information outlined above will assist the GCC Library to further integrate information literacy into the curriculum, particularly in regard to General Education. The training on the EBSCO database will be passed on to students. The Library will consider whether to subscribe a nursing database through EBSCO.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: I learned many ideas that I'll be able to use in the GCC Library, in collaboration with the librarians and staff.</p> <p>B. Objective: All of the workshops related to academic libraries. The vast majority of the program was applicable to the GCC Library.</p>
<b>TA No: 12</b>
Length of Travel: 5 Days
Destination: Washington, D.C.
Purpose of Travel: This is a yearly conference of CRN Directors and Guidance Supervisors. It will be held in Washington, D.C. from March 3-5, 2005. The Office of Vocational and Adult Education (OVAE) oversees this grantee program.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the Director's Conference for America's Career Resources Network (ACRN); To get an update on the ACRN grant status; To network with other state ACRN personnel; Access allies for training opportunities.</p> <p>B. Benefits Derived: Received a better understanding of how to use the ACRN grant; Developed networking with other ACRN professionals; Received products and materials from different state ACRN representatives; Attended various workshops, specifically "The Counselor's Role in the Age of High School Reform".</p> <p>C. Application of Trip to GCC: The conference information will be used to train, improve, and develop activities, among personnel involved with ACRN grant awarded to GCC.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference site was at a hotel (Hilton, Washington). The conference room was adequate for the size of the group. The conference included a wealth of useful information on successful state activities. The conference was very helpful in providing products and materials used by different states. The conference provided a lot of networking opportunities.</p> <p>B. Objective: The conference gave participants the opportunity to become familiar with the requirements of the grant. The conference also gave an opportunity for the states to review the products and the activities of the National and Training Support Center. The conference gave members a little more focus on the task set forth by the ACRN grant.</p>
<b>TA No: 13</b>
Length of Travel: 7 Days
Destination: San Francisco, California
Purpose of Travel: To attend the 26 <sup>th</sup> Conference on College Composition and Communication
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the 26<sup>th</sup> Annual Conference on College Composition and Communication (CCCC) Annual Convention; "Opening the Golden Gates: Access, Affirmative Action, and Student Success.</p> <p>B. Benefits Derived: Attendance provided the opportunity to take part in a workshop entitled "Working with Generation 1.5 Student Writers In College," presented by Mark Roberge and Lisa Heyer of San Francisco State University. A few of the sessions I attended were "Bridging Basic Writers' Language Perspectives and Attitudes to Their Writing Performance and Experience," by Dr.</p>



<p>Isabel Baca; “Equal Access for Diverse Learners: Ensuring the Success of Marginally Prepared Students in the Standard Freshman Composition Sequence,” by Marcia Kmetz, Rick Kmetz, and, Barbara Cooper; and “Helping Non-Traditional Students Claim Their Education,” by Amy Geald, Kathleen McEvoy, Shannon Stewart, and Pam Whitfield. I picked up several complimentary textbooks and requested examination copies of textbooks.</p> <p>C. Application of Trip to GCC: I was able to attend sessions that dealt directly with teaching developmental and Freshman composition to the types of students that GCC regularly attracts, specifically non-traditional students such as evening students, working class students, ESL students, under prepared students, and the wider category that most fit into, the Generation 1.5 students. The workshop provided me with important pedagogical considerations in delivering composition lessons to this student population. I expect to share this information with my fellow ELI instructors in an effort to improve delivery of instruction and student learning outcomes.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: It was very exciting to see and hear how other colleges across the country, especially community colleges, are facing the demands of the increasing numbers of non-traditional students. I tried to attend sessions presented by community college faculty which focused on teaching practices so that I could determine whether GCC remains in step with the rest of the country. For the most part, I felt that GCC’s situation remains unique within the country.</p> <p>B. Objective: Since this was my first conference, I faced a bit of a learning curve. It took me a few days to learn which session would be most useful to attend. Having said that, I still feel that attendance to this conference has been invaluable. I came back with so many ideas about how to improve delivery of lessons and how to improve the English program at GCC. It may take several months before I am able to share and implement all the ideas I acquired at the conference.</p>
<b>TA No: 14</b>
Length of Travel: 10 Days
Destination: Orlando, Florida
Purpose of Travel: EI of the AH&LA Lodging Management Program and National Restaurant Association ProStart National Conference.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: Represent Guam as the State Director for the High School Lodging Management Program and the ProStart Culinary Program. Gain insight to the programs with which to revise, and write student learning outcomes relevant to the programs.</p> <p>B. Benefits Derived: Witnessing the actual outcomes as they were developed will help our department to better prepare our students for their final outcomes. The department will be better able to establish learning outcomes and evaluations of student learning.</p> <p>C. Application of Trip to GCC: Information gained will be used in the revision of our current curriculum for both the LMP and ProStart programs.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The trip can only be described as outstanding. Information gathered and the ability to observe the actual competitions showed the relationship of the competition to the program itself. The competitions were more of what you could call a final practicum or outcome to the curriculum. As such it will prove helpful in the revision of our own GCC curriculum for both programs.</p> <p>B. Objective: The objectives of the trip were more than met. Information gained in how to conduct preliminary competitions in Guam as well as the implementation of the program material in relationship to established curriculum will provide for more concise student learning outcomes and student expectations.</p>
<b>TA No: 15</b>
Length of Travel: 7 Days
Destination: Boston, Massachusetts and Honolulu, Hawaii
Purpose of Travel: Attend AACC Convention, Workshops and Seminars
<u>Travel Productivity:</u>

## APPENDIX I

<p>A. Trip Objective: Attend AACC Convention, workshops &amp; seminars; Contact and meet with UG-HCC Officials on PPEC issues.</p> <p>B. Benefits Derived: Compare community college programs with the nation; Contacts to set the course for the following: Gift Giving Campaign; Construction Academy – establish; Succession Planning – Leadership Academy – Chair Academy</p> <p>C. Application of Trip to GCC: Acquired knowledge on the process to start campaign; Contacted and discussed succession planning with Gary Filan for the Chairs Academy; Contacted Dr. “Tusi” on the PPEC issues and Construction Academy.</p> <p><u>Trip Evaluation:</u> Excellent trip – fulfilled the objectives with the three (3) areas.</p>
<b>TA No: 16</b>
Length of Travel: 10 Days
Destination: Orlando, Florida
Purpose of Travel: EI of the AH&LA Lodging Management Program and National Restaurant Association ProStart and LMP National Competitions.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To experience and evaluate the Lodging Management Program’s and ProStart’s National Competition.</p> <p>B. Benefits Derived: This culminating activity from the curricula will help me to review and revise current course guides, provide information to the Tourism and Hospitality Department faculty and assist in the development of the department’s assessment plan.</p> <p>C. Application of Trip to GCC: The department’s goal is to fully implement the current curricula for secondary programs under the American Hotel and Lodging Association and the National Restaurant Association.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: This educational trip was very informative. It has given me a greater understanding of the LMP curriculum. I was able to compare and contrast the resources that I used in the classroom with what teachers are using from the other states. In my opinion, the lessons and resources that I use in the classroom are effective. I feel our methods of teaching students about LMP have much higher standards.</p> <p>B. Objective: The information that I received will help me to improve my lessons in the Lodging Management Program and prepare myself for the upcoming LMP Competition in 2006. I will also present this information to other LMP faculty in providing consistency to the implementation of the LMP curriculum.</p>
<b>TA No: 17</b>
Length of Travel: 7 Days
Destination: Honolulu, Hawaii and Portland, Oregon
Purpose of Travel: To participate in the 3 <sup>rd</sup> Annual Hawaii Statewide Service Learning Conference sponsored by Youth Service Hawaii, held on April 9, 2005 at Punahou School, Honolulu Hawaii and at the 8 <sup>th</sup> Annual Continuum of Service Conference sponsored by Campus Compact, held on April 11, 12, and 13, 2005 at the Marriott Downtown Hotel.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: My objectives in participating in these conferences are: Participate in skill-building workshops that will help enhance my skills in integrating and implementing service-learning into my coursework and deepen my understanding of service-learning as a teaching-learning strategy; Explore diverse perspective of service-learning theory and practice; Participate in networking opportunities; Engage in discussions on service-learning best practices.</p> <p>B. Benefits Derived:</p> <p>1. Participated in the following sessions/workshops:</p> <p>3<sup>rd</sup> Annual Hawaii Statewide Learning Conference, April 9, 2005, Punahou School, Honolulu HI April 9</p> <ul style="list-style-type: none"> <li>Attended workshop on “Malama I Ka Aina”: “Malama I Ka Aina” is a service-learning project of high students from a Public charter school in the Big Islands. The students’</li> </ul>

<p>service-learning project presented at this workshop focuses on the environment, waste management and an on-going Arbor Day curriculum. The presentation revolved around how the service-learning project was initiated and implemented. It gave an idea on how ecology can be integrated into any curriculum.</p> <ul style="list-style-type: none"> <li>• Attended a workshop on Creating Curriculum Connection: In this workshop I've learned how to take my own lesson plan and find connection between content, skills, and service.</li> <li>• Attended workshop on How to Use Simulation as a Reflection Tool. In this workshop I've learned how I can use and facilitate a simulation session as a reflection tool.</li> </ul> <p>Continuum of Service Conference, April 11-13, 2005, Portland Marriott Downtown</p> <p>April 11</p> <ul style="list-style-type: none"> <li>• Attended a workshop on Integrating Civic Responsibility into the Curriculum. In this workshop I've learned how to connect service-learning and civic responsibility and the importance of civic responsibility in higher education. I've also learned how to incorporate civic responsibility into reflection exercises and acquired tools to assess civic responsibility.</li> </ul> <p>April 12</p> <ul style="list-style-type: none"> <li>• Attended a workshop on Developmental Outcomes of Various Service- Learning Pedagogies: Implications for Academically Based Service-Learning. In this workshop I've learned about the different psychosocial developmental outcomes of students who participate in different service-learning types.</li> <li>• Attending a workshop on Tenure and Promotion at Portland State University. In this workshop I've learned how PSU has institutionalized service-learning by embedding scholarly work on service-learning into Tenure and Promotion process.</li> </ul> <p>April 13</p> <ul style="list-style-type: none"> <li>• Attended a workshop on Diverse Views of Leadership and Democracy: International Student Experiences in Community Service. In this workshop, I've learned how international students of Portland State University view leadership, democracy and service-learning and instructional techniques that support international students learning.</li> <li>• Attended a workshop on Community-Engaged Scholarship: Recognizing and Rewarding Faculty Work. This was not a good workshop as it did not meet my expectations.</li> </ul> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The two conferences I've attended were very informative. The skills and knowledge gained from these conferences will be valuable as I continue to integrate service-learning into my coursework and as I provide support to fellow faculty who wish to do the same thing.</p> <p>B. Objective: The experience was definitely a positive one. The conferences met my expectation and met my goals and objectives.</p>
<b>TA No: 18</b>
Length of Travel: 10 Days
Destination: Monterey, California
Purpose of Travel: To attend the 67 <sup>th</sup> Annual Meeting of the Western Association of College and University Business Officers
Travel Productivity:
<i>No trip report attached</i>
<u>Trip Evaluation:</u>
<b>TA No: 19</b>
Length of Travel: 6 Days
Destination: Washington, D.C.
Purpose of Travel: To attend the 2005 National Conference on Student Recruitment, Marketing, and Retention Conference to be held in Washington, D.C. from July 27-30, 2005

<u>Travel Productivity:</u> A. Trip Objective: To attend the 2005 National Conference on Student Recruitment, Marketing, and Retention Conference held at Washington, D.C. B. Benefits Derived: I had the opportunity to expand my resources and knowledge on various recruitment, retention and marketing ways to be applied to both TRIO Programs. C. Application of Trip to GCC: The information obtained will assist in the improvements of recruiting, retaining, and marketing both ETS and Project AIM programs. <u>Trip Evaluation:</u> A. Subjective: The training was very educational and informative. It provided a variety of techniques utilized by other institutions to improve in the recruitment, retention and marketing aspects of their perspective institutions. B. Objective: The workshop presenters were informative in providing information of the various ways of recruiting, retaining, and marketing for students in their institutions.
<b>TA No: 20</b> Length of Travel: 6 Days Destination: Gulf Shores, Alabama Purpose of Travel: To attend the 2005 Annual GED Administrators Conference, July 23-27, 2005 <u>Travel Productivity:</u> <div style="text-align: center;"><i>No trip report attached</i></div> <u>Trip Evaluation:</u>
<b>TA No: 21</b> Length of Travel: 6 Days Destination: Washington, D.C. Purpose of Travel: To attend the National Conference on Student Recruitment, Marketing, and Retention being held July 27-30, 2005, in Washington, D.C. <u>Travel Productivity:</u> A. Trip Objective: To attend the National Conference on Student Recruitment, Marketing, and Retention in Washington, D.C. B. Benefits Derived: Valuable Professional Development: attended workshop sessions designed to provide professionals with the best practices and strategies for marketing, recruitment, and retention of students. Network the colleagues from across the educational profession. Expand knowledge on challenges facing students, faculty and administrators. C. Application of Trip to GCC: I will utilize the strategies and resources presented in various workshop sessions to enhance our current recruitment and retention with program participants. <u>Trip Evaluation:</u> A. Subjective: The conference was an excellent opportunity to network with other educational professionals. It was also very inspiring to hear from prominent leaders in the fields of education, technology, and financial consultants. B. Objective: The workshops I attended provided me with new approaches to dealing with student issues with regards to retention. I am also more knowledgeable about the different resources available for our Project AIM Students. The exhibits also provided a great deal of excellent resources.
<b>TA No: 22</b> Length of Travel: 6 Days Destination: Nashville, Tennessee Purpose of Travel: In support of the development of the Academy for Communications Technology (Smaller Learning Community) for DOE, travel entails attending the 2005 Model Schools Conference. This is an excellent opportunity to meet administrators involved in successful school models (i.e. academic and career academies, nontraditional scheduling, school-based partnerships, collaborative leadership and technology-infused programs).

<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: Seeking examples of active Smaller Learning Communities for future academy development and support to: create models and establish businesses networks in support of academies; help in task of creating and establishing local community networks in support of new academy teachers; find and articulate unification factors for the educational communities on Guam that may both automate and simplify the assessment process – and – in so doing; address the matriculation issues between institutions; find economically viable examples of early college models of alternate high schools that may support.</p> <p>B. Benefits Derived: In seeking to Form a model that is a potential fit for Guam’s unique situation: Gained professional contacts regarding Smaller Learning Communities as applied in both k-12 and early college models. Established network of communications and organizational informational sources, the potential being perhaps a technical unification of the educational institutions of the island. Established a firm foundation of support within the GCC and DOE for the SLC program and High School Reform efforts.</p> <p>C. Application of Trip to GCC: GCC is potentially the single educational institution on the island that maintains a reputation of “very” high caliber among leadership within the educational community and the business community. This trip has again secured and cemented that reputation.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: This conference has provided practical information that allow for the Smaller Learning Community’s program to be expanded to all of the island’s schools. The conference is a national level concern of well over 7000 participants of every level of leadership, teacher and active stakeholder.</p> <p>B. Objective: It is clear, from this conference we are on the correct path of thoughtful reform that can and will provide successful schools a new way to the future.</p>
<b>TA No: 23</b>
Length of Travel: 8 Days
Destination: Colorado Springs, Colorado
Purpose of Travel: The National Academic Advisement Association’s (NACADA) Summer Institute will provide information and up-to-date skills on improving the quality of advisement. The knowledge gained from the institute will improve GCC’s student learning outcomes.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: The objective of the National Academic Advising Association’s Summer Institute was to provide the necessary training for academic advisors. The comprehensive one week training included information and skills needed to enhance student learning.</p> <p>B. Benefits Derived: The benefits gained from this training will enhance not only student learning but also staff development. As a member of the Academic Advisement Task Force, I have provided staff development training. The skills obtained from this summer institute will be implemented in further training with staff.</p> <p>C. Application of Trip to GCC: As mentioned above, the skills and information obtained from the summer institute will enhance the already implemented staff development training.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Overall, the trip was informational in regards to latest issues regarding advisement. It was overwhelming. There was just too much topics that I wish I could attend all when given the time.</p> <p>B. Objective: The training provided a wealth of information for advisement. The presentations were researched based and programs were data-driven.</p>
<b>TA No: 24</b>
Length of Travel: 7 Days
Destination: Dallas, Texas
Purpose of Travel: To attend the 2005 Conference on Information Technology.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: The purpose of this trip was to learn strategies for building a “portal system” at GCC Research was required into how other community colleges have dealt with the issue and what</p>

## APPENDIX I

<p>products were available from various vendors. I also had questions about how colleges conduct student advising using a portal or web site, how other colleges support adjunct faculty, how various kinds of strategic planning occurs, how web security is handled, and how nursing students were recruited and retained.</p> <p>B. Benefits Derived: Information was gathered from the many sessions attended – see Personal Itinerary for conference specifics. Brochures were collected from various vendors.</p> <p>C. Application of Trip to GCC: The information gathered will influence and guide further on-campus discussion as we move toward switching to a portal that will interface with our student and business databases.</p> <p><u>Trip Evaluation:</u></p>
<p><b>TA No: 25</b></p> <p>Length of Travel: 6 Days</p> <p>Destination: Los Angeles, California and Washington, D.C.</p> <p>Purpose of Travel: To attend COE's 24<sup>th</sup> Annual Conference to be held in Washington, D.C. from September 18-21, 2005</p> <p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the 24<sup>th</sup> Annual COE Conference and to generate new information relating to regulations and budget updates and other sources to utilize for both TRIO Programs. Visit the San Diego State University Federal TRIO Program Office.</p> <p>B. Benefits Derived: Received updates on TRIO regulations and budget and ETS and EOC grant proposals, SAT and ACT testing materials and other creative designs for servicing students. Was also able to visit and get information from San Diego State University TRIO Program.</p> <p>C. Application of Trip to GCC: Update on information was to be provided to TRIO personnel.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference was informative and generated a lot of information from the lobbyist (COE) and the U.S. Dept. of Ed. Received some guidance on new information that San Diego State University utilizes for their program.</p> <p>B. Objective: Very informative and was able to meet and develop a network of counterparts and other personnel linked with TRIO Programs.</p>
<p><b>TA No: 26</b></p> <p>Length of Travel: 5 Days</p> <p>Destination: Las Vegas, Nevada</p> <p>Purpose of Travel: To attend the UI/NASP Compliance-Based Performance Mgmt Training, Oct. 17-19, 2005, Las Vegas, Nevada</p> <p><u>Travel Productivity:</u></p> <p style="text-align: center;"><i>No trip report attached</i></p> <p><u>Trip Evaluation:</u></p>
<p><b>TA No: 27</b></p> <p>Length of Travel: 5 Days</p> <p>Destination: Honolulu, Hawaii</p> <p>Purpose of Travel: Attend PPEC meeting in Honolulu, Hawaii – September 13 &amp; 14, 2004.</p> <p><u>Objectives:</u> Attended PPEC meeting in Honolulu, Hawaii on September 12 and 13<sup>th</sup>, a workshop given by WASC-ACCJC on September 14<sup>th</sup>, and a meeting with PREL on September 15<sup>th</sup>.</p> <p><u>Trip Specifications:</u> Meeting and workshop agendas are provided.</p> <p><u>Learning Outcomes:</u> Established the necessary framework for my role in the accreditation process. Participated in the elections of PPEC members, and in putting together a proposal for regional collaboration.</p>
<p><b>TA No: 28</b></p>

## APPENDIX I

Length of Travel: 8 Days
Destination: Denver, Colorado and Honolulu, Hawaii
Purpose of Travel: To attend Educause Conference – Curriculum in Trades and Industry. Stop at Honolulu Community College, check their automotive and construction trades programs.
<u>Travel Productivity:</u> Trip Objective: To attend the Educause conference and to get information on automotive and construction trades at Honolulu CC. Benefits Derived: Many handouts and other materials were gathered at the Educause conference along with some interesting ideas. Good sense of where the College is, compared to other colleges, with regard to digital technology. Some information about automotive and construction trades as delivered at Honolulu Community College should also prove useful.
<b>TA No: 29</b>
Length of Travel: 5 Days
Destination: Las Vegas, Nevada
Purpose of Travel: To attend the ACTE conference as described in the VEA Program Document “An Academy at its Best.”
<u>Travel Productivity:</u> A. Trip Objective: To attend the Association of Career and Technical Education Expo in Las Vegas, Nevada in order to 1) gather new techniques and strategies; 2) network with other educators; 3) confirm the progress and direction of the GCC/JFK Tourism Academy; and, 4) attend the Career Tech Expo to gather resources. B. Benefits Derived: I attended 15 sessions and presented at four mini-sessions on academic integration. The most beneficial presentations provided ideas on integration of academics with culinary arts; additional resume possibilities; ice breakers; team roles; and teacher appreciation. C. Application of Trip to GCC/JFK Tourism Academy: Excellent ideas were collected on ways to highlight student resumes and portfolios. These ideas will be shared and incorporated into the lessons for the academy students. Other strategies will be incorporated into the lessons and will be used in meetings.
<u>Trip Evaluation:</u> A. Subjective: Considering all the presentations including the general sessions, I would say that 1/3 of them were product advertisements, 1/3 were new ideas and strategies, and 1/3 reinforced the fact that the GCC/JFK Tourism Academy is a state of the art program and, in some cases, far above the other programs. B. Objectives: I attended 15 sessions and presented at four mini-sessions, providing lesson plans to those in attendance at each session. I collected available handouts and took notes at each session. At the Expo I collected information that would be usable in academic portion of the academy. I also signed up for catalogs and ads from the different vendors.
<b>TA No: 30</b>
Length of Travel: 5 Days
Destination: Las Vegas, Nevada
Purpose of Travel: To attend the ACTE conference as described in the VEA Program Document “An Academy at its Best.”
<u>Travel Productivity:</u> A. Trip Objectives: To attend the Association of Career and Technical Education Expo in Las Vegas, Nevada, which is one of America’s largest education conventions. This conference offered over 400 educational sessions 12 fields of specialization and 5 topic areas. Additionally, I was able to attend the Career Tech Expo where more than 200 vendors show-cased the newest technology being used in education. B. Benefits Derived: During this three-day event, I attended 15 sessions where I was able to learn more about integrating technology into our vocational programs. Primarily, I focused on portfolio development and the integration of technology and academics in the culinary field. Most significantly, I learned that GCC is on the right track and up-to-date with the current trends in educational technology.

<p>C. Application of Trip to GCC: Through a VEA Grant (An Academy at its Best) written by Dr. Michelle Santos, recently, all of our teachers received lap tops, multimedia cameras and document cameras. I will share the information that I acquired at the conference with our teachers in an effort to integrate more technology into our programs and curricula. Also, I will use this information to improve the student portfolio development process. I also gathered much information for other vocational programs, which will be shared.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: This conference was well organized and offered a wide array of sessions covering many topics. Frankly, I expected to learn more about integrating technology into our classes. It seems that most of the sessions were hosted by companies in an effort to promote educational software. The sessions I enjoyed the most were ones facilitated by teachers who shared techniques that work in their classes.</p> <p>B. Objective: I attended 16 sessions (including the daily general sessions). Each session provided valuable information that may be used in our classrooms and as we continue to develop programs. Unfortunately, many of the sessions ran out of handouts, so participants did not receive them. On a scale of 1 - 10, I would give this conference a 7.5.</p>
<b>TA No: 31</b>
Length of Travel: 7 Days
Destination: Seattle, Washington
Purpose of Travel: To attend the "Dependable Strengths" Training from October 25-29, 2004 in Seattle, WA.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: 1.) To learn this unique six-step process, developed by Bernard Haldane, for identifying and articulating the skills, talents, and abilities proven to increase self-esteem, motivation, and gain greater employability; 2) To become a Certified Dependable Strengths™ Instructor and have the credential and knowledge to facilitate workshops to our constituents.</p> <p>B. Benefits Derived: The Dependable Strengths™ Training provided the essentials to use the dependable strengths articulation process, including the Facilitator's Manual, and obtain access into the Center for Dependable Strengths' website as a member for training support, tips, and ongoing updates.</p> <p>C. Application of Trip to: Career Counseling in Secondary Schools and Post-secondary institutions, Job seekers, including One Stop Career Center Clients and those transitioning in their career such as retirees.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The four master trainers provided excellent training. I especially enjoyed and gained more knowledge and skills from the experiential exercises. It definitely was a journey to discovery!</p> <p>B. Objective: The master trainers were very knowledgeable and were well-prepared for each lesson. Each master trainer applied their individual strengths and presentation styles, but as a whole, emphasized a team approach that was very effective in the training process. An excellent Dependable Strengths™ facilitator's Manual was provided as well as membership access into the Center for Dependable Strengths' website for training support, tips and ongoing updates.</p>
<b>TA No: 32</b>
Length of Travel: 5 Days
Destination: Las Vegas, Nevada
Purpose of Travel: To attend the Global Career Development Facilitator (GCDF) Instructor Training from December 2-4, 2004.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To obtain Certification as an Instructor for the Global Career Development Facilitator (GCDF) curriculum in order to maintain the standards and training specifications through the Center for Credentialing and Education (CCE) and the National Career Development Association (NCDA).</p> <p>B. Benefits Derived: 1. The GCDF Instructor training provided curriculum, networking &amp; guidance that prepared me to deliver the GCDF training to my constituents; 2. As a Certified GCDF Instructor I am also eligible to join the NCDA registry which offers promotions of upcoming trainings and</p>



receiving all curriculum updates.
C. Application of Trip to GCC: As a Certified GCDF Instructor, I will provide training to a variety of career development settings including DOE School Counselors and/or Workforce Development Staff as part of my Career Resource Network activities.
<u>Trip Evaluation:</u>
A. Subjective: I would have preferred more practical activities and updates to use in the application of the GCDF curriculum particularly in managing technology and in working with special populations.
B. Objective: The participants already had a wealth of knowledge regarding the Global Career Development Facilitator curriculum. More time should have been dedicated to customizing effective training sessions that utilize the GCDF curriculum and adapting the curriculum to meet the needs of the target populations of each state/territory.
<b>TA No: 33</b>
Length of Travel: 4 Days
Destination: Philadelphia, Pennsylvania
Purpose of Travel: My participation in this conference, the First Annual Best Practices in Higher Education, to held at the Community College of Philadelphia will allow me to explore how this institution's assessment of student involvement impacts on the way the Office of Assessment and Institutional Effectiveness (AIE) has begun to integrate the "student voice" in the college's campus-wide assessment process. Knowledge gained from this conference experience will also contribute greatly to Gen. Ed. & Service Learning assessment at the college.
<u>Travel Productivity:</u>
A. Trip Objective: My participation in this conference, the First Annual Best Practices in Higher Education allowed me to explore how the Community College of Philadelphia's assessment of student involvement impacts on the way the Office of Assessment and Institutional Effectiveness (AIE) has begun to integrate the "student voice" in the college's campus-wide assessment process.
B. Benefits Derived: The knowledge I gained from participation in this conference will contribute greatly to General Education (GenEd) and Service Learning assessment at the college. As the person primarily responsible for the overall implementation of assessment at the college, I work very closely with the GenEd Committee in its formulation of an assessment plan for the GenEd program.
C. Application of Trip to GCC: The lessons and insights I derived from the conference will be translated into a more efficient and more effective way of implementing GenEd assessment at the college through the development of certain protocols and strategies that will facilitate the work of the GenEd committee, as supported by AIE.
<u>Trip Evaluation:</u>
A. Subjective: Although the conference had meaningful, substantive, and informative conference sessions that have application to GCC's comprehensive assessment activities at the course, program and institutional levels, the practices discussed were mostly for multi-campus units, and those with large student enrollments. There was some degree of comparability, however.
B. Objective: The conference was well organized in terms of programming the sessions relevant to institutional assessment. The best practices in the implementation of assessment programs in various colleges was the highlight of the conference.
<b>TA No: 34</b>
Length of Travel: 6 Days
Destination: Toronto, Ontario, Canada
Purpose of Travel: Attend the LERN Annual Convention
<u>Travel Productivity:</u>
A. Trip Objective: The trip was extremely well worth attending. The main objective of the trip was to learn and obtain information from various Community Colleges and Universities in the field and find out what works, what may be applied and to increase my networking abilities.
B. Benefits Derived: I was given the opportunity to receive new information, gather available materials, brochures, gain ideas and meet my counterparts that have paved the way to successful class offerings. I was able to attend a seminar that will help Continuing Education develop a successful

marketing plan and design a webpage that will definitely assist in promotional efforts to increase our enrollment.
C. Application of Trip to GCC: The application of this trip to GCC was critical. In order for Continuing Education to provide new and innovative services for the community, it was especially important for me to learn how to develop a successful marketing plan in order to promote our course offerings.
<u>Trip Evaluation:</u>
A. Subjective: I was able to network, share my views of what Guam's Continuing Education Program is all about with others in the field, and connect with people who have experience in Continuing Education to obtain additional information and maintain direct links of communication for future projects.
B. Objective: I felt the trip provided additional information for me to bring Continuing Education to another level with necessary and appropriate information pertinent to the operations of Continuing Education.
<b>TA No: 35</b>
Length of Travel: 6 Days
Destination: Orlando, Florida
Purpose of Travel: To attend the CUPA-HR National Conference and Expo, September 25-28, 2005.
<p>Thank you for giving me the opportunity to attend the College and University Professional Association for Human Resources (CUPA HR) National Conference. The conference offered an excellent array of keynote speakers for the general sessions and numerous special sessions. In addition to the general sessions of the conference, I attended the following special sessions:</p> <ul style="list-style-type: none"> <li>• Understanding Human Resources within Higher Education</li> <li>• Partnering with Academic Affairs (adding HR value to Academic Personnel Administration)</li> <li>• Building a Faculty compensation framework</li> <li>• CUPA-HR's 2005 benefits survey outcomes</li> <li>• ELSA compliance — current Higher Education vulnerabilities</li> <li>• Employment Law and Public Policy updates</li> <li>• Case study on the implementation of redesigning classification</li> </ul> <p>I had the opportunity to network and discuss different HR issues with various representatives from other Community Colleges and Universities. I discovered that the Guam Community College is operating at a level that is equivalent to or above other Colleges and Universities in terms of our HR processes. Like many Community Colleges, we are behind in our classification and salary studies. I was able to network with Mr. Frank Casgrande, senior consultant with the Hay Group that specializes in academic compensation; he recently did a study for a community college and an aeronautical school. I also obtained information on the new CUPA compensation salary surveys. Community Colleges just recently participated in this study. I believe this network and information will assist me when the College is ready to update our classification and pay problems. It is important to note that most Colleges and Universities outsource their pay study to consultants. Outsourcing ensures that there is no bias in the salary survey outcome and any increase that may benefit management.</p> <p>I was interviewed by Mr. Ander Viccora, editor for HR on Campus News. Mr. Viccora was doing a special on HR in Community Colleges. If my interview makes print, I'll forward a copy to you. Thank you for your continual support in allowing me and my staff to update and expand our HR knowledge.</p>
<b>TA No: 36</b>
Length of Travel: 11 Days
Destination: Orlando, Florida
Purpose of Travel: Participate in the National ProStart Culinary Competition
<u>Travel Productivity:</u>
A. To escort ProStart students to the National ProStart Student Invitational which is a culinary competition where 27 states and 1 territory competed.

B. Benefits Derived: See below report.

C. Application of Trip to GCC: This is the first year that our high school students had the opportunity to participate in a culinary competition at such high standards. We found our students are not only meeting the high standards of the program, we are even exceeding them.

Trip Evaluation:

A. Subjective: See below report.

B. Objective:

**NPSI Trip Report — April 2005**

Well we made it back from an exciting and wonderful trip to Orlando, Florida for the National ProStart Student Invitational (NPSI). The journey home was a long 31 hours, but worth every minute.

As per your request, I am so pleased to share our experience with you. Below are the highlights of our trip to the NPSI competition, and attached are a couple of pictures.

We arrived in Orlando on April 21, 2005. My colleagues, who had been attending the L & P competition picked us up at the airport and brought us directly to the supermarket to scope out our ingredients. Fortunately Publix had everything except our specialty mushrooms, some of the herbs and the Red Snapper. Most of the items were special ordered, with the exception of the mushrooms, which we had to change on our menu.

The following morning my colleague drove us to the Walt Disney Contemporary Resort for registration. When we arrived, a gentleman from Chef's Educator Magazine asked if he could write a feature story on the Guam team for the magazine. Four teams had been chosen and Guam was among them. Of course we said yes, and he followed us throughout the competition. That evening, we attended the welcoming ceremony. Guam received much attention, as the team dressed in beautiful island attire and handed out shell leis.

The next following day we did the shopping and the team got very organized for the following day, which was product check-in. We stored the produce in my refrigerator over night, and some of it froze! So we repurchased the next day. In the afternoon the girls went back to the hotel for product check-in. They wore their ProStart uniforms and looked amazingly sharp! They were very professional and well organized. The judges complimented them on their professionalism.

The following day was competition. The Guam team was scheduled for their 45 minute mise en place set up at 9:00 AM and competition at 9:45 A.M. Again the team arrived early, after having a wonderful breakfast hosted by NPSI. They went into the kitchen and prepared their mise en place and then went to their assigned work area in the huge ballroom. At 9:45 they began. They worked so professionally and their skill level was exceptional. As judges observed our team, their body language said it all they were impressed! Everything went smoothly until the steamer with the red snapper slipped and three of the tiers, with the fish, fell on the floor. The burners were larger than the ones we used on Guam. The judge told Tisha to throw away the pieces that fell to the floor and to sanitize the steamer in the kitchen. Tisha returned from the kitchen and continued to steam the one remaining piece, but it too fell. So we had no protein for the entree. When Cerena looked at what happened she said, "T10h man, that blows!" Amazingly, the team continued with the competition. They remained calm and professional and carried out their duties as though nothing had happened.

Needless to say, they were disappointed. We all encouraged them and reinforced the fact that it was not their fault. In retrospect, we should have put a grill over the burner to prevent this from happening. We focused on how well they did and how they managed to remain calm. Despite this encouragement the day was a quiet one. I knew they were very disappointed.

The next day we were scheduled to attend the judges' critique, and yes, we were a bit nervous. The team looked FANTASTIC in their business suits. They entered the room with the 8 judges and each student greeted them with a Hafa Adai and professional handshake. They were very impressed.

Unexpectedly, I was allowed to attend this session. Each judge took a turn in providing the team with feedback. The only criticisms were regarding plate presentation and the fact that we placed our fish directly on ice (we should have left it in the plastic bag). The comments regarding our strengths were as follows:

"The team was the most organized and professional."

"Had excellent sanitation."

"Skill level was excellent."

"It was amazing that the team remained so professional and calm when the 'fish jumped back to the sea.'"

<p>One judge said that he felt Guam was the strongest team on the floor.          Another judge said that Guam would have been way up there.          One felt that Guam would have won.          “During product check-in it was so refreshing to have such a professional and well organized team.”          “The recipes and costing folders were perfect.”          “The dessert tasted perfect.”          “Congratulations, come back next year and win this!”          We were so excited! After the session we felt as though we had won! It was so good to receive such positive feedback. We now know that we are meeting, maybe even exceeding the high standards of the ProStart program. Of course we gave Chef Duliati much deserved credit and shared how much he assisted the team in preparing for the competition. They were very impressed with the number of hours that the girls trained with him.          The next evening was the awards ceremony. Once again the team showed up looking beautiful and attracted much attention. They passed out Guam literature and flags to each of the tables. The president of the National Restaurant Association opened the evening by making a correction. She announced that rather than 28 states competing at NPSI, there were 27 states and one territory GUAM! At this point the chef judges, who were in the front, gave our team a standing ovation! The remaining 500 people joined them for a very, very long standing ovation. We were in absolute awe!! The dinner was great and it was great fun watching the teams with their awards.          This was a wonderful experience. Would I do it again YES, in a heartbeat!! They’ll be looking for Guam next year.</p>
<b>TA No: 37</b>
Length of Travel: 7 Days
Destination: Oakland, California
Purpose of Travel: To attend the Fundamentals of Project Management Seminar and the Team Leader Workshop in Oakland, California.
<p>Thank you for providing me the opportunity to attend the Seminars entitled Fundamentals of Project Management and How to Be A More Effective Team Leader on December 9-13, 2004 in Oakland, California. Both seminars provided some valuable lessons related to the subject matter that I can most definitely use to be more effective in the performance of my duties.</p> <p>The “Fundamentals of Project Management” Seminar was conducted by Ms. Cheryl Schmitz, a former educator and school administrator. A dynamic and energetic speaker, Ms. Schmitz presented the material in an organized and thorough manner while making the experience fun and interesting. Some of the major topics covered were:</p> <ul style="list-style-type: none"> <li>• How to develop a project plan</li> <li>• How to make sure projects go according to schedule</li> <li>• How to use project planning tools, including PERT, GANTT, and CPM charts</li> <li>• How to establish aggressive yet realistic timelines</li> <li>• How to keep communication lines open and effective</li> <li>• How to establish priorities when everything seems urgent</li> <li>• How to anticipate project bottlenecks and problems before they knock you off target</li> <li>• How to conduct effective and productive meetings</li> <li>• How to delegate, motivate and successfully lead team members</li> <li>• How to monitor your projects progress every step of the way</li> </ul> <p>The “How To Be A More Effective Team Leader” Seminar was presented by Mr. Dave Jensen. Mr. Jensen was also a dynamic and energetic speaker whose background in management was quite extensive.</p> <p>This course was focused on the unique challenges of successfully leading a project team. Mr. Jensen had us determine our management style and analyze our strengths and weaknesses through several assessment tools. This intensive one day seminar covered the following topics:</p> <ul style="list-style-type: none"> <li>• Powerful ways to motivate and inspire team members</li> <li>• How to win total commitment and involvement from the team</li> <li>• Communication essentials for building trust and cohesiveness</li> </ul>

## APPENDIX I

<ul style="list-style-type: none"> <li>• How to project confidence that inspires the team during change and adversity</li> <li>• How to maintain creativity on the team</li> </ul> <p>Again, thank you for providing me the opportunity hone my skills to College.</p>
<b>TA No: 38</b>
Length of Travel: 6 Days
Destination: Washington, D.C.
Purpose of Travel: To attend the 2005 Community College National Legislative Summit, February 13-16, 2005, Washington, D.C.
<p>Event: 2005 Community College National Legislative Summit, February 13-16, 2005, Washington, D.C.</p> <p>Student Trustee gave a verbal report to the Board during the Board's meeting of March 2, 2005. He reported on the following:</p> <ul style="list-style-type: none"> <li>• Presidential election and Presidential confirmation</li> <li>• Increase funding for Pell Grants of up to \$4,500 per student</li> <li>• Cuts to the ETS &amp; TRIO programs</li> <li>• Explained that though funding cuts were made in one area of the budget, the funds were just moved to another area within the budget, specifically to community colleges.</li> <li>• The Summit provided him the opportunity to network with other Pacific Islanders as well as other student members from various community colleges.</li> <li>• First Lady Laura Bush was also in attendance and was given the opportunity to speak at the Summit, focusing on community colleges issues.</li> <li>• Brought back a variety of reading materials from the summit and invites board members to read it at their convenience.</li> </ul> <p>Additionally, Trustee reported on other GCC events:</p> <ul style="list-style-type: none"> <li>• Mall Event, February 26, 2005: GCC's Center for Civic Engagement held an event on February 26, 2005 at the Micronesia Mall in Harmon. The theme for the event was "Tiningo Ginen I Setbision" "Learning through Service". Thirty five (35) organizations participated at the event.</li> <li>• Emerging Voters Program (EVP): The program teaches students how to vote. The EVP was also part of the mall event held on February 26. Eight senators were in attendance to provide their views on issues that were voted on by approximately 1,026 students from the various high schools on island.</li> <li>• DECA Competition scheduled to be held on Friday, March 4, 2005 here on campus.</li> </ul>
<b>TA No: 39</b>
Length of Travel: 6 Days
Destination: San Diego, California
Purpose of Travel: To attend the "Myers-Briggs Type Indicator (MBTI) Qualifying Program" in San Diego, CA from January 18-21, 2005.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: 1. To attend the MBTI Qualifying Program offered by the Center for Application of Psychological Type (CAPT); 2. To actively participate in the model introductory workshop to better understand the fundamentals of type, type of dynamics, ethical use of the instrument, and interpretation.</p> <p>B. Benefits Derived: The CAPT Qualifying Program offered the essentials I need to use the MBTI and provided me with the qualifications necessary to purchase and administer the MBTI. Current MBTI catalog and training packets were also provided as resources.</p> <p>C. Application of Trip to GCC: 1. To be used as an additional career-related instrument to be used in career counseling session; 2. As part of CRN activities in providing training sessions and workshops to help participants and students acquire career planning and decision-making skills.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Excellent training program! Dr. Daniel Robinson thoroughly engaged with his diverse audience, answered questions with clarity, and gave excellent suggestions when applying MBTI to our</p>

## APPENDIX I

own constituents. B. Objective: The program provided numerous practical exercise and experiential activities. Individual feedback and insight was given through daily quizzes and actual opportunities to practice scoring, interpreting, and explaining the MBTI.
<b>TA No: 40</b>
Length of Travel: 7 Days
Destination: Las Vegas, Nevada
Purpose of Travel: To attend the Association for Career and Technical Expo, December 8-12, 2004. Meet with PPEC members in Honolulu, Hawaii
<u>Travel Productivity:</u> A. Trip Objective: a) Attend ACTE Convention. b) Meet with Dr. Mike Rota and Dr. Tusi Avegalio on PPEC issues. B. Benefits Derived: Able to update and maintain current Vocational Education best practices and processes for administrators and state leaders. C. Application of Trip to GCC: One of the many missions is secondary and post secondary vocational education – attendance at ACTE provided needed information on vocational education in the nation. PPEC issues in the financial management of Department of Interior grant was resolved with a MOU between PPEC and Pacific Business Center, HCC. <u>Trip Evaluation:</u> Excellent opportunity to receive and learn new practices in vocational education. Additionally, accomplished mission in Honolulu on PPEC matters.
<b>TA No: 41</b>
Length of Travel: 4 Days
Destination: Palau
Purpose of Travel: To attend PATA Meeting in Palau
<u>Travel Productivity:</u> A. Trip Objective: The trip was extremely well worth attending. The main objective of the trip was to increase GCC's educational value and awareness within the Micronesia region. B. Benefits Derived: I served as Acting Chairperson for the Education Committee for the Pacific Asia Travel Association (PATA), Micronesia Chapter. As Acting Chairperson, I am able to help increase GCC's program awareness for the college. From my contacts, I want people to view GCC as a valuable community partner in the marketing, travel and tourism industries. C. Application of Trip to GCC: The application of this trip to GCC is important as people understand more of what GCC has to offer the region. In order for GCC to be seen as Guam's leader in workforce development, we need to be out in the community meeting the shakers and movers in the region. PATA Micronesia Chapter meetings draw influential leaders in the region who represent the government and private sectors. To have GCC representation at these meetings help promote the programs and education value of the College can offer the Micronesia region. <u>Trip Evaluation:</u> A. Subjective: I was able to network with public and private sector partners informing them of GCC's importance in the community. I will help develop the Training Assessment needs for the Micronesia region. B. Objective: I felt the trip provided additional information relative to what the region would like to do in terms of education for the region. Taking on an active role with the Chapter, I am to help develop the training needs assessment for the college.
<b>TA No: 42</b>
Length of Travel: 5 Days
Destination: Palau
Purpose of Travel: To provide training in early childhood practices, student learning outcomes, and vocational methods.
<u>Travel Productivity:</u> A. Trip Objective: To provide training on the Reggio- Inspired Approach and student learning

<p>outcomes, and to meet with those interested in attending GCC.</p> <p>B. Benefits Derived: All Head Start teachers plus personnel from 2 day care centers trained in the Reggio-Inspired Approach. Faculty and Administrators at PCC trained in writing student learning outcomes and its link to assessment. Provided recruitment and information on the early childhood education program at GCC to at least 40 individuals, including PCC faculty and students, Head Start teachers and aides, and day care personnel. Also provided information on the Nursing and Medical Assisting program to PCC faculty.</p> <p>C. Application of Trip to GCC: Outreach to region on the Reggio-Inspired Approach, training for PCC faculty and administrators on student learning outcomes and connection to assessment, and recruitment efforts for GCC's education programs.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The meetings and training assisted in setting up networks between GCC and PCC. PCC faculty and administrators are more aware of what we have to offer, specifically in the early childhood field.</p> <p>B. Objective: Networked with other teachers and administrators of PCC, and personnel from Head Start. Recruited for early childhood education program.</p>
<b>TA No: 43</b>
Length of Travel: 5 Days
Destination: San Antonio, Texas
Purpose of Travel: Attend Duplicating and Printing at Colleges Workshop in San Antonio, Texas.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: How to maximize our potential for services and revenue generation of printing/duplicating shops at colleges and universities. Workshop especially beneficial for operation's managers.</p> <p>B. Benefits Derived: Highly beneficial if and when GCC ever builds or opens a printing shop (as we had at Graphics before). Much knowledge gained in the "ins and outs" of printing shop operations.</p> <p>C. Application of Trip to GCC: Workshop was extremely valuable; however, until we (GCC) have a fully functional duplicating/printing shop where financial gains might open sales of products and other services, benefits accorded with attendance will be minimal.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Superlative presentations throughout the workshop that focused on the scope of duplicating and printing at colleges and universities. Workshop presenters were very concise in materials provided to achieve the goals as outlined in the schedule of the conference/workshop.</p> <p>B. Objective: Overall satisfactory.</p>
<b>TA No: 44</b>
Length of Travel: 7 Days
Destination: Atlanta, Georgia
Purpose of Travel: To facilitate the face-to-face meeting of AAHE's Community College Assessment Community of Practice (COP) focused on advancing assessment in two-year institutions (about 40-50 participants) as well as to network/train with other TRACDAT users attending the conference, "Rallying the Trendsetters in Higher Education" on March 16 – 20, 2005.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: I received a special invitation from the American Association of Higher Education (AAHE) to attend conference in order to facilitate the third face-to-face meeting of the Practical Assessment Community of Practice (COP). I am the online facilitator of this COP, as appointed by AAHE. This group consists of assessment practitioners from across the country committed to learning from each other on all aspects of student learning outcomes assessment.</p> <p>B. Benefits Derived: As the person primarily responsible for the overall implementation of assessment at the college, I benefited greatly from this conference. I gained tremendous enrichment through sessions on assessment tools, formative vs. evaluation, electronic portfolios, among other topics. I will be able to share this newfound knowledge to faculty through the workshop/training that AIE spearheads every semester.</p> <p>C. Application of Trip to GCC: The lessons and insight I derived from participation in this</p>

<p>conference will be translated a more efficient and effective way of implementing the comprehensive assessment initiative at the college through the assessment knowledge to GCC constituents in regularly-scheduled workshops. Moreover, the networking opportunities gained conference will go a long way in making the GCC assessment model visible to other community college campuses across the region.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference provided a lot of opportunities for interaction among participants. Most of the sessions focused on multi-campus college systems and only a few on community college processes. Some degree of comparability was evident in some sessions however.</p> <p>B. Objective: The conference was well-structured and highly organized into specific tracks. The COP session which I facilitated was well-attended with 28 participants, as well. The discussion was productive and meaningful. As agreed upon during the meeting, work of the committee will continue online.</p>
<b>TA No: 45</b>
Length of Travel: 12 Days
Destination: Honolulu, Houston, Florida, Atlanta, Washington, D.C.
Purpose of Travel: Attend Chair Academy's 14 <sup>th</sup> Annual International Conference in Fort Lauderdale, Florida and the 4 <sup>th</sup> Biannual National Adult Learner Leadership Institute in Washington, D.C.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: The trip was extremely well worth attending. The main objective of this trip as the Associate Dean was to attend and accept an Exemplary Leadership Award at the Annual Chair Academy Leadership Conference. In addition, obtain information from those in the field of Adult Education and voice our concerns to the House of Congress and the House of Senate regarding the funding concerns and the future of Adult Education.</p> <p>B. Benefits Derived: I was able to meet and network with Leaders from the various institutions of higher learning and secure a slot for a faculty member to attend the upcoming Chair Academy Training in the Netherlands this summer. In addition, I was given the opportunity to voice our concerns to members of the House and Senate in Washington, D.C. regarding President Bush's proposed law that my impact the existing delivery of Adult Education services as well as funding concerns.</p> <p>C. Application of Trip to GCC: The Chair Academy Conference presented tested strategies for developing and maintaining successful partnerships as well as other entrepreneurial approaches to revenue generation. We were provided with "entrepreneurial toolkits" as a useful resource which falls in line with the mission of Continuing Education. In addition, it was important to learn what other institutions are doing in the area of Adult Education. Valuable insights were obtained to provide the Office of Adult Education with the Federal Budget and Appropriations Process that will strengthen their quest to improved programs and services to enhance adult learner involvement and leadership for adult basic education.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: I was able to network, connect, discuss and share valuable information with other Adult Learners and Practitioners to improve and expand areas of concern regarding the delivery of services in Adult Education.</p> <p>B. Objective: I felt the trip provided important and pertinent information to the operations of the Adult Education Program and its current funding allocations.</p>
<b>TA No: 46</b>
Length of Travel: 5 Days
Destination: Honolulu, Hawaii
Purpose of Travel: To attend PPEC meeting in Honolulu, Hawaii February 22-23, 2005 and meet with PPEC members on upcoming PPE meeting on Guam.
<p><u>Travel Productivity:</u></p> <p style="text-align: center;"><i>No trip report attached</i></p> <p><u>Trip Evaluation:</u></p>



## APPENDIX I

<b>TA No: 47</b>
Length of Travel: 5 Days
Destination: Anaheim, California
Purpose of Travel: To attend the CEIA 2005 Annual Conference
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: Attended the Cooperative Education and Internship Association (CEIA) Annual Conference "Experience Matters" on April 3-5, 2005 in Anaheim, CA.</p> <p>B. Benefits Derived: I attended workshops on assessment, technology and employment law. I had the opportunity to network with other faculty, administrators and staff who coordinate work experience programs at other community colleges and 4 year institutions in Canada and in the US.</p> <p>C. Application of Trip to GCC: I was able to network and find out about how other colleges define work loads schedules for their faculty, how they assess their programs, how they define co-op, internships and practicums. I also found out how technology is used to administer work experience programs and other college courses to students online.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: I purposely attended workshops in Assessment and Technology. I found them helpful and practical.</p> <p>B. Objective: Overall, it was beneficial to network and attend workshops that I could actually use. I found out that other college's are struggling with some of the same issues we are facing here at GCC.</p>
<b>TA No: 48</b>
Length of Travel: 8 Days
Destination: Honolulu, Hawaii and Portland, Oregon
<p>Purpose of Travel: To attend the 3<sup>rd</sup> Annual Hawaii Statewide Service Learning Conference on April 9, 2005 and the 8<sup>th</sup> Annual Western Region Campus Compact Consortium in Portland, Oregon from April 11-13, 2005. Attending this conference meets the agreement made with grantors (Hawaii Pacific Islands Campus Compact), requiring the Program Specialist to attend a national/regional conference on service-learning annually.</p>
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the Annual Hawaii Statewide Service Learning Conference on April 9, 2005 and the 8th Annual Western Region Campus Compact Consortium in Portland, Oregon from April 11-13, 2005. Attending this conference meets the agreement made with grantors (Hawaii Pacific Islands Campus Compact), requiring the Program Specialist to attend a national/regional conference on service-learning annually (see attached). Objectives include: To gain information and resources on the development of civic engagement in higher education and service-learning; and to enhance practical service-learning skills. To build networks with other professionals and service-learning colleagues.</p> <p>B. Benefits Derived: The opportunity to attend inspirational, informational, and scholarly presentations, such as Cathryn Berger Kay at the 3rd Annual Hawaii Statewide Service Learning Conference, who writes, "Instilling the concept of civic responsibility and enriching educational opportunities for young people of all ages as they become engaged in social action is a gift to your students, your community and yourself." In addition, attending the Portland Conference, provided excellent examples or models of excellence on service-learning pedagogy and service learning outcome assessment was presented by representatives from Portland State University and representatives from Kapi'olani Community College &amp; HPICC (grantors).</p> <p>The two conferences provided the opportunity to interact with the HPICC and the Learn and Service Higher Education (both federal grantors of service-learning development at GCC). The opportunity to meet Amiko Matsumoto, Corporation for National &amp; Community Service, who provided updates on Learn and Serve America, including the upcoming grant competition, as well as national service efforts and new resources to assist the field in expanding and deepening the quality of service-learning.</p> <p>C. Application of Trip to GCC: Information gained from these two conferences will help me further the advancement of service learning here at the college. The workshop and training sessions I have attended will help me in improving the Center for Civic Engagement and Service-Learning in our college and with our community partners.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Attending the 3 Annual Statewide Service Learning Conference in Hawaii and the 8th</p>

<p>Annual Continuums of Service in Portland, Oregon was successful on a personal and professional level. The opportunity to meet with colleagues in the field of Service Learning and Civic Engagement and having the opportunity to gain new ideas and project will further enhance the Center for Civic Engagement here at the college.</p> <p>B. Objective: Based on the trip objectives, new information and resources such as articles, books and literature on Service learning and Civic Engagement will be added to our existing library of information at the Center. The workshops and social activities provided a great networking opportunity with other colleagues in Service Learning.</p>
<b>TA No: 49</b>
Length of Travel: 13 Days
Destination: Las Vegas, Nevada
Purpose of Travel: To attend BISCO Conference and workshop April 25 – May 5, 2005 in Las Vegas
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the BISCO Workshop to obtain training in the Wireless Telecommunication that could be implemented into the Guam Community College Electronics program. To visit exhibits and view the new and innovative technology in telecommunication.</p> <p>B. Benefits Derived: Received valuable information in the Wireless training and networked with various vendors and industry people. Spoke with numerous vendors regarding possible donating upgrade equipment used in the classroom.</p> <p>C. Application of Trip to GCC: Possibility of creating wireless programs within the Electronics department. This is dependent on the availability of funding for the purchase of necessary supplies and equipment.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The wireless course was not geared to be used to implement a wireless course at GCC and other courses will be needed to fully implement this program. The BISCO conference was highly instrumental to see the actual instruments used in industry.</p> <p>B. Objective: To gain information for the development of a wireless course for the Electronics department. Also, to speak with numerous vendors regarding product information for procurement information possible donating upgrade equipment used in the classroom. Also, spoke with the BISCO organization to have our program recognized as a BISCO training program.</p>
<b>TA No: 50</b>
Length of Travel: 19 Days
Destination: Nashville, TN and Portland, OR
Purpose of Travel: Attend American College Personnel Association Annual Conference in Nashville, TN as part of effort to build student services partnerships with comparative colleges and to build a Pacific Region of ACPA; Attend Continuums of Service Conference in Portland, OR., as required by Emerging Voters Program grant.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the American College Personnel Association Annual Conference in Nashville, TN and to attend the Continuums of Service Conference in Portland, OR.</p> <p>B. Benefits Derived: ACPA: Received permission to actively pursue regional association; attended numerous educational sessions; networked with key national figures in student services. Continuums: learned new strategies for implementing and sustaining service-learning efforts.</p> <p>C. Application of Trip to GCC: ACPA: placing GCC at the center of student services work for the Pacific region; making substantive improvements to GCC's student services. Continuums: Enhancing GCC's civic engagement offerings; identifying possible future funding sources.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Sessions for both conferences were professionally presented, and contained information of genuine relevance to GCC. Attendance was beneficial to GCC on many levels. Information was received to compare GCC initiatives with best practices, and initiatives at comparative colleges.</p> <p>B. Objective: Attended and actively participated in approximately 14 sessions, attended lectures from 8 prominent researchers and experts in student services and service-learning. Brought back written</p>

resources for GCC use.
<b>TA No: 51</b>
Length of Travel: 6 Days
Destination: Boston, Massachusetts
Purpose of Travel: To attend the 2005 American Association of Community Colleges Convention, April 9-12, 2005.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the Annual American Association of Community Colleges Convention, April. 8-13, 2005 at the Hynes Convention Center, Boston Massachusetts. Theme: Bridging Access to Success</p> <p>B. Benefits Derived: Attended multiple sessions and forums that provided useful information and insights on program advances, funding and leadership challenges. Networking and interactions took place at breakfasts, luncheons and at the alumni dinner honoring outstanding students.</p> <p>C. Application of Trip to GCC: The theme reflects today's higher education reality. The need to re-imagine the evolving institution that is today's community college.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: As the college faces uncertain funding, rising enrollments and increasing calls for institutional effectiveness and accountability perhaps the college can begin to assess and redirect processes and resources in a manner not previously experienced by the majority of the college staff and faculty. The result a transformation of the institution. Although the convention provided numerous gainful and educational forums, I decided to acquire the CD-ROM Power-point presentations which encompass the entire conference for all to listen and revisit again and again.</p> <p>B. Objective: Access to learning opportunity for all has been a cornerstone of the community college mission since the colleges were created more than a century ago. Access is no longer enough. Policy makers and leaders are calling for greater and measurable accountability.</p>
<b>TA No: 52</b>
Length of Travel: 5 Days
Destination: Washington, D.C.
Purpose of Travel: To attend the Financial Management Institute sponsored by US Department of Education Office of Vocational Education, April 13-15, 2005.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: The objective of this trip was to attend the Financial Management Institute sponsored by USDE OVAE Office of Vocational and Adult Education. The session was held April 13-15, 2005 in Washington, D.C.</p> <p>B. Benefits Derived: This session was a way for OVAE to provide training to States and territories so as to improve the financial management of adult and career and technical education funds.</p> <p>C. Application of Trip to GCC: The workshop centered on providing technical assistance to 1. effectively administer the grants, 2. provide hands-on training, and 3. collaborate with federal personnel.</p> <p>In addition to this, the outlying area for ABE met with Carroll Towey to discuss possible use of the Discretionary grant funds. The date to submit a proposal was extended from April 22, 2005 to May 6, 2005. In light of this, the program specialist for ABE (Jacala), chairperson of GHRA on education (Eric Chong) and associate dean (Lolita Reyes) are scheduled to meet and discuss the possibility of starting a workplace literacy program at one of the hotels. Mr. Braden Goetz and Mike Dean spoke about the upcoming VEA and ABE legislation. They stated that the House recommended to reduce State Administration from 5% to 2%. Senate on the other hand wants to increase it to 15%. Both are unhappy about Perkin's accountability system. Regarding ABE, Goetz stated that he does not think ABE will be cut. Finally, they are not looking at merging VEA and ABE although there is some discussion on having "WIA Plus". House rejected Senate's proposal to have WIA plus which would consolidate ABE with voc rehab.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The institute was only for three days. It was extremely helpful that I have experience administering the grants.</p>

B. Objective: The workshop provided guidance GCC will use to strengthen the administration of the grants.
<b>TA No: 53</b>
Length of Travel: 7 Days
Destination: Los Angeles, California
Purpose of Travel: To attend the 17 <sup>th</sup> Annual American Psychological Society Conference
<u>Travel Productivity:</u> A. Trip Objective: To attend the American Psychological Society's 17th Annual Convention B. Benefits Derived: Attended workshops on the following: "Innovative Teaching Methods for Undergraduate Courses"; Effective Assessment Strategies"; "Pragmatics of Textbooks"; "Teaching Skills of Critical Thinking"; and the "Joys of Rubrics". C. Application of Trip to GCC: Application of Trip to GCC: I obtained new ideas regarding assessment, rubrics and ways to enhance critical thinking in the classroom. Also, I gathered information to assist me in evaluating and ordering textbooks for the department. <u>Trip Evaluation:</u> A. Subjective: I enjoyed the APS conference and believe that it was very informational and helpful to me as an instructor of Psychology and as the Department Chairperson for Social Science and Criminal Justice. The conference was well organized and professionally done. I would recommend this conference to another Psychology instructor. B. Objective: The APS conference was informative. The Teaching Institute delivered up-to-date information regarding the latest in teaching ideas, assessment, and research. The conference was well organized and professionally done. The opportunity to attend this conference is a positive contribution to professional development
<b>TA No: 54</b>
Length of Travel: 5 Days
Destination: Schaumburg, Illinois
Purpose of Travel: To attend the Teaching and Learning Conference
<u>Travel Productivity:</u> A. Trip Objective: To attend the Teaching and Learning Conference. B. Benefits Derived: Attained new ideas, energy and enthusiasm for teaching, and ways to create a stronger learning environment. Most techniques and information presented were research/evidenced-based practices. C. Application of Trip to GCC: This type of conference which is geared to college professors is invaluable in (1) learning new techniques, (2) examining our own climate and culture of learning within the classroom and the institution. <u>Trip Evaluation:</u> A. Subjective: This conference was excellent for college instructors who need a "shot in the arm" to either renew or improve their teaching skills and the learning environment. B. Objective: Obtained information on teaching, advising, and engaging students. There was an exchange of ideas, information and resources at the postsecondary level.
<b>TA No: 55</b>
Length of Travel: 5 Days
Destination: Miami, Florida
Purpose of Travel: To present dissertation proposal at the National Institute for Early Childhood Professional Development.
<u>Travel Productivity:</u> A. Trip Objective: To present workshop on preparing early childhood educators for linguistically diverse classrooms and attend the National Association for the Education of Young Children's 14th

<p>National. Institute for Early Childhood Professional Development.</p> <p>B. Benefits Derived: In addition to gaining valuable skills in presenting to a large audience who specializes in early childhood, I also was able to attend several workshops during the conference. I met with several faculty from other community colleges who offer early childhood programs to discuss challenges and brainstorm ideas for improvement.</p> <p>C. Application of Trip to GCC: Attending this conference gave me a good idea as to how GCC's early childhood program compares with others across the country. Also, I attended a workshop on preparing associate degree part-time faculty that will help us improve the quality of our ECE certificate and associate programs given that such a large percent of the courses are taught by adjuncts.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: After sharing strategies for preparing educators for young English language learners several attendees remained after the 2 ½ hour workshop ended and asked if the example of the material I shared was for sale. Of course I said no that the handout I gave explains how they can make their own resources. I took this as a complement.</p> <p>B. Objective: There were over 50 attendees at my presentation. Comparing this to an average of between 10-20 attendees in the workshops on my floor indicated that my workshop topic was a popular issue for educators. I also led a Spotlight Forum on "Developing Resources for English Language Learners" on 6/6/2005. There were 22 who visited my display table.</p>
<b>TA No: 56</b>
Length of Travel: 5 Days
Destination: Honolulu, Hawaii
Purpose of Travel: Microsoft Internet Information Services 5.0 Web Server training
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: Learned how to install, configure, and administer the Microsoft Internet Information Services 5.0 (Web Server)</p> <p>B. Benefits Derived: A foundational understanding of Microsoft IIS 5.0 Server and its functions</p> <p>C. Application of Trip to GCC: To setup the Web Enable Registration module from the NIAS Student Information System</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The training was comprehensive and mostly hands-on. The Instructor is very knowledgeable in the Microsoft product and gave examples of how Fortune 100 company's setup their web services and the advice he gave their clients about setting up and maintaining the Microsoft Internet Information Services Web Server.</p> <p>B. Objective: The training encompassed many areas required to setup, maintain, administer, and optimize Microsoft Internet Information Services 5.0 Web Server. Also, it showed how to use the IIS Server Tools to test the stability and performance of the web page and server. The training showed what installation defaults that need to be changed to secure the web server better, when the public will be accessing the Web Server.</p>
<b>TA No: 57</b>
Length of Travel: 7 Days
Destination: Montreal, Canada
Purpose of Travel: To attend World Forum on Care and Education in Montreal, Canada.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the World Forum on Early Care and Education focused on "The Power of Early Childhood Education."</p> <p>B. Benefits Derived: Gained information on quality programs for early childhood education throughout the world specifically countries with diverse demographics that reflect Guam's. Made contacts with delegates representing several nations and countries.</p> <p>C. Application of Trip to GCC: Ideas for improving the quality of our ECE certificate and associate program will be shared with faculty. Attended several panel presentations that focused on indigenous language preservation and maintenance. Also compared our online course with what others are</p>

colleges that offer distance education are doing.
<u>Trip Evaluation:</u>
A. Subjective: This was my first time attending the World Forum and I left with a much better understanding of how we are caring for young children on a global scale. It was inspiring to hear about model programs outside of the United States that teach English in addition to preserving and maintaining children's home languages. Also acquired knowledge about global problems facing young children.
B. Objective: The formal evaluation will be sent to all attendees via email (have not received yet).
<b>TA No: 58</b>
Length of Travel: 5 Days
Destination: Nashville, Tennessee
Purpose of Travel: In support of the development of the Academy for Communications Technology (Smaller Learning Community) for DOE, travel entails attending the 2005 Model Schools Conference. This is an excellent opportunity to meet administrators involved in successful school models (i.e. academic and career academies, nontraditional scheduling, school-based partnerships, collaborative leadership, and technology-infused programs).
<u>Travel Productivity:</u>
A. Trip Objective: To gain additional resource/knowledge regarding Small Learning Communities, in support of the development of the Academy for Communications Technology (Small Learning Community) at George Washington High School. In 2005, GCC was contracted in by Guam DOE to facilitate the development/planning of Small Learning Community initiatives.
B. Benefits Derived: Gained contacts and insights on partnership opportunities between community colleges and high schools regarding Career Technical Education initiatives, such as Early/Middle College concepts. Networked with administrators and teachers who are successfully implementing SLCs &/or Academies at high schools. Collected valuable resources and statistical data in support of the development of SLCs in Guam high schools. Information to be shared with Guam DOE Superintendent, Mr. Juan Flores.
C. Application of Trip to GCC: Information gained from the conference and discussions with participants provided insights on how GCC can move forward with partnering / assisting high schools in developing effective CTE strategies (i.e. early/middle college, SLC, academies). Other valuable information included concepts and data on best practices for successful student transition from secondary to post-secondary education or career opportunities.
<u>Trip Evaluation:</u>
A. Subjective: Overall, the conference was extremely beneficial in that it provided updated information on the status of CTE at the secondary, regional, and national level. The conference was well attended, with over 5,000 participants, representing schools throughout the nation. It was both inspiring and overwhelming to be surrounded by an impressive array of dedicated educators (administrators and teachers) who collectively represent the driving force of systemic and systematic education reform.
B. Objective: It is clear from the conference presentations and materials that successful (model) high schools have implemented CTE that is academically rigorous and relevant to meet workforce development needs.
<b>TA No: 59</b>
Length of Travel: 4 Days
Destination: Houston, Texas
Purpose of Travel: To attend the AP National Conference 2005 in Houston, Texas from July 15-18, 2005.
<u>Travel Productivity:</u>
A. Trip Objective: To attend the Fourth Annual AP National Conference, 2005 in Houston, Texas
B. Benefits Derived: 1) Valuable Professional Development: attended workshops designed to provide professional educators with the best practices and strategies for AP subjects and Pre AP areas; 2) Network with colleagues from across the educational profession; 3) Expand knowledge on pressing challenges facing teachers, counselors, administrators.

## APPENDIX I

<p>C. Application of Trip to GCC: I will utilize the strategies and resources presented in the various workshops to enhance our current SAT/PSAT prep sessions with program participants. I will also use these strategies when providing academic and career advisement.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference was an excellent opportunity to network with other educational professionals. It was also inspiring to hear from prominent leaders in the fields of education, politics, media and art.</p> <p>B. Objective: The workshops I attended provided me with new approaches to providing academic and career advisement, particularly with SAT/PSAT program. I am also more knowledgeable about resources for different teaching levels. The exhibits also provided a great deal of excellent resources.</p>
<b>TA No: 60</b>
Length of Travel: 14 Days
Destination: Pohnpei
Purpose of Travel: To conduct Fiber Optics Installation and Fiber Optics Troubleshooting class in Pohnpei.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To conduct 2 trainings on Pohnpei in Fiber Optic Installation and troubleshooting for continuing education.</p> <p>B. Benefits Derived: GCC has opened the door to future training with Pohnpei and the FSM.</p> <p>C. Application of Trip to GCC: GCC is conducting the training.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The training has been completed with good evaluations. They are also requesting for future trainings for December or January.</p> <p>B. Objective: To promote the Guam Community College and the Telecommunications program.</p>
<b>TA No: 61</b>
Length of Travel: 13 Days
Destination: Redding, California and Marietta, Georgia
Purpose of Travel: Attend Certification Training in NCCER and Contren® Vocational Curricula
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend NCCER Instructor Certification Training for Contren® Curriculum.</p> <p>B. Benefits Derived: Attained National Certification in Vocational Curriculum.</p> <p>C. Application of Trip to GCC: This type of conference helps us to set up and conduct courses that are recognized as articulating to National Programs.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: This conference was excellent because it gave me the background, terminology and information to set up programs and disciplines to improve construction trades education in secondary level. I learned to implement different strategies and techniques in applying new curriculum.</p> <p>B. Objective: To enable GCC construction Trades students to gain training that articulates to National Standards and Apprenticeship credits.</p>
<b>TA No: 62</b>
Length of Travel: 4 Days
Destination: Saipan to Guam
Purpose of Travel: To plan, discuss, and prepare for the Practical Nursing Program.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To meet with GCC faculty, GMH nurse supervisor, UOG liaison, and other professionals involved in the Certificate in Practical Nursing program. Review curriculum, tour laboratories and classrooms, and process in with HR.</p> <p>B. Benefits Derived: After meeting with key individuals responsible for the PN program several suggestions were made regarding the program.</p> <p>C. Application of Trip to GCC: Visiting Guam Community College gave me a good idea as to how GCC's Certificate in PN program compares with others I've worked in. Also, meeting with faculty and</p>

<p>administration at GCC has made me feel welcome and I look forward to coming on board full-time. Visiting the nursing laboratories at UOG and GMH helped me realize the supplies/equipment we will need to order to make this program successful.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: I feel confident that GCC has support from several individuals in the community. I was able to gather important contact information from GMH and UOG in addition to putting faces to names of folks I spoke to per email and phone.</p> <p>B. Objective: N/A</p>
<b>TA No: 63</b>
Length of Travel: 5 Days
Destination: Madison, Wisconsin
Purpose of Travel: To attend the 21 <sup>st</sup> Annual Conference on Distance Teaching and Learning
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the 21 Annual Conference on Distance Teaching &amp; Learning</p> <p>B. Benefits Derived: Attained new ideas for teaching via distance education, not limited to online learning.</p> <p>C. Application of Trip to GCC: This type of conference helps us to set up and conduct courses through distance education.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: This conference was excellent because it gave me the background, terminology and information to set up programs and courses via distance education. I learned what was available, different course management systems, and mistakes made by other institutions as they set up their own programs and courses.</p> <p>B. Objective: Needs assessment must be done first. We must know who are students are, and who they may be if we conduct courses via distance education. Technology is the last thing that we need to think of when it comes to distance ed. There are different types of distance ed, don't automatically think online. There are many learning objects that are available, free at times. Teams are important, colleges need an instructional designer, and a content expert (faculty) at the minimum. Support from administration is critical. Online courses are not necessarily cheaper or easier to run. To be successful, ongoing assessment is critical. Most colleges determine faculty load at the same rate as a regular course. Course size limit should be the same as regular courses.</p>



AY 2005 – 2006

<b>TA No: 1</b>
Length of Travel: 6 Days
Destination: Indianapolis, Indiana
Purpose of Travel: To attend the 2005 Assessment Institute Conference
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: My primary reason for attending this conference was to re-establish contact with the core group of members in the network, Practical Assessment COP, in order to re-organize and regroup as a community of practice, after the American Association of Higher Education (AAHE) folded up in April 2005. This was an opportunity to plan and strategize the rebuilding of the interrupted COP.</p> <p>B. Benefits Derived: One of the goals of AIE as an office is to exert its assessment leadership in the regional and national arena. This trip allowed me to reconnect with the core group of COP members and in the process, I acquired tremendous enrichment in terms of how others are doing electronic assessment in their respective campuses. This national group is the prime mover of the network, Assessment COP.</p> <p>C. Application of Trip to GCC: The lessons and insights I derived from my meetings with COP core group members allowed me to appraise the various ways of assessment reporting by other campuses, insofar as electronic tools (like TracDat) are concerned. I gained several ideas that I will apply for next year's 6<sup>th</sup> annual institutional assessment report.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference provided a lot of opportunities for a fertile exchange of ideas among participants. Listening to assessment strategies by various campuses, as reported in workshop sessions, was enriching.</p> <p>B. Objective: The conference was highly-organized and structured such that various assessment needs were addressed by different session and workshops. As agreed by core members, a survey will be sent to all COP members in order to gauge their continuing interest in pursuing the COP concept.</p>
<b>TA No: 2</b>
Length of Travel: 7 Days
Destination: Baltimore, Maryland to Guam
Purpose of Travel: To provide the National External Diploma Program Workshop held on December 5-9, 2005 (GCC-Guam)
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To train GCC Staff to deliver the External Diploma Program to citizens over twenty-one years old.</p> <p>B. Benefits Derived: GCC will be able to implement the External Diploma Program to a population that has not been able to achieve a high school through the GED or Adult High School. Radio &amp; TV publicity.</p> <p>C. Application of Trip to GCC: The enrollment at GCC will increase in the Academic Division because a new, unserved population will be coming to GCC.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: An appreciate staff was identified &amp; hired to be trained to deliver the External Diploma Program.</p> <p>B. Objective: All nine staff attended the six sessions of training, and participated fully, with practice and continued reading of the program's manuals, the staff.</p>
<b>TA No: 3</b>
Length of Travel: 7 Days
Destination: Madison, Wisconsin to Guam
Purpose of Travel: To provide the National External Diploma Program Workshop held on December

5-9, 2005 (GCC-Guam)
<u>Travel Productivity:</u> A. Trip Objective: Training 9 people from Guam Community College for the National External Diploma Program. B. Benefits Derived: GCC Personnel will learn all aspects of becoming a trained NEDP advisor/assessor and give the clients another choice in how they earn a high school diploma. C. Application of Trip to GCC: Come to GCC to help train and establish the External Diploma Program. This will benefit GCC by increasing their student population. <u>Trip Evaluation:</u> A. Subjective: GCC staff attended and learned all aspects of the NEDP and will be able to start working with clients. B. Objective: Trained NEDP personnel from GCC will work with clients and assist them in fulfilling their educational goals by earning a high school diploma through the National External Diploma Program.
<b>TA No: 4</b>
Length of Travel: 7 Days
Destination: Pittsburgh, Pennsylvania
Purpose of Travel: To attend the 2005 NCTE (National Conference of Teachers of English) in Pittsburgh, Pennsylvania
<u>Travel Productivity:</u> A. Trip Objective: To attend the National Conference for Teachers of English (NCTE) in Pittsburgh, Pennsylvania. B. Benefits Derived: I learned that GCC is experiencing the same problems with students in regards to reading and writing English. I attended several sessions pertaining to English Language Learners (ELL) and obtained valuable ideas, methods and program that may help to improve the skills of our English language learners. C. Application of Trip to GCC: I will work with the English Department, specifically, Tico Tenorio, to implement these ideas. I will rewrite the curriculum for all education courses to include an intensive writing and speaking component. <u>Trip Evaluation:</u> A. Subjective: This conference is huge and I recommend more than one GCC faculty attend. My favorite session was the one based on improving student's communication competence. This session emphasized the development of a full repertoire of linguistic and communicative competence for students to use daily. B. Objective: I attended three sessions on Friday, 11:00-12:15; 12:30-1:45 and 2:30-3:45. On Saturday, I attended four workshops starting at 8:00-4:00pm. And on Sunday, I attended two sessions 11:30 till 3:00. On Monday, I attended one workshop from 8-12, English Language Learners and Writing Instruction: Developing Strategies and Approaches.
<b>TA No: 5</b>
Length of Travel: 6 Days
Destination: Honolulu, Hawaii
Purpose of Travel: Attend and present at the Hawaii International Conference on Education.
<u>Travel Productivity:</u> A. Trip Objective: To attend the Honolulu International Conference on Education B. Benefits Derived: Clare Lizama and I were accepted to present a paper on "Preparing Early Childhood Educators for Culturally & Linguistically Diverse Classrooms." C. Application of Trip to GCC: We were able to network with other college instructors around the world. In addition, we were able to showcase the early childhood program at GCC and our use of cutting edge technology in preparing our students to live and work in a global environment. <u>Trip Evaluation:</u>

<p>A. Subjective: The trip was well worth the expense. Our presentation was well-received. We had numerous requests to purchase the DVD that was demonstrated. In addition, the low-tech books in different languages were also complimented. Many participants stayed after the session to discuss the issues at their respective colleges and work environments. We also attended other sessions and were able to gain knowledge on the latest research in the early childhood and education field from all over the world.</p> <p>B. Objective: Presented the session on: "Preparing Early Childhood Educators for Culturally &amp; Linguistically Diverse Classrooms," and participated in numerous other sessions.</p>
<b>TA No: 6</b>
Length of Travel: 6 Days
Destination: San Diego, California
Purpose of Travel: Attend "American Speech-Language-Hearing Association" Convention
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the American Speech-Language Hearing Association Conference.</p> <p>B. Benefits Derived: Obtained information on phonemic awareness and the relationship and importance to early literacy skills. Attended the ASHA Legislative Council meetings.</p> <p>C. Application of Trip to GCC: CD180 will be revised to include phonemic awareness and phonics instruction. Faculty in the Education Department will be trained.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: This conference was good because it allowed me to obtain information on phonics-based approach. With GPSS implementing Direct Instruction, a phonics-based program, it is important to prepare our students for the real world. Revisions to CD180 will incorporate a wide range of programs and the basis and advantages/disadvantages of such programs. Networking with other professionals in the field during council meetings indicated that many school districts are facing similar challenges as Guam.</p> <p>B. Objective: Update CD180 with the latest information and evidence-based practices regarding literacy. Train faculty in the department.</p>
<b>TA No: 7</b>
Length of Travel: 13 Days
Destination: Anaheim, California and Honolulu, Hawaii
Purpose of Travel: To attend the Capella University and the Hawaii International Conference on Education.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: to attend the Honolulu International Conference on Education</p> <p>B. Benefits Derived: Marsha Postronzy and I were accepted to present a paper on "Preparing Early Childhood Educators for Culturally &amp; Linguistically Diverse Classrooms."</p> <p>C. Application of Trip to GCC: We were able to network with other college instructors around the world.</p> <p>In addition, we were able to showcase the early childhood program at GCC and our use of cutting edge technology in preparing our students to live and work in a global environment.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The trip was well worth the expense. Our presentation was well-received. We had numerous requests to purchase the DVD that was demonstrated. In addition, the low-tech books in different languages were also complimented. Many participants stayed after the session to discuss the issues at their respective colleges and work environments. We also attended other sessions and were able to gain knowledge on the latest research in the early childhood and education field from all over the world.</p> <p>B. Objective: Presented the session on: "Preparing Early Childhood Educators for Culturally &amp; Linguistically Diverse Classrooms," and participated in numerous other sessions.</p>

## APPENDIX I

<b>TA No: 8</b>
Length of Travel: 7 Days
Destination: Jacksonville, Florida
Purpose of Travel: To attend the 17 <sup>th</sup> International Conference on College Teaching and Learning
<u>Travel Productivity:</u> A. Trip Objective: To attend and present at the International Conference on Teaching & Learning B. Benefits Derived: I was accepted to present a paper on "Using Technology to Prepare Educators for Linguistically Diverse Classrooms." C. Application of Trip to GCC: I received the Teaching & Learning Award, I presented work that was done at GCC, and I participated in seminars to improve my teaching skills. <u>Trip Evaluation:</u> A. Subjective: The trip was well worth the expense. My presentation was well-received. I attended other sessions and was able to gain knowledge on in the education field from all over the world. I also received an award during a luncheon. B. Objective: Presented the session on: "Using Technology to Prepare Educators for Linguistically Diverse Classrooms," participated in numerous other sessions, and received award.
<b>TA No: 9</b>
Length of Travel: 4 Days
Destination: Fukuoka, Japan
Purpose of Travel: 20 <sup>th</sup> Anniversary Party for ASO College Fukuoka Japan
<u>Travel Productivity:</u> <div style="text-align: center;"><i>No trip report attached</i></div> <u>Trip Evaluation:</u>
<b>TA No: 10</b>
Length of Travel: 7 Days
Destination: Las Vegas, Nevada
Purpose of Travel: To attend the 28 <sup>th</sup> Annual WESTOP Conference to be held in Las Vegas, Nevada from March 4-8, 2006.
<u>Travel Productivity:</u> <div style="text-align: center;"><i>No trip report attached</i></div> <u>Trip Evaluation:</u>
<b>TA No: 11</b>
Length of Travel: 7 Days
Destination: Las Vegas, Nevada
Purpose of Travel: To attend the 28 <sup>th</sup> Annual WESTOP Conference to be held in Las Vegas, Nevada from March 4-8, 2006.
<u>Travel Productivity:</u> A. Trip Objective: To attend the 28 <sup>th</sup> Annual WESTOP Conference held in Las Vegas, Nevada. B. Benefits Derived: Valuable Professional Development: attended workshop sessions designed to provide professionals in learning ways to establish, strengthen and improve our individual programs. Network with colleagues and sister programs from across the educational profession. Expand knowledge to build a better and more supportive learning environment for the students we serve. <u>Trip Evaluation:</u>
<b>TA No: 12</b>
Length of Travel: 6 Days
Destination: Las Vegas, Nevada

## APPENDIX I

Purpose of Travel: To attend the 28 <sup>th</sup> Annual WESTOP Conference to be held in Las Vegas, Nevada from March 5-8, 2006.
<u>Travel Productivity:</u> A. Trip Objective: To attend the 28 <sup>th</sup> annual WESTOP Conference B. Benefits Derived: Enhancement of professional value and developmental needs; Conference provided attendees involved in TRIO Programs with comprehensive training sessions intended to target issues such as participant recruitment/retention, academic support services, tracking etc.; Opportunity to network with other TRIO staff from other WESTOP chapters. C. Application of Trip to GCC: Information gathered from the training sessions provided me with the best practices and strategies to improve program goals and how to improve implementation of my academic services to participants.
<u>Trip Evaluation:</u> A. Subjective: My experience as a first time attendee to the WESTOP Conference was very informative and useful. It was encouraging to learn how to other ETS programs have been successful in achieving their participant numbers and retaining them. It was important to also be reminded how important TRIO programs are and can be to disadvantaged students and how important our roles are to these students. B. Objective: The sessions I attended provided me with more insight and ideas on how to better network with our satellite schools and students and how to improve in providing program services.
<b>TA No: 13</b>
Length of Travel: 4 Days
Destination: Manila, Philippines to Guam
Purpose of Travel: To conduct High Voltage Cable Splicing (3M Corporate Trainer)
<u>Travel Productivity:</u> <div style="text-align: center; padding: 10px;"><i>No trip report attached</i></div>
<u>Trip Evaluation:</u>
<b>TA No: 14</b>
Length of Travel: 5 Days
Destination: Washington, D.C.
Purpose of Travel: To attend the ACRN Conference March 9-11, 2006
<u>Travel Productivity:</u> A. Trip Objective: The primary purpose of the trip to Crystal City VA as paid for by the Career Resource Network (CRN) grant was to hear from those responsible for counseling activities. The CRN grant is in its final year without the option for renewal from the Government under its current name. Therefore the question on the table was, how will you continue the activities of the grant without the appropriate funding? B. Benefits Derived: Aside from meeting many regional representatives to the CRN, it was beneficial to learn about the different aspects of student services that I have yet had the opportunity for training. C. Application of Trip to GCC: As part of GCC's mission for vocational education, the career resource network grant helps fund programs for students of all ages to identify personal areas of interest and strengths to assist in determining future career needs and plans. The question is what we need to do for at least the next year to maintain an adequate level of career counseling for our high school and college students.
<u>Trip Evaluation:</u> A. Subjective: The best part of this conference was the set of individual conferences on the last day. One presenter, a professor from Northwestern Florida, and a member of the counseling education department, was the most enlightening in terms of counselor accountability and evaluation.

B. Objective: This trip was paid for by the CRN grant and did <u>not have any impact on GCC as a whole.</u>
<b>TA No: 15</b>
Length of Travel: 8 Days
Destination: Washington, D.C.
Purpose of Travel: To attend the COE's 26 <sup>th</sup> Annual Policy & Relations with the Department Seminars to be held in Washington, D.C. from March 26-29, 2006.
<u>Travel Productivity:</u> A. Trip Objective: To attend the COE 26 <sup>th</sup> Annual Policy Seminar and Leadership Summit and US Department of Education Seminar and meet with our Congressional Delegate Madeleine Z. Bordallo. B. Benefits Derived: I had the opportunity to expand my resources with other TRIO Personnel nationwide and I was able to meet with my two Program Officers and the COE personnel. I had the opportunity to meet with our Congressional Delegate Madeleine Z. Bordallo to introduce myself as the TRIO Program Director. C. Application of Trip to GCC: The information obtained will assist in the improvements of the ETS and Project AIM programs and the expansion of other resources and educational information on the fight to maintain the ETS program for Budget year 2007 and beyond. To continue the efforts of the TRIO Program in preventing President George W. Bush from eliminating these important program for our future leaders- our students we serve. <u>Trip Evaluation:</u> A. Subjective: The seminar was very educational and informative. It provided updates on the TRIO Programs, status on ETS budget for FY06-07 and update on the ETS grant proposal that was submitted. The training also provided new direction for the Annual Performance report for Project AIM and ETS. The seminar and training provided valuable educational insights on the budget process when it goes before the Senate and Congressional process. B. Objective: The Leadership Summit and Relations with the US Department of Education provided me the opportunity to network with other TRIO Personnel and gathered new information and resources in developing both the ETS and Project AIM programs for GCC. The meeting with my Program Officers from the US DOE provided me with updates on the budget process for both programs.
<b>TA No: 16</b>
Length of Travel: 6 Days
Destination: Seattle, Washington
Purpose of Travel: To attend the 88 <sup>th</sup> Phi Theta Kappa International Convention
<u>Travel Productivity:</u> A. Trip Objective: Attend the 88 <sup>th</sup> Phi Theta Kappa International Convention, which includes various educational and leadership development opportunities and world-renowned speakers, in order to support student leadership and activities here at GCC. B. Benefits Derived: At the convention, I attended forums introducing various Phi Theta Kappa activities, including the honors topic, the Five Star Program, and student leadership programs. I gained valuable information about Phi Theta Kappa as an organization that provides a number of opportunities for honors students at two-year colleges. C. Application of Trip to GCC: Attendance at the Convention will enable me, as a new Phi Theta Kappa advisor, to support and guide membership at GCC's honor society. In particular, I will be prepared to launch the new honors topic and assist students in their scholarly pursuits in exploring the new topic. In addition, I will be able to guide GCC's chapter in its effort to incorporate service and leadership activities. <u>Trip Evaluation:</u> A. Subjective: Attending this Convention gave me tremendous insight into how Phi Theta Kappa operates throughout the rest of the country and how successful it can be in motivating two-year college students to strive for excellence. I feel I've gained valuable information about the organization that will allow me to more successfully advise students here at GCC's PTK chapter. B. Objective: Objectively, I would say that my evaluation doesn't deviate from what I said above.

There is no doubt in my mind that I will be a much more informed advisor because of attending this event. In addition, I have a more complete view of PTK as an organization, as well as its goals. I don't think that any activity other than attendance at the Convention could have provided me with such valuable insight.
<b>TA No: 17</b>
Length of Travel: 8 Days
Destination: Seattle, Washington
Purpose of Travel: To attend the 88 <sup>th</sup> Phi Theta Kappa International Convention
<u>Travel Productivity:</u> A. Trip Objective: To attend the 88 <sup>th</sup> Phi Theta Kappa International Convention; To co-present at the education forum; To receive recognition for chapter accomplishments. B. Benefits Derived: Obtained advisor's training during convention; Obtained latest information on organization's initiatives for coming year. C. Application of Trip to GCC: Information obtained at the convention will be used in planning chapter's activities and goals for next school year. <u>Trip Evaluation:</u> A. Subjective: I was able to network with advisors from all over the country and this will help tremendously to help build a stronger chapter. B. Objective: Our chapter was recognized by the region for a number of awards: Best Administrator, Distinguished Chapter President, Writing Award, Coordinator's Award, Five Star Chapter Award, Pinnacle Gold Award, Pinnacle Platinum Award. Furthermore, our college president won the Shirley Gordon Award of Distinction and I was awarded the Mosal Scholarship Award and the Paragon Advisor's Award.
<b>TA No: 18</b>
Length of Travel: 5 Days
Destination: Tucson, Arizona
Purpose of Travel: To attend the 15 <sup>th</sup> Annual International Conference of the Chair Academy
<u>Travel Productivity:</u> A. Trip Objective: I received the 2006 International Exemplary Leader Award at the 15 <sup>th</sup> Annual International Conference of the Chair Academy held at the Hilton Hotel in Tucson, Arizona from April 19 to 23, 2006. B. Benefits Derived: In the course of my attendance of various sessions on academic leadership during the conference, I was successful in networking with various administrators from other 2-year institutions across the United States, where issues of leadership were discussed productively, in both formal and informal situations. C. Application of Trip to GCC: I will be able to apply the strategies of leadership I learned from the conference to the challenges I face as the head of the Office of Assessment and Institutional Effectiveness at the college. This will greatly impact the way I deal with faculty and other administrators. <u>Trip Evaluation:</u> A. Subjective: Good organization of topics and sessions at the conference. There should be more opportunities for informal interaction during the breakout sessions in order to further probe topics that are of further interest to participants. B. Objective: The conference's objectives were met successfully through a combination of sessions that discussed various strategies and pitfalls of leadership.
<b>TA No: 19</b>
Length of Travel: 8 Days
Destination: Atlanta, Georgia
Purpose of Travel: Conference of Champion, 43 <sup>rd</sup> AFP International Conference on Fundraising

<u>Travel Productivity:</u> A. Trip Objective: The trip was extremely informative. The objective of this trip was to bring back valuable information and insights' regarding the concept of Fundraising, as the College begins its mission to address the President's Million Dollar Campaign efforts. In addition, obtain ideas pertinent to the success of this campaign. B. Benefits Derived: I was able to meet and network with many Leaders from various institutions of higher learning as well as various Foundations from many varying organizations and seek their guidance in the field of Philanthropy. C. Application of Trip to GCC: The Conference of Champions presented many tested strategies for development and cultivation of relationships to create successful partnerships in the entrepreneurial and philanthropic world. I was provided with information that includes system software for tracking donors, volunteers and special events that might serve quite useful as a valuable resource that falls in line with the vision of the President. In addition, it was important to learn what other foundations are doing in the area of Planned Giving, Annual Giving and Capital Giving. Valuable insights were obtained to provide the College with the strategies presented to strengthen our quest for improved programs, services, and facilities to impact the overall health of the College and its programs.
<u>Trip Evaluation:</u> A. Subjective: I was able to network, connect, discuss and share valuable information with other Vice Presidents and Directors of Development and Practitioners to improve and expand areas of concern regarding Philanthropy. B. Objective: I felt the trip provided a wealth of important and pertinent information to carry out the mission set forth by our President.
<b>TA No: 20</b>
Length of Travel: 7 Days
Destination: Kona, Hawaii
Purpose of Travel: To attend PPEC meeting in Honolulu, March 27-28 and then ACCJC Retreat in Kona, Hawaii on March 29, 2006, Visit with UOH, March 30-31, 2006 and Kapiolani Community College.
<u>Travel Productivity:</u> <ul style="list-style-type: none"> <li>On March 27-28, 2006 I attended the PPEC end-of-month meeting held at the Kapi'olani Community College. Various topics pertaining to the functions of PPEC were discussed along with grant review.</li> <li>On March 29, we flew to Kona, Hawaii to attend an ACCJC Retreat. There I was able to present, and share information about Guam Community College, our challenges, culture, and student demographics. The purpose of this retreat was to get the commissioners acquainted with their Pacific member colleges.</li> <li>On March 31, I attended meetings with Dave Flores and Sue Y Saffery of FAA in Honolulu to discuss the possibility of certifying GCC. I was escorted to their facility on Hickam Air Force Base, Hawaii.</li> <li>The Hawaii meeting and tour were very informative and educational.</li> </ul>
<b>TA No: 21</b>
Length of Travel: 8 Days
Destination: Atlanta, Georgia
Purpose of Travel: Conference of Champion, 43 <sup>rd</sup> AFP International Conference on Fundraising
<u>Travel Productivity:</u> A. Trip Objective: The objective of the trip was to gain a better understanding of institutional fundraising efforts so that the college is able to effectively develop a campaign with the objective of raising \$1 million. B. Benefit Derived: The benefits derived at this conference were numerous. Aside from truly understanding the elements of putting a campaign together, we met and networked with leaders in the field of fundraising. We were able to attend sessions from some of the top representative in the nation



<p>and learn first-hand of their experience in raising funds for the organizations they represent in the field of Gift-giving and Philanthropy.</p> <p>C. Application of Trip to GCC: The conference provided many proven strategies for development and cultivation of relationships to create successful partnerships developed for gift-giving and philanthropic work that benefits organizations and institutions. Based on what we learned, we now have a better understanding of what is needed to successfully develop a campaign for GCC. We now know what resources are available relative to software packages for tracking donors, volunteers and special events that will be useful to the college. It was also important to learn what other foundations are doing in the area of Planned Giving, Annual Giving and Capital Giving. Valuable insights were obtained to provide the College with strategies presented to strengthen our quest for improved programs, services, and facilities to impact the overall health of the College and its programs.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: We were able to network and share valuable information with Vice Presidents, Development Directors and Practitioners in Fundraising and Gift Giving to improve and expand areas of concern regarding Philanthropic efforts at other organizations and institutions.</p> <p>B. Objective: We felt the trip provided us with a wealth of important and pertinent information to carry out the mission set forth by the President.</p>
<p><b>TA No: 22</b></p> <p>Length of Travel: 5 Days</p> <p>Destination: San Francisco, California</p> <p>Purpose of Travel: Guam Community College's Web Accessibility Conference Participant</p> <p><u>Travel Productivity:</u></p> <p style="text-align: center;"><i>No trip report attached</i></p> <p><u>Trip Evaluation:</u></p>
<p><b>TA No: 23</b></p> <p>Length of Travel: 9 Days</p> <p>Destination: Seattle, Washington</p> <p>Purpose of Travel: To attend the Phi Theta Kappa Convention April 18-22, 2006 in Seattle, Washington</p> <p><u>Travel Productivity:</u></p> <p>Phi Theta Kappa 88<sup>th</sup> International Convention</p> <p>Advisor Pre-Conference Workshop – Gaining Administrative Support</p> <ul style="list-style-type: none"> <li>During the Pre-Conference workshop held on April 19, 2006, I was a co-presenter in the workshop “Gaining Administrative Support”. Copy of that presentation and key points are attached.</li> </ul> <p>Phi Theta Kappa 88<sup>th</sup> International Convention April 20-22, 2006</p> <ul style="list-style-type: none"> <li>During the convention I was the recipient of the 2006 Shirley B. Gordon Award of Distinction and the Most Helpful Administrator. I was also able to meet with some very influential people while attending the conference.</li> <li>The conference was a valuable experience that allowed me better understand the Phi Theta Kappa organization.</li> <li>Attached are copies of the awards received along with convention program, and additional items.</li> <li>I was scheduled to meet with Lane College in Oregon that is using the SUNGARD programs. However, final confirmations were not received and the date changed to a time after scheduled to depart. April 23-25, 2006.</li> </ul>
<p><b>TA No: 24</b></p>

## APPENDIX I

Length of Travel: 9 Days
Destination: Orlando, Florida
Purpose of Travel: EI of the AH&LA Lodging Management Program – LMP National Competition
<u>Travel Productivity:</u> A. Trip Objective: To accompany students for the National Lodging Management Program Competition. B. Benefits Derived: Experience of competition at the national level. Exposure of the students to the caliber of the skills of other teams. C. Application of Trip to GCC: Attendance in the National LMP Competition fulfilled the area of assessment in preparing students for both local and national competitions. <u>Trip Evaluation:</u> A. Subjective: First hand proof that our students, regardless of where they are from, can be as competitive as any team in the Mainland, U.S.A. B. Objective: Wonderful experience for both the students. The instructor and even the event coordinators gained knowledge on how to conduct/facilitate next year's competition. Gained valuable insights on how to better prepare students for the national level.
<b>TA No: 25</b>
Length of Travel: 10 Days
Destination: Charlotte, North Carolina
Purpose of Travel: National Restaurant Association ProStart 2006 National Competitions.
<u>Travel Productivity:</u> A. Trip Objective: Represent Guam as the State Director for the High School ProStart Culinary Program. Gain insight to the programs with which to revise, and write student learning outcomes. B. Benefits Derived: Witnessing the actual outcomes as they were developed will help our department to better prepare our students for their final outcomes. The department will be better able to establish learning outcomes and evaluations of students learning. C. Application of Trip to GCC: Information gained will be used in our current curriculum pro. <u>Trip Evaluation:</u> A. Subjective: The trip can only be described as outstanding. Information gathered and the ability to observe the actual competitions showed the relationship of the competition to the program itself. The competitions were more of what you could call a final practicum or outcome to the curriculum. As such it will prove helpful in the revision of our own GCC curriculum for both programs. B. Objective: The objectives of the trip were more than met. Information gained in how to conduct preliminary competitions in Guam as well as the implementation of the program material in relationship to the established curriculum will provide for more concise student learning outcomes and student expectations.
<b>TA No: 26</b>
Length of Travel: 9 Days
Destination: Dallas, Texas
Purpose of Travel: DECA International Career Development Conference
<u>Travel Productivity:</u> A. Trip Objective: Investigate the feasibility of local certification of students by the assessment of skills and knowledge in Marketing Institute; Provide Guam DECA Students with leadership training; Attend the Advisor Academy to improve chapter management skills and see how to use the National Marketing Education Standards to improve DECA results; Gather information on the direction of marketing education and the skills sets driving these changes. B. Benefits Derived: Obtained complete information on local certification of our marketing students; Obtained the National Marketing Education Standards 2005 which I will incorporate into our curriculum; Obtained the latest information (and instructional materials) for teaching Economics and Entrepreneurships at the secondary level. C. Application of Trip to GCC: I will present my findings on certification to the marketing

<p>department. It is hoped that Guam can become a testing center, that the department will approve a rewrite of the curriculum to include the competencies on which this certification is based, and that the certification exam will become a part of our assessment; I will investigate the feasibility of the marketing department teaching an AP Economics course.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: This conference was extremely beneficial in helping me clarify the direction our secondary curriculum must take to keep up with industry needs and the needs of the students.</p> <p>B. Objective: I garnered the information I needed to allow Guam to be a certification site and to write curriculum specifically designed to prepare students for National Certification. I also gathered a lot of information on teaching economics. It is my belief that the marketing department can do a better job of teaching economics than the Social Studies department.</p>
<b>TA No: 27</b>
Length of Travel: 5 Days
Destination: Seattle, Washington
<p>Purpose of Travel: Continuums of Service Conference. The conference will bring together 500 colleagues from the western region and beyond to explore multiple perspectives on leadership, service-learning, and civic engagement; share program models, research, and best practices; and network with diverse service-learning practitioners. Conference participants will include learners and educators from diverse constituencies: faculty, undergraduate, and graduate students; government, community agency and organization partners; student development and leadership professionals; curriculum specialists; service-learning directors; funding agency representatives; and institutional administrators, among others. The conference goals are to enhance practical service-learning skills and deepen philosophical understanding of participants at all levels of familiarity, to explore diverse perspectives on service-learning theory and practice, practice critical reflection, and to continue to build our regional network of service-learning colleagues.</p>

<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: Attend Continuums of Service Conference. To enhance practical service-learning skills and deepen philosophical understanding of participants, explore diverse perspectives on service-learning and practice, and to continue to build a regional network of service-learning colleagues.</p> <p>B. Benefits Derived: Gained a deeper understanding of service-learning, learned ways to gain community partnership and faculty involvement, and made faculty contacts and service-learning resources.</p> <p>C. Application of Trip to GCC: This goes hand in hand with GCC's mission statement, "We provide education... that is premised on lifelong learning..." I plan to conduct seminar with another faculty to show how service learning is beneficial to community base organizations, faculty and students.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference was extremely informative. It was well run and many of the sessions have applicability to GCC. The theme "Engaging Leadership: New Visions, Values, and Models" was very well supported by the speakers and other presenters.</p> <p>B. Objective: Gained valuable insight and practical service-learning skills and an understanding of the importance of this movement. The key note speaker, Jim Kouzes, touched upon the importance of leadership and cultivating it in people.</p>
<b>TA No: 28</b>
Length of Travel: 8 Days
Destination: Chicago, Illinois
Purpose of Travel: To attend the Capella University Colloquia (Track 2).
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend Track 2 Colloquium residency as part of my doctoral program.</p> <p>B. Benefits Derived: Attended sessions on adult education, theory and learning; Met with faculty members on course outcomes; Met with doctoral advisors on course planning.</p> <p>C. Application of Trip to GCC: This track was part of my doctoral program related to professional development for Guam Community College.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The sessions were instrumental in preparing me for my comprehensive examinations. I received training in preparing for the examinations which begin in October. I also attended session on developing my dissertation proposal.</p> <p>B. Objective: Networked with learners and faculty member of Capella. Learned strategies for developing into a successful doctoral learners. Met basic outcomes for adult learning and theory, including critical theory in adult education.</p>
<b>TA No: 29</b>
Length of Travel: 13 Days
Destination: Scottsdale, Arizona
Purpose of Travel: To attend the 15 <sup>th</sup> annual national conference for Community College National Center for Community Engagement.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To learn about the work of the Community College National Center for Community Engagement (CCNCCE) in the areas of Service-Learning and Civic Engagement.</p> <p>B. Benefits Derived: Gathered lots of resource materials for Service-Learning and networked with college professionals involved in this pedagogy.</p> <p>C. Application of Trip to GCC: GCC, as a grantee of the funds from the Hawaii-Pacific Islands Campus Compact, will be able to implement new ideas for this Service-Learning methodology to faculty members interested in obtaining students learning outcomes through experiential learning.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference was a celebration of CCNCCE's 15 years of promoting civic engagement and it was wonderful to associate with likeminded professionals in this area of Service-</p>

Learning. B. Objective: I learned tangible ways to integrate civic responsibility into the curriculum and also what other colleges have done to move from a volunteer-based service learning to institutionalize academic service-learning environment.
<b>TA No: 30</b>
Length of Travel: 6 Days
Destination: Orlando, Florida
Purpose of Travel: To attend the Community College Business Officers 23 <sup>rd</sup> Annual International Conference, November 5-8, 2005.
<u>Travel Productivity:</u> A. Trip Objective: To attend the Community College Business Officers Annual Meeting in Orlando Florida. B. Benefits Derived: Talked with other professionals on their use of financial software. Attended and exhibit from SCT Banner to get further information and contact with a representative that is servicing our area. I also spoke with many of the participants at the conference and discussed the use of SCT Banner in their organizations. C. Application of Trip to GCC: There are many issues surrounding community colleges. Some of these relate to the challenges they face in funding, the costing of the related programs that they offer, and the physical plants of their organization. It is important to network with other professionals and how they handle situations similar to ours. <u>Trip Evaluation:</u> A. Subjective: Many of the presentations were issues that we are currently dealing with. It was helpful to take some of these ideas and create some mechanism for us to implement. I think this will enhance some of the activities that are under my supervision. B. Objective: The workshop and the presentation that were made were extremely helpful. Sharing ideas from other professionals help in the financial area for the college. The networking capabilities help to interact and get information on things that CC's have already done for their campuses (ie: fundraising and financial system software).
<b>TA No: 31</b>
Length of Travel: 6 Days
Destination: Honolulu, Hawaii
Purpose of Travel: To attend PPEC meeting in Honolulu, Hawaii, February 5, 6 & 7, 2006.
<u>Travel Productivity:</u> A. Trip Objective: To attend the PPEC meeting. B. Benefits Derived: In attendance with 8 outer island colleges and 2 universities, we were able to meet with individual presidents of these colleges to discuss needs and issues. <u>Trip Evaluation:</u> A. Subjective: I was able to meet with other college presidents to discuss a variety of issues. B. Objective: My objective as Chair of PPEC was to insure the mission of PPEC was carried out. Agenda for meeting is attached.
<b>TA No: 32</b>
Length of Travel: 4 Days
Destination: Tucson, Arizona
Purpose of Travel: Attend the Center for Educational Development and Assessment workshops: Developing a Comprehensive Faculty Evaluation System and Student Rating Forms: Their Design, Construction and Use in Tucson, Arizona.
Thank you for giving me the opportunity to attend the following CEDA Workshops: <ul style="list-style-type: none"> <li>• Developing a Comprehensive Faculty Evaluation System (March 13-14, 2006)</li> <li>• Student Rating Forms: Their Design, Construction and Use (March 15, 2006)</li> </ul>
While I have been involved with employee performance evaluation systems for many years, my

experience and education on faculty evaluation systems has been narrowed to the GCC academic environment. During the past five (5) years, I have been actively involved in updating and improving our faculty evaluation system through our negotiation process. Prior to my attendance of the above workshops, I believed that we have made changes and improvements in the right direction with our latest (Fall 04) faculty evaluation system. However, after participating in the above workshops and learning from the educational experts (Dr. Raoul Arreola and Dr. Lawrence Aleamoni) in faculty evaluations systems, I learned that our system lacks validity. I believe that our current percentage and measurements for each performance standards needs to be revisited. The fact that GCC's student surveys are not part of the overall faculty performance evaluation system also needs attention. Unfortunately, the current GCC student surveys are problematic. I learned that our entire student survey needs to be revamped.

I appreciated the joint attendance and participation of Dean Michelle Santos and Associate Professor Karen Sablan. Our dialogue between the three of us, along with other individuals from the different institutions gave value, understanding and respect to our roles and responsibilities as Administrators and Faculty. Understanding and respecting each others roles is very important as we work on improving our faculty evaluation system. I believe the three of us have been and will continue to be part of the GCC negotiation team. The fact that the three of us heard the same presentation and review the same information about improving our systems should allow for buy-in and support for improvement. I look forward to a transition in validating our current faculty performance evaluation system and to work towards incorporating student surveys into that system.

Dr. Raoul Arreola was kind enough to spend time with us to discuss our current processes. He also provided us with a copy of this text book entitled "Developing a Comprehensive Faculty Evaluation System". In his presentation and in his text book, he outlines eight steps for designing a system. I recommend that the next faculty evaluation committee utilizes these steps. His book and presentation handouts are available in my office for your review. Dr. Arreola has agreed to communicate with me via e-mail as we work towards this process. If the price is right, he is willing to come to Guam and conduct training on the matter.

Thank you for your continual support in allowing me to expand my academic and HR knowledge.

**TA No: 33**

Length of Travel: 6 Days

Destination: Arlington, Virginia

Purpose of Travel: To attend the Adult Education State Directors Conference.

Travel Destination: Arlington, VA for 2005 National Conference of Adult Education State Directors, September 12-15, 2005.

Accommodation: Doubletree Hotel, location of the conference.

Dates of Travel: September 11-19.

Arrived in Arlington, VA on September 11, checked into hotel and picked up packet for conference.

September 12: Attended general session, plenary session with speaker, plenary session on adult education history, session on state plan submission. After lunch, attended more plenary sessions with representative of Department of Labor. Attended concurrent session on "A System's Approach to Content Standards Implementation."

September 13: Attended main session on national reporting system update and another session on state plan submission timelines and scenarios dependent on Congressional action. After lunch, attended concurrent session on implementing EI/Civics programs and another session on trends in helping adult learners transition to postsecondary education and training.

September 14: Attended main session on performance-based funding systems in state adult education programs. Attended main session on review of state on-site monitoring and technical assistance.

September 15: Attended session on national assessment of adult literacy report. Had worthwhile conversations with Cheryl Keenan, Director, Division of Adult Education and Literacy, Office of Vocational and Adult Education, US Department of Education and with the state directors from New York and Kentucky. Left for airport 10:30am.

September 16-17: My own time, took leave.

September 18: Left LAX for Guam.

September 19: Arrived Guam.

Purpose of Travel: To represent the Guam State Director of Adult Education, Dr. H. delos Santos, at the national state directors conference.

Benefits Derived: Received good information on reporting needs and state plan timelines, possible changes in the law, and other related information. Had good conversation with Federal officials on outlying area needs for assistance and communication.

**TA No: 34**

Length of Travel: 6 Days

Destination: Arlington, Virginia

Purpose of Travel: To attend the Adult Education State Director's Conference.

Travel Productivity:

A. Trip Objective: The objective of this trip was to attend the 2005 National Conference of Adult Education State Directors sponsored by USDE OVAE Office of Vocational and Adult Education. The session was held August 12-15, 2005, in Arlington, VA.

B. Benefits Derived: This trip provided updates to the ongoing quest to pass legislation on Adult Education. I had spoken to Guam's liaison (Mrs. Sarah Newcomb) who will temporarily take over the insular area. I met with Ms. Newcomb and Joyce Cambell to ensure the continuity of the monthly telephone conference calls "Shop Talk."

C. Application of Trip to GCC: We went over House and the Senate version regarding the reauthorization of Title II (ABE) as it relates to the development of State plans. Depending on when Title II is reauthorized will determine whether States/Territories will be required to submit a 5- year State plan, a State plan extension, or a transitional plan.

We also discussed the National Reporting System. They explained changes that will impact data to be reported on the Consolidated Annual Report (CAR) — due December 31, 2005. They also shared NRS changes to be effective next year. For PY 2005 (July 5-June 30, 2006) which will be part of December 2006 report, they require Table 10 (outcomes for correctional education students).

For PY2006 (July 1, 2006-June 30, 2007) ESL levels will be revised, ESL Beginning level will be divided into low and high; low advanced and high advanced ESL will be combined into one level. They will eliminate table 4A (reporting the number of students who advanced two or more levels). Table 4B will be required (reports only on students who were both pre- and post-tested). Reporting period for employment measures will change to match Title I reporting.

1. That report the number of students who retained employment during April 1, 2005 and March 30, 2005.
2. October 1, 2005 -September 30, 2006 - report students who entered employment during this period.
3. July 1, 2006 - June 30, 2007 - report all other participant.

Several concurrent sessions were held. I attended the session on what to include and exclude on an application. The second session I attended was on the State reporting requirements [see nrsweb.org]. A request to extend reports must be made before December 31. USDE will usually extend the Narrative and Financial Status Report for thirty days.

<p>We discussed the possibility of enforcing “performance-based funding” to distribute funds to local providers. Local providers who achieve their goals will qualify for additional resources while those who do not will face deductions to their funds. As of 2003, only fifteen states actually use performance-based funding (i.e., Kansas, Illinois, Missouri).</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Attending these sessions is helpful in administering the grant. It provides an opportunity to speak one on one with our liaison coordinator. It is important that the liaison coordinator knows us on a first name basis and hears directly of our situation.</p> <p>B. Objective: The conference provided guidance and immediate feedback necessary to strengthen the administration of the grants.</p>
<b>TA No: 35</b>
Length of Travel: 21 Days
Destination: College Park, Maryland
Purpose of Travel: To attend the Smart and Sustainable Campuses Conference Co-sponsored by EPA, SCUP, APPA, and the University of Maryland in College Park, Maryland.
<p>Thank you for providing me the opportunity to attend the Smart and Sustainable Campuses Conference. This event was co-sponsored by the Association for Higher Education Facility Officers (APPA), the Environmental Protection Agency, (EPA), the National Association of College and University Business Officers (NACUBO), the Society for College and University Planning (SCUP) and the University of Maryland - College Park.</p> <p>As can be gleaned from the sponsorship of this conference, sustainability is the hot topic in Higher Education today. The 1987 Brundtland Report, entitled “Our Common Future,” provided a definition of sustainability as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.” World renown architect William McDonough has translated the sustainability challenge into a provocative question he poses whenever he speaks about the fundamental of design. He asks, “in our lives and in our work, how do we love all the children of all species for all time.” It is evident that McDonough believes that sustainability involves a shift in attitude and values and an expansion of our sphere of moral concern.</p> <p>If this sounds difficult and complicated, that’s because it is. Sustainability requires no less than solving fundamental problems facing all of humanity so that a decent life on our planet will be possible for all, forever.</p> <p>But what does all this mean for educational facilities for Colleges and Universities? How does the concept of sustainability get translated to our campuses and particularly for the Guam Community College campus?</p> <p>While it would be valuable to consider how the teaching and research activities of colleges and universities contribute to or detract from the campus sustainability in its full meaning, the campus sustainability movement has primarily focused on the environmental component of sustainability, as applied to campus operations. The general perception is that this would be challenging enough.</p> <p>It is important to note that campus sustainability involves more than just reducing campus environmental impacts. To achieve sustainability we must completely stop damaging and depleting the environment because even small increments of harm repeated over many years will produce significant damage at some point in the future for future generations.</p> <p>In light of the above, one most certainly could consider true sustainability to be an extremely lofty goal. In simple terms, however, running our campuses without causing any environmental damage would involve:</p> <ul style="list-style-type: none"> <li>•Minimal consumption of all natural resources</li> </ul>



<ul style="list-style-type: none"> <li>• Reuse or recycling of all waste</li> <li>• No polluting or emitting of wastes beyond what ecosystems can breakdown and harmlessly recycle naturally</li> <li>• Total reliance on clean, renewable energy technologies</li> </ul> <p>Again, these standards may seem too high, but what is the alternative? Should we instead compromise the earth and the lives of our children? The consensus of the college and university community is that we should at the very least move in a genuinely sustainable direction.</p> <p>So, what can GCC do to move in a genuinely sustainable direction? The following are some steps we can take to bring us more in line with sustainability ideals:</p> <ul style="list-style-type: none"> <li>• Implement a recycling program for the College. At present, I believe only paper, cardboard, steel, tires and aluminum are accepted for recycling. I am not sure if plastics are accepted at this time.</li> <li>• Incorporate sustainable or green concepts in the Facilities Master Plan to guide the design of any new buildings and the retrofitting of existing buildings. Close attention should be paid to designing buildings for energy efficiency and the use of renewable energy sources such as solar water heating or photovoltaic panels to produce power.</li> <li>• Strictly enforce hazardous materials handling for proper disposal.</li> <li>• Revise procurement policies to require the purchase of recycled goods, environmentally friendly cleaning products, fuel efficient vehicles, energy efficient air conditioning equipment, etc.</li> <li>• Implement a marketing plan to encourage energy efficiency and recycling for the campus community.</li> </ul> <p>The above is by no means an exhaustive list of what can be done to achieve or, at least bring us closer to the sustainability ideal. Many colleges and universities are exploring ways to integrate sustainability into their curriculum for all majors, disciplines, and professional degrees. The goal is to impart an understanding of how the natural world works and learning how to have human technology and activity mimic and live within the limits of the natural systems. This perhaps is something we also can pursue.</p> <p>My office is already making plans to implement some of these recommendations. The Guam Environmental Protection Agency will be consulted to identify recycling companies and to determine if their capability to provide technical or financial assistance for our efforts.</p> <p>Again, thank you for providing the opportunity to attend this important conference. Should you have any questions or concerns, I am available to provide answers or information.</p>
<b>TA No: 36</b>
Length of Travel: 5 Days
Destination: Kansas City, Missouri
Purpose of Travel: To attend the 2005 ACTE Annual Convention & Career Tech. Expo
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: Attend National convention on Vocational programs and inclusionary tactics for special needs students. To attain information and strategies to improve the Construction Trades program in all satellite schools.</p> <p>B. Benefits Derived: A more complete understanding of the goals and objectives of stateside vocational programs and their methods used to improve my classroom and the overall program @GCC.</p> <p>A more realistic approach used by the States in addressing Special Needs Students.</p> <p>C. Application of Trip to GCC: Aside from the obvious, I also learned a lot about our programs and the articulation of our curriculum and credits to National programs. I made several contacts with vendors regarding curriculum and products to improve the programs.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: I was totally impressed with the whole conference. I was surprised to see many Pacific Island participants. I was encouraged to know that our instructors in the Construction Trades program</p>

## APPENDIX I

are not too far off in our training and methods used by our counter parts in the mainland. I feel that this a conference that should participate in as much as possible.
B. Objective: The overall conference was very helpful. There were a couple of presentations that were lacking in substance but they were covered very well by the rest. The Expo was also very impressive with over 200 vendors displaying their products.
<b>TA No: 37</b>
Length of Travel: 4 Days
Destination: Fukuoka, Japan
Purpose of Travel: To attend ASO College's 20 <sup>th</sup> anniversary celebrations.
<u>Travel Productivity:</u> A. Trip Objective: To celebrate ASO College's 20th anniversary. B. Benefits Derived: Greater understanding of ASO College's mission and offerings. Networking with ASO College key players and also representatives from Bellevue Community College and Arapahoe Community College in Denver, CO. C. Application of Trip to GCC: Enhancement of partnership with ASO College in establishing exchange programs between GCC and ASO College.
<u>Trip Evaluation:</u> A. Subjective: I experienced Japanese style service and Japanese customs - they are applicable to my hospitality training I offer on Guam. B. Objective The contacts established with ASO College, BCC, and ACC were invaluable. There is a potential to develop more partnerships between the schools and assist our students become global citizens.
<b>TA No: 38</b>
Length of Travel: 5 Days
Destination: Orlando, Florida
Purpose of Travel: To attend the National Lodging Management Program on April 5-7, 2006.
<u>Travel Productivity:</u> A. Trip Objective: Attend the National Lodging Management Program (LMP) Competition on April 5-7, 2006. B. Benefits Derived: I was the LMP Coordinator for the Island Competition held at GCC in early March 2006. Because I had never attended the competition before, I was able to observe how the National Coordinators' administered their competition. I also attended the tour at the Univ. of Central Fla.'s Rosen School of Hospitality Management. C. Application of Trip to GCC: I was able to better understand the process and the coordination of this competition.
<u>Trip Evaluation:</u> A. Subjective: In relation to the Tourism program, it was nice to meet with other teachers and coordinators who administer the LMP program at their schools. We are all similar and different even though we are all in different parts of the world. I'm so proud of our program that we administer here on Guam. The support we receive from the hotel industry is good, but, can be improved with more support toward the LMP program. B. Objective: The competition is a good venue for our LMP students to showcase their skills. We did a great job at preparing our students for the national competition. It's a very costly venue!
<b>TA No: 39</b>
Length of Travel: 6 Days
Destination: Phoenix, Arizona
Purpose of Travel: To attend the International Assessment & Retention Conference; Everybody's Job: Assessment, Accountability and Retention in the Learning College.
Purpose of Travel: Attendance at Conference.

<p>The purpose of this travel and attendance at the conference was to obtain a clearer understanding of Student Learning Outcomes (SLOs) and how the College might get clearer in its use of SLOs in curricular and assessment documents</p> <p>Benefits Derived: The conference reaffirmed that GCC is further along in its assessment practices than many other colleges. However, the various sessions offered many suggestions that can be used by the College as it improves its understanding and use of specific SLOs. See annotated Itinerary for specific information and comments regarding each session attended.</p> <p>Application of Trip to GCC: The accreditation report from Spring 2006, offered by the visiting team, identified several areas where the College could use SLOs better. The information gained at this conference will help address the recommendations of the accreditation report.</p>
<b>TA No: 40</b>
Length of Travel: 11 Days
Destination: Arlington, Virginia and Dallas, Texas
Purpose of Travel: To attend ACRN Island Institute, ACRN Director's Meeting (Arlington, Virginia) & Using Type (MBTI) in Career Counseling, (Dallas, TX)
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: 1) For ACRN Island Institute (March 7 &amp; 8): To learn strategies related to creating a comprehensive career development system which can be applied in a variety of settings. 2) For ACRN conference and workshops (March 9-11): To discuss legislative implications for career development programming (including close out requirements &amp; procedures): to learn about various initiatives and how they support ongoing implementation strategies for career and technical education. 3) For Developing a Comprehensive Faculty Evaluation System (March 13-14) &amp; Student Rating Forms (March 15): To obtain information on developing a faculty evaluation system and a student rating form. 4) For using Type in Career Counseling (March 16-17): To learn how to use the knowledge of type to enhance the career counseling process.</p> <p>B. Benefits Derived: 1) For ACRN Island Institute (March 7 &amp; 8): Received up to date knowledge and skills related to improving our department's career development system. 2) For ACRN conference and workshops (March 9-11): Received the necessary information to ensure the activities of the grant are accomplished. 3) For Developing a Comprehensive Faculty Evaluation System (March 13-14) &amp; Student Rating Forms (March 15): Received knowledge and resources to use when reviewing, evaluating and updating the College's evaluation system for faculty and to compare with the existing student rating instrument. 4) For using Type in Career Counseling (March 16-17): Received updated practical applications of exercises that can be used when working with students to help them understand type.</p> <p>C. Application of Trip to GCC: 1) For ACRN Island Institute (March 7 &amp; 8): Information will be shared with the newly hired career counselors assigned to the GPSS satellite program to increase their knowledge and awareness of relevant information needed as they begin the process to define and refine their role as a career counselor in that environment. 2) For ACRN conference and workshops (March 9-11): As I take over as department chairperson for the Assessment &amp; Counseling department, the information will be used to ensure that the grant reporting and expenditures of monies are in line with the objectives outlined in the grant. Information obtained from the Accountability workshop was also shared with GPSS counselors and the newly hired career counselors assigned to GPSS by Carole Stone as a presenter on island (June 02, 2006). 3) For Developing a Comprehensive Faculty Evaluation System (March 13-14) &amp; Student Rating Forms (March 15): This year faculty job specifications and workload requirements will be reviewed. Information from this training will be used as reference to determine if further modifications can be made to the existing system that will enhance the faculty evaluation process at the College. 4) For using Type in Career Counseling (March 16-17): Information will be shared with colleagues, incorporated into future presentations as applicable, and utilized in individual career counseling sessions when necessary.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: 1 &amp; 2) For ACRN Island Institute (March 7 &amp; 8) &amp; ACRN conference and workshops (March 9-11): Both provided the knowledge necessary to ensure that the activities and requirements for the grant are managed and completed as outlined in the grant. 3) For Developing a Comprehensive</p>

<p>Faculty Evaluation System (March 13-14) &amp; Student Rating Forms (March 15): Much of the information shared are actual information utilized by several colleges when evaluating faculty. Information obtained will be helpful in identifying strengths and areas for improvement in the College's existing faculty evaluation process. 4) For using Type in Career Counseling (March 16-17): The presenter was well versed with the knowledge of type and its multiple uses. As a result the presenter provided additional information that went beyond the intended purpose for the training. B. Objective: I &amp; 2) For ACRN Island Institute (March 7 &amp; 8) &amp; ACRN conference and workshops (March 9-11): Information related to improving our department's career development programs and services were relevant. Handouts obtained will be useful reference materials when designing future programs and services. 3) For Developing a Comprehensive Faculty Evaluation System (March 13-14) &amp; Student Rating Forms (March 15): Information obtained is relevant to assist me in my role as one of the primary faculty negotiators for the faculty evaluation and workload process. The training was well organized and the material received will be beneficial for future review and update of the faculty evaluation and student rating system. 4) For using Type in Career Counseling (March 16-17): The exercises demonstrated valuable learning for improved understanding of the uses of type in career counseling. The information will also be helpful when reviewing and revising department services and activities related to career counseling</p>
<b>TA No: 41</b>
Length of Travel: 5 Days
Destination: Arlington, Virginia
Purpose of Travel: To attend the ACRN Director's Meeting (Arlington, Virginia)
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: 1) To attend the Director's Conference for America's Career Resource Network (ACRN); 2) To get an update on the ACRN grant status; 3) To network with other state ACRN personnel; 4) Access allies for training opportunities.</p> <p>B. Benefits Derived: 1) Received a better understanding of how to use the ACRN grant; 2) Developed networking with other ACRN professionals; 3) Received products and materials from different state ACRN representatives; 4) Attended various workshops.</p> <p>C. Application of Trip to GCC: The conference information will be used to train, improve, and develop activities, among personnel involved with ACRN grant awarded to GCC.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The conference site was at a hotel (Hyatt, Crystal City, Washington D.C.). The conference was adequate for the size of the group. The conference included a wealth of useful information on successful state activities. The conference was very helpful in providing products and materials used by different states. The conference provided a lot of networking opportunities.</p> <p>B. Objective: The conference gave participants the opportunity to become familiar with the requirements of the grant. The conference also gave an opportunity for the states to review the products and the activities of the National and Training Support Center. The conference gave members a little more focus on the task set forth by the ACRN grant.</p>
<b>TA No: 42</b>
Length of Travel: 6 Days
Destination: Phoenix, Arizona
Purpose of Travel: To conduct a pre-conference workshop (about 2-3 hours long) on the GCC assessment model and experience at the International Assessment Retention Conference on June 16-19, 2006. This is upon the invitation of DR. ROBERT MUNDHENK, former Assessment Director of AAHE. I will also be facilitating a COP face-to-face meeting at this conference.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: At the international Assessment and Retention Conference, I conducted a three-hour preconference workshop presentation for twenty two (22) participants. Likewise, I facilitated two face-to-face meetings of the Practical Assessment Community of Practice (along with Dr. Ruth Andes of Genesee Community College in Batavia, New York), for 2 days in the conference.</p> <p>B. Benefits Derived: I gained very relevant insights by attending selected sessions at the conference, as well as networking with colleagues from different community colleges in the country. These</p>

<p>insights related to the assessment framework, structure and cycle currently in place in various assessment contexts.</p> <p>C. Application of Trip to GCC: I will be able to apply the insights I learned from the conference specifically in the area of organizing and structuring the GCC Annual Institutional Assessment Report for this year. The richness of TracDat data and the cumulative evidence thus far need to be structured and organized adroitly in order to convey assessment results and their use most effectively to college constituents.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: Good organization of topics and sessions at the conference. There should be more opportunities for informal interaction during the concurrent sessions in order to further probe topics that are of further interest to participants.</p> <p>B. Objective: The conference's objectives were met successfully through a combination of sessions that discussed various strategies and pitfalls of closing the loop in assessment.</p>
<b>TA No: 43</b>
Length of Travel: 5 Days
Destination: Madison, Wisconsin
Purpose of Travel: To attend the Global Career Facilitator Instructor Training in Madison, Wisconsin.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To attend the Global Career Development Facilitator (GCDF) Instructor Training. This training provided certification and guidance on how to teach GCDF competencies (helping/interpersonal skills, assessment, ethical and legal issues, labor market information and resources, employability skills, diverse populations, career development models, computer applications, promotion, and consultation).</p> <p>B. Benefits Derived: This training provided certification and guidance to each Global Career Development competencies to individuals who would like to become nationally certified Global Career Development facilitators. As a certified instructor, I am now eligible to join the National Career Development Association Registry of Certified GCDF Instructors.</p> <p>C. Application of Trip to GCC: Training/workshop can be provided for case managers at the One-Stop Career Center to help enhance their skills on helping clients through the career planning process.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: The instructor provided excellent training. I especially enjoyed and gained more knowledge and skills from the experiential exercises and group discussions.</p> <p>B. Objective: The instructor was very knowledgeable and was well prepared for each lesson. The training provided handouts that are excellent resources.</p>
<b>TA No: 44</b>
Length of Travel: 10 Days
Destination: Charlotte, North Carolina
Purpose of Travel: National Restaurant Association ProStart 2006 National Competitions.
<p><u>Travel Productivity:</u></p> <p>A. Trip Objective: To escort ProStart students to the National ProStart Student Invitational which is a culinary competition where 31 states and territories competed.</p> <p>B. Benefits Derived: See report below.</p> <p>C. Application of Trip to GCC: This is the second year that our high school students had the opportunity to participate in a culinary competition at such high standards. We found that our students are not only meeting the high standards of the program, we are even exceeding them.</p> <p><u>Trip Evaluation:</u></p> <p>A. Subjective: See report below.</p> <p>B. Objective: See report below.</p> <p>2006 National ProStart Student Invitational — Charlotte North Carolina</p> <p>What an absolutely amazing trip to Charlotte, North Carolina for the 2006 National ProStart Student</p>

Invitational (NPSI)! The students did incredibly well and served as excellent ambassadors for Guam. The trip was definitely full of adventure and fun. On the way to and from Charlotte we almost missed connecting flights. Needless to say racing through an airport with coolers full of equipment was quite stressful — especially when Barry was tagged for a search at security! Ouch!!

With only one day to prepare before product check in, we had our work cut out for us. With Barry's tenacity and driving skills, we were able to pull it off. Our check in went smoothly, and judges complimented the students on their organization and professionalism. That same evening we attended the NPSI welcoming ceremony at the Westin dressed in our beautiful island attire. Showing warmth and hospitality, the students greeted most of the teams and presented them with shell leis — Team Guam shined! I received many comments on how our students were just so amazing! Bill Nolan, the National Restaurant Association's ProStart Coordinator, even shared how much he loved our team. I felt like a proud Mom...

This year the NPSI competition hosted 31 states and territories. We were informed that there are currently 53,000 ProStart students in the USA, and the "cream of the crop" was at the competition. Most of the teams had already competed against 20 — 25 teams at the state level in order to get to NPSI. We knew that we had our work cut out for us this year.

Monday was competition day. After dealing with a couple of ingredient changes and menu modifications, Andrew, Sam, Myra and Marco were ready to go. They flowed through mis en place set up with ease and demonstrated great confidence. As soon as they began to prepare their menu, the judges flocked around the table checking coolers, inspecting speed racks and observing the students. They constantly asked questions and tested the students' knowledge. The team remained calm and worked professionally. Unfortunately, Marco had great difficulty peeling the shrimp for the appetizer, as the peels stuck to the shrimp after poaching, making them virtually impossible to remove. This did set him back in time, and his plate was set on the tray 5 seconds beyond the hour. We were given a penalty point — bummer! Still, the team performed extremely well and the plate presentations were beautiful. The team knew that they were still in the competition. We stayed throughout the day and watched other teams compete and supported our new friends - Team Michigan. The excitement was overwhelming!

The following day we were able to meet with the judges for feedback. Once again they stressed how amazing our team is and how an aura of warmth envelops us. The judges complemented the team on their organization, sanitation, skills and teamwork. They truly were very impressed. They especially liked our appetizer and dessert. The only criticism was that they felt we "handled the food for the entrée too much." They recommended that it be kept "simpler." In our defense, we were trying to demonstrate as much skill as possible with the food items. All in all we left feeling very good about their feedback.

The awards dinner at the Charlotte Convention Center was fantastic. The students again went to each table and greeted the other teams and handed out Guam key chains. We were all so nervous and excited to hear the outcome. Illinois placed first, Michigan (our friends!) second and California (another really nice team) 3<sup>rd</sup>. Of course we hoped to be on the stage, but knowing that the team had given their all had to be good enough — Barry and I were so proud!!

Barry was able to learn that Team Guam placed **9th** overall — even with our penalty point. We were very happy with this. We learned so much and realize areas where we can improve. Guam will definitely make its mark again next year, and they'll be looking for us.

**TA No: 45**

Length of Travel: 9 Days

Destination: Dallas, Texas

Purpose of Travel: Chaperone three DECA Students to the International Career Development Conference.

Travel Productivity:

<i>No trip report attached</i>
<u>Trip Evaluation:</u>
<b>TA No: 46</b>
Length of Travel: 9 Days
Destination: Freehold, New Jersey
Purpose of Travel: The New Jersey Leadership Academy
<u>Travel Productivity:</u> A. Trip Objective: The objective is to acquire relevant, learner-centered training and professional development for organizational leaders in post-secondary institutions. B. Benefits Derived: Acquired and received information on major research and theoretical developments in leadership such as the role of the organization leader, behavioral work styles, effective leadership models, building effective work teams, strategic and scenario planning, and managing team conflict. C. Application of Trip to GCC: Under this program, I will present a leadership workshop and train a student to be a co-facilitator at a student leadership conference in Spring 2007. I will apply what I learned when I assume the position as the Academic Affairs Committee chairperson next year. I will utilize one component of the leadership skills towards preparation of the Lodging Management Program competition. <u>Trip Evaluation:</u> A. Subjective: A major benefit that was not anticipated was the valuable information received through other institutional leaders from post-secondary institutions. Participants were able to share the ideas and issues that are directly related to post-secondary departmental/administrative procedures and operations. I was also able to establish a network of professionals to provide useful resources in post-secondary ops. B. Objective: The program is very relevant to issues concerning post-secondary institutions. GCC faculty who are interested in taking on leadership responsibilities in the department or committee work would greatly benefit from this program. The program also trains participants in strategic planning that would greatly assist the college in future strategic planning sessions. Participants will have a renewed approach in departmental and administrative activities and are able to build more effective teams in the college.
<b>TA No: 47</b>
Length of Travel: 14 Days
Destination: Honolulu, Hawaii
Purpose of Travel: Network Security I – June 5-9, Network Security II – June 12-16, 2006
<u>Travel Productivity:</u> A. Trip Objective: To become an authorized Network Security I and II instructor. B. Benefits Derived: Certified to teach the Network Security I and II course. C. Application of Trip to GCC: This course will offer GCC's students another opportunity to further their Education in the networking field. <u>Trip Evaluation:</u> A. Subjective: This is a new course, so there were lots of bugs in the labs we performed. I believe more time is needed to thoroughly understand the curriculum. Suggest some knowledge of network security before attending class. B. Objective: The course is designed to give Instructors the information and techniques necessary to teach the Network Security I and II curriculum.

**Dean's and Associate Deans' Record of Classroom Observation Notes  
AY 2005-2006**

<b>No: 001</b>
<b>Description of Observation:</b> Instructor was well prepared for class. The PowerPoint presentation was effective to augment lecture (good use of colorful visual slides). For a class that is meeting the 2 <sup>nd</sup> time since beginning of semester, there was good interaction between students and instructor. There were a few students who answered the instructor's questions regularly while the rest of the class did not speak up. Instructor walked around purposefully and has a clear voice in getting students attention. Great job!
<b>No: 002</b>
<b>Description of Observation:</b> 1 <sup>st</sup> class meeting starting with introductions. Instructor used PowerPoint presentation. Apparently, students do not have textbook for this course. Mostly lecture with some discussions – a few students gave interesting examples. Instructor facilitated discussions well by listening and responding to comments. There were a number of students who listened intensely but did not contribute verbally. Instructor used relevant local examples to enhance learning points. A handout was given – a good supplement. Instructor checked regularly for student comprehension & used questions to draw input. Well prepared and organized! Instructor definitely knowledgeable.
<b>No: 003</b>
<b>Description of Observation:</b> Instructor went straight into lesson – discussed students' written assignment from previous day. Explanation was detailed and clear. Discussed the use of different editing symbols. Instructor referred to the textbook and incorporated into lesson. Instructor uses relevant information so students can relate. Instructor definitely knowledgeable and expert in the field. I found lesson interesting and useful. Thank you! I wish you a successful semester.
<b>No: 004</b>
<b>Description of Observation:</b> Instructor used lecture as primary delivery method. The white board was used; instructor wrote main points that were sufficiently large enough to see for students sitting in the back. Instructor's lesson has a nice pace to sustain students' attention. Her voice was clear and loud enough for this big class. Students are on task – taking notes and referring to the text. Students felt comfortable to ask questions and instructor practiced good listening skills. It is obvious instructor is knowledgeable and has mastery of the topic. Great job! Classroom environment was pleasant & conducive for learning.
<b>No: 005</b>
<b>Description of Observation:</b> Instructor was upbeat. He was methodical in explaining how to solve the problem – by breaking down in simple/small portions, students are able to comprehend better. Instructor uses different color markers on the white board – very effective to highlight different points. Students were on task. Instructor exhibited great rapport with students. Excellent job!
<b>No: 006</b>
<b>Description of Observation:</b> Instructor was going over problems with students. He used the white board to explain the solutions. It seemed all students are following along; every student's computer screen was on the topic (i.e. students are on task). Instructor was interactive with students – I noticed lots of feedback and questions. Instructor meticulous with drawing of graphs to explain the solutions. Instructor has a good connection with students and seems to enjoy teaching.
<b>No: 007</b>
<b>Description of Observation:</b> Instructor moved around from student to student to check on progress. Student's task was to develop a PowerPoint presentation. Instructor explained the steps in detail using a multimedia projector. I noticed the students are able to follow along. Instructor built on past skills and gradually added new learning materials. Instructor has a good classroom voice for everyone to keep pace with



the lesson. Good job!
<b>No: 008</b>
<b>Description of Observation:</b> Instructor discussed about advertisements and their effectiveness. He solicited students' feedback on the ads found in their textbook. Instructor was able get students to participate by elaborating on the materials in the textbook. He was able to capture the students' attention with interesting facts. Instructor used questions to get students' opinions. Instructor very knowledgeable in subject area. Interesting! I enjoyed your class.
<b>No: 009</b>
<b>Description of Observation:</b> Instructor served as an excellent role model in the role of teaching. Class time was wisely used. The pace of the lesson was steady. Students are interested and engaged. Instructor was well prepared for lesson. An agenda was posted on the board. Instructor demonstrated high energy level and students were attentive. Instructor used questioning & inquiry, handouts, and purposeful walk around the classroom checking on students' progress. Dynamic instructor! Excellent job! I enjoyed your class.
<b>No: 010</b>
<b>Description of Observation:</b> Instructor gave a verbal agenda to start class off. The 1 <sup>st</sup> half of class was devoted to a creative activity. Students were divided into groups and assigned things to make using recyclable materials that they brought in. Classroom was buzzing with activity! Instructor encouraged students to discuss their activity. Instructor checked on each groups' progress. This is an upbeat class! I noticed laughter, high level interaction, smiles and of course, creativity from what they create. Classroom has a beautiful atmosphere of learning; instructor was a great role model. Keep up the good job!
<b>No: 011</b>
<b>Description of Observation:</b> Students were working on their workbook (fractions & decimals). Instructor explained individually to students with questions. White board was used (for explanations). Instructor circulated among students, checking on students' progress.
<b>No: 012</b>
<b>Description of Observation:</b> Instructor gave instructions before dismissing students to do research in the library.
<b>No: 013</b>
<b>Description of Observation:</b> Students sat in a semi-circle with instructor in the center. Instructor used to taking immersion technique for language instruction. There was great interaction, laughter and obvious learning taking place. Instructor repeated words echoed by students. Lesson was effective for some who doesn't understand the language.
<b>No: 014</b>
<b>Description of Observation:</b> Instructor's lecture is interesting and captivates students' attention. Nice pace. Instructor walks around the class as he speaks. He uses actual objects as teaching aid to augment textbook. It's obvious that instructor is knowledgeable; he uses many personal experiences to support the topic. Students are engaged in learning from their body languages, questions, laughter. Good job!
<b>No: 015</b>
<b>Description of Observation:</b> Instructor began the class with a simple question and had each student answer. Then the lesson went into a more complex segment (greater use of technical terms). Instructor broke down the complex segment to smaller, more understandable chunks. Instructor utilized the white board to diagram and label so as to assist students' comprehension. Instructor demonstrates mastery of topic. Students also followed along by referencing diagrams in textbook. Good pace! Instructor – student interaction is positive. Check for student understanding occasionally since it's a difficult lesson. Good job! I enjoyed your lecture.

<b>No: 016</b>
<b>Description of Observation:</b> Instructor gave a short lecture on the topic. This is a lab class and students were busy scanning items – cloth, wrapping paper, flowers and leaves. The learning goal is to masterfully use the scanner software to manipulate the scanned items. This skill is useful because students need not rely on Photoshop software. It is fascinating to view students’ work. This is a complex course and with lots of opportunity for hands-on work, students explore, learn and gain expertise. Instructor goes around checking on students’ work.
<b>No: 017</b>
<b>Description of Observation:</b> The instructor conducted lesson on lectures and discussion made. Good questioning techniques to encourage critical thinking. The Instructor demonstrated knowledge in content area to effectively finalities inquiry and discussions. Students were participatory despite the early afternoon class. The instructor is as usual dynamic, fun and humorous. Presented video tape on Palau relative to chapter in text. Use of audiovisual material provided student learning alternative for visual learners. The Instructor demonstrated excellent rapport with the students and the students in turn respected that professionalism.
<b>No: 018</b>
<b>Description of Observation:</b> The instructor had a small group of students to deal with. It was personal and he had great student-faculty interaction. He is patient and very receptive to student’s perspective and viewpoints. The instructor discussed topics and related them to the student’s experiences. He effectively engaged students in discussion and challenged them to think critically. The instructor always provided positive reinforcement when the students provided feedback. The instructor demonstrated knowledge of subject matter. The lesson was executed in an organized sequence and students followed along. Varied techniques and strategies were demonstrated to ensure students with acquired learning.
<b>No: 019</b>
<b>Description of Observation:</b> The instructor provided students with “think out of the box” exercises. Students seemed to enjoy the exercise. The instructor used multimedia technology in the presentation of his lesson. It was well presented; kept students engaged and in active class discussions. The instructor demonstrated effectiveness communication skills. He clearly had that connection with his students. The lesson was well prepared, organized in sequence and on task. It was also good to see that the flow of his position patterns was varied to keep the attention of his students. Excellent!
<b>No: 020</b>
<b>Description of Observation:</b> The instructor accommodated one student in taking an exam while tasked other students to work on a group activity. She utilized the landscape while interacting with her students. There was great interaction, discussion and students were very much engaged. There was good feedback provided that derived from the discussions /group activity. Instructor demonstrated excellent communication skills; knowledge of the content area and effectively carried out objectives of the lesson. Instructor really captured their attention and motivated students to critically think. The instructor conducted the lesson in the traditional sense using lecture and discussion. I really enjoyed observing your class. Students were quite vocal. Great Job!
<b>No: 021</b>
<b>Description of Observation:</b> The instructor had a discussion on student issues – He had a “thank goodness we are surviving party”. He did make mention to class projects and follow-ups. As usual, the instructor demonstrated excellent students – faculty rapport. It is evident students respect him and interacts well with him. The instructor had no lesson planned for the day, which was disappointing.
<b>No: 022</b>
<b>Description of Observation:</b> The instructor was well prepared; lesson was very interesting. The students were participatory and enjoyed the lesson. They each had to present their projects to the class, using oral language and visual aids. The instructor demonstrated excellent techniques and teaching strategies. She is very encouraging and provided students with positive feedback. She has excellent student – faculty interaction. She is well respected by her students; she has demonstrated content-area expertise and carried out

the course competencies in an organized and sequential format. She is dynamic and maximizes her class time.
<b>No: 023</b>
<b>Description of Observation:</b> Observed instructor-assisting students during their lab hours. VLSM – topic of activity; students were assigned their tasks and were set up in groups of two to figure out their routers. Instructor demonstrated techniques that challenged students to critically think how to attempt to accomplish their tasks. The instructor demonstrated technical skills to carry out objectives of the lesson. It is evident that students respect him and has established a good relationship with them. There was good interaction and discussion among the students in their small groupings. He did very well in engaging his students in this activity.
<b>No: 024</b>
<b>Description of Observation:</b> The instructor had students complete a quiz and as they took it, she walked the room to monitor the behavior. As the students completed the quiz she provided immediate feedback to students by evaluating their work to ensure the mastery of objectives. Through the observation process I noticed how well she interacted with her students during the evaluation process. It was clear that her students liked and respected her. She demonstrated clear rules and guidelines during the test – taking process.
<b>No: 025</b>
<b>Description of Observation:</b> The instructor conducted activity review of the tasks and set them off to work on their projects. Students demonstrated competencies in the various areas of data and telephone. The instructor facilitated the activities with ease and was a constant source of support by providing feedback, monitoring student progress and assessing their performance. It was quite evident through student – faculty interaction that the instructor demonstrated effectiveness and appropriate teaching methods. Students were challenged and worked as a group to critically analyze the problems. The instructor demonstrated positive attitudes to students who did not master the skill because of incorrect processes. He was able to provide appropriate guidance to ensure students acquired the learning.
<b>No: 026</b>
<b>Description of Observation:</b> The instructor began the lesson with a journal entry; passed out previous assignments. <i>Lesson: non-verbal gestures</i> . Reviewed concepts taught from previous meeting time and tied that lesson to a group activity. He engaged students in discussion and challenged their ability to think critically, and analyze tasks of the group. He demonstrated excellent relationship with his students and effectively carried out the objectives of his lesson. It was evident that his lesson was well planned. He maintained the attention of his students, motivated them using his creative strategies. His demonstrated effective interaction skills and provided lots of encouragement to his students. Good use of time while maintaining excellent classroom behavior.
<b>No: 027</b>
<b>Description of Observation:</b> The instructor was prepared with a lesson plan. He was clear with the expectations of the class; expressed his ideas effectively and encouraged his students to strive for the best. The instructor conducted an activity to measure their knowledge and determine their level of mastery as far as course competencies and assessment of student learning outcomes. He indeed is a motivating instructor. He is well liked by his students and he is always fully engaging them in discussions. Students were given the opportunity to conduct a self-evaluation of themselves in class. His receptiveness and respect for his students are clearly his strengths. He demonstrated effective student interaction with meaningful experiences relating to practical situations.
<b>No: 028</b>
<b>Description of Observation:</b> INSTRUCTION:  Presentation:

- The learning objective for the lesson was clearly stated by the instructor (and written on the board for students to see).
- There was a clear connection between the current lesson and previous lessons. The instructor made references to material covered in previous lessons and described the connection to the current lesson.
- The instructor was clear in expressing her ideas and provided examples to reinforce the topics discussed. The instructor also answered all questions asked by the students.
- The instructor was effective in communicating the subject matter to students—she summarized the main points of each topic discussed and asked students if they had any questions.
- The instructor was clear and audible.

## Techniques and Strategies:

- The teacher conducted the lesson with lecture, group activity and demonstration.
- The group activity was effective because it provided an opportunity for all students to participate and to contribute to the lesson. It also provided peer interaction and dialogue.
- The instructor was very knowledgeable on the subject matter and was effective in the demonstration portion of the lesson.
- The instructor asked students specific questions tied to the lesson and also asked them to provide examples.

## Instructional Materials:

- The instructor used a variety of materials and equipment to conduct the lesson. An ELMO and a screen were used to magnify material found in the textbook, an easel and white paper were used during the preparation and presentation of the group activity, and an actual wheel chair and stretcher were used during the demonstration portion of the lesson.
- The teacher connected the audiovisual to the demonstration portion of the lesson by having students point to specific parts of the wheelchair and stretcher. This provided hands-on experience for the students.

## Student-Faculty Interaction:

- The instructor and students demonstrated mutual respect. The students appeared comfortable asking the instructor questions, which the instructor answered.
- The instructor asked students what they thought about topics discussed. Students shared their own personal experiences and observations.

## MANAGEMENT:

### Planning and Preparation:

- The instructor adhered to the course guide and was very prepared. She followed the lesson plan and was able to complete everything in the lesson.
- The instructor was organized and designed the lesson so that there was a clear sequence of activities/discussion.
- Good time management skills.

### Classroom:

- The classroom was clean and organized. There is a lot of open space in the classroom because of the size of the room.
- The classroom was equipped with a variety of resources (skeleton, stretcher, wheelchair, reference materials, easel, whiteboard, ELMO, computers)

### Use of Class Time:

- The instructor was very effective in maintaining her class schedule. All the items in the lesson plan were discussed/presented.
- The instructor scheduled a set time for the group activity and adhered to that time. The instructor walked around the room as the groups were working on the activity to answer questions and to make sure students were on task.

#### Student Motivation:

- The instructor reinforced the points of the lesson by sharing her own personal experiences and asking the students to share their personal experiences and observations in relation to the lesson.
- All students actively participated in class.

#### Classroom Behavior:

- Instructor was very effective in keeping students focused and on task. When students were talking to one another or not paying attention, she got their attention and asked them to stop talking or to focus.

#### Feedback and Evaluation:

- The instructor was able to check student understanding by asking them specific questions regarding the lesson, by summarizing, and by asking them about their understanding of the topics being discussed.

#### CONTENT EXPERTISE:

##### Knowledge:

- The instructor was very knowledgeable on the subject matter and was effective in relating her personal experiences in the health care industry.
- The instructor used examples (ex. current events, personal experiences) to reinforce points.
- The instructor was able to answer all questions asked by students.

**No: 029**

#### **Description of Observation:**

##### INSTRUCTION:

##### Presentation:

- Topic: Buying and Selling
- The learning objective for the lesson was clearly stated by the instructor.
- There was a clear connection between the current lesson and previous lessons. The instructor made references to material covered in previous lessons and described the connection to the current lesson.
- The instructor was clear in expressing her ideas and provided examples to reinforce the topics discussed.
- The instructor was effective in communicating the subject matter to students—she summarized the main points of each topic discussed and asked students if they had any questions before moving on to the next topic.
- The instructor was clear and audible.

##### Techniques and Strategies:

- The instructor conducted the lesson with lecture and two group activities.
- Group activity #1 (matching words and phrases): students were tasked to answer a handout (either as a group or individually). Afterwards, they shared their answers with the whole class.
- Group activity #2 (identifying scenarios)
- Students worked quietly on their group activity.
- The group activity was effective because it provided an opportunity for all students to participate.

-The instructor asked students specific questions tied to the lesson and also asked them to provide examples.

#### Instructional Materials:

-The instructor used a whiteboard to draw a diagram and write student responses to questions. The instructor used a multimedia projector to display pictures and graphs. The multimedia projector was not working properly (turning off). The projector should be checked. It is a bit distracting when the lesson is interrupted because of equipment that is not working properly.

-The instructor provided students handouts.

#### Student-Faculty Interaction:

-Students appeared comfortable asking the instructor questions.

-The instructor asked students about the topics discussed. Students shared their personal experiences and observations.

#### MANAGEMENT:

##### Planning and Preparation:

-The instructor adhered to the course guide and was very prepared. She followed the lesson plan and was able to complete everything in the lesson.

-The instructor was organized and designed the lesson so that there was a clear sequence of activities/discussion.

-Instructor used a variety of visual aides.

##### Classroom:

-The classroom was organized.

-The classroom was equipped with a whiteboard, multimedia projector, and computers.

##### Use of Class Time:

-The instructor was very effective in maintaining her class schedule. All the items in the lesson plan were presented and discussed.

##### Student Motivation:

-The instructor reinforced the key points of the lesson by providing a recap at the end of the lesson and by asking students to share their own personal experiences and observations in relation to the lesson.

-The instructor constantly asked the students if they understood the material being covered and if they had any questions.

-All students actively participated in class and appeared to enjoy the lesson.

##### Classroom Behavior:

-Instructor was aware of her environment. When two students were talking to each other during the lesson, she got their attention and told them to stay focused.

-When a male student and a female student were talking in the back of the room, the instructor asked the male student if he had any questions regarding the discussion. This brought their attention back to the lesson.

-When two female students were talking to each other, the instructor asked them if they had any questions or if they understood the topic being discussed.

-One female student had her head on the table. The instructor asked her what was wrong. The student indicated that she had a headache because she forgot her glasses. The instructor reminded her about the

importance of wearing her glasses, especially in school.

-Good student participation. Students volunteered to respond to questions. Instructor also asked individual students to respond. They responded eagerly.

-When the phone rang during class time, the instructor answered it, but briefly. If possible, during the lesson, the ringer should be turned off in order to minimize distractions.

Feedback and Evaluation:

-The instructor was able to check student understanding by asking students specific questions about the lesson, by summarizing, and by asking them about their understanding of the topics discussed.

-Before moving to another topic, the instructor asked students "Is it clear?" to check on their understanding.

**CONTENT EXPERTISE:**

Knowledge:

-The instructor was very knowledgeable on the subject matter.

-The instructor used examples to reinforce points.

-The instructor was able to answer all questions asked by students.

**No: 030**

**Description of Observation:**

-One student was using the instructor's computer.

-One student was using headphones (walkman/discman)

-Students appeared to be socializing.

-Instructor reminded students of safety test.

-Students were lined up and went to the instructor one-by-one and answered safety-related questions that were asked by the instructor. (Instructor asked the questions quietly and the students responded quietly).

-Instructor appeared to have a good rapport with students.

**No: 031**

**Description of Observation:**

-Class agenda was written on the whiteboard

-Students took a test (first part of the period). Test questions were presented on a white screen. Multimedia projector was used. Instructor went over the test questions and answers with the students. Instructor called on individual students to share their answers.

-A group of students was talking to one another. The instructor told them that she would not continue unless they quiet down.

-One student was wearing sunglasses in class. The instructor told him to take it off.

-Some students were talking out loud when other students were still taking the test. The instructor told them to quiet down.

-After the test was discussed, a demonstration on beef broccoli stir fry was conducted.

-Instructor used the multimedia projector to project the cooking process of the beef broccoli stir fry onto the

whiteboard for better visibility.

-The instructor talked to the students about the ingredients used in the recipe.

-The instructor drew on the whiteboard to emphasize points.

**No: 032**

**Description of Observation:**

-textbook used as the main teaching tool (constant references made to textbook sections projected in the multimedia projector)

-uses blackboard to reinforce information

-classroom was neat and organized

-students freely asked the instructor questions in relation to the lesson being taught (open dialogue)

-instructor walks around the room during the delivery of the lesson

-uses examples to emphasize points

-good eye contact with students

-uses current events as examples

-hardcopy of examples provided to students (ex. Advanced Directive from Queens Medical Center)

-tries to engage all students by randomly selecting students to participate (ex. asking them to read passages from the book and/or answer questions and provide feedback on a topic)

-use of hand gestures during the delivery of the lesson

-enthusiastic about the topic of discussion

**No: 033**

**Description of Observation:**

-Chapters discussed: 7-11

-Instructor uses multimedia projector to highlight topics for discussion.

-Students are tasked to respond to each topic in writing and verbally.

-Instructor uses whiteboard to emphasize points discussed.

-Students refer to their textbooks when responding.

-Students ask the instructor questions regarding the chapters.

-Instructor calls on various students to respond.

-Students from advanced class walk into the classroom on their way to the student store.

-Students who are not responding to the instructor's questions are sometimes talking to other students in class. Some students are not paying attention or appear to be uninterested.



<b>No: 034</b>
<b>Description of Observation:</b> -Instructor used a multimedia projector to highlight points of the lesson.  -Instructor used handouts.  -Topic: Posture/Body Language and Gestures  -Classroom is organized. There are displays of student work around the room.  -One student threw a pencil to another student sitting across from her without the instructor noticing.  -Instructor tried to get all students involved by randomly calling on them to read out loud or to answer questions.  -Instructor told students who are talking in class to “quiet down”.  -One student asked the instructor to use the restroom (out loud) while another student was responding to a question. The instructor ignored the student.  -Students provided with the remainder of the period to complete handouts (25 minutes until the end of class).  -A radio was turned on (by a student) while students were working on handouts. The instructor lowered the volume.  -Students quietly worked on their handouts. Students asked teacher questions of clarification regarding the handout.
<b>No: 035</b>
<b>Description of Observation:</b> -3 <sup>rd</sup> year students (7 students) were working on an advertisement and a PowerPoint presentation.  -3 <sup>rd</sup> year students were working individually and were quiet and focused.  -2 <sup>nd</sup> year students (8 students) were working on a team building activity. Students were using peanut butter, jelly and bread to create a product for sale. Students were divided into two groups of four students. Students purchased ingredients and supplies and discussed how they were going to sell their product (keeping in mind the cost to create the product and cost to sell it).  -Instructor walked around the room to check the progress of the 2 <sup>nd</sup> year students. She made suggestions and asked them questions about their product.  -Instructor provided an explanation of the activity objective.  -2 <sup>nd</sup> year students appeared to enjoy the class activity and actively participated in it.
<b>No: 036</b>
<b>Description of Observation:</b> -Attendance taken at the beginning of the class.  -Tied the concepts discussed in the previous lesson to the current lesson.  -Students were attentive and focused.

-Instructor recognized the students' good work in the class and the student store and encouraged them to continue.

-Instructor was clear and articulate.

-Instructor asked students to think critically and challenged them to be creative.

-Instructor asked students questions and the students responded (how to improve the student store).

-Students were friendly and respectful.

-Instructor tried to get everyone to participate in the discussion by calling on individual students.

-Open discussion between instructor and students (exchange of ideas).

-Mutual respect between instructor and students.

-Instructor suggested that students think outside the box.

-When students are talking to one another during the class discussion, the instructor calls their attention.

**No: 037**

**Description of Observation:**

**INSTRUCTION:**

**Presentation:**

-The learning objective for the lesson was clearly stated by the instructor

-There was a clear connection between the current lesson and previous lessons. Vocabulary words from previous chapters were reviewed during the class activity.

-A connection was made between the Chapter 11 review and a future class project.

-The instructor was very effective in expressing her ideas.

-The instructor was clear and audible.

**Techniques and Strategies:**

-The lesson involved a class activity (Quiz Bowl format—from 8:00 A.M. to 8:35 A.M.). Students were divided into groups of two (six on a team). One student was identified as scorekeeper. Instructor read vocabulary definitions and the students were tasked to identify the vocabulary word associated with the definition.

-Instructor referred to several sheets of paper containing vocabulary words and definitions and students referred to their notes and the textbook.

-Students were familiar with the vocabulary words. They responded to each definition presented by the instructor. This activity reinforced the students' understanding of the concepts presented in previous chapters.

-Instructor reviewed Chapter 11 after the Quiz Bowl activity was over.

**Instructional Materials:**

-The textbook was used as a reference.

-Chalkboard used for scorekeeping.

-A row of two parallel tables (6 students on each row)

**Student-Faculty Interaction:**

- The instructor and students demonstrated mutual respect. The instructor asked for the students' suggestions regarding how to proceed with the class activity and the students responded.
- There was an open communication between instructor and students.
- Students were polite and respectful.

#### MANAGEMENT:

##### Planning and Preparation:

- The instructor adhered to the course guide and was very prepared. She followed the lesson plan and was able to complete everything in the lesson.
- The instructor was organized.

##### Classroom:

- The classroom was clean and neat.
- Student photos were posted up on the bulletin board (good for student morale).
- The classroom was equipped with a variety of resources (chalkboard, computers, printer, photocopier, fax machine)
- The classroom was hot because the AC was not working. The instructor was very effective in getting to students to stay on track even if the classroom environment was uncomfortable because of the heat.

##### Use of Class Time:

- The instructor was very effective in maintaining her class schedule. She was able to finish the class activity identified in the lesson plan and present a review of Chapter 11.

##### Student Motivation:

- The instructor was effective in getting all students to participate in the activity. She did this by asking students to "help your team". This was especially encouraging for students who hadn't responded yet
- Students were motivated to win the Quiz Bowl.
- The instructor offered students an incentive---drinks to the winning group
- The top three students who responded with the most vocabulary words received a prize at the end of the activity.

##### Classroom Behavior:

- Students were excited about the competition.
- The instructor encouraged the group that was falling behind to try and beat the other team.
- Students cheered when their peers responded. This was especially encouraging when a student who is typically quiet, responded to a definition. Good climate of support.

##### Feedback and Evaluation:

- The instructor was able to check students' understanding by asking them specific questions about certain vocabulary words.
- During the review of Chapter 11, the instructor asked students questions about the information in the chapter. This encouraged them to think about the material in the chapter and to check their understanding of the concepts presented.

#### CONTENT EXPERTISE:

**Knowledge:**

- The instructor was very knowledgeable on the subject matter.
- I enjoyed observing the class. Great job!!!!

**No: 038****Description of Observation:****INSTRUCTION:****Presentation:**

- The learning objective for the lesson was clearly stated by the instructor (and written on the whiteboard for students to see).
- There was a clear connection between the current lesson and previous lessons. The instructor made references to material covered in previous lessons and described the connection to the current lesson.
- The instructor was clear in expressing her ideas and provided examples to reinforce the topics discussed. The instructor also answered all questions asked by the students.
- The instructor was clear and audible.

**Techniques and Strategies:**

- The teacher conducted the lesson with lecture.
- The instructor used a multimedia project to show students several pictures of bed-ridden patients at various ages (infants to the elderly). The instructor asked students questions about the picture. The instructor also asked students to share any personal experiences with death and dying.
- The instructor was very knowledgeable on the subject matter.
- The instructor asked students specific questions tied to the lesson and also asked them to provide examples.

**Instructional Materials:**

- The instructor used a multi-media projector, a whiteboard, and a flip-chart to conduct the lesson. The instructor also made references to certain sections of the textbook.
- The multi-media projector was used to display pictures, the whiteboard was used to write down student responses to questions, and the flip-chart was used for notes (written prior to the class).

**Student-Faculty Interaction:**

- The instructor and students demonstrated mutual respect. The students appeared comfortable asking the instructor questions, which the instructor answered.
- The instructor asked students what they thought about topics discussed. Students shared their own personal experiences and observations.

**MANAGEMENT:****Planning and Preparation:**

- The instructor adhered to the course guide and was very prepared. She followed the lesson plan and was able to complete everything in the lesson.
- The instructor was organized and designed the lesson so that there was a clear sequence of activities/discussion.

**Classroom:**

- The classroom was clean and organized. The classroom was somewhat cramped because of all the tables and equipment in the room, but it was comfortable.
- The classroom was equipped with a variety of resources (reference materials, flip-chart, whiteboard, multimedia projector, and computers)

#### Use of Class Time:

- The instructor was very effective in maintaining her class schedule. All the items in the lesson plan were discussed/presented.

#### Student Motivation:

- The instructor reinforced the points of the lesson by sharing her own personal experiences and asking the students to share their personal experiences and observations in relation to the lesson.
- One student walked in 18 minutes late to class.
- The phone was incessantly ringing in another room and the instructor walked to the open door leading to the room and closed it in order to minimize distraction.

#### Classroom Behavior:

- Only two female students actively participated in the discussion. The other students appeared to be focused, but did not speak. One male student had his head down on the table and appeared to be asleep (no instructor intervention). The instructor needs to get all students to participate (ex. calling on them individually to contribute to the discussion, group activities). Also, the instructor needs to get the attention of all students that are not paying attention. The instructor needs to be aware of the actions of all students in the classroom.

#### Feedback and Evaluation:

- The instructor was able to check student understanding by asking them specific questions regarding the lesson, by summarizing, and by asking them about their understanding of the topics being discussed.

#### CONTENT EXPERTISE:

##### Knowledge:

- The instructor was very knowledgeable on the subject matter and was effective in relating her personal experiences in the health care industry.
- The instructor used examples (ex. current events, personal experiences) to reinforce points.
- The instructor was able to answer all questions asked by students.

**No: 039**

#### **Description of Observation:**

- Instructor uses a cordless microphone to project his voice.
- Topic: Creating a budget/Operating budget
- Instructor uses the whiteboard and gives students handouts.
- Some students were not facing the whiteboard while the instructor was speaking in the front of the class and referring to the information on the board.
- Students take notes as directed by the instructor.

<p>-Students facing the computer are having conversations with one another while the instructor is speaking to the class.</p> <p>-Only a few students respond to the instructor's questions (group of boys seated at the front of the room—2 tables). Only a core group of five male students respond to instructor's questions</p> <p>-Instructor catches a student with earphones on and tells her to put it away.</p> <p>-Instructor refers to textbook (has students turn to a specific page in the book).</p> <p>-Female students do not respond to the instructor's questions</p> <p>-Instructor has students read portions of the textbook out loud.</p> <p>-Instructor asks students questions</p> <p>-One male student was wearing a hat, instructor asked him to take it off. The student does as instructed, but pulls the hooded portion of the sweatshirt over his head and wears it that way.</p> <p>-2 students facing the computers (male &amp; female) not paying attention to the instructor as he is speaking. They are working on the computer and the instructor does not notice this.</p> <p>-1 female student in the back of the room has her head on the table and does not appear to be listening.</p> <p>-Instructor tries to get other students to participate.</p> <p>-Instructor walks around the room.</p>
<b>No: 040</b>
<p><b>Description of Observation:</b></p> <p>-Instructor uses a cordless headset microphone when speaking to students. Good volume.</p> <p>-Students use a multimedia projector in their chapter presentations. PowerPoint presentations are conducted by students.</p> <p>-Students read the information displayed on screen as part of their presentation. Students stand at the rear of the class to make their presentations. Group projects.</p> <p>-After the presentation of topics, the instructor emphasizes points presented by the students.</p> <p>-Topics of PowerPoint presentations include overages/shortages, night audits, guest checkout, and budgets. Instructor asks students questions after the presentations.</p> <p>-Students who are at their desks help students who are presenting by helping them with their pronunciation of some words. Also, some students offer suggestions regarding the presentations.</p> <p>-At times the student presenters were not audible. Instructor offers the students the microphone for use in their presentation.</p> <p>-Instructor tries to get the students who are not paying attention to stay focused. One student had his head on the table and appeared to be sleeping. The instructor nudged him to pay attention.</p>
<b>No: 041</b>
<b>Description of Observation:</b>

<ul style="list-style-type: none"> <li>-Instructor gave an overview of the previous lesson.</li> <li>-A multi media projector was used.</li> <li>-Topic: Ecotourism</li> <li>-The instructor went over vocabulary words with the students.</li> <li>-Good student/instructor interaction/dialogue.</li> <li>-Good student response to the questions asked by the instructor.</li> <li>-Instructor asked students questions to check their understanding of the topic being discussed.</li> <li>-Instructor gave students examples related to the topic being discussed.</li> <li>-Students called out their responses to the instructor's questions.</li> <li>-Instructor got the attention of disruptive students (students talking to one another) ---called their attention back to the discussion.</li> <li>-Instructor used the multi-media projector to display and discuss some of the student projects.</li> </ul>
<b>No: 042</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>-Students are organizing their binders (portfolios) as directed by the instructor.</li> <li>-Students asked to quietly read Chapter 8.</li> <li>-Student binder leaders review portfolios of first year students.</li> </ul>
<b>No: 043</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>-Students were responding to questions on a handout.</li> <li>-Instructor gave examples of topics discussed to emphasize points. Students also provided examples.</li> <li>-Both the instructor and students shared personal experiences in relation to the topic discussed.</li> <li>-One student had her head on the table (no instructor intervention).</li> <li>-Instructor calls on individual students by name.</li> <li>-Instructor walks around the classroom during the lesson.</li> <li>-Good relationship between students and teacher. Open communication.</li> <li>-Students were talking to each other during the lecture. The instructor touched the shoulder of the disruptive student to get them back on task.</li> </ul>
<b>No: 044</b>
<b>Description of Observation:</b> <ul style="list-style-type: none"> <li>-Role-playing activity. Instructor commented after each group finished their presentation.</li> </ul>

<ul style="list-style-type: none"> <li>-Instructor wrote notes on the whiteboard</li> <li>-Some students were talking during class discussion. The instructor asked them to pay attention to the lesson.</li> <li>-Students made references to the textbook when responding to the instructor's questions.</li> <li>-There was a new student in the class. Other students were asked to introduce themselves to the student.</li> <li>-The instructor tied the current lesson to a previous lesson by making references to it.</li> <li>-Topic: "The Eye"</li> <li>-Classroom had too many tables. Not much room to move around.</li> <li>-Question and answer between instructor and students.</li> <li>-Students talking to one another----instructor calls them by name to get their attention.</li> <li>-Instructor made references to a diagram of the eye which was hung on a flip chart.</li> <li>-Instructor also made references to a skeleton.</li> <li>-Students eating in class.</li> <li>-Instructor used a flashlight to demonstrate to the students the changes that the eyes goes through when exposed to light.</li> <li>-Instructor walks around the room.</li> <li>-Phone rings in the other room.</li> <li>-Multimedia projector and screen were used to magnify certain sections of the textbook.</li> <li>-Students speak out loud during the lecture (speak over the instructor). Instructor attempted to get their attention.</li> <li>-Need to improve classroom management.</li> </ul>
<b>No: 045</b>
<p><b>Description of Observation:</b></p> <p>INSTRUCTION:</p> <p>Presentation:</p> <ul style="list-style-type: none"> <li>-The learning objective for the lesson was clearly stated by the instructor (and written on a flip-chart for students to see).</li> <li>-There was a clear connection between the current lesson and previous lessons. The instructor made references to material covered in previous lessons and described the connection to the current lesson.</li> <li>-The instructor was clear in expressing her ideas and provided examples to reinforce the topics discussed.</li> <li>-The instructor was effective in communicating the subject matter to students—she summarized the main points of each topic discussed and asked students if they had any questions.</li> <li>-The instructor was clear and audible.</li> </ul> <p>Techniques and Strategies:</p>



- The instructor conducted the lesson with lecture, PowerPoint presentation, and group activity (role-playing).
- The group activity was effective because it provided an opportunity for all students to participate and to contribute to the lesson. It also provided peer interaction and dialogue.
- The instructor asked students specific questions tied to the lesson and asked them to provide examples. At times students volunteered to answer questions, and at other times, the instructor asked specific students to respond. Instructor informed the students that they had to raise their hands if they wanted to respond to a question (to prevent students from talking at the same time).
- The instructor asked individual students to read out loud (from the textbook and handouts) and then asked them questions about what was read.
- During the role-playing activity, the instructor walked around the room while groups were working on their presentation and answered questions/offered suggestions. (Students worked quietly in their groups)
- A student in one group was very fearful about having to participate in the role-playing activity (student with special needs). The instructor offered the student encouragement and suggested that she be given a non-speaking role.
- One female student walked in late. The instructor explained to her what the group activity was all about and then asked her to join a group.
- After each role-playing presentation, the instructor commented on the presentation to ensure that students understood each scenario.
- The instructor provided students with handouts.

#### Instructional Materials:

- The instructor prepared a PowerPoint presentation for the lesson.
- The instructor provided students handouts, which outlined important points of the chapter being presented.
- The instructor made references to the textbook and had students read passages from it.

#### Student-Faculty Interaction:

- The instructor and students demonstrated mutual respect. The students appeared comfortable asking the instructor questions.
- The instructor asked students what they thought about topics discussed. Students shared their own personal experiences and observations.

#### MANAGEMENT:

##### Planning and Preparation:

- The instructor adhered to the course guide and was very prepared. She followed the lesson plan and was able to complete everything in the lesson.
- The instructor was organized and designed the lesson so that there was a clear sequence of activities/discussion.
- Good time management skills.

##### Classroom:

- The classroom was clean and organized.
- Student work (projects) was displayed throughout the classroom.
- The classroom was equipped with a variety of resources (reference materials-magazines, easel, whiteboard, flip-chart, multi-media projector)

##### Use of Class Time:

- The instructor was very effective in maintaining her class schedule. All the items in the lesson plan were

discussed/presented.

**Student Motivation:**

- The instructor asked students if they had any questions before moving on to the next topic.
- The instructor made sure that all students participated in the class discussion/activity.

**Classroom Behavior:**

- Instructor was very effective in keeping students focused and on task. When students were talking to one another or not paying attention, she got their attention and asked them to stop talking or to focus.
- When one of the student's cell phone rang during class, the instructor confiscated it and turned it off to minimize distractions.

**Feedback and Evaluation:**

- The instructor was able to check student understanding by asking them specific questions regarding the lesson, by summarizing, and by asking them about their understanding of the topics being discussed.

**CONTENT EXPERTISE:**

**Knowledge:**

- The instructor was very knowledgeable on the subject matter.
- The instructor used examples to reinforce points.

**No: 046**

**Description of Observation:**

- Good classroom management---students focused and engaged.
- Students enthusiastic and responsive to role playing.
- Students ask instructor questions and answer questions posed by instructor.
- Instructor uses whiteboard to emphasize points in the lesson.
- Topic: Stages of Grief
- Open relationship with students (good humor)
- Instructor uses real-life examples to emphasize points in the lesson.
- Classroom is small, but organized. Ceiling is leaking. Mold is growing on the ceiling tiles. Plastic basins are strategically placed in the classroom to catch water.

**No: 047**

**Description of Observation:**

- Attendance taken at the beginning of class.
- Topic: Chapter 9 Night Audit
- Students were talking to one another when the instructor was speaking (at the beginning of class).
- Multimedia projector was used---presentation of table (room usage). Discussion of the table.

- Instructor asked students questions to check their understanding of the lesson.
- Instructor asked students "Is that clear?"
- Instructor tied the current lesson to previous lesson.
- Textbook pages projected onto the screen in front of the class. Discussion of the pages. Instructor pointed to several sections of the projected table to emphasize key points.
- Instructor made reference to students' previous work which related to current lesson.
- One female student had her head on the table. No instructor intervention.
- Instructor asked students, "Any questions?"
- Students were grouped in pairs to complete Chapter 9 exercise.
- Instructor answered students' questions regarding the Chapter 9 exercise.

**No:** 048

**Description of Observation:**

- One student placed her head on the desk and the instructor told her to pick her head up.
- Instructor used handout (study guide) and whiteboard. The instructor also used the textbook as a reference (students were instructed to turn to specific pages in the textbook.)
- Topic: Skeleton-Bones and joints (overview of study guide)
- Study guide had several spelling errors that the students brought to the attention of the instructor. Need to do a spell check.
- 2 students were more vocal than the others. These students participated in the discussion while the other two listened.
- When students were too loud, the instructor reminded them to stay focused.
- Instructor used a skeleton as a visual aid and referred to certain areas of the skeleton that related to the topics contained in the study guide. Instructor called all the students up to the skeleton so that they can see it better as she was explaining something.
- Instructor gave examples to reinforce the topics discussed.
- Good interaction between instructor and students.
- Students asked numerous questions during the class discussion.
- When students were talking to one another, the instructor reminded them that they needed to listen.
- Portion of the class was used as an opportunity for students to complete their study guides (35 minutes). Students were told to use their books or the computer.

**No:** 049

**Description of Observation:**

-4 students working with computers (3<sup>rd</sup> Year). According to the instructor, these students were working on daily schedules and activities.

-2 students counting money (3<sup>rd</sup> Year)

-5 students doing seatwork (sketching ideas for a PowerPoint presentation) (2<sup>nd</sup> Year)  
One student had his head on the table, but eventually got up and walked to a computer station to begin his work.

-2 students preparing for sales during the break.

-Instructor walked around the room and helped students who were using the computer. Assisted students who were unfamiliar with PowerPoint.

-The 2<sup>nd</sup> year students were working on the computer to create individual PowerPoint presentations (download info. from various websites as part of their presentations).

-The 3<sup>rd</sup> year students provided assistance to 2<sup>nd</sup> year students in creating their PowerPoint presentations.

-Some students seemed frustrated because they were unfamiliar with PowerPoint, but the instructor and 3<sup>rd</sup> year students provided assistance when needed.

-There was a lot of activity going on in the classroom at one time, but students seemed to know what they had to do.

**No: 050**

**Description of Observation:**

-Topics: Dividing a Hotel Organization into Formal Work Groups  
Informal Work Groups

-A multimedia projector was used to show organizational charts. Students were instructed to go to the board and fill in the blanks on the chart. Each student participated in the activity.

-Instructor provided students with a handout. Students were individually called to read excerpts from the handout.

-Good student participation. All students responded to the instructor's questions and comments.

-Two female students had their heads on the table. The instructor told them to pick their heads up.

-Students were attentive.

-The instructor used actual examples in the workplace to reinforce points brought up during the lesson.

-The Instructor gave students seven questions to answer in writing (due by the end of the class).

-Student projects were prominently displayed in the classroom.

**No: 051**

**Description of Observation:**

-Students were taking a test (Chapter 9—The Nervous System)

-After the test, there was a discussion of Chapter 10--Brain and Cranial Nerves (Central Nervous System)

<p>-Students used the textbook as a reference</p> <p>-Instructor made a connection between the current lesson and previous lessons. Review of previous chapter.</p> <p>-Instructor was not audible at times. Need to project her voice.</p> <p>-Instructor asked questions and students answered. All students participated in the discussion.</p> <p>-Instructor asked students if the information provided made sense (checked on student understanding of the topics being discussed).</p> <p>-Instructor asked a student to go to the whiteboard and write out a process of the Central Nervous System. Other students assisted her by providing her information. Instructor also assisted by asking probing questions.</p> <p>-When students were talking among themselves during the class discussion, the instructor asked “Are you listening?” (to get their attention)</p> <p>-Instructor asked another student to draw out the process that was presented by the other student. He was also asked to explain his drawing.</p> <p>-Instructor filled-in the blanks. She added more information after the presentations.</p>
<b>No: 052</b>
<p><b>Description of Observation:</b></p> <p>-Students working in pairs to prepare a PowerPoint presentation of different sections of a chapter.</p> <p>-Students working quietly and helping each other.</p> <p>-Students were focused on the task at hand.</p> <p>-Instructor walks around the room to assist students and offer suggestions regarding their presentations (ex. effectiveness of colors chosen for the presentation—visibility).</p> <p>-2 seniors assigned to help other students with the development of their PowerPoint presentations.</p>
<b>No: 053</b>
<p><b>Description of Observation:</b> Arrived half hour into class to observe an active discussion on non-declarative memory and declarative memory. Students were laughing and enjoying the lesson. They were very expressive and the instructor allowed her students the opportunity to ask questions. She demonstrated effective use of her facilitation skills and content delivery which contributed to a positive environment. The instructor was quite knowledgeable and effectively carried out the objective of the lesson. Her lesson was varied in terms of strategies and used practical situations that were relational to carrying out those objectives. She definitely is well liked by her students and conducted herself in a professional manner. She’s a great listener and is very much respected by her students.</p>
<b>No: 054</b>
<p><b>Description of Observation:</b> The instructor read a story to her class with expression, intonation, and vigor. It was clearly evident that her students enjoyed the story. While reading the story, she often asked questions if it was age appropriate. The story related to childbirth and how it is conveyed to children. Her questioning techniques were varied and challenged her students to think critically. Students worked in groups and the instructor provided them with clear guidance on what to do for their role plays. The students were excited and seemed to enjoy the class. She presented me with a CD and music booklet prepared by the students. Excellent piece of work! Technology is a critical part of this class and the instructor demonstrated the technical expertise with this particular project. Great student-teacher interaction. The instructor is dynamic, interactive and</p>

sensitive to the needs of her students. I really enjoyed my time in her class!
<b>No: 055</b>
<p><b>Description of Observation:</b> Instructor discussed Prejudice as a topic of discussion for the evening. He conducted himself professionally with such clear and modulated voice. His analogies used to convey the information to his students were funny and practical. It was relational to previous topics covered in other lessons. He engaged his students in participatory discussions. Demonstrated clear objectives and it was evident that his lesson techniques were sequential and organized. Assignments were clear and had students reiterate expectations.</p> <p>His personal stories impacted students' understanding captured their attention and was pertinent to the lesson. What a great example used. Students enjoyed the stories, the lesson which proved effectiveness in student learning. The classroom environment was conducive to learning. The tables were set up appropriately to maintain good eye contact with students.</p>
<b>No: 056</b>
<p><b>Description of Observation:</b> Instructor went over the resolution to increase tuition as it relates to economics, and the Government. He presented concepts that directly impacts the students and presented issues quite well. He challenged students' critical thinking in terms of their ability to present their views and thoughts. His techniques relative to students' discussion and prompted questions of inquire that clearly indicated their understanding of the objectives. He demonstrated excellent skills as a facilitator and instructor. The instructor is dynamic and maintained great control over his class while they got quite excited about the topic of discussion. He was able to maintain a positive environment and allow time for students to calm down. The instructor continues to display and demonstrate professionalism, knowledge of content area which is consistent with his instructional delivery. Great class.</p>
<b>No: 057</b>
<p><b>Description of Observation:</b> Students were working on a Skills-Based Assessment. The instructor walked around the room monitoring student progress as they worked in groups. He assisted students when questions were raised. He still seemed under the weather a bit, however, was able to provide students with the support necessary to deliver course competencies to achieve the student learning outcomes. He demonstrated his receptiveness towards his students which only shows his ability to interact well with them as well. The teaching techniques applied not only to encourage his students to think about processes but also to work as a team to acquire effective learning.</p>
<b>No: 058</b>
<p><b>Description of Observation:</b> Arrived after class started. Students were presenting a lesson in groups using a PowerPoint medium of delivery. The topic covered in previous lessons presented by the instructor was on "Illusions". The instructor assisted students in using various means of technology as it relates to their lesson. This definitely will assist students in building their workforce skill sets; build communication skills; build confidence and the students' overall ability to work in teams. The students' successes are outcomes of a great instructor. Kudos!</p>
<b>No: 059</b>
<p><b>Description of Observation:</b> Instructor was prompt and began class with a few housekeeping announcements. Very personable with students and was quite relaxed. Started off with a quote from James Agee w/Walter Eran and related its concepts with several of her students. Topic on Goals and Objectives was a general discussion. Students and instructor were quite interactive and prompted many ideas. Her method of presentation was quite the drama. She is an enthusiastic instructor and demonstrated various teaching techniques and strategies to deliver the subject matter in a meaningful manner. She used many examples and anecdotes to relate to the topic of discussion. She's organized and her lesson was presented in a well sequential format. She engaged her students in group work, discussion and overall participation. It's always a pleasure to observe her, she makes her students laugh, and she's humorous while maintaining appropriate behavior conducive for learning. Excellent!</p>

<b>No: 060</b>
<b>Description of Observation:</b> Instructor focused topic on veto and pork-barreling. His discussions with students were quite engaging. He challenged his students to think critically through effective questioning techniques. His method of delivery to provide information to students was through lecture, group discussion and questioning activities. Students seemed a bit sluggish and so the instructor gave them a 10 minute break to recollect themselves. Students returned refreshed and alert. The instructor was well prepared and demonstrated effective teaching practices. It was evident that he effectively used the internet as another means to vary his lesson to present additional information to his students. His lesson was presented in a clear sequential format. He is an enthusiastic instructor and made a not so interesting topic quite lively.
<b>No: 061</b>
<b>Description of Observation:</b> Class was conducted at the Customs & Quarantine training room. Topic of discussion, “Confessions and Admissions”. Students were on a 10 minute break, at which time a student used it to his advantage to get some questions clarified in his mind with the instructor. Students were given some time to review previously learned concepts prior to taking an exam. During this observation time, the instructor conducted herself with such professionalism. The students interacted positively with her and it was clear that she had established a great rapport with them. The learning environment was in excellent condition and conducive to learning. There weren’t many distractions within the confines of the classroom. The placement of tables was strategic with the instructor at the center to promote effective and interactive communication.
<b>No: 062</b>
<b>Description of Observation:</b> Housekeeping: Instructor gave his students the opportunity to discuss the tuition increase issue. They were very candid about their views and I thought the instructor did a good job in facilitating that conversation. Students were seated in a square format where everyone had great eye contact and opportunity to effectively communicate. I thought it generated great student interaction. He genuinely is very supportive of his students’ viewpoints and shows great sensitivity to them. He used varied strategies and techniques to present his lesson in classic conditioning and operant conditioning to clearly demonstrate student learning outcomes. He provided positive feedback consistently to promote active participation. The instructor is a great motivator and has that skill to effectively arouse their thought processing skills to ask questions and answer questions appropriately. His students enjoyed their lesson and it was clear that they felt very comfortable with him. The instructor also demonstrated clear expectations while being on task. I surely enjoyed his class. Good job.
<b>No: 063</b>
<b>Description of Observation:</b> Instructor was covering “Preparations for Installing UTP Cables”. He utilized various methods of delivery – multi-media and used a white board to help students visualize the configurations so that they can process the information in a diagram format for greater understanding. He always reinforced concepts presented to students for assessing their performance to ensure mastery of objectives. He gave his students the opportunity to respond to questioning techniques. The instructor demonstrated a well-planned lesson which had clear sequencing and organizational design. He demonstrated excellent content expertise in terms of his knowledge and delivery of instruction. His uses of instructional materials were varied, interesting and effective. Excellent job.
<b>No: 064</b>
<b>Description of Observation:</b> Topic: “Anger” There was interesting dialogue among the instructor and students regarding ways on dealing with anger, definition, and the students’ perspectives. It was quite deep in thought processes. Students were able to explain their views and relate them to practical situations and experiences. The instructor was effective in facilitating the discussion and demonstrated knowledge of the subject matter. She used various techniques to deliver concepts that related to the students’ anger log book as another resource to discuss issues. She was quite pleasant and her lesson was well organized. She engaged her students well in discussion and aroused their interest to participate. Her students enjoyed her as an instructor and seemed to have established a great rapport with her. She distributed her focus and attention appropriately, so she could address their needs. Her delivery was excellent and I enjoyed the lesson.

<b>No: 065</b>
<b>Description of Observation:</b> Arrived at the start of the class. The lesson plan was prepared and provide to me. The objectives were clearly stated. The instructor reviewed concepts presented in previous lessons and had some discussions regarding discrimination. This generated great participation from students. Assignments submitted from last meeting were provided back to students with feedback from instructor. The lesson began with a handout on Employment Practices. His lecture was informative and explained effectively. He presented issues relevant to current issues on Guam and was quite humorous in his delivery. This prompted discussions from students contributing to the effectiveness of the instructor. The lesson was presented in varied sequence and well organized; the students then completed the handout as a group and were presented in a game format. He made it fun and motivating. The instructor demonstrated effective delivery of the lesson. He is no doubt a charismatic instructor. He's knowledgeable and has the ability to be constructive to maintain student behavior when needed. Excellent work.
<b>No: 066</b>
<b>Description of Observation:</b> Called the meeting to order on time. There were 4 faculty that were in attendance and punctual. She was prepared with an agenda and gave the faculty a chance to discuss issues of concern. She facilitated the meeting with ease and handled the frustrations of faculty with careful words of encouragement. In terms of facilities issues, she addressed the need to be flexible and provided them information to lift their spirits, such as items needed for purchase for their classroom and instructional delivery.
<b>No: 067</b>
<b>Description of Observation:</b> Instructor bridged from last lesson by stating the main points then proceeded with the audio portion of lesson. Students followed along by reading their novels in concert with the reader from the cassette tape. Instructor solicited responses from students after listening to a couple of short chapters. I was pleased to see a few students responding to the questions. Instructor touched on new vocabulary words. Student were given time for their personal reading. Instructor collected the novels from students.
<b>No: 068</b>
<b>Description of Observation:</b> Instructor began period by going over the correct answer for the last test. Students then proceeded with 30 minutes of time reading. Typical of most classes, only one or two students responded to instructor's questions. It is a challenge to get the other students to speak up and participate more actively in class.
<b>No: 069</b>
<b>Description of Observation:</b> Students were working in teams on their projects. Instructor took me on a tour of each team's projects. Very impressive! Student learning outcomes are apparent. Students demonstrate proficiency with technology in designing their projects with visual, audio and drawings. I sensed a lot of pride radiating from the students while they showed me their workmanship.
<b>No: 070</b>
<b>Description of Observation:</b> Instructor was in the midst of going over correct answer for a previous test. I noticed instructor ensured all of the students participate and contribute by calling on each student name. Instructor was energetic and lesson moved at a rapid pace. Instructor elaborated on meanings of words when students struggled. An agenda was on the board for class to be aware of today's plans. Instructor compliments students for correct responses – encouraging. Overall a positive learning environment. As usual, I enjoyed visiting your class. Thanks for your efforts in enhancing student learning!
<b>No: 071</b>
<b>Description of Observation:</b> Class was busy working on editing of each other's work. Everyone was on task. I was given the opportunity to view a DVD of student learning. Students read their essays onto a DVD and added images to augment their topic. I was very impressed to see the evidence and documentation of SLO. I noted students are rejuvenated in learning; more creative; more passionate; pride instilled; technology was



incorporated; overall – excellent!
<b>No: 072</b>
<b>Description of Observation:</b> Instructor went over instructions for an assignment. It was definitely helpful majority of the instructions are written on the board. Instructor’s verbal instructions were clear and sufficiently loud for class to hear. Instructor added more requirements verbally and he checked students for understanding by questioning the class. Instructor proceeded with lesson. Students sat in a U shape – ideal for interaction. I noticed a good exchange of ideas and comments – interesting discussion. Instructor was an excellent facilitator. He used students’ names to ensure all have the opportunity to participate.
<b>No: 073</b>
<b>Description of Observation:</b> Students were clustered in three groups and their task was to practice drawing blood from each other. Subsequently, students work on blood testing procedures. Instructor moved between groups to monitor and watch students. I noticed good faculty-student interaction. Instructor was precise and focused on lesson objectives. Students active in this learning process and the hands-on activities gave real life experiences for them.
<b>No: 074</b>
<b>Description of Observation:</b> Instructor moves between two groups of students assigned to different tasks. I noticed students observing safety rules for the shop – goggles, gloves, overalls etc. Instructor continuously monitored students working on either welding or sanding. Students work together independently with minimal supervision of instructor. They seemed interested in the work generally. It is challenging for instructors to ensure all students are on task since the shop is rather big.
<b>No: 075</b>
<b>Description of Observation:</b> This is a class that meets from 9:00 a.m. to 12 noon daily. I noticed students are working on their workbooks on their own. Instructor is going around checking on students and spending time with students who require assistance. Classroom environment was conducive – comfortable A/C temp; sufficient lighting.
<b>No: 076</b>
<b>Description of Observation:</b> Instructor interacted with students on the chapter’s essay. She posed questions and solicited responses. It was early and students weren’t quite “warmed up” to respond. However, instructor kept the discussion going by directing questions at specific students and drew their opinions. Subsequently, the class was divided into groups to evaluate peer essay.
<b>No: 077</b>
<b>Description of Observation:</b> Instructor gave instructions about a hands-on project prior to sending students to the site. Instructor demonstrated how a measurement tape is used. Students took measurements at the site. This exercise is to obtain all the data before entering in their computers. All students are on task – each filling out their diagrams. Instructor checks to ensure students are comprehending this activity. He sought input from students to envision how this site can be transformed for future use. I observed a good interpersonal relation between instructor and students. Good Job!
<b>No: 078</b>
<b>Description of Observation:</b> Students doing independent project.
<b>No: 079</b>
<b>Description of Observation:</b> Faculty going around answering questions.
<b>No: 080</b>
<b>Description of Observation:</b> Assisting as needed Students with any problems call on instructor for troubleshoot.

## APPENDIX J

<b>No: 081</b>
<b>Description of Observation:</b> Students are on task and are obviously comfortable with the instructor.
<b>No: 082</b>
<b>Description of Observation:</b> Instructor is patient and attentive to student needs.
<b>No: 083</b>
<b>Description of Observation:</b> Clearly guiding students through the learning/test process.
<b>No: 084</b>
<b>Description of Observation:</b> Uses Q & A to check for understanding.
<b>No: 085</b>
<b>Description of Observation:</b> Waits for response.
<b>No: 086</b>
<b>Description of Observation:</b> Uses a sense of humor.
<b>No: 087</b>
<b>Description of Observation:</b> Helps students when she notices students need help.
<b>No: 088</b>
<b>Description of Observation:</b> Announcements on Board.
<b>No: 089</b>
<b>Description of Observation:</b> Soliciting input from students.
<b>No: 090</b>
<b>Description of Observation:</b> Recognizes student names.
<b>No: 091</b>
<b>Description of Observation:</b> Classroom practices are established.
<b>No: 092</b>
<b>Description of Observation:</b> Everyone is paying attention to the instructor.
<b>No: 093</b>
<b>Description of Observation:</b> Students furiously taking notes.
<b>No: 094</b>
<b>Description of Observation:</b> Lots of wait time while students take notes.
<b>No: 095</b>
<b>Description of Observation:</b> Instructor uses good examples that people relate to.
<b>No: 096</b>
<b>Description of Observation:</b> Good use of visuals.
<b>No: 097</b>
<b>Description of Observation:</b> Good examples used.

## APPENDIX J

<b>No:</b> 098
<b>Description of Observation:</b> Asks if anyone needs clarification.
<b>No:</b> 099
<b>Description of Observation:</b> Agenda on the board.
<b>No:</b> 100
<b>Description of Observation:</b> Activity appears easy for the students.
<b>No:</b> 101
<b>Description of Observation:</b> Teacher repeats often “are you there?”
<b>No:</b> 102
<b>Description of Observation:</b> Everything was demonstrate and do
<b>No:</b> 103
<b>Description of Observation:</b> Use of multimedia was effective.
<b>No:</b> 104
<b>Description of Observation:</b> Instructor moves from student to student.
<b>No:</b> 105
<b>Description of Observation:</b> A student’s cell phone rang and the instructor gave the student a bad look – student said sorry twice.
<b>No:</b> 106
<b>Description of Observation:</b> Conversation going on to the side – no correction of the behavior – recommend using proximity to correct or draw attention away each other.
<b>No:</b> 107
<b>Description of Observation:</b> Instructor focus so much on the person who is answering – not looking for understanding across the room.
<b>No:</b> 108
<b>Description of Observation:</b> Uses assignments as a threat.
<b>No:</b> 109
<b>Description of Observation:</b> Male bashing – allowing to put down guys at the expense of one guy in the room.
<b>No:</b> 110
<b>Description of Observation:</b> Needs to give students a little more time to answer.
<b>No:</b> 111
<b>Description of Observation:</b> Recommend you use example the students can relate to.
<b>No:</b> 112
<b>Description of Observation:</b> Students seem to see instructor as approachable.
<b>No:</b> 113
<b>Description of Observation:</b> No real conclusion to the class – no wrap up or revisiting of information.

<b>No: 114</b>
<b>Description of Observation:</b> Two students in back on-line and copying each others answers – maybe instill some consequences.
<b>No: 115</b>
<b>Description of Observation:</b> Good student instructor rapport
<b>No: 116</b>
<b>Description of Observation:</b> Good use of examples – practical and critical thinking through problems.
<b>No: 117</b>
<b>Description of Observation:</b> Instructor should put the agenda on the board.
<b>No: 118</b>
<b>Description of Observation:</b> Instructor needs to stop and check for understanding.
<b>No: 119</b>
<b>Description of Observation:</b> Students did not seem engaged in instructor information – maybe break students into groups and have them find the answers.
<b>No: 120</b>
<b>Description of Observation:</b> Set expectations for behavior.
<b>No: 121</b>
<b>Description of Observation:</b> Instructor described measurements using a diagram on the board and demonstrated the use of a ruler and leveler. Instructor stressed the intricacies of measuring correctly and the differences that happen between vertical and plumb. The explanation was delivered at a speed that insured comprehension. Instructor used cut diagrams on paper to put against the board to make lesson clearer. The theory was then applied to the practical task of metalwork. Instructor checked for understanding by asking questions. A detailed lecture is a sound foundation prior to hands-on work. Instructor stressed importance of correct measurement for accuracy and this has wide spread application to a variety of locations. Instructor promoted magazines and books that enhance deeper understanding.
<b>No: 122</b>
<b>Description of Observation:</b> Class was supposed to start at 11:50 a.m. (GW cross enroll) but students strolled in by 12:10 p.m. Shortly after, class moved to the shop at 12:16 p.m. however, there was no lecture or verbal instructions from the instructor. Two projects going on at same time. Instructor went between them. 3 students sat out, not in proper uniform for shop (not activity). Interested students were engaged but others stood around. Do students know the lesson's objective? I'm unsure. Students aware of tasks but not the big picture. There was no checklist, no bridging, nor written instructions. Students respectful of instructor. Instructor was low key & generally addressed individual questions.
<b>No: 123</b>
<b>Description of Observation:</b> Instructor had two groups of students working on different tasks in the shop. One group was working on an engine block while the other was resurfacing brakes. Instructor was multitasking. He also instructed a few students who weren't dressed for the shop to sweep. He seemed in control of the class even though different learning activities were taking place.
<b>No: 124</b>
<b>Description of Observation:</b> Instructor had agenda on whiteboard. A question was on the board "Purpose of a resume?" Class was invited to brainstorm answers to this question. Instructor was energetic and interactive. Students contributed their thoughts and instructor verbally encouraged them and gave "high fives." Classroom bulletin boards had displays of students' work. Instructor gave advice about resumes written by minors – be

weary of adults who may take advantage of the young people. Good use of verbal questions by instructor to get students to participate in discussion. Students proficient in using computers to research and craft their resumes within their personal web pages. Students worked independently while instructor walked around monitoring them.
<b>No: 125</b>
<b>Description of Observation:</b> Instructor provided binder to evaluator containing lesson plans, attendance records, quizzes, etc. Used multi-media projector to put day's agenda on screen. Made some announcements about upcoming field trip and PHARE. Agenda also included a 10 minute break-questionable use of time. After a few minutes instructor began the day's lesson. Asked students if they had read the chapter, few seemed to have. Used photos. Went into an overview of the chapter, used mmp to put stuff on screen. Students read from screen. Instructor seemed to depend on one particular student. Instructor made good use of personal experiences to illustrate concepts. Did get response from a few students. Students were attentive. Instructor was animated and had good control of students. Used examples from Guam. Good use of mmp. Managed to generate some decent discussions. Instructor made an effort to involve the more reticent students.
<b>No: 126</b>
<b>Description of Observation:</b> Only eight students on roster. Students were in classroom working on portfolios of photos of their work during the semester. Portfolios were to be show to parents at parent-teacher conference. TV showing slides form work in the shop, music in background, nice touch. Students were cutting out photos to make portfolio. One was sweeping up. Spring break begins tomorrow. Students just working on portfolios, not much happening. Lots of evidence of work done throughout the year. One student was outside working on a car.
<b>No: 127</b>
<b>Description of Observation:</b> Most students were going into the shop, one was in classroom finishing a drawing. Instructor giving instructions to get students prepared and open up shop. Students seemed rather slow. They took their time checking out tools and following procedures. Many of them were trying to finish up projects. One student continued to play with his hard hat, instructor was having trouble keeping him on task. Students in two different shop areas and the classroom. Seems to be a difficult group of students. Finally, students began working on their projects. Instructor overseeing their efforts. One student was very difficult, seemed hard for him to follow instructions. (special needs) Instructor very patient, tries to help and explain. Many special needs students in this class. Very difficult group. It was the last day before spring break, students did not really want to work. But most were finally on task. Students were measuring, cutting, etc. Instructor was helping when necessary.
<b>No: 128</b>
<b>Description of Observation:</b> Students were in the shop working in different areas. Students were on task. Instructor was moving around, giving directions. Two students were working on a pickup. One group was working on a differential, others on a transmission. Looking at gear ratios. Lots of hands-on. Music was on in the background. Students on task. They were using teaching diagrams to understand parts in a transmission. Instructor using own pickups for them to practice on. Also using transmission and differentials to practice on. One group seems to be goofing off a little, working slowly. There are about four different groups. Students were having fun tearing apart the transmission.
<b>No: 129</b>
<b>Description of Observation:</b> Used to have 15 students, but many were transferred out by school admin. Now only five total. One student was opening roll up doors, another two were cleaning the brake machine. Students were on task cleaning various machines. This was clean up day before the break.
<b>No: 130</b>
<b>Description of Observation:</b> Instructor reviewing for a test. Students a bit rowdy. Instructor asked questions from work or text. Asked some students individually certain questions. Students responsive but hyper. Then questioned them on vocabulary. Students loud but enjoying it. Instructor giving points for correct responses.

Students were very engaged. Then the instructor passed out the test papers. Students quieted down, were on task. The vocabulary words were on the board, students needed to match them to them to the definitions on the test paper. Instructor sat in the back of the room to proctor test. Students handed in paper when finished. Some students who finished went down to the shop to work on a car. Instructor monitored test takers carefully. Many students were much slower to finish.
<b>No: 131</b>
<b>Description of Observation:</b> Students were in the kitchen working at various tasks. Instructor working with one group then left class to get something. Returned quickly. Instructor moved from group to group. Told students “don’t wait for me!” Instructor asking questions, demonstrating, showing techniques. Students on task, working hard but having fun. Kitchen full of activity. One group stuffing meat, another working on a potato dish, another rolling dough, another sautéing meat. Instructor tells students: “you make mistakes and you learn from them.”
<b>No: 132</b>
<b>Description of Observation:</b> No classroom activities – Library “Career Fair” being conducted by GCC program at Library. Instructor had display boards up, two of his “best” students keeping to marketing the Electronics program. Students were articulate & motivated, sharing with potential students brochures and info. About the program. Instructor was enthusiastic about students performance. Stood by and let students conduct the fair.
<b>No: 133</b>
<b>Description of Observation:</b> On the board “Lab Work”. Students just completed 1 <sup>st</sup> exam – using time left, on internet /games. Announce 4 <sup>th</sup> quarter grades to be announced. Students given direction to do “Course Feedback Assessment” by CISCO. Students very polite and respectful to instructor. Instructor goes around observing/directing students to stay on task.
<b>No: 134</b>
<b>Description of Observation:</b> Test being conducted. (Upon entry, students quiet. Instructor in front of PC. Instructor walks around to answer questions, directing students to stay on task. Good rapport with students, thus patience. Uses humor, balanced with good classroom management.
<b>No: 135</b>
<b>Description of Observation:</b> Instructor topics “1 & 0” (language binary) use of textbook. Students all except 2 participating. Paying attention to instructor. Use of board to involve students in learning binary/topic. Students got engaged! Good reflection of student learning. Call on students by name, students reply/read answers.
<b>No: 136</b>
<b>Description of Observation:</b> Agenda on board. Speaks clearly & loud enough for large group. Instructor going around class checking/assisting students. Students on task (Instructor directs student to stay on task). Good rapport with students (respectful). Instructor responds to students inquiries quickly and clearly. Instructor directs students to get off websites.
<b>No: 137</b>
<b>Description of Observation:</b> Introduction: what to be covered - use overhead to walk thru program. Instructed how to operate flash drive (to avoid crashing). Student said “Oh, I’m confused” (after instructor tried to explain how to transfer file to her zip). Instructor said she’ll assist her later in class. Instructor calls on student to answer question. Goes through moving folders quickly. Explained the quiz won’t be given – problems with her PC. Instructor uses good balance of sense of humor (i.e. “edit undo saved her life.”). Calls students by name – good.

<b>No: 138</b>
<b>Description of Observation:</b> Students working independently at PCs. Instructor up front (test day). 1 student comes up to check with instructor – advising on progress. Respect! Direction and guidance were positive. Good rapport!
<b>No: 139</b>
<b>Description of Observation:</b> Students attentive, off PCs (100% attention). Instructor at board, overhead (dark green may be hard to see from back) reflects lecture lesson. Walking through content – examples for students to work through. Good student/Instructor rapport – using examples and practical critical thinking through problem. Instructor moved on to example in book, regular student by name to answer, other student (asked name). Good at getting students involved. Students up at board to work thru problem.
<b>No: 140</b>
<b>Description of Observation:</b> Test to be conducted. Review with overhead (10 mins.) Directing students to focus on review, all students paying attention (turn off monitors). Good classroom management, correcting disruptive behavior, separating students, walks around to check for students on task. Calls on students, students respond (interact with instructor). Test – online/PC (“activates test”).
<b>No: 141</b>
<b>Description of Observation:</b> GWHS students - about 11 students paying attention to overhead presentation. (Career/P2nd experience). Instructor corrects behavior issues (i.e. turn off monitor). Students appear interested, responds to instructor’s questions. 2 students at back talking/laughing. Instructor moves toward front of class. Walks around class, manages their work. Students very comfortable to approach instructor.
<b>No: 142</b>
<b>Description of Observation:</b> Students working independently on PCs – Some students working together on lab work. Instructor at her PC.
<b>No: 143</b>
<b>Description of Observation:</b> Instructor directing a student on use of web access to grade. Agenda on board, due on board. Students working independently on assignments. Instructor use of power point, displaying course schedule. Clear directions to students. Instructor looks around to check and assist student progress.
<b>No: 144</b>
<b>Description of Observation:</b> Students all independently (self-paced) working with keyboard software. Instructor guiding students who need help. All students on task, Instructor use time to answer students questions & going through papers. Instructor walks around to correct posture and check students on task. Students quietly continue with their work.
<b>No: 145</b>
<b>Description of Observation:</b> Use of overhead/multimedia while students uses PC/Excel to do same assignment presented on the overhead. Instructor instructing students - walking/talking thru problems. Ask students for responses. Checking for speed, Q/A, responds clearly. Calls on students to check progress. (Stands up & points) a Encourage interaction & engagement among students while working. Students respond & work thru problems, feels free to ask questions. Attentive. On task on PC.
<b>No: 146</b>
<b>Description of Observation:</b> Students doing self-directed assignments on PCs. Instructor said students usually just approach her with questions. Instructor walks around to check on students progress, confers with students. Students interact with one another to help each other with assignments.
<b>No: 147</b>
<b>Description of Observation:</b> Agenda on board – students working independently on PC software. Instructor

## APPENDIX J

at one of the PCs, grading, observing. Instructor walks around, checking time & if students are on task. At 2:27 announced time up... put away items (books) in prep. for test. (as indicated on the board). Clearly guiding students through the learning/test process. Referred to previous instructions to “Supplemental Test”, look for Module 5 test... instructs what to look, questions and answers to check for understanding. Waited for responses. Students pays attention, ask question.
<b>No: 148</b>
<b>Description of Observation:</b> Students practicing their keyboard skills using Keyboard Tech. Software. Directs students – loud & clear, directing students how to proceed. (i.e. use of “.” period). Use questions & answers. Use of examples. Sense of humor, balanced. Instructor walks around to check students on task. Helps when she notices students’ need help.
<b>No: 149</b>
<b>Description of Observation:</b> Students working independently on PCs. Instructor guiding through his PC correcting connection (due to locking). Assisting as needed. 2 deaf students with assistants. Students with any problems, calls on instructor to troubleshoot. Instructor goes around to assist students. Students on task, comfortable with instructor – patient and attentive to student needs.
<b>No: 150</b>
<b>Description of Observation:</b> Students doing independent project. Faculty going around, answering questions. Faculty stepped out to get sandwich/restroom. Students continue to working responsibly & independently.



## GCC Budget Flowchart (External and Internal Processes)

Government of Guam**Formulation Phase**

Government of Guam Revenues Projected  
 Governor's Budget Call  
 Executive Budget submitted to the Legislature

**Adoption Phase**

Budget Hearings  
 Legislative caucus for Appropriations  
 Bill approved/vetoed by the Governor  
 Budget Law (P.L.) created

**Execution Phase**

Funds are released to agency per P.L.

**Audit Phase**

Programs/agencies are evaluated

Guam Community College

- Base Load Established
- Budget Program Updated
- Budget Training/Workshop conducted
- Budget Data Entered by DCs, Program Managers, and Administrators

**(Review & Approval)**

- Department's Dean or Vice President
- Executive Management Team
- Board of Trustees
- Governor's Office
- Legislature via Budget Law



- Budget Request adjusted to appropriation (Personnel cost kept at 100% request; non-personnel cost is adjusted to the balance)
- Expenditures are made according to budget allocation



- Financial Information is audited by an external auditor

**ANNOTATED NASPA CONFERENCE ITINERARY AND NOTES  
FOR JOHN R. RIDER  
June 15 - 19, 2006**

**Friday, June 16**      **NASPA International Assessment & Retention Conference**  
Everybody's Job: Assessment, Accountability and Retention in  
the Learning College (GCC Institutional Member # 29271)

8:30a.m.— 11:30a.m. Pre-conference: Understanding and Using Assessment Results;  
room is Grand Sonoran B

This session focused on various methods of assessment, tools and practices. The main point was the necessity of using multiple tools to assess anything. A common problem is that tools, test assignments and grades often don't match the goals or SLOs. Also, results are often not used to improve things. Most departments need to move from "compliance" (for its own sake) to a focus on learning outcomes. Assessment in general education should focus on high enrolled classes. For adjunct faculty, put into the contract an expectation that they participate in assessment practices and that they will adhere to course documents and stated SLOs. When assessment results are good, celebrate, publicize to the public and to potential students and fund raisers. Look at the curriculum. Does it really address learning goals? Do faculty really know what happens in prerequisite courses? Do we include questions without "right answers" to promote critical thinking?

1:00p.m.— 4:00p.m. Pre-conference: Defining Intended Learning Outcomes:  
Foundation for Assessment; room is Grand Sonoran H  
This session offered a good tool for helping faculty develop good SLOs. While the presentation was a little slow starting, Lion F. Gardner finally got the group engaged in the process, which was a good exercise. There was also advice to get Alexander Astin's book, "What Matters in College."

5:15p.m.— 6:15p.m. Opening Plenary Speaker, James A. Anderson, VP for Student  
Success at the Univ. of Albany — "How Definitions of  
Retention, Diversity and Learning Centeredness Guide Our  
Selection of Assessment Strategies." An uneventful  
presentation.

**Saturday, June 17**

9:15a.m.— 10:15a.m. Morning Plenary Speaker, Estela Bensimon, Director, Center  
for Urban Ed., Univ. of So. Cal — Rossier School of Ed.  
"Grading Higher Education On Assessment: 'A' for Date

## APPENDIX L

Availability: 'D' for Data Use. Pretty much a statement of the obvious, although there was a discussion of the "Equity Scorecard."

- 10:45a.m.—11:45a.m. Promoting Student Learning Through Strategic Initiatives; room is Grand Canyon 10  
Dr. Brigitte Valesey talked about the need to set Institutional Learning Objectives and the need to make sure other course and program documents complement them. She also talked about the need to set an agenda for professional development funding — for instance, focusing on SLO creation and linking them with course documents.
- 1:15p.m.— 2:15p.m. On-line Orientation and Directed Self-Placement: New Strategies for Assessment and Retention; room is Grand Canyon 9  
This was a discussion of an online orientation program for students at a school for only upper division students. They seemed not to have much control of prerequisite courses and ensuring that their students take appropriate courses at appropriate times. The concepts discussed in this session were inappropriate to GCC.
- 2:30p.m.— 3:30p.m. "Everybody's Job" - Student Learning Outcomes Assessment in a State University System; room is Grand Sonoran D  
While the session provided some interesting information, it was more of an affirming experience than anything else. It pointed out to me that GCC is doing assessment correctly in that we have always left the way assessment is accomplished up to the individual departments. The idea of faculty department "owning" the curriculum is an important concept. While GCC takes this for granted, many other schools and colleges do not.
- 3:45p.m.— 4:45p.m. Everybody's Job: Assessing Student Learning Outcomes; room is Grand Sonoran D  
This session provided some interesting examples of institutional learning outcomes and some step-by-step material that may be useful in creating SLOs. An important observance was that assessment is a primary activity, not something that gets added on.. Once again, this session affirmed that GCC is doing many things right.
- 5:00p.m.— 6:00p.m. Evening Plenary Speaker, Judith Eaton, President of the Council for Higher Education Accreditation (CHEA), "Federal Policy, Reauthorization of the Higher Education Act and

Accreditation: Implications for Institutions, Accountability and Assessment.” While an interesting speaker, her message was mostly that assessment is not going to go away. In fact, there will be more and more demand for accountability at almost every level.

### **Sunday, June 18**

- 10:45a.m.—11:45a.m. Developing and Assessing a Division-wide Strategic Plan; room is Grand Sonoran C This session gave some insight into how our Institutional Strategic Master Plan (ISMP) might include vision, mission and values statements.
- 1:30p.m.— 2:30p.m. Developing an Assessment Plan for the Liberal Arts Major; room is Grand Sonoran A  
The information gathered at this session will be shared with the General Education Committee because it provides examples of useful SLOs.
- 2:45p.m.— 3:45 p.m. Evening Plenary Session  
Paul Lingenfelter, Executive Director, State Higher Education Executive Officers Association, “Accountability for Better Results: A National Imperative for Higher Education.”  
This was a talk filled with graphs and charts that were hard to see from the audience, and included way too much information.

### **Poster Sessions**

- 4:00p.m.— 6:00p.m. Using Key Performance Indicators to Assess and Improve Academic Support; room is Poster Session B
- Student Learning Assessment: The Case at the University of Texas; room is Poster Session A
- The poster session was an opportunity to view material and information from a variety of sources. It was not particularly useful.
- 4:15p.m.— 5:15p.m. Engaging Faculty in A Learning Focused, Sustainable Assessment Program; room is Grand Sonoran A  
This session produced more information that will be shared with the General Education Committee. Once again, the experience was reaffirming in that **it** pointed out the GCC does assessment right.

## APPENDIX L

5:30p.m.— 6:30p.m FALDOs: The CAS Approach to Student: Learning and Development Outcomes Assessment; room is Grand Sonoran D This was a very entertaining, but blatant sales pitch for a book based on the doctoral dissertation of Terrell Strayhorn. It is being published by the Council for the Advancement of Standards in Higher Education (CAS) and should be purchased. The information will be useful, and Dr. Strayhorn would be a great candidate to bring to campus to talk about student learning.

Copies of handouts will be distributed as appropriate.

## OVERALL CONCLUSIONS AND NEXT STEPS

Attendance at the conference was both helpful and reaffirming. Helpful in the sense that new information was gained regarding SLOs and other topics related to assessment; reaffirming in the sense that GCC is a leader in the area of assessment. Simply stated, we are further along in our development than many other colleges, and more importantly, we are linking our assessment findings to our planning process in very appropriate ways. That is not to say that we do all things right. Indeed, we have a long way to go before information coming from our assessment practices will be truly meaningful. The assessment structure is in place, now we must refine the findings and apply them to improved practices.

There are several issues that became clear as a result of this conference. They are listed below:

1. The College needs to hire an Institutional Researcher to provide analysis of institutional data for the use of the administration, and more importantly to individual departments as they strive to make sense of their assessment findings. Most institutions have such a position, and it makes a difference in the interpretation and usefulness of data. One of the big points made at the conference was that we (colleges in general) have lots of data, but don't use it very effectively. GCC's problem is more fundamental in that we have some data, but not nearly enough.
2. We need to include in the ISMP our Mission, Vision, and Values statements.
3. The Center for Student Involvement (CSI) needs to address issues of diversity. This might best be done using the "Equity Scorecard" which is available through the Center for Urban Education at the University of Southern California — Rossier School of Education.
4. The College should focus professional development dollars on a specific issue. Most pressing is teaching people how to write good SLOs.
5. Participation in assessment practices must be tied to all forms of evaluation — for all employees. This will help assessment become more of a shared, and expected, feature of everyone's job.
6. Communication of the ISMP needs to be improved so that all employees become familiar with the document and its expectations.
7. The Annual Assessment Report should list non-compliant departments, and should recommend which department(s) of the ISMP should be responsible for correcting the situation. Recommendations from the annual report will become a part of the ISMP in the same way that recommendations from the Self-study committees are included.

## Dr. Ray Somera's Preconference Workshop Abstract

**FRIDAY, JUNE 16, 2006**

**8:00 a.m. - 6:00 p.m.**  
**Foyer**

**Registration**

**8:30 a.m. - 11:30 a.m.**

**Morning Pre-Conference Workshops**

**Grand Canyon 9**

***Building a Culture of Assessment: A Comprehensive Program to Assess General Education***

Beginner

*Gail Mee, Vice President of Academic Affairs, Mesa Community College*  
*Andrea Greene, Dean of Instruction, Institutional Planning and Analysis, Mesa Community College*

*Gayla Preisser, Professor of Psychology, Mesa Community College*

Assessment of general education, although challenging in higher education because it involves documenting learning across curricular areas in meaningful ways, can become part of institutional culture. Presenters will show how administrative leadership, faculty buy in, technical support, appropriate measures and measurement methods, use of assessment results for improvement, and the link between assessment and planning can be incorporated in a meaningful, credible and comprehensive assessment program. They will also share ten characteristics of successful assessment programs, the main points of the workshop as well as a structure for other colleges to use in developing their own programs.

**Grand Canyon 10**

***Student E-portfolios as a Lens for Embedded, Layered Assessment***

Beginner

*Judy Patton, Director of University Studies, Portland State University*

*Candyce Reynolds, Coordinator of Peer Mentors, Portland State University*

The workshop will show how a single artifact, the student e-portfolio, can be used as a lens for multiple assessments, using actual course assignments for multiple assessment purposes. Among them are student self-assessment, faculty understanding of their students' learning and their own teaching, program effectiveness in meeting stated goals, and institutional effectiveness in meeting general education and other stated goals, as well as accreditation requirements. At all points, maintaining the authenticity of the student's artifact is essential. At each level workshop participants will engage in an activity that will show them how the e-portfolio can be useful to address each level of assessment, and we will share our data on the success of this program.

**FRIDAY, JUNE 16, 2006**  
**8:30 a.m. – 11:30 a.m. Morning Pre-Conference Workshop**

**Grand Canyon 11*****Implementing an Assessment Cycle that Works: How to Link Results to Improvements***

Mid-Level

*Ray D. Somera, Assistant Director, Assessment and Institutional Effectiveness, Guam Community College*

How do you build and amass assessment evidence that can lead to incremental improvements on your campus? How does a well thought-out assessment cycle achieve this purpose? Learn how to establish a rhythm or pulse to your campus assessment process by effectively linking assessment planning, data collection, analysis and reporting to implementing assessment results through a meaningful assessment cycle. Explore how one institution has utilized a web-based data management tool in capturing a complex array of assessment evidence that has served to justify making big and small changes on institutional structure and infrastructure. Discover how this strategy can be adapted at your institution, and walk away with tools to generate teamwork in building assessment evidence on your campus that will have valuable impact on student learning.

**Grand Canyon 12*****Program Assessment of Student Learning: Keep It Simple***

Beginner

*Gloria Rogers, Director of Research and Assessment, ABET, Inc.*

This workshop presenter will provide practical information and examples to help faculty develop efficient, meaningful program assessment processes by capitalizing on what faculty commonly do. In this interactive session, participants will explore the differences between classroom and program assessment, develop measurable program outcomes, learn about numerous assessment methods, and be provided with tools to facilitate the assessment process at their home institution. Participants will work together to practice principles discussed. Workshop participants will leave with a manual of reference materials.

**Grand Canyon 13*****Strategies for Successful Implementation of Assessment of Student Learning in Student Affairs***

Beginner

*Rebecca Sanderson, Director of Student Affairs Research and Evaluation, Oregon State University*

*Patricia Ketcham, Associate Director of Health Promotion, Oregon State University*

*Jessica Heintz, Coordinator of PeaceJam, Northwest Oregon State University*

*Beth Dyer, Admin & Tech Services Manager, Oregon State University*

*Michele Ribeiro, Psychology Resident, Oregon State University*

This workshop will focus on strategies and structures for producing assessment information used to improve student learning and institutional effectiveness. Participants attending this workshop will become familiar with a successful model of assessment in student affairs, develop strategies for implementing a comprehensive assessment program, explore various methods of engaging professionals in the process of assessment, develop goals and outcome statements related to various functional areas, discuss potential student learning outcomes, and discuss the progression from service outcomes to learning outcomes.



## Complete Institutional Strategic Master Plan (ISMP) covering AY 2003-2004 and 2004-2005

## Board of Trustees

Self Study Recommendations  AY2003-2004 and AY2004-2005  By Theme	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation
<b>DIALOGUE</b>					
<i>Develop a concise mission statement that includes feedback and regular review by staff, faculty, and administrators (AY03-04)</i>			Work in progress.		
<i>Evaluate, improve, and formalize the faculty governance process that supports meaningful dialogue and reflects a shared campus-wide approach – perhaps through the BOT/GFT contract negotiations. This includes promoting a broader definition of “governance” and utilizing the college website to disseminate information (AY03-04)</i>			Work in progress.		
<i>Update BOT policy 700 and GCC Apprenticeship Council, including having the BOT responsible for facilitating dialogue on ideas and fostering effective communication across the institution (AY03-04)</i>			Work in progress.		
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>			Work in progress.		
<b>STUDENT LEARNING OUTCOMES</b>					
<i>Have BOT take a more pro-active role in the assessment process and perceive their participation as part of the big picture (AY04-05)</i>			Work in progress.		
<i>The Board of Trustees’ full commitment to the College’s assessment process (AY04-05)</i>			Work in progress.		
<i>BOT continue its efforts to obtain the MDF funds (AY04-05)</i>			Work in progress.		
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Establish a schedule for institutional-wide review of the college mission statement (e.g. January, or biannual), per ACCJC and Team Millennium suggestions (AY03-04)</i>			Work in progress.		
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>			Work in progress.		

## APPENDIX M.1

<i>Emphasize the BOT's role in educational quality, legal matters, and financial integrity (AY03-04)</i>			Work in progress.		
<i>Provide more time and thought put into the Mission Statement by the BOT before approving, ensuring that as many stakeholders as possible have provided input (i.e. such as advisory committees) (AY04-05)</i>			Work in progress.		
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Develop BOT performance self-evaluation process, including the review of broad institutional policies and the delegation of responsibilities for the implementation and revision of institutional policies (AY03-04)</i>			Work in progress.		
<i>Update BOT Policy 325 (Guam System of Performance Measures and Standards for Vocational Education) (AY03-04)</i>			Work in progress.		
<i>BOT establish a formal process for evaluating its performance, and begin to implement systematic and regularized assessment activities for purposes of accountability and improvement (Fifth Annual Institutional Assessment Report) (AY04-05)</i>			Work in progress.		
<b>ORGANIZATION</b>					
<i>Review BOT Policy 306 (Comprehensive Assessment of Instructional programs, Student Services, and Administrative Units), to ensure mandated campus assessment activities – such as program evaluations and including industry and experts in advising and mentoring (AY03-04)</i>			Work in progress.		
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Review periodically of BOT Policy 306 (Comprehensive Assessment of Instructional Programs, Student Services, Administrative units), providing adequate support to ensure well coordinated assessment activities, ensuring the updates and implementation of institutional mandates for effectiveness (AY03-04)</i>			Work in progress.		
<i>Settle any disputes between the original land owners and the college regarding the 314 acre land in Pagat, Mangilao (AY03-04)</i>			Work in progress.		
<i>BOT to continue to arrange for studies that help determine the curriculum needs of the college (AY04-05)</i>			Work in progress.		
<i>BOT continue to review and update BOT policies as needed (AY04-05)</i>			Work in progress.		

<b>BOT Goals / Initiatives</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Assessment Findings (BOT)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Technology Plan</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

**President**

<b>Self Study Recommendations</b> AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Develop a concise mission statement that includes feedback and regular review by staff, faculty, and administrators (AY03-04)</i>			Work in Progress		

<i>Evaluate, improve, and formalize the faculty governance process that supports meaningful dialogue and reflects a shared campus-wide approach – perhaps through the BOT/GFT contract negotiations. This includes promoting a broader definition of “governance” and utilizing the college website to disseminate information. (AY03-04)</i>			Work in Progress		
<i>Update BOT policy 700 and GCC Apprenticeship Council, including having the BOT responsible for facilitating dialogue on ideas and fostering effective communication across the institution (AY03-04)</i>			Work in Progress		
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>			Work in Progress		
<i>Ensure a complete board is available to avoid cancellation of meetings due to a lack of a quorum (AY04-05)</i>			Work in Progress		
<i>President must take a more active role in interacting with different sectors of the community, increasing visibility in the public realm, outside the college (AY04-05)</i>			Work in Progress		
<i>Ensure implementation of recommendations in the President's Second Evaluation Report (AY04-05)</i>			Work in Progress		
<b>STUDENT LEARNING OUTCOMES</b>					
<i>Have BOT take a more pro-active role in the assessment process and perceive their participation as part of the big picture (AY04-05)</i>			Work in Progress		
<i>The Board of Trustees' full commitment to the College's assessment process (AY04-05)</i>			Work in Progress		
<i>Establish a schedule for institutional-wide review of the college mission statement (e.g. January, or biannual), per ACCJC and Team Millennium suggestions (AY03-04)</i>			Work in Progress		
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>			Work in Progress		
<i>Emphasize the BOT's role in educational quality, legal matters, and financial integrity (AY03-04)</i>			Work in Progress		
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>			Work in Progress		

# APPENDIX M.1

<i>Provide more time and thought put into the Mission Statement by the BOT before approving, ensuring that as many stakeholders as possible have provided input (i.e. such as advisory committees) (AY04-05)</i>			Work in Progress		
<i>Follow time lines established in the formulation of the Mission Statement (AY04-05)</i>			Work in Progress		
<i>Clarify the evolving process of the development of the mission statement (AY04-05)</i>			Work in Progress		
<i>Identify additional revenues to ensure the capital improvement projects identified in the draft campus master plan are accomplished (AY04-05)</i>			Work in Progress		
<i>Implement the Campus Master Plan (AY04-05)</i>			Work in Progress		
<i>Develop a firm plan to use the college's 314 acres of property and implement the plan before the property is no longer available to the college (AY04-05)</i>			Work in Progress		
<i>Continue institutional activities that promote the college's role as Guam's leader in workforce development (AY04-05)</i>			Work in Progress		
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>			Work in Progress		
<i>Continue the requirement of an annual review of the Mission Statement with possible revisions (AY04-05)</i>			Work in Progress		
<i>BOT establish a formal process for evaluating its performance, and begin to implement systematic and regularized assessment activities for purposes of accountability and improvement (Fifth Annual Institutional Assessment Report) (AY04-05)</i>			Work in Progress		
<b>ORGANIZATION</b>					
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Continue process set forth in the BOT Policy 306, providing an environment that encourages assessment activities (AY04-05)</i>			Work in Progress		
<i>BOT to continue to arrange for studies that help determine the curriculum needs of the college (AY04-05)</i>			Work in Progress		
<i>Increase IT support personnel to include a Web Master (AY04-05)</i>			Work in Progress		
<i>BOT continue to review and update BOT policies as needed (AY04-05)</i>			Work in Progress		

<b>President's Office Goals / Initiatives</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Assessment Findings (President's Office)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

**President - Communications and Promotions**

<b>Self Study Recommendations</b> AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b><i>DIALOGUE</i></b>					
<i>Develop a concise mission statement. that includes feedback and regular review by staff, faculty, and administrators (AY03-04)</i>					
<i>Evaluate, improve, and formalize the faculty governance process that supports meaningful dialogue and reflects a shared campus-wide approach – perhaps through the BOT/GFT contract negotiations. This includes promoting a broader definition of “governance” (AY03-04)</i>					

# APPENDIX M.1

<i>Update BOT policy 700 and GCC Apprenticeship Council, including having the BOT responsible for facilitating dialogue on ideas and fostering effective communication across the institution (AY03-04)</i>					
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>					
<i>Update GCC College website immediately (AY04-05)</i>				March 17th, new website went live. Current changes are made periodically to improve website.	
<b>STUDENT LEARNING OUTCOMES</b>					
<b>INSTITUTIONAL COMMITMENTS</b>					
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<b>ORGANIZATION</b>					
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Find resources to overhaul the GCC Web site, keeping the web site update (AY04-05)</i>				On-going.	
<i>Utilize the GCC's website program to communicate changes not reflected in catalog (AY04-05)</i>				On-going.	
<i>Redesign and regularly update the College's website, committing to resources needed for improvement. (AY04-05)</i>				On-going.	
<i>Place the library link/webpage in a prominent place on the college home page, for students to access quickly and easily. (AY04-05)</i>				Completed.	
<i>Provide accountability for updating information on the website (e.g., contract) (AY04-05)</i>				On-going.	

Goals / Initiatives (Pres.Office - Comm/Promo) <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation

Assessment Findings (Pres.Office-Comm/Promo) <i>See Recommendations from the Annual Institutional Assessment Report</i>	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation

Technology Plan <i>Description:</i>	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation

## Academic Affairs Division

Self Study Recommendations  AY2003-2004 and AY2004-2005 By Theme	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation
<b>DIALOGUE</b>					
<i>Develop a concise mission statement. that includes feedback and regular review by staff, faculty, and administrators (AY03-04)</i>	Accomplished 2/05, further review is scheduled for each January, this will be forwarded to the Faculty Senate in the future	AVP	Spring 2006	Accomplished 2/05	



# APPENDIX M.1

<i>Evaluate, improve, and formalize the faculty governance process that supports meaningful dialogue and reflects a shared campus-wide approach – perhaps through the BOT/GFT contract negotiations. This includes promoting a broader definition of “governance” and utilizing the college website to disseminate information. (AY03-04)</i>	BOT/GFT negotiations included a provision to institute the Faculty Senate			Accomplish- ed 2/05 (preliminary) Full Implementati on in Fall 06	
<i>Utilize CAC as mode for dialogue and source of information, to also link management and faculty regarding physical resource needs (AY03-04)</i>	To be addressed as a major concept in the Faculty Senate	AVP	Spring 2006		
<i>Provide electronic means to share assessment progress and institutional effectiveness, as well as CAC activities (AY03-04)</i>	Assessment Data is available on TracDat, CAC minutes are circulated by the Chair of CAC			Accomplish- ed 2/05	
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Finalize Tech Plan and incorporate with Institutional Strategic Master Plan	AVP	Spring 2006 - Delayed to Fall 06		
<i>Implement policies and procedures to govern the Technology Users Group (AY03-04)</i>	Tech Users Group was replaced by the TAC (Technology Advisory Committee in the Bot/GFT Contract 2005, and is part of the Faculty Senate structure.			Accomplish- ed 2/05	
<i>Broaden the area of review, discussion, and development of the college mission, to include all stakeholders of the college (AY04-05)</i>	Review of the Mission Stmt. Will occur in the Faculty Senate	AVP	Spring 2006 Delayed to Fall 06		
<i>Clarify representation for the review of the mission statement (AY04-05)</i>	Review of the Mission Stmt. Will occur in the Faculty Senate	AVP	Spring 2006 Delayed to Fall 06		
<i>Insure a better means of soliciting participation and obtaining information in the development of the mission statement (AY04-05)</i>	Review of the Mission Stmt. Will occur in the Faculty Senate	AVP	Spring 2006 Delayed to Fall 06		
<i>Inform all stakeholders, internal and external such as industry and students (AY04-05)</i>	Reference is not clear on this recommendati on		n/a	n/a	Will devise tracking system to follow up on recommendations

# APPENDIX M.1

<i>Administration of College allow for more faculty input to the information gathering process before decisions are made that the college staff and faculty are then expected to deal with (AY04-05)</i>	To be addressed as part of the Faculty Senate structure	AVP	Spring 2006 Delayed to Fall 06		
<i>Create an effective College governance system in which meaningful dialog about curriculum matters may be discussed in an inclusive manner. (AY04-05)</i>	BOT/GFT negotiations included a provision to institute the Faculty Senate		Fall 06		
<i>Faculty encourage their students to maximize the use of library facility and resources (AY04-05)</i>	AVP will encourage library use through references in course documents, course syllabi, and during faculty-wide meetings	AVP	Spring 2006 and Convocation 06		
<i>Complete a Technology Master Plan to incorporate recommendations from the campus community and the TAC (AY04-05)</i>	Faculty Senate will provide the appropriate structure for dialog, Tech Plan will be incorporated into the ISMP	AVP	Spring 2006 Delayed to Fall 06		
<i>Implement policies and procedures to govern the TAC. (e.g. Publish minutes, recommendations from the group and implementation, reports on how technology fee is utilized, and how to access the fees) (AY04-05)</i>	Faculty Senate will provide the appropriate structure for dialog and reporting.	AVP	Spring 2006 Delayed to Fall 06		
<i>Continue intra-departmental discussions to insure goals and objectives (to include professional development priorities) are connected to submitted budget requests (AY04-05)</i>	Professional Development needs will be identified in the Assessment process and submitted to PDRC for funding consideration. Discipline-specific, required professional development (usually in the form of certifications) may be budgeted by each dept.	AVP	Spring 2006 and Convocation 06		

# APPENDIX M.1

<i>Continue providing training that educates department chairpersons/program managers along with their department/program faculty on how to connect finances to their goals and objectives (including professional development) (AY04-05)</i>	Training will be arranged through the Budget Office. Professional Development needs will be identified in the Assessment process and submitted to PDRC for funding consideration. Discipline-specific, required professional development (usually in the form of certifications) may be budgeted by each dept.	AVP	Spring 2006 and Fall 06 during budget preparation		
<i>Continuously revisit the mission statement to reflect the changing needs of the college and community (AY04-05)</i>	Review of the Mission Stmt. Will occur in the Faculty Senate	AVP	Spring 2006	5-Feb	
<b>STUDENT LEARNING OUTCOMES</b>					
<i>Provide website access to SLO per discipline, as well as institutional financial and performance reports (AY03-04)</i>	Form task force to Research and implement integrated database and portal	AVP	Spring 2006	Sp 06	
<i>Distribute student handbook and college catalog during the school year (AY03-04)</i>	Student handbook and catalogs are available on-line, hard copy catalogs are also distributed during advisement.	AVP/Staff	No further action required		
<i>Have all faculty see assigned students (AY04-05)</i>	Faculty will be reminded of this requirement by their evaluators.	AVP will remind Evaluators	Spring 2006	Sp 06	
<i>Assessment training incorporated as part of normal operations, devoting greater resources to assessment (AY04-05)</i>	This already exists. Training is part of the AIE budget.	none required	No further action required		

# APPENDIX M.1

<i>Update course guides in a timely manner (AY04-05)</i>	AIE will continue to publish lists of outdated course guides, AAC and Faculty Senate will be involved in the dialog	AVP/Staff	Spring 2006 Delayed to Fall 06		
<i>Address SLOs at all levels (AY04-05)</i>	Course documents will include SLOs, training will be arranged through AIE	AVP/AIE	Fall 06 - Sp 07		
<i>Fund tutoring program and computer labs (AY04-05)</i>	A fund will be established for part-time employees to meet this need	AVP	Spring 2006	Sp 06	
<i>Integrate formally into the curriculum the information literacy SLOs for General Education and Liberal Arts (AY04-05)</i>	New Curriculum documents will be reviewed for information literacy SLOs	AVP/Deans/AAC	Spring 2006	Sp 06	
<i>Have institutional processes that develop stronger links between appraisal and system and student learning outcomes. (AY04-05)</i>	This topic will be referred to the Job Specifications Committee	AVP	Spring 2006	Sp 06	
<i>Appraisal should include measuring adjunct faculty effectiveness in ensuring students achieve student learning outcomes. (AY04-05)</i>	This topic will be referred to the Job Specifications Committee	AVP	Spring 2006	Sp 06	
<i>Address SLOs at all levels (AY04-05)</i>	Course documents will include SLOs, training will be arranged through AID	AVP/AIE	Fall 06 - Sp 06		
<i>Assess the allocation of physical resources to align with SLOs (AY04-05)</i>	Will be addressed during Budget training for DCs	AVP	Fall 06		

## APPENDIX M.1

<i>Institutionalize assessment of the correlation between technology and student learning outcomes, and incorporate it into the Ten Year Master Plan and Technology Master Plan (AY04-05)</i>	The Ten-Year MP will be replaced by this plan (ISMP), This recommendation will be included in the Tech Plan, which is an appendix to the ISMP	AVP	Spring 2006	Sp 06	
<i>Continue to work on the new Master Plan and complete the renovations and new buildings (AY04-05)</i>	Facilities Master Plan will be an Appendix to the ISMP	AVP	Spring 2006	Sp 06	
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Support the professional development of faculty and staff (off-island), linking faculty and staff development to SLOs (AY03-04)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP/AIE	F06 - Sp07		
<i>Provide website access to CCA minutes and assessment reports (AY03-04)</i>	Accomplished with TracDat	no further action required	no further action required		
<i>Develop the library that is compliant with national standards, providing necessary resources and staffing (i.e. PCs, library faculty) (AY03-04)</i>	Library needs have been addressed in the Facilities Master Plan, the Library DC will be encouraged to submit appropriate budget requests	AVP	Spring 2006 - no findings in the Accred. Report		
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	This will be included in the Tech Plan as it is further developed and discussed in the Faculty Senate	AVP	Spring 2006		
<i>Review and revise the General Education philosophy and rationale (AY03-04)</i>	This will be referred to the Faculty Senate for further discussion	AVP	F06		

# APPENDIX M.1

<i>Review, create, and implement new Mission Statement when needed (AY04-05)</i>	Accomplished 2/05, further review is scheduled for each January, this will be forwarded to the Faculty Senate in the future	AVP	Spring 2006	Sp06	
<i>Continue funding travel to training that helps maintain the college's curricular currency and technological advantage (AY04-05)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP/AIE	no further action required	Sp06	
<i>Follow time lines established in the formulation of the Mission Statement (AY04-05)</i>	Accomplished 2/05, further review is scheduled for each January, this will be forwarded to the Faculty Senate in the future	AVP	Spring 2006	Sp06	
<i>Clarify the evolving process of the development of the mission statement (AY04-05)</i>	Faculty Senate	AVP	Spring 2006		
<i>Provide an identified storage area for archived data (tracking continuity) (AY04-05)</i>	The reference is unclear for this recommendation		no further action required	n/a	
<i>Allow for non-degree students and students taking courses for enrichment to have true open access to the courses they desire (AY04-05)</i>	Faculty Senate	AVP	Spring 2006 delayed to F06	Spring 2006 - Fall 06	
<i>Revise and implement Certificate Programs that allow students to take courses of study in their field of work to enhance their job skills and encourage them to continue towards a degree (AY04-05)</i>	Revision of Programs is ongoing	AVP	Spring 2006	Sp06	
<i>Continue supporting the infrastructure for systematic planning and assessment to achieve and evaluate effectiveness of institutional goal throughout the college (AY04-05)</i>	no action required		n/a	n/a	
<i>Continue having CCA distribute copies of documents to all departments / sections for perusal (AY04-05)</i>	no action required		n/a	n/a	

# APPENDIX M.1

<i>Continue researching the formation of a faculty senate (AY04-05)</i>	BOT/GFT Contract requirement	AVP	Spring 2006 delayed to F06		
<i>Communicate to faculty in a timely manner all approved documents affecting programs (AY04-05)</i>	AAD Admin Officer notifies DCs	no further action required	n/a	n/a	
<i>Improve the review of the mission statement (AY04-05)</i>	See above		n/a	n/a	
<i>Connect the curriculum organizations that support student learning to the process of review, submittal, and approval of changes in the college mission (AY04-05)</i>	Will be forwarded to Faculty Senate for discussion	AVP	F06 - Sp07		
<i>Increase the number of open computer labs and monitoring (AY04-05)</i>	Will be addressed in the Tech Plan, funding for part time positions will be used for lab monitors	AVP	Delayed to Fall 06		
<i>Require mandatory participation of all faculty in assessment guidelines and methodology training (AY04-05)</i>	This will be forwarded to the Faculty Senate for further discussion	AVP	Delayed to Fall 06		
<i>Build a new Library that complies with all applicable standards and budget for adequate staff and resources (AY04-05)</i>	Included in the Facilities Master Plan	no further action required	n/a	n/a	
<i>Increase the number of student computers in the library, while upgrading existing library computers (AY04-05)</i>	Seek grant funding for additional computers, establish this as a priority in the Tech Plan	AVP	Spring 2006	Sp06	
<i>Provide a viewing room in the library for faculty and students as stated in the Union Board Contract (AY04-05)</i>	Space for this purpose will become available when the new Tech Bldg. opens.	AVP	Spring 2006	Sp06	
<i>Provide a student-group study room in the library (AY04-05)</i>	Space for this purpose will become available when the new Tech Bldg. opens.	AVP	Spring 2006	Sp06	

## APPENDIX M.1

<i>Analyze and appropriate accordingly an increase in funds for professional development for staff, faculty and administrators. (AY04-05)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP	Spring 2006	Sp06 - \$25,000 added in 06 NAF Budget	
<i>Strengthen the link between student learning outcomes and staff/faculty/administrator development (AY04-05)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP	Fall 06 - Sp 07		
<i>Review and implement relevant recommendations in the Uyehara report. (AY04-05)</i>	This refers to professional development recommendations. Professional development priorities will be further established through the assessment process.	AVP	Spring 2006	Sp 06	
<i>Align capital improvement projects with a master plan and facilities plan (AY04-05)</i>	Accomplished 2005, plan is part of the ISMP	no further action required		n/a	
<i>Create and Implement a Technology Master Plan that includes governing policies that define how technology resource needs are prioritized and allotted. (AY04-05)</i>	This recommendation will be included in the Tech Plan, which is an appendix to the ISMP	AVP	Delayed to Fall 06		
<i>Implement the Campus Master Plan (AY04-05)</i>	Accomplished 2005, plan is part of the ISMP		Sp 06	Sp 06	
<i>Evaluate the General Education policies and its impact on enrollment (AY04-05)</i>	Will be referred to Faculty Senate for Discussion	AVP	Spring 2006		



# APPENDIX M.1

<i>Review program deletion policy (i.e. deletions based on low enrollment based on sufficient period of time, such as three to five years, for the student body to adjust to new requirements) (AY04-05)</i>	Will be referred to Faculty Senate for Discussion		Delayed to Fall 06		
<i>Hold off from cancellation of classes until the end of the add/drop period (AY04-05)</i>	Will be referred to Faculty Senate for discussion and explanation of why it is not possible	AVP	Delayed to Fall 06		
<i>Form a standing committee, through AAC or CAC, to monitor enrollment and the possible deletion of programs (AY04-05)</i>	Will refer to Faculty Senate for discussion	AVP	Delayed to Fall 06		
<i>Link NAIS, the registration data, with TracDat (AY04-05)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Jan-06	Sp 06 - Contract signed for SunGard's "Banner"	
<i>Continue institutional activities that promote the college's role as Guam's leader in workforce development (AY04-05)</i>	Will continue membership on Workforce Investment Board	AVP	no further action required	n/a	
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Include BOT and administration representatives in the Self-Study process (AY03-04)</i>	Check ACCJC guidelines, then refer to Self-Study Steering committee	AVP	Spring 2006	Sp 06 - ISMP	
<i>Conduct institutional-wide review of the mission statement (AY03-04)</i>	Accomplished 2/05	no further action required		n/a	
<i>Provide incentive for faculty directly involved in the assessment process (AY03-04)</i>	Accomplished 2/04, but was to be handled through faculty IFPs according to BOT/GFT Contract	no further action required		n/a	
<i>Include formal participation of the library in General Education and Liberal Arts (AY03-04)</i>	one librarian joined the Gen Ed Committee in 2005	no further action required		n/a	

# APPENDIX M.1

<i>Develop personnel rules and regulations for academic personnel (AY03-04)</i>	AVP will work with HRO to produce new rules and reg	AVP	Spring 2006		
<i>Develop an evaluation model for adjunct faculty, administrators, and staff (AY03-04)</i>	AVP will form a committee to research appropriate models, administrators were evaluated in Fall 2005 to try out an on-line model	AVP	Spring 2006		
<i>Establish staff development process that promotes a culture of continued performance improvement (AY03-04)</i>	Funding will be included in the Budget as usual, the link between professional development and SLOs will be strengthened through the assessment reporting process	AVP	Spring 2006	Sp 06	
<i>Schedule periodic review of the Master and Facility Plans to meet changing needs (AY03-04)</i>	The ISMP is a yearly strategic planning model that incorporates the facilities master plan and the technology play	AVP	Jan-06	Sp 06 - BOT Adopted ISMP	
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	The ISMP is a yearly strategic planning model that incorporates the facilities master plan and the technology play	AVP	Spring 2006	Sp 06 - BOT Adopted ISMP	
<i>Continue the requirement of an annual review of the Mission Statement with possible revisions (AY04-05)</i>	no action required			n/a	

## APPENDIX M.1

<i>Include improvements in the College Master Plan to insure continuity, such as revisions of the curriculum manual to align student outcomes at the course and program level; focus on student learning outcomes; reflect consistency in language with AIE assessment processes (AY04-05)</i>	AVP will call for a review of the curriculum manual	AVP	Fall 2006		
<i>Follow time lines established and insure that all stakeholders are included in the formulation of the Mission Statement. (AY04-05)</i>	Will be discussed in the Faculty Senate	AVP	Delayed to F 06		
<i>Evaluate the role of AAC as the responsible entity for review of mission statement, considering concerns/voices of all stakeholders (AY04-05)</i>	Will be discussed in the Faculty Senate which governs the AAC	AVP	Delayed to F 06		
<i>Increase the level of necessary resources that support faculty in the assessment processes and technology (AY04-05)</i>	This recommendation needs to be more specific	no further action required		n/a	
<i>Formalize in the contract and institutional structures the library's participation with General Education and Liberal Arts (AY04-05)</i>	one librarian joined the Gen Ed Committee in 2005	no further action required		n/a	
<i>Link institutional assessment to the development of human resources. (AY04-05)</i>	See professional development recommendations that link with assessment findings. This information will be shared with HRO to develop overall training agendas	AVP	Spring 2006	SP 06	
<i>Conduct long-term planning for physical resources based on periodic evaluations and assessment (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	SP 06 - ISMP	
<i>Develop a means to systematically evaluate the draft campus master plan to ensure that changing needs are addressed (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	SP 06 - ISMP	
<i>Incorporate institutional assessment of its departments' and programs' facilities and equipment into planning (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	SP 06 - ISMP	
<i>Develop and implement a systematic institutional evaluation method to determine the need and frequency for upgrades/replacements. (AY04-05)</i>	Will be incorporated into the ISMP and Tech Plan	AVP	Spring 2006	SP 06 - ISMP	

## APPENDIX M.1

<i>Utilize assessment results to develop and implement a 5 year financial plan. (AY04-05)</i>	Will be incorporated into the ISMP	AVP	Spring 2006	SP 06 - ISMP	
<i>Utilize assessment results to review and revise the Ten Year Master Plan. (AY04-05)</i>	ISMP will replace Ten Year Master Plan, and will be done on a yearly basis	AVP	Spring 2006	SP 06 - ISMP	
<i>Provide training on budget development and fiscal planning to ensure that departments and programs increase awareness and understanding on the business side of planning and its impact on fiscal planning. (AY04-05)</i>	Training will be arranged with the Budget Office, HRO, Presidents Mgmt Team	AVP	Fall 2006		
<i>Regularly revisit the Campus Master Plan and be flexible in making changes (AY04-05)</i>	ISMP will accomplish this	AVP	Spring 2006	Sp 06 - ISMP	
<i>Amend the Faculty evaluation process as needed (AY04-05)</i>	BOT/GFT Contract call for reevaluation on a 2 year cycle	AVP	Spring 2006	Sp 06	
<b>ORGANIZATION</b>					
<i>Reconvene Financial Exigency Committee to address effective use of resources (AY03-04)</i>	The BOT/GFT contract governs the formation of the FEC	no action required		n/a	
<i>Establish a governance process that establishes a broader definition and expanded role throughout the institution (AY03-04)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Revisit the structure and purpose of the faculty standing committees (AY03-04)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Establish the college website as an accessible source for assessment information, such as student learning goals and outcomes (AY03-04)</i>	Accomplished with TracDat	no action required		n/a	
<i>Develop and implement strategies to raise the level of funding to meet maintenance and improvement needs of the college, while systematically including faculty, staff, and student on the evaluation of the effectiveness of the services outsourced (security, grounds &amp; custodial maintenance, and food services) (AY03-04)</i>	Faculty Senate for discussion, Tuition and Fee Increases	AVP	Spring 2006	Sp 06 - Tuition Raised - BOT Resolution 5-2006, March 9, 2006	

## APPENDIX M.1

<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration (AY03-04)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Jan-06	Sp 06 - Contract Awarded to SunGard for Banner solution	
<i>Perform a technology audit (AY03-04)</i>	Referred to TAC, needs follow-up	AVP	Delayed to Fall 06		
<i>Support the recommendation from the accreditation team for the development and implementation of a full/part-time faculty evaluation system that covers teaching effectiveness, scholarship, service, and other respective institutional responsibilities. (AY03-04)</i>	Accomplished and is part of the BOT/GFT Contract	no action required		n/a	
<i>Continue current 2 year cycle of program reviews, including input from industry and review of the actual outcomes from the student artifacts used to evaluate SLOs used in the Department Assessment Plan (AY04-05)</i>	No action required			n/a	
<i>Search for external funding, in the form of grants, providing more revenue generating services to the community has also increased (AY04-05)</i>	P&D has taken on the role of researching grant opportunities. Will require follow up	AVP	Spring 2006	Sp 06	
<i>Develop agreement for an established shared governance joint committee (AY04-05)</i>	Accomplished in BOT/GFT Contract	no action required		n/a	
<i>Continue with the internal dialoged among AAC, CCA &amp; AIE (AY04-05)</i>	Faculty Senate	no action required		n/a	
<i>Continue process set forth in the BOT Policy 306, providing an environment that encourages assessment activities (AY04-05)</i>	No action required			n/a	
<i>Continue having the program advisory committee(s), consisting of industry partners and experts, measures the SLOs (AY04-05)</i>	No action required			n/a	
<i>Continue process of Financial Exigency Committee to ensure college effectiveness (AY04-05)</i>	Provisions are in BOT/GFT Contract	no action required		n/a	
<i>All relevant faculty committees establish a means of communication. (AY04-05)</i>	Faculty Senate	no action required		n/a	
<i>Formalize in the contract and institutional structures the library participation with General Education and Liberal Arts (AY04-05)</i>	One librarian now serves on the Gen Ed Committee	no action required		n/a	

# APPENDIX M.1

<i>Continue process set forth in the BOT Policy 306, providing an environment that encourages assessment activities (AY04-05)</i>	No action required			n/a	
<i>Establish a committee that will research a plan to utilize an institution-wide system to include student information, financial information, administrative. (AY04-05)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Jan-06	Sp06 - Contract awarded to SunGard for Banner Solution	
<i>Strengthen the college's planning and development process by engaging the existing Planning and Development Office in the review of assessment results and other appropriate evidence with the intent to identify and submit recommendations to the appropriate divisional managers for institutional action (AY04-05)</i>	AVP has assumed responsibility for the ISMP, which will carry out this recommendation	AVP	Spring 2006	Sp 06 - ISMP approved by the BOT at its 6/6/06 meeting	
<i>Have AAC continue to effectively support student learning (AY04-05)</i>	No action required			n/a	
<i>Revisit the proposal to permit non-degree/self-enrichment students to take courses without satisfying the general education requirements (AY04-05)</i>	Will be referred to Faculty Senate for further discussion	AVP	Delayed to Fall 06		
<i>Obtain a new system, to address the NIAS system and the need to use Windows 98 to run the program -- proven to be behind its time and inadequate (AY04-05)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Jan-06	Sp 06 - Contract Awarded to SunGard for Banner solution	
<i>Review the process of reviewing the mission statement (AY04-05)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Continue having the catalog and other publication reflect the mission statement (AY04-05)</i>	No action required			n/a	
<i>Continue institutional assessment process (SAIAR) (AY04-05)</i>	No action required			n/a	
<i>Continue Process TracDat usage, with the AIE providing for coordinated assessment activities and all activities and assessment documentation published (AY04-05)</i>	No action required			n/a	
<i>Continue mandated Comprehensive Assessment Plan / process, providing the foundation of all college assessment activities (AY04-05)</i>	No action required			n/a	

# APPENDIX M.1

<i>Continue Process of internal and external reviews, audits, and assessments provide for an environment of institutional transparency (AY04-05)</i>	No action required			n/a	
<i>Adhere to consistency for all programs (AY04-05)</i>	Meaning of this recommendation is unclear			n/a	
<i>Utilize the GCC's website program to communicate changes not reflected in catalog (AY04-05)</i>	Already in practice			n/a	
<i>Develop and effective code of professional ethics for staff, faculty and administrators with enforcement procedures (AY04-05)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Develop an effective review mechanism for the college catalog prior to publication. (AY04-05)</i>	Already in practice			n/a	
<i>Form a committee on professional ethics and create a college-wide code of ethics for administrators, faculty and staff (AY04-05)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Review and finalize the code of ethics developed by an Ad Hoc faculty committee in Spring 2000, with ethical standards encompassing the entire college community and its constituents (for example, vendor contracts, advisory committees) (AY04-05)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Strengthen the GCC/GPSS MOA to ensure that GPSS follows through with the commitments identified in the MOA (AY04-05)</i>	MOA is reviewed annually	AVP	6-Jan	Sp 06	
<i>Finalize the draft campus master plan and ensure that it is aligned with the institution's long-range goals and objectives and strategic plans (AY04-05)</i>	ISMP	AVP	Spring 2006	Sp 06 ISMP	
<i>Ensure that broad-based input is received from the college community (including students) before the draft campus master plan is finalized (AY04-05)</i>	Public review will be arranged	AVP	Spring 2006	Sp 06 ISMP	
<i>Increase IT support personnel to include a Web Master (AY04-05)</i>	Request will be made to the appropriate body for the position description authorization	AVP/HRO	Spring 2006		
<i>Develop ethical standards as it relates to technology and its applications (AY04-05)</i>	Tech Plan in ISMP	AVP	Delayed to Fall 06		
<i>Include key information from the student handbook in the college catalog, such as the academic dishonesty policy (AY04-05)</i>	Available on-line	no action required		n/a	
<i>Continue to follow syllabus policies and refine as needed. (AY04-05)</i>	No action required			n/a	

## APPENDIX M.1

<i>Assess financial and business processes for a more direct alignment to institutional planning. (AY04-05)</i>	B&F are assessed with other College functions, and they contribute to the ISMP	AVP	Spring 2006	Sp 06 ISMP	
<i>Proactive efforts in obtaining adequate funding for all programs (AY04-05)</i>	Budget process is in place	no action required		n/a	
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Develop and implement a more meaningful method of governance that provides the faculty with the ability to provide true and meaningful input (AY03-04)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Allow for all areas of the college to provide input for planning, as well as goal and objective setting (AY03-04)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Fund for the redesign and regularly update the college website, providing assessment information on the college website, as well as linking the library in a prominent place so that students will be able to find the library website quickly and easily (AY03-04)</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP will call a meeting to include VP B&F, Registrar, Admin for MIS, P&D staff (for possible grant funding)	Spring 2006	Sp 06 - Contract awarded to SunGard for Banner solution	
<i>Review and finalize the code of ethics developed by an Ad Hoc faculty committee in Spring 2000 (develop a committee on professional ethics and create/adopt a college-wide code of ethics for administrators, faculty and staff ; Ethical standards should encompass the entire college community and its constituent, to include technology and its applications) (AY03-04)</i>	Faculty Senate	AVP	Delayed to Fall 06		
<i>Perform long-range planning and evaluation of its physical resources through its master plan, facilities plan, and assessment process (AY03-04)</i>	ISMP	AVP	Spring 2006	Sp 06 - ISMP approved by BOT 6/6/06	



<b>Divisional Goals / Initiatives (AAD)</b>  <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Shift to an on-line ONLY catalog</i>	AVP will change procedures and inform the public	AVP	Spring 2006		
<i>Develop the Institutional Strategic Master Plan</i>	Develop templates, produce plan to include the Technology Plan and Facilities Master Plan	AVP	Spring 2006	Sp 06 - ISMP approved by BOT 6/6/06, included Facilities and Tech Plans	
<i>Review Self-Study procedures and provide training on how to write effective recommendations that will find their way into the ISMP</i>	Refer to Self-Study Steering Committee	AVP	Spring 2006	Sp 06	

<b>Assessment Findings (AAD)</b>  <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Improve support to and participation of Adjunct Faculty at the College</i>	Refer to Faculty Senate	AVP	Delayed to Fall 06		
<i>Improve link between Assessment practices and Professional Development at all levels</i>	Refer to AIE and Faculty Senate	AVP	Delayed to Fall 06		
<i>Identify faculty in need of degree advancement</i>	Have Deans review current levels of training and prepare a list of faculty in need of further training/education	AVP	Fall 2006		

<b>Technology Plan</b>  <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Implement an Integrated Student Information System with a Portal interface</i>	Form a committee to research available integrated databases for higher education, to include interface with a portal	AVP	Spring 2006	Sp 06 - Contract awarded to SunGard for Banner solution	
<i>Finalize the Technology Plan and include with ISMP</i>	Refer to Faculty Senate for discussion	AVP	Spring 2006	Sp 06 - ISMP approved by BOT 6/6/06	

**AAD - Technology and Student Service**

<b>Self Study Recommendations</b>  AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b><i>DIALOGUE</i></b>					
<i>Include in COPSA meetings the participation of the BOT student representative (AY03-04)</i>	Minutes will be on file in the Campus life office. Minutes will show student rep on agenda a minimum of once a month. The BOT should also report on student activities at the BOT meeting to reflect communication in both directions.	Campus Life Program Specialist will keep the data on file and current student BOT rep. Latisha, will continue to attend and present at COPSA meetings and speak for COPSA at the BOT meetings.	This item is ongoing. The current BOT student rep has shown tremendous initiative and help create a higher level of expectation and dialog for the position.	As an item this issue has been addressed yet will continue to be monitored.	It is recommended that in the BOT monthly meeting the student rep. also report for COPSA so there can be a triangulation of communication.

# APPENDIX M.1

<i>Continue dialogue at all levels to include discussion and plan/expansion for student involvement and student input (AY03-04)</i>	Discussion is ongoing and reflected in faculty senate as well as ad hoc. Committees - such as Katrina Relief, Smoking, and the Violence Prevention Taskforce.	All academic affairs administrators should continue to advocate for the student voice and should work through Campus Life to seek the participation of the students.	Ongoing. (There should not be an end date for dialogue).		
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Not applicable - pending AVP review of draft plan				
<i>Address the need of student involvement and student input throughout the college (AY04-05)</i>	This issue is being addressed at several levels. With the ratification of the faculty senate there will be increased student participation on campus wide committees. Currently students are being invited to sit on ad hoc committees as stated above.	All academic affairs administrators should continue to advocate for the student voice and should work through Campus Life to seek that participation.	Senate guidelines should be adopted in Spring '06. Otherwise this is an ongoing issue. Evidence should be reflected in committee attendance and minutes.		
<i>Expand student participation (AY04-05)</i>	This recommendation is very vague but seems to have been answered in the previous recommendation.				

<b>STUDENT LEARNING OUTCOMES</b>					
<i>Utilize advisory committees for program and curriculum relevance (AY03-04)</i>	Minutes are being collected by AIE on a semesterly basis. Each department should meet with their advisory committee at least once a semester. AIE will work with the Deans if they are not receiving the minutes.	Department Chairs are responsible for identifying advisory committee members and meeting dates. AO for AAD is responsible for preparing letters signed by the President acknowledging member participation. Continued requests of the DC's will be reflected in the DC/PM agenda and minutes of the monthly meetings.	Fall '05 is the first semester we have asked to collect minutes from the advisory committee members. This is expected to become a standard practice. Evaluation of the minutes should reflect discussion of program and curriculum relevance. By the end of Sp. '06 semester there should be evidence to support discussion of curriculum with advisory committees in the minutes submitted to AIE office.	<b>This item is one that will continue - the DCs were reminded regularly at DC meetings to submit their minutes to AIE.</b>	

<p><i>Enforce faculty advisement roles and responsibilities (AY03-04)</i></p>	<p>Advice was sought from the Academic Advising Task Force (AATF) They will present again at the DC meeting in January or February. Other efforts are forming in terms of working with the registrar to input all numbers and email address to make contact with students more convenient and to provide multiple methods of contact. The final issue is to ensure faculty have access to NIAS in order to facilitate appropriate advising. Deans and Assoc. Deans will work on addressing advisement through the IFPs.</p>	<p>Deans and Associate Deans with assistance from AATF in terms of their national conference information will continue to work with faculty. The Dean of TSS will work with the Registrar to follow through on inputting of information. The Dean of TSS will work with the faculty member who oversees the advising task force. Both deans will work on ensuring suitable access to NIAS by assigning faculty to offices with access and by making NIAS accessible in the new faculty workroom/lounge in C-2.</p>	<p>Although this is an on-going activity that takes approximately 5-7 years for full acceptance of a new program or adoption of a new culture. The Deans will have assigned 14 faculty offices in the new Technology center during Spring '06 semester. The new Faculty workroom/lounge will be situated in C-2 in early Spring Semester and meetings will take place with Deans and Assoc. Deans, prior to the end of the year evaluations, regarding faculty success in meeting with advisees.</p>	<p>C-2 will be ready for Fall '06 semester - advisement was part of the faculty eval and maintained in the faculty job specs.</p>	
---	---	--	--	---	--

<i>Support the administration of Student Development, working on improving student services and use of technology (ex: basic training on computer application) (AY03-04)</i>	These are two different issues - improving student services and basic training on computer applications. The training recommendation is addressed below, however improving student services is ongoing and an effort to provide a "one stop" for the services of Campus Life and Career Placement is on-going with the movement of these services to a more convenient location for the students particularly for student leaders.	The Dean of TSS is working on identifying a location for the convenient delivery of services (C-1). <b>This area has been changed due to the need for adequate space and better use of lower campus space.</b>	This activity is expected to begin at the beginning of Spring '06 semester and will hopefully be complete before the end of the semester. Evidence of completion of this activity will be apparent in the campus map identifying locations of various programs on campus.	<b>Space is still an issue however steps are being taken to increase use of technology. Student leaders are the first group of students to be trained and set-up for student email accounts. This training took place on June 14.</b>	
<i>Develop appraisal of adjunct faculty effectiveness in SLO achievement (AY03-04)</i>	The lead needs to come from DCs in defining and distributing SLOs not only to adjuncts but also to students.	Adjunct Assoc. Dean through observation and DCs through definition, dissemination, and data collection.	Ongoing with evidence apparent in the department assessment reports. <b>No Change.</b>		

<i>Update institutional master and facility plans, incorporating linkages between technology and SLO (AY03-04)</i>	The institutional master plan is being finalized. Although there isn't a direct/defined link between the plan and the SLOs, it is apparent that dialog was evident in the planning process as there are specific buildings in the plan that will help address the needs of the students in meeting their student learning outcomes. No planning is necessary for this recommendation.				
<i>Have all faculty see assigned students (AY04-05)</i>	Efforts to address meeting the needs of advisees is apparent under the recommendation above about enforcing faculty advisement roles and responsibilities. Interestingly, students have a role in advisement as well.				
<i>Develop and provide mini-courses for students needing training for the use of computers and applications (AY04-05)</i>	Work with ITC and hire student workers to assist in the training of students	Dean and ITC personnel.	Fall of '06.		

<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Develop under OSD a student judiciary council, and the continued commitment to student development (i.e. tutoring, p.c. support, and email access) (AY03-04)</i>	Student Support will be renaming and redefining this issue of student discipline and involving the students in that process of hearing committees. Student development is ongoing in terms of assessing tutoring needs identifying and (hiring part-time students to assist with the tutoring. MIS is currently working with MCV to incorporate student email into our current agreement and although a program agreement was written to support student tech support, it wasn't approved - possibly workshops can be held by computer science, Project Aim and ITC to assist students in computer usage.	Bill Melendez will be responsible for renaming and redefining student discipline and a student hearing committee (with support and concurrence of the Dean of TSS). The Dean of TSS will continue to push the issue of part-time student tutors (this will need the cooperation of the AVP and VP of BFD in order to identify the funding source and parameters). MIS under Frank Camacho will work on student email and the Dean of TSS will work with Project Aim, Computer Science and ITC to host mini workshops for basic computer usage.	These activities shall be completed by the end of the Spring '06 semester and will be evident in a new student handbook with guidelines for disciplinary procedures. It will further be evident with a list of student tutors and part-time employees. Procedures outlining a student email process will be evident and a schedule of mini workshops and attached attendance will be evident.	No progress in this area.	
<i>Integrate student support into the curriculum (AY03-04)</i>	This is unclear. Student services relevant to what curriculum?				



# APPENDIX M.1

<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Pending AVP review and dissemination of draft plan.				
<i>Address counselors concern about their role as student advocates Student Judiciary process; and concern among counselors about duplication of efforts (enrollment services?) (AY04-05)</i>	In the old discipline process - counselors were able to be advocates for the students and were able to participate in the due process of the student. In the Student Judiciary Process, the impressions of the counselors was that they were used as a part of the disciplinary sanction - they feel they should be the first step in the disciplinary procedure similar to the student grievance procedure. This item will be addressed in the new student handbook referencing the discipline procedures. Counselors were also concerned with the overlap of efforts related to Enrollment Services - this will be resolved through a team effort. Enrollment Services will become a part of the counseling department	Counselors, Enrollment Services, Asst. State Director of Communications, Student Support Administrator and Dean TSS.	Efforts to resolve these two issues were started in Fall of '05 and should be completely defined by end of Spring '06 semester with full implementation in Fall of '06. Outcomes will include new student discipline procedures and a defined role for the Enrollment Services office as well as with greater definition of the roles of non-teaching faculty (primarily counselors).		

	and there will be greater consistency in the recruitment, retention and transfer information.				
<i>Create functional enrollment services ( Recruitment, Retention, Transfer) (AY04-05)</i>	Meetings are on-going with the Dean of TSS and the counseling department chair as well as the faculty member responsible for Enrollment Services. A review of a previously submitted Enrollment Management Plan has taken place, a revised plan is forthcoming. Parameters for the office of Enrollment Services are being developed in order to clarify the role of that office and the integration with other offices.	Dean of TSS, Imelda Clymer, Anthony Roberto, and Patrick Clymer.	End of Spring '06 semester. An enrollment management plan was submitted to the AVP - it is not data driven but will have defined goals for Fall '06. Enrollment services is one person who will manage an institutional calendar for recruitment activities and will provide those who do recruiting with a checklist of necessary and consistent items.		
<i>Further integrate student services into the curriculum (AY04-05)</i>	This is unclear. Student services relevant to what curriculum?				
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Pending AVP review and dissemination of draft plan.				

ORGANIZATION					
<p><i>Review the organizational approach to Student Services, including the administration of the Office of Student Development (AY03-04)</i></p>	<p>Student services need to take on a completely different feel. The former office of student development no longer exists yet efforts to create a stronger student centered environment on campus is on going. Part of the review included a need for the office to be closer to the students. Campus Life and Career Placement are moving to C-1 which will provide the proximity to the students and the activities on campus. The other goal is to fill the vacancy of the program coordinator position (with sensitivity to the financial situation). This office has gone from four people to one.</p>	<p>Dean of TSS, Campus Life Program Specialist, HRO, the President</p>	<p>The move to C-1 will be during Spring Semester '06 and the hiring of the PC will be dependent on the financial conditions of the college.  The move to C-1 will not take place.  The Center for Student Involvement, formerly Campus Life, will move downstairs where TRIO is currently located. This will at least provide better accessibility to students.</p>		

## APPENDIX M.1

<i>Provide necessary human resources for library, and include the library in General Education and Liberal Arts (AY03-04)</i>	Planned action included hiring a third librarian and moving all librarians to an 11 month schedule. Also a representative of the library would serve on both the Gen. Ed committee and the liberal arts committee.	The Dean of TSS moved forward in a request to announce and hire for all vacancies in the library. The library identified faculty to sit on both the Gen Ed committee as well as liberal arts (vice Christine Matson)	This activity has been completed. Evidence to support this is apparent in both the staffing pattern for the college as well as minutes and attendance at the committee meetings.	Manny Duenas was the third librarian hired and Evelyn Anselmo filled the final staff vacancy. Christine Matson was on the two committees and has recently been replaced by Manny Duenas.	This recommendation has been satisfactorily completed and therefore no further action is necessary.
<i>The BOT student representative should be a standing item on COPSA's meeting agenda (AY03-04)</i>	Minutes will be on file in the Campus life office. Minutes will show student rep on agenda a minimum of once a month.	Campus Life Program Specialist will keep the data on file.	This item is ongoing. The current BOT student rep has shown tremendous initiative and help create a higher level of expectation and dialog for the position.	As an item this issue has been addressed yet will continue to be monitored.	It is recommended that in the BOT monthly meeting the student rep. also report for COPSA so there can be a triangulation of communication. **See first recommendation.
<b>INSTITUTIONAL INTEGRITY</b>					

<b>Divisional Goals / Initiatives (AAD-TSS) See Goals/Objectives in the respective Assessment Plan (TracDat)</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
All program goals were reviewed and a report was run in TracDat to review both the summary of results and the use of assessment results. Neither indicate action necessary from the office of the Dean.					

<b>Departmental Goals / Initiatives (AAD-TSS)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
Departmental goals are very program specific - to list each departmental goal under TSS would essentially mean copying each certificate, associate, and service goal as the goals are very specific to the outcomes relative to learning or service and not to the support provided by administration.					

<b>Assessment Findings (AAD-TSS)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
Expand strategies to generate active involvement of students in the institutional assessment process through the planned "Students' Voice Day" where focus groups on program improvement may occur simultaneously, as facilitated by student peers themselves.	On a smaller scale the students are meeting with the president to express their concerns about the campus. This is a new activity that started during academic year '04-'05. The calendar committee needs to meet in order to finalize both the student voice day as well as the professional development day.	Once Dr. Rider defines the calendar committee and PDRC has a voice in the professional development day, the committee as a whole with representation from AIE and from Campus Life will decide on a Students' Voice Day.	End of Spring '06 for AY '06-'07. <b>No designation was made in the calendar for a "Students' Voice Day."</b>		

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
Specific assignments and goals will come forward as the new plan is adopted.					

**AAD - TSS -- Auxiliary Services**

<b>Self Study Recommendations AY2003-2004 and AY2004-2005  By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Continue dialogue at all levels to include discussion and plan/expansion for student involvement and student input (AY03-04)</i>	Student representation is ensured at all meetings involving drug prevention, violence prevention, smoking policy, and hearings involving I.D. cards and parking decals. In the future students would also be a part of a student disciplinary hearing committee.	Student Support Services	May, 2006 - no activity in this area. All other activities in this section are handled under TSS.		
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	This activity does not pertain to auxiliary services.				

<b>STUDENT LEARNING OUTCOMES</b>					
<i>Enforce faculty advisement roles and responsibilities (AY03-04)</i>	Dean of TSS responded to this as both counseling and enrollment services are no longer under the student support administrator				
<i>Support the administration of Student Development, working on improving student services and use of technology (ex: basic training on computer application) (AY03-04)</i>	This recommendation was answered by the Dean of TSS.				
<i>Update institutional master and facility plans, incorporating linkages between technology and SLO (AY03-04)</i>	This activity does not pertain to auxiliary services.				
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Integrate student support into the curriculum (AY03-04)</i>	The dean needs to answer to this.				
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	The dean needs to answer to this.				
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<b>ORGANIZATION</b>					
<i>Review the organizational approach to Student Services, including the administration of the Office of Student Development (AY03-04)</i>	The dean needs to answer to this.				
<b>INSTITUTIONAL INTEGRITY</b>					

<b>Divisional Goals / Initiatives (AAD/TSS-Aux)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

## APPENDIX M.1

<b>Departmental Goals / Initiatives</b> (AAD/TSS-Aux) <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Assessment Findings (AAD/TSS - Aux)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

### AAD - Trades and Professional Services

<b>Self Study Recommendations</b>  AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b><i>DIALOGUE</i></b> <i>Update BOT policy 700 and GCC Apprenticeship Council, including having the BOT responsible for facilitating dialogue on ideas and fostering effective communication across the institution (AY03-04)</i>	Re-establish Apprenticeshi p council; Review BOT Policy 700 for possible revision.	George Santos	Council reconvened on 11/30.05, will continue meeting, expect completion 2/1/06.		



## APPENDIX M.1

<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Receive input from DCs.	All DC's.	End of Spring 2006.	Still waiting for completion of institutional tech plan. Some input received from DCs.	
<i>Address the need of student involvement and student input throughout the college (AY04-05)</i>	Include student representation on committees whenever possible.	Dean	Ongoing.	ongoing	
<b>STUDENT LEARNING OUTCOMES</b>					
<i>Utilize advisory committees for program and curriculum relevance (AY03-04)</i>	Continue to have departments meet with advisory committees.	All department chairs.	Ongoing.	Ongoing.	
<i>Enforce faculty advisement roles and responsibilities (AY03-04)</i>	Monitor faculty to make sure they meet their advisement responsibilities.	All faculty evaluators.	Ongoing.	Ongoing.	
<i>Develop appraisal of adjunct faculty effectiveness in SLO achievement (AY03-04)</i>	Make sure assessment data is collected from adjunct faculty.	All department chairs.	Ongoing.	Ongoing.	
<i>Update institutional master and facility plans, incorporating linkages between technology and SLO (AY03-04)</i>	Receive input from DCs and others. Work with architect, AVP	Dean	End of Spring 06.	Facilities plan approved.	
<i>Establish accountability measures for revenue generating activities at the high schools (AY03-04)</i>	Completed. MOA process updated, armored car service initiated.	Deans, Associate Deans.	Done. Completed Fa 2005.	Procedures in place. Accountability strengthened.	
<i>Continue having SLOs included in Course Guides and Program Documents (AY04-05)</i>	Review all course guides and program documents.	Dean	Ongoing.	Ongoing.	
<i>Have all faculty see assigned students (AY04-05)</i>	Monitor faculty to make sure they meet their advisement responsibilities.	All faculty evaluators.	Ongoing.	Ongoing.	

## APPENDIX M.1

<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Implement the Master Technology Plan when completed and approved.	Dean and all departments.	Determined by Tech Plan time lines and budget realities.	Tech plan still being developed.	
<i>Expand the tutoring programs (AY04-05)</i>	Re-establish the ELI reading lab tutoring program.	Dean, ELI faculty.	Fa 06.		
<i>Strengthen the apprenticeship program to better meet community needs (AY04-05)</i>	Continue cleaning up and expanding current apprenticeship program.	George Santos	Ongoing	Ongoing	
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Provide input for Tech Plan. Implement when completed and approved.	Dean and all departments.	Determined by Tech Plan time lines and budget realities.	Tech plan still being developed.	
<b>ORGANIZATION</b>					
<b>INSTITUTIONAL INTEGRITY</b>					

<b>Divisional Goals / Initiatives (AAD - TPS)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
Encourage assistant instructors to move toward instructor.	Have faculty make advancement plans.	All evaluators	Ongoing.	Ongoing	
<i>Improve curriculum and assessment in automotive and construction trades.</i>	Use VEA grant to hire program specialist to write curriculum and assist with assessment.	Dean, Gary Hartz	1-Jun	Automotive curriculum complete, Construction in progress.	
<i>Improve facilities and provide better space for programs.</i>	Room upgrades and planned moves.	Contractors, Dean, department chairs.	Jun-06	Moves underway.	
Reorganize certain departments as needed.	Combine Vis Com with Marketing	Deans, AVP	Jan-06	Done.	

<b>Departmental Goals / Initiatives (AAD-TPS)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Department Goals are program specific. No need for action from dean other than giving support where needed.</i>	N.A.				

<b>Assessment Findings (AAD - TPS)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Design Faculty Development Day</i>	Work with other Dean and AVP to plan Faculty Development Day.	Dean	Spring 2006	Dates identified.	
<i>Enforce department meetings with advisory committees</i>	Reminders to DCs, schedule meetings	Dean, DCs	ongoing	Ongoing	

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Support institution and individual department plans.</i>	Provide support where needed.	Dean, Assoc. Deans	ongoing	Ongoing.	

## Academic Affairs Division - Continuing Education

Self Study Recommendations AY2003-2004 and AY2004-2005  By Theme	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation
<b>DIALOGUE</b>					
<i>Develop a concise mission statement that includes feedback and regular review by staff, faculty, and administrators (AY03-04)</i>	Meet with department chairs to review mission statement and make changes where necessary.	Lolita C. Reyes	Completed		
<i>Evaluate, improve, and formalize the faculty governance process that supports meaningful dialogue and reflects a shared campus-wide approach – perhaps through the BOT/GFT contract negotiations. This includes promoting a broader definition of “governance”</i>	N/A.				
<i>Utilize CAC as mode for dialogue and source of information, to also link management and faculty regarding physical resource needs (AY03-04)</i>	N/A.				
<i>Provide electronic means to share assessment progress and institutional effectiveness, as well as CAC activities (AY03-04)</i>	Initiate conversation regarding Intranet development to allow for institutional awareness and access to CE programs and assessments.	Lolita C. Reyes Rose L. Cruz Vedalema Valencia Marisha D. Artero	On-going	Dependant upon the finalization of GCC's website	
<i>Continue the development of programs that meet community needs, while ensuring continuous improvement of student learning and institutional processes (AY04-05)</i>	In relation to our divisional goals, we will be developing programs and processes as per community and industry needs.	Lolita C. Reyes Rose L. Cruz Vedalema Valencia Marisha D. Artero	On-going	Programs are developed by identifying community needs	

<b>STUDENT LEARNING OUTCOMES</b>					
<i>Provide website access to SLO per discipline, as well as institutional financial and performance reports (AY03-04)</i>	** Upload and link CE course offerings on GCC website to provide on-line access to course descriptions and course syllabi.	Lolita C. Reyes Rose L. Cruz Marisha D. Artero	On-going	Dependant upon the finalization of GCC's website	
	** Move CE link to homepage of GCC webpage to allow quicker access to CE programs.	Lolita C. Reyes MIS Marisha D. Artero	On-going	Dependant upon the finalization of GCC's website	
	** Initiate conversation regarding Intranet development to allow for institutional awareness and access to CE programs and assessments.	Lolita C. Reyes	On-going	Dependant upon the finalization of GCC's website	
<i>Distribute student handbook and college catalog during the school year (AY03-04)</i>	Update CE Standard Operating Procedures Handbook to address procedures for CE enrollment and registration.	Rose L. Cruz Marisha D. Artero	1-Aug-06		
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Support the professional development of faculty and staff (off-island), linking faculty and staff development to SLOs (AY03-04)</i>	Continue to support and approve appropriate training of faculty through available incentive funds, as needed.	Lolita C. Reyes	On-going		

<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Develop personnel rules and regulations for academic personnel (AY03-04)</i>	N/A.				
<i>Develop an evaluation model for adjunct faculty, administrators, and staff (AY03-04)</i>	Continue to distribute instructor evaluation tool at the completion of each CE course.	Lolita C. Reyes Marisha D. Artero	On-going		
<i>Establish staff development process that promotes a culture of continued performance improvement (AY03-04)</i>	Review available training programs and link to the professional development needs of individual CE staff members.	Lolita C. Reyes Marisha D. Artero	On-going	Staff take advantage of classes offered online through Ed2Go as well as certifications offered for book keeping, refrigeration, etc.	
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	N/A.				
<b>ORGANIZATION</b>					
<i>Develop and implement strategies to raise the level of funding to meet maintenance and improvement needs of the college, while systematically including faculty, staff, and student on the evaluation of the effectiveness of the services outsourced (security) (AY03-04)</i>	Serve as Co-chairperson for Million Dollar Fundraising Campaign to raise money for GCC capital improvements .	Lolita C. Reyes Cathy Gogue	On-going		
<i>Support the recommendation from the accreditation team for the development and implementation of a full/part-time faculty evaluation system that covers teaching effectiveness, scholarship, service, and other respective institutional responsibilities. (AY03-04)</i>	Adhere to the guidelines prescribed by the HR Office.	Lolita C. Reyes Marisha D. Artero	On-going		
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Develop and implement a more meaningful method of governance that provides the faculty with the ability to provide true and meaningful input (AY03-04)</i>	N/A.				
<i>Allow for all areas of the college to provide input for planning, as well as goal and objective setting (AY03-04)</i>	N/A.				

<i>Fund for the redesign and regularly update the college website, providing assessment information on the college website, as well as linking the library in a prominent place so that students will be able to find the library website quickly and easily (AY03-04)</i>	N/A.				

<b>Divisional Goals / Initiatives (AAD - CE)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>To provide professional and personal enrichment courses to public, government agencies, private businesses and regional entities throughout the year.</i>	** Define the "Market Segments" of GCC's Office of Continuing Education.	Lolita C. Reyes	Completed		
	** Develop CE course listings specific to each of the Market Segments and review and update annually.	Lolita C.Reyes Marisha D. Artero Rose Cruz	On-going		
	** Develop a Community Outreach program to provide individuals with more accessibility to CE classes and services by utilizing village centers and public and private schools.	Lolita C. Reyes Rose L. Cruz Vedalema Valencia Marisha D. Artero	On-going	Work with the Mayors' Council to reach villages, discussions with Chief Brodie Elem and ND High School regarding collaborative work; CE staff participate in exhibits to highlight programs and gauge community needs	

<i>To vigorously promote and advertise CE courses in the community, including government agencies and private businesses.</i>	** Research and review marketing plans from stateside CE programs to serve as a model for GCC CE's marketing plan.	Lolita C. Reyes Marisha D. Artero	On-going	Produce monthly newsletter Adahi-Mo'na to highlight CE program; publish magazine Mo'na and distribute free of charge to promote CE	
	** Develop a comprehensive marketing plan to promote CE's programs to the Market Segments.	Lolita C. Reyes Marisha D. Artero	April 1, 2006	Continue next planning cycle	
<i>To monitor department incentive monies earned through Continuing Education.</i>	** Train CE staff in use of Dynalogic accounting application to allow for better monitoring of CE funds.	Lolita C. Reyes Grace Edrosa Rose L. Cruz Vedalema Valencia	Completed		
	** Train CE staff in the development of Budget Account Code (BAC) numbers to eliminate delays in the course permission process.	Lolita C. Reyes Mary Grace Edrosa	Completed		
	** Train CE staff in Third-Party Billing to eliminate delays in billing and payment processing.	Lolita C. Reyes Rose L. Cruz Vedalema Valencia Arlene Mesa Marisha D. Artero	Completed		
<i>Determine and Increase Student Satisfaction through the use of student questionnaires specific to the Continuing Education program.</i>	** Research survey instruments used by other CE programs.	Lolita C. Reyes Marisha D. Artero	Completed		
	** Develop CE student questionnaire that will ask the questions necessary to determine course quality and course	Lolita C. Reyes Marisha D. Artero	July 1, 2006	Draft completed, will finalize	



	offerings needed.				
	** Implement CE questionnaire to include non-instructional offering such as pan and Prometric testing	Marisha D. Artero	On-going		
	** Implement CE student questionnaire at the completion of all CE courses.	Lolita C. Reyes Marisha D. Artero Rose L. Cruz Vedalema Valencia	On-going		
<i>To ensure that courses offered through Continuing Education are financially self-sustaining.</i>	** Develop profitability evaluation form as an Excel template.	Lolita C. Reyes Marisha D. Artero Mary Grace Edrosa	Completed	Profit evaluations are done quarterly in coordination with the Business Office	
	** Develop and implement budget tracking system and processes to evaluate profitability of CE courses.	Lolita C. Reyes Mary Grace Edrosa	Completed		
	** Perform evaluation on 100% of all CE courses offered and completed through the Dynalogic system.	Rose L. Cruz Vedalema Valencia Marisha D. Artero	On-going		
	** Train CE staff on understanding and use of Excel application.	Lolita C. Reyes Marisha D. Artero Rose L. Cruz Vedalema Valencia	On-going	75% completed	

<b>Assessment Findings (AAD - CE)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Improve CE's Webpage on the GCC Website</i>	** Meet with Communications Promotions Director to determine institutional capabilities and process for making changes to GCC website.	Lolita C. Reyes Marisha D. Artero MIS Cathy Gogue	On-going	Dependant upon the finalization of GCC's website	
	** Review CE webpage to identify marketing opportunities.	Lolita C. Reyes Marisha D. Artero	On-going	Dependant upon the finalization of GCC's website	
	** Identify and select CE program areas to highlight and showcase on CE webpage.	Lolita C. Reyes Marisha D. Artero	On-going	Dependant upon the finalization of GCC's website	
	** Identify and select interested students to interview and feature on CE webpage as testimonials.	Lolita C. Reyes Marisha D. Artero Cathy Gogue	On-going	Dependant upon the finalization of GCC's website	
	** Determine new webpage design and implement.	Lolita C. Reyes Marisha D. Artero Cathy Gogue	On-going	Dependant upon the finalization of GCC's website	

<i>Initiate the Development of a GCC Intranet in cooperation with the MIS Department to Improve Accessibility to Departmental Programs and to Foster Greater Institutional Sharing of Information.</i>	Meet with Communications and Promotions and MIS departments to discuss feasibility and requirements to setup a GCC Intranet.	Lolita C. Reyes Cathy Gogue MIS	On-going	Dependant upon the finalization of GCC's website	
<i>Develop an On-line CE Program that will enable students to take courses via computer.</i>	** Meet with MIS department to determine requirements for establishing and maintaining an on-line CE program.	Lolita C. Reyes Marisha D. Artero Cathy Gogue MIS	On-going	CE currently offers online classes through Ed2Go and is working with an instructor to develop online courses	
	** Research current on-line programs that may serve as model for CE program.	Lolita C. Reyes Marisha D. Artero Rose Cruz	Completed		

**Assessment and Institutional Effectiveness**

<b>Self Study Recommendations</b> AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Integrate the adoption of TracDat as an assessment tool into the Technology Master Plan by highlighting its institutional importance in the Institutional Assessment Plan document.	Priscilla Johns Dr. Ray Somera	End of Spring 2004	Completed	Master Technology Plan completed; revisit plan every 3 years with CCA input

## APPENDIX M.1

<i>Continue process of BOT Policy 36 (assessment mandates), with CCA's assessment survey as part of the institution's assessment process (AY04-05)</i>	Institutionalize the conduct of campus-wide assessment surveys every other year (e.g. "Faces of the Future" for students; "Pres. Evaluation Survey" for the CEO, etc.)	Priscilla Johns Dr. Ray Somera	Every other year	Continue at the next planning cycle	Administer BOT Assessment Instrument in fall 2007
<i>Continue Annual Institutional Assessment Reporting, adhering to assessment timeline (AY04-05)</i>	Develop an outline for the institutional assessment report in June for review and discussion with the AVP so that it gets completed by late July or early August (before Fall convocation)	Dr. Ray Somera	end of Spring 2005	Continue at the next planning cycle	Continuous annual reporting cycle already established
<i>Continue continuous dialog through CCA's review process of assessment plan (AY04-05)</i>	Restructure the format of weekly CCA review sessions to align with TracDat processes	Dr. Ray Somera Priscilla Johns	end of Spring 2005	Continue at the next planning cycle	Continuous dialogue with CCA members through weekly meetings
<i>Continue quarterly governance and program templates that provide continuous dialogue (AY04-05)</i>					N/A
<i>Continue TracDat training to faculty and staff (AY04-05)</i>	Identify departments that need more focused training and initiate one-on-one or group training sessions	Priscilla Johns	Continuous		Continuous TracDat training two weeks prior to assessment deadline every semester
<b>STUDENT LEARNING OUTCOMES</b>					
<i>Demonstrate institutional commitment to the centrality of Student Learning Outcome, measurable SLO goals and links to policy, technology and college assessment (to include course, program and degree level, and Student Support Services) (AY03-04)</i>	Provide training to assessment authors on articulating student learning outcomes (SLOs)	Dr. Ray Somera Dan Guerrero	end of Spring 2004	Completed first phase (faculty)	Audit program documents and course guides in order to extract examples of SLOs that can be used for the next training phase
<i>Continue program and curriculum review and updates (per CAC), with a focus on SLOs (including literacy SLO in General Education and Liberal Arts) (AY03-04)</i>	Review program documents and course guides and identify revision/development history	Dr. Ray Somera Dan Guerrero	middle of Spring 2004	Completed	Develop a matrix that identifies program courses that are more than 5 years old in order to encourage departments to revisit their programs

## APPENDIX M.1

<i>Engage in intentional reflection of improvements in teaching and learning (AY03-04)</i>	Report assessment results on pedagogical changes in the classroom in the Inst'l Assessment Report	Dr. Ray Somera	end of Spring 2004	Completed	The PDRC should organize a learning/sharing workshop among faculty (i.e., Faculty Development Day) to dialogue on best practices in teaching and learning in the classroom.
<i>Support the training on classroom application of assessment findings (AY03-04)</i>	Integrate this component in "Articulating SLOs" training to ensure this faculty need is sufficiently addressed	Dr. Ray Somera	middle of Spring 2004	Completed	Encourage departments to schedule a Teaching & Learning retreat session for their faculty in order to share pedagogical insights amongst themselves
<i>Continue utilization of the TracDat program for assessment data collection and analysis (students and programs) (AY03-04)</i>	Provide beginner and refresher training in TracDat for Groups A, B, C & D in the college's assessment taxonomy	Priscilla Johns Dr. Ray Somera	end of Spring 2004	Continue at the next planning cycle	Break up training groups into departments or programs for better focus and identification of relevant issues in data collection and analysis
<i>The AIE through the CCA continually stress that departments continually conduct program reviews to update their curricular offerings (AY04-05)</i>	Monitor compliance of departments with their assessment requirements every semester by sending timely email reminders about assessment deadlines (as well as missed deadlines).	Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	Continuous every semester
<i>Ensure continuation that artifacts are collected and data is shared via electronic mail and website, per Annual Institutional Assessment Reporting (AY04-05)</i>	In TracDat training sessions, emphasize electronic storage of assessment artifacts; all assessment memo submissions will be accepted only in electronic format.	Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	Continuous every semester
<i>Continue process of having results of program assessment plan templates published in the 5th Annual Institutional Assessment Reports (AY04-05)</i>	Ensure that examples of commendable plans and reports are uploaded to the website for guidance of other authors	CCA members Priscilla Johns Rose Taitingfong	Continuous	Completed	Annual assessment reporting established
<i>Continue surveys that collect feedback of GCC programs and assessment efforts (AY04-05)</i>	Generate more participation from students in administering "Faces of the Future" survey through meaningful collaboration with the COPSA	Priscilla Johns Rose Taitingfong	Every other year	Continue at the next planning cycle	Continuous training with COPSA leadership every scheduled year

## APPENDIX M.1

	leadership				
<i>Continue having departments/units demonstrate SLOs in respective assessments, with continuous cycle of evaluation from CCA member (AY04-05)</i>	Provide monthly reporting to the Deans with regard to compliance or non-compliance with assessment requirements of programs in their respective schools	Priscilla Johns	end of Spring 2005	Continue at the next planning cycle	Continuous every semester
<i>Assessment training incorporated as part of normal operations, devoting greater resources to assessment (AY04-05)</i>	Justify the need for equipment that would facilitate data collection processes (e.g. tape recorders for the conduct of focus groups) among various constituents	Priscilla Johns	end of Spring 2005	Completed	Continue TracDat basic and refresher training already established every semester
<i>Address SLOs at all levels (AY04-05)</i>	Require all programs (in TracDat) to relate SLOs to institutional, divisional goals, as well as ACJCC standards	CCA members	Continuous	Continue at the next planning cycle	Continuous every semester
<i>Institutionalize assessment of the correlation between technology and student learning outcomes, and incorporate it into the Ten Year Master Plan and Technology Master Plan (AY04-05)</i>	Convey to all assessment authors that only online submissions (ie. through TracDat) are accepted; this is to encourage all users to make the transition from the hard copy to the online environment of doing assessment.	Priscilla Johns	Continuous	Completed	Master Technology Plan completed; revisit every 3 years

## APPENDIX M.1

<i>Assess the appropriateness of the methodology and strategies used by departments/programs to gather data and how this data supports their financial projection (AY04-05)</i>	Through timely CCA feedback, emphasize the importance of linking Column 3 (Means of Assessment) to Column 5 (Use of Assessment Results) so that all authors learn to use assessment evidence to support projected departmental needs.	CCA members	Continuous	Continue at the next planning cycle	Ensure that data on tools and strategies included in the institutional assessment report completed every year
<i>Continue training of TracDat software and the assessment process (AY04-05)</i>	Regularize AIE's offering of beginner and refresher TracDat training sessions so that software training is continuously done throughout the semester	Priscilla Johns	Continuous	Continue at the next planning cycle	Training schedule already established every semester
<i>Be more effective in assessing general education requirements (AY04-05)</i>	Guide the Gen Ed committee in choosing multiple assessment tools that would generate meaningful data through sustained participation in the committee's meetings.	Dr. Ray Somera CCA members	Continuous	Continue at the next planning cycle	Monitor Gen Ed assessment compliance through guidance and mentoring
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Establish a schedule for institutional-wide review of the college mission statement (e.g. January, or biannual), per ACCJC and Team Millennium suggestions (AY03-04)</i>	Print posters (to be posted strategically campus-wide) that call for various "voices" regarding the review of the institutional mission statement	Dan Guerrero	end of Spring 2004	Continue at the next planning cycle	Publicize this activity more widely using other tools in order to generate greater participation among the college's stakeholders
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Map TracDat with the "old" assessment structure to create a smooth transition into the online environment	Dan Guerrero	end of Spring 2004	Completed	Schedule teleconference sessions with TracDat's consulting staff in order to facilitate the mapping task.

## APPENDIX M.1

<i>Continue institutional assessment process (SAIAR), which has shown evidence of participation by non-academic divisions of the college (AY04-05)</i>	Highlight the "comprehensive approach" to assessment by integrating both academic and non-academic units into the whole assessment process by enforcing the 2-year cycle for all programs	Dr. Ray Somera CCA members Priscilla Johns	Continuous	Continue at the next planning cycle	Continuous every semester
<i>Utilize TracDat baselines evidence and data to begin the discussion surrounding the ongoing assessment process its progress and recommendations for action (AY04-05)</i>	Disseminate year-end assessment results to all stakeholders by uploading document into the AIE website prior to Fall convocation; topics for Faculty Development Day can focus on some or all of the results.	Dr. Ray Somera CCA members Priscilla Johns	end of Spring 2005	Completed	Include patterns of TracDat use in the next annual institutional assessment report
<i>Continue institutional mandate for the assessment process (i.e. TracDat) (AY04-05)</i>	Guide the Board of Trustees in fulfilling their assessment requirements through the regular conduct of assessment retreats for their benefit.	Dr Ray Somera Priscilla Johns	Continuous	Continue at the next planning cycle	Ensure that assessment deadlines are met and assessment compliance monitored regularly
<i>Continue supporting the infrastructure for systematic planning and assessment to achieve and evaluate effectiveness of institutional goal throughout the college (AY04-05)</i>	Compile Col. 5 (Use of Assessment Results) memos for all programs and units so that results are transformed into plans and improvements; integrate information into the annual assessment reports.	Dr. Ray Somera Priscilla Johns	end of Spring 2005	Continue at the next planning cycle	Annual assessment reporting cycle already established
<i>Continue providing the details of the assessment structure and data collection (AY04-05)</i>	Utilize the AIE website for the dissemination of important assessment information for all authors (both faculty and staff) --such as useful TracDat checklists for plans and reports.	Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	Include patterns of TracDat use in the next annual institutional assessment report



## APPENDIX M.1

<i>Require mandatory participation of all faculty in assessment guidelines and methodology training (AY04-05)</i>	Encourage full participation of all faculty in assessment training workshops by utilizing various forms of communication media such as posters, online registration, email reminders, etc.	Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	TracDat training schedule already established every semester
<i>Analyze and appropriate accordingly an increase in funds for professional development for staff, faculty and administrators. (AY04-05)</i>	Provide input to the PDRC regarding training needs of faculty based on program assessment reporting.	Priscilla Johns	end of Spring 2005	Continue at the next planning cycle	Expand TracDat field to include this option
<i>Strengthen the link between student learning outcomes and staff/faculty/administrator development (AY04-05)</i>	Require administrative units to link their TracDat outcomes to student learning and achievement by viewing their role as supportive of students' educational success.	CCA members	Continuous	Continue at the next planning cycle	Include patterns of this relationship in the next annual institutional assessment report
<i>Evaluate the General Education policies and its impact on enrollment (AY04-05)</i>	N/A				N/A
<i>Programs should include enrollment information and information regarding the number of declared students in TracDat, to assist the college and departments in planning for future courses (AY04-05)</i>	Coordinate with the Registrar to regularize upload of student data information to the AIE website on a timely basis.	Priscilla Johns	end of Spring 2005	Continue at the next planning cycle	Plan for the position of an Institutional Researcher under the AIE office to take charge of systematic data collection and analysis of relevant student data
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Conduct TracDat training and improve its utility, while providing clear and consistent assessment guidelines and methodology (AY03-04)</i>	Develop a TracDat training manual that addresses the unique needs of GCC end users, particularly its alignment with the 2-year cycle schedule.	Dan Guerrero	end of Spring 2004	Completed	Develop TracDat user checklists --both for assessment plan and report--that would simplify data input into the software

## APPENDIX M.1

<i>Support institutional-wide assessment and curriculum planning, with assessment as the basis for an institutional conceptual Master Plan (10-year) and Financial Plan (5-year) (AY03-04)</i>	Produce, write, and disseminate Institutional Assessment Reports that discuss assessment progress and achievements at the course, program, and institutional levels	Dr. Ray Somera	end of Spring 2004	Completed	For easier access to the annual assessment reports, upload the document into the assessment website and email the college community about its online availability
<i>Review on a continuous basis the CCA review process (AY03-04)</i>	Conduct a survey among current and former members of CCA to determine their perceptions of assessment progress by the college	Dr. Ray Somera Dan Guerrero	end of Spring 2004	Completed	Administer the same survey instrument to assessment authors in the various groups (A, B, C & D) in order to compare perceptions of CCA and faculty groups
<i>Utilize the institution website as a means for input and dissemination of reports (AY03-04)</i>	Conceptualize and design an assessment website dedicated to the college's assessment process	Dr. Ray Somera Dan Guerrero	end of Spring 2004	Completed	Identify areas of expansion for the website and consider users' input in making improvements
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Integrate the adoption of TracDat as an assessment tool into the Technology Master Plan	Dr. Ray Somera	end of Spring 2004	Continue at the next planning cycle	Since there exists an expectation of technology supporting assessment, the use of TracDat must be regularized in order to achieve effective and efficient use of the software. No hard copy of assessment requirements will therefore be accepted at the Assessment office (effective Fall 2004)
<i>Include improvements in the College Master Plan to insure continuity, such as revisions of the curriculum manual to align student outcomes at the course and program level; focus on student learning outcomes; reflect consistency in language with AIE assessment processes (AY04-05)</i>	Collaborate with AAC (in its oversight of the curriculum review process) so that assessment terminology remains consistent in usage, both in the curriculum manual and in daily language use on campus	Dr. Ray Somera	Continuous	Continue at the next planning cycle	Work closely with AAC chair in order to respond to curriculum revision issues
<i>Continue the evaluation of programs, which has lead to more planning in the development of SLOs within programs and courses and resulted in improvements in student learning (AY04-05)</i>	Guide out-of-sync programs to fulfill their assessment requirements so that they could get back in sync with the already-established institutional assessment cycle.	Priscilla Johns	Continuous	Continue at the next planning cycle	Ensure that assessment deadlines are met and assessment compliance monitored regularly

## APPENDIX M.1

<i>Include the seat count of students in program as an assessment results (AY04-05)</i>	Coordinate with Registrar to upload student data information in the AIE website ("Registrar's Data") on a regularized basis so that users can have easy access to such information	Priscilla Johns	At the beginning of each semester	Continue at the next planning cycle	Plan for the position of an Institutional Researcher under the AIE office to take charge of systematic data collection and analysis of relevant student data
<i>Continue Institutional Assessment process and cycle, with the re-evaluation and restructuring of assessment systems to address needs campus-wide (AY04-05)</i>	Evaluate TracDat's utility to the college assessment process through a brief survey of user satisfaction at the end of its first year of implementation; plan on a focus group to supplement the survey tool, as well.	Priscilla Johns	end of Spring 2005	Completed with the writing of the 5th Annual Institutional Assessment Report	Plan for an assessment of assessment survey that will be administered to CCA members, assessment authors and other key administrators in the next year
<i>Continue training workshops for TracDat for most of administration and faculty (AY04-05)</i>	Institutionalize continuous TracDat training by planning for a 2-year training cycle for Groups A, B, C, & D.	Priscilla Johns	Continuous	Continue at the next planning cycle	TracDat training schedule already established
<i>Increase the level of necessary resources that support faculty in the assessment processes and technology (AY04-05)</i>	Lobby for an increase in AIE budget that would ensure greater support for assessment resources	Priscilla Johns Rose Taitingfong	end of Spring 2005	Continue at the next planning cycle	Plan for the position of an Institutional Researcher under the AIE office to take charge of systematic data collection and analysis of relevant student data
<i>Provide evening, night and weekend access to online assessment software (AY04-05)</i>	Plan for the purchase of a firewall that would "guarantee" TracDat security so that full access can be granted to GCC users	Priscilla Johns	end of Spring 2005	Completed; firewall already installed	Monitor TracDat use in terms of functionality, ease of use and access
<i>Provide copies of assessment reports to relevant faculty committees and other key stakeholders. (AY04-05)</i>	Make electronic copies of assessment reports available to all interested constituents by uploading file into the AIE website by the first week of August every year.	Priscilla Johns Rose Taitingfong	prior to August convocation of every year	Continue at the next planning cycle	Provide hard copies to chairs of Self-Study committees in addition to the online posting

## APPENDIX M.1

<i>Continue to improve assessment efforts (AY04-05)</i>	Refine CCA templates (and other assessment-related templates), as necessary and appropriate. Update the AIE website so that it stays current with faculty needs and issues.	Priscilla Johns Rose Taitingfong	Continuous	Completed	Monitor currency of information posted in AIE website
<i>Continue TracDat user training for all levels - beginners, refresher (AY04-05)</i>	Revisit TracDat training presentation materials so that faculty-identified issues are integrated into the workshop discussions. Provide one-on-one as well as group training, as requested.	Priscilla Johns Dr. Ray Somera	Continuous	Continue at the next planning cycle	TracDat training schedule already established
<b>ORGANIZATION</b>					
<i>Establish the constant review and updates of institutional mandates that address institutional effectiveness (AY03-04)</i>	Lead in informing the college community regarding the review of the college mission statement	Dr. Ray Somera CCA members	end of Spring 2004	Continue at the next planning cycle	Indicate the schedule for annual review of the mission statement (January of each year) in college publications for purposes of institutionalization
<i>Continue the CAC process, providing feedback on assessment plans (AY03-04)</i>	Work with CAC in identifying programs and courses that need to be revisited in order to keep current with changes in the industry and business environments	Dr. Ray Somera CCA members	end of Spring 2004	Completed	Calculate percentages of courses that are over 5 years old in various programs and include this in the annual institutional assessment report. This will reveal areas of growth vis-à-vis curriculum work for various departments.
<i>Provide for the continuous institutional commitment to measuring student learning outcome (AY03-04)</i>	Train faculty on direct and indirect assessment measures, on formative and summative assessments, on quantitative and qualitative methods of data collection and analysis	Dr. Ray Somera CCA members	end of Spring 2004	Continue at the next planning cycle	Schedule small group sessions with a select faculty group to discuss "classic" assessment articles like Bob Barr's "From Teaching to Learning" (as published in Change Magazine)

## APPENDIX M.1

<i>Link the PDRC application and evaluation process to assessment goals that coincide with department training and professional development needs (AY03-04)</i>	Compile department-identified training needs for individual programs, as extracted from assessment reports submitted to the Assessment office	Dan Guerrero	middle of Spring 2004	Completed	Forward "Training Needs as Identified by Faculty" section of the annual institutional assessment report to the PDRC chair at the beginning of the Fall semester. This should serve as a meaningful guide to the committee's decision to approve faculty applications for training workshops or conferences
<i>Continue current 2 year cycle of program reviews, including input from industry and review of the actual outcomes from the student artifacts used to evaluate SLOs used in the Department Assessment Plan (AY04-05)</i>	Revise the 2-year assessment cycle schedule to reflect assessment deadlines two years ahead of time in order to allow for better planning on the part of departments.	Dr. Ray Somera Priscilla Johns	beginning of Spring 2005	Continue at the next planning cycle	Monitor assessment compliance to two-year cycle already established
<i>Continue with the internal dialoged among AAC, CCA &amp; AIE. (AY04-05)</i>	Maintain open communication with the curriculum affairs committee when it comes to assessment-related changes in the Curriculum Manual.	Dr. Ray Somera	Continuous	Continue at the next planning cycle	Meet with Curriculum Affairs committee at the beginning of the fall semester to identify and discuss curriculum revision issues
<i>Continue process set forth in the BOT Policy 306, providing an environment that encourages assessment activities (AY04-05)</i>	Celebrate assessment successes through the inclusion of commendable assessment plans and reports in the AIE website to serve as a guide for other GCC assessment authors.	Dr. Ray Somera CCA members	end of Spring 2005	Continue at the next planning cycle	Plan for assessment award at the end of the school year; develop rubrics to determine assessment winners
<i>Make the assessment reports available to the public electronically (AY04-05)</i>	In the interest of assessment sharing, provide assessment reports to other interested regional institutions (e.g. NMC, COM-FSM) by sending them the URL or the link to the site so they can have access.	Dr. Ray Somera Priscilla Johns Rose Taitingfong	middle of Fall 2004	Completed	In addition to online posting, provide hard copies to key administrators and chairs of Self-study committees; share assessment results to administrators of other colleges in the region

## APPENDIX M.1

<i>Continue institutional assessment process (SAIAR) (AY04-05)</i>	Monitor and manage all assessment activities on campus through periodic reports of compliance rates to Academic Affairs Vice President. Reminder memos will be sent to those who miss their assessment deadlines.	Dr. Ray Somera CCA members	Continuous	Continue at the next planning cycle	Ensure that compliance rates are included in the annual institutional assessment report
<i>Continue Process TracDat usage, with the AIE providing for coordinated assessment activities and all activities and assessment documentation published (AY04-05)</i>	Document assessment activities through pictorial evidence for uploading to the AIE website.	Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	Monitor currency of information posted in AIE website
<i>Continue mandated Comprehensive Assessment Plan / process, providing the foundation of all college assessment activities (AY04-05)</i>	Revisit the Comprehensive Assessment Plan document so that the campus-wide use of the TracDat software is fully integrated into the plan.	Dr. Ray Somera	end of Fall 2005	Completed	Monitor assessment compliance to two-year cycle already established
<i>Continue Process of internal and external reviews, audits, and assessments provide for an environment of institutional transparency (AY04-05)</i>	Ensure that all assessment activities are undertaken at all levels of the institution-- from the Board of Trustees to students-- with accountability and improvement as the driving force behind the initiative.	Dr. Ray Somera CCA members	Continuous	Continue at the next planning cycle	Monitor assessment compliance to two-year cycle already established
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Recognize how other institutions request information concerning the whole assessment experience from planning to implementation (AY03-04)</i>	Provide assessment assistance to other colleges in the region (e.g. NMC, COM-FSM) through sharing of resources and information	Dr. Ray D. Somera	end of Spring2004	Completed	Share assessment results to NMC and COM-FSM by mailing key administrators a hard copy of the GCC Annual Institutional Assessment Report each year

<b>Divisional Goals / Initiatives (AAD-AIE)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Complete d or Continue at the next planning cycle)</b>	<b>Recommendation</b>
To develop and sustain assessment momentum at the college through capacity building efforts that will empower constituents to use assessment results for accountability and improvement	Formulate a continuous capacity building plan that builds from earlier training and workshops	Dr. Ray D. Somera Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	Plan for the position of an Institutional Researcher under the AIE office to take charge of systematic data collection and analysis of relevant student data
To systematize assessment protocols, processes and policies both in offline and online environment and thereby allow the college to meet its WASC accreditation requirements	Develop User Checklists that would align TracDat data entry processes with existing formats and structures	Dr. Ray D. Somera Priscilla Johns Rose Taitingfong	Continuous	Continue at the next planning cycle	Monitor assessment compliance to two-year cycle already established; celebrate assessment successes; publish non-compliant programs in annual institutional assessment report
To exert and affirm community college assessment leadership regionally and nationally	Strengthen the established online Practical Assessment Community of Practice (COP), through leadership in face-to-face meetings in national assessment conferences in the mainland.	Dr. Ray D. Somera	Continuous	Continue at the next planning cycle	Strengthen networking relationships with other community colleges across the country through leadership of the Practical Assessment Community of Practice (COP)

<b>Assessment Findings (AAD-AIE)</b> <i>See Recommendations from the Annual Institutional Assessment Report, AY 2004-2005</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
Implement administrators' assessment survey (to include Vice Presidents, Deans, Associate Deans, among others) for the next academic year and generate meaningful data for improvement of administrative work and leadership across campus.	Coordinate with IDEA Center, a not-for-profit organization that specializes in administrator online surveys, to implement the survey on a 2 consecutive year schedule, as governed by locally-developed guidelines.	Priscilla Johns	end of Fall 2006	Completed	Plan to administer the next round of administrator assessments in fall 2006; coordinate with IDEA Center regarding online survey implementation
Encourage the Board of Trustees to move beyond compliance to the GCC assessment process and begin to implement systematic and regularized assessment activities for purposes of accountability and improvement.	Provide a matrix to BOT members where assessment roles and responsibilities are clearly defined (based on previous assessment); follow up assessment activities through scheduled one-on-one or group meetings.	Dr. Ray Somera Priscilla Johns Rose Taitingfong	end of Fall 2005	Completed	Follow up with BOT regarding BOT manual's completion; plan for BOT assessment retreat in spring 2007.
Develop an online tutorial for accreditors, both for TracDat and the AIE assessment website, in preparation for the upcoming accreditation team visit	Collaborate with AIE website maintenance consultant in implementing a web-based online guide for accreditors that would enable them to take a virtual tour of GCC assessment processes prior to the Feb-March 2006 visit.	Dr. Ray Somera Priscilla Johns Rose Taitingfong	end of Fall 2005	Completed	Solicit feedback from accrediting team if tutorial was indeed helpful to the accreditation review process



## APPENDIX M.1

Revamp and update the <u>Comprehensive Institutional Assessment Plan</u> in keeping with the college's significant transition from the hard copy to the online environment for assessment.	Integrate TracDat into the living document so that it accurately represents the gradual maturation of the college's assessment initiative from a hard copy (2001) to an online environment (2004).	Dr. Ray Somera	end of Fall 2005	Completed	Already posted online on the AIE website, plan to revisit the plan in 2 years
--	--	----------------	------------------	-----------	---

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Ensure that TracDat as an assessment data management software is integrated into the Master Technology Plan</i>					

### Admissions and Registration

<b>Self Study Recommendations</b> AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	TAC, Webportal and Web page committee participation.	P. Clymer	Continuous	Continue	
	Collect and analyze information regarding web portal student information system to replace NIAS.	P. Clymer	Continuous	Completed June 2006	
<b>STUDENT LEARNING OUTCOMES</b>					

<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	TAC, Webportal and Web page committee participation.	P. Clymer	Continuous	Continue	
	Collect and analyze information regarding web portal student information system to replace NIAS.	P. Clymer	Continuous	Completed June 2006	
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	TAC, Webportal and Web page committee participation.	P. Clymer	Continuous	Continue	
	Collect and analyze information regarding web portal student information system to replace NIAS.	P. Clymer	Continuous		
	Work with AVP Office to enforce catalog deadlines in order to publish the catalog on schedule.	P. Clymer	Continuous	Continue	
	Work with MIS to create a controlled, web accessible catalog for editing and a separate version for review by the college community	P. Clymer	May-06	Completed May 2006	
	Update all forms for relevance, user-friendliness, and for on-line use.	P. Clymer	Aug-06	Continue	
	Recreate forms in a fill able, PDF format.	P. Clymer	Aug-06	Continue	
	Publish catalog on-line as the official version of the catalog.	P. Clymer	Aug-06	Continue	To be concluded by August 2006.
	Publish and update class schedule on-line as official version of the schedule	P. Clymer	Continuous	Continue	

# APPENDIX M.1

	Promote among advisors and counselors an increased use of e-mail as a resource for advisement, counseling and registration.	P. Clymer	Aug-06	Continue	Conclude in August 2006.  Attend DC meetings to promote this effort.
	Publish PDF version of all forms on-line in a fill able format.	P. Clymer	Aug-06	Continue	
	Work with AVP Office to ensure all departments and programs meet applicable deadlines for the catalog and class schedule.	P. Clymer	Continuous	Continue	
<b>ORGANIZATION</b>					
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Conduct NIAS training, adopting strategies to increase participation (AY03-04)</i>	Provide NIAS users with training which includes but is not limited to Code of Responsibility, FERPA, familiarization with relevant NIAS skills, maintain/update NIAS training material quarterly. and review NIAS user listing quarterly.	<del>M. Salas</del> , M. Concepcion, P. Clymer	Continuous	Continue	Modify action to remove "NIAS" and replace with "Student Information System".  Replace M.Salas w/ M.Concepcion.

<b>Departmental Goals / Initiatives (AAD-Regist)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
Conduct staff meetings.	Held every 4 <sup>th</sup> Friday of the month	P. Clymer	Continuous	Continue	Replace M.Salas w/ P.Clymer
Keep staff well informed	Monthly Publication of department calendar at staff meetings.	P. Clymer	Continuous	Continue	Replace M.Salas w/ P.Clymer
Provide complete and accurate student information.	Distribute survey and compile results every 3 <sup>rd</sup> Friday of the month.	<del>M. Salas</del> , M. Concepcion, P. Clymer	Continuous	Continue	Replace M.Salas w/ M.Comcepcion & add P.Clymer.

## APPENDIX M.1

Provide service in a prompt and courteous manner.	Distribute survey and compile results every 3 <sup>rd</sup> Friday of the month.	<del>M. Salas</del> , M. Concepcion, P. Clymer	Continuous	Continue	Replace M.Salas w/ M.Comcepcion & add P.Clymer.
Provide timely and accurate student information.	Create logbook, store data requests in one accessible location, and review to determine turnaround time each semester.	<del>M. Salas</del> , M. Concepcion, P. Clymer	Continuous	Continue	Replace M.Salas w/ M.Comcepcion.
Provide NIAS users with training which includes but is not limited to Code of Responsibility, FERPA, and familiarization with relevant NIAS skills.	Maintain and update NIAS training manual, forms and other training materials quarterly. Update and review NIAS user listing quarterly.	<del>M. Salas</del> , M. Concepcion, P. Clymer	Continuous	Continue	Replace M.Salas w/ M.Comcepcion.
Provide services within designated deadlines.	Store and track the turnaround time of services delivered via Microsoft access on a semester basis.	<del>M. Salas</del> , M. Concepcion, P. Clymer	Continuous	Continue	Replace M.Salas w/ M.Comcepcion.
Provide campus community with accessible, historical student data in support of assessment.	Update information on the Assessment website each semester.	P. Clymer	Continuous	Continue	

Assessment Findings (AAD-Regist) <i>See Recommendations from the Annual Institutional Assessment Report</i>	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation
Contribute to the Division goal of producing a useful catalog in accordance with the policy and curriculum process that is consistent with the student information system.	Work with AVP Office to enforce catalog deadlines in order to publish the catalog on schedule.	P. Clymer	Continuous	Continue	
	Work with MIS to create a controlled, web accessible catalog for editing and a separate version for review by the college community	P. Clymer	May-06	Completed May 2006	
Contribute to the Division goal of continuing to address student's electronic needs through the addition of developed standard forms and standard operating procedures.	Update all forms for relevance, user-friendliness, and for on-line use.	P. Clymer	Aug-06	Continue	
	Recreate forms in a fill able, PDF format.	P. Clymer	Aug-06	Continue	
	Promote among advisors and counselors an increased use of e-mail as a resource for advisement, counseling and registration.	P. Clymer	Aug-06	Continue	Work with AVP office to transfer this effort to AVP office.
Contribute to the Division goal of assisting to improve the way students are provided with the educational resources and delivery of services that they need to fulfill their educational goals.	Publish catalog on-line as the official version of the catalog.	P. Clymer	Aug-06	Continue	To be concluded August 2006.
	Publish and update class schedule on-line as official version of the schedule	P. Clymer	Continuous	Continue	
	Promote among advisors and counselors an increased use of e-mail as a resource for advisement, counseling and registration.	P. Clymer	Aug-06	Continue	Conclude in August 2006.  Attend DC meetings to promote this effort.

# APPENDIX M.1

	Publish PDF version of all forms on-line in a fill able format.	P. Clymer	Aug-06	Continue	
	Work with AVP Office to ensure all departments and programs meet applicable deadlines for the catalog and class schedule.	P. Clymer	Continuous	Continue	

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
Identify feasible web-based, portal information systems to replace NIAS and integrate business office systems in to new SIS.	Review information collected.	P. Clymer	Jun-06	Completed June 2006	
	Participate in web committee.	P. Clymer	Jun-06	Continue	
	Participate in new web portal committee.	P. Clymer	Jun-06	Completed June 2006	
	Participate in the Technology Advisory Committee	P. Clymer	Continuous	Continue	
Source and acquire color, high speed scanning equipment with vendor support to electronically archive student files.	Collect and review vendor information through meetings and on-line research.	P. Clymer	Aug-06	Continue	Amend action to only "acquire high quality scanners to image student documents".
	Discuss options with IT/MIS colleagues.	P. Clymer	Aug-06	Discontinue	
Improve the data exchange and data integrity of satellite student information through developed standards and standard operating procedures.	Meet with GPSS on their proposed information systems improvement project.	P. Clymer	Jan-06	Continue	Change to Continuous status since no confirmation has been received regarding GPSS's commitment to replacing their current SIS.
	Develop MOA for the exchange of student data and the improvement of the quality of data received.	P. Clymer	Aug-06	Discontinue	MOA already exists and is currently being amended. Completion date is June 2006.

# APPENDIX M.1

	Update GPSS Satellite Program MOA to include and standardization of variable student data; specifically, set standards on degree and major code sand descriptions for all GPSS satellite schools.	P. Clymer	Aug-06	Continue	GPSS policy not implemented as of 6/28/06. Change Completion Date. Recommend changing completion date to Dec-06.
Publish catalog and schedule on-line as the official documents for student and college reference within designated timelines and relative to policy and curriculum processes.	Work on establishing an improved process for receiving and incorporating feedback to the catalog and semester schedule from departments and programs.	P. Clymer	Aug-06	Continue	
Provide data relevant to assessment in a timely manner for use by the college in providing "good assessment".	Update registrar's section of the assessment website on a semester basis.	P. Clymer	Continuous	Continue	

## Business and Finance Division

<b>Self Study Recommendations</b> (AY2003-2004)  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees</i>	Upon completion of the Master Technology Plan, Business & Finance will support the initiatives presented.	Business & Finance Division	Upon receipt of the Master Technology Plan by the TAC Committee.	Technology Audit began. Continued review is expected in Sept 20006. Draft recommendati ons received by Tech Auditor.	

<i>Conduct intra-departmental dialogue that ensures that goals and objectives are linked to the budget request process</i>	Use the FY 06 budget request as the baseline in developing the FY 07 budget. Budget preparation workshops will assist the departments, as needed.	Frances Danieli - ASO	31-Jan-06	Budget Office began the first series of budget development for FY 2007. This will be used to distribute the FY07 funding, once approved by the Legislature.	
<i>Continue planning for unpredictability of funding sources to carry out institutional priorities</i>	Closely monitor funding sources. Provide Management Team with monthly financial reports	Robert Epstein - Controller, Accountants, Mary Okada - VP Financial Affairs	Monthly, starting January 2006	Weekly tracking of receipts on-going.	
<b>STUDENT LEARNING OUTCOMES</b>					
<i>Assess viability of methods and strategies behind the budgetary preparation process</i>	Assist the departments in identifying their needs. Work with the Deans and AVP in determining the timing for the request for funding for specific projects. Management Team should review the major initiatives for the upcoming year.	Frances Danieli - ASO, Management Team	1-Feb-06	Updated request for the use of NAF funding presented to the Board of Trustees for approval to address additional funding needs for FY 06.	
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Establish a financial plan for effective use of resources, while planning for potential funding shortages</i>	Upon completion of the FY 2005 financial audit, initiate discussions on linking the financial plan with the Capital Improvement Plan.	Mary Okada - VP Financial Affairs, in collaboration with President's Management Team	31-May-06	In progress.	
<i>Align capital improvement with the Master / Financial Plans</i>	Upon receipt of the Campus Master Plan, the Financial Plan will effectuate the initiatives presented and the timing of the improvements.	Frances Danieli - ASO, Robert Epstein - Controller, Mary Okada - VP Financial Affairs	Immediate implementation upon completion and funding availability.	Pending completion of the Capital Improvement Master Plan.	



## APPENDIX M.1

<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs</i>	Pending Master Technology Plan. Once Plan is approved by the Board, prepare budget requirements and submit to Board for funding.	Frances Danieli - ASO, Mary Okada - VP Financial Affairs	60 days after Master Technology Plan is approved.	On-going	
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Assess and plan for long-term physical resources and safety needs and evaluation (for departments and programs)</i>	This should be included in the Campus Master Plan. Business & Finance will carry out the activities associated with this Plan including the request and monitoring for funding for all components including safety.	Frances Danieli - ASO, Joleen Evangelista - Supply Management Administrator, Robert Epstein - Controller, and Mary Okada - VP Financial Affairs	Immediate implementation based on funding availability.	Pending completion of the Capital Improvement Master Plan.	
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals</i>	Upon completion of the Technology Master Plan, Business & Finance will carry out the objectives outlined in the Plan to ensure that purchases are made in accordance with the Plan.	Joleen Evangelista - Supply Management Administrator	Immediate implementation in conjunction with computer bid process.	Pending results of the technology audit that is on-going.	
<i>Develop strategies to ensure financial resources are available for institutional maintenance and renovation needs</i>	Monitor expenditures to ensure that funds are received. Ensure accountability. Monitor Fund Balances.	Robert Epstein - Controller, Frances Danieli - ASO, Mary Okada - V.P. Financial Affairs	Continuous	Monitoring is done monthly and presented to departments/VP's.	

<b>ORGANIZATION</b>					
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration</i>	Conduct an initial meeting to discuss the information needed. This includes setting up the RFP for the services based on the need assessed.	Dr. John Rider, Mary Okada, Patrick Clymer, Frank Camacho	31-May-06	Contract awarded on June 28, 2006. Implementation to begin in July 2006.	
<i>Perform a technology audit</i>	Defer to MIS			On-going	
<i>Assess financial and business processes for a more direct alignment to institutional planning (continuing links to student learning outcomes)</i>	This component will be addressed in the Institutional Financial Plan	Mary Okada - VP Financial Affairs	31-May-06	Included in the Integrated Student & Financial Information System. Scheduled to begin July 2006.	
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Fund for the redesign and regularly update the college website, providing assessment information on the college website, as well as linking the library in a prominent place so that students will be able to find the library website quickly and easily</i>	Assist the Department in including it in the budget request	Frances Danieli - ASO	1-Feb-06	Updates to the website have been ongoing. No requests for funding have been made to date.	

<b>Divisional Goals / Initiatives</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Oversee operations of the Business &amp; Finance Division to ensure efficiency and effectiveness.</i>	Periodic review of each department to determine if they are in line with their respective goals/objectives. Discuss Ways to improve processes.	Mary Okada - VP Financial Affairs	Continuous	Continuous	

<b>Departmental Goals / Initiatives (B&amp;F)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>To support the effective management of institutional resources, the College will operate within the parameters of the annual approved budget. The Business Office will provide timely and accurate production and distribution of financial information that assists departments with the management of their budget/resource allocation and helps ensure the College's fiscal resources are effectively used..</i>	A year-end budget report that compares budget vs. actual showing operation within the approved budget. Quarterly BOT reports are produced for the Board and monthly expenditure summary and open purchase orders reports are distributed to department chairs and department managers. Online access to this data is provided to those with access to the network. Special reports are produced for senior administrators.	Robert Epstein - Controller, Grace Edrosa - Accountant III	Continuous	Monthly reports (purchase orders, expenditure summary, and available budgets) are submitted to the departments. Quarterly reports are presented to the BOT. Financial reports are completed monthly and submitted to VP BFD for review.	
<i>To support education programs by ensuring timeliness in procurement of supplies and services needed for support of the programs.</i>	A monthly review of the timeliness of PO's will be done by using the requisition log.	Joleen Evalgelista - Supply Management Administrator	Continuous	Continuous.	
<i>The Financial Aid Office will actively seek out ways to improve their operations at the college.</i>	The Financial Aid Office will coordinate a focus group to determine it's effectiveness. Participants will include the VPA, VP B&F, the Registrar, Deans, and selected faculty.	Micki Lonsdlæ - Financial Aid Coordinator	Continuous	On-going	

<b>Assessment Findings (B&amp;F)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
The Departments under Business & Finance have followed the lead presented by the HRO office in submitting a comprehensive assessment report in TracDat, identifying the administrative objectives, means of assessment, and criteria of success, as well as the results summary and the use of the assessment result.	To work closely with AIE in the development of the new assessment cycle.	Business & Finance Division	As scheduled by AIE	Business & Finance is up-to-date in assessment tracking and reporting as scheduled.	

<b>Technology Plan</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

## Business and Finance Division - Human Resources Office

Self Study Recommendations (AY2003-2004)  By Theme	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation
<b>DIALOGUE</b>					
<i>Work with Guam Civil Service Commission and Legislators to create, upgrade, update, and reclassify civil service job specifications (AY03-04)</i>	N/A - See AY04-05	Joann Waki Muna, Administrator for HR	30-Sep-06	Public Law 28-112 was signed into Law on 04/14/06. The Act is entitled "The Personnel Management Modernization Act of 2006". This Act allows more autonomy to Agency head and less interference with CSC & DOA. Work on reclassification s and creations of positions will begin for the next fiscal year (10/01/06).	
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Pending Master Technology Plan.	MIS		On-going. Gave input on HR's need to B&F's VP.	
<i>Work with CSC to create/update/reclassify civil service job specifications or detach from CSC to allow the College to create/update/reclassify civil service position (AY04-05)</i>	Work with other Government Administrators and Legislatures on bills and laws that will give GCC autonomy to update GCC's civil service job specifications.	Joann Waki Muna, Administrator for HR	30-Sep-06	During the months of Sept. 05 to Mar. 06, Muna worked closely with other Gov. Adm. (i.e. GPSS, UOG, GHURA, GMH, & GPA) to draft legislation (Bill 254) to detach from CSC. As a result, PL 28-112 was signed into. GCC now has more autonomy with its personnel matters.	

<b>STUDENT LEARNING OUTCOMES</b>					
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Pending Master Technology Plan.				
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Update BOT Policy 325 (Guam System of Performance Measures and Standards for Vocational Education) (AY03-04)</i>	N/A BOT Policy does not apply to HR.				
<i>Provide timely campus-wide workshops (AY03-04)</i>	Schedule quarterly training.	Joann Waki Muna, Administrator for HR & Lorie Aguon, Specialist II	Quarterly	on-going	
<i>Develop personnel rules and regulations for academic personnel (AY03-04)</i>	On-going	Joann Waki Muna, Administrator for HR	30-Mar-06	Public Law 28-112 (04/14/06) allows the creation of one set of personnel rules and regulations for all classification of positions (Academic & CSC). Drafting of one personnel rules and regulations for all employees. HR will begin drafting in Sept. 06.	
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Pending Master Technology Plan.				
<i>Link institutional assessment to the development of human resources (AY04-05)</i>	Collect and analyze professional & staff development, training and certification data.	Joann Waki Muna, Administrator for HR & Lorie Aguon, Specialist II	30-Sep-06	on-going	

<i>Finalize the draft Rules and Regulations for Academic Personnel (AY04-05)</i>	Submit final draft to President and Vice President's for review.	Joann Waki Muna, Administrator for HR	30-Mar-06	Public Law 28-112 (04/14/06) allows the creation of one set of personnel rules and regulations for all classification of positions (Academic & CSC). Drafting of one personnel rules and regulations for all employees. HR will begin drafting in Sept. 06.	
<b>ORGANIZATION</b>					
<i>Develop and effective code of professional ethics for staff, faculty and administrators with enforcement procedures (AY04-05)</i>	Work with the Shared Governance Committee to develop/update professional code of ethics.	Joann Waki Muna, Administrator for HR, & Shared Governance Committee	31-Jul-06	On-going. Faculty Senate near completion. Shared Governance Committee to be formed.	
<i>Review and implement an Affirmative Action Plan through the EEO Coordinator (AY04-05)</i>	Attend updated training on developing an Affirmative Action Plan. Update and implement Affirmative Action Plan.	Joann Waki Muna, Administrator for HR - Lorie Aguon, Specialist II - Micki Lonsdale, EEO Officer - Priscilla Johns, EEO Counselor	Training - Dec. 9, 2005; Affirmation Action Plan - Feb. 28, 2006	Assigned Personnel successfully completed EEO Training with the Society of Human Resources Management in Dec. 05. Affirmative Action Plan and Program was reviewed and updated on Feb. 06.	

<b>INSTITUTIONAL INTEGRITY</b>					
<i>Coordinate the review and implementation of the Affirmative Action Plan, through the EEO Coordinator, to promote and ensure equity and diversity in the college recruitment and hiring practices (AY03-04)</i>	Attend updated training on developing an Affirmative Action Plan. Update and implement Affirmative Action Plan.	Joann Waki Muna, Administrator for HR - Lorie Aguon, Specialist II - Micki Lonsdale, EEO Officer - Priscilla Johns, EEO Counselor	Training - Dec. 9, 2005; Affirmation Action Plan - Feb. 28, 2006	Assigned Personnel successfully completed EEO Training with the Society of Human Resources Management in Dec. 05. Affirmative Action Plan and Program was reviewed and updated on Feb. 06. EEO practices are on-going.	

<b>Department Goals / Initiatives (BFD - HRO)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>To provide efficient and effective support for the primary human resource functions at the College: hiring, performance evaluation, promotion, training and development.</i>	To continue provide efficient and effective support.	Joann Waki Muna, Administrator for HR - Lorie Aguon, Specialist II - Josephine Rojas, Specialist I & Rose Siguenza, Specialist I	on-going	on-going	
<i>To provide to management and employees advice and guidance on employment practices, employment law, personnel rules and regulations, and employment contracts.</i>	To continue provide efficient and effective support.	Joann Waki Muna, Administrator for HR - Lorie Aguon, Specialist II - Josephine Rojas, Specialist I & Rose Siguenza, Specialist I	on-going	on-going	
<i>To oversee grievances, adverse actions, and conflict resolution.</i>	To continue provide efficient and effective support.	Joann Waki Muna, Administrator for HR & Lorie Aguon, Specialist II	on-going	on-going	



<b>Assessment Findings (BFD - HRO)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>The Human Resources Office has submitted a most comprehensive assessment report in TracDat that details the expected administrative objectives, means of assessment and criteria of success, as well as the results summary, and the use of assessment result.</i>	To continue to work closely with AIE on another assessment cycle.	Joann Waki Muna, Administrator for HR	As scheduled by AIE	on-going	
<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

**Administrative Services Division**

<b>Self Study Recommendations</b>  AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Convene a support staff/ administration committee to provide recommendations for support staff governance activities</i>	Establish, convene committee, and monitor progress	VP, ASD	Fall 2006	Continuous	
<i>Convene a committee to assist in identifying and prioritizing facility needs</i>	Work with Faculty Senate Committee for resources	VP, ASD	Fall 2006	Continuous	
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees</i>	Administer the development and monitor the progress of the Master Technology Plan	VP, ASD	Spring 2006	Completed	
<b>STUDENT LEARNING OUTCOMES</b>					

<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Align capital improvement with the Master / Financial Plans</i>	Oversee the development of a system to ensure capital improvements are aligned with the Master/Financial Plans	VP, ASD	Ongoing	Continuous	Work with Faculty Senate Resources Committee to ensure that resources are directed appropriately.
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs</i>	Oversee the implementation of the Plan	VP, ASD	Ongoing	Continuous	
<i>Increase access and number of PCs on campus</i>	Oversee and monitor the plan to increase access and the number of PCs	VP, ASD	Ongoing	Continuous	
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Manage facility needs, including water-related campus projects</i>	Assess and prioritize facility needs	VP, ASD	Ongoing	Continuous	
<i>Assess and plan for long-term physical resources and safety needs and evaluation (for departments and programs)</i>	Evaluate projection plan and prioritize needs	VP, ASD	Ongoing	Continuous	
<i>Schedule periodic review of the Master and Facility Plans to meet changing needs</i>	Assess quarterly reports and recommend modifications as needed	VP, ASD	Ongoing. Quarterly	Continuous	
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals</i>	Oversee progress of the Plan and recommend improvements	VP, ASD	Ongoing	Continuous	
<i>Develop strategies to ensure financial resources are available for institutional maintenance and renovation needs</i>	Evaluate reports and prioritize maintenance and renovation needs	VP, ASD	Ongoing	Continuous	
<b>ORGANIZATION</b>					
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration</i>	Continue membership and monitor progress	VP, ASD	Ongoing	Continuous	
<i>Perform a technology audit</i>	Review report and implement recommendations	VP, ASD	Spring 2007	Continuous	

<b>INSTITUTIONAL INTEGRITY</b>					
<i>Increase IT support personnel to include a Web Master, providing accountability for updating information on the website (e.g., contract) and developing a team to assess/evaluate the current GCC website to implement strategies to improve the access of various institutional information and content</i>	Oversee the development of a system to improve GCC's website system	VP, ASD	Spring 2007	Continuous	
<i>Provide open access to information such as expenditures of technology resources</i>	Continue membership; participate in the development of a system that provides open access to selected financial information	VP, ASD	Ongoing	Continuous	

<b>Divisional Goals / Initiatives (ASD)</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Departmental Goals / Initiatives (ASD)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Assessment Findings (ASD)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Technology Plan</b>				<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	
<i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>		<b>Recommendation</b>

## Administrative Services Division - MIS

<b>Self Study Recommendations</b>				<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	
AY2003-2004 and AY2004-2005	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>		<b>Recommendation</b>
<b>By Theme</b>					
<b><i>DIALOGUE</i></b>					
<i>Convene a committee to assist in identifying and prioritizing facility needs (AY03-04)</i>	Continue active involvement in development or ongoing plans relating to network infrastructure, computerized classrooms, and technology-related buildings.	MIS Systems Administrator and/or designee	On-going / Initial GCC Master Technology Plan-Spring 2006	Continuous	To always keep MIS in the loop with regards to any facility project requiring or impacting the computers or network.
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Continue participating in planning committees and/or contribute MIS' own Technology Plans. Submit recommendations, models, and examples of viable Technology Plans.	MIS Systems Administrator and/or designee	On-going / Initial GCC Master Technology Plan-Spring 2006	Continuous, as plan is a living document.	Take an active leadership role, together with other division representatives, and the TAC in the drafting of the Technology Plan. Recommend AAD to incorporate in syllabus, or course guides, explicit language on the usage of technology to help students improve their learning OR help faculty teach better. Together with ITC, assist by facilitating and guiding the technical training needs to help faculty understand and learn how technology resources can ease the instructional process or help students learn better.

## APPENDIX M.1

<i>Complete a Technology Master Plan to incorporate recommendations from the campus community and the TAC (AY04-05)</i>	Work with other sections of Administrative Services Division, Business & Finance Division, and the Academic Affairs Division in identifying and planning their technology needs. Continue active participation in planning committees and contribute MIS' own Technology Plans. Submit recommendation s, models, and examples of viable Technology Plans.	MIS Systems Administrator and/or designee	On-going / Initial GCC Master Technology Plan-Spring 2006	Continuous, as plan is a living document.	Take an active leadership role, together with other division representatives, and the TAC in the drafting of the Technology Plan. Recommend AAD to incorporate in syllabus, or course guides, explicit language on the usage of technology to help students improve their learning OR help faculty teach better. Together with ITC, assist by facilitating and guiding the technical training needs to help faculty understand and learn how technology resources can ease the instructional process or help students learn better.
<i>Implement policies and procedures to govern the TAC. (e.g. Publish minutes, recommendations from the group and implementation, reports on how technology fee is utilized, and how to access the fees) (AY04-05)</i>	Provide reports to the TAC on Technology Fee usage. Publish projects on website detailing technology fee collections and expenditures. TAC to create and publish web pages on pending and approved technology-related policies, plans, etc..	MIS Systems Administrator and Computer Systems Analyst I (Web Master). TAC Chairperson.	On-going	Continuous, as Technology Fee will be used or allocated on an annual basis.	TAC to collect reports from TAC members and create web pages to provide open access to all technology-related policies, plans, etc. or any other relevant information.

<b>STUDENT LEARNING OUTCOMES</b>					
<i>Institutionalize assessment of the correlation between technology and student learning outcomes, and incorporate it into the Ten Year Master Plan and Technology Master Plan (AY04-05)</i>	Conduct surveys of computer technology being incorporated into course syllabus or course guides. Facilitate the needs of faculty and students through the planning and implementation of needed computer technology as identified through the assessment process. Incorporate planning information and stages into both master plans.	MIS Systems Administrator and MIS Staff.	On-going	Continuous	Recommend to AAD that every instructor, regardless of discipline, incorporate use of technology in the classroom with the goal of attaining minimum standard levels of computer literacy for our students.
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Align capital improvement with the Master / Financial Plans (AY03-04)</i>	Continue making the communications infrastructure upgrade to include phone, Internet, e-mail, and network systems, high priorities.	MIS Systems Administrator & MIS Staff	Phone System Upgrade-Fall 2006. Internet Bandwidth Upgrade - Summer 2006. E-mail System Upgrade-Summer 2006. Campus & Satellite Network Infrastructure-Spring 2008.	Phone System will be VoIP Hybrid (Delayed). Internet Bandwidth at 4 times T-1 via MCV/Kuentos cable network (Completed). E-mail will be web-based enabled for both employees and students (Completed). Network at 1 Gbps for main campus (Core and Main Backbone Lines Completed).	Work with Planning & Development in conducting grant research and identifying alternate funding sources. Start putting aside needed capital funding for these projects. Recommend redundant network for high availability and alternative links in case of a break or for troubleshooting.

## APPENDIX M.1

<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Active role in Technology Review (Audit). Submit MIS' own Technology Plans. Submit recommendations, models, and examples of viable Technology Plans.	MIS Systems Administrator & MIS Staff	On-going / Initial GCC Master Technology Plan-Spring 2006	Continuous, as plan is a living document.	Take an active leadership role, together with other division representatives, and the TAC in the drafting of the Technology Plan. Recommend to PDRC on what trainings would benefit instructors and administrators.
<i>Increase access and number of PCs on campus (AY03-04)</i>	Submit scheduling recommendations of existing computerized rooms and plans for an Open Student Lab at the Technology Center. Upgrade wireless network zone to strengthen signal to remote areas of the campus and to penetrate more buildings.	MIS Systems Administrator & MIS Staff	Summer 2006	Completed the Increase by the installation of additional labs at the Technology Center.	Use computers from upgraded labs for additional open student labs in the lower campus areas and schedule computerized rooms in the Technology Center as open labs during non-instructional times. Work with Financial Aid Office to coordinate work study students to be lab monitors and temporary MIS support.
<i>Supply students with GCC email accounts (AY04-05)</i>	Procure an additional server and setup a separate e-mail system for students or incorporate student e-mail accounts into existing e-mail server.	MIS Systems Administrator & Computer Systems Analyst I	Spring 2006	Completed--COPSA students testing out new system and will submit recommendations.	Recommend to make the system as web-friendly as resources allow and to enforce usage policies.
<i>Create and Implement a Technology Master Plan that includes governing policies that define how technology resource needs are prioritized and allotted. (AY04-05)</i>	Work with all divisions to address technology policies and prioritize long-term technology needs. Continue active role in Technology Review (Audit). Submit MIS' own Technology Plans. Submit recommendations, models, and examples of viable Technology Plans.	MIS Systems Administrator & MIS Staff	On-going / Initial GCC Master Technology Plan-Spring 2006	Continuous, as plan is a living document.	Take an active leadership role, together with other division representatives, and the TAC in the drafting of the Technology Plan. Recommend to PDRC on what trainings would benefit instructors and administrators.

<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Manage facility needs, including water-related campus projects (AY03-04)</i>	Continue maintenance of main campus and satellite network infrastructure, computer resources, and camera surveillance systems.	MIS Systems Administrator & MIS Staff	On-going	Continuous	All network, computer, communication, computerized labs, camera surveillance systems and resources be managed and maintain by MIS.
<i>Assess and plan for long-term physical resources and safety needs and evaluation (for departments and programs) (AY03-04)</i>	Actively participate in long-term plans of physical resources that impact or require the infrastructure for networking and computer-related needs such as electrical, conduits, etc...	MIS Systems Administrator & MIS Staff	On-going	Continuous	To always keep MIS in the loop or involve in committees for facility projects requiring or impacting the computers or network.
<i>Schedule periodic review of the Master and Facility Plans to meet changing needs (AY03-04)</i>	Schedule to actively participate in long-term plans of physical resources that impact or require the infrastructure for networking and computer-related needs such as electrical, conduits, etc...	MIS Systems Administrator & MIS Staff	On-going	Quarterly	To always keep MIS in the loop or involve in committees for facility projects requiring or impacting the computers or network.
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Participate and contribute MIS' own Technology Plans. Submit recommendation s, models, and examples of viable Technology Plans.	MIS Systems Administrator and/or designee	On-going / Initial GCC Master Technology Plan-Spring 2006	Continuous, as plan is a living document. Submitted to AAD VP technology plan model.	Take an active leadership role, together with other division representatives, and the TAC in the drafting, finalizing and implementing of the Technology Plan. Recommend AAD to incorporate in syllabus or course guides explicit language on the usage of technology to help students improve their learning OR help faculty teach better.



## APPENDIX M.1

<i>Develop strategies to ensure financial resources are available for institutional maintenance and renovation needs (AY03-04)</i>	Submit recommendations to tap into and reserve funding resources for maintenance of computing infrastructure and facilities.	MIS Systems Administrator & MIS Staff	On-going	Continuous. Technology Fee in place and being used for the maintenance and upgrade cycles of computer labs.	Recommend to secure financial resources for computing facilities and for a MIS Building or to move MIS personnel and operations into the Technology Center. Recognize MIS as a major stakeholder in regards to the institution's financial resources.
<i>Provide evening, night and weekend access to online assessment software (AY04-05)</i>	Implement Firewall System for better protection against unauthorized use, improve virus protection, and overall system security. Provide 24/7 access, except during backup and system maintenance times.	MIS Systems Administrator & Computer Systems Analyst II	On-going	Access is now available with firewall and security in place. Protection is on continuous basis.	Schedule is now being followed for downtime during system backup and maintenance. Backup is now fully automatic and mostly occurring during 11:55PM Mon-Sat.
<i>Develop and implement a systematic institutional evaluation method to determine the need and frequency for upgrades/replacements (AY04-05)</i>	Monitor and/or conduct system hardware reviews and compare trends in software or operating systems needs to estimate when computers will be considered obsolete.	MIS Systems Administrator & MIS Staff	On-going	Completed the Upgrade/Replacement cycle calendar. Plan is continuous and updated annually. FY2006 priority for the Tech Center cancelled out and extended upgrade cycle by one year.	Recommend a 3-5 year upgrade/replacement cycle based on priorities, budget constraints, and/or software requirements.

<b>ORGANIZATION</b>					
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration (AY03-04)</i>	Continue active participation with TAC. Continue with research of integrated and portal systems and submit recommendations.	MIS Systems Administrator	Fall 2007	Completed Research with Educause Core Database Resource and presented findings to the Integrated Database Portal committee. SunGard and Datatel showed to be most promising vendors. RFI process initiated and evaluation phase completed. SunGard eventually got awarded a \$3.6M project in Summer 2006. Continue until implemented.	Recommend budget commitment and full training in all areas for successful implementation.
<i>Perform a technology audit (AY03-04)</i>	Full and active participation on any technology assessment review. Work with Business & Finance, project federal technology auditors, and TAC to complete the technology review. Assess all IT-related resources.	MIS Systems Administrator & MIS Staff / TAC	Spring 2007	On-going. Conducted initial phases of audit with USDA Graduates Technology Auditor who was awarded a \$48K contract. Final outcome will be used to update the Master Technology Plan.	Change from Technology Audit to Technology Review. Federal technology auditors (graduate students) conducting the review now and throughout Summer 2006. Recommend the Technology Review to assess how technology is actually incorporated in the classroom, in the syllabus (or course guides), and how instructors and students are applying these types of resources in the workplace.

<b>INSTITUTIONAL INTEGRITY</b>					
<i>Increase IT support personnel to include a Web Master, providing accountability for updating information on the website (e.g., contract) and developing a team to assess/evaluate the current GCC website to implement strategies to improve the access of various institutional information and content.</i>	Active participation on the GCC Website Committee. Hire additional and/or maintain staff with Web Mastering as one of the duties.	MIS Systems Administrator & Computer Systems Analyst I (CSA 1) (Web Master)	On-going / Current overhaul project to be completed by Spring 2007. As of Summer 2006, new website in place with links to old site's content. Website is planned to be replaced by Luminus.	Continuous, as website will change from time to time. As of Summer 2006, CSA 1 tasked with website administration . Training plans underway for CSA 1, as well.	Website management / maintenance by MIS Computer Systems Analyst I (Web Master). Departmental or divisional content updates will be done by directly by the department's or the division's designated web content authors.
<i>Provide open access to information such as expenditures of technology resources (AY03-04)</i>	Provide reports to the TAC on Technology Fee usage. Publish projects on website detailing technology fee collections and expenditures. TAC to create and publish web pages on pending and approved technology-related policies, plans, etc...	MIS Systems Administrator and Computer Systems Analyst I (Web Master). TAC Chairperson.	Summer/Fall 2006	Continuous, as Technology Fee will be used or allocated on an annual basis.	TAC to collect reports from TAC members and create web pages to provide open access to all technology-related policies, plans, etc. or any other relevant information.

# APPENDIX M.1

<i>Establish a committee that will research a plan to utilize an institution-wide system to include student information, financial information, administrative. (AY04-05)</i>	Continue active participation with TAC. Continue with research of integrated and portal systems and submit recommendations.	MIS Systems Administrator	Fall 2007	Completed Research with Educause Core Database Resource and presented findings to the Integrated Database Portal committee. SunGard and Datatel showed to be most promising vendors. RFI process initiated and evaluation phase completed. SunGard eventually got awarded a \$3.6M project in Summer 2006. Continue until implemented.	Recommend budget commitment and full training in all areas for successful implementation.
<i>Obtain a new system, to address the NIAS system and the need to use Windows 98 to run the program -- proven to be behind its time and inadequate (AY04-05)</i>	Phase out Windows 98 and require NIAS vendor to upgrade current version in order to run in Windows XP. Plan on having the new integrated system include the NIAS replacement.	MIS Systems Administrator & Computer Systems Analyst Iis	Fall 2007	Completed Research with Educause Core Database Resource and presented findings to the Integrated Database Portal committee. SunGard and Datatel showed to be most promising vendors. RFI process initiated and evaluation phase completed. SunGard eventually got awarded a \$3.6M project in Summer 2006. Continue until implemented.	Recommend budget commitment and full training in all areas for successful implementation.

## APPENDIX M.1

<i>Redesign and regularly update the College's website, committing to resources needed for improvement. (AY04-05)</i>	Active participation on the GCC Website Committee. Hire additional and/or maintain staff with Web Mastering as one of the duties.	MIS Systems Administrator & Computer Systems Analyst I (Web Master)	On-going / Current overhaul project to be completed by Spring 2007	Continuous, as website will change from time to time. SunGard's Luminus to replace front-end and link to portal and integrated database system.	Website management / maintenance by MIS Computer Systems Analyst I (Web Master). Departmental or divisional content updates will be done by directly by the department's or the division's designated web content authors.
<i>Place the library link/webpage in a prominent place on the college home page, for students to access quickly and easily. (AY04-05)</i>	Plan on new website being better organized with the library links placed more prominently or is easier to access by our students.	MIS Systems Administrator & Computer Systems Analyst I (Web Master)	On-going / Current overhaul project to be completed by Spring 2007	Continuous, as website will change from time to time.	Website management / maintenance by MIS Computer Systems Analyst I (Web Master). Departmental or divisional content updates will be done by directly by the department's or the division's designated web content authors.
<i>Increase IT support personnel to include a Web Master (AY04-05)</i>	Secure additional FTE or transfer FTE into MIS, announce, interview and then hire additional staff with Web Mastering as its only duty.	Computer Systems Analyst II (Web Master)	Spring 2007	Full-time Web Master (CSA 1) Hired on Permanent Status	Recommend for HR to pursue the creation of an official Web Master position. Website management / maintenance by MIS Computer Systems Analyst II (Web Master). Departmental or divisional content updates will be done by directly by the department's or the division's designated web content authors.

<b>Divisional Goals / Initiatives (ASD - MIS)</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>The Administrative Services Division maintains and continuously enhances the technology infrastructure of the College.</i>	On-going	MIS Systems Administrator and MIS Staff	On-going	Continuous	Increase awareness of MIS goals and objectives.
<i>The Administrative Services Division provides support for the development of a Strategic Plan for the college.</i>	Actively participate in the development of the Strategic Plan. Provide technical advice in the arena of information and computing technology.	MIS Systems Administrator and MIS Staff	On-going	Continuous	Recognize MIS as a stakeholder in institutional activities.

<b>Departmental Goals / Initiatives</b> <b>(ASD - MIS)</b>  <i>See Goals/Objectives in the</i> <i>respective Assessment Plan</i> <i>(TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome</b> <b>(Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Backup Internet Access &amp; Increase Internet Bandwidth (Upgrade and maximize speed, availability, and reliability of internal/external wired/wireless network connection).</i>	Negotiate MOU/MOA with ISP to migrate and reconfigure existing GTA T-1 line to MCV/Kuentos Cable Network for increased bandwidth and alternative/back up Internet connections.	MIS Systems Administrator	Summer 2006	Completed-GCC Main Campus is now installed with both a T-1 and a 5 mbps line via MCV/Kuentos.	Plan to increase bandwidth every 5 years. Use saved funding to further improve Internet connectivity for the wireless network.
<i>Security for the Network &amp; Computer Technology Infrastructure (Update IT assets inventory, obtain and/or maintain antivirus, antispam, firewall systems, and all software licenses.)</i>	Install firewall, increase enterprise antivirus subscriptions, activate additional antispam protection, continue POSTINI, standardize XP personal system firewalls, improve router access-list restrictions, maintain e-mail access list, and remove unnecessary public IP addresses.	MIS Systems Administrator & MIS Staff	Summer 2006	Firewall is now installed for the Assessment system-TracDat, Enterprise antivirus system got an upgrade and is continuously in place, access-list now at 22 megabytes in size and continues to filter thousands of junk mail and virus, and an increased number of non-public IP addresses are in use. Aggressive monitoring of network use is also in place via InterMapper and Sniffer.	TAC to recommend and support a balanced security policy to address access needs for faculty, staff, administrators, and students. Possibly setup a less restrictive access policy for the Internet for students and faculty via increase use of the wireless network, or via a separate Internet connection.

<p><i>Technical Support Services</i> (Standardized up-to-date hardware and software systems and technical training for IT staff.</p>	<p>Recruit, maintain, train, and certify each IT staff in their respective area of technical support; announce and publish awarded bid standards for hardware and software specifications, IT staff office schedules and all contact numbers; have on-call technicians accessible for after hours emergency support; and, put additional manpower on submitted work order service requests.</p>	<p>MIS Systems Administrator &amp; MIS Staff</p>	<p>On-going</p>	<p>Continuous</p>	<p>Assign each IT staff to specific systems, tasks, and locations. Have each division appoint, train and put in place non-MIS technology facilitators in every department and location to filter and resolve computer problems at different levels before submitting to the work order system. Incentive of certification and increase pay should be allowed for these technology facilitators.</p>
<p>Upgrade new computer specifications (Optimize and stabilize workstations and servers and develop an offline/online backup and recovery system.)</p>	<p>Submit 3-year computer replacement cycle for all lab computers and phase out obsolete hardware and operating systems. Upgrade all file servers on at least a 5-year cycle or as necessary. Create, update, and/or test contingency plans for disasters and other emergencies. Install and apply all server-related software releases and/or patches, as well as standard software in workstations via fine-tuned master images for all newly deployed systems.</p>	<p>MIS Systems Administrator &amp; MIS Staff</p>	<p>On-going. Each computerized room on a 3-year replacement/upgrade cycle and every server on a 5-year cycle.</p>	<p>Continuous and upgrade/replacement 3-year cycle calendar in place. Server upgrade/replacement on a 5-year cycle.</p>	<p>Use some computers from upgraded labs for additional open student labs in the lower campus areas and donate the rest to external GCC-related programs or to other worthwhile non-profit organizations.</p>

Assessment Findings (ASD - MIS)	Planned Action	Assigned Personnel	Expected Completion Date	Final Outcome (Completed or Continue at the next planning cycle)	Recommendation
<i>See Recommendations from the Annual Institutional Assessment Report</i>					
<i>Implement policies and procedures to govern the TAC. Include policies relating to the transparency and open access to expenditures of technology resources, similar to those that should be included in the Master Technology Plan.</i>	Actively contribute by participating in the drafting of policies and procedures for TAC.	MIS Systems Administrator	Summer 2006	On-going. Website publication of TAC policies, procedures, and finalize works.	Volunteer chairmanship of TAC sub-committee to draft TAC policies and procedures.
<i>Complete Master Technology Plan with recommendations from campus committee and TAC. Include policies identifying and defining how technology resources are prioritized, allotted, and supported. Implementation of Master Technology Plan must include linkages and evaluation of technology resources' effectiveness as it relates to SLO. Incorporate in plan professional and ethical conduct and practices in the use of technology resources and its applications for students, employees, and all other stakeholders.</i>	Participate and contribute MIS' own Technology Plans. Submit recommendation s, models, and examples of viable Technology Plans.	MIS Systems Administrator	Spring 2006- On-going	Pending Website publication of Master Technology Plan and its on-going updates.	Recommend budget commitment and full training in all areas for successful implementation.
<i>Review 10-Year Master Plan &amp; Link with Master Technology Plan</i>	Research 10-Year Master Plan and extract technology-related plans to incorporate with Master Technology Plan.	MIS Systems Administrator	Spring 2006- On-going	On-going. Master Technology Plan strongly linked to 10-Year Master Plan	Update 10-Year Master Plan to reflect current and future technology developments.
<i>Increase access to computers and technology resources: Increase number of labs, upgrade/increase library student computers, provide student e-mail, provide web server resources to students and faculty, provide access to peripheral equipment (scanners, cd writers, multimedia projectors, digital cameras, etc.), stronger and wider wireless zone signals, increase lab monitoring.</i>	Furnish new technology center with state-of-the-art computers, network, and peripheral equipment. Complete student e-mail and web server system. Improve reach and/or strengthen signal for wireless network. Hire additional entry-level permanent MIS staff and/or aggressively recruit student-employees such as work study or intern students.	MIS Systems Administrator & MIS Staff	On-going (Majority of Planned Actions to be completed by Fall 2006)	Technology Center is now installed and networked with hi-end systems and peripheral equipment. Campus-wide indoor/outdoor wireless network access is also in place. Student e-mail server now available and additional server space is being prepared for all employees.	Identify and reserve funding for these initiatives to take place and be maintained. Increase budget allocation and increase Lab and Technology Fees. Re-allocate technology-related departments lab fees to support campus-wide technology investment.



## APPENDIX M.1

<i>Conduct Technology Review (Audit) to provide evidence of needs and in support of the Master Technology Plan.</i>	Full and active participation on any technology assessment review. Work with Business & Finance, project federal technology auditors, and TAC to complete the technology review. Assess all IT-related resources. (Previously assumed leadership role in drafting and submitting to upper management the initial "Technology Audit RFP" with Computer Users Group, as accepted also by the current TAC.)	MIS Systems Administrator & MIS Staff / TAC	Spring 2006- On-going	On-going. Conducted initial phases of audit with USDA Graduates Technology Auditor who was awarded a \$48K contract. Final outcome will be used to update the Master Technology Plan.	Change from Technology Audit to Technology Review. Federal technology auditors (graduate students) conducting the review now and throughout Summer 2006. Recommend the Technology Review to assess how technology is actually incorporated in the classroom, in the syllabus (or course guides), and how instructors and students are applying these types of resources in the workplace.
<i>Research and recommend Integrated and Portal System</i>	Continue active participation with TAC. Continue with research of integrated and portal systems and submit recommendations.	MIS Systems Administrator / TAC (Integrated & Portal System Committee)	Fall 2007	Completed Research with Educause Core Database Resource and presented findings to the Integrated Database Portal committee. SunGard and Datatel showed to be most promising vendors. RFI process initiated and evaluation phase completed. SunGard eventually got awarded a \$3.6M project in Summer 2006. Continue until implemented.	Recommend budget commitment and full training in all areas for successful implementation.

<p><i>Increase IT technical support personnel to include a Web Master or a position to perform web mastering duties. Have a team to improve our website, address accountability of website updates and web server related needs for the users, improve awareness and accessibility of the library system, and comply with standards for web accessibility.</i></p>	<p>Specifically task, as one of its primary duties and responsibilities, the Computer Systems Analyst I to be the institution's Web Master. Work closely with the website committee to guide, support and direct technical systems administration needs for the website and the web server. Recommend the assignment of departmental web authoring accounts to employees who will be sufficiently trained and be accountable for their own area's website content updates. During the implementation of the upcoming website changes, ensure that web accessibility compliance is met with each published web page.</p>	<p>MIS Systems Administrator / Computer Systems Analyst I (Web Master) / Website Committee</p>	<p>Summer/Fall 2006. On-going</p>	<p>Computer Systems Analyst I given web mastering duties. Continuous maintenance.</p>	<p>Recommend TAC to assume overseeing website-related issues and policies after the completion of the reconstruction/renovation or overhaul of the old website.</p>
--	---	--	-----------------------------------	---	---

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Work on Model Technology Plan in progress.</i>	Modify Technology Plan Model to reflect GCC's current and future environmental and developmental needs.	MIS Systems Administrator	Spring 2006/On-going	Continuous, as plan is a living document.	Assume co-leadership role in the creation of the Master Technology Plan and actively participate with the TAC and related campus committees in working and implementing the plan.

**Administrative Services Division - Planning and Development**

<b>Self Study Recommendations</b>  AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Convene a support staff/ administration committee to provide recommendations for support staff governance activities (AY03-04)</i>	Assist in identifying potential committee members; participate in the process	Assistant Director	Spring 2006	P&D will continue to provide support needed to address the Self Study Recommendation.	Recognize P&D as a stakeholder in institutional activities.
<i>Convene a committee to assist in identifying and prioritizing facility needs(AY03-04)</i>	Assist in identifying potential committee members; assist in the development of a template to identify needs; participate in the process	Assistant Director/Program Specialist	Spring 2006	P&D will continue to provide support needed to address the Self Study Recommendation.	Recognize P&D as a stakeholder in institutional activities.

## APPENDIX M.1

<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees</i>	Work closely with MIS in the development of the Master Technology Plan; develop a monitoring system	Assistant Director	Spring 2006	Continuous. P&D works with and uses recommendations from MIS and others (IDBP, ITC) when developing institutional plans or grant applications (i.e., ANA, Title III).	Recognize P&D as a stakeholder in institutional activities.
<b>STUDENT LEARNING OUTCOMES</b>					
<i>Include the Planning and Development Office research and evaluate the effectiveness of how the institution, individually and collectively, align its goals and objectives with SLOs (AY04-05)</i>	Participate in the development of an evaluation instrument to measure the effectiveness of how the institution, individually and collectively, align its goals and objectives with SLOs.	Assistant Director/Planner IV	Summer 2006	P&D continues to research evaluation instruments that measures the effectiveness of SLOs as they relate to GCC's goals and objectives.	
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Align capital improvement with the Master / Financial Plans (AY03-04)</i>	Research and develop a process to monitor and align capital improvements with institutional plans	Assistant Director/Planner IV	Summer 2006	P&D continues to research instruments and processes that monitor capital improvements to institutional plans.	Recognize P&D as a stakeholder in institutional activities.
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Develop a PERT chart to monitor progress	Assistant Director/Planner IV	Spring 2006	P&D will continue to research PERT instruments to monitor progress.	Recognize P&D as a stakeholder in institutional activities.
<i>Increase access and number of PCs on campus (AY03-04)</i>	Work with MIS to develop a survey instrument to assess departments/divisions PC needs; research applicable funding resources	Assistant Director/Program Specialist	Ongoing	P&D is scheduled to meet with MIS (July 2006) to discuss the development of a survey instrument.	Recognize P&D as a stakeholder in institutional activities.

<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Manage facility needs, including water-related campus projects (AY03-04)</i>	Develop a survey instrument to assess the institution's infrastructure needs	Assistant Director/Planner IV	Ongoing	P&D is scheduled to meet with Facilities Maintenance Coordinator (July 6, 2006) to discuss the development of a survey instrument.	Recognize P&D as a stakeholder in institutional activities.
<i>Assess and plan for long-term physical resources and safety needs and evaluation (for departments and programs) (AY03-04)</i>	Work with Safety and Facility Administrators to develop a resource projection plan	Assistant Director/Planner IV	Ongoing	P&D is scheduled to meet with Facilities Maintenance Coordinator (July 6, 2006) to discuss the development of a survey instrument.	Recognize P&D as a stakeholder in institutional activities.
<i>Schedule periodic review of the Master and Facility Plans to meet changing needs (AY03-04)</i>	Develop a schedule to periodically review plans	Assistant Director/Planner IV	Quarterly	Continuous	Recognize P&D as a stakeholder in institutional activities.
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Work with MIS in the development of a Technology Master Plan	Assistant Director	Ongoing	Complete. The Technology Plan (draft) was completed April 2006.	Recognize P&D as a stakeholder in institutional activities.
<i>Develop strategies to ensure financial resources are available for institutional maintenance and renovation needs (AY03-04)</i>	Work with Facility Administrator and VPASD to develop strategies	Assistant Director	Summer 2006	P&D will schedule to meet with the Budget Officer and Facilities Maintenance, Coordinator (July 6, 2006) to discuss the development of strategies to ensure financial resources are available for institutional maintenance and renovation needs.	Recognize P&D as a stakeholder in institutional activities.

<b>ORGANIZATION</b>					
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration (AY03-04)</i>	Assist and provide support to monitor Audit Plan	Assistant Director	ongoing	Continuous. P&D is a member of IDBP (Integrated Database Planning) group. P&D completed a Title III application to acquire a centralized enterprise solution.	Recognize P&D as a stakeholder in institutional activities.
<i>Perform a technology audit (AY03-04)</i>	Assist and provide support to monitor Audit Plan	Assistant Director	ongoing	Continuous. P&D will report status of draft audit findings to VP-ASD September 2006.	Recognize P&D as a stakeholder in institutional activities.
<i>Conduct proactive efforts in obtaining adequate funding for all programs (AY04-05)</i>	Research and work with the President and AVP in pursuit of grants.	Assistant Director/Program Specialist	ongoing	A staff has been assigned to P&D to seek and write grants. To date, 2 major applications have been submitted (ANA, Title III) in response to this Self Study recommendation.	
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Increase IT support personnel to include a Web Master, providing accountability for updating information on the website (e.g., contract) and developing a team to assess/evaluate the current GCC website to implement strategies to improve the access of vari</i>	Participate in the development of a process to assess, evaluate and improve the delivery of institutional information and content	Assistant Director	ongoing	Continuous. P&D submitted a Title III application to implement a centralized web-based system that will improve the delivery of institutional data and information.	Recognize P&D as a stakeholder in institutional activities.

## APPENDIX M.1

<i>Provide open access to information such as expenditures of technology resources (AY03-04)</i>	Participate in the development of a system that provides technology related financial information	Assistant Director	ongoing	Continuous. P&D submitted a Title III application to implement a centralized web-based system that will improve the delivery of institutional data and information.	Recognize P&D as a stakeholder in institutional activities.
<i>Search for external funding, in the form of grants, providing more revenue generating services to the community has also increased (AY04-05)</i>	Work with the President and AVP to identify institutional goals. Search and pursue grants aligned to those goals.	Assistant Director/Program Specialist	ongoing	Staff has been assigned to P&D to seek and write grants based on institutional goals (i.e., expansion of programs - VisCom, Tourism, Culinary Arts, and web accessible system).	

<b>Divisional Goals / Initiatives (ASD - P&amp;D)</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
The Administrative Services Division provide grant support for the Formula Grants (VEA and ABE) to augment and enhance the educational programs of the college.	Ongoing	Administrative Assistants, Program Specialist, Planner IV, Assistant Director	ongoing	GCC continues to be the State Agency for Adult and Vocational education programs. State Plan goals support the expansion and implementation of innovative adult and vocational education activities.	Increase awareness of P&D goals and objectives

## APPENDIX M.1

The Administrative Services Division provides support for the development of a Strategic Plan for the college.	Participate in the development of a the Strategic Plan	Administrative Assistants, Program Specialist, Planner IV, Assistant Director	ongoing	Continuous. P&D participates in the institution's sessions to review and update Plan.	Recognize P&D as a stakeholder in institutional activities.
--	--	---	---------	---	---

<b>Departmental Goals / Initiatives (ASD - P&amp;D)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Administer federal grants</i>	1. Application audit will be reviewed to ensure alignment of institutional goals. 2. Monitor the effective and efficient use of VEA/ABE federal funds. 3. Publish information through various media to promote the awareness of federal funds. 4. Screen ABE and VEA grant applications to ensure that all required documents and forms are complete and appropriate for the federal fund requested.	Administrative assistant; Planner IV and Assistant Director	Ongoing: May and November	Continuous. New applications have been submitted to the State Director for funding consideration; site monitoring continues; publications continues (annual reports, newspaper, and information center); and proposals are screened for completeness.	Modify Notification of Availability of Funds



## APPENDIX M.1

<i>Provide institutional data and research to various individuals/agencies</i>	1. Provide timely monthly financial reports on federal expenditures and remaining balances. 2. Provide useful institutional research and data (Graduate/Completer Follow up and Employers Survey, Adult Education Survey, Expense Summary/Detail Report, financial reports, consolidated annual reports, etc.) to department chairs, employers, program administrators, management team, other agencies, etc.	Planner IV and Assistant Director	Ongoing.	Continuous. P&D staff continues to notify program administrators of financial balances and institutional research and data continues to be disseminated to stakeholders.	Develop a P&D website to disseminate information
--	---	-----------------------------------	----------	--	--

# APPENDIX M.1

<i>Carry out initiatives geared to strengthen the college's educational programs</i>	1. Conduct individual sessions with department chairs and/or advisory committees to explore and identify ways federal funds can support or strengthen their vocational-technical and adult education programs. 2. Conduct the Program Agreement Briefing Sessions to provide program administrators with information on procurement rules, allowable and unallowable expenses, etc. 3. Train prospective grant applicants through technical assistance sessions.	Planner IV, Program Specialist and Assistant Director	ongoing	Continuous. P&D staff is scheduled to meet with department chairs to identify ways to use federal funds to augment program (October 2006). Briefing sessions are held to provide program administrators with useful information to successfully implement program agreement activities. The most recent annual technical assistance session was held April 2006.	Develop a P&D website to disseminate information
<i>Seek opportunities to diversify GCC's financial resources</i>	1. Prepare documents (grants, loans or white papers) aimed at diversifying financial resources. 2.	Planner IV, Program Specialist and Assistant Director	ongoing	Continuous. A new grant writer staff was added to assist in seeking financial resources to diversify funds. To date, P&D submitted 2 major grant applications (Title III and ANA) in response to this Self Study recommendation.	Identify staff whose main task is to research and apply for grants

<b>Assessment Findings (ASD - P&amp;D)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Reduce the number of outcomes to 3-5. Improve the quality of data.</i>	Incorporate recommendations into the next assessment cycle	Planner IV/Assistant Director	Spring 2006	Completed. The Assessment Plan was modified on March 2006 to reflect 5 outcomes.	Timely feedback.

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Research available resources to support Plan</i>	Provide a list of resources and work with MIS in the development of a Technology Plan	Program Specialist/Assistant Director	ongoing	Continuous. Indirectly P&D assisted in the development of a Technology Plan by developing and submitting a Title III application to purchase a centralized web based system.	Recognize P&D as a stakeholder in institutional activities.

## Administrative Services Division - Environmental Safety &amp; Security

<b>Self Study Recommendations</b> AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b>DIALOGUE</b>					
<i>Convene a support staff/ administration committee to provide recommendations for support staff governance activities (AY03-04)</i>	Assess needs, identify committee members; and participate in the activities.	Safety Administrator, ASD	Spring 2006	Continuous	The Safety Office must be involved on any safety issues impacting the institution.
<i>Convene a committee to assist in identifying and prioritizing facility needs (AY03-04)</i>	Participate in identifying and prioritizing the needs.	Safety Administrator, ASD	Spring 2006	Continuous	The Safety Office must be involved on any safety issues impacting the institution.
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Participate in the development of the Master Technology Plan.	Safety Administrator, ASD	Spring 2006	Continuous	The Safety Office must be involved on any safety issues impacting the institution.
<b>STUDENT LEARNING OUTCOMES</b>					
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Align capital improvement with the Master / Financial Plans (AY03-04)</i>	Participate in the research and development of Master/Financial Plan.	Safety Administrator, ASD	On-going	Continuous	The Safety Office must be involved on any safety issues impacting the institution.
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Manage facility needs, including water-related campus projects (AY03-04)</i>	Assess facility needs, assist and monitor progress.	Safety Administrator, ASD	On-going	Completed	The Safety Office must be involved on any safety issues impacting the institution.
<i>Assess and plan for long-term physical resources and safety needs and evaluation (for departments and programs) (AY03-04)</i>	Develop a survey procedure to assess the institution's long-term physical resources and safety needs.	Safety Administrator, ASD	On-going	Continuous	The Safety Office will present to the committee the results from the survey compiled.
<i>Schedule periodic review of the Master and Facility Plans to meet changing needs (AY03-04)</i>	Participate in reviewing reports to meet requirements as needed.	Safety Administrator, ASD	On-going	Quarterly	The Safety Office must be involved on any safety issues impacting the institution.
<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Assist in the process of the plan.	Safety Administrator, ASD	On-going	Continuous	The Safety Office must be involved on any safety issues impacting the institution.

## APPENDIX M.1

<i>Develop strategies to ensure financial resources are available for institutional maintenance and renovation needs (AY03-04)</i>	Work closely with the Facility Coordinator and VPASD to develop strategies.	Safety Administrator, ASD	Summer 2006	Continuous	The Safety Office must be involved on any safety issues impacting the institution.
<b>ORGANIZATION</b>					
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration (AY03-04)</i>	Assist and provide support to the committee.	Safety Administrator, ASD	On-going	Continuous	The Safety Office must be involved on any safety issues impacting the institution.
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Provide open access to information such as expenditures of technology resources (AY03-04)</i>	Participate in the process.	Safety Administrator, ASD	Fall 2006/Spring 2007	Continuous	The Safety Office must be involved on any safety issues impacting the institution.

<b>Divisional Goals / Initiatives (ASD - Safety)</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>The Administrative Services Division ensures a safe environment for faculty, staff, administrators, and students.</i>	Compile survey reports	Safety Administrator, ASD	Continuous	Every three months (Spring 2006) quarterly reports are submitted	The Safety Office to submit quarterly reports.

<b>Departmental Goals / Initiatives (ASD - Safety)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>The office is responsible for the College's Safety Program to include implementation, enforcement, and monitoring. The office also provides technical assistance to management in the implementation of said programs. Periodic unannounced (spot) inspections of all campus facilities and satellite schools are conducted to identify GOSHA related violations. Recommendations for corrective measures are offered to abate specific violations. Safety training is provided to faculty, staff in coordination with the Human Resources Department. This office also acts as an alternate liaison with any natural disaster as GCC FEMA Project Coordinator.</i>	1. To administer essential safety programs and provide personal protective equipment to protect all staff, faculty, and students from injuries. 2. To maintain and update all the GCC safety programs and training courses. 3. To ensure that all employees, students, and visitors, are provided with safe workplace and healthful working conditions free from recognized hazards that may cause or are likely to cause death or serious physical harm.	Safety Administrator, ASD	Continuous	Continuous	Submit quarterly data of accidents/injuries report.  Submit annual Occupational, Safety and Health report to Dept of Labor.

<b>Assessment Findings (ASD - Safety)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>

**Administrative Services Division - Facility Maintenance**

<b>Self Study Recommendations</b>  AY2003-2004 and AY2004-2005  <b>By Theme</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<b><i>DIALOGUE</i></b>					
<i>Convene a support staff/ administration committee to provide recommendations for support staff governance activities (AY03-04)</i>	Ensure active involve- ment in the development of and/or ongoing plans related to facility and infrastructure maintenance and repair.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.
<i>Convene a committee to assist in identifying and prioritizing facility needs (AY03-04)</i>	Participate and contribute to facility maintenance/ repair strategic planning.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.
<i>Complete a Master Technology Plan to incorporate recommendations from college committees and the Technology Users Group Subcommittees (AY03-04)</i>	Support the development of GCC's Master Technology Plan.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	

<b>STUDENT LEARNING OUTCOMES</b>					
<b>INSTITUTIONAL COMMITMENTS</b>					
<i>Align capital improvement with the Master / Financial Plans (AY03-04)</i>	Participate in the development of GCC's Facility Master/Financial Plan.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	
<i>Finalize and implement the Master Technology Plan, defining the prioritization of technology resource needs (AY03-04)</i>	Assist in the finalization and implementation of GCC's Master Technology Plan.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	
<i>Increase access and number of PCs on campus (AY03-04)</i>	Provide maintenance support to MIS to increase access and the number of PC's on campus.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	
<b>EVALUATION, PLANNING, AND IMPROVEMENTS</b>					
<i>Manage facility needs, including water-related campus projects (AY03-04)</i>	Actively participate in the planning, management, and implementation of facility needs including water-related campus projects.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.
<i>Assess and plan for long-term physical resources and safety needs and evaluation (for departments and programs) (AY03-04)</i>	Participate and/or assist in the management and implementation of long-term physical resources and safety needs.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Quarterly.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.
<i>Schedule periodic review of the Master and Facility Plans to meet changing needs (AY03-04)</i>	Participate in reviewing reports to meet requirements as needed.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Quarterly.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.



## APPENDIX M.1

<i>Develop and implement a Technology Master Plan that directly links to student learning outcome goals (AY03-04)</i>	Participate in reviewing reports to meet requirements as needed.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	
<i>Develop strategies to ensure financial resources are available for institutional maintenance and renovation needs (AY03-04)</i>	Actively participate in the planning, management, and implementation of institutional maintenance and renovation needs.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.
<b>ORGANIZATION</b>					
<i>Establish a committee that will research and plan to utilize an institution-wide system to include student information, financial information, and administration (AY03-04)</i>	Participate in committees reviewing reports to meet requirements as needed.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	
<i>Perform a technology audit (AY03-04)</i>	Participate in reviewing reports to meet requirements as needed.	Facility Maintenance/ Planning Coordinator and/or designee.	On-going.	Continuous.	
<b>INSTITUTIONAL INTEGRITY</b>					
<i>Increase IT support personnel to include a Web Master, providing accountability for updating information on the website (e.g., contract) and developing a team to assess/evaluate the current GCC website to implement strategies to improve the access of vari</i>	Work with MIS to support its maintenance and repair requirements.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	
<i>Provide open access to information such as expenditures of technology resources (AY03-04)</i>	Work with MIS to support its maintenance and repair requirements.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	

# APPENDIX M.1

<b>Divisional Goals / Initiatives (ASD - Maint.)</b> <i>Description:</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>The Administrative Services Division maintains and improves the physical plant infrastructure, buildings and internal spaces.</i>	Assess quarterly reports and recommend modifications as needed.	VP, ASD	On-going.	Quarterly	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.

<b>Departmental Goals / Initiatives (ASD - Maint.)</b> <i>See Goals/Objectives in the respective Assessment Plan (TracDat)</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>We will continue to provide responsive, quality facilities maintenance and services in support of the teaching mission.</i>	Assess quarterly reports and recommend modifications as needed.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.
<i>We will maintain college facilities with the highest degree of serviceability within available resources.</i>	Assess quarterly reports and recommend modifications as needed.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.

# APPENDIX M.1

<i>We will make our maintenance organization structure more responsive to our customers.</i>	Assess quarterly reports and recommend modifications as needed.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.
--	---	---	-----------	-------------	--

<b>Assessment Findings (ASD - Maintenance)</b> <i>See Recommendations from the Annual Institutional Assessment Report</i>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Not available at this time.</i>					

<b>Technology Plan Description:</b>	<b>Planned Action</b>	<b>Assigned Personnel</b>	<b>Expected Completion Date</b>	<b>Final Outcome (Completed or Continue at the next planning cycle)</b>	<b>Recommendation</b>
<i>Participate and assist in the development and implementation of Campus Facility Plan. (Currently under design by TRA.)</i>	Assist in the development of the Campus Facility Plan and recommend improvements.	Facility Maintenance/ Planning Coordinator and/or Maintenance Supervisor.	On-going.	Continuous.	Ensure that the Facility Maintenance Department is included in all meetings or committees involved in Facility or Infrastructure planning and development.

### **Guidelines for Tracking Self-Study Recommendations in the Institutional Strategic Master Plan (ISMP)**

**Purpose:** The guidelines create a code system for each recommendation as a means of cross referencing between the Self-study Report and the ISMP.

- I)** Once a recommendation has been identified by the Self-study committee, the committee should determine which entity is responsible for responding to the recommendation. In the event that more than one entity is identified to respond to a recommendation, the committee must decide who is the primary entity responsible for responding, and annotate who the secondary entities are that they should work with.  
***Refer to list of entities responsible for acting on recommendation.***

i.g. Recommend that ASD-facilities work with BFD, ASD-MIS, BFD-HRO, to accomplish adequate personnel to support data systems for reporting facility progress.

#### **LIST OF ENTITIES RESPONSIBLE FOR ACTION ON RECOMMENDATIONS**

<b>Code</b>	<b>Entity</b>
1 BOT	Board of Trustees
2 FOUND	Foundation
3 PRES	President
4 PRES-COM	President-Communications
5 AAD	Academic Affairs Division
6 AAD-TSS	Academic Affairs Division-Technology & Student Services
7 AAD-TPS	Academic Affairs Division-Trades & Professional Services
8 AAD-AIE	Academic Affairs Division-Assessment
9 AAD-CE	Academic Affairs Division-Continuing Education
10 AAD-REG	Academic Affairs Division-Registration
11 BFD	Business & Finance Division
12 BFD-HRO	Business & Finance Division-Human Resource Office
13 ASD	Administrative Services Division
14 ASD-FAC	Administrative Services Division-Facilities
	Administrative Services Division-Management Information
15 ASD-MIS	Systems
16 ASD-PD	Administrative Services Division-Planning & Development
17 ASD-SAFE	Administrative Services Division-Safety

## 2) *Code System*

**CODE:** ASD-FAC, AY05-06, Std3, B.2.a

A comma (,) will be used to separate each component of the code.

<i>Represents ⇨</i>	<i>Primary entity</i>	<i>AY</i>	<i>Standard</i>	<i>Identifier</i>
<i>Code Component ⇨</i>	ASD-FAC,	AY05-06,	Std3,	B.2.a

Self-study committees may track multiple academic years if they find that the recommendation was not answered and to show progression of the recommendation. An entity in the ISMP may make a decision that they've responded and completed a recommendation. Therefore, allowing the recommendation to fall out of the ISMP. However, upon the Self-study committee review, it may be found that although a response was provided for the recommendation, further work is needed specific to what was not meet. Therefore bringing back the recommendation the following cycle of self-study, thus multiple academic years within the code.

**CODE WITH MULIPLE YEARS:** ASD-FAC,AY03-04, 04-05, 05-06, Std3, B.2.a

Two columns, Code and R (rollover)/C (Completed) will be added to the ISMP.

## 3) *Standard List of Evidence*

Below is the standard list of evidence. All Self-study committees should refer to this list to provide consistency in the evidence. Additions to this list may be provided to the Steering Committee for consideration. List will be updated as needed.

Academic Affairs Committee Minutes, Summaries, and Reports

ACCJC Evaluations Report – visit March 2000

ACCJC Interim Report – March 2000

ACCJC Midterm Report – October 2000

ACCJC Self-Study Report – October 1999

Advisor's Handbook

Advisory Committee Listing

Affirmative Action Plan

Agreement GFT-BOT – (Faculty Contracts 2000 – 2005, 2005 – 2010)

Annual Assessment Reports

Assessment Committee Minutes

Assessment Office Templates

Audit Reports 2000 – 2004, and 2005 draft

Board of Trustees Minutes

Board of Trustees Policy Manual

Budget Laws – 2000 – 2006

Budget Requests – including Growth Budget Requests  
Campus Master Plans  
College Affairs Council Minutes  
College Annual Reports  
College Catalogs 2000 – 2006  
Chachalani publications  
Classroom Climate Survey  
Council on Post Secondary Activities (COPSA) – Student Government - minutes  
Council on Post Secondary Activities (COPSA) – By-laws  
Faces of the Future: Second Student Survey on GCC Students 9/2005  
Faculty Handbook  
Financial Exigency Committee Reports  
Financial Priorities Committee Report  
General Education Committee Minutes  
Graduate/Completers and Employers Follow-up Survey Reports – 2000 – 2006  
Guam Community College / Dept. of Education (DOE) MOU  
Personnel Rules and Regulations for Academic Employees  
Personnel Rules and Regulations for Classified Employees  
President's Management Team Meeting Notes  
President's Yearly Performance Evaluations  
Professional Development Resource Committee (PDRC) Operating Procedures and Application  
Professional Development Recommendation Report – Uyehara 1999  
Public Auditor's Report  
Reduction-in-Force Committee Plan  
Student Handbook  
Student Orientation Handouts, Program, etc.  
Technology Advisory Committee (TAC)  
Technology Education Committee Minutes  
Technology User's Group Minutes  
Ten-year Master Plan