Guam Community College

10th Annual Institutional Assessment Report

AY 2009 - 2010

Tenth Annual Institutional Assessment Report

Program Review AY 2009-2010

Committee on College Assessment
Guam Community College
October 2010

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Since the time GCC's comprehensive assessment initiative first began in Fall 2000, the assessment process at the College has become more student learning outcomes-based, faculty-driven, administration supported, and technologically enhanced. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development through the years. At the core of GCC's assessment efforts is the program review process and this will continue to guide improvements throughout the College.

The Tenth Annual Institutional Assessment Report (10th AIAR) highlights college-wide assessment activities through various program review components for AY09-10. Findings in these various areas are used to guide faculty in departmental planning and are the basis for program changes. This report is divided into the following nine parts:

I. Brief History

II. Compliance

III. Program Enrollment

IV. Program Completion

V. Student Learning Outcomes

VI. Advisory Committee Meetings

VII. Curriculum Revision Activities

VIII. Closing the Loop

IX. Recommendations

Part I. Brief History

The evaluation report of the Western Association of Schools and Colleges (WASC) team that visited GCC on March 14-16, 2000 emphasized the *"importance of establishing a systematic assessment procedure for educational programs and student services"* and recommended that *"educational program review should identify educational quality through the identification of learner outcomes."*

Responding immediately to these recommendations in Spring 2001, GCC began to institutionalize assessment by establishing assessment procedures and developing templates intended to standardize assessment activities at the College. Additionally, the Committee on College Assessment (CCA)[1], an institution-level committee, was first created under the terms of the 2000-2005 Board-Union Agreement to monitor assessment activities on campus. On September 2002, GCC formalized its assessment initiative through Board of Trustees (BOT) Policy 306 - *Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees.*

Through the years, the College has created an awareness of the expectations outlined in the 2002 Standards of Accreditation which added student learning outcomes assessment through approved program guides, course syllabi, curriculum manual, annual institutional assessment reports, and the College catalog.

After the formation of CCA, the Academic Vice President's Office (AVP's Office) developed the College's Institutional Assessment Plan. For a period of one year, CCA conducted assessment

[1] CCA membership is comprised of faculty, administrators, and a student representative. For the first few years of the committee's existence, the Chair position was filled by an administrator. In order to promote a faculty-driven assessment program, the Chair was eventually filled by a faculty member. The Co-Chair is the Assistant Director of the Office of Assessment, Institutional Effectiveness, and Research (AIER).

workshops designed to raise awareness and acceptance among faculty, staff, and administrators of the integration of assessment, planning, and budgeting processes.

With the objective of organizing and facilitating assessment reporting, CCA classified academic programs, student services and administrative units into the following four groups: Group A (Associate Degree), Group B (Certificate), Group C (Administrative Units & Student Support Services), and Group D (Special Programs[2]). Based on these four groups, an assessment schedule was developed to follow a two-year cycle.

In July 2003, TracDat, assessment data management software, was installed on the College's server. TracDat helped move the College from a hardcopy, paper-driven process to an automated online environment. This software is still being used by the College today.

To facilitate the College's evolving assessment initiative, the BOT approved the creation of a new Assistant Director position in February 2003. This consequently led to the establishment of the College's Office of Assessment and Institutional Effectiveness (AIE)[3]. Later, in Fall 2006, the College hired an Institutional Researcher.

To improve the transparency of the College's assessment process, GCC launched its assessment website in AY03-04. In January 2009, GCC/AIE entered into an agreement with a vendor to transfer all files, documents, and photos from the AIE website link to the new GCC public website.

In acknowledgement of the commitment that the College community has shown for institutional assessment, public recognition is given to departments or units that have consistently shown dedication to the assessment initiative. Recognition of exemplary assessment work encourages other programs and units to improve their compliance with established assessment deadlines.

[2] Group D includes all federally-funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.
[3] Effective October 1, 2010, AIE has been renamed the Office of Assessment, Institutional Effectiveness, and Research (AIER).

Another assessment incentive was introduced in Spring 2008. The AVP announced a new assessment incentive called the AVP Small Assessment Grant Award (AVP Saga). This incentive program provides a monetary award to departments who develop innovative approaches that improve practice in course assessment to enhance SLOs. It also serves as an incentive for faculty who are interested in engaging in small assessment research projects that are not covered under course assessment.

As this brief history reflects, GCC's assessment initiative is constantly evolving and maturing. At the center of the College's assessment activities is the understanding that assessment is primarily conducted to demonstrate accountability and implement course, program, and institutional improvements.

Part II. Compliance

As shown in Table 1 below, the College monitors assessment compliance by division year after year. From academic year 2002 to 2010, the total number of programs/units under the Academic Affairs Division has fluctuated; consequently impacting compliance rates. The Business & Finance Division has experienced small changes in their total number of programs/units over the years. Compliance rate for this division has improved greatly since AY03-04. As for the Administrative Services Division, their total number of programs/units has remained constant since A02-03; however, their compliance rate has fluctuated. The President/CEO and Board of Trustees and Foundation Board have maintained a 100% compliance rate since they became a reporting unit in TracDat. These units are assessed every other year.

Table I. Compliance Rate at the Divisional Level

Updated Rates of Divisional Compliance with Assessment Requirements

AY	Programs/ Units on Track / Total Number Of Programs/ Units (Academic Affairs Division)	%	Programs/ Units on Track / Total Number Of Programs/ Units (Business & Finance Division)	%	Programs/ Units on Track / Total Number Of Programs/ Units (Admin. Services Division)	%	Programs/ Units on Track / Total Number Of Programs/ Units (President/ CEO)	%	Programs/ Units on Track / Total Number Of Programs/ Units (Board of Trustees & Foundation Board)	%
AY02-03	43/61	70%	0/6	0%	4/4	100%				
AY03-04	35/57	61%	0/5	0%	2/4	50%				
AY04-05	37/65	57%	4/5	80%	3/4	75%	2/2	100%	2/2	100%
AY05-06	45/55	82%	5/5	100%	4/4	100%				
AY06-07	31/56	55%	3/5	60%	3/4	75%	2/2	100%	2/2	100%
AY07-08	33/48	69%	4/4	100%	2/4	50%				
AY08-09	40/46	87%	4/4	100%	4/4	100%	3/3	100%	2/2	100%
AY09-10	30/45	67%	2/4	50%	3/4	75%				

GCC's Two-Year Assessment Cycle Schedule effective Fall 2009 identifies assessment requirements for AY09-10 and AY10-11 (Appendix A). The Fall 2009 semester requirement for associate degree programs (Group A) is **course level SLO assessment report** and the Spring 2010 semester requirement is **course level SLO implementation status**. For certificate programs (Group B), the Fall 2009 semester assessment requirement is **course level SLO data collection status** and the Spring 2010 semester requirement is **course level SLO assessment report**. For Group C (Administrative Units & Student Support Services), the Fall 2009 semester requirement is **an assessment plan** and the Spring 2010 semester requirement is **data collection status**. For Group D (Special Programs), the Fall 2009 semester requirement is **program level SLO implementation status** and the Spring 2010 semester requirement is **course level SLO assessment plan**.

In accordance with the above requirements for AY09-10, program review focused on Group A's **course level SLO implementation status** and Group D's **program level implementation status**. According to the assessment taxonomy for AY09-10 (Appendix B), there are 16 associate degree programs under Group A. There are 2 federally funded programs, 10 secondary programs, a general education program, developmental courses, and related technical requirements/electives under Group D. For this group, the focus was on the federally funded programs and the secondary programs. Five programs under Group A and five programs under Group D did not comply fully with their assessment requirements for the academic year. Consequently, information on the use of assessment results for these programs is not included in the program review.

Although the emphasis of the program review is on postsecondary programs, use of assessment results and program/course review audit at the end of Spring 2010 is reported for secondary programs.

Part III. Program Enrollment

An important component of program review is program enrollment. Table 2 below provides information on the number of students enrolled in the postsecondary programs offered by the College over the past five years (Fall semester enrollment only). Programs that are not currently being offered have an asterisk (*) near them. Programs that are highlighted have been continuously offered over the past five years.

Table 2. Program Enrollment– Five-Year Trend[4]

(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10)

Associate Degree Program	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10
Accounting	80	96	80	66	86
Architectural Engineering Technology *	2	3			
Automotive Service Technology	0	13	20	31	56
Automotive Technology *	49	29	16	11	3
Civil Engineering Technology Construction *	1	1			
Computer Networking	1	15	14	19	33
Computer Science	118	98	68	80	92
Criminal Justice	90	76	68	86	142
Culinary Arts	35	30	37	57	76
Early Childhood Education	94	94	77	99	114
Education	65	83	88	91	118
Electronics Networking[5] *	12	6	4	1	
Electronic Engineering Technology *	6	8			
Emergency Management					3
Hospitality Industry Management	60	66	51	59	61
Liberal Arts	58	73	69	107	136
Marketing	22	25	25	24	24
Medical Assisting	122	80	115	113	101
Office Technology	36	34	32	23	31
Sign Language Interpreting *	3	1			
Supervision and Management	52	48	42	43	60
Surveying Technology					
Travel Agency Management *	8	9			
Visual Communications	36	34	28	43	48
Associate Total	**950**	**922**	**834**	**953**	**1184**
Certificate Program	**AY05-06**	**AY06-07**	**AY07-08**	**AY08-09**	**AY09-10**
Accounting *	20	12	4	2	2
Automotive Service Technology		3	11	10	15
Automotive Technology *	34	21		5	2
Computer Networking *				1	
Computer Science	15	19	6	5	7
Construction Drafting *	1	1			
Construction Electricity *	4	2			
Construction Technology					2
Cosmetology	25	26	19	17	33
Criminal Justice	8	8	22	45	15
Early Childhood Education	9	8	4	4	9
Education	4	8	5	7	3
Electronics Engineering Tech.*	1	1			
Emergency Management					
Certificate Program	**AY05-06**	**AY06-07**	**AY07-08**	**AY08-09**	**AY09-10**

[4] Enrollment data is duplicated. AY05-06 and AY06-07 data was extracted from NIAS-National Institute for Administrative Systems (student data management program used by the College prior to June 2007). AY07-08 through AY09-10 data was extracted from Banner (the College's enterprise information system which includes applications for student, financial aid, finance, human resources and alumni).

[5] AS in Electronics Networking was replaced with AS in Computer Networking.

Associate Degree Program	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10
Hospitality Operations *	2	1			
Fire Science*					
Marketing *	1		1	1	
Medical Assisting	47	79	19	24	35
Office Administration *	7	3			
Office Technology	4	2	4	4	3
Practical Nursing		36	22	35	42
Pre-Nursing				1	87
Refrigeration and Air-conditioning *	9	6			
Sign Language Interpreting *			1	3	1
Supervision & Management	2	4	3	7	7
Surveying Technology					
Systems Technology *	4	8			
Certificate Total	197	248	121	171	263
Other	**AY05-06**	**AY06-07**	**AY07-08**	**AY08-09**	**AY09-10**
Adult High School	192	76	48	78	91
Enrichment[6]				1	5
Industry Certification	3		17	7	8
Journeyworker Certificate	123	121	89	110	173
Undeclared	344	420	701	515	496
Other Total	662	617	855	711	773
POSTSECONDARY ENROLLMENT GRAND TOTAL	**1809**	**1787**	**1810**	**1835**	**2220**

There are 13 associate degree programs that have been continuously offered at GCC over the past five years (Accounting, Computer Networking, Computer Science, Criminal Justice, Culinary Arts, Early Childhood Education, Education, Liberal Arts, Marketing, Medical Assisting, Office Technology, Supervision and Management, and Visual Communications). Of these 13 programs, one program experienced continuous enrollment—Education. The top five associate programs in terms of enrollment over the past five years include: Medical Assisting (531), Early Childhood Education (478), Criminal Justice (462), Computer Science (456), and Education (445). Programs with enrollments of less than two hundred for the five-year period include: Computer Networking (82), Marketing (120), Office Technology (156), and Visual Communications (189).

There were 4 associate degree programs that were implemented during the five-year period (Automotive Service Technology, Surveying Technology, Emergency Management, and Hospitality

[6] With the adoption of GCC Board Policy 520 on May 8, 2008, a formal category of *enrichment student* was created in order to accommodate the needs of students who do not intend to seek a degree at the College. This policy was made effective in Fall 2008.

Industry Management). The Automotive Service Technology program, implemented in Fall 2006, replaced the Automotive Technology program. The associate degree program in Surveying Technology was reinstated in April 2009 and the Emergency Management program was implemented in Fall 2007. The Hospitality Industry Management program was replaced by associate degree programs in Tour and Travel Management, Hotel Management Operations, and Food and Beverage Management in Spring 2010.

As for certificate programs, there are ten certificate programs that have been continuously offered at the College over the past five years (Computer Science, Cosmetology, Criminal Justice, Early Childhood Education, Education, Fire Science, Medical Assisting, Office Technology, Practical Nursing, and Supervision and Management). Of these programs, the certificate program with the highest enrollment over the five-year period is Medical Assisting (204), followed by Practical Nursing (135), Cosmetology (120), Criminal Justice (98), Computer Science (52), Early Childhood Education (34), Education (27), Supervision and Management (23), and Office Technology (17). The Fire Science program did not have any students enrolled in the past five years. This program was deleted in Spring 2010.

Four certificate programs were implemented during the five-year period (Automotive Service Technology, Pre-Nursing, Construction Technology, and Emergency Management). The Automotive Service Technology certificate program, implemented in Fall 2006, replaced the Automotive Technology certificate program. The Construction Technology certificate program was approved Spring 2009. The Emergency Management certificate program was implemented in Fall 2007 and the Pre-Nursing certificate program was implemented in Spring 2009. The Surveying Technology certificate program was reinstituted in Spring 2009. The College should, through the Office of Communications and Promotions, continue to aggressively promote its programs in the community. Additionally, individual departments must work with advisory committees to seek ways to increase enrollment or perhaps make program changes, if necessary.

Part IV. Program Completions

Another important component of program review is program completion. Table 3 provides information on the number of postsecondary program completers over the past five years.

Table 3. Completers[7] by Program – Five-Year Trend
(AY05-06, AY06-07, AY07-08, AY08-09, AY09-10)

Associate Degree Program	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	TOTAL
Accounting	4	8	11	7	8	38
Automotive Service Technology					3	3
Automotive Technology *	6	2	1	1	2	12
Computer Networking			1	3	1	5
Computer Science	10	11	6	6	7	40
Criminal Justice	6	7	15	15	11	54
Culinary Arts	1	1		2	7	11
Early Childhood Education	10	11	6	10	16	53
Education	3		6	6	16	31
Electronics Networking *			1			1
Electronic Engineer Technology *	1					1
Emergency Management					1	1
Hospitality Industry Management		1	5	2	2	10
Food and Beverage Management *	2					2
Liberal Arts	3	6	4	1	5	19
Marketing	5	2	1	2	2	12
Medical Assisting	18	11	11	5	11	56
Office Technology	4		1	3	3	11
Sign Language Interpreting *		2				2
Supervision and Management	6	8	11		4	29
Surveying Technology						0
Travel Agency Management *						0
Visual Communications		8		2	1	11
Associate Total	79	78	80	65	100	402
Certificate Program	**AY05-06**	**AY06-07**	**AY07-08**	**AY08-09**	**AY09-10**	**TOTAL**
Accounting *			6		1	7
Automotive Service Technology					1	1
Automotive Technology *	5	3	1			9
Construction Electricity *		2				2
Construction Technology						0
Computer Science	2	3	2	1		8
Cosmetology		1		1		2

[7] Coursework that is more than eight (8) years old is applicable to completion of degree requirements at the discretion of the department of the student's major course of study. Departments may accept such coursework, reject it or request that the student revalidate its substance.

The eight-year limit on coursework applies except when program accreditation agencies limit the life of coursework to less than eight years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally unsound (*Time Limit for Course Work*-- Guam Community College, 2008-2010 Catalog, pg. 35).

Associate Degree Program	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	TOTAL
Criminal Justice	21	7	11	35	9	83
Early Childhood Education	8	3	2	3	3	19
Education	2		2	7	1	12
Emergency Management *						0
Fire Science Technology *						0
Medical Assisting	18	13	14	6	9	60
Networking *	1					1
Office Administration *	1					1
Office Technology	1	2				3
Practical Nursing		14	14	18	31	77
Pre-Nursing *						0
Supervision & Management			1			1
Surveying Technology *						0
Certificate Total	59	48	53	71	55	286

*Programs that are not currently being offered by the College.
Note: Programs that are highlighted have been continuously offered over the past five years.

When reviewing programs, it is important to keep in mind that implementation dates may differ between programs. Typically, programs that have been offered for several years tend to have higher completion rates than those that have only been offered for a few years. Of the 13 associate programs that have been continuously offered at GCC, the 3 programs with the greatest number of completers are Medical Assisting (56), Criminal Justice (54), and Early Childhood Education (53). The associate degree program with the least number of completers is Computer Networking (5).

As for certificate programs, the three programs with the greatest number of completers over the past five years are Criminal Justice (83), Practical Nursing (77), and Medical Assisting (60). The other programs have less than 20 completers for the five-year period. The Fire Science certificate program did not have any completers during this period. The program was deleted in Spring 2010. Only one student completed the Supervision and Management certificate program, two students completed the Cosmetology certificate program and three students completed the Office Technology certificate program.

The number of completers can vary by program based on program enrollment. The individual departments should look at their program enrollment and program completions to identify any issues affecting completion rates.

Part V. Student Learning Outcomes

According to Table 4 below, more than fifty percent (60.68%) of the total number of courses in the Spring 2010 College catalog have course-level SLOs. In terms of program-specific courses, 37.38% of the total number of courses with SLOs is being assessed within programs. Sixty four percent (64.29%) of courses required for Associate of Arts programs have SLOs that are being assessed, sixty three percent (62.89%) of courses required for Associate of Science programs have SLOs that are being assessed, and nineteen percent (19.40%) of courses required for Certificate programs have SLOs that are being assessed[8]. Although much work has been done in course assessment since Fall 2006, programs must continue their efforts to ensure that all their courses are assessed.

[8] Some of these SLOs are assessed for both associate and certificate programs.

Table 4. Student Learning Outcomes (SLOs) 2010

Term	Course with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Spring Catalog	250	412	60.68%
Fall 2009 Catalog	181	350	51.71%
Spring 2009 Catalog	70	375	18.67%
Fall 2008 Catalog	68	375	18.13%
Fall 2006 Catalog	0	399	0.00%
AS REQUIREMENT FOR PROGRAM	**SLO COUNT**	**TOTAL**	**PERCENT**
AA	Number of courses with SLOs being assessed	18	64.29%
	Number of courses within the program	28	
AS	Number of courses with SLOs being assessed	100	62.89%
	Number of courses within the program	159	
Certificate	Number of courses with SLOs being assessed	13	19.40%
	Number of courses within the program	67	
Not a technical required course for a degree or certificate program	Number of courses with SLOs being assessed	23	14.56%
	Number of courses within the program	158	
Total number of courses with SLOs being assessed within programs	**Number of courses with SLOs being assessed**	**154**	**37.38%**
Total count of courses within programs	**Number of courses within the program**	**412**	

Part VI. Advisory Committee Meetings

In order for programs to meet the expectations of industry, dialogue between industry members and program faculty is critical. The table below shows that, in Fall 2009, of the ten departments required to submit advisory committee minutes to AIE, eight submitted minutes (80%).[9] In Spring 2010, nine departments submitted advisory committee minutes (90%). The Deans of the two schools need to make certain that advisory committee meetings are held every semester to ensure that industry members provide programs with valuable feedback and support.

Table 5. Advisory Committee Meetings Held by Program
AY 2009-2010
Meeting Minutes Matrix

Fall 2009 (Aug 2009 – Dec 2009)		
Department/Program	**School**	**Meeting/Minutes Dated**
1. Adult Education Department • Adult High School Program • GED Program	TPS	Not required to provide Advisory Committee Minutes (not included in the compliance report)
2. Allied Health Department • Medical Assisting AS/Certificate Programs • Nursing Assisting Secondary Program • Practical Nursing Certificate Program	TPS	• Medical Assisting 10/2/2009 • Nursing Assisting Secondary 10/2/2009 • Practical Nursing Certificate 10/2/2009
3. Business Department • Accounting AS Program • Office Technology AS & Certificate Programs • Supervision & Management AS & Certificate Programs	TSS	• Accounting AS Program 11/12/2009 • Office Technology AS & Certificate Programs 11/12/2009 • Supervision & Management AS & Certificate Programs 11/12/2009
4. Construction Trades Department • Construction Technology Certificate Program • Construction Trades Secondary Program • Surveying Technology Certificate Program	TPS	Construction Trades 12/04/2009 • Construction Technology Certificate Program • Construction Trades Secondary Program • Surveying Technology Certificate Program.
5. Criminal Justice & Social Science Department • Criminal Justice AS & Certificate Programs • Emergency Management AS & Certificate Programs • Fire Science Technology Certificate Program	TPS	• Criminal Justice 12/15/2009
6. Education Department • Early Childhood Education AS & Certificate Programs • Education AA & Certificate Programs	TPS	• Early Childhood Education 10/5/2009 • Education 10/5/2009

[9] The Adult Education Department (Adult High School Program and GED Program) and the English Language Institute Department are not required to provide Advisory Committee Minutes.

Department/Program	School	Meeting/Minutes Dated
7. English Language Institute Department • Liberal Arts AA Program	TSS	Not required to provide Advisory Committee Minutes (not included in the compliance report)
8. Marketing Department • Marketing AS & Secondary Programs • Visual Communications AS & Secondary Programs	TPS	
9. Math. Science & Cosmetology Department • Cosmetology Certificate Program	TSS	• Cosmetology 11/9/2009
10. Technology Department • Computer Networking AS Program • Computer Science AS & Certificate Programs • Electronics & Computer Networking Secondary Program	TSS	• Computer Science 10/9/2009 • Computer Networking 12/4/2009 • Electronics & Computer Networking 12/4/2009
11. Tourism & Hospitality Department • Culinary AA Program • Hospitality Industry Management AS Program • Lodging Management Secondary Program • ProStart Secondary Program	TPS	
12. Transportation Department • Auto Body Secondary Program • Automotive Service Technology AS/Certificate & Secondary Programs • Medium/Heavy Truck Diesel Associate & Degree Programs	TPS	• Auto Body 12/14/2009 • Automotive Services 12/14/2009
Fall 2009 (Aug 2009 – Dec 2009)		
Number of TPS programs	11/20	55%
Number of TSS programs	7/7	100%
Spring 2010 (Jan 2010 – May 2010)		
Department/Program	**School**	**Meeting/Minutes Dated**
1. Adult Education Department • Adult High School Program • GED Program	TPS	Not required to provide Advisory Committee Minutes (not included in the compliance report)
2. Allied Health Department • Medical Assisting AS/Certificate Program • Nursing Assisting Secondary Program • Practical Nursing Certificate Program	TPS	
3. Business Department • Accounting AS Program • Office Technology AS & Certificate Programs • Supervision & Management AS & Certificate Programs	TSS	• Accounting 4/8/2010
4. Construction Trades Department • Construction Technology Certificate • Construction Trades Secondary Program	TPS	Construction Trades 02/05/2010 • Construction Technology Certificate Program • Construction Trades Secondary Program Surveying Technology Certificate Program
5. Criminal Justice & Social Science Department • Criminal Justice AS & Certificate Programs • Emergency Management AS & Certificate Programs • Fire Science Technology Certificate Program	TPS	• Criminal Justice 4/26/2010
6. Education Department • Early Childhood Education AS & Certificate Programs • Education AA & Certificate Programs	TPS	• Early Childhood Education 3/5/2010 • Education 3/5/2010

Department/Program	School	Meeting/Minutes Dated
7. English Language Institute Department • Liberal Arts AA Program	TSS	Not required to provide Advisory Committee Minutes (not included in the compliance report)
8. Marketing Department • Marketing AS & Secondary Programs • Visual Communications As & Certificate Programs	TPS	• Marketing 1/15/2010 • Visual Communications 1/15/2010
9. Math. Science & Cosmetology Department • Cosmetology Certificate Program	TSS	• Cosmetology 05/03/2010
10. Technology Department • Computer Networking AS Program • Computer Science AS & Certificate Programs • Electronics & Computer Networking Secondary Program	TSS	• Computer Science 3/12/2010 • Computer Networking 4/16/2010 • Electronics 4/16/2010
11. Tourism & Hospitality Department • Culinary AA Program • Hospitality Industry Management AS Program • Lodging Management Secondary Program • ProStart Secondary Programs	TPS	• Tourism & Hospitality 03/18/2010
12. Transportation Department • Auto Body Secondary Program • Automotive Technology AS/Certificate & Secondary Programs • Medium/Heavy Truck Diesel Associate & Certificate Programs	TPS	• Auto Body Secondary Program 5/13/2010 • Automotive Technology AS/Certificate & Secondary Programs 5/13/2010 • Medium/Heavy Truck Diesel Associate & Certificate Programs 5/13/2010
Spring 2010 (Jan 2010 – May 2010)		
Number of TPS programs	12/20	60%
Number of TSS programs	5/7	71%

Part VII. Curriculum Revision Activities

In order for students to succeed, they must be equipped with the skills that are currently required in the workplace. Consequently, curriculum must be updated to correspond with industry expectations. Hence, advisory committee input serves to guide programs in their curriculum revision efforts. Curriculum revisions and adoptions may have an impact on a program's budget (i.e. purchase of specialized equipment). Table 6 provides information on the currency of technical and related general education course requirements for the various programs offered at the College.

Table 6. Summary of Program and Course Review Audit at the End of Spring 2010

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010
Certificate Programs (n=15)---Certificate Programs available at the College in AY09-10				
Automotive Services Technology	5/24/2010 NSR SLO Map	24	11	46%
		18	18	100%
		18	0	0%
		18	0	0%
		18	**0**	**0%**
Computer Science	10/29/2008 NSR –SLO Map	15	9	60%
		13	7	54%
		12	9	75%
		15	1	7%
		15	**1**	**7%**
Construction Technology	02/24/10 NSR	AY09-10		
		26	**3**	**12%**
Cosmetology	11/7/2008 NSR-SLO Map	9	7	78%
		9	1	11%
		6	0	0%
		8	0	0%
		8	**0**	**0%**
Criminal Justice	12/21/2004 NSR-GenEd Courses Added	7	4	57%
		7	2	29%
		9	8	89%
		9	3	33%
		9	**0**	**0%**
Early Childhood Education	11/24/2009 SR-Add SLO & Change Credit Hours	11	0	0%
		10	0	0%
		10	3	30%
		11	1	9%
		11	**0**	**0%**
Education	3/2/2009 NSR-SLO Map	11	1	9%
		10	1	10%
		10	2	20%
		11	0	0%
		12	**0**	**0%**
Emergency Management Certificate	10/19/2007 Approved by ACCJC	0	0	0%
		27	0	0%
		27	0	0%
		27	0	0%
		27	**0**	**0%**

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010
Certificate Programs (n=15)---Certificate Programs available at the College in AY09-10				
Fire Science Technology Certificate	Deleted 03/25/2010	6	4	67%
		4	1	25%
		7	5	71%
		8	4	50%
Medical Assisting Certificate	11/3/2005 NSR	17	0	0%
		17	1	6%
		17	3	18%
		17	0	0%
		17	**0**	**0%**
Medium Heavy Truck Technology Certificate	05/24/10 NSR	AY09-10 **12**	**0**	**0%**
Office Technology Certificate	4/8/2009 NSR	12	5	42%
		12	5	42%
		12	7	58%
		12	0	0%
		12	**0**	**0%**
Practical Nursing Certificate	11/10/2008 NSR	16	0	0%
		13	0	0%
		14	0	0%
		16	1	6%
		9	**0**	**0%**
Supervision & Management Certificate	11/25/2008 NSR	11	0	0%
		10	1	10%
		10	0	0%
		11	1	9%
		11	**0**	**0%**
Surveying Technology	03/31/09 SR	AY09-10 **13**	**0**	**0%**
Systems Technology Certificate	4/13/2009 Deletion	19	10	53%
		19	15	79%
		19	14	74%
		18	1	6%

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010
Associate Degree Programs (N=17)				
Accounting AS	11/25/2008 NSF-SLO Map	12	2	17%
		13	1	8%
		12	2	17%
		13	7	54%
		13	**0**	**0%**
Automotive Service Technology AS	5/24/2010 NSR SLO Map	25	12	48%
		20	0	0%
		20	1	5%
		20	0	0%
		20	**0**	**0%**
Computer Networking AS	10/28/2008 SR	18	7	39%
		18	9	50%
		18	8	44%
		17	2	12%
		17	**2**	**12%**
Computer Science AS	12/24/2009 Adoption	17	13	76%
		15	10	67%
		13	12	92%
		17	5	29%
		15	**0**	**0%**
Criminal Justice AS	12/24/2009 SR	11	1	9%
		11	1	9%
		11	3	27%
		11	0	0%
		26	**5**	**19%**
Culinary Arts AA	10/08/2009 SLO Map	14	1	7%
		14	1	7%
		15	5	33%
		15	8	53%
		15	**0**	**0%**
Early Childhood Education AS	06/29/2010 NSR	18	4	22%
		19	5	26%
		14	6	43%
		18	3	17%
		18	**0**	**0%**
Education AA	3/6/2009 NSR-SLO Map	20	5	25%
		21	4	19%
		14	8	57%
		18	2	11%
		18	**0**	**0%**

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010
Associate Degree Programs (N=17)				
Emergency Management AS	10/19/2007 Approved by ACCJC	27	0	0%
		27	0	0%
		27	0	0%
		27	0	0%
		27	**0**	**0%**
Hospitality Industry Management AS	03/29/2010 Archived	29	14	48%
		29	7	24%
		26	7	27%
		29	17	59%
Food and Beverage AS Reinstated 03/29/10	5/10/2010 SR	AY09-10 **14**	**0**	**0**
Hotel Operations & Management AS Reinstated 03/29/10	5/10/2010 SR	AY09-10 **13**	**0**	**0%**
Tourism and Travel Management AS Reinstated 5/18/09	5/4/2009 SR	AY09-10 **14**	**0**	**0%**
Liberal Arts AA	9/15/2009 NSR	12	1	8%
		12	1	8%
		11	7	64%
		12	2	17%
		12	**0**	**0%**
Marketing AS	12/11/2007 NSR	15	2	13%
		13	1	8%
		14	1	7%
		14	0	0%
		14	**0**	**0%**
Medical Assisting AS	10/27/2005 NSR	24	0	0%
		23	3	13%
		23	4	17%
		23	1	4%
		23	**0**	**0%**
Office Technology AS	4/20/2009 NSR-Deleted Medical Secretary	26	6	23%
		25	8	32%
		23	10	43%
		25	5	20%
		15	**0**	**0%**

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010
Associate Degree Programs (N=17)				
Supervision & Management AS	11/25/2008 NSR	18	3	17%
		18	5	28%
		14	5	36%
		18	2	11%
		18	**0**	**0%**
Surveying Technology AS	04/01/09 Adoption	AY09-10 **17**	**0**	**0%**
Visual Communications AS	4/4/2008 NSR	19	2	11%
		16	2	13%
		15	3	20%
		15	0	0%
		15	**0**	**0%**
Adult High School Program				
Adult High School Diploma Program (Adult Basic Education/Adult Secondary Education)	6/8/05	2	0	0%
		3	0	0%
		17	15	88%
		17	11	65%
		17	**1**	**6%**
Secondary Programs				
Allied Health/Nursing Assistant Secondary –Deleted and changed to **Introduction to Health Occupations Secondary**	4/20/2010 NSR SLO-Add	4	3	75%
		4	3	75%
		5	0	0%
		3	0	0%
		4	**0**	**0%**
Auto Body & Automotive Service Technology Secondary	3/10/2009 Memo	8	4	50%
		10	4	40%
		10	0	0%
		10	0	0%
		10	**0**	**0%**
Construction Technology Secondary	4/29/2010 SR	5	2	40%
		6	5	83%
		4	3	75%
		4	3	75%
		4	**0**	**0%**

Program Name	Program's Last Review	Number of Technical & Related Gen Ed course requirements for the program as reflected in the College Catalog Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Number of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010	Percentage of courses 5yrs old and above Spring 2006 Spring 2007 Spring 2008 Spring 2009 Spring 2010
Associate Degree Programs (N=17)				
Electronics & Computer Networking Secondary	9/29/2008 SR	6	3	50%
		6	5	83%
		8	4	50%
		6	0	0%
		6	**0**	**0%**
Lodging Management Secondary	3/10/2009 Memo	5	3	60%
		3	1	33%
		3	0	0%
		3	0	0%
		3	**0**	**0%**
Marketing Secondary	12/11/2007 SLO Map	9	7	78%
		10	6	60%
		10	0	0%
		10	0	0%
		10	**0**	**0%**
ProStart Secondary	3/10/2009 Memo	3	1	33%
		3	1	33%
		3	1	33%
		3	0	0%
		3	**0**	**0%**
Visual Communications Secondary	12/11/2007 SLO Map	6	2	33%
		6	0	0%
		6	0	0%
		6	0	0%
		6	0	0%
Early Childhood Education Secondary	5/3/2010 SR	AY09-10 **6**	**0**	**0%**

Note: SR=Substantive Revision to curriculum documents and NSR=Non Substantive Revision to curriculum documents

Table 6 reveals that of the 15 certificate programs available at the College in AY09-10, 12 programs (80%) did not have any course that was five years old or older. The Computer Science certificate program had one course that was over five years old and the Construction Technology certificate program had three courses that were over five years old. The Fire Science certificate program was archived in Spring 2010.

Of the 17 associate degree programs available at the College in AY09-10, 14 programs (82%) did not have any course that was five years old or older. The Computer Networking and Criminal Justice associate degree programs had courses that were five years old or older (12%). The Hospitality Industry Management program was archived in Spring 2010 and replaced with AS in Tour and Travel Management, AS in Hotel Management Operations, and AS in Food and Beverage Management.

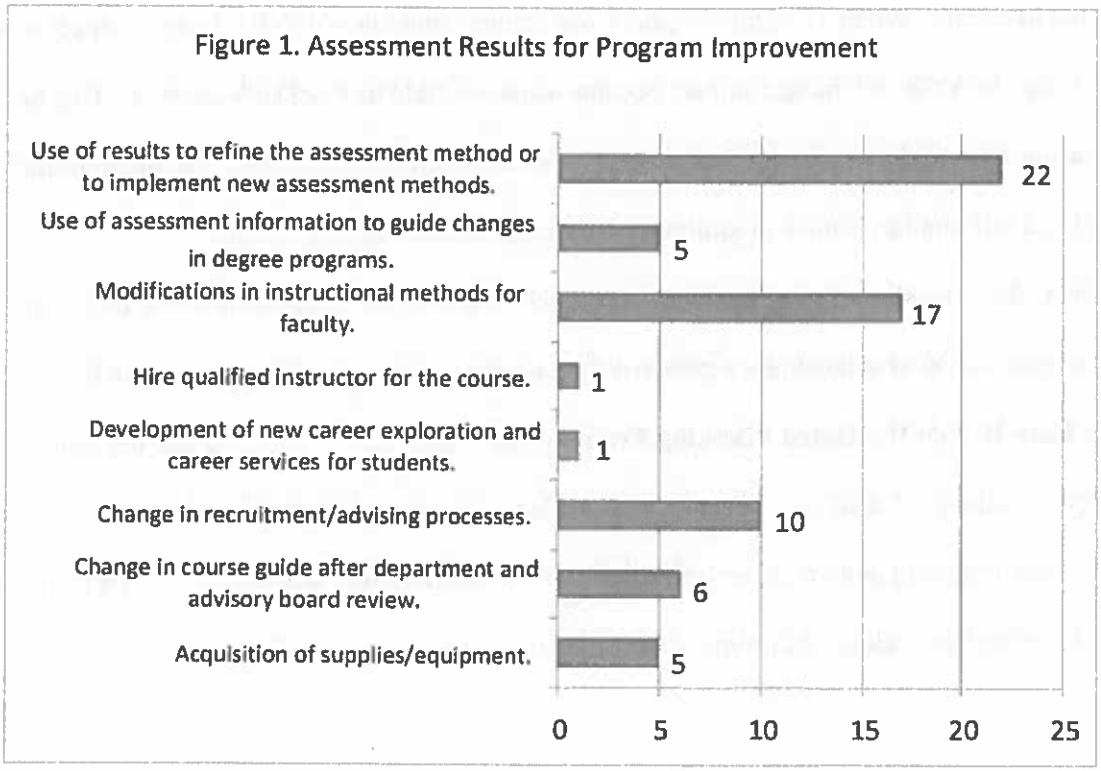
As for the Adult High School Program, one of the seventeen courses which make up the program is five years old or older (6%). All of the nine secondary Career and Technical Education (CTE) programs offered by the College have courses that are less than five years old.

The information contained in Table 6 reveals that not all program-related courses are up-to-date. Departments need to continue systematically and regularly updating curriculum documents in order to ensure the currency of courses being offered. They should continue to solicit input from advisory committees to ensure that industry needs are being addressed.

Part VIII. Closing the Loop

Figure 1 below provides information on how programs used their assessment results for program improvement.

Figure 1. Assessment Results for Program Improvement



As seen in Figure 1 above, the most frequently reported use of assessment results for program improvement is the *refinement of the assessment method or implementation of new assessment methods* (n=22), followed by *modifications in instructional methods for faculty* (n=17), *change in recruitment/advising processes* (n=10), *change in course guide after department and advisory board review* (n=6), *use of assessment information to guide changes in degree programs* (n=5), *acquisition of supplies/equipment* (n=5). Detailed examples of use and anticipated use of assessment results can be found in Appendix C.

Part IX. Recommendations

The budget impact related to the implementation of the changes and improvements reported above is not available. When TracDat Version 3 was implemented in AY06-07, budget impact was not a custom field. In AY08-09, budget impact became a custom field in TracDat Version 4. This new feature was introduced during TracDat training sessions conducted in AY08-09. The incorporation of budget-related information is now a requirement for all assessment reporting units.

The College needs to ensure that budgetary decisions from the department to the divisions to the institution reflect data and evidence gathered through the assessment cycle. As seen in the College's **Data-Driven Dedicated Planning Framework** (Appendix E), planning and decision-making at the College is based on evidence. This evidence in turn is used to support resource allocation; thus, reporting units must be trained on how to report budget information in TracDat. AIE and CCA have been providing this training in Fall 2010.

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Appendix A

GCC's Two-Year Assessment Cycle
Schedule effective Fall 2009

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE FALL 2009

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative Units & Student Support Services	GROUP D[1] Special Programs
FALL 2009	Course Level SLO Assessment Report; Go to TracDat's Summary of Results by Course Sub-tab and input data in each summary of results field/box **DEADLINE: October 12, 2009**	Course Level SLO Data Collection Status; Go to TracDat's Summary of Results Tab and By Course Sub-tab and input data in each summary of results field/box indicating it is the data collection status **DEADLINE: October 12, 2009**	**Administrative Units & Student Support Services** Assessment Plan; Incorporate modifications based on info in column 5 by inputting ***new*** AY[2] AUOs/SSUOs in TracDat's Unit Assessment Plan Tab and completing the field/boxes in each Sub-tab **DEADLINE: October 12, 2009**	Program Level SLO Implementation Status; Input the status of how the program level SLO Use of Assessment Results will be used to improve the program in TracDat's Summary of Results Tab **DEADLINE: October 12, 2009**
SPRING 2010	Course Level SLO Implementation Status; Go to TracDat's Summary of Results by Course Sub-tab to input course level implementation status **DEADLINE: March 8, 2010**	Course Level SLO Assessment Report; Go to TracDat's Summary of Results by Course Sub-tab and input data in each summary of results field/box **DEADLINE: March 8, 2010**	**Administrative Units & Student Support Services** Data Collection Status; Go to TracDat's Summary of Results Tab and By AUO/SSUO Sub-tab and input data in each field/box **DEADLINE: March 8, 2010**	Course Level SLO Assessment Plan; Go to course level SLOs in TracDat's Course Assessment Plan Tab and Sub-tabs and input data in each field/box **DEADLINE: March 8, 2010**
FALL 2010	Program Level SLO Assessment Plan Go to program/unit Assessment Plan Tab[3] and each sub-tab and input data in each field/box **DEADLINE: October 11, 2010**	Course Level SLO Implementation Status; Go to TracDat's Summary of Results by Course Sub-tab to input course level implementation status **DEADLINE: October 11, 2010**	**Administrative Units & Student Support Services** Assessment Report - Input assessment results and input how results will be used to improve the unit in TracDat's Summary of Results Tab **DEADLINE: October 11, 2010**	Course Level SLO Data collection status; Go to TracDat's Summary of Results Tab and By Course Sub-tab and input data in each summary of results field/box indicating it is the data collection status **DEADLINE: October 11, 2010**
SPRING 2011	Program Level SLO Gather data continuously; input status of data collection of the program level SLO in TracDat's Summary of Results Tab **DEADLINE: March 14, 2011**	Program Level SLO Assessment Plan Go to program/unit Assessment Plan Tab and each sub-tab and input data in each field/box **DEADLINE: March 14, 2011**	**Administrative Units & Student Support Services** Input the status of implementing use of assessment results in TracDat's Summary of Results Tab **DEADLINE: March 14, 2011**	Course Level SLO Assessment Report Go to TracDat's Summary of Results by Course Sub-tab and input data in each summary of results field/box **DEADLINE: March 14, 2011**

The countdown begins!
5 semesters to go before the Spring 2012 visit.

[1] Group D = All federally-funded programs, General Education, developmental courses not belonging to specific programs, secondary programs and related technical requirements/elective courses.
[2] AY refers to Academic Year
[3] Tab is also defined as Form

This schedule is set up to meet ACCJC's requirement to systematize the program review of ALL instructional programs, courses, administrative units, and student support services and regularly report on how each impacts student learning outcomes (SLOs).

Updated: September 9, 2009

Appendix B

Assessment Taxonomy

for AY 2009-2010

ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2009-2010[1]

GROUP A
Associate Degree Programs

Accounting
Automotive Technology AS & Certificate
Computer Networking
Computer Science AS & Certificate
Criminal Justice AS & Certificate
Culinary Arts
Early Childhood Education AS & Certificate
Education AA & Certificate
Hospitality Industry Management
Liberal Arts*
Marketing
Medical Assisting AS & Certificate
Office Technology
Supervision & Management AS/Certificate
Surveying Technology AS/Certificate
Visual Communications

GROUP B
Certificate Programs

Construction Technology
Cosmetology
Office Technology
Practical Nursing
Pre-Nursing

GROUP C
Administrative & Student Services Units

Accommodative Services
Admissions & Registration
Apprenticeship Training Program
Assessment & Counseling
Board of Trustees +
Business Office
Center for Civic Engagement
Center for Student Involvement
Communications & Promotions
Continuing Education
Development & Alumni Relations
Enrollment Services
Facility Maintenance
Faculty Senate
Foundation Board +
Health Services Center
Human Resources Office
Learning Resources Center
Management Information Systems
Materials Management
Planning & Development
President/CEO +
Safety Office
Student Financial Aid
Student Support Services
Work Experience

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[1] Academic year begins August 14, 2009 and ends May 13, 2010 based on the Five-Year Academic Calendar approved by BOT Chairperson Gina Ramos on November 17, 2008. The number of programs per category may change during the academic year due to program adoption and/or deletion.

The Emergency Management AS & Certificate programs are listed in the 2008-2010 College Catalog (Spring 2009 issue), but due to the special nature of these programs, they are not included in this taxonomy report. They will follow an alternative schedule to be developed by AIE.

Albeit the Fire Science Technology Certificate is also listed in the 2008-2010 College Catalog (Spring 2009 issue), the program's assessment is dependent on the Fire Department cycle offered through Continuing Education. Course level SLO assessment, however is required.

+ These administrative units do not follow the standardized assessment schedule. They report every other year.

* January 6, 2010 memo from Dean Santos requested that assessment for Liberal Arts AA program be placed on hold till Fall 2010.

GROUP D

Special Programs

(All federally-funded programs, general education, developmental courses[2], secondary programs, and Related Technical Requirements/Electives)

Adult Education Program – Adult High School Diploma
Adult Education Program – Basic Skills
Adult Education Program – English is a Second Language
Automotive Body (Secondary)
Automotive Technology (Secondary)
Construction Trades (Secondary)

Early Childhood Education Certificate of Completion/Mastery (Secondary)
Electronics & Computer Networking (Secondary)
General Education (Assessment Program)
General Education Diploma (GED)
Introduction to Health Occupations (Secondary)

Lodging Management Program (Secondary)
Marketing Education (Secondary)
Project AIM/TRiO
ProStart (Secondary)
Visual Communications (Secondary)

Adult Education/GED (*SP*) Courses

Allied Health (*HL,NU, MS*) Courses
Automotive Services (*ME*) Courses

Business (*AC, OA, SM*) Courses
Computer Science (*CS*) Courses
Criminal Justice & Social Science (*CJ, EC, EMS, FS, HU, PI, PS, PY, SO, SS*) Courses
Construction Trades (*AE, CE, CT, EM, SU,WE, WT*) Courses
Education (*ASL,CD, IN*) Courses

Electronics (*EE*) Courses
English Language Institute (*EN*) Courses
Marketing & Visual Communications (MK, VC) Courses
Math, Science & Cosmetology (*CM, MA, SI*) Courses
Tourism & Hospitality Courses (*CH, CI, HS, JA, KE*)

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[2] ACCJC/WASC SLO Annual Report requires GCC to report on the status of where we are in terms of developing, mapping and assessing **ALL** program and course **level student learning outcomes (SLO)**. Refer to page 31 of the 8th AIAR. Courses not directly associated with a specific degree or certificate program is listed under specific departments in TracDat. Example: Allied Health Department (HL courses); Construction Trades Department (CT courses); English Language Institute Department (EN courses); Math, Science, Cosmetology Department (MA, SI, CM courses) and Social Science Department (SS courses)

Appendix C

Use of and Anticipated Use of Assessment Results for Program Improvement,

AY 2009-2010

USE OF AND ANTICIPATED USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT AY2009-2010

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Automotive Body Secondary	*SLO#2 - Knowledge of Picking and Filing Damaged Body Panels.* **Acquire** more **body panels** for students to practice on.	Acquisition of supplies/equipment.	1
Automotive Body Secondary	SLO#3 - *Knowledge of Welding Metal Body Panels and Reweld Broken Welds:* **Acquire** more **welding equipment** to create smaller working groups.	Acquisition of supplies/equipment.	1
Automotive Technology Secondary	*SLO#1 - Performing a Cylinder Compression Cranking Test:* Created smaller working groups through the **acquisition of additional training** (cylinder compression cranking test) equipment. Five additional **compression pressures** were purchased.	Acquisition of supplies/equipment.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Lodging Management Secondary	*SLO#2 - Knowledge of Lodging Operations:* SSHS Requested funding to **purchase Scranton sheets** @ $35 each for LMP II & III students so that they can take the national exam at the end of AY2009-2010. If funding fails, LMP students will still be assessed on their knowledge using chapter tests from the LMP textbooks. Tests will be administered at the end of the academic year.	Acquisition of supplies/equipment.	1
Visual Communications Secondary	*SLO#3 - Student Survey:* The department **purchased microphones and high-end digital video cameras** with Title V-A funds. The equipment is currently being utilized.	Acquisition of supplies/equipment.	1
Accounting AS	*SLO#1 - Accounting Student Perceptions:* **AC240 Certified Bookkeeper** was revised and submitted for curriculum approval. A unit of study was added to the course entitled "Certificated Bookkeepers Code of Ethics for Internal and Public Accountants."	Change in course guide after department and advisory board review.	1
Adult Education (ESL)	*SLO#1 - ELL Use Basic English:* ESL faculty revised the SLO for this level **(ESL002 Low Beginning)**	Change in course guide after department and advisory board review.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Electronics & Computer Networking Secondary	*SLO#1* - Connect, Configure & Troubleshoot a Router: Changed **VEEE066** SLO #1 to set up/maintain/troubleshoot a computer: students will be able to set up a desktop computer, install an operating system, and troubleshoot problems.	Change in course guide after department and advisory board review.	1
Electronics & Computer Networking Secondary	*SLO#3 - Standardized CISCO Exam:* This **(VEEE066) SLO was changed** to - Students will be able to identify internal and external components of a desktop/laptop computer system.	Change in course guide after department and advisory board review.	1
Supervision & Management AS/Cert	*SLO#1 - Knowledge of Management Theory:* Of the 10 students who took a formative and summative exam, 8 passed. Determine if the new approved SM220 course SLOs needed further review. **Advisory members asked why the 2 did not complete the course requirements.**	Change in course guide after department and advisory board review.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Supervision & Management AS/Cert	*SLO#3 - Supervision & Management Skills:* To determine if **SM230 Business Law Applications should be a pre-requisite for SM240 Employment & Labor Law**.	Change in course guide after department and advisory board review.	1
Automotive Technology Secondary	SLO#2 - Identify Components of Cylinder Head: Develop and implement a pre-screening process for entrance into the program. This will identify students with the aptitude for Automotive Service Technology (components of cylinder head).	Change in recruitment/advising processes.	1
Automotive Technology Secondary	*SLO#3 - Proper Use of Digital Multimeter (DMM) During Diagnosis of Electrical Circuit Problems:* Develop and implement a **pre-screening process** for entrance into the program. This will identify students with the aptitude for Automotive Service Technology (*digital multimeter*).	Change in recruitment/advising processes.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Automotive Services Technology AS/Cert	*SLO#1 - Knowledge of Automotive Core Engine Components:* Twenty-six students did not take the test because they stopped attending class which resulted in not meeting the SLO criteria. **DC will use course attendance information to improve attendance and retention of students.**	Change in recruitment/advising processes.	1
Automotive Services Technology AS/Cert	*SLO#2 - Performing a Cylinder Compression Cranking Test:* Forty percent of the students did not take the test due to absence. **DC will use course attendance information to improve attendance and retention of students.**	Change in recruitment/advising processes.	1
Automotive Services Technology AS/Cert	**SLO#3** - *Use of a Digital Multimeter:* Although the criterion for this SLO was met, fourteen percent of the students did not take the test. DC will use course attendance information to improve attendance and retention of students.	Change in recruitment/advising processes.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Automotive Body Secondary	*SLO#1 - Knowledge of Picking and Filing Damaged Body Panels:* **Develop and implement a pre-screening process** for entrance into the program. This process will identify students with the aptitude (*body panel*) for Automotive Body Technology.	Changes in recruitment/advising process.	1
Automotive Body Secondary	*SLO#2 - Knowledge of Straightening and Roughing Out Panels:* **Develop and implement a pre-screening process** for entrance into the program (*straightening & roughing out panels*). This process will identify students with the aptitude for Automotive Body Technology.	Changes in recruitment/advising process.	1
Automotive Body Secondary	*SLO#3 - Knowledge of Welding Metal Body Panels and Reweld Broken Welds:* **Develop and implement a pre-screening process** for entrance into the program (*sheet metal body panel*). This process will identify students with the aptitude for Automotive Body Technology.	Changes in recruitment/advising process.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Marketing Education Secondary	*SLO#2 - Student Survey:* The **department is involving Financial Aid and the Secondary GCC Counselors in an effort to (a) guide students through the Pell Grant application process and (b) provide the 2nd and 3rd year students with more information about the GCC Associate of Science in Marketing program.**	Changes in recruitment/advising process.	1
Visual Communications Secondary	*SLO#3* - Student Survey: Survey results indicated that students were not confident they can continue their education because of financial constraints. **The instructor is walking the students through the Pell Grant application process as part of their recruitment efforts into the postsecondary Visual Communication program.**	Changes in recruitment/advising process.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Lodging Management Secondary	*SLO#1 - Lodging Operation Skills*: SSHS LMP students who participated in the summer internships in hotels realized the value of having a health certificate - **were offered a wider variety of positions in F&B in addition to opportunities in the Rooms Division.** The use of Public Health Certificate test for the lesson on sanitation & Hygiene proved to be extremely useful. Students are able to use health certificates to find employment or internship in food service or assist in GCC banquet events.	Development of new career exploration and career services for students	1
Accounting AS	*SLO#2* - Knowledge *in Accounting Theory:* DC must find **qualified instructors** for this course.	Hire qualified instructor for the course.	1
Automotive Body Secondary	*SLO#1 - Knowledge of Picking and Filing Damaged Body Panels:* **Faculty will spend more time** on having students pick and file a damaged area of a *body panel* to eliminate surface irregularities, keeping the panel level according to the contour, and smooth with no burns or gauges on the surface.	Modifications in instructional methods for faculty	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Automotive Body Secondary	*SLO#1 - Knowledge of Picking and Filing Damaged Body Panels:* **Create smaller working** groups when practicing skills on repairing *auto body damage* parts.	Modifications in instructional methods for faculty.	1
Automotive Body Secondary	*SLO#2 - Knowledge of Straightening and Roughing Out Panels:* Faculty will **spend more time** on having students *straighten and rough out contours* of damaged panels.	Modifications in instructional methods for faculty.	1
Automotive Body Secondary	*SLO#3 - Knowledge of Welding Metal Body Panels and Reweld Broken Weld:* **Spend more time** on welding cracked or torn *sheet metal* body panels and broken welds.	Modifications in instructional methods for faculty.	1
Automotive Technology Secondary	*SLO#1 - Performing a Cylinder Compression Cranking Test:* **Created smaller working groups** through the acquisition of additional training (*cylinder compression cranking test*) equipment. Five additional compression pressures were purchased.	Modifications in instructional methods for faculty.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Automotive Technology Secondary	*SLO#2 - Identify Components of Cylinder Head:* **Dedicate more time** for students to *identify components of* a cylinder head.	Modifications in instructional methods for faculty.	1
Automotive Technology Secondary	*SLO#3 - Proper Use of Digital Multimeter (DMM) During Diagnosis of Electrical Circuit Problems:* **Dedicate more time** for students to demonstrate the proper use of a *digital multimeter* during diagnosis of electrical circuit problems.	Modifications in instructional methods for faculty.	1
Automotive Technology Secondary	*SLO#3 - Proper Use of Digital Multimeter (DMM) During Diagnosis of Electrical Circuit Problems:* **Create smaller** working groups with the acquisition of additional training equipment (*digital multimeter*).	Modifications in instructional methods for faculty.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Computer Science AS/Cert	*SLO#2 - Evaluate the Advantages and Disadvantages of the Solutions*: **Students will be provided with the report assignment at the beginning of the semester** to report on various solutions for systems backup, open source projects G4L & G4U and commercial solutions. (Evaluate the advantages & disadvantages of the solutions)	Modifications in instructional methods for faculty.	1
Electronics & Computer Networking Secondary	*SLO#1 - Connect, Configure & Troubleshoot a Router*: To raise the students' success rate, instructor will **invest more hands-on time on router setup**.	Modifications in instructional methods for faculty.	1
Lodging Management Secondary	*SLO#1 - Lodging Operations Skills*: JFK students were displaced due to the school's closure. **Lesson plans will be adjusted based on the applied bell schedule** with greater emphasis on textbook learning and assessments. Project based learning may be lessened given the reduction in classroom instructional time given each school year.	Modifications in instructional methods for faculty.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Lodging Management Secondary	*SLO#1 - Lodging Operations Skills:* GWHS Chapter tests/quizzes given to assess content knowledge and level of understanding. **Utilization of content related games to reinforce concepts were used** to improve test scores.	Modifications in instructional methods for faculty.	1
Lodging Management Secondary	*SLO#2 - Knowledge of Lodging Operations:* **ALL LMP instructors collaborated and agreed** that each school's LMP competition team members will take the Year One or Year Two Certification Exam depending on their grade levels.	Modifications in instructional methods for faculty.	1
Marketing Education Secondary	*SLO#1 - Preparing PowerPoint Presentations:* We are phasing in video camera into the five high school programs for taping presentations and we are phasing in iMac computers which will improve instruction in making professional presentations. **Instruction of PowerPoint has been standardized.**	Modifications in instructional methods for faculty.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Marketing Education Secondary	*SLO#2 - Student Survey:* The survey results helped the department **determine where to place emphasis,** e.g.: ethics, use of technology, communication skills, and customer service training, etc.	Modifications in instructional methods for faculty.	1
Marketing Education Secondary	*SLO#2 - Student Survey:* The Department Chair **authored a comprehensive Customer Service Training program** but it has not yet been implemented.	Modifications in instructional methods for faculty.	1
Visual Communications Secondary	*SLO#1 - MAC OS Basics:* Student's knowledge was based on a multiple choice examination. **Improvement has been made in instruction of MAC OS X Basics since the last assessment.**	Modifications in instructional methods for faculty.	1
Accounting AS	*SLO#3 - Computer Skills in Accounting:* AC233 Accounting on the Computer Using Quick Books was developed as a new course for the accounting program effective Fall 2007. The **accounting program** was revised to add AC233 to the program requirements.	Use of assessment information to guide changes in degree programs.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Electronics & Computer Networking Secondary	*SLO#1 - Connect, Configure & Troubleshoot a Router:* Since the **secondary Electronics program has been changed**, the department will assess/revise SLOs in SY10-11.	Use of assessment information to guide changes in degree programs.	1
Electronics & Computer Networking Secondary	*SLO#2 - Computer Repair & Networking Skills:* Since the **Electronics program has been changed**, in SY10-11, the department will assess/revise SLOs.	Use of assessment information to guide changes in degree programs.	1
Supervision & Management AS/Cert	*SLO#2 - Supervision & Management Student Perceptions:* Marketing and Business departments indicated a **need to incorporate MK123 and MK205** into the elective component of the SM AS program.	Use of assessment information to guide changes in degree programs.	1
Supervision & Management AS/Cert	*SLO#2 - Supervision & Management Student Perceptions:* Proposed to **delete EN125 & EN194 from the Related General Education & Technical requirements** (elective) components of the program.	Use of assessment information to guide changes in degree programs.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Electronics & Computer Networking Secondary	***SLO#1*** *- Connect, Configure & Troubleshoot a Router:* Due to the changes in the secondary electronic program commencing SY 08-9, VEEE066 students will be assessed with **different tools** in the following school year, and the department has decided **to increase the criterion** by 5%.	Use of results to refine the assessment method or to implement new assessment methods.	1
Electronics & Computer Networking Secondary	***SLO#2*** *- Computer Repair & Networking Skills:* Due to the changes in the secondary electronics program commencing SY 08-09, students will be assessed with **different tools** in the following school year, and the department has decided to **increase the criterion** by 5%.	Use of results to refine the assessment method or to implement new assessment methods.	1
Electronics & Computer Networking Secondary	***SLO#3*** *- Standardized CISCO Exam:* Due to the changes in the secondary electronics program commencing SY 08-09, students will be assessed with **different tools** in the following school year, and the department has decided to **increase the criterion** by 5%.	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Lodging Management Secondary	*SLO#1 - Lodging Operations Skills:* The LMP faculty will work cohesively to **establish a standard rubric** for all high schools. This should result in consistency in data collecting for all LMP sites.	Use of results to refine the assessment method or to implement new assessment methods.	1
Lodging Management Secondary	*SLO#3 - Students Professional & Career-Planning Skills:* After reviewing this SLO, LMP instructors from all 5 schools agreed to **use a common rubric** to evaluate this SLO (**student career portfolio**). This rubric will evaluate only the following (1) resume (2) cover letter and (3) employment application form.	Use of results to refine the assessment method or to implement new assessment methods.	1
Lodging Management Secondary	*SLO#3 - Students Professional & Career-Planning Skills:* Based on the outcome, JFK students will apply their skills in **developing an electronic video** in addition to hard-copy portfolio.	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Lodging Management Secondary	*SLO#4 - Student Employability Skills:* Hyatt, PIC, Outrigger hotel industry professionals evaluated the students skills in night audit, sales & marketing, banqueting, and general knowledge in lodging industry during the Island Lodging Management Program Competition. LMP faculty **will use the LMP island competition model for all LMP III students to assess their learning outcome.**	Use of results to refine the assessment method or to implement new assessment methods.	1
Marketing Education Secondary	*SLO#1 - Preparing PowerPoint Presentations:* The results clearly demonstrate that standardization in instruction of PowerPoint presentations in all schools has worked well. The **next step will be to focus on students' verbal delivery** of information contained in electronic presentations. Assessment of videotaped verbal delivery of presentations will be in accordance with predetermined rubrics.	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Marketing Education Secondary	*SLO#2 - Student Survey:* Survey results are used to document the need for staying on the cutting edge of technology. Saw the need for students to communicate effectively, **for the first time students were involved in the Job Interview competition of Skills USA.**	Use of results to refine the assessment method or to implement new assessment methods.	1
Marketing Education Secondary	*SLO#3 - Understanding the Product:* The department **changed the method of gauging student understanding of the Product Life Cycle.** The students will be required to write an essay to demonstrate their global comprehension of how the stages of the Product Life Cycle dictate marketing strategy. The Product Life Cycle examination was standardized and made more rigorous. **All schools are now standardized in the manner and content of teaching,** and students are now required to have a deeper cognitive understanding of each phase of the cycle.	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
ProStart Secondary	*SLO#1 - Food Service Skills:* ProStart II & ProStart III students participated in a five-course plate service banquet project/function held at the Guam Community College's Multi-purpose auditorium. **To reinforce their skill development, students will be given the opportunity to practice their service skills not just for one class session.**	Use of results to refine the assessment method or to implement new assessment methods.	1
ProStart Secondary	*SLO#1 - Food Service Skills:* **Seniors** were given the opportunity to learn and relearn the restaurant service lessons by showing and **teaching the ProStart I students the Art of Service.**	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
ProStart Secondary	*SLO#1 - Food Service Skills:* GCC/JFK ProStart III students planned, prepared and served lunch to 30 guests (administrators, Guam Senators and teachers) and were evaluated using a guest's evaluation. Students were required to complete a portfolio (reflections) on the activity. The results show a high level of competency and **the evaluation tool for the guests will be more comprehensive** and students will be challenged to adhere to higher standards.	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
ProStart Secondary	*SLO#2 - Food Service Operations:* Students participated in a culinary competition both in-class and island-wide to demonstrate their skills, knowledge and abilities by preparing and cooking a meal while working together as a team. They were required to develop recipes (and food costs) for an appetizer, entree and dessert. They were required to prepare the food items, demonstrating proper sanitation, skill, cooking methods and plate presentation. The in-class competition was judged by an Executive Chef from Hyatt Hotel and the on-island competition was judged by various chefs on Guam. Instructor will implement a **culinary project at the end of each chapter** in which students will demonstrate the skills learned through participation in cooking labs correlating to each course chapter covered.	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
ProStart Secondary	*SLO#3 - Student Work Ethics:* Students were graded on punctuality, dress code, sanitation and safety, kitchen professionalism, recipe interpretation, and team work. **The rubric used to evaluate student performance during cooking labs will be revised to a more objective and challenging scoring form.**	Use of results to refine the assessment method or to implement new assessment methods.	1
Visual Communications Secondary	*SLO#2 - Multimedia Presentation:* The instructor and student mentors will work with individual students who have not met the expected standard which may require devoting more instructional time to development of presentations. **The instructor changed group presentations to individual presentations and the SLO will reflect this change.**	Use of results to refine the assessment method or to implement new assessment methods.	1
Medical Assisting AS/Cert	*SLO#1 - ICD-9 Coding:* Due to the high percentage of achievement of this SLO, the **criteria for success will be increased to 90%** to maintain this standard the next time the program plan for Medical Assisting AS is due.	Use of results to refine the assessment method or to implement new assessment methods.	1

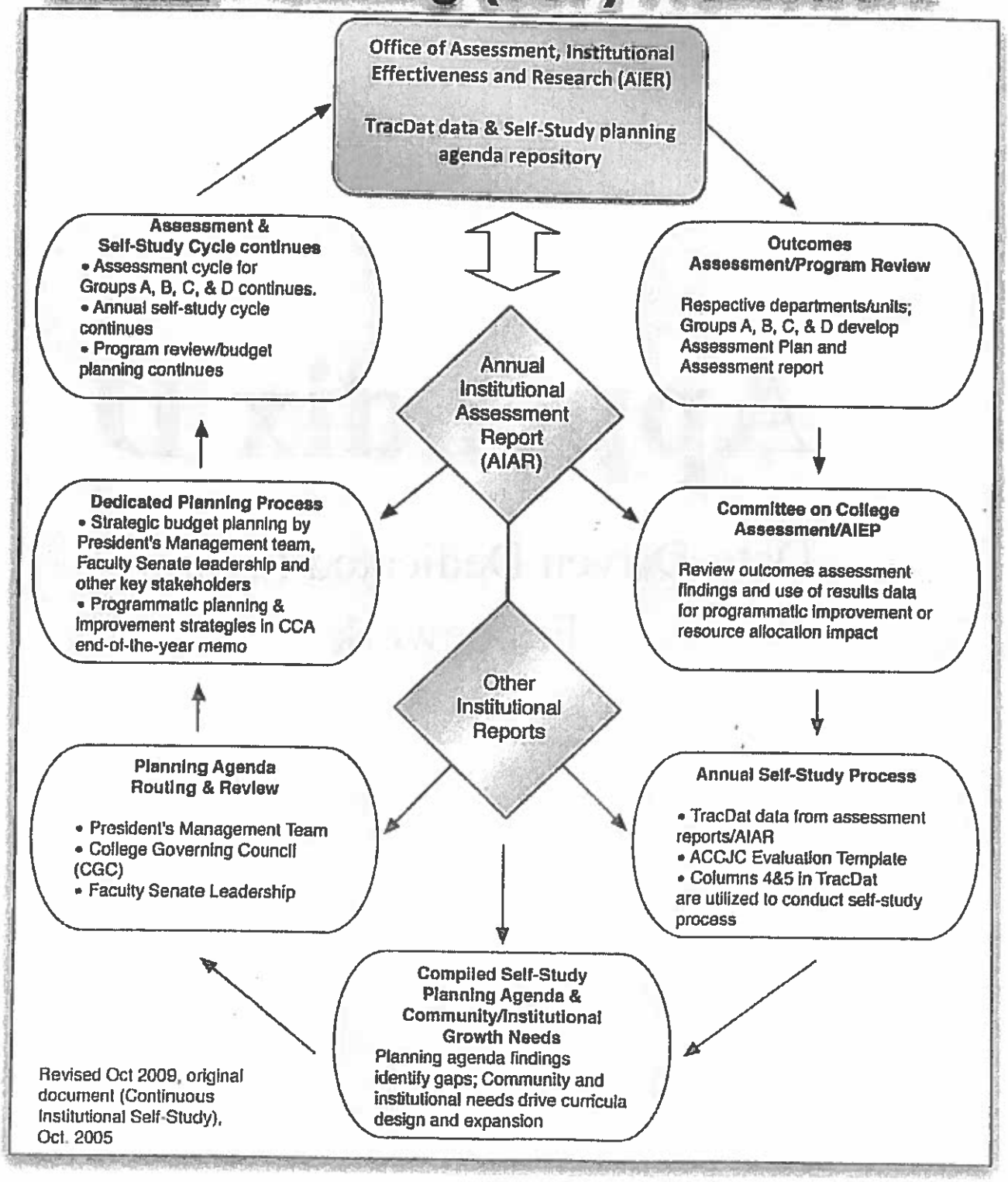
Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Medical Assisting AS/Cert	*SLO#2 - MS221 Specialties:* Due to the high percentage of achievement of this SLO, the **criteria for success will be increased to 90%** to maintain this standard the next time the program plan for Medical Assisting AS is due.	Use of results to refine the assessment method or to implement new assessment methods.	1
Medical Assisting AS/Cert	*SLO#3 - MS292 Capstone Course:* All the students in the internship scored 100%. The DC and instructor of MS292 will collaboratively **examine and select** amongst various evaluation **rubrics** one that is most appropriate to use consistently to measure and grade this outcome.	Use of results to refine the assessment method or to implement new assessment methods.	1
Office Tech AS	*SLO#1 - Legal or Medical Office Administrative Skills:* The students averaged 57 wpm with 5 or less error which exceeded the required 50 wpm with 5-errors. **A new goal should be set for 60 WPM with five or less error in 2-3 minutes.**	Use of results to refine the assessment method or to implement new assessment methods.	1

Program	Use of and Anticipated Use of Assessment Results	Type of change	No.
Office Tech AS	*SLO#2 - Employment Preparedness in a Legal or Medical Office:* Out of the 11 employers surveyed, 2 responded "very good" and 35 of the 55 students surveyed also rated the program as "good" in preparing them for employment. **Surveys should be conducted as needed** for employers and students to ensure currency of the Office Technology program.	Use of results to refine the assessment method or to implement new assessment methods.	1
Electronics & Computer Networking Secondary	*SLO#3 - Standardized CISCO Exam:* It is recommended to **increase the goal to 75%** since all high schools met the goal for this criterion.	Use of results to refine the assessment method or to implement new assessment methods.	1

Appendix D

Data-Driven Dedicated Planning Framework

Data-Driven Dedicated Planning (3DP) Framework



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GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan

This report was prepared by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness (AIE) and Co-Chair of the Committee on College Assessment (CCA). CCA members for AY 2009-2010 include Wilson W.B. Tam (Chair), Dr. Marsha Postrozny, Joseph L.G. Benavente, Ines Bukikosa, Cecilia Delos Santos, Joleen Evangelista, Priscilla Johns, Doris Perez, Richard Quiambao, Michael Setzer II, Yvonne Tam, Katsuyoshi Uchima, and Mark Concepcion (Student Representative). Administrative assistance was provided by AIE staff Priscilla Johns and Vangie Aguon. Cover provided by the Office of Communications & Promotions. Cover photo by R.D. Golding.