CCSSE

Community College Survey of Student Engagement

Survey Report
SPRING 2016

GCC
GUAM**COMMUNITY**COLLEGE

Office of Assessment, Institutional Effectiveness and Research (AIER)
Guam Community College

Table of Contents

Introduction

The Community College Survey of Student Engagement ("Survey") is a tool and service of the Center for Community College Student Engagement and the Program in Higher Education at the University of Texas at Austin. The Survey examines the overall on-campus college experience, which research has shown to correlate with student retention and achievement. In addition, the Survey compares the experience of particular student groups, like full-time or part-time, male or female, and developmental or non-developmental students. The Survey consists of a variety of items, each of which compose one of five benchmarks: active and collaborative learning; student effort; academic challenge; student-faculty interaction; and, support for learners. A college's benchmark scores may be compared to the benchmark scores of similar colleges, the entire Survey cohort, and the top-performing colleges.

Survey Methodology

Institutional Agreement Form

On January 27, 2016, the Guam Community College President signed the Institutional Agreement Form, recognizing that GCC will participate in the Community College Survey of Student Engagement (CCSSE) for the first time. The President sent a memorandum to faculty, staff, and administrators on February 25, 2016, that summarized the importance of the nationwide CCSSE, such as providing key information to further drive the GCC mission to ensure 100% student success. On the same day, the President also sent a memorandum to students that encouraged them to participate in the nationwide survey, assuring their responses to survey items would remain anonymous.

Survey Administration

Prior to the administration of the CCSSE, all instructors listed in the College's Course Master Data File (CMDF) and who taught credit courses were invited to complete the Community College Faculty Survey of Student Engagement on February 29, 2016.[1] A sample among classes in the CMDF was randomly-selected by the Center for Community College Student Engagement. The Office of Assessment, Institutional Effectiveness and Research administered hard-copy CCSSE to the randomly-selected sample (n=56 classes).[2] All surveys were mailed back to the Center for Community College Student Engagement on May 11, 2016.

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[1] The Course Master Data File and instructor emails were provided by the Campus Coordinator.
[2] The hard-copy CCSSE surveys were sent to Guam Community College via postal service.

CCSSE Special Focus Items

In addition to understanding the demographic similarities and differences between GCC Respondents and the 2016 Cohort, *CCSSE* added five special focus items to augment the Survey results by providing context to the GCC student experience. The responses of GCC students were compared to the 2016 *CCSSE* Part-Timeness Respondents.

(1) More than 80 percent of GCC respondents have been enrolled at GCC for at least 2 terms (excluding summer). This finding was similar to the 2016 *CCSSE* Part-Timeness respondents.

(2) A third of GCC respondents have never been enrolled full-time at GCC. This finding was similar to the 2016 *CCSSE* Part-Timeness respondents.

(3) More GCC respondents have the goal to earn an associate's degree (58%) than the 2016 *CCSSE* Part-Timeness respondents (46%).
Twice as many GCC respondents have the goal to earn a certificate (18%) than the 2016 *CCSSE* Part-Timeness respondents (9%).
Half as many GCC respondents have the goal to transfer to a four-year institution (19%) than the 2016 *CCSSE* Part-Timeness respondents (38%).
More GCC respondents anticipate they will complete a certificate or degree at the college in 3-4 years (41%) than the 2016 *CCSSE* Part-Timeness respondents (31%).
Less GCC students anticipate they will complete a certificate or degree at the college in 1-2 years (40%) than the 2016 *CCSSE* Part-Timeness respondents (46%).

(4) Over a third of GCC respondents do not know if some of their instructors teach full-time or part-time (37%). This finding was similar to the 2016 *CCSSE* Part-Timeness respondents (36%).
More GCC respondents do not know if any of their instructors teach full-time or part-time (45%) than the 2016 *CCSSE* Part-Timeness respondents (37%).

These findings are useful to keep in mind when reviewing the following section, which compares the GCC Cohort to Small Colleges and the 2016 CCSSE Cohort.

CCSSE Benchmarks

GCC compared to Small Colleges and the 2016 CCSSE Cohort

Related survey items were grouped into five benchmarks that may be used to compare Guam Community College to Small Colleges and the 2016 Cohort, such as the following:

(1)   Active and Collaborative Learning
(2)   Student Effort
(3)   Academic Challenge
(4)   Student-Faculty Interaction
(5)   Support for Learners

The 2016 CCSSE Cohort consists of a three-year cohort (Spring 2014, 2015 and 2016). Collectively, the 2016 Cohort includes over 425,000 student respondents from 701 colleges. Of the 701 colleges, 326 were classified as small colleges with less than 4,500 enrolled students ("Small Colleges").

Understanding the Results

CCSSE data are presented in this section (pp. 6-15) in two formats: bar charts and tables.

The bar charts compare the average score of GCC students to students at Small Colleges, the 2016 Cohort, and the 2016 Top-Performing Colleges. GCC students are included in the Small Colleges and 2016 Cohort, as well as the 2016 Top-Performing Colleges where applicable. The 2016 Cohort benchmark is averaged around the score 50.0. The scores are weighted, or adjusted for factors such as time status (e.g. full-time students are more likely to be surveyed).

The tables list each survey item related to each benchmark. The percentage of students who selected each response is numerically and graphically shown for GCC ("Your College"), Small Colleges, and the 2016 Cohort. Responses presented in gray font color symbolize positive and negative differences between the GCC Cohort and the comparison cohorts.

BENCHMARK: ACTIVE AND COLLABORATIVE LEARNING

In the area of Active and Collaborative Learning, GCC exceeds the benchmark score of Small Colleges, the 2016 and the CCSSE Cohort, and below the score of the 2016 Top-Performing Colleges (see figure below).
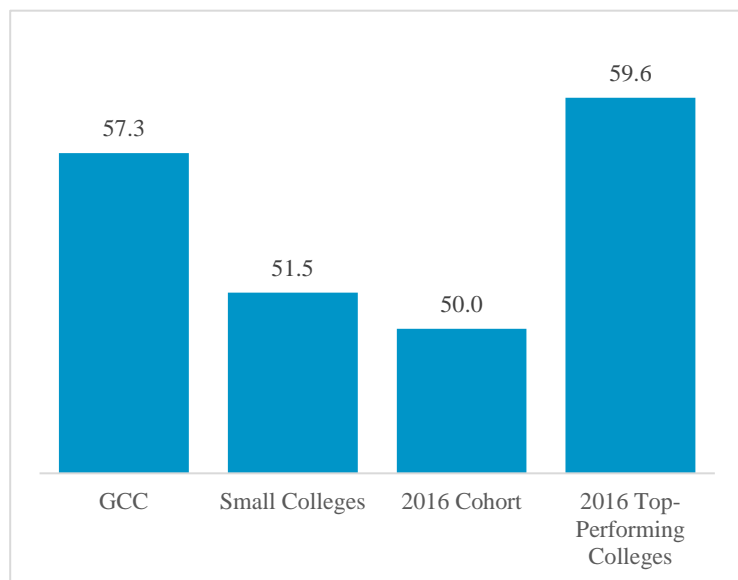
Strengths. Over 75 percent of Guam Community College students report they have discussed ideas from class readings or assignments outside the classroom. Students involved in conversations outside of the classroom are more engaged in their studies, implying these students have a higher chance of retaining the skills and knowledge they learned. Relating course material to real-life situations was an essential objective used in 82 percent of classes surveyed in the Fall 2016 IDEA survey.

Eighty-seven percent of GCC students made at least one class presentation in contrast to 74 percent of students at Small Colleges and in 2016 CCSSE Cohort. Class presentations are a means of stimulating student interest (e.g. "demonstrating the importance and significance of the subject matter"), which is an "essential" approach to teaching among 99 percent of instructors who were surveyed in Fall 2016.[4] In concurrence, over 80 percent of students reported that demonstrating the

importance of subject matter was a frequently used instructional style. Interestingly, however, 25 percent of instructors emphasized "acquiring skills in working with others as a member of a team."[4]

Lastly, over 50 percent of students participated in a community-based project as part of a regular course, in comparison to less than 30 percent of students at Small Colleges and the 2016 CCSSE Cohort. This data piece shows that GCC students are actively learning and understanding how to apply their studies to the broader world. Making meaningful connections fosters student success; this idea is described in New Directions for Teaching and Learning published in 2016.[3]

Underperformances. Although most students discuss concepts outside of the classroom, less than a quarter of students "very often" 'ask questions in class or contribute to class. Less than a third of GCC classes foster student collaboration by forming "teams" to facilitate learning.[4] Instructors from about 20 percent of classes encouraged student-faculty interaction outside of class, which may suggest minimal interaction inside of class.[4] This occurrence may be true, as less than 30 percent of instructors used "discussion/recitation" as a primary or secondary instructional approach.[5] Instead, more time inside the classroom was allotted to working with other students on projects, as 45 percent of students reported this "often" occurred. Less than 50 percent of instructors reported to use "skill/activity" as a primary or secondary instructional approach.[5]

About 25 percent of students tutored or taught other students (paid or voluntary) at least "sometimes." This percentage of students was similar to the proportion of students who tutored or taught other students at Small Colleges and in the 2016 CCSSE Cohort. The College should continue to provide tutoring opportunities and enhance these services because of the unique population of students at GCC.

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[3] Chapter 5: Making Learning Meaningful: Engaging Students in Ways That Matter to Them. New Directions for Teaching and Learning, no. 145, Wiley Periodicals, Inc. (2016)

[4] Fall 2016 IDEA Survey, Section V: Teaching Methods and Styles

[5] Fall 2016 IDEA Survey, Section VII: Faculty Self-report of the Institutional Context

Related Items		Percent of Respondents		
		GCC	Small Colleges	2016 Cohort
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?				
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	Never	2.9	2.1	2.7
	Sometimes	34.2	28.9	32.2
	Often	39.4	37.0	35.4
	Very Often	23.5	32.0	29.6
	Total	100.0	100.0	99.9
4b. Made a class presentation [ACTCOLL]	**Never**	12.5	26.4	26.3
	Sometimes	42.4	40.5	40.7
	Often	30.3	22.8	22.9
	Very Often	14.8	10.3	10.1
	Total	100.0	100.0	100.0
4f. Worked with other students on projects during class [ACTCOLL]	Never	5.8	11.3	11.8
	Sometimes	25.5	36.9	37.5
	Often	45.6	34.6	34.0
	Very Often	23.0	17.3	16.8
	Total	99.9	100.1	100.1
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	**Never**	27.8	35.6	37.0
	Sometimes	40.9	37.4	37.7
	Often	23.8	18.5	17.5
	Very Often	7.5	8.5	7.9
	Total	100.0	100.0	100.1
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	Never	73.1	71.1	72.1
	Sometimes	15.5	19.8	19.2
	Often	7.5	5.9	5.6
	Very Often	3.8	3.2	3.0
	Total	99.9	100.0	99.9
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	Never	47.2	72.2	74.3
	Sometimes	36.5	19.0	17.7
	Often	11.9	6.0	5.5
	Very Often	4.4	2.8	2.5
	Total	100.0	100.0	100.0
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	Never	13.4	13.3	13.9
	Sometimes	39.6	37.3	37.5
	Often	28.1	29.8	29.1
	Very Often	18.9	19.5	19.5
	Total	100.0	99.9	100.0

BENCHMARK: STUDENT EFFORT

In the area of Student Effort, GCC exceeds the benchmark score of Small Colleges and the 2016 CCSSE Cohort, and is below the benchmark of the 2016 Top-performing Colleges (see figure below).
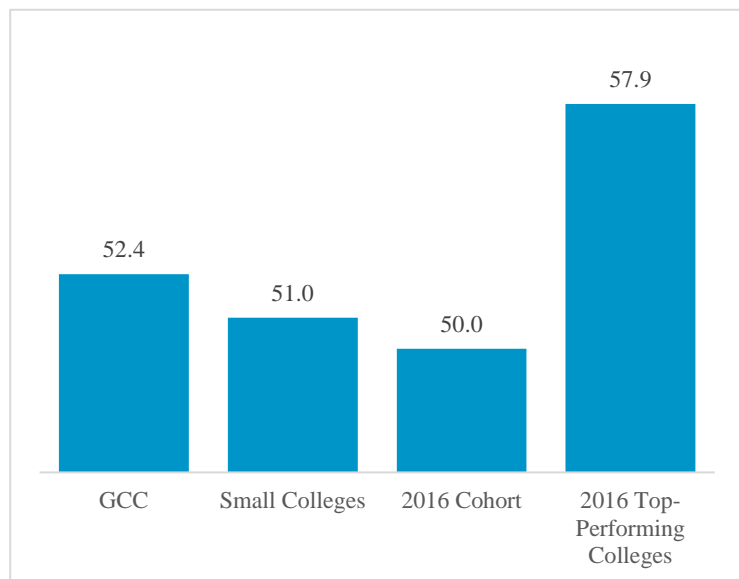
Strengths. Over 75 percent of GCC students prepared two or more drafts of a paper or assignment prior to submitting it. In fact, 55 percent "often" and "very often" did at GCC, in comparison to 50 and 51 percent of students at Small Colleges and in the 2016 CCSSE Cohort. Forty percent of students at GCC report the amount of non-reading work in their courses to be "more" and "much more" than other courses, which is significantly different from the nationwide cohort (18%).[6] Further, 83 percent of instructors emphasize "some" and "much" writing as an academic activity in their classroom.

Over half the students surveyed "sometimes" (31%) or "often" (24%) used the "skill lab" services offered by GCC. "Skill lab" was undefined in the Survey. Fifty percent of survey students "rarely/never" used peer or other tutoring services and 46 percent of survey students "often" used computer lab services, suggesting the survey item was misunderstood. The heavy reliance on campus computers may indicate that students do not have access to computers off-campus.
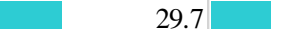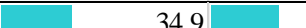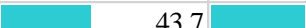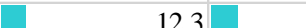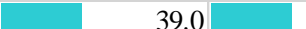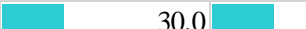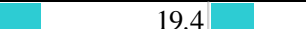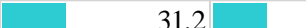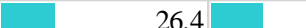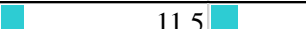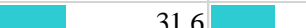
Underperformances. Twenty-five percent of GCC survey students read more than five books (not assigned) for personal enjoyment or academic enrichment, compared to 35 and 33 percent of students at Small Colleges and in the 2016 CCSSE Cohort. Thirty percent of students at GCC felt the amount of reading in their classes was "more" and "much more" than other courses[7], which validates that nearly three of every four students came to class without completing readings or class assignments. This observation was expected since 45 percent of students "never" discussed ideas from readings or classes with instructors outside of class.

Instructors from 25 percent of classes "encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding." This self-reported survey item is worth further investigation, considering that 90 percent of *students* (29% "sometimes," 38% "often," and 23% "very often") worked on a paper/project that "required integrating ideas or information from various sources." Instructors should clarify the types of useful sources that are appropriate to support class projects, papers or assignments.

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[6] Fall 2016 IDEA Group Summary Report, Section VI: Student self-ratings and Ratings of Course Characteristics.

[7] Thirty percent of GCC students reported the amount of reading to be "more" or "much more" than other courses at the time the survey was

administered in Fall 2016, which was significantly different from 15% of students in the IDEA System.

Related Items		Percent of Respondents		
		GCC	Small Colleges	2016 Cohort
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?				
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	Never	16.3	19.7	19.5
	Sometimes	27.9	29.7	29.4
	Often	32.0	30.0	30.0
	Very Often	23.8	20.7	21.1
	Total	100.0	100.1	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	Never	9.5	9.4	9.3
	Sometimes	28.9	25.9	25.2
	Often	38.3	37.3	37.4
	Very Often	23.4	27.4	28.1
	Total	100.1	100.0	100.0
4e. Came to class without completing readings or assignments [STUEFF]	Never	22.8	36.4	34.1
	Sometimes	58.5	51.0	52.4
	Often	15.0	8.9	9.6
	Very Often	3.7	3.7	3.9
	Total	100.0	100.0	100.0
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	None	24.7	34.9	32.6
	1 to 4	47.6	43.7	45.6
	5 to 10	13.9	12.3	12.8
	11 to 20	5.6	4.7	4.7
	More than 20	8.2	4.4	4.3
	Total	100.0	100.0	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?				
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	None	1.1	1.8	1.6
	1-5 hours	49.6	39.0	39.5
	6-10 hours	30.0	29.5	30.2
	11-20 hours	11.9	18.5	18.4
	21-30 hours	4.2	7.0	6.7
	More than 30 hours	3.1	4.2	4.3
	Total	99.9	100.0	100.7
Item 13.1: How often do you use the following services at this college?				
13.1d. Peer or other tutoring [STUEFF]	Don't know/N.A.	23.9	22.6	22.7
	Rarely/Never	49.9	45.6	45.8
	Sometimes	18.0	21.8	21.8
	Often	8.2	10.0	9.7
	Total	100.0	100.0	100.0
13.1e. Skill labs (writing, math, etc.) [STUEFF]	Don't know/N.A.	15.2	19.4	20.3
	Rarely/Never	29.5	34.8	37.1
	Sometimes	31.2	26.4	25.4
	Often	24.1	19.4	17.2
	Total	100.0	100.0	100.0
13.1h. Computer lab [STUEFF]	Don't know/N.A.	5.9	11.5	12.8
	Rarely/Never	17.6	24.1	26.4
	Sometimes	31.0	31.6	30.9
	Often	45.5	32.8	29.9
	Total	100.0	100.0	100.0

BENCHMARK: ACADEMIC CHALLENGE

In the area of Academic Challenge, GCC is below the benchmark score of Small Colleges, the 2016 CCSSE Cohort and the 2016 Top-Performing Colleges (see figure below).
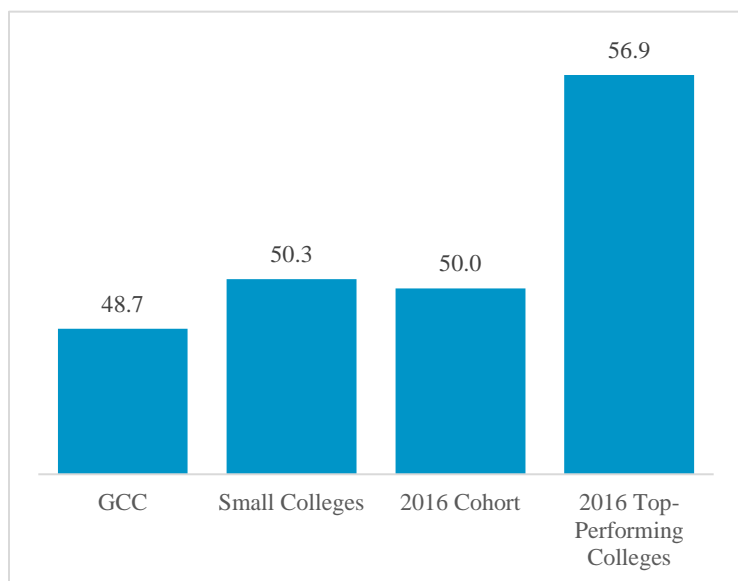
Strengths. At GCC, 45 percent of students synthesized and organized ideas, information, or experiences in new ways "quite a bit" compared to 39 percent of students at Small Colleges and in the 2016 CCSSE Cohort. This finding was in agreement with 95 percent of classes that emphasized: (1) "stimulated students to intellectual effort beyond that required by most courses;" (2) "introduced stimulating ideas about the subject;" and (3) "inspired students to set and achieve goals which really challenged them."[8]

Underperformances. Seventeen percent of GCC students (compared to about 20 percent of students from Small Colleges and the 2016 CCSSE Cohort) "very often" worked harder than imagined to "meet an instructor's standards." Only 23 percent of College students (compared to about 26 percent of students from Small Colleges and the 2016 CCSSE Cohort) "very much" analyzed the "basic elements of an idea, experience, or theory." Lastly, 17 percent of GCC students (compared to 24 percent of students from Small College and the 2016 CCSSE Cohort) "very much" applied "theories or concepts to practical problems." Thus, altogether, GCC sits below the benchmark for academic challenge.

The three data indicators previously mentioned are expected: (a) 26 percent of instructors emphasized "learning how to find and use resources for answering questions or solving problems; and (b) 23 percent of instructors emphasized "learning to analyze and critically evaluate ideas, arguments, and points of view.[8] A disconnect exists between an instructor's perception of a student's academic challenge and a student's actual experience because instructors from 100 percent of classes (n=359) agreed they "inspired students to set and achieve goals which really challenged them."[8]

Related Items		Percent of Respondents		
		GCC	Small Colleges	2016 Cohort
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?				
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	Never	6.9	8.4	9.3
	Sometimes	39.7	35.1	35.9
	Often	36.7	36.7	36.0
	Very Often	16.7	19.8	18.8
	Total	100.0	100.0	100.0
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?				
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	Very little	5.3	4.5	4.3
	Some	25.2	26.5	25.3
	Quite a bit	46.9	42.7	43.0
	Very much	22.7	26.3	27.4
	Total	100.1	100.0	100.0

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[8] Fall 2016 IDEA Student Ratings on Instruction, Section I: Faculty Selection of Important and Essential Objectives

5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	Very little	6.2	6.3	6.5
	Some	27.7	30.9	30.2
	Quite a bit	45.0	39.1	39.0
	Very much	21.1	23.8	24.3
	Total	100.0	100.1	100.0
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	Very little	12.0	11.3	11.5
	Some	35.5	33.9	33.1
	Quite a bit	33.9	34.5	34.8
	Very much	18.6	20.4	20.6
	Total	100.0	100.1	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	Very little	10.2	8.7	9.1
	Some	34.1	31.2	31.0
	Quite a bit	38.3	36.1	36.1
	Very much	17.4	24.0	23.8
	Total	100.0	100.0	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	Very little	6.9	6.9	7.7
	Some	23.4	26.1	26.7
	Quite a bit	42.8	36.4	36.2
	Very much	26.8	30.6	29.3
	Total	99.9	100.0	99.9
Item 6: During the current school year, about how much reading and writing have you done at this college?				
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	None	3.8	3.3	3.2
	1 to 4	45.0	40.4	41.7
	5 to 10	28.0	30.0	29.7
	11 to 20	13.3	14.3	14.2
	More than 20	10.0	12.0	11.1
	Total	100.1	100.0	99.9
6c. Number of written papers or reports of any length [ACCHALL]	**None**	12.0	9.6	9.3
	1 to 4	28.3	30.9	31.0
	5 to 10	32.1	31.6	32.0
	11 to 20	15.6	17.8	17.8
	More than 20	12.0	10.1	9.9
	Total	100.0	100.0	100.0
Item 7				
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	(1)Extremely Easy	1.3	1.0	1.0
	(2)	1.6	1.9	2.0
	(3)	3.4	5.7	6.1
	(4)	27.8	24.4	24.9
	(5)	36.1	33.4	34.1
	(6)	17.8	22.6	22.0
	(7)Extremely Challenging	12.1	11.0	9.9
	Total	100.1	100.0	100.0
Item 9: How much does this college emphasize each of the following?				
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	Very little	4.0	3.5	3.7
	Some	18.3	20.5	20.7
	Quite a bit	46.0	41.4	41.7
	Very much	31.7	34.6	33.9
	Total	100.0	100.0	100.0

BENCHMARK: STUDENT-FACULTY INTERACTION

In the area of Student-Faculty Interaction, GCC is above the benchmark of the 2016 CCSSE Cohort and below the benchmark of Small Colleges and the 2016 Top-Performing Colleges (see figure below).
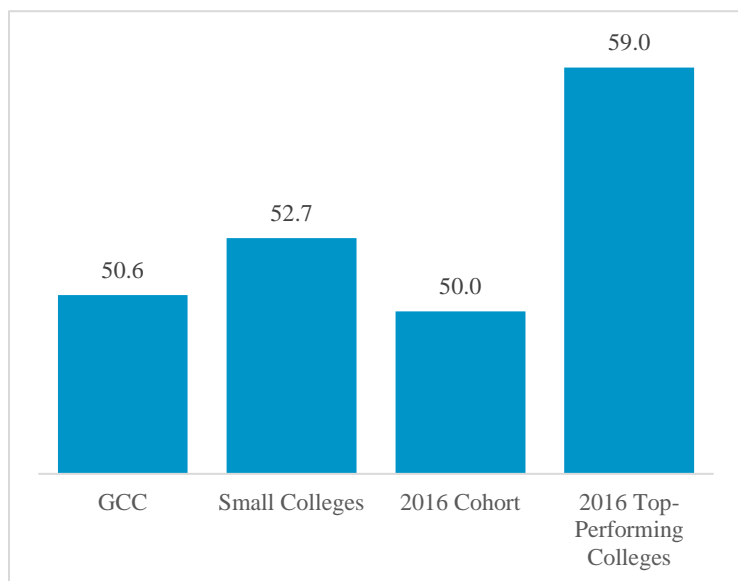
Strengths. GCC is marginally above the benchmark set by the 2016 CCSSE Cohort, likely due to one survey item: 43 percent of GCC students "very often" used email to communicate with an instructor, compared to about 20 percent of students at Small Colleges and the 2016 CCSSE Cohort. Email messaging may be the primary mode of communication, given that instructors from less than 20 percent of classes (n=359) "encouraged student-faculty interaction outside of class" and majority of GCC students are enrolled part-time.

Underperformances. Student-faculty interaction shows two striking differences between the experience of students at GCC versus Small Colleges and the 2016 CCSSE Cohort. First, 26 percent of GCC students "often" and "very often" "talked about career plans with an instructor or advisor" in comparison with 57 and 55 percent of students at Small Colleges and in the 2016 CCSSE Cohort. Studies show that advisement leads to student success.

The second difference is 45 percent of GCC students "never" discussed ideas from "readings or classes with instructors outside of class" versus the over 90 percent of students at Small Colleges and in the 2016 CCSSE Cohort who do. And, 51 percent of GCC students "never" "worked with instructors on activities other than coursework" versus the over 90 percent of students at Small Colleges and in the 2016 CCSSE Cohort who do. These two data indicators were expected, as less than 60 percent of GCC students reported that instructors "frequently" "encouraged student-faculty interaction outside of class."[9] A comparable percentage of GCC students to other college students (about 50 percent) "often" or "very often" "received prompt feedback (written or oral) from instructors."

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[9] Fall 2016 IDEA Student Ratings on Instruction, Section V: Teaching Methods and Styles

Related Items		Percent of Respondents		
		GCC	Small Colleges	2016 Cohort
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?				
4k. Used e-mail to communicate with an instructor [STUFAC]	Never	5.4	8.4	9.3
	Sometimes	19.8	35.1	35.9
	Often	32.1	36.7	36.0
	Very Often	42.7	19.8	18.8
	Total	100.0	100.0	100.0
4l. Discussed grades or assignments with an instructor [STUFAC]	Never	9.8	8.4	9.3
	Sometimes	40.1	35.1	35.9
	Often	30.7	36.7	36.0
	Very Often	19.4	19.8	18.8
	Total	100.0	100.0	100.0
4m. Talked about career plans with an instructor or advisor [STUFAC]	Never	33.6	8.4	9.3
	Sometimes	40.2	35.1	35.9
	Often	16.5	36.7	36.0
	Very Often	9.8	19.8	18.8
	Total	100.1	100.0	100.0
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	Never	45.0	8.4	9.3
	Sometimes	36.0	35.1	35.9
	Often	13.8	36.7	36.0
	Very Often	5.2	19.8	18.8
	Total	100.0	100.0	100.0
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	Never	9.1	8.4	9.3
	Sometimes	37.5	35.1	35.9
	Often	35.7	36.7	36.0
	Very Often	17.7	19.8	18.8
	Total	100.0	100.0	100.0
4q. Worked with instructors on activities other than coursework [STUFAC]	Never	51.1	8.4	9.3
	Sometimes	27.9	35.1	35.9
	Often	17.2	36.7	36.0
	Very Often	3.7	19.8	18.8
	Total	99.9	100.0	100.0

BENCHMARK: SUPPORT FOR LEARNERS

In the area of Student-Faculty Interaction, GCC is above the benchmark of Small Colleges and the 2016 CCSSE Cohort, and below the benchmark of the 2016 Top-Performing Colleges (see figure below).
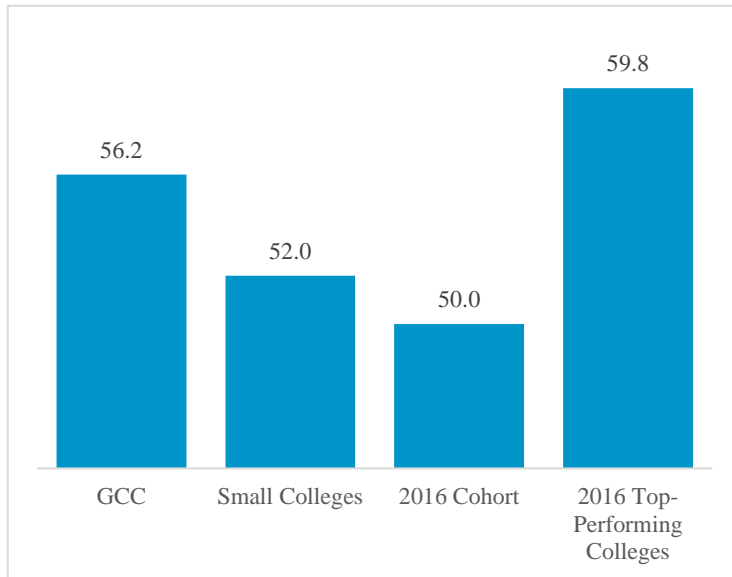
Strengths. Thirty-six percent of GCC students believe that GCC emphasizes interacting with students from "different economic, social, and racial or ethnic backgrounds." This percentage was more than 10 percent higher compared to students at Small Colleges and the 2016 CCSSE Cohort. Over 50 percent of students feel GCC emphasized coping with "non-academic responsibilities (work family, etc.) "quite a bit" and "very much," which is at least 10 percent more than students at Small Colleges and the 2016 CCSSE Cohort.

Underperformances. Although 45 percent of GCC students use academic advising/planning, the concern is that 10 percent "don't know/N.A." and 30 percent "rarely/never" utilize this service. Early alert systems and intrusive advising are two support services shown to have positive effects on students, including successful completion. Additionally, engaging in meaningful conversations with work-study students to help them understand the connection between their academic studies and work helps them find value in their education.

Related Items		**Percent of Respondents**		
		GCC	Small Colleges	2016 Cohort
Item 9: How much does this college emphasize each of the following?				
9b. Providing the support you need to help you succeed at this college [SUPPORT]	Very little	4.7	4.1	4.5
	Some	20.6	18.9	20.6
	Quite a bit	34.4	39.4	39.8
	Very much	40.3	37.6	35.1
	Total	100.0	100.0	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	Very little	8.1	15.8	15.8
	Some	25.2	30.1	29.6
	Quite a bit	30.3	29.9	30.1
	Very much	36.3	24.2	24.5
	Total	99.9	100.0	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	Very little	25.9	34.0	36.7
	Some	32.9	33.8	33.1
	Quite a bit	25.0	19.7	18.7
	Very much	16.2	12.6	11.5
	Total	100.0	100.1	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	Very little	13.9	22.8	25.1
	Some	33.3	37.0	37.4
	Quite a bit	32.3	25.4	24.1
	Very much	20.5	14.7	13.3
	Total	100.0	99.9	99.9
9f. Providing the financial support you need to afford your education [SUPPORT]	Very little	18.5	18.2	20.9
	Some	21.6	25.9	26.3
	Quite a bit	26.3	28.1	26.7
	Very much	33.5	27.8	26.2
	Total	99.9	100.0	100.1
Item 13.1: How often do you use the following services at this college?				
13.1a. Academic advising/planning [SUPPORT]	**Don't know/N.A.**	10.1	6.8	6.9
	Rarely/Never	30.4	27.8	31.3
	Sometimes	45.1	46.5	45.2
	Often	14.5	18.8	16.6
	Total	100.1	99.9	100.0
13.1b. Career counseling [SUPPORT]	Don't know/N.A.	16.1	20.0	19.9
	Rarely/Never	50.3	49.6	50.2
	Sometimes	26.4	23.4	23.1
	Often	7.2	7.0	6.8
	Total	100.0	100.0	100.0

CCSSE and ACCJC Standards

Overview of CCSSE. The Community College Survey on Student Engagement (CCSSE) is a nationwide survey administered to students of participating community colleges during the Spring semester.

Link to ACCJC Standards. Each of the CCSSE items is connected to at least one standard consistent across each of the six regional accrediting agencies recognized by the U.S. Department of Education[10]. Guam Community College is accredited by the Accrediting Commission for Community and Junior Colleges, which is under the regionally-recognized agency known as the Western Association of Schools and Colleges.

CCSSE survey items may be grouped into five main concepts: (1) student support services; (2) physical and technical resources; (3) teaching and learning; (4) institutional effectiveness and planning: student services; and (5) institutional effectiveness and planning: education programs. The key sections under each of the five major concepts are shown in the figure on the following page.

Value of CCSSE. The data collected in CCSSE may be used to gauge the College's overall performance. In fact, the Center for Community College Student Engagement has empirically shown that student success is linked to student engagement. The information provided through the utilization of CCSSE can be used (a) to support or challenge assumptions, (b) as evidence of meeting ACCJC standards, (c) to compare the College to other small colleges and the nationwide cohort, (d) to establish benchmarks, and (e) set the College's goals.[11]

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[10] At the time of publication (2016) of the *Accreditation Guide: Using CCSSE & SENSE Data to Support Accreditation*, the U.S. Department of Education-recognized six regional accrediting agencies.
[11] *Accreditation Guide: Using CCSSE & SENSE Data to Support Accreditation*, published by the Center for Community College Student Engagement, The University of Texas at Austin ©2016.

Student Support Services

Student Learning Programs and Support Services*: Student Support Services, Library and Learning Support Services*

Resources*: Human Resources*

Physical and Technical Resources

Student Learning Programs and Support Services*: Library and Learning Support Services*

Resources*: Physical Resources, Technology Resources*

Teaching and Learning

Mission, Academic Quality and Institutional Effectiveness, and Integrity*: Assuring Academic Quality and Institutional Effectiveness, Institutional Integrity*

Student Learning Programs and Support Services*: Instructional Programs*

Resources*: Human Resources*

Institutional Effectiveness and Planning: Student Services

Mission, Academic Quality, and Institutional Effectiveness, and Integrity*: Institutional Effectiveness*

Student Learning Programs and Support Services*: Library and Learning Support Services, Student Support Services*

Resources*: Human Resources, Physical Resources, Technology Resources*

Institutional Effectiveness and Planning: Education Programs

Mission, Academic Quality, and Institutional Effectiveness, and Integrity*: Assuring Academic Quality and Institutional Effectiveness*

Student Learning Programs and Support Services*: Instructional Programs*

CCSSE Data Analysis on Significant Differences

This section presents a summary of the CCSSE items wherein a significant difference was observed between the GCC Cohort (n=545) and Other Small Colleges (n=136,416). Raw data are located in the Appendix F of this report. The five common themes[12] among the items of significant difference include:

(1) Student's Valued Services
(2) Student Experience
(3) Student Withdrawal Factors
(4) Educational Emphases
(5) Institutional Emphases

In addition, recommendations for improvement or enhancement are provided. The recommendations are based on two primary sources published by the Center for Community College Student Engagement (The University of Texas at Austin):

- *Engagement Rising: A Decade of CCSSE Data Shows Improvements Across the Board*[13]
- *Matter of Degrees: Promising Practices for Community College Student Success (A First Look)*[14]

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[12] The five common themes were based on the content of each survey question and are used to summarize this section of the Report.

[13] Center for Community College Student Engagement. (2015). *Engagement Rising: A Decade of CCSSE Data Shows Improvements Across the Board.* Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

[14] Center for Community College Student Engagement. (2012). *A Matter of Degrees: Promising Practices for Community College Student Success (A First Look).* Austin, TX: The University of Texas at Austin, Community College Leadership Program.

Prior to reading the analysis and recommendations on the five common themes, consider the demographic characteristics of the GCC Student Cohort and the Comparison Group Population.

GCC Student Cohort

The Community College Survey of Student Engagement was administered to 545 students in the spring of 2016. The GCC population consisted of 54 percent females and 45 percent males, which reflects the overall consistency of females and males at the College. More than 75 percent of survey respondents identify as Asian, Asian American or Pacific Islander, which are the most prevalent races/ethnicities on campus. The percentage of respondents by age decreased as age increased, which is characteristic of the overall GCC population. The enrollment status of 68 percent of respondents is full-time, although full-time students represent less than half of the entire College population. Weighted scores adjust for factors such as enrollment status.

Comparison Group Population

The number of surveys administered to Other Small Colleges ("Comparison Group") was 136,416. The Comparison Group population is comparable to the GCC survey respondent population. Females represent a majority of both the Comparison Group (50 percent) and GCC (54 percent). A fraction of the population consists of American Indian or Native American, Hispanic, Latino, Spanish, Other, and International or Foreign National students. Lastly, 40 percent of students in the Comparison Group and 52 percent of GCC survey respondents are 18 to 21 years old.

Some differences between GCC survey respondents and the Comparison Group do exist. White, Non-Hispanics comprise 66 percent of the Comparison Group versus 1 percent of GCC's population. Twenty-five percent of the Comparison Group respondents versus 18 percent of GCC's population are 30 years or older. Finally, 54 percent of the Comparison Group compared to 32 percent of GCC respondents are less than full-time.

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Student's Valued Services
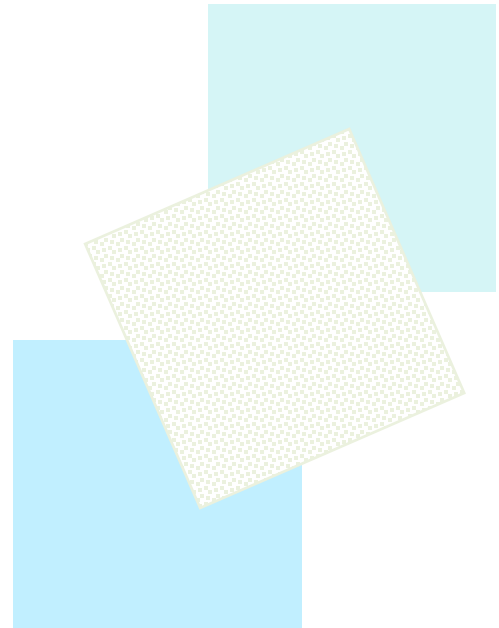
Compared to the average Other Small College students, the average GCC student places greater importance on:

- Computer Labs

- Career Counseling

- Student Organizations

- Disability Services

Recommendations

- Provide computer lab services
    - Open daily for students
    - Inform students of other computer labs throughout the island

- Encourage students to consult with instructors and advisors
    - Include advisement in curriculum
    - Advise all first-time students

- Invite students to participate in extracurricular activities
    - Recruit students during class-time at the start of each semester

- Enhance accommodative services

Student Experience
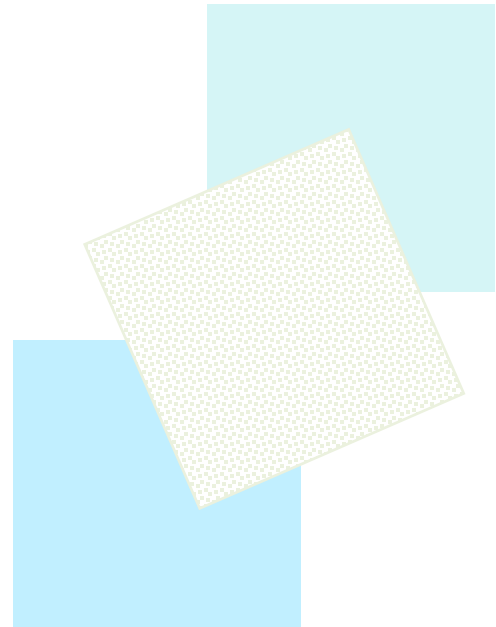
Compared to Other Small Colleges, the average GCC student experience contributed more in the following areas to his/her knowledge, skills and personal development:

- Using computing information technology

- Understanding oneself

- Understanding people of other racial and ethnic backgrounds

- Contributing to the welfare of the community

- Require use of computer applications
  - Offer seminars that teach how to use basic computer tools/software

- Encourage collaboration among students from all backgrounds
  - Assign group projects on religious, political, cultural topics
  - Assign papers that require integrating ideas from various sources
  - Promote peer group-tutoring
  - Allow student discussions in the library or throughout campus

- Highlight relevance of the course
  - Credit students who relate published news to course material

Student Withdrawal Factors
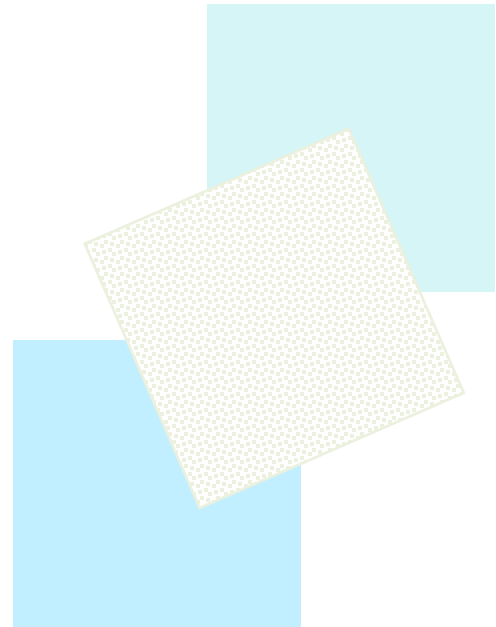
Compared to the average Other Small College student, the average GCC student is more likely to withdraw from class due to:

- Working full-time

- Lack of finances

- Caring for dependents

Recommendations

- Stress the importance of communicating with instructors
  - o Advise working students
  - o Reach out to struggling students
  - o Devise an Alert and Intervention Process

- Inform students on options of financial assistance
  - o Provide financial aid orientation to first-time students
  - o Invite local banks to talk to students regarding loan options

- Provide child care services
  - o Collaborate with Early Childhood Education Program and/or Youth Center (DYA)
  - o Create a Student-Parent Club

Educational Emphases
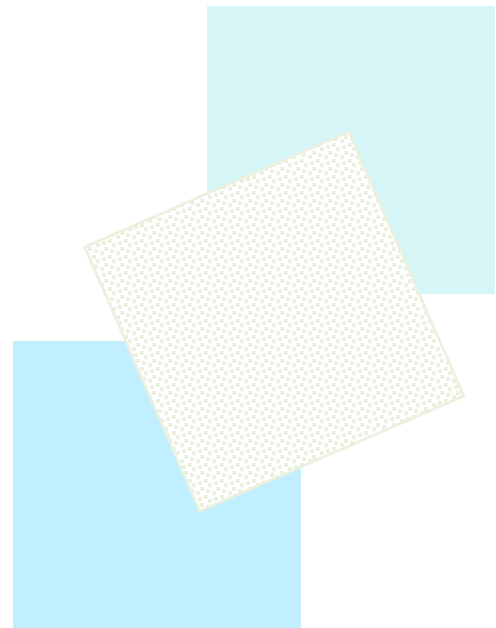
Compared to the average Other Small College student, the average GCC student is more involved with:

- Class Presentations

- In-Class Workshops

- Community-Based Projects

- Extracurricular Activities

Recommendations

- Challenge students to explore various presentation mediums
  - Require students to use technology and media

- Promote use of learning resources available outside the classroom
  - Require students to use library and other educational resources

- Support community volunteers
  - Integrate relevant community events into course curriculum

- Encourage student engagement in college-sponsored activities
  - Work with English department to credit students for publication of a bi-annual chronicle

Institutional Emphases
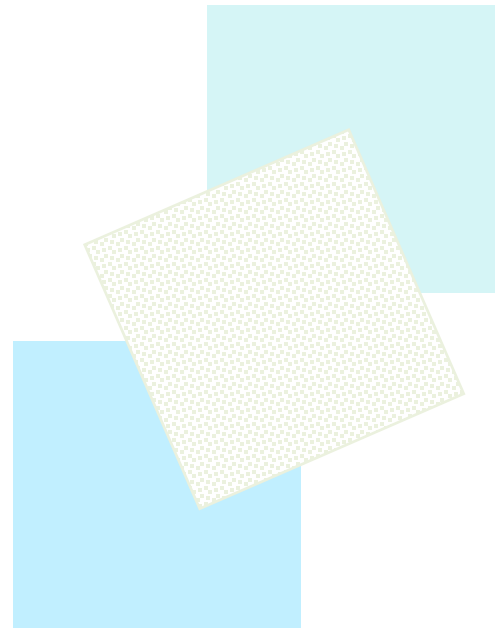
GCC emphasizes the following more than Other Small Colleges:

- Using computers in academic work

- Encouraging diverse contact among students

- Helping cope with non-academic responsibilities

- Providing social support

Recommendations

- Train students on using computers
  - Offer a course on basic technology skills

- Educate students on the GCC student culture
  - Instruct a course on college student expectations

- Pay attention to non-academic student needs
  - Organize group counseling sessions on common issues
  - Refer students to support services

- Promote student engagement
  - Notify students of upcoming community events

Appendices

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Appendix A

Institutional Agreement

CENTER FOR COMMUNITY COLLEGE STUDENT ENGAGEMENT

CCFSSE
Community College Faculty Survey of Student Engagement

INSTITUTIONAL AGREEMENT FORM
COMMUNITY COLLEGE FACULTY SURVEY OF STUDENT ENGAGEMENT
CCFSSE **2016 ALTERNATE ADMINISTRATION PILOT**

Guam Community College _____ wishes to participate in the spring 2016 Community College Faculty Survey of Student Engagement (*CCFSSE*) alternate administration pilot.

We understand and agree that:

1. Participation in the pilot is strictly voluntary. Participation in the pilot will not affect *CCSSE* or *SENSE* membership. There are no fees associated with participation in the pilot.

2. The pilot is available only to colleges that participate concurrently in the Community College Survey of Student Engagement (*CCSSE*). All faculty members who teach credit courses at your institution will be invited to complete the survey.

3. Each pilot college will designate a Campus Coordinator to provide on-site assistance (the same Campus Coordinator will oversee the institution's *CCSSE* administration). **This individual will be responsible for a) providing the Center with valid faculty e-mail addresses in the college's Course Master Data File, b) ensuring that the college's e-mail system will not reject the electronic invitations sent to faculty and c) sending electronic reminders to survey non-completers throughout the administration.**

4. After participating in the pilot, colleges will receive a raw data file (exlcuding any data that might individually identify a faculty member) of survey responses, a codebook for working with the data file, and other reporting based on the success of the pilot.

5. College-level results will not be publicly reported. The Center reserves the right to report aggregate results in media releases, journal articles, or conference presentations. Aggregate results may be used by the Center for supplemental research of interest to community colleges and for other undergraduate education improvement initiatives.

6. Each pilot college may use its own pilot data for internal purposes as deemed responsible and appropriate (see website for Policy Statement on Responsible Uses of Center data). As this pilot will generate preliminary data, pilot participant colleges may not publish pilot data without the express written approval of the Center for Community College Student Engagement.

7. Participation in pilot will not be confirmed until the signed Pilot Institutional Membership and Agreement form is received by the Center. Signed forms MUST be received by Monday, January 25 for colleges to be eligible to participate in the pilot.

8. The pilot is a step in developing a new implementation for the national survey. The number or content of survey items and item wording, order, and online display may change in future administrations.

9. Participating colleges are responsible for ensuring adherence to institutional guidelines regarding the protection of human subjects with their home institutional review board.

10. The deadline for faculty members to complete the survey is Wednesday, May 11, 2016. The web link to the survey will not function after this date.

11. Pilot colleges agree to participate in a post-administration evaluation and/or a conference call debriefing session.

Mary A.Y. Okada

CEO/President's Signature

01.29.2016

Date

Mary A.Y. Okada, Ed.D.

CEO/President's Printed Name

Appendix B

President's Memo to Faculty, Staff and
Administrators

President's Memo to Faculty, Staff, and Administrators

Date: February 25, 2016
To: Faculty, Staff, and Administrators
From: President Dr. Mary Okada
Subject: Community College Survey of Student Engagement (*CCSSE*)

As first introduced during the 2015 ISMP update session in December last year, this spring, the Guam Community College has an opportunity to participate in a national survey focused on teaching, learning, and retention in community colleges, the Community College Survey of Student Engagement (*CCSSE*). The project is part of the Center for Community College Student Engagement and the Program in Higher Education Leadership at The University of Texas at Austin.

Research shows that the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter being learned — the more likely they are to persist in their college studies and to achieve at higher levels. Identifying what our students do in and out of the classroom, knowing their goals, and understanding their external responsibilities can help us create an environment that can enhance student learning, development, and retention.

The survey will be administered in classes randomly selected by the Center to ensure a representative sample and to preserve the integrity of the survey results. Instructors whose classes are selected for survey administration will receive specific information from the Office of Assessment, Institutional Effectiveness & Research (AIER).

GCC is intent on being a leader in higher education, and this survey can assist us in improving course completion rates, as well as the rate of student persistence to the completion of their educational goals. To learn more about *CCSSE* visit www.ccsse.org, or contact the Center for Community College Student Engagement at 512-471-6807 or info@cccse.org.

Appendix C

President's Memo to Students

President's Memo to Students

Date: February 25, 2016
To: Students
From: President Dr. Mary Okada
Subject: Community College Survey of Student Engagement (*CCSSE*)

Beginning next week, students in randomly selected classes at Guam Community College and many other community colleges across the nation will have the chance to share their views by completing the Community College Survey of Student Engagement *(CCSSE)*. Survey items focus on how students spend their time, the nature and quality of their interactions with faculty members and peers, and what they have gained from their classes and other aspects of their college experience.

If you are in a class that is selected to participate in the survey, I encourage you to respond candidly. Your individual responses will remain confidential, but the results of this national survey will be important in helping GCC to examine our educational practices and identify ways that we can improve programs and services for students.

We appreciate your willingness to help us learn from your experience.

Appendix D

In-Class Instructions

CCSSE Survey Administration Script

[Read the script to the class and follow the bracketed instructions.]

Good **[morning/afternoon/evening]**. My name is **[Name]**, and I am here to administer the Community College Survey of Student Engagement (*CCSSE*), a research initiative of the Center for Community College Student Engagement at the University of Texas at Austin. This survey is conducted at community and technical colleges across North America, and the data collected from the survey are being used to improve the community college student experience. Your answers will help this college understand your experience and improve programs and services for all students.

Participation in this survey is entirely voluntary. There are no penalties for choosing not to participate or for stopping your participation at any time. Your decision will not affect your grade in this or any other class or your reputation within our college. However, the information you provide will help our college—and other colleges across the country—to improve their services.

If you are under the age of 18, **please do not complete the survey**; however, please remain in the classroom during the administration.

If you have completed the survey in another class, you are welcome, but not required, to take the survey again; however, should you opt not to take the survey again, please remain in the classroom during the administration.

[Provide each student with the following: Program Code Sheet, Special-Focus Items/Custom Survey Items Sheets, CCSSE Survey, and a #2 pencil.]

[Show students the *CCSSE* Survey.] The survey booklet has questions on both sides of the page.

[Turn to page 7 of the survey and show students the Program Code Sheet.] Turn to page 7 of the survey, and look at Item 37. You will need the Program Code Sheet to respond to this item.

[Turn to the final page of the survey.] Turn to the last page of the survey, and look at **Item 38**. As you can see, it asks for your student identification number. Please enter the number, without hyphens or spaces, starting in column one. While providing your student ID number is optional, we encourage you to provide it to enable us in furthering knowledge about how our college can best promote student success. Please rest assured that your individual responses to this survey will remain confidential and will only be seen by the University of Texas at Austin research team and selected administrators and faculty at this college.

[Remain on the final page of the survey and show students the Special-Focus Items/Custom Survey Items Sheets.] Now look at the shaded box on the right-hand side of the page, labeled **Additional Items**. You will need the additional items sheets printed on colored paper to answer these items. **Do not mark your answers on the colored additional items sheets**, but rather mark your responses on the back page of the survey booklet.

As you complete this survey, please remember that you are responding based on your experiences at THIS college during THIS academic year, and **not only about this particular class**. You may only use a #2 pencil, **no pens**, to fill in the circles. Please fill in the circles completely; do not use X's or check marks.

We expect it to take no more than 45 minutes to complete this survey, but it may take the entire class period. If you have any questions after you finish, feel free to contact the Center for Community College Student Engagement at 512-471-6807. We appreciate your participation.

[When all students are finished, or when time has run out, collect survey materials from students.]

Appendix E

2016 CCSSE Survey

The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: ● Correct Mark ⊘⊗⊜⊙ Incorrect Marks

1. Did you begin college at this college or elsewhere? ○ Started here ○ Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college? ○ Full-time ○ Less than full-time

3. Have you taken this survey in another class this term? ○ Yes ○ No

4. In your experiences at this college during the current school year, about how often have you done each of the following?	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	○	○	○	○
b. Made a class presentation	○	○	○	○
c. Prepared two or more drafts of a paper or assignment before turning it in	○	○	○	○
d. Worked on a paper or project that required integrating ideas or information from various sources	○	○	○	○
e. Come to class without completing readings or assignments	○	○	○	○
f. Worked with other students on projects during class	○	○	○	○
g. Worked with classmates outside of class to prepare class assignments	○	○	○	○
h. Tutored or taught other students (paid or voluntary)	○	○	○	○
i. Participated in a community-based project as a part of a regular course	○	○	○	○
j. Used the Internet or instant messaging to work on an assignment	○	○	○	○
k. Used e-mail to communicate with an instructor	○	○	○	○
l. Discussed grades or assignments with an instructor	○	○	○	○
m. Talked about career plans with an instructor or advisor	○	○	○	○
n. Discussed ideas from your readings or classes with instructors outside of class	○	○	○	○
o. Received prompt feedback (written or oral) from instructors on your performance	○	○	○	○
p. Worked harder than you thought you could to meet an instructor's standards or expectations	○	○	○	○
q. Worked with instructors on activities other than coursework	○	○	○	○
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	○	○	○	○
s. Had serious conversations with students of a different race or ethnicity other than your own	○	○	○	○
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	○	○	○	○
u. Skipped class	○	○	○	○

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	○	○	○	○
b. Analyzing the basic elements of an idea, experience, or theory	○	○	○	○
c. Synthesizing and organizing ideas, information, or experiences in new ways	○	○	○	○
d. Making judgments about the value or soundness of information, arguments, or methods	○	○	○	○
e. Applying theories or concepts to practical problems or in new situations	○	○	○	○
f. Using information you have read or heard to perform a new skill	○	○	○	○

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6. During the current school year, about how much reading and writing have you done <u>at this college</u>?

	None	1 to 4	5 to 10	11 to 20	More than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	○	○	○	○	○
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	○	○	○	○	○
c. Number of written papers or reports of any length	○	○	○	○	○

7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work <u>at this college</u>.

Extremely challenging　⑦　⑥　⑤　④　③　②　①　Extremely easy

8. Which of the following have you done, are you doing, or do you plan to do while attending <u>this college</u>?

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	○	○	○
b. English as a second language course	○	○	○
c. Developmental/remedial reading course	○	○	○
d. Developmental/remedial writing course	○	○	○
e. Developmental/remedial math course	○	○	○
f. Study skills course	○	○	○
g. Honors course	○	○	○
h. College orientation program or course	○	○	○
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	○	○	○

9. How much does <u>this college</u> emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	○	○	○	○
b. Providing the support you need to help you succeed at this college	○	○	○	○
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	○	○	○	○
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	○	○	○	○
e. Providing the support you need to thrive socially	○	○	○	○
f. Providing the financial support you need to afford your education	○	○	○	○
g. Using computers in academic work	○	○	○	○

10. About how many hours do you spend in a typical 7-day week doing each of the following?

	None	1 – 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	○	○	○	○	○	○
b. Working for pay	○	○	○	○	○	○
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	○	○	○	○	○	○
d. Providing care for dependents living with you (parents, children, spouse, etc.)	○	○	○	○	○	○
e. Commuting to and from classes	○	○	○	○	○	○

11. Mark the number that best represents the quality of your relationships with people <u>at this college</u>.

Your relationship with:

a. Other Students

Friendly, supportive, sense of belonging ⑦ ⑥ ⑤ ④ ③ ② ① Unfriendly, unsupportive, sense of alienation

b. Instructors

Available, helpful, sympathetic ⑦ ⑥ ⑤ ④ ③ ② ① Unavailable, unhelpful, unsympathetic

c. Administrative Personnel & Offices

Helpful, considerate, flexible ⑦ ⑥ ⑤ ④ ③ ② ① Unhelpful, inconsiderate, rigid

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	○	○	○	○
b. Acquiring job or work-related knowledge and skills	○	○	○	○
c. Writing clearly and effectively	○	○	○	○
d. Speaking clearly and effectively	○	○	○	○
e. Thinking critically and analytically	○	○	○	○
f. Solving numerical problems	○	○	○	○
g. Using computing and information technology	○	○	○	○
h. Working effectively with others	○	○	○	○
i. Learning effectively on your own	○	○	○	○
j. Understanding yourself	○	○	○	○
k. Understanding people of other racial and ethnic backgrounds	○	○	○	○
l. Developing a personal code of values and ethics	○	○	○	○
m. Contributing to the welfare of your community	○	○	○	○
n. Developing clearer career goals	○	○	○	○
o. Gaining information about career opportunities	○	○	○	○

13. This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't know/ N.A.	Very	Some-what	Not at all	N.A.	Very	Some-what	Not at all
a. Academic advising/planning	○	○	○	○	○	○	○	○	○	○	○
b. Career counseling	○	○	○	○	○	○	○	○	○	○	○
c. Job placement assistance	○	○	○	○	○	○	○	○	○	○	○
d. Peer or other tutoring	○	○	○	○	○	○	○	○	○	○	○
e. Skill labs (writing, math, etc.)	○	○	○	○	○	○	○	○	○	○	○
f. Child care	○	○	○	○	○	○	○	○	○	○	○
g. Financial aid advising	○	○	○	○	○	○	○	○	○	○	○
h. Computer lab	○	○	○	○	○	○	○	○	○	○	○
i. Student organizations	○	○	○	○	○	○	○	○	○	○	○
j. Transfer credit assistance	○	○	○	○	○	○	○	○	○	○	○
k. Services to students with disabilities	○	○	○	○	○	○	○	○	○	○	○

14. How likely is it that the following issues would cause you to withdraw from class or from this college? *(Please respond to each item)*

	Very likely	Likely	Some-what likely	Not likely
a. Working full-time	○	○	○	○
b. Caring for dependents	○	○	○	○
c. Academically unprepared	○	○	○	○
d. Lack of finances	○	○	○	○
e. Transfer to a 4-year college or university	○	○	○	○

15. How supportive are your friends of your attending this college?

○ Extremely ○ Somewhat
○ Quite a bit ○ Not very

16. How supportive is your immediate family of your attending this college?

○ Extremely ○ Somewhat
○ Quite a bit ○ Not very

17. Indicate which of the following are your reasons/goals for attending this college. *(Please respond to each item)*

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	○	○	○
b. Obtain an associate degree	○	○	○
c. Transfer to a 4-year college or university	○	○	○
d. Obtain or update job-related skills	○	○	○
e. Self-improvement/personal enjoyment	○	○	○
f. Change careers	○	○	○

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18. Indicate which of the following are <u>sources</u> you use to pay your tuition at this college? *(Please respond to each item)*

	Major source	Minor source	Not a source
a. My own income/savings	○	○	○
b. Parent or spouse/significant other's income/savings	○	○	○
c. Employer contributions	○	○	○
d. Grants and scholarships	○	○	○
e. Student loans (bank, etc.)	○	○	○
f. Public assistance	○	○	○

19. Since high school, which of the following types of schools have you attended other than the one you are now attending? *(Please mark all that apply)*

- ○ Proprietary (private) school or training program
- ○ Public vocational-technical school
- ○ Another community or technical college
- ○ 4-year college or university
- ○ None

20. When do you plan to take classes <u>at this college</u> again?

- ○ I will accomplish my goal(s) during this term and will not be returning
- ○ I have no current plan to return
- ○ Within the next 12 months
- ○ Uncertain

21. <u>At this college</u>, in what range is your overall college grade average?

- ○ A
- ○ A- to B+
- ○ B
- ○ B- to C+
- ○ C
- ○ C- or lower
- ○ Do not have a GPA at this school
- ○ Pass/fail classes only

22. When do you most frequently take classes <u>at this college</u>? *(Mark one only)*

- ○ Day classes (morning or afternoon)
- ○ Evening classes
- ○ Weekend classes

23. How many TOTAL credit hours have you earned <u>at this college</u>, not counting the courses you are currently taking this term?

- ○ None
- ○ 1-14 credits
- ○ 15-29 credits
- ○ 30-44 credits
- ○ 45-60 credits
- ○ Over 60 credits

24. At what other types of institutions are you taking classes this term? *(Please mark all that apply)*

- ○ None
- ○ High school
- ○ Vocational/technical school
- ○ Another community or technical college
- ○ 4-year college/university
- ○ Other

25. How many classes are you *presently* taking at OTHER institutions?

- ○ None
- ○ 1 class
- ○ 2 classes
- ○ 3 classes
- ○ 4 classes or more

26. Would you recommend this college to a friend or family member?

○ Yes   ○ No

27. How would you evaluate your entire educational experience <u>at this college</u>?

- ○ Excellent
- ○ Good
- ○ Fair
- ○ Poor

28. Do you have children who live with you?

○ Yes   ○ No

29. Mark your age group.

- ○ Under 18
- ○ 18 to 19
- ○ 20 to 21
- ○ 22 to 24
- ○ 25 to 29
- ○ 30 to 39
- ○ 40 to 49
- ○ 50 to 64
- ○ 65+

30. Your sex:

○ Male   ○ Female

31. Are you married?

○ Yes   ○ No

32. Is English your native (first) language?

○ Yes   ○ No

33. Are you an international student or foreign national?

○ Yes   ○ No

34. What is your racial identification? *(Mark only one)*

○ American Indian or other Native American
○ Asian, Asian American or Pacific Islander
○ Native Hawaiian
○ Black or African American, Non-Hispanic
○ White, Non-Hispanic
○ Hispanic, Latino, Spanish
○ Other

35. What is the highest academic credential you have earned?

○ None
○ High school diploma or GED
○ Vocational/technical certificate
○ Associate degree
○ Bachelor's degree
○ Master's/doctoral/professional degree

36. What is the highest level of education obtained by your:

	Father	Mother
a. Not a high school graduate	○	○
b. High school diploma or GED	○	○
c. Some college, did not complete degree	○	○
d. Associate degree	○	○
e. Bachelor's degree	○	○
f. Master's degree/1st professional	○	○
g. Doctorate degree	○	○
h. Unknown	○	○

37. Using the list provided, please fill in the bubbles that correspond to the code indicating your program or major. Using the first column, indicate the first number in the program code, using the second column, indicate the second number in the program code.

⓪ ⓪
① ①
② ②
③ ③
④
⑤
⑥
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⑧
⑨

38. Please provide your student identification number by filling in the corresponding bubbles. For example, in the first column, indicate the first number or letter in your student ID number, and so forth. (OPTIONAL)

(Please begin here)

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Your responses will remain confidential and individual responses will not be reported.

Thank you for sharing your views.

Additional Items (Please respond to these items if requested)

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
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9. A B C D E
10. A B C D E
11. A B C D E
12. A B C D E
13. A B C D E
14. A B C D E
15. A B C D E
16. A B C D E
17. A B C D E
18. A B C D E
19. A B C D E
20. A B C D E

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Appendix F

2016 CCSSE Results

2016 CCSSE Results		Your College		Small Colleges			2016 Cohort			Accreditation Concept[15]
Item	Variable	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**	
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?										
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often										
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	550	2.84	135,688	2.99		433,113	2.92		Teaching and Learning; IE/P: Education Programs
4b. Made a class presentation [ACTCOLL]	CLPRESEN	548	2.47	135,244	2.17	0.33**	431,680	2.17	0.33**	Teaching and Learning; IE/P: Education Programs
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	543	2.63	134,739	2.52		429,813	2.53		Teaching and Learning; IE/P: Education Programs
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	548	2.76	134,937	2.83		430,368	2.84		Teaching and Learning; IE/P: Education Programs
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	548	2	134,566	1.8	0.26**	429,365	1.83	0.22**	Teaching and Learning; IE/P: Education Programs
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	548	2.86	134,378	2.58	0.31**	428,844	2.56	0.33**	Teaching and Learning; IE/P: Education Programs
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	547	2.11	134,703	2		429,956	1.96		Teaching and Learning; IE/P: Education Programs
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	549	1.42	135,016	1.41		430,841	1.39		Teaching and Learning; Student Support Services; IE/P: Education Programs
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	545	1.73	134,457	1.39	0.47**	428,984	1.36	0.53**	Teaching and Learning; IE/P: Education Programs
4j. Used the Internet or instant messaging to work on an assignment	INTERNET	546	3.19	134,491	3.08		428,957	3.08		Physical & Technical Resources; Teaching and Learning; IE/P: Education Programs
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	547	3.12	134,577	2.97		429,604	2.93	0.20**	Physical & Technical Resources; Teaching and Learning; IE/P: Education Programs
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	548	2.6	134,787	2.7		430,051	2.63		Teaching and Learning; IE/P: Education Programs
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	546	2.02	134,480	2.27	-0.26**	429,214	2.17		Teaching and Learning; IE/P: Education Programs
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	545	1.79	134,340	1.87		428,599	1.82		Teaching and Learning; IE/P: Education Programs
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	548	2.62	134,554	2.79		429,238	2.76		Teaching and Learning; IE/P: Education Programs
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	547	2.63	134,699	2.68		429,682	2.64		Teaching and Learning; IE/P: Education Programs
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	545	1.73	133,587	1.56	0.21**	425,640	1.49	0.30**	Teaching and Learning; IE/P: Education Programs

[15] Source for each item's accreditation concept(s) was derived from *Accreditation Guide: Using CCSSE & SENSE Data to Support Accreditation5 (CCSSE 2005-2016, SENSE)*, published by the Center for Community College Student Engagement, The University of Texas at Austin (2016).

		Your College		Small Colleges			2016 Cohort			Accreditation Concept[15]
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	550	2.52	134,955	2.56		430,479	2.54		Teaching and Learning; IE/P: Education Programs
4s. Had serious conversations with students of a different race or ethnicity other than your own	DIVRSTUD	548	2.62	134,784	2.39	0.22**	430,026	2.46		Teaching and Learning; IE/P: Education Programs
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	543	2.37	134,654	2.35		429,741	2.36		Teaching and Learning; IE/P: Education Programs
4u. Skipped class	SKIPCLAS	549	1.68	135,072	1.51	0.26**	431,034	1.54	0.21**	
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?										
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much										
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	547	2.94	135,285	2.87		431,683	2.88		Teaching and Learning; IE/P: Education Programs
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	546	2.87	134,909	2.91		430,417	2.94		Teaching and Learning; IE/P: Education Programs
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	544	2.81	134,310	2.8		428,518	2.81		Teaching and Learning; IE/P: Education Programs
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	548	2.59	134,544	2.64		429,129	2.65		Teaching and Learning; IE/P: Education Programs
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	545	2.63	134,750	2.75		429,869	2.75		Teaching and Learning; IE/P: Education Programs
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	547	2.9	135,180	2.91		431,302	2.87		Teaching and Learning; IE/P: Education Programs
Item 6: During the current school year, about how much reading and writing have you done at this college?										
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20										
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	546	2.81	133,794	2.91		426,951	2.88		Teaching and Learning; IE/P: Education Programs
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	545	2.25	133,772	2	0.24**	426,803	2.03	0.22**	Teaching and Learning; IE/P: Education Programs
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	544	2.87	133,685	2.88		426,496	2.88		Teaching and Learning; IE/P: Education Programs
Item 7										
1 = Extremely easy ... 7 = Extremely challenging										
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	522	4.97	129,198	4.99		411,082	4.95		Teaching and Learning; IE/P: Education Programs
Item 9: How much does this college emphasize each of the following?										
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much										
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	546	3.05	133,686	3.07		426,587	3.06		Teaching and Learning; Student Support Services
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	546	3.1	133,460	3.11		425,855	3.06		Teaching and Learning; Student Support Services

2016 CCSSE Results		Your College		Small Colleges			2016 Cohort			Accreditation Concept[15]
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	544	2.95	133,090	2.62	0.32**	424,636	2.63	0.31**	Teaching and Learning; Student Support Services
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	545	2.32	133,184	2.11	0.21**	424,848	2.05	0.27**	Teaching and Learning; Student Support Services
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	543	2.59	132,745	2.32	0.28**	423,174	2.26	0.34**	Student Support Services; IE/P: Student Services
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	546	2.75	133,105	2.65		424,170	2.58		Student Support Services; IE/P: Student Services
9g. Using computers in academic work	ENVCOMP	545	3.53	133,505	3.28	0.29**	425,829	3.24	0.33**	Physical and Technical Resources
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?										
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours										
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	543	1.78	133,455	2.03	-0.22**	425,689	2	-0.20**	n/a
10b. Working for pay	PAYWORK	541	2.4	133,034	2.75		424,315	2.87	-0.24**	n/a
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	538	0.51	133,256	0.38		424,696	0.33	0.24**	n/a
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	538	2.3	132,963	1.78	0.25**	423,847	1.64	0.34**	n/a
10e. Commuting to and from classes	COMMUTE	541	1.51	133,261	1.35		424,635	1.34		n/a
Item 11: Mark the number that best represents the quality of your relationships with people at this college.										
1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging										
11a. Other students	ENVSTU	544	5.63	133,630	5.56		425,931	5.43		n/a
11b. Instructors	ENVFAC	543	5.92	133,627	5.78		425,991	5.71		n/a
11c. Administrative personnel and offices	ENVADM	544	5.05	133,534	5.3		425,443	5.08		n/a
Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?										
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much										
12a. Acquiring a broad general education	GNGENLED	541	3.06	133,287	3.01		424,679	3.01		Teaching and Learning; IE/P: Education Programs
12b. Acquiring job or work-related knowledge and skills	GNWORK	543	2.91	133,122	2.75		424,065	2.6	0.29**	Student Support Services
12c. Writing clearly and effectively	GNWRITE	539	2.93	133,142	2.82		424,305	2.81		Teaching and Learning; IE/P: Education Programs
12d. Speaking clearly and effectively	GNSPEAK	541	2.92	133,085	2.76		424,071	2.74		Teaching and Learning; IE/P: Education Programs

2016 CCSSE Results		Your College		Small Colleges			2016 Cohort			Accreditation Concept[15]
12e. Thinking critically and analytically	GNANALY	541	3.06	133,001	3.02		423,894	2.99		Teaching and Learning; IE/P: Education Programs
12f. Solving numerical problems	GNSOLVE	539	2.79	132,970	2.73		423,716	2.71		Teaching and Learning; IE/P: Education Programs
12g. Using computing and information technology	GNCMPTS	541	3.18	132,992	2.89	0.29**	423,702	2.82	0.36**	Teaching and Learning; IE/P: Education Programs
12h. Working effectively with others	GNOTHERS	542	3.07	133,038	2.89		423,882	2.83	0.26**	Teaching and Learning; IE/P: Education Programs
12i. Learning effectively on your own	GNINQ	541	3.09	133,037	3.03		423,923	3		Teaching and Learning; IE/P: Education Programs
12j. Understanding yourself	GNSELF	542	2.96	132,934	2.74	0.22**	423,536	2.7	0.25**	Teaching and Learning; IE/P: Education Programs
12k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	542	2.87	132,716	2.49	0.36**	422,937	2.52	0.34**	Teaching and Learning; IE/P: Education Programs
12l. Developing a personal code of values and ethics	GNETHICS	541	2.74	132,820	2.55		423,117	2.51	0.22**	Teaching and Learning; IE/P: Education Programs
12m. Contributing to the welfare of your community	GNCOMMUN	543	2.46	132,622	2.18	0.28**	422,381	2.11	0.34**	Teaching and Learning; Student Support Services; IE/P: Education Programs; IE/P: Student Services
12n. Developing clearer career goals	CARGOAL	543	3	133,007	2.85		423,659	2.77	0.23**	Student Support Services; IE/P: Student Services
12o. Gaining information about career opportunities	GAINCAR	543	2.9	133,211	2.74		424,368	2.64	0.25**	Student Support Services; IE/P: Student Services
Item 13.1: How often do you use the following services at this college?										
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)										
13.1a. Academic advising/planning [SUPPORT]	USEACAD	488	1.82	124,194	1.9		394,829	1.84		Student Support Services
13.1b. Career counseling [SUPPORT]	USECACOU	457	1.49	106,485	1.47		338,962	1.46		Student Support Services; IE/P: Student Services
13.1c. Job placement assistance	USEJOBPL	333	1.35	83,282	1.32		257,841	1.26		Student Support Services; IE/P: Student Services
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	415	1.45	102,767	1.54		326,677	1.53		Student Support Services; IE/P: Student Services
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	451	1.94	106,515	1.81		335,194	1.75	0.24**	Student Support Services; IE/P: Student Services
13.1f. Child care	USECHLD	276	1.35	58,716	1.22	0.23**	185,686	1.18	0.35**	Student Support Services; IE/P: Student Services
13.1g. Financial aid advising	USEFAADV	478	2.04	112,988	1.92		347,143	1.85	0.25**	Student Support Services; IE/P: Student Services
13.1h. Computer lab [STUEFF]	USECOMLB	498	2.3	117,112	2.1	0.25**	367,310	2.04	0.32**	Student Support Services; IE/P: Student Services

2016 CCSSE Results		Your College		Small Colleges			2016 Cohort			Accreditation Concept[15]
13.1i. Student organizations	USESTORG	416	1.57	91,228	1.46		280,829	1.4	0.25**	Student Support Services; IE/P: Student Services
13.1j. Transfer credit assistance	USETRCRD	366	1.42	87,270	1.57	-0.22**	283,465	1.54		Student Support Services; IE/P: Student Services
13.1k. Services to students with disabilities	USEDISAB	307	1.44	60,321	1.37		191,750	1.34		Student Support Services; IE/P: Student Services
Item 13.2: How satisfied are you with the following services at this college?										
1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included in means calculations)										
13.2a. Academic advising/planning	SATACAD	443	2.26	113,353	2.36		354,247	2.29		Student Support Services; IE/P: Student Services
13.2b. Career counseling	SATCACOU	368	2.04	78,804	2.15		242,282	2.11		Physical and Technical Resources; Student Support Services; IE/P: Student Services
13.2c. Job placement assistance	SATJOBPL	278	1.83	56,300	1.95		159,062	1.88		Physical and Technical Resources; Student Support Services; IE/P: Student Services
13.2d. Peer or other tutoring	SATTUTOR	328	2.03	74,269	2.25	-0.32**	230,410	2.24	-0.30**	Physical and Technical Resources; Student Support Services; IE/P: Student Services
13.2e. Skill labs (writing, math, etc.)	SATLAB	394	2.29	82,976	2.33		250,951	2.31		Physical and Technical Resources; Student Support Services; IE/P: Student Services
13.2f. Child care	SATCHLD	204	1.83	32,009	1.85		90,772	1.82		Physical and Technical Resources; Student Support Services; IE/P: Student Services
13.2g. Financial aid advising	SATFAADV	430	2.31	98,948	2.33		291,536	2.26		Physical and Technical Resources; Student Support Services; IE/P: Student Services
13.2h. Computer lab	SATCOMLB	455	2.56	104,233	2.51		318,116	2.49		Physical and Technical Resources; Student Support Services; IE/P: Student Services
13.2i. Student organizations	SATSTORG	335	2.02	64,025	2.1		184,241	2.06		Student Support Services; IE/P: Student Services
13.2j. Transfer credit assistance	SATTRCRD	289	1.95	66,496	2.15	-0.28**	208,078	2.11	-0.23**	Student Support Services; IE/P: Student Services
13.2k. Services to students with disabilities	SATDISAB	240	2.14	38,353	2.13		111,902	2.1		Student Support Services; IE/P: Student Services
Item 13.3: How important are the following services to you at this college?										
1 = Not at all, 2 = Somewhat, 3 = Very										
13.3a. Academic advising/planning	IMPACAD	513	2.62	127,645	2.59		405,476	2.59		Student Support Services; IE/P: Student Services

2016 CCSSE Results		Your College		Small Colleges			2016 Cohort			Accreditation Concept[15]
13.3b. Career counseling	IMPCACOU	507	2.47	126,190	2.32	0.20**	400,717	2.34		Student Support Services; IE/P: Student Services
13.3c. Job placement assistance	IMPJOBPL	504	2.22	124,943	2.14		396,336	2.1		Student Support Services; IE/P: Student Services
13.3d. Peer or other tutoring	IMPTUTOR	502	2.23	125,099	2.2		396,592	2.2		Student Support Services; IE/P: Student Services
13.3e. Skill labs (writing, math, etc.)	IMPLAB	506	2.41	124,472	2.27		394,757	2.26		Student Support Services; IE/P: Student Services
13.3f. Child care	IMPCHLD	504	2.09	124,038	1.79	0.35**	393,302	1.77	0.37**	Student Support Services; IE/P: Student Services
13.3g. Financial aid advising	IMPFAADV	508	2.63	125,158	2.52		396,624	2.48	0.20**	Student Support Services; IE/P: Student Services
13.3h. Computer lab	IMPCOMLB	508	2.66	125,180	2.46	0.28**	397,002	2.43	0.32**	Student Support Services; IE/P: Student Services
13.3i. Student organizations	IMPSTORG	502	2.17	123,768	1.94	0.29**	391,881	1.92	0.31**	Student Support Services; IE/P: Student Services
13.3j. Transfer credit assistance	IMPTRCRD	501	2.34	124,789	2.24		395,868	2.27		Student Support Services; IE/P: Student Services
13.3k. Services to students with disabilities	IMPDISAB	505	2.46	124,603	2.12	0.38**	394,967	2.09	0.40**	Student Support Services; IE/P: Student Services
Item 14: How likely is it that the following issues would cause you to withdraw from class or from this college?										
1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely										
14a. Working full-time	WRKFULL	545	2.42	133,196	2.19	0.20**	424,125	2.24		Student Support Services; IE/P: Student Services
14b. Caring for dependents	CAREDEP	542	2.29	132,893	1.94	0.33**	422,931	1.94	0.33**	Student Support Services; IE/P: Student Services
14c. Academically unprepared	ACADUNP	539	1.77	132,439	1.68		421,571	1.73		Student Support Services; IE/P: Student Services
14d. Lack of finances	LACKFIN	538	2.71	132,725	2.45	0.22**	422,519	2.46	0.21**	Student Support Services; IE/P: Student Services
14e. Transfer to a 4-year college or university	TRANSFER	544	2.46	132,885	2.26		423,089	2.45		Student Support Services; IE/P: Student Services
Item 15										
1 = Not very, 2 = Somewhat, 3 = Quite a bit, 4 = Extremely										
15. How supportive are your friends of your attending this college?	FRNDSUPP	545	3.35	133,309	3.28		424,541	3.24		n/a
Item 16										
1 = Not very, 2 = Somewhat, 3 = Quite a bit, 4 = Extremely										
16. How supportive is your immediate family of your attending this college?	FAMSUPP	534	3.57	132,853	3.55		422,994	3.51		n/a
Item 23										

2016 CCSSE Results		Your College		Small Colleges		2016 Cohort			Accreditation Concept[15]
0 = None, 1 = 1-14 credits, 2 = 15-29 credits, 3 = 30-44 credits, 4 = 45-60 credits, 5 = Over 60 credits									
23. How many total credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	541	1.94	132,796	2.17		421,902	2.14	n/a
Item 25									
1 = None, 2 = 1 class, 3 = 2 classes, 4 = 3 classes, 5 = 4 classes or more credits									
25. How many classes are you presently taking at other institutions?	OTHINST	546	1.52	133,798	1.41		425,436	1.41	n/a
Item 27									
1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent									
27. How would you evaluate your entire educational experience at this college?	ENTIREXP	546	3.24	133,782	3.17		425,434	3.14	n/a

Item	Variable	Responses	Your College		Small Colleges		Part-Timeness Participants	
			Count	Percent	Count	Percent	Count	Percent
1. Including this academic term but excluding summers, how many academic terms have you been enrolled at this college?	COLLQ5265	1	98	18.7	9,245	18.9	23,542	17.4
		2	144	27.4	14,926	30.5	38,602	28.6
		3	99	18.9	6,733	13.7	19,289	14.3
		4 or more	184	35	18,083	36.9	53,686	39.7
		Total	526	100	48,987	100	135,118	100
2. Of the academic terms you have been enrolled at this college but excluding summers, how many academic terms have you been enrolled full time?	COLLQ5266	0	176	33.5	14,113	28.7	42,596	31.5
		1	113	21.4	10,458	21.3	28,218	20.9
		2	87	16.5	10,959	22.3	28,521	21.1
		3	71	13.4	6,197	12.6	17,146	12.7
		4 or more	80	15.1	7,365	15	18,854	13.9
		Total	526	100	49,092	100	135,336	100
3. What is your number one goal for attending this college? (Mark only one)	COLLQ5267	To earn a certificate	96	18.3	5,356	10.9	11,704	8.7
		To earn an associate degree	305	57.8	25,583	52.2	61,837	45.8
		To transfer to a four-year institution	99	18.7	14,574	29.7	52,243	38.7
		To update job skills (not degree or transfer-seeking)	16	3	1,515	3.1	3,993	3
		None of the above	12	2.2	1,982	4	5,278	3.9
		Total	528	100	49,010	100	135,055	100

Item	Variable	Responses	Your College		Small Colleges		Part-Timeness Participants	
			Count	Percent	Count	Percent	Count	Percent
4. From the time you started here, how long do you anticipate it will take you to complete your certificate or degree at this college?	COLLQ5268	Less than a year	39	7.4	4,629	9.4	12,209	9
		1-2 years	209	39.7	24,775	50.5	62,164	46
		3-4 years	215	40.9	13,868	28.3	41,808	30.9
		5 or more years	44	8.4	2,338	4.8	7,822	5.8
		I am not seeking a certificate or degree	19	3.6	3,440	7	11,176	8.3
		Total	526	100	49,050	100	135,179	100
5. Do you know if your instructors this academic term teach full time or part time at this college?	COLLQ5269	I know this about all of my instructors	97	18.8	16,073	33.2	37,172	27.8
		I know this about some of my instructors	189	36.7	16,733	34.5	47,598	35.6
		I do not know this about any of my instructors	229	44.5	15,677	32.3	48,768	36.5
		Total	515	100	48,484	100	133,538	100

Appendix G

CCSSE Areas of Significant Differences

CCSSE Areas of Significant Differences by Accreditation Concept

The following table contains a list of CCSSE items grouped into one or more of five major areas that directly relates to at least one standard required by ACCJC.[16] Only the items wherein a significant difference between GCC and the Comparison Group are listed in the table below.

Physical and Technical Resources
Areas of Significant Difference
GCC students (n=545) report that GCC emphasizes using computers in academic work more than other small college students (n=133,505) (0.29, effect size).

Teaching and Learning
Areas of Significant Difference

GCC students (n=548) have made a class presentation more often than small college students (n=1135,244) (0.33, effect size).

GCC students (n=548) came to class without completing readings or assignments more often than small college students (n=134,566) (0.26, effect size).

GCC students (n=548) worked with other students on projects during class more often than small college students (n=134,378) (0.31, effect size).

GCC students (n=545) participated in a community-based project as part of a regular course more often than other small college students (n=134,457) (0.47, effect size).

GCC students (n=546) talked about career plans with an instructor or advisor less often than other small college students (n=134,480) (-0.26, effect size).

GCC students (n=545) worked with instructors on activities other than coursework more often than other small college students (n=133,587) (0.21, effect size).

GCC students (n=548) had serious conversations with students of a different race or ethnicity other than your own more often than other small college students (n=134,784) (0.22, effect size).

During the school year, GCC students (n=545) read books on their own (not assigned) for personal enjoyment or academic enrichment more than other small college students (n=133,772) (0.24, effect size).

GCC students (n=544) report that GCC emphasizes encouraging contact among students from different economic, social, and racial or ethnic backgrounds more than other small college students (n=133,090) (0.32, effect size).

GCC students (n=545) report that GCC emphasizes helping you cope with your non-academic responsibilities (work, family, etc.) more than other small college students (n=133,184) (0.21, effect size).

GCC students (n=541) report that their experience at GCC contributed to their knowledge, skills, and personal development in using computing and information technology more than other small college students (n=132,992) (0.29, effect size).

GCC students (n=542) report that their experience at GCC contributed to their knowledge, skills, and personal development in understanding yourself more than other small college students (n=132,934) (0.22, effect size).

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[16] Accreditation Guide: Using CCSSE & SENSE Data to Support Accreditation. Center for Community College Student Engagement, The University of Austin at Texas (2016).

GCC students (n=541) report that their experience at GCC contributed to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds more than other small college students (n=132,716) (0.36, effect size).

GCC students (n=543) report that their experience at GCC contributed to their knowledge, skills, and personal development in contributing to the welfare of your community more than other small college students (n=132,622) (0.28, effect size).

Student Support Services
Areas of Significant Difference

GCC students (n=543) report that GCC emphasizes providing the support you need to thrive socially more than other small college students (n=132,745) (0.28, effect size).

GCC students (n=543) report that their experience at GCC contributed to their knowledge, skills, and personal development in contributing to the welfare of your community more than other small college students (n=132,622) (0.28, effect size).

GCC students (n=276) report using child care services more often than other small college students (n=58,716) (0.23, effect size).

GCC students (n=504) place greater importance on child care services than other small college students (n=124,038) (0.35, effect size).

GCC students (n=498) report using computer lab services more often than other small college students (n=117,112) (0.25, effect size).

GCC students (n=508) place greater importance on computer lab services than other small college students (n=125,180) (0.28, effect size).

GCC students (n=366) report using transfer credit assistance services less often than other small college students (n=87,270) (-0.22, effect size).

GCC students (n=289) report they are less satisfied with transfer credit assistance services than other small college students (n=66,496) (-0.28, effect size).

GCC students (n=328) report they are less satisfied with peer or other tutoring services than other small college students (n=74,269) (-0.32, effect size).

GCC students (n=507) place greater importance on career counseling services than other small college students (n=126,190) (-0.20, effect size).

GCC students (n=502) place greater importance on student organization services than other small college students (n=123,768) (0.29, effect size).

GCC students (n=505) place greater importance on services to students with disabilities than other small college students (n=124,603) (0.38, effect size).

GCC students (n=545) report that working full-time is likely to cause them to withdraw from class or from this college more than other small college students (n=133,196) (0.20, effect size).

GCC students (n=542) report that caring for dependents is likely to cause them to withdraw from class or from this college more than other small college students (n=132,893) (0.33, effect size).

GCC students (n=538) report that lack of finances is likely to cause them to withdraw from class or from this college more than other small college students (n=132,725) (0.22, effect size).

Institutional Effectiveness & Planning: Education Programs

Areas of Significant Difference

GCC students (n=548) have made a class presentation more often than small college students (n=1135,244) (0.33, effect size).

GCC students (n=548) came to class without completing readings or assignments more often than small college students (n=134,566) (0.26, effect size).

GCC students (n=548) worked with other students on projects during class more often than small college students (n=134,378) (0.31, effect size).

GCC students (n=545) participated in a community-based project as part of a regular course more often than other small college students (n=134,457) (0.47, effect size).

GCC students (n=546) talked about career plans with an instructor or advisor less often than other small college students (n=134,480) (-0.26, effect size).

GCC students (n=545) worked with instructors on activities other than coursework more often than other small college students (n=133,587) (0.21, effect size).

GCC students (n=548) had serious conversations with students of a different race or ethnicity other than your own more often than other small college students (n=134,784) (0.22, effect size).

GCC students (n=542) report that their experience at GCC contributed to their knowledge, skills, and personal development in understanding yourself more than other small college students (n=132,934) (0.22, effect size).

GCC students (n=541) report that their experience at GCC contributed to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds more than other small college students (n=132,716) (0.36, effect size).

GCC students (n=543) report that their experience at GCC contributed to their knowledge, skills, and personal development in contributing to the welfare of your community more than other small college students (n=132,622) (0.28, effect size).

Institutional Effectiveness & Planning: Student Services

Areas of Significant Difference

GCC students (n=543) report that their experience at GCC contributed to their knowledge, skills, and personal development in contributing to the welfare of your community more than other small college students (n=132,622) (0.28, effect size).

Appendix H

CCSSE 2016 Key Findings

Community College Survey
of Student Engagement

Guam Community College

2016 Key Findings

Table of Contents

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2016 Community College Survey of Student Engagement (*CCSSE*). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the *CCSSE* cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five *CCSSE* special-focus items. Select faculty survey data are also highlighted.

Community College Student Part-Timeness

In each annual administration, the Center for Community College Student Engagement has included special-focus items on *CCSSE* to allow participating colleges and national researchers to delve more deeply into student experiences and areas of institutional performance of greatest interest to the field. Five items designed to elicit information about community college students and part-timeness were added to the 2016 *CCSSE* administration. The results of these findings are on pages 6-7 of this report.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's *CCSSE* benchmark scores by student enrollment status.

Figure 1

	Less than full-time students	Full-time students
Active and Collaborative Learning	52.0	65.2
Student Effort	47.6	59.4
Academic Challenge	45.4	53.6
Student-Faculty Interaction	48.0	54.4
Support for Learners	53.4	60.3
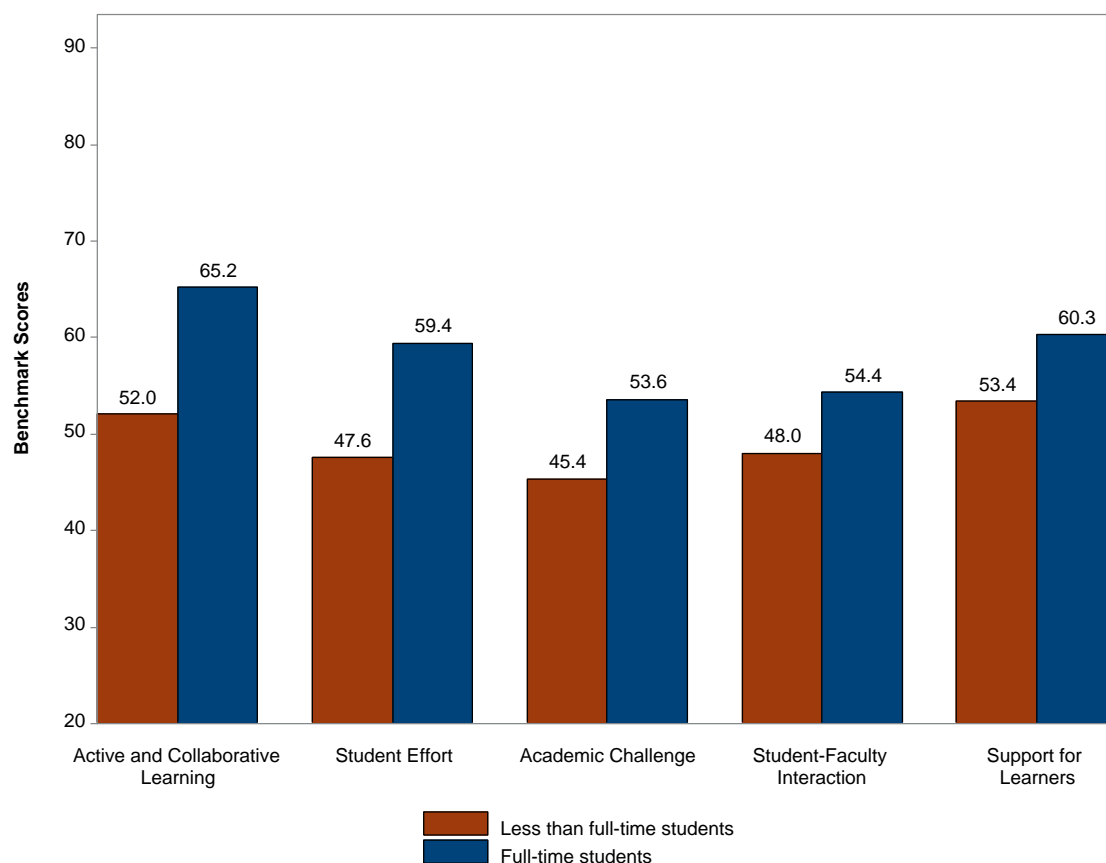
Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy "Responsible Uses of *CCSSE* and *SENSE* Data," available at **www.cccse.org**.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2016 *CCSSE* Cohort (2014-2016) throughout all reports.

CCSSE Benchmarks

★ **Active and Collaborative Learning**
Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

★ **Student Effort**
Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ **Academic Challenge**
Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ **Student-Faculty Interaction**
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ **Support for Learners**
Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit **www.cccse.org**.

Figure 2

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Guam Community College	57.3	52.4	48.7	50.6	56.2
2016 *CCSSE* Cohort	50.0	50.0	50.0	50.0	50.0
2016 Top-Performing Colleges*	59.6	57.9	56.9	59.0	59.8

■ Guam Community College   □ 2016 *CCSSE* Cohort   ■ 2016 Top-Performing Colleges*
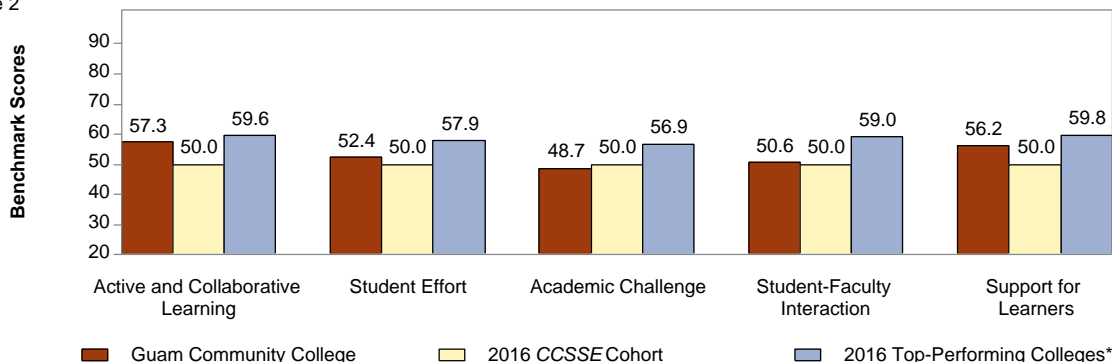
*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit **www.cccse.org**.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2016 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2016 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at **www.cccse.org**.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2016 *CCSSE* Cohort. For instance, 45.1% of Guam Community College students, compared with 32.9% of other students in the cohort, responded *often* or *very often* on item 4b. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 3

		Guam Community College	2016 *CCSSE* Cohort
4b	Often or Very often	45.1%	32.9%
4i	Often or Very often	16.3%	8.0%
4q	Often or Very often	20.9%	11.7%
9d	Quite a bit or Very much	41.3%	30.1%
9e	Quite a bit or Very much	52.8%	37.5%

Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework
Support For Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Support For Learners	9e	Providing the support you need to thrive socially

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2016 *CCSSE* Cohort. For instance, 22.8% of Guam Community College students, compared with 34.1% of other students in the cohort, responded *never* on item 4e. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

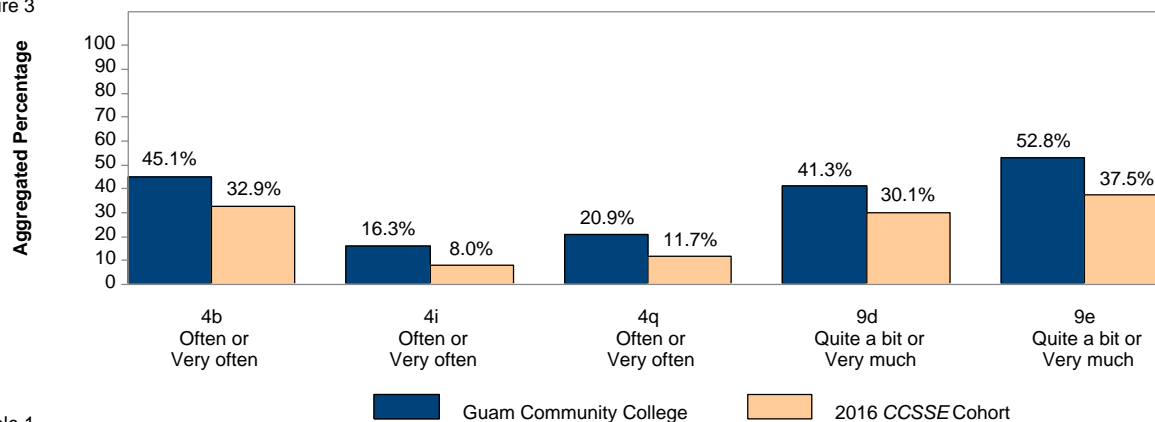|	4e Never	4m Often or Very often	4o Often or Very often	10a 11 or more hours	13d1 Sometimes or Often
Guam Community College	22.8%	26.2%	53.4%	19.3%	26.2%
2016 *CCSSE* Cohort	34.1%	31.5%	60.8%	28.7%	31.5%
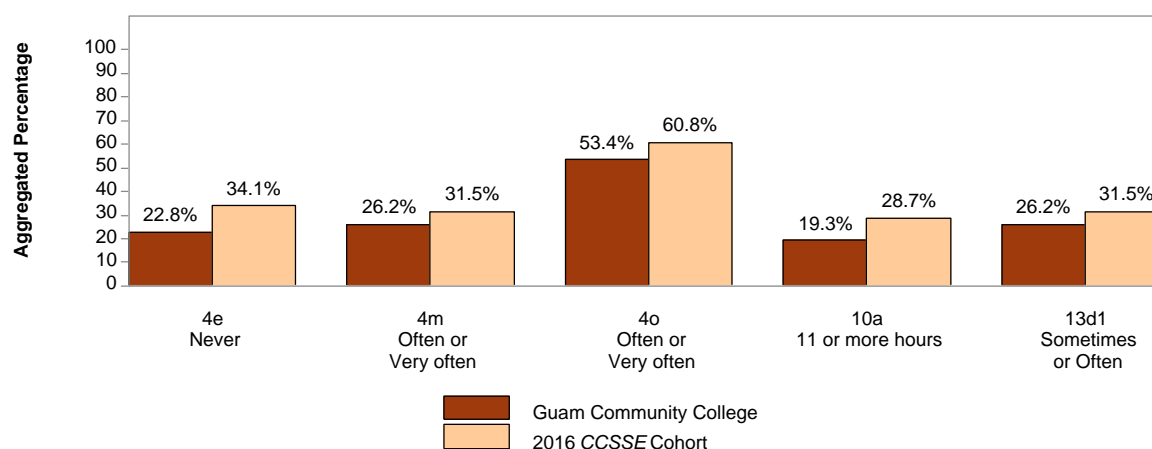
Table 2

Benchmark	Item Number	Item
Student Effort	4e	Came to class without completing readings or assignments
Student-Faculty Interaction	4m	Talked about career plans with an instructor or advisor
Student-Faculty Interaction	4o	Received prompt feedback (written or oral) from instructors on your performance
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Student Effort	13d1	Frequency: Peer or other tutoring

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item 4e, responses have been reversed. The frequency displayed is the percentage of students who report *never* coming to class without completing readings or assignments.

For Item 10a, *11 - 20, 21 - 30*, and *more than 30* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

2016 *CCSSE* Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2016 special-focus items elicit new information about students' experiences associated with enrollment status such as persistence, goals, expectations for time to completion, and knowledge about whether or not instructors teach full time at their college. Frequency results from the first five special focus module items for your college and the 2016 *CCSSE* Part-Timeness item-set respondents are displayed across pages 6 and 7.

Figure 5: Including this term, but excluding summers, how many academic terms have you been enrolled at this college?

Guam Community College (N=526)
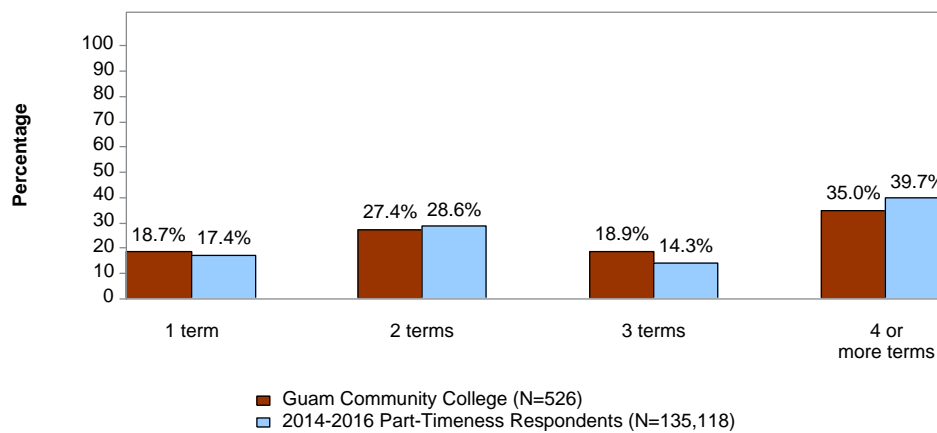2014-2016 Part-Timeness Respondents (N=135,118)

Figure 6: Of the academic terms you have been enrolled at this college but excluding summers, how many academic terms have you been enrolled full time?
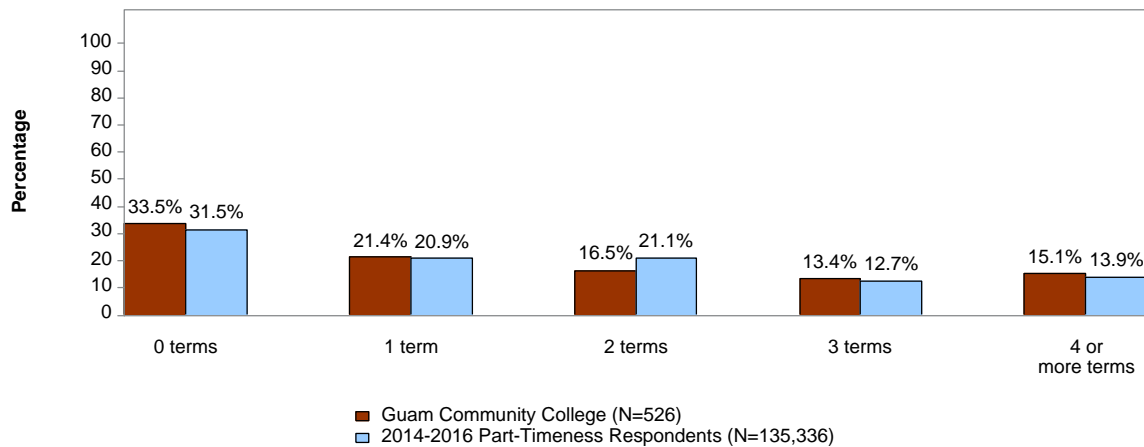

Guam Community College (N=526)
2014-2016 Part-Timeness Respondents (N=135,336)

Figure 7: What is your number one goal for attending this college?

	To earn a certificate	To earn an associate degree	To transfer to a four-year institution	To update job skills (not degree or transfer-seeking)	None of the above
Guam Community College (N=528)	18.3%	57.8%	18.7%	3.0%	2.2%
2014-2016 Part-Timeness Respondents (N=135,055)	8.7%	45.8%	38.7%	3.0%	3.9%

■ Guam Community College (N=528)
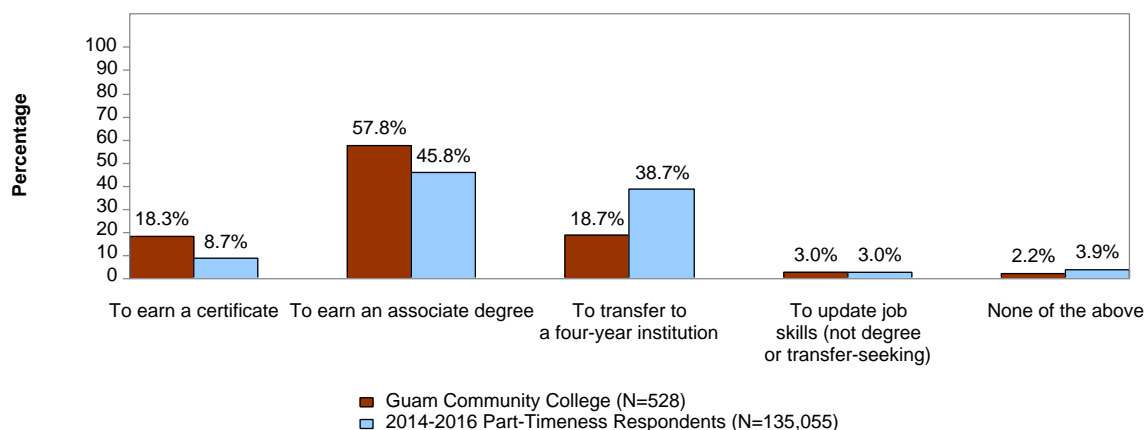☐ 2014-2016 Part-Timeness Respondents (N=135,055)

Figure 8: From the time you started here, how long do you anticipate it will take you to complete your certificate or degree at this college?
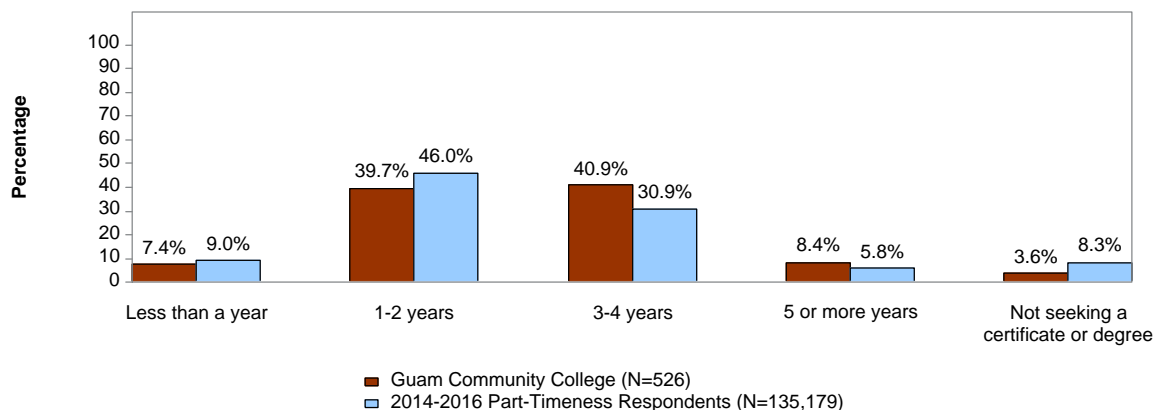

	Less than a year	1-2 years	3-4 years	5 or more years	Not seeking a certificate or degree
Guam Community College (N=526)	7.4%	39.7%	40.9%	8.4%	3.6%
2014-2016 Part-Timeness Respondents (N=135,179)	9.0%	46.0%	30.9%	5.8%	8.3%

■ Guam Community College (N=526)
☐ 2014-2016 Part-Timeness Respondents (N=135,179)

Figure 9: Do you know if your instructors this academic term teach full time or part time at this college?

	I know this about all of my instructors	I know this about some of my instructors	I do not know this about any of my instructors
Guam Community College (N=515)	18.8%	36.7%	44.5%
2014-2016 Part-Timeness Respondents (N=133,538)	27.8%	35.6%	36.5%

■ Guam Community College (N=515)
☐ 2014-2016 Part-Timeness Respondents (N=133,538)
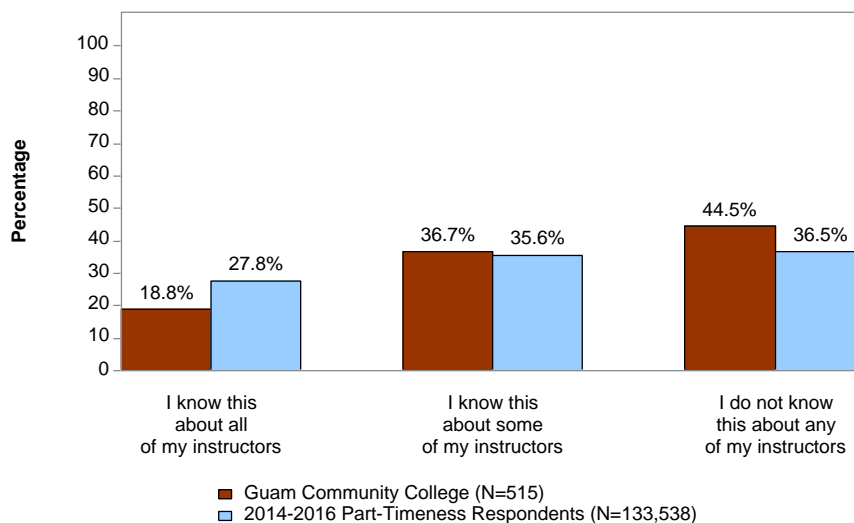
CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. *CCFSSE* data suggest that at most colleges, part-time faculty outnumber full-time faculty, and are also less likely to refer students to academic support services. Below you will find frequency results for part- and full-time faculty at your college describing how frequently they refer students to advising and planning services, peer tutoring, and skill labs.

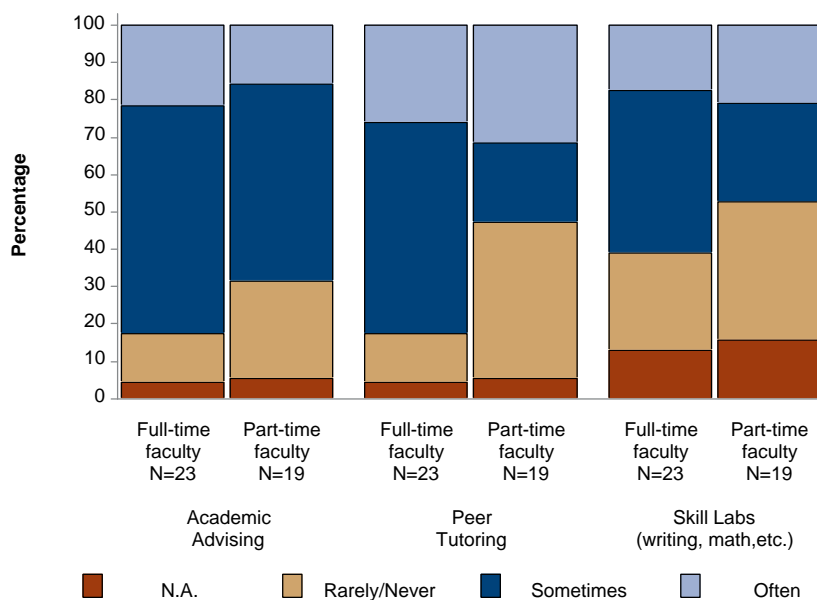Figure 10: How often do you refer students to the following services?

Table 3

Response	Academic Advising/ Planning		Peer or Other Tutoring		Skill Labs (writing, math, etc.)	
	Full-Time Faculty	Part-Time Faculty	Full-Time Faculty	Part-Time Faculty	Full-Time Faculty	Part-Time Faculty
N.A.	4.3%	5.3%	4.3%	5.3%	13.0%	15.8%
Rarely/Never	13.0%	26.3%	13.0%	42.1%	26.1%	36.8%
Sometimes	60.9%	52.6%	56.5%	21.1%	43.5%	26.3%
Often	21.7%	15.8%	26.1%	31.6%	17.4%	21.1%

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Created by the Community College Act of 1977, Guam Community College offers associate degrees, certificates, and industry certification in more than 50 fields of study. GCC also offers a U.S. Department of Labor approved apprenticeship program in conjunction with over 100 island employers, in addition to Adult Basic Education, and Adult High School diploma program, high school equivalency testing and preparation, and English as a Second Language courses.

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ACCREDITATION
Accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

DEGREES OFFERED
Associate of Science
Associate of Arts
Certificate
Diploma