Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

2014 Annual Report
REVIEW

Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	R. Ray D. Somera
3.	Phone number of person preparing report:	671.735.5528
4.	E-mail of person preparing report:	reneray.somera@guamcc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://catalog.guamcc.edu/content.php?catoid=4&navoid=742#Accreditation
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.guamcc.edu/Runtime/accreditation.aspx
6.	Total unduplicated headcount enrollment:	Fall 2013: 2,727 Fall 2012: 2,576 Fall 2011: 2,556
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	2,283
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	77
9.	Number of courses offered via distance education:	Fall 2013: 2 Fall 2012: 2 Fall 2011: 3
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 43 Fall 2012: 55 Fall 2011: 47
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a

| 13. | Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree? | No |

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	68 %
14b.	Successful student course completion rate for the fall 2013 semester:	75 %
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	88
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	65

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	159
16b.	Number of students who received a degree in the 2012-2013 academic year:	129
16c.	Number of students who received a certificate in the 2012-2013 academic year:	37
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	132
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	45
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	n/a
19a.	Number of career-technical education (CTE) certificates and degrees:	38
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	38
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates	0
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0

2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

20.

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
Associate of Science in Medical Assisting (1 passer of 14 test takers)		national	0 %	7 %
Certificate in Practical Nursing (4 passers of 5 test takers)		other	75 %	80 %
Associate of Science in Accounting (5 passed of 6 test takers)		national	0 %	83 %
Associate of Science in Computer Networking (4 passed of 4 test takers)		national	0 %	100 %
(NOTE: These figures are based on self reported information from students and may not include all students who may have taken and passed a licensure exam; organizations maintain confidentiality as reasons for not providing information to the College.)			0 %	0 %

2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

21

Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
Medical Assisting (3 reported successful placement of 9 completers)		0 %	33 %
Education (8 reported successful placement of 14 completers)		0 %	57 %
Accounting (1 reported successful placement of 5 completers)		0 %	20 %
Computer Science (2 reported successful placement of 6 completers)		0 %	33 %
Criminal Justice (8 reported successful placement of 14 completers)		0 %	57 %
Early Childhood Education (5 reported successful placement of 14 completers)		0 %	37 %
Culinary Arts (3 reported successful placement of 9 completers)		0 %	33 %
Supervision and Management (1 reported successful placement of 4 completers)		0 %	25 %
Automotive (1 reported successful placement of 3 completers)		0 %	33 %
Practical Nursing (10 reported successful placement of 23 completers)		0 %	43 %
Computer Networking (4 reported successful placement of 7 completers)		0 %	57 %
Office Technology (1 reported successful placement of 1 completer)		0 %	100 %
Hospitality (3 reported successful placement of 7 completers)		0 %	43 %
Marketing (1 reported successful placement of 1 completer)		0 %	100 %

Visual Communications (2 reported successful placement of 6 completers)	0 %	33 %
(NOTE: These figures are based on self reported information from students and may not include all students who may have been placed into jobs after completing their certificate or degree programs; Data obtained from the 2011-2012 GCC Graduate Follow-up S	0 %	0 %

22.

Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Student Retention	Fall to Fall retention rate is the percentage of GCC students who were enrolled in a given fall semester and were also enrolled in the next fall semester.	44%
Student Persistence	Fall to Spring persistence rate is the percentage of GCC students who were enrolled in the fall semester and continued to be enrolled in the next spring semester.	64%

23.

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The assessment infrastructure of the College is built around student learning outcomes at the course, program, student support services, administrative offices, and institutional levels. The TracDat assessment data management software provides the mechanism for assessment plans and reports to link outcomes and goals at all levels of the institution including the accreditation standards established by the ACCJC. All assessment elements are extracted from the TracDat data management software and are measured quantitatively for setting performance goals. One of GCC's mechanisms in setting institution-set standards is through the annually published fact book. Every year, historical data are compiled on a three-year trend and the results of the three-year trend (percentage-wise), is used as a target goal for the following academic year. For example if the trend data for 2011, 2012, and 2013 is averaging at 45%, then the performance goal for 2014 is set at 46% and the following year's goal will be set above the historical average of the previous three-year trend data. Every year, GCC strives to exceed the previous year's performance results through performance goals that are realistically set and strictly data-driven.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses	415
	b.	Number of college courses with ongoing assessment of learning outcomes	313
		Auto-calculated field: percentage of total	75.4

Programs

25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	38
	b.	Number of college programs with ongoing assessment of learning outcomes	38
		Auto-calculated field: percentage of total:	100

Student and Learning Support Activities

26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	11
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	11
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.guamcc.edu/Runtime/publicreports.aspx
28.	Number of courses identified as part of the GE program:	31
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	31
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). There are 5 defined institutional learning outcomes (ILOs) published in the College catalog. These ILOs are assessed continuously through the program and course level SLO assessment and program review process. SLOs are linked and/or related to at least one of the defined ILOs. GCC's method of measuring ILOs is through the institutional assessment process utilizing the TracDat software. Guided by the College's Two Year Assessment Cycle Schedule, the regular and systematic assessment of courses, degree programs, student services units, administrative units, and the overall institution along with the accompanying evidence may be found in TracDat. At the end of each academic year, the Office of Assessment, Institutional Effectiveness and Research (AIER) collects data on each of the established institutional goals used in developing assessment plans and reports and generates a report on the frequency each institutional goal is utilized in assessing the effectiveness of programs and services. Improvement initiatives are identified and implemented based on the results of	

assessment.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

The College's assessment process is based on student learning outcomes (SLOs). Course syllabi detail the SLOs and the evaluation process. Syllabi are reviewed every semester by the department chairperson and the associate deans and a sample of each course syllabi is required to be uploaded into TracDat under the course related documents. The alignment of student learning outcomes to the institution's mission, goals and core values undergoes several review processes through institutional committees and participatory governance committees i.e. faculty, staff, and student governance. For example, the Accreditation Standards Committee (ASC) monitors student learning outcomes for the alignment and compliance with the accreditation standards. The Committee on College Assessment (CCA) guides and assists campus constituents to fulfill their assessment requirements through careful review of assessment plans, reports, and program review. The Learning Outcomes Committee (LOC) ensures and regulates, through quality control, curricula that reflect the mission of the College, that which are academically sound, comprehensive, and responsive to the evolving needs of the community.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

GCC's key and most effective medium of sharing assessment results to internal and external audiences is the publication of the Annual Institution Assessment Report (AIAR) which is produced annually by the AIER office. The composite report outlines and summarizes the outcomes of all assessment activities that occurred within a two-year cycle. It also highlights assessment activities that have closed the loop in program review highlighting improvements in resource allocation, program modifications and the addition of programs that are needed to better serve student success. This report is published on the College's website and presented through college assemblies as well as in the Council of Department Chairs' meeting. The annual budget submission process requires departments to develop budget-related goals, budget-related performance indicators, and budget-related proposed outcomes which link assessment plans and reports to budget goals and resource needs based on the findings of assessment. GCC's Institutional Strategic Master Plan (ISMP) for 2009-2014 was developed through a facilitated process of guided discussions with faculty, staff, and administrators at GCC. The ISMP goals are aligned with the mission and vision of GCC.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

The reporting of assessment results at the departmental level begins with the designated faculty member assigned as author(s) to build the assessment plans and assessment reports of the various courses and programs within the department. Because each instructor is required to provide data on the courses or programs they teach or oversee, there is constant dialogue between the assessment authors and instructors on course and program SLOs and the goals, criterion, and expected outcomes. This process also allows the assessment results to be shared. This process also applies to administrative units regarding Administrative Unit Outcomes (AUOs). At the institutional level, the Annual Institutional Assessment Report (AIAR) serves as a medium for the campus community to review the overall assessment results of SLOs and programs that the College has to offer. This report highlights information and data specific to the College's activities related to the implementation and continuity of

the GCC Comprehensive Assessment Plan (Board Policy 306) through various program review components and provides a guide to departmental planning and program changes.

39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words). The College's Data-Driven Dedicated Planning (3DP) Framework models a data-driven approach to planning, decision-making, and resource allocation. The program review process guides improvements and plays a key role in resource allocation and decision-making processes. As culled from the TracDat database, the most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment. Assessment at the program/unit review has shown the need for additional capacity for the Library/Learning Resource Center. In addition to greater capacity and more seating, the students wanted comfortable chairs, group study rooms, faster computers, improved Internet access, and electronic resource. Due to student responses to surveys and focus groups, as part of assessment, plans for the new GCC Learning Resource Center incorporated student requests.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

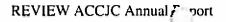| #	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Proposed Associate of Science in Human Services.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	None.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	None.
43.	List all of the institution's instructional sites out of state and outside the United States:	None.

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The Annual Report must be certified as complete and accurate by the CEO (Dr. Mary Okada). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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