



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

| [Help](#) | [Logout](#)

2015 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 2014: 2,563 Fall 2013: 2,727 Fall 2012: 2,576
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	2,152
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	115
9.	Number of courses offered via distance education:	Fall 2014: 2 Fall 2013: 2 Fall 2012: 2
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 49 Fall 2013: 43 Fall 2012: 55
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
	Were all correspondence courses for which students	

13.	enrolled in fall 2014 part of a program which leads to an associate degree?	n/a
-----	---	-----

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	69 %									
14b.	Successful student course completion rate for the fall 2014 semester:	69 %									
15.	<p>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. <i>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.</i></p> <table border="1"> <tr> <td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>N/A</td></tr> <tr> <td>b.</td><td>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?</td><td>89</td></tr> <tr> <td>c.</td><td>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?</td><td>66</td></tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	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?	89	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?	66
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A									
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?	89									
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?	66									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	200									
16b.	Number of students who received a degree in the 2013-2014 academic year:	155									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	75									
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?	133									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	41									
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									

20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Practical Nursing Certificate(2012 cohort finishing in fall of 2013, NCLEX-PN exam; 7 of 9 passed)		national	75 %	78 %
	Medical Assisting AS Degree (5 of 9 passed CMA exam)		national	0 %	56 %

21.	2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
	Practical Nursing Certificate (1 of 2 who met the criteria)		0 %	50 %
	Criminal Justice AS Degree (1 of 2 who met the criteria)		0 %	50 %
	NOTE: Information is based on self reported information from a survey administered by the planning & development office and may not include all students who may have been placed into jobs after completing their certificate or degree programs.		0 %	0 %
	CRITERIA: These figures include only those who self identified as unemployed before entering the program, and employed after the program. 16 out of 117 reported being unemployed before entering their program.		0 %	0 %

22.	Please list any other institution 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.	45%
	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.	65%

23.	<p>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 (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>A key element in GCC's assessment process is planning. Planning efforts are initiated at all levels of the institution. The significance is the tie-in of these unit-level plans to the overall plans of the institution and its impact on student achievement and success. Enrollment and completion data are important data elements to track course and program demands and the overall health of programs over time. One basic strategy utilized was the establishment of a baseline performance standard for course completion, persistence, retention, and transfer calculated by taking the averages of six years of data for these measures and thereafter</p> </div>
-----	---

increasing this baseline by a percentage point each year. This calculation sets the minimum standard that must be achieved and sets a realistic goal based on past performance data. Accepting the Call to Action, GCC is committed to promote the development and implementation of policies, practices, and institutional cultures that would produce 50% more students with high quality degrees and certificates by 2020. A student success coordinator is dedicated to contacting graduates to record employment and salary data to substantiate the value of their GCC education. Departments are utilizing data from Project Win-Win to re-engage program concentrators who are credits away from completing their programs.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	402
	b. Number of college courses with ongoing assessment of learning outcomes	402
	Auto-calculated field: percentage of total:	100
25.	Programs	
	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
26.	Student and Learning Support Activities	
	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 instructional programs:	http://www.guamcc.edu/Runtime/publicreports.aspx
28.	Number of courses identified as part of the general education (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
	Number of GE courses with Student Learning Outcomes	

31.	mapped to GE <i>program Student Learning Outcomes</i> :	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.	<p>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 (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>Institutional Learning Outcomes (ILOs) are integrated into all aspects of the institution from the institutional assessment infrastructure at the course-level, program-level, student services unit-level, and administrative unit-level to the critical component of the SLO Map appended to all program curricular documents at the College. The 5 defined ILOs are also published in the online College catalog. These ILOs are assessed continuously through the program and course level SLO assessment and program review process where SLOs are linked and/or related to at least one of the defined ILOs. Through the TracDat electronic assessment management system, assessment plans and reports for each and every unit of the College showcase the thoughtful and intentional identification and linking of relevant ILOs to assessments of student learning outcomes, administrative unit outcomes, and student service unit outcomes. The Curriculum Manual is a complete guide to the curriculum development process used at GCC produced by the Learning Outcomes Committee. The Curriculum Manual guides curriculum authors to map program requirements to each of the 5 defined ILOs and indicate whether the courses introduce, reinforce, or emphasize the ILO for each course in the program of study.</p> </div>	
<p>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.</p>		
36.	<p>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 (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>The alignment of student learning outcomes to the College's mission, goals and core values undergoes several review processes through institutional committees and participatory governance committees, including the faculty senate, staff senate, and the Council on Postsecondary Student Affairs. For example, the four (4) Accreditation Standards committees monitor 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. This process has initiated an update of many courses, to include more instructional alignment with ILOs and SLOs. The process has expanded to include continuing education courses, so that all instructional programs of the college follow the same practice.</p> </div>	
	<p>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 (1,350 character limit, approximately 250 words).</p>	

37.	<p>The annual assessment reports have been the most effective medium of sharing assessment results to internal and external audiences and provide a guide to departmental planning and program changes. GCC is committed to continuous institutional self evaluation and reflection with realistic plans and initiatives for improvement. In addition to the annual assessment reports highlighting assessment activities within the academic year, departments regularly communicate with Workforce Advisory Committees specific to programs. Workforce Advisory Committees serve as an important link to industry as a valuable feedback tool for improving courses and programs in line with industry standards and requirements. An important factor in program success is dialogue between industry representatives and program faculty. The exchange of ideas is essential for program currency and improvement. Updated curriculum is an important factor in ensuring that programs are current and meets the ever changing demands of industry to prepare students for the workforce. In order to ensure the quality of a program, it is important that the courses required for the program be regularly updated to coincide with the skills required in the workplace. Input from Workforce Advisory Committees helps to guide curriculum revisions at both the program and course levels.</p>
38.	<p>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 (1,350 character limit, approximately 250 words).</p> <p>The Data-Driven Dedicated Planning (3DP) Framework presents a model of the processes for planning, decision-making, and resource allocation. Based on this framework, outcomes assessment results and annual self-study processes provide the findings and recommendations that are compiled into planning agendas as the College prepares its annual budget plans, strategic plans, programmatic changes and updates, and other institution-level plans in order to close gaps or address needed improvements. The results of those activities are then fed into the next set of outcomes assessments and self-study processes so that new gaps and needed improvements may be identified and incorporated into subsequent plans, agendas, and improvement initiatives. The College's assessment process has brought forth various improvement activities. Ongoing training of campus constituents on the Curriculum Manual is an attempt to align student learning outcomes at the course, program, and institutional levels. At the department level, program guides are being revisited, capstone courses are being developed and in some cases, sequence of courses in a program is being changed as a result of program assessment. At the class level, course guides are being re-written, syllabi components are being standardized, and teaching methods are continually being improved.</p>
39.	<p>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 (1,350 character limit, approximately 250 words).</p> <p>The Math Boot Camp has concluded and the final report reflects the positive impact on math placement test scores as an outcome of the project, demonstrated by the placement of 65% of the population served into a higher level math at the end of the project as compared to their placement at the beginning of the project. This program was funded the President's Innovative Ideas Program and justified by the data culled from the documentation of the two-year assessment cycle in the TracDat software. Another success story resulting from the assessment cycle and TracDat is the acquisition of math software to increase student access to practice problems and greater formative feedback for instructors, which guides more effective classroom instruction.</p>

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:	2013-14: 1 2012-13: 0 2011-12: 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 Pharmacy Tech program and DE delivery of selected programs.

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 institutions instructional sites out of state and outside the United States:	None.

Go To Question #: **REVIEW/EDIT**

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

[ACCJC](#) | [Contact Us](#)

© 2010 ACCJC