

16th Annual Institutional Assessment Report (AIAR)

Office of Assessment, Institutional Effectiveness and Research

Mission

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Misi6n (Chamorro translation)

Guiya i Kulehon Kumunidat Guahan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikat na kinahulo' i manfafa'che'cho' ya u na' guaguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananagui yan i fina'na'guen cho'cho' para Maikronesiha.

Sixteenth Annual Institutional Assessment Report (AIAR)
AY2016-2017
Committee on College Assessment
Guam Community College

Part 1. Overview

Since academic year 2000-2001, GCC has been publishing annual institutional assessment reports (AIARs) highlighting the College's assessment activities each academic year. The 2016-2017 annual institutional assessment report is the sixteenth of such reports. These annual reviews assure integrity in all representations of the assessment processes already in place and the results of the College's time and energy invested in assessment-related activities. GCC is committed to student success at all levels as demonstrated in the ongoing and continuous assessment conversations throughout campus.

GCC has done this by incorporating SLOs across all courses and programs since 2008. This report examines the progress made on the assessment of these SLOs. GCC's assessment initiative has evolved over time and through the regular evaluation of the systematic assessment processes in place and the outcomes of assessment, the initiative continues to grow, evolve, and mature.

The online Acalog curriculum approval system and the TracDat assessment management system serve as key tools to support this key institutional initiative. A detailed discussion is found under the Curriculum Revision Activities section of this report.

The assessment evidence that guides improvements at the course, program, and institutional levels continues to grow more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The assessment results are meaningfully used as a guide in identifying areas where improvement efforts should be focused; and, the results provide a roadmap of opportunities for effective practices that have the greatest impact on student learning and success. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College.

For academic year 2016-2017, the College's Assessment, Institutional Effectiveness, and Research (AIER) Office published various assessment reports, such as the *Student Ratings of Instruction Survey Report*, the *Fact Book (Volume 11)*, the *2016-2017 GCC Fact Book Analysis and Trends*, the *Graduate Employment Report for the Class of 2015 & 2016*, the *Summary of Results for the Spring 2017 College Assembly*, and the *CCSSE Community College Survey of Student Engagement Survey Report (Spring 2016)*.

The Committee on College Assessment (CCA) has organized college assessment units into four (4) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs¹). Additionally, the two-year assessment cycle schedule (Appendix B) published annually serves as a guide for each group and details the semester activities and requirements as each group plans and implements improvements based on the data and

¹ Group D includes all federally funded programs, general education, developmental courses, secondary programs, and related technical requirements/electives.

recommendations resulting from the assessment of each learning outcome. Assessment is a shared responsibility at GCC, which is integrated into each and every aspect and level of the institution.

The success and high level of efficiency of GCC's institutional assessment processes could not be accomplished without the hard work and commitment of the College's administrators, faculty, staff, students, and the governing board. The level of effort and dedication exhibited by the CCA members, TracDat users, and assessment authors continues to represent the college community's overall commitment to quality, as demonstrated through the regular and systematic cycle of assessment.

This 16th AIAR provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY 2016-2017. Also included is an update of annual assessment commitment rates² and Student Learning Outcomes (SLOs) assessment. Additionally, the 16th AIAR highlights college-wide assessment activities through several program review components for AY 2016-2017. These components include program enrollment, program completions, workforce advisory committee meetings, and curriculum revision activities. The information provided in this report is intended for implementation and planning purposes at various levels.

Part II. Assessing Assessment Activities

This section of the report includes information on the various assessment activities completed during the AY 2016-2017, including data on assessment commitment rates and key program review elements, such as student learning outcomes (SLOs) commitment rates, goal-linking, program enrollment, program completion, meeting statistics, and curriculum review.

Assessment Structure

As in the previous AIER reports, the College continues to assess its fifteen-year old assessment initiative in particular, its implementation, training needs and the understanding of assessment amongst the assessment authors and TracDat users.

The AIER Office created and uploaded a Step-by-Step Guide for TracDat Navigation and Input for each of the four groups of assessment units onto the College's website and TracDat training by department was provided in the fall and spring semesters, including one-on-one intensive assessment sessions by AIER and CCA members with assessment authors.

Additionally, the AIER office formally published the 2016-2020 Assessment Handbook (Appendix G) as a reference for the campus community to easily access the history, best practices, and expectations of assessment at GCC. The handbook is available online and in printed format.

Assessment Commitment

The table on the next page presents trend data on assessment commitment rates across campus for the past fifteen (15) years:

² Beginning with this report, "commitment rate" will replace the phrase "compliance rate" which was used in previous reports. The college has reached a level of assessment maturity after more than a decade of assessment practice, hence this change in terminology.

Table 1. Assessment Commitment Rate at the Divisional Level
Updated Rates of Divisional Commitment to Assessment Requirements

AY	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ <u>Units on Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%	Programs/ Units on <u>Track</u> Total # of Programs/ Units	%
	Academic Affairs Division		Finance³ & Administration Division		Admin. Services		President/ CEO⁴		Board of Trustees & Foundation Board⁵	
AY02-03	43/61	70%	0/6	0%	4/4	100%				
AY03-04	35/57	61%	0/5	0%	2/4	50%				
AY04-05	37/65	57%	4/5	80%	3/4	75%	2/2	100%	2/2	100%
AY05-06	45/55	82%	5/5	100%	4/4	100%				
AY06-07	31/56	55%	3/5	60%	3/4	75%	2/2	100%	2/2	100%
AY07-08	33/48	69%	4/4	100%	2/4	50%				
AY08-09	40/46	87%	4/4	100%	4/4	100%	3/3	100%	2/2	100%
AY09-10	30/45	67%	2/4	50%	3/4	75%				
AY10-11	24/38 ⁶	63%	6/6	100%			5/5	100%	2/2	100%
AY11-12	50/58	86%	6/6	100%			5/5	100%		
AY12-13	55/63	87%	5/5	100%			4/4	100%	2/2	100%
AY13-14	61/64	95%	7/7	100%			5/5	100%	2/2	100%
AY 14-15	65/65	100%	7/7	100%			5/5	100%	2/2	100%
AY 15-16	49/66	74%	6/7	86%			7/7	100%	2/2	100%
AY 16-17	33/66	50%	7/7	100%			7/7	100%	2/2	100%

As reflected in the table above, commitment rates fluctuated through the years for various reasons. The Academic Affairs Division, with the largest number of academic programs under its wing, has an assessment commitment rate of 50% in AY 2016-2017 due to a shift toward curriculum approval first prior to assessment review. The assessment commitment rates in Table 1 above reflect a combined rating of the fall 2016 and spring 2017 assessment and curriculum commitment statistics in line with the established deadlines for the fall and spring deliverables as guided by the 2-year Assessment Cycle Schedule and the Annual Curriculum Review Cycle Schedule published by the Office of Assessment, Institutional Effectiveness & Research. With the integration of assessment and curriculum schedules and deliverables,

³ Business & Finance Division changed to Finance & Administration Division. The Administrative Services Division was removed from the organizational chart. Changes were effective fall 2010.

⁴ TracDat data entry for the President/CEO began in AY04-05. The President is assessed every other year. TracDat data entry follows the two-year assessment schedule. Effective fall 2010, the President/CEO units include Communications & Promotions, Planning & Development, Development & Alumni Relations, and Facilities.

⁵ TracDat data entry began in AY04-05. Units are assessed every other year.

⁶ Data Collection Status due date was changed by CCA from March 14, 2011 to October 10, 2011. Group A is not included in the commitment count (there are 20 programs under Group A).

departments have been working on refining the mechanisms for recording and monitoring inventories of course and program guides through the use of the institution's TracDat assessment management system and the Acalog catalog and curriculum management system. The Finance and Administration Division, the President/CEO's Office, and the Boards continue to maintain a 100% commitment rate with assessment requirements. The progress the College has made in incorporating SLOs into all courses and programs offered and the commitment to assess these courses and programs are presented in the next section.

Student Learning Outcomes (SLOs)

GCC continues to make significant progress in assessing student learning outcomes since the 2002 standards of accreditation added this requirement to the institutional processes of evaluation. The College's two-year cycle for the assessment of student learning outcomes at the course, program, certificate, and degree levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. Student learning outcomes and assessment are continuous, and used for quality improvement purposes. Evaluation and fine-tuning of organizational structures to support student learning is ongoing. Student learning improvement is a visible priority in all practices and structures across the college. Learning outcomes are specifically linked to program reviews.

GCC has worked diligently to institutionalize the assessment of student learning outcomes and complete the implementation of student learning outcomes for all of its courses and programs in all the College's instructional programs. As reflected in Table 2 below, the College continues to maintain its one hundred percent (100%) course-level SLO completion rate in its postsecondary courses. This systematic cycle of review of the curriculum will ensure that the results of assessment are based on relevant and current curriculum. The additional element of curriculum review has been incorporated into the annual reporting of student learning outcomes assessment to accurately reflect the full extent of the ongoing improvement efforts taking place at the College.

Table 2. Student Learning Outcomes (SLOs)-Postsecondary (AY2016-2017)

Term	Courses with SLOs	Total Number of Courses in Catalog	Percentage of Completion
Fall 2016 Catalog	436	436	100.00%
Fall 2015 Catalog	392	392	100.00%
Fall 2014 Catalog	402	402	100.00%
Fall 2013 Catalog	412	412	100.00%
Spring 2013 Catalog	410	410	100.00%
Fall 2012 Catalog	400	402	99.50%
Spring 2011 Catalog	384	396	96.97%
Fall 2010 Catalog	384	396	96.97%
Spring 2010 Catalog	250	412	60.68%
Fall 2009 Catalog	181	350	51.71%
Spring 2009 Catalog	70	375	18.67%
Fall 2008 Catalog	68	375	18.13%
Spring 2007 Catalog	0	399	0.00%

The following table also reflects the tracking and monitoring that AIER conducts each academic year to document assessment activities at the program and course levels:

Table 3. Student Learning Outcomes (SLOs)-Postsecondary (AY2016-2017) (continued)

As Requirement For Program	SLO Count	Total	Percent
Associate Degree Programs	Number of courses with SLOs being assessed	81	64%
	Number of courses under curriculum review	141	36%
	Number of courses within the programs	222	100%
Certificate Programs	Number of courses with SLOs being assessed	12	83%
	Number of courses under curriculum review	60	17%
	Number of courses within the programs	72	100%
Not a technical required course for a degree or certificate	Number of courses with SLOs being assessed	54	62%
	Number of courses under curriculum review	88	38%
	Number of courses within the programs	142	100%
Total number of courses with SLOs being assessed within programs	Number of courses with SLOs being assessed	147	66%
	Number of courses under curriculum review	289	34%
Total count of courses within programs	Number of courses within programs	436	100%

The linking of program and course-level SLOs to related goals in TracDat is a key feature of the TracDat assessment software and an important tool for demonstrating how assessments at the course and program levels are linked to institutional goals and the College's overall mission. The next section reveals these linkages.

Linking Program and Course-Level SLOs to Related Goals in TracDat

Linking program and course-level SLOs to institutional related goals is a key element in developing assessment plans and reports in TracDat. How have program and course-level SLOs been linked to institutional goals such as Institutional Learning Outcomes (ILOs)⁷, ISMP goals, program review goals, course-level goals, division-level goals, school-level goals, program/unit-level goals, Governing Board-level goals, institution-level goals, and ACCJC standards? Table 4 on the next page reports the number of course-level SLOs linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 5, the most frequently linked goal in TracDat is program review (4457)⁸ which incorporates budget-related goals and objectives, followed by ILOs (1228), ISMP goals (987), division level goals (632), and the four (4) Accreditation Standards (1,048). Linking program and course-level goals to the related goals in TracDat is important because it shows how the efforts of these TracDat reporting units support the College's overall mission. This also allows TracDat users to see their connectedness to the broader goals of the institution.

⁷ In the December 2, 2009 BOT meeting, the Board adopted six (6) Institutional Learning Outcomes (ILOs) that were developed by the General Education Committee with input from all faculty, the Faculty Senate, and the College Governing Council (CGC). ILOs represent the knowledge, skills, abilities, and values students should develop and acquire because of their overall experiences with any aspect of the College.

⁸ SLOs are linked to planning and budgeting in TracDat. Budget goals/objectives, performance indicators, and anticipated outcomes were submitted to the Business Office in fall 2014 and subsequently entered into TracDat. This information will be entered into TracDat annually.

Table 4. Linking Course SLOs to Related Goals in TracDat
(n=436 postsecondary courses listed in the College catalog as of June 2017)

Related Goal Type	Count of Related Goal Type
Course Level	24
Division Level	632
Governing Board Level	406
Institution Level	318
Institutional Learning Outcome (ILO)	1228
Institutional Strategic Master Plan (ISMP)	987
Program Review (Budget Related Goals & Objectives)	4457
Program/Unit Level	585
School Level	471
STANDARD I: Institutional Mission and Effectiveness	123
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Adopted June 2014)	43
STANDARD II: Student Learning Programs and Services	633
STANDARD II: Student Learning Programs and Support Services (Adopted June 2014)	94
STANDARD III: Resources	143
STANDARD III: Resources (Adopted June 2014)	9
STANDARD IV: Leadership and Governance	2
STANDARD IV: Leadership and Governance (Adopted June 2014)	1
Grand Total	10,156

Source: Ad Hoc TracDat Report ran on September 29, 2016⁹

Table 5 on the following page illustrates the number of program/unit outcomes linked to each goal type listed in TracDat. Of the thirteen related goal types identified in Table 5, the most frequently linked goal in TracDat to program/unit outcomes is program review linked to budget goals (2862), followed by Program/unit level goals (902), division level goals (838), ISMP goals (729), and the four (4) Accreditation Standards (1,155).

⁹ Data was extracted from the Ad Hoc TracDat Report (run date September 29, 2015) which includes postsecondary and secondary courses. Furthermore, courses may have been archived prior to running the Ad Hoc report. When course assessment began in Fall 2008, the Committee on College Assessment (CCA) required only one SLO per course to be assessed. The significant increase in assessing course SLOs have more than doubled compared to AY2013-2014 due to authors aggressively meeting the assessment deadlines. Furthermore, course assessment for associate degrees, certificate, secondary and adult education program course SLOs have completed at least four cycles since fall 2008 and have begun work on a fifth cycle.

Table 5. Linking Program/Unit Outcomes to Related Goals in TracDat
(n=81 program/units listed in the AY2016-2017 Taxonomy)

Related Goal Type	Count of Related Goal Type
Course Level	20
Division Level	838
Governing Board Level	313
Institution Level	700
Institutional Learning Outcome (ILO)	627
Institutional Strategic Master Plan (ISMP)	729
Program Review (Budget Related Goals & Objectives)	2862
Program/Unit Level	902
School Level	284
STANDARD I: Institutional Mission and Effectiveness	89
STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Adopted June 2014)	35
STANDARD II: Student Learning Programs and Services	581
STANDARD II: Student Learning Programs and Support Services (Adopted June 2014)	80
STANDARD III: Resources	290
STANDARD III: Resources (Adopted June 2014)	35
STANDARD IV: Leadership and Governance	37
STANDARD IV: Leadership and Governance (Adopted June 2014)	8
Grand Total	8,430

The assessment plans and reports found in the TracDat assessment system provide important evidence to the College and all stakeholders of how assessment is linked to the WASC/ACCJC Accreditation Standards. A key element in GCC's assessment process is planning. Planning efforts are initiated at all levels of the institution, from course-level assessment plans to program-level, student services unit-level, and administrative unit-level assessment plans. Additionally, a significant point of interest is the tie-in of these unit-level plans to the overall plans of the institution that promote student success. One of the ways to ensure student success is to provide relevant and useful information to students through the New Student Orientation initiative.

Student Orientation

The College's Center for Student Involvement leads the New Student Orientations at the beginning of each semester. Since the spring of 2012, a total of ten (10) orientations have been held with a total of two thousand five hundred seventy-four (2,574) attendees. A total of two thousand one hundred fifty-one (2,151) responded to the New Student Orientation Evaluation Survey with an 83% response rate. The table below summarizes the responses from the surveys since the spring of 2012.

Over a 10-semester period, first-time students who attended GCC's Student Orientation consistently indicated that they learned how to gain support to succeed at the College. On average throughout the past five academic years, students "agree" or "strongly agree" they know how and where to access help (mean=4.4) as a result of the Orientation. The various offices who presented at the Student Orientation include: Admissions and Registration, Financial Aid, Assessment and Counseling, Student Support Services, Accommodative Services, Learning Resource Center, Project AIM (TRiO Programs), and Center for Student Involvement.

Table 6. Student Orientation Program Survey Results
(Spring 2012 thru Fall 2016)

		Fall 2016	Spring 2016	Fall 2015	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Gender:	Male	85	69	146	37	113	58	112	63	153	87
	Female	134	57	197	64	140	87	173	79	196	100
Total		219	126	343	101	253	145	285	142	349	187
Age:	16-21	182	76	245	67	188	89	223	88	284	115
	22-25	23	25	43	15	31	32	23	18	21	33
	26-30	9	12	18	9	12	9	21	15	22	19
	31-35	3	4	23	4	4	7	9	8	10	3
	36-40	0	0	0	1	6	5	1	6	4	6
	41-45	2	6	9	1	6	0	1	3	4	4
	46-50	0	0	0	1	0	1	0	0	0	5
	51-55	0	0	0	0	1	1	2	2	1	1
	56 or older	1	3	5	2	5	1	0	2	6	1
	Blank	0	0	0	1	0	0	0	0	0	0
Attending GCC for:	GED	10	9	20	3	13	6	6	6	6	0
	Adult High School Diploma	2	11	38	2	22	23	27	14	29	28
	Apprenticeship Program	0	0	6	1	0	3	12	3	6	3
	Associate Degree Program	184	82	238	83	186	99	216	102	267	140
	Certificate Program	16	13	33	15	35	17	35	17	50	18
	Blank	5	5	8	0	0	0	1	1	1	1

Based on each Presentation sections, I now have the knowledge of where and how to get the support I need to succeed here at GCC.

		Fall 2016	Spring 2016	Fall 2015	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Admissions and Registration	Mean	4.39	4.23	4.40	4.51	4.34	4.39	4.37	4.37	4.30	4.45
	S.D.	0.69	0.68	0.65	0.61	0.69	0.68	0.71	0.67	0.69	0.63
Financial Aid	Mean	4.41	4.30	4.34	4.54	4.31	4.37	4.40	4.41	4.28	4.40
	S.D.	0.72	0.70	0.72	0.64	0.75	0.71	0.69	0.68	0.76	0.71
Assessment and Counseling	Mean	4.40	4.33	4.41	4.52	4.37	4.39	4.41	4.37	4.38	4.49
	S.D.	0.65	0.49	0.31	0.65	0.73	0.68	0.70	0.71	0.70	0.65
Student Support Services	Mean	4.47	4.29	4.27	4.52	4.27	4.34	4.41	4.43	4.32	4.34
	S.D.	0.68	0.66	0.71	0.62	0.75	0.73	0.68	0.64	0.73	0.74

Based on each Presentation sections, I now have the knowledge of where and how to get the support I need to succeed here at GCC.

		Fall 2016	Spring 2016	Fall 2015	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Accommodative Services	Mean	4.37	4.32	4.22	4.40	4.13	4.32	4.35	4.28	4.30	4.34
	S.D.	0.75	0.65	0.73	0.75	0.81	0.76	0.72	0.72	0.71	0.72
Learning Resources Center	Mean	4.57	4.43	4.32	4.49	4.26	4.36	4.35	4.44	4.32	4.43
	S.D.	0.41	0.66	0.69	0.59	0.80	0.71	0.71	0.66	0.72	0.66
Project AIM (TRiO Programs)	Mean	4.52	4.31	4.11	4.15	4.09	4.18	4.19	4.21	4.16	4.42
	S.D.	0.76	0.71	0.79	0.86	0.86	0.84	0.84	0.79	0.83	0.71
Center for Student Involvement	Mean	4.58	4.48	4.31	4.59	4.36	4.34	4.36	4.47	4.39	4.45
	S.D.	0.68	0.65	0.75	0.62	0.73	0.73	0.77	0.73	0.68	0.65

Student Success Initiatives

Career Pathways

During this reporting period, the Student Success Coordinator took the lead to contact GCC's 2013-2014 and 2014-2015 graduates via email and personal telephone calls to gather employment specific data. The data was collected and entered into the College's Banner system and a final report was prepared and posted by the AIER office. As required by Guam Public Law 32-181, also known as the Fiscal Year 2015 Budget Act, GCC is required to report graduate employment statistics to the Guam Legislature by June 30th or each year. The Graduate Employment Report for the Class of 2014 and the Class of 2015 (Appendix J) includes the following data tables for the 2013-2014 and 2014-2015 graduates: Total Graduates by Degree Program, Graduate Career Pathways, Graduates by Ethnicity and Gender, Graduate Salary Ranges, and the Alignment of Graduate Career Pathway with Current Employment Occupation including further aggregation based on those that are aligned and those that are not aligned.

When conducting program review, it is important to bear in mind that implementation dates may vary between programs. In general, programs offered for several years have a higher completion rate than those offered for a few years. Additionally, the number of completers can vary by program based on program enrollment. Of the fourteen associate degree programs continuously offered by the College, the five (5) programs with the greatest number of completers over the ten-year period are AA in Education (172), AS in Early Childhood Education (169), AS in Criminal Justice (162), AS in Medical Assisting (140), and AA in Liberal Studies (113). Of the fourteen (14) associate degree programs continuously offered by the College, the five (5) with the least number of completers are AS in Office Technology (19), AS in Automotive Service Technology¹⁰ (25), AS in Computer Networking (38), AS in Marketing (23), and AS in Visual Communications (37). It is possible that completion numbers have been impacted by course prerequisites that have been added throughout the years. These prerequisites are now being strictly enforced by the Admissions and Registration Office. The College revised its process over the past couple of years to allow only department chairpersons to override a course prerequisite.

As for certificate programs, of the eleven (11) certificate programs that have been continuously offered by the College, the five (5) with the greatest number of completers are Practical Nursing (198), Medical

¹⁰ AS in Automotive Technology replaced AS in Automotive Service Technology in fall of 2006.

Assisting (119), Criminal Justice (111), Early Childhood Education (46), and Fire Science¹¹ (26). The five (5) with the least number of completers are Construction Technology (4), Supervision and Management (3), Office Technology (2), Automotive Service Technology (5), and Computer Science (11). Enrollment in these programs has been relatively low over the past ten (10) years. Completions are consequently affected by this trend. Academic departments should review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements.

Workforce Advisory Committees serve as an important link to industry as a valuable feedback tool for improving courses and programs in line with industry standards and requirements. The following section presents statistics on department meetings with industry partners through these workforce advisory committees in an effort to improve programs and keep them current with the changing times.

Workforce Advisory Committee Meetings

An important factor of student success in completing a program is dialogue between industry representatives and program faculty. As guided by the Workforce Advisory Committee Handbook (Appendix K) published by the Dean's Office of the College, departments are encouraged to maintain an open dialogue with industry professionals and the island's industries. The exchange of ideas is essential for program currency and improvement. In fall 2016, of the eight (8) departments required to submit workforce advisory committee meeting minutes to AIER, six (6) submitted minutes (75%) including the following departments: Automotive, Business and Visual Communications, Criminal Justice and Social Science, Education, Tourism and Hospitality, and Nursing and Allied Health. In spring 2017, five (5) departments submitted minutes (62%) including Automotive, Business and Visual Communications, Criminal Justice and Social Science, Tourism and Hospitality, and Education. The following departments did not submit workforce advisory committee meeting minutes to AIER in the fall 2016 semester: Construction Trades and Technology. Departments should commit to the importance of industry feedback through workforce advisory committee meetings each semester and minutes should be documented and posted online on MyGCC. The following tables reflect the commitment of various departments to this requirement.

Table 7: Workforce Advisory Committee Meetings by Program (AY2016-2017)
Meeting Minutes Matrix¹²

Fall 2016 (Aug. 2016 – Dec. 2016)		
Department/Program	School	Program Meeting/Minutes Dated
1. Automotive Technology Department <ul style="list-style-type: none"> • Automotive (Collision Repair & Refinishing Technology Secondary) • Automotive Services Technology Certificate • Automotive Services Technology AS • Automotive Services Technology Secondary 	TPS (5)	<ul style="list-style-type: none"> • Automotive (Collision Repair & Refinishing Technology Secondary) (12/29/2016) • Automotive Services Technology Certificate (12/29/2016) • Automotive Services Technology AS (12/29/2016) • Automotive Services Technology Secondary (12/29/2016)

¹¹The Fire Science Technology program provides basic training for recruits from the Guam Fire Department and other Pacific Basin fire departments. There was a fire cycle offered in AY2010-2011.

¹² The following departments did not submit workforce advisory committee meeting minutes to AIER in the spring 2017 semester: Construction Trades, Technology, and Nursing and Allied Health.

Fall 2016 (Aug. 2016 – Dec. 2016)		
Department/Program	School	Program Meeting/Minutes Dated
<ul style="list-style-type: none"> • Medium/Heavy Truck Diesel Technology Certificate 		<ul style="list-style-type: none"> • Medium/Heavy Truck Diesel Technology Certificate (12/29/2016)
2. Business & Visual Communications Department <ul style="list-style-type: none"> • Accounting AS • Marketing AS • Marketing Secondary • Supervisions and Management AS • Supervision and Management Certificate • Visual Communications AS • Visual Communications Secondary 	TPS (7)	<ul style="list-style-type: none"> • Accounting AS (10/7/2016 & 11/4/2016) • Marketing AS (10/7/2016 & 11/4/2016) • Marketing Secondary (10/7/2016 & 11/4/2016) • Supervisions and Management AS (10/7/2016 & 11/4/2016) • Supervision and Management Certificate (10/7/2016 & 11/4/2016) • Visual Communications AS (10/14/2016) • Visual Communications Secondary (10/14/2016)
3. Criminal Justice & Social Science Department <ul style="list-style-type: none"> • Criminal Justice Certificate • Criminal Justice AS • Emergency Management Certificate • Emergency Management AS • Family Services Certificate • Fire Science Technology Certificate • Human Services AS 	TPS (7)	<ul style="list-style-type: none"> • Criminal Justice Certificate (11/22/2016) • Criminal Justice AS (11/22/2016) • Emergency Management Certificate (11/22/2016) • Emergency Management AS (11/22/2016) • Family Services Certificate (11/22/2016) • Fire Science Technology Certificate (11/22/2016) • Human Services AS (11/23/2016)
4. Education Department <ul style="list-style-type: none"> • Early Childhood Education Certificate • Early Childhood Education AS • Early Childhood Education Secondary • Education Certificate • Education AA • Sign Language Interpreting Certificate 	TPS (6)	<ul style="list-style-type: none"> • Early Childhood Education Certificate (8/19/2016) • Early Childhood Education AS (8/19/2016) • Early Childhood Education Secondary (8/19/2016) • Education Certificate (8/19/2016) • Education AA (8/19/2016) • Sign Language Interpreting Certificate (8/19/2016)
5. Nursing and Allied Health Department <ul style="list-style-type: none"> • Health Careers and Science Secondary • Medical Assisting AS • Medical Assisting Certificate • Practical Nursing Certificate 	TPS (4)	<ul style="list-style-type: none"> • Health Careers and Science Secondary (10/5/2016) • Medical Assisting AS (10/5/2016) • Medical Assisting Certificate (10/5/2016) • Practical Nursing Certificate (10/5/2016)
6. Tourism and Hospitality Department <ul style="list-style-type: none"> • Culinary AA • Food & Beverage Management AS • International Hotel Management AS • Lodging Management Secondary • ProStart Secondary Program 	TPS (6)	<ul style="list-style-type: none"> • Culinary AA (10/28/2016) • Food & Beverage Management AS (10/28/2016) • International Hotel Management AS (10/28/2016)

Fall 2016 (Aug. 2016 – Dec. 2016)		
Department/Program	School	Program Meeting/Minutes Dated
<ul style="list-style-type: none"> Tourism & Travel Management AS 		<ul style="list-style-type: none"> Lodging Management Secondary (10/28/2016) ProStart Secondary Program (10/28/2016) Tourism & Travel Management AS (10/28/2016)

Spring 2017 (Jan 2017 – May 2017)		
Department/Program	School	Program Meeting/Minutes Dated
1. Automotive Technology Department <ul style="list-style-type: none"> Automotive (Collision Repair & Refinishing Technology Secondary) Automotive Services Technology Certificate Automotive Services Technology AS Automotive Services Technology Secondary Medium/Heavy Truck Diesel Technology Certificate 	TPS (5)	<ul style="list-style-type: none"> Automotive (Collision Repair & Refinishing Technology Secondary) (2/23/2017) Automotive Services Technology Certificate (2/23/2017) Automotive Services Technology AS (2/23/2017) Automotive Services Technology Secondary (2/23/2017) Medium/Heavy Truck Diesel Technology Certificate (2/23/2017)
2. Business & Visual Communications Department <ul style="list-style-type: none"> Accounting AS Marketing AS Marketing Secondary Supervisions and Management AS Supervision and Management Certificate Visual Communications AS Visual Communications Secondary 	TPS (7)	<ul style="list-style-type: none"> Accounting AS (2/10/2017) Marketing AS (2/10/2017) Marketing Secondary (2/10/2017) Supervisions and Management AS (2/10/2017) Supervision and Management Certificate (2/10/2017) Visual Communications AS (2/3/2017) Visual Communications Secondary (2/3/2017)
3. Criminal Justice & Social Science Department <ul style="list-style-type: none"> Criminal Justice Certificate Criminal Justice AS Emergency Management Certificate Emergency Management AS Family Services Certificate Fire Science Technology Certificate Human Services AS 	TPS (7)	<ul style="list-style-type: none"> Criminal Justice Certificate (5/4/2017) Criminal Justice AS (5/4/2017) Emergency Management Certificate (5/4/2017) Emergency Management AS (5/4/2017) Family Services Certificate (5/4/2017) Fire Science Technology Certificate (5/4/2017) Human Services AS (5/2/2017)
4. Education Department <ul style="list-style-type: none"> Early Childhood Education Certificate Early Childhood Education AS Early Childhood Education Secondary Education Certificate Education AA Sign Language Interpreting Certificate 	TPS (6)	<ul style="list-style-type: none"> Early Childhood Education Certificate (1/13/2017) Early Childhood Education AS (1/13/2017) Early Childhood Education Secondary (1/13/2017) Education Certificate (1/13/2017) Education AA (1/13/2017)

Spring 2017 (Jan 2017 – May 2017)		
Department/Program	School	Program Meeting/Minutes Dated
		<ul style="list-style-type: none"> • Sign Language Interpreting Certificate (1/13/2017)
5. Tourism and Hospitality Department <ul style="list-style-type: none"> • Culinary AA • Food & Beverage Management AS • International Hotel Management AS • Lodging Management Secondary • ProStart Secondary Program • Tourism & Travel Management AS 	TPS (6)	<ul style="list-style-type: none"> • Culinary AA (2/9/2017) • Food & Beverage Management AS (2/9/2017) • International Hotel Management AS (2/9/2017) • Lodging Management Secondary (2/9/2017) • ProStart Secondary Program (2/9/2017) • Tourism & Travel Management AS (2/9/2017)

Through an analysis of the minutes submitted to AIER during this reporting period, key discussions indicate the value of these meetings. Discussions of new programs/degrees, expectations of graduates using national standards, need for “hands-on” experience before transitioning into the workforce, discussion on department strategic plans, community needs, gaps in industry workforce, and other relevant information departments may use in program planning.

Recommendations for improvement include the regular practice for departments to provide actionable-data to meeting participants such as program outlook, job placement data, and College initiatives designed to help students graduate with the knowledge and skills to succeed in a global economy.

Program enrollment is an important data element to track course and program demands and the overall health of the program over time. Completion rates also demonstrate program success and student success. Appendix F contains the Fact Book Supplement which contains analysis and trends based on the data contained in the eleventh volume of the annual Fact Book published by the Office of Assessment, Institutional Effectiveness & Research.

Updated curriculum is an important factor in ensuring that programs are current and meets the ever changing demands of industry to prepare students for the workforce. The following section provides information on the currency of technical, related technical, related general education and technical elective course requirements.

Curriculum Revision Activities

In order to ensure the quality of a program, it is important that the courses required for the program to be regularly updated to coincide with the skills required in the workplace. Input from workforce advisory committees helps to guide curriculum revisions at both the program and course levels. The Summary of Program and Course Review Audit by Department for AY 2016-2017 table, found on Appendix C, contains an audit of courses for AY 2016-2017. The table provides information on the currency of technical, related technical, related general education and technical electives and departmental course curriculum based on the College’s requirement that all course guides be reviewed every five years to be current with industry and national standards for the various programs offered by the College.

The summary table reveals that out of the twenty-two (22) associate programs offered by the College in AY 2016-2017, seven programs (31%) have program guides with dates over five (5) years old. It also reveals that out of the eighteen (18) certificate programs offered by the College in the same timeframe, eight programs (44%) have program guides with dates over five (5) years old. As for the GCC Career and Technical Education secondary programs, the summary table reveals that out of the ten (10) secondary CTE programs, seven secondary programs (70%) have program guides with dates beyond the five (5) year rule as detailed in the College's Curriculum Manual.

The summary table reveals that out of the eighteen (18) certificate programs offered by the College and the twenty-two (22) associate degree programs in AY 2016-2017, twenty-nine programs had courses that were five (5) years old and older.

Of the ten (10) secondary CTE programs offered by GCC, three (3) programs (30%) do not have any course that is five (5) years old and older. These programs are: Health Careers and Science Secondary, Lodging Management Program Secondary, Visual Communications Secondary.

As for the Continuing Education and Workforce Development (CEWD) offered courses, the summary table reveals that out of the one hundred and thirty-four (134) CEWD-offered courses, twenty-four courses (18%) have course guides with dates beyond the College's five (5) year rule.

For a program to be current, the general education requirements, technical requirements, and related general and technical requirements must all be current. This requires communication between departments since some courses required by a program may be under the oversight of another department. This dialogue should be part of the curriculum review process.

Institutional Assessment Reports

Since the fall of 2009, GCC has been administering the IDEA Center's Student Ratings of Instruction Survey since its focus on student learning is customized to fit faculty teaching objectives. Several recommendations are found in the Fall 2015 IDEA Student Ratings of Instruction Survey Report. The following recommendations are made based on the findings from the fall of 2015 survey administration. In an effort to improve student learning, more instructors should consider emphasizing the following objectives as important and essential: Objective 8: Developing skill in expressing myself orally or in writing; Objective 9: Learning how to find and use resources for answering questions or solving problems; Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view; and, Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers; In an effort to encourage students to independently solve problems, instructors should require students to use multiple resources; In an effort to create an engaging classroom experience, instructors should employ non-traditional teaching methods; In an effort to encourage student involvement, instructors should include "hands on" projects in their courses; and, In an effort to support today's types of learners and prepare students for jobs/careers, instructors should require more use of computer applications.

Part IV. Closing the Loop

What is *closing the loop*? It is the last phase in the assessment cycle where assessment data is turned back into program/course improvements. *Closing the loop* is important because it informs program review, planning, and budgeting; improves teaching and learning; promotes continuous improvement; strengthens programs; promotes collegiality; and enhances retention and graduation rates.

The effectiveness in implementation of the improvements based on assessment is integrated into the unit assessment cycle through the linking of prior assessment results into current assessment results. Assessment authors are required to input a historical assessment perspective narrative into the next assessment plan and link assessment plans with prior assessment results and recommendations. The TracDat data management tool provides assessment authors with this capability.

Based on the results of the two-year assessment schedule, Group A and Group C assessment units completed for AY 2016-2017, Group A programs (Associate Degree) and Group C programs (Administrative and Student Services) were required to enter their unit assessment reports and implementation status to close the loop. Specifically they had to enter their assessment results and indicate how the results will be used to improve their particular units. They also had to report on their implementation status in TracDat. The *closing the loop* information for this reporting period is demonstrated by the results of assessments completed as summarized below and detailed in Appendix F-Closing the Loop of this report.

Of the assessment units that closed the loop, recommendations for improvement based on assessment results include: a refinement in business processes; use of results to refine the assessment method or implement new assessment methods; increased number of full time faculty; software and equipment upgrades; expansion of service offerings and hours; adjustments to teaching methods; updates in course offerings; increased industry partnerships; refinement of course rubrics; increased bandwidth for wired and wireless networks; exploration of various funding sources; and, updates to policy review schedules.

The effectiveness in implementation of the improvements based on assessment is integrated into the unit assessment cycle through the linking of prior assessment results into current assessment results. Assessment authors are required to input a historical assessment perspective narrative into the next assessment plan and link assessment plans with prior assessment results and recommendations. The TracDat data management tool provides assessment authors with this capability.

All the assessment information reported in this report was harvested from TracDat. For an assessment data management tool, it does have a reporting feature that provides useful information for program review, planning, and decision-making.

Part V. Actionable Plans for Improvement

The following recommendations are made based on a review of assessment and program review activities reported for AY 2016-2017:

- Department chairs should continue to work collaboratively with workforce advisory committees to identify ways to improve programs and ensure that workforce advisory committee meetings are held each semester. They should also document meeting minutes and post it online on MyGCC.

- Deans/Academic department chairs, along with counselors, should continue to review their program enrollment and program completions and identify factors that may influence them so that they can make necessary improvements. Department chairs should continue to review and update their curriculum documents to ensure the currency of their courses and programs.
- Restructure the curriculum committee to include administrators and staff who can help facilitate the review and approval process, as well as address the issues of currency and relevance of curriculum as it relates to industry and community needs.

Appendix A
Assessment Taxonomy for
(AY 2016-2017)

GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2016 - 2017

GROUP A Associate Degree Programs

Accounting AS	International Hotel Management, AS
Automotive Service Technology – General Service Technician, AS	Liberal Studies, AA
Automotive Service Technology – Master Service Technician, AS	Marketing AS
Civil Engineering Technology AS	Medical Assisting AS & Certificate
Computer Networking AS	Office Technology AS & Certificate
Computer Science AS & Certificate	Pre-Architectural Drafting AS
Criminal Justice AS & Certificate	Supervision & Management AS & Certificate
Culinary Arts AA	Surveying Technology AS & Certificate
Early Childhood Education AS & Certificate	Tourism & Travel Management AS
Education AA & Certificate	Visual Communications AS
Food & Beverage Management AS	
Human Services, AS	

GROUP B Certificate Programs

Automotive Service Technology Certificate	Fire Science Technology Certificate
Computer Aided Design & Drafting Certificate	Practical Nursing Certificate
Construction Technology Certificate	Medium/Heavy Truck Diesel Technology Certificate
Environmental Technician Certificate	
Family Services Certificate	

GROUP C Administrative & Student Services Units

Academic Technologies*	Human Resource Office
Accommodative Services	Learning Resources Center
Admissions & Registration Office	Management Information Systems Office*
Apprenticeship Training Program	Materials Management*
Assessment & Counseling	Office of the President
Board of Trustees +	Office of Sustainability
Business Office*	Planning & Development Office
Center for Student Involvement	Reach for College
Communications & Promotions Office	Student Financial Aid*
Continuing Education & Workforce Development	Student Support Services
Development & Alumni Relations Office	Work Keys
Environmental Health & Safety*	
Facilities	
Foundation Board+	
Health Services Center	
High School Equivalency Office	

*Units under Finance & Administration are due November 5th and April 1st of every year.

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

GROUP D Special Programs

(All federally funded instructional programs, general education, developmental courses, career & technical education secondary programs, and Related Technical Requirements/Electives)

Adult Basic Education (ABE)	Nursing & Allied Health Department Courses (EMS, HL, MS, NU)
Adult High School Diploma Program (AHS)	Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS)
Allied Health - Health Careers & Science (Secondary)	Technology Department Courses (CS, EE, OA, PV, RE)
Automotive (Automotive Service Technology) (Secondary)	Tourism & Hospitality Department Courses (CH, CI, HS, JA, KE)
Automotive (Collision Repair & Refinishing Technology) Secondary	Tourism - Lodging Management Program (Secondary)
Automotive Service Technology Department Courses	Tourism - ProStart (Secondary)
Business Department Courses (AC, MK, SM, VC)	Visual Communications (Secondary)
Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Work Experience (Secondary)
Construction Trades (Carpentry & AutoCAD) (Secondary)	
Developmental Education (EN, MA)	
Early Childhood Education (Secondary)	
Education/Cosmetology Department Courses (ASL, CD, ED, CM)	
Electronics-Computer Networking (Secondary)	
English Department (EN,TH) Courses	
Marketing (Secondary)	
Math & Science Department Courses (MA, SI)	

Appendix B

GCC's Two-Year Assessment Cycle Schedule

Effective Fall 2016

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE

EFFECTIVE FALL 2016

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
FALL 2016	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 10, 2016	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 10, 2016	Admin/Student Services Unit AUO/SSUO Assessment Report Input AUO/SSUO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab DEADLINE: October 10, 2016	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 10, 2016
SPRING 2017	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017	Admin/Student Services Units AUO/SSUO Implementation Status Input the status of implementing use of AUO/SSUO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017	Program & Course SLO Assessment Report Input SLO assessment results and record how results will be used for improvement in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 13, 2017
FALL 2017	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: October 9, 2017	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 9, 2017	Admin/Student Services Unit AUO/SSUO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and each Sub-tab and enter data in each field/box for the new cycle DEADLINE: October 9, 2017	Program & Course SLO Implementation Status Input the status of implementing use of SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: October 9, 2017
SPRING 2018	Program & Course SLO Data Collection Status Gather data continuously; Enter status of data collected for the SLOs in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs DEADLINE: March 12, 2018	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field box for the new cycle DEADLINE: March 12, 2018	Admin/Student Services Units AUO/SSUO Data Collection Status Gather data continuously; Enter status of data collected for the AUO/SSUO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tab DEADLINE: March 12, 2018	Program & Course SLO Assessment Plan Go to Program/Unit-Level Assessment Plan Tab and Course-Level Assessment Plan Tab & Sub-tabs and enter data in each field/box for the new cycle DEADLINE: March 12, 2018

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.



**ACCJC/WASC ACCREDITATION SITE VISIT:
MARCH 2018**



Office of Assessment, Institutional Effectiveness & Research

Appendix C

Summary of Program and Course Review Audit

By Department

(AY 2016-2017)

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog¹³	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Adult Education	Adult High School Diploma (AHS)	4/15/2013	12	0	0%
	Adult Basic Education (ABE)/ English-as-a-Second Language (ESL)	Course-specific	CEWD ¹⁴		

¹³ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

¹⁴ Courses are scheduled and maintained by the Office of Continuing Education and Workforce Development.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ¹⁵	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Business	Business Department Courses (AC, MK, SM, VC)	Course-specific	6	2	33%
	Accounting AS	5/22/2017	9	0	0%
	Marketing AS	5/22/2017	7	0	0%
	Marketing Secondary	4/21/2010	5	2	40%
	Supervision & Management AS	4/11/2017	9	1	11%
	Supervision & Management Certificate	5/22/2017	7	1	14%
	Visual Communications AS	3/5/2007	9	7	78%
	Visual Communications Secondary	9/25/2006	4	0	0%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				13	23%
Total Department-owned Courses				56	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				3	43%
Total Department-owned Programs				7	

¹⁵ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ¹⁶	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Construction Trades	Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)	Course-specific	22	22	100%
	Civil Engineering Technology AS	1/3/2012	6	6	100%
	Computer Aided Design & Drafting Certificate	3/30/2015	7	6	86%
	Construction Technology Certificate	3/18/2009	19	19	100%
	Construction Trades (Carpentry & AutoCAD) Secondary	4/29/2010	4	4	100%
	Pre-Architectural Drafting AS	5/13/2015	8	7	88%
	Surveying Technology AS	4/1/2009	9	9	100%
	Surveying Technology Certificate	3/18/2009	5	5	100%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				78	98%
Total Department-owned Courses				80	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				5	71%
Total Department-owned Programs				7	

¹⁶ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Continuing Education & Workforce Development	CEWD Department Courses ¹⁷	Course-specific	134	24	18%

¹⁷ Effective Spring 2014, the Office of Continuing Education and Workforce Development incorporated the assessment of all courses offered through the CEWD office. In partnership with the Office of Assessment, Institutional Effectiveness & Research, CEWD-offered courses and workshops have been created in the College's TracDat assessment management system and the regular monitoring of assessment commitment now includes these courses.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ¹⁸	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Education/ Cosmetology	Education/Cosmetology Department Courses (ASL, CD, ED, CM)	Course-specific	4	3	75%
	Early Childhood Education AS	4/15/2013	7	0	0%
	Early Childhood Education Certificate	11/23/2016	1	0	0%
	Early Childhood Education Secondary	4/15/2013	5	5	100%
	Education AA	3/30/2015	5	1	20%
	Education Certificate Sign Language Interpreting Certificate	4/25/2017 5/22/2017	5 8	1 1	20% 12%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				11	31%
Total Department-owned Courses				35	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				0	Compliant
Total Department-owned Programs				6	

¹⁸ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program’s Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ¹⁹	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
English	English Department Courses	Course-specific	1	0	0%
	Liberal Studies, A.A.	2/25/2015	5	0	0%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				0	Compliant
Total Department-owned Courses				6	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				0	Compliant
Total Department-owned Programs				1	

Department	Programs	Program’s Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ²⁰	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Math and Science	Math and Science Department Courses (MA, SI)	Course-specific	14	3	21%
	Environmental Technician Certificate	3/30/2015	11	2	18%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				5	20%
Total Department-owned Courses				25	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				0	Compliant
Total Department-owned Programs				1	
Department	Programs	Program’s Last Date of Approval	Number of Technical	Number of	Percentage of courses

¹⁹ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

²⁰ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

		by AVP as Reflected in TracDat	course requirements for the program as reflected in the Catalog ²¹	courses 5yrs old and above	5yrs old and above
Nursing and Allied Health	Nursing & Allied Health Department Courses (EMS, HL, MS, NU)	Course-specific	12	10	83%
	Health Careers and Science (formerly Introduction to Health Occupations) Secondary	4/15/2013	4	0	0%
	Medical Assisting AS	4/10/2017	20	5	25%
	Medical Assisting Certificate	5/22/2017	10	2	20%
	Practical Nursing Certificate	3/17/2012	9	3	33%
	CURRICULUM SUMMARY				
Total Department-owned Courses exceeding the 5-year Curriculum Rule				20	36%
Total Department-owned Courses				55	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				1	25%
Total Department-owned Programs				4	

Department	Programs	Program's Last Date of	Number of Technical	Number of	Percentage of courses
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²¹ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

		Approval by AVP as Reflected in TracDat	course requirements for the program as reflected in the Catalog ²²	courses 5yrs old and above	5yrs old and above
Social Science/Criminal Justice	Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS)	Course- specific	20	16	80%
	Criminal Justice AS	3/23/2011	14	7	50%
	Criminal Justice Certificate	3/13/2013	5	5	100%
	Emergency Management AS ²³	4/25/2007	27	0	0%
	Emergency Management Certificate ²⁴	4/19/2007	27	0	0%
	Family Services Certificate	2/28/2013	3	0	0%
	Fire Science Technology Certificate	9/7/2010	7	5	71%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				33	67%
Total Department-owned Courses				49	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	50%
Total Department-owned Programs				4	

²² Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

²³ Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

²⁴ Technical required courses are offered online. College credits are granted upon successful completion of Emergency Management Institute's (EMI) Independent Study courses online.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ²⁵	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Technology*	Technology Department Courses (CS, EE, OA, PV, RE)	Course-specific	7	5	71%
	Computer Networking AS	6/23/2015	16	9	56%
	Computer Science AS	6/23/2015	14	4	29%
	Computer Science Certificate	3/3/2003	2	0	0%
	Electronics & Computer Networking Secondary	9/29/2008	7	3	43%
	Office Technology AS	5/16/2016	11	1	9%
	Office Technology Certificate	6/22/2015	(see footnote)	(see footnote)	(see footnote)
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				22	39%
Total Department-owned Courses				57	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	33%
Total Department-owned Programs				6	

²⁵ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ²⁶	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Tourism & Hospitality	Tourism and Hospitality Department Courses (CH, CI, HS, JA, KE)	Course-specific	30	10	33%
	Culinary Arts AA	5/16/2016	9	1	11%
	Food & Beverage Management AS	5/13/2013	6	2	33%
	International Hotel Operations Management AS	4/5/2016	12	3	25%
	Lodging Management Secondary	5/12/2014	3	0	0%
	ProStart Secondary Program	5/28/2012	4	1	25%
	Tourism & Travel Management AS	3/29/2010	3	3	100%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				19	28%
Total Department-owned Courses				67	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				2	33%
Total Department-owned Programs				6	

²⁶ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Department	Programs	Program's Last Date of Approval by AVP as Reflected in TracDat	Number of Technical course requirements for the program as reflected in the Catalog ²⁷	Number of courses 5yrs old and above	Percentage of courses 5yrs old and above
Transportation	Transportation Department Courses (AST, ME, MHT)	Course-specific	9	4	44%
	Automotive Services Technology General Service Technician AS	6/6/2015	13	8	61%
	Automotive Services Technology Master Service Technician AS	6/6/2015	5	4	80%
	Automotive Service Technology Certificate	4/6/2006	(See footnote below)	(See footnote below)	(See footnote below)
	Automotive Service Technology Secondary (Collision Repair & Refinishing Technology)	2/17/2011	4	4	100%
	Automotive Services Technology Secondary	3/10/2009	6	6	100%
	Medium/Heavy Truck Diesel Technology Certificate	7/19/2009	12	12	100%
CURRICULUM SUMMARY					
Total Department-owned Courses exceeding the 5-year Curriculum Rule				38	77%
Total Department-owned Courses				49	
Total Department-owned Programs exceeding the 5-year Curriculum Rule				4	66%
Total Department-owned Programs				6	

²⁷ Because programs share related technical, related general education and technical elective course requirements, the department may not own some courses under review.

Appendix D

Annual Curriculum Review Cycle Schedule

Fall 2016

GCC's ANNUAL CURRICULUM REVIEW CYCLE SCHEDULE

EFFECTIVE FALL 2015

	Associate Degree W	Certificate Programs X	Secondary Programs Y	Department Courses Z
FALL 2015	Program	Course <ul style="list-style-type: none"> Course Adoption Course Substantive Revision Non-Substantive Revision DEADLINE: October 12, 2015	Program <ul style="list-style-type: none"> Program Adoption Program Substantive Revision Program Non-Substantive Revision New or Pilot Programs DEADLINE: October 12, 2015	
SPRING 2016			Course <ul style="list-style-type: none"> Course Adoption Course Substantive Revision Non-Substantive Revision DEADLINE: March 14, 2016	
FALL 2016	Program <ul style="list-style-type: none"> Program Adoption Program Substantive Revision Program Non-Substantive Revision New or Pilot Programs DEADLINE: October 10, 2016			Course <ul style="list-style-type: none"> Course Adoption Course Substantive Revision Non-Substantive Revision DEADLINE: October 10, 2016
SPRING 2017	Course <ul style="list-style-type: none"> Course Adoption Course Substantive Revision Non-Substantive Revision DEADLINE: March 13, 2017	Program <ul style="list-style-type: none"> Program Adoption Program Substantive Revision Program Non-Substantive Revision New or Pilot Programs DEADLINE: March 13, 2017		
FALL 2017		Course <ul style="list-style-type: none"> Course Adoption Course Substantive Revision Non-Substantive Revision DEADLINE: October 16, 2017	Program <ul style="list-style-type: none"> Program Adoption Program Substantive Revision Program Non-Substantive Revision New or Pilot Programs DEADLINE: October 16, 2017	
SPRING 2018			Course <ul style="list-style-type: none"> Course Adoption Course Substantive Revision Non-Substantive Revision DEADLINE: March 12, 2018	

***DEADLINE:** The date that the Learning Outcomes Committee (LOC) should receive the curriculum changes for review. Curriculum Approval Process should begin on January 31st for spring submissions and August 31st for fall submissions.

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

**ACCJC/WASC ACCREDITATION SITE VISIT:
MARCH 2018**

Appendix E

2015 Graduate Employment Report

GRADUATE EMPLOYMENT REPORT FOR THE CLASS OF 2014 & 2015

*Submitted by Guam
Community College
Dr. Mary A. Okada,
President*

A report in compliance with Public Law 32-181, also known as
the Fiscal Year 2015 Budget Act.

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Graduate Employment Report for the Class of 2014 and 2015

Table 1
Total Graduates by Degree Program

Degree Program	2013-2014 Total Number of Graduates	2014-2015 Total Number of Graduates	Grand Total
AA in Culinary Arts	7	24	31
AA in Education	17	22	39
AA in Liberal Studies	20	14	34
AS in Accounting	8	14	22
AS in AST-General Svc Tech	2	1	3
AS in AST-Master Svc Tech	4	2	6
AS in Computer Networking	4	6	10
AS in Computer Science	8	7	15
AS in Criminal Justice	17	26	43
AS in Early Childhood Ed	19	22	41
AS in Emergency Management	1	3	4
AS in Food & Beverage Mgt	1	1	2
AS in Hotel Ops and Mgmt	3	4	7
AS in Marketing	5	6	11
AS in Medical Assisting	20	20	40
AS in Office Technology	2		2
AS in Pre-Architectural Draft	4		4
AS in Supervision & Mgt	6	9	15
AS in Surveying Technology		1	1
AS in Tourism & Travel Mgt	1		1
AS in Travel & Tour Mgt	1	4	5
AS in Visual Communications	9	11	20
CERT in AST-Master Svc Tech	1		1
CERT in Comp Design & Drafting		1	1
CERT in Computer Science	2		2
CERT in Construction Tech		1	1
CERT in Criminal Justice	7	6	13
CERT in Early Childhood Ed	4	1	5
CERT in Family Services	1	1	2
CERT in Medical Assisting	2	1	3
CERT in Office Technology	1		1
CERT in Practical Nursing	17	20	37
CERT in Pre-Nursing	15	2	17
CERT in Supervision & Mgt	2		2
Grand Total	211	230	441

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

Table 2
Graduate Career Pathways

Graduate Career Pathways*	2013-2014 Total Number of Graduates	2014-2015 Total Number of Graduates	Grand Total
Architecture and Construction	4	3	7
Arts, Audiovisual Technology, and Communications	9	11	20
Business, Management and Administration	39	37	76
Education and Training	40	45	85
Health Services	55	44	99
Hospitality and Tourism	13	33	46
Information Technology	10	7	17
Law, Public Safety and Security	25	35	60
Marketing, Sales and Services	5	6	11
Science, Technology, Engineering and Math	4	6	10
Transportation, Distribution and Logistics	7	3	10
Grand Total	211	230	441

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Table 3
Graduates by Ethnicity

Ethnicity	2013-2014 Total Number of Graduates	2014-2015 Total Number of Graduates	Grand Total
Asian Indian	1	1	2
Asian or Pacific Islander		1	1
Black	1		1
Chamorro	78	97	175
Chinese	1		1
Chuukese		7	7
Filipino	103	100	203
Hispanic	3	2	5
Japanese	1	2	3
Korean	3	4	7
Kosraean		1	1
Palauan	7	1	8
Ponapean	4		4
Thai		1	1
Vietnamese	2		2
White	6	10	16
Yapese	1	3	4
Grand Total	211	230	441

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

Table 4
Graduates by Gender

Gender	2013-2014 Total Number of Graduates	2014-2015 Total Number of Graduates	Grand Total
Female	152	147	299
Male	59	83	142
Grand Total	211	230	441

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

Table 5
Graduate Salary Ranges

Graduate Salary Ranges	2013-2014 Total Number of Graduates	2014-2015 Total Number of Graduates
\$ 20,000 - \$ 24,999	15	22
\$ 25,000 - \$ 29,999	17	9
\$ 30,000 - \$ 34,999	5	5
\$ 35,000 - \$ 39,999	4	2
\$ 40,000 or more	5	3
Less than \$ 20,000	61	52
Not Reported	75	103
Relocated	5	6
Seeking Higher Degree	7	3
Unemployed	17	25
Grand Total	211	230

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

Table 6
Alignment of Graduate Career Pathway with Current Employment Occupation

Graduate Career Pathways*	2013-2014 Total Number of Graduates	2014-2015 Total Number of Graduates
Aligned	79	55
Not Aligned	28	31
Other	104	144
Grand Total	211	230

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Table 7

2014 Alignment of Graduate Career Pathway with Current Employment Occupation

Graduate Career Pathway	Aligned	Not Aligned	Other	Grand Total
Architecture and Construction			4	4
Arts, Audiovisual Technology, and Communications	5		4	9
Business, Management and Administration	16	2	21	39
Education and Training	13	6	21	40
Health Services	16	12	27	55
Hospitality and Tourism	7		6	13
Information Technology	5	1	4	10
Law, Public Safety and Security	10	5	10	25
Marketing	3		2	5
Science, Technology, Engineering and Math	2		2	4
Transportation	2	2	3	7
Grand Total	79	28	104	211

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

Table 8

2015 Alignment of Graduate Career Pathway with Current Employment Occupation

Graduate Career Pathway	Aligned	Not Aligned	Other	Grand Total
Architecture and Construction	1	1	1	3
Arts, Audiovisual Technology, and Communications	1	1	9	11
Business, Management and Administration	11	2	24	37
Education and Training	9	12	24	45
Health Services	7	3	34	44
Hospitality and Tourism	14	1	18	33
Information Technology	1	2	4	7
Law, Public Safety and Security	6	9	20	35
Marketing	3		3	6
Science, Technology, Engineering and Math	1		5	6
Transportation	1		2	3
Grand Total	55	31	144	230

Source: Guam Community College Banner Student Information System Operational Data Store (2016), and phone surveys of GCC graduates conducted August 2015 to April 2016.

* Career pathways are defined by the U.S. Department of Education as a series of connected support services, education, and training programs that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.

Appendix F

Closing the Loop

Closing the Loop

Group A-Associate's/ Associate & Certificate Degree Programs

This certification test is a good indicator to see if students are learning what is necessary in the accounting program and emphasizes the hospitality industry. We will continue to offer the class in the Fall and allow students who did not pass the first time another opportunity to take the exam again. (This may be harder to commit/implement to if adjunct faculty are used to teach the course.)

SLO#1: Upon successful completion of the program, students will apply accounting theory and principles to accounting procedures and practices for either financial and/or hospitality accounting systems.

Accounting A.S.

The student who did not pass the test in Fall was given the opportunity for a retake of the exam in the Spring, but they did not pass again. As an instructor, as long as AHLEA provides one free retake of the certification, students should be given this extra opportunity to retake the exam.

70% of accounting majors taking the national examination sponsored by the Educational Institute of the American Hotel & Motel Association will pass the national standard (70%) and receive a certificate.

N=6 students signed up and completed the AC225 Hospitality Industry Accounting class last Fall 2012. 83.3% or 5 out of the 6 passed the certification exam on the first try. In Spring 2013, the student who did not pass the test by 1 question will retake the exam.

After meeting with department and Advisory Committee members, the following was identified for improvement: Additional multimeters will be purchased so students can have more practice time during the instruction of this SLO. Currently, students are having to share meters which is reducing practice time and therefore negatively affecting outcomes. Once training equipment has been identified, a budget request will be submitted.

SLO#3: Upon successful completion of the program, students will be able to demonstrate the proper use of a Digital Multimeter (DMM) during diagnosis of electrical circuit problems.

Automotive Services Technology A.S. & Certificate

Department and Advisory Committee will meet to analyze data and develop measures for improvement.

70% of students will score a 70% or higher on the exam.

Out of 13 students (N=13), 8 or (62%) scored above 70% on the exam.

Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets.

SLO#3: Upon successful completion of the program, students will be able to perform basic techniques and skills using modern engineering tools in the current civil engineering industry.

Civil Engineering Technology A.S.

Results will be used to build schedule to address students' requirements for program completion.

All students enrolled will pass with an 80% or better.

N=15 or 100% of students enrolled passed the test with 80% or better.

Department will prepare a survey tracking system to monitor distribution and collection of assessment survey instrument.

Based on the assessment tool selected and the results collected show that the tool has been widely accepted by faculty in the program. The results indicate its effectiveness and the department will continue to utilize this instrument for the next assessment cycle.

SLO#1: Upon successful completion of the program, students will be able to identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights.

Criminal Justice A.S. and Certificate

Based on overall findings, the department will continue with the planned instrument. Results show that program is on track with student learning outcomes. An internal instrument will be developed to capture data from adjunct instructors. Department faculty will determine any need for course level improvements or modifications for SLOs. This will be indicated in next assessment cycle plan.

70% of students will identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights with 70% accuracy.

Of the 24 courses offered under the Criminal Justice A.S. degree program, N=12 or 50% of courses completed the "Student Learning Outcome Assessment" survey; 6 or 25% of the courses were not surveyed due to courses not being taught or archived during the data collection period and 6 or 25% were provided assessment surveys but were not completed due to classes being cancelled or adjunct instructors not completing the survey.

A combined total of 152 students from the 12 courses completed the survey. 97% of the students surveyed reported student learning outcome attainment at a level 3 or "average" level or higher. A break down according to the levels of reporting are as follows: 66% or 100 students responded learning "A great deal" or Level 5; 24% or 36 students responded learning "A lot" or Level 4; .07 % or eleven students reported learning "Average"; .02% or 3 students "Somewhat" or Level 2. No students reported Level 1 or learning "A Little". Two students or 01% did not respond to the questions.

Students were encouraged to visit/observe other classrooms and early childhood programs as part of their practicum in Spring 2014.

Recruitment efforts held, including Spring 2012 Sparkling Toast and Fall 2013 Convocation, as well as various outreach activities at community events.

SLO#1: Upon successful completion of the program, students will be able to demonstrate professionalism and ethical conduct within the educational field.

Early Childhood Education A.S. & Certificate

The same seminars with similar discussion items were implemented in Spring 2014. Professional development was offered.

At least 70% of students who complete CD292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.

100% (N=14) of students who completed CD292 Practicum scored an average of 3.5 or higher, with no score being under 2.0 on the Practicum Rating Scale during Fall 2012 and Spring 2013 semesters. In fact, no student scored under a 3.0 on the first five items of the Practicum Rating Scale (See CD292 Artifacts Mentor Ratings and CD292 Rating Results under Related Documents tab).

Education A.A. & Certificate

Practicum instructors will review code during Spring 2017 to determine how well it fits in with course.

SLO#1: Upon successful completion of the program, students will be able to demonstrate appropriate knowledge and disposition needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with disabilities.

Since criterion was met at a much higher level than anticipated practicum supervisors will be encouraged to continue current practices. However, faculty have voiced an interest in adding the Guam Commission for Educator Certification's (CCEC) Educator Code of Ethics as part of the Practicum Rating Scale and in course requirements.

At least 70% of students who complete ED292 Practicum will score an average of 3.5, with no score being under a 2.0, on the Practicum Rating Scale.

At least 70% (N=23) of the students who completed practicum at the end of Spring 2016 semester scored at least an average of 3.5 on the Practicum Rating Scale with no score falling below 2.0 (See ED292 Results Excel and ED292 Artifacts Rating Scale)

Upon receipt of budget funds or establishment of an electronic link/survey, data will be collected.

SLO#2: Upon successful completion of the program, students will be able to be successful in a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions.

Marketing A.S.

With the receipt of budget funds, all marketing classrooms and labs will be stocked with necessary instructional resources, supplies, and materials in order to meet course SLOs and assessment requirements. Additionally, the hiring of a fulltime faculty member will also assist in the coordination of assessment efforts (e.g. data collection and analysis).

75% of the students will score 80% or higher on the multimedia evaluations.

N=17, 15 of the 17 or 88% achieved 80% and above on the multimedia evaluations.

Medical Assisting A.S. & Certificate

The reentry of students at the senior level needs to be evaluated to determine if refresher courses should be taken prior to entry back into the field.

SLO#1: Upon successful completion of the program, students will be able to demonstrate professionalism, including adherence to ethical and legal responsibilities, in performing administrative and clinical duties.

The data indicates that a large majority of the students are meeting the criterion but there is still room for improvement. Further research into the reason why the program did not attain 100% of its goal shows that there was a delay faced by some of the students. Some include delays caused by inconsistent attendance from semester to semester and delays in core course attendance due to a focused effort on general educational requirements. These delays force student to miss out on the benefits of regular practice in the profession often seen in the simple errors that are being made when they do return to the core courses.

90% of the graduating students will receive an average of 3 on a scale of 0-4, on their internship/co-op/practicum evaluation.

N=22: 20/22 or 90% of the graduating students received an average of 3.0 on the 0-4.0 scale. Students did meet the criterion by practicing professionalism and adherence to medical ethics and legal guidelines.

Department continues to experience challenges with collection of data due to the lack of administrative assistance. Despite these challenges, the CT department continues to implement and sustain the required assessment tenets.

SLO#1: Upon successful completion of the program, students will be able to demonstrate basic skills needed to view, print, edit, and create variations of two and three dimensional electronic designs.

Pre- Architectural Drafting A.S.

Department will use results to adjust teaching methods and offer supplemental lessons to help students achieve desired results.

All students enrolled must pass with 80% or better.

N=60 or 100% of students enrolled in Spring 2013 passed the class.

After-Action Reports have been collected for SM208, SM220, and SM225. Rubrics to effectively capture pertinent data and assess group semester projects will continue to be implemented.

SLO#1: Upon successful completion of the program, students will demonstrate mastery in the practice of the Planning, Organizing, Staffing, Leading and Controlling function of Management to achieve firm's goals and objectives.

Supervision & Management A.S. & Certificate

Direct Service Learning activities will be introduced at beginning of semester to give students ample time to complete group project.

75% of students will score an average of at least 3 out of 4 possible points for direct service learning activity.

For Spring 2013, 38 students were registered in two of three courses that are currently being assessed. 19 students registered for SM208-Personnel Supervision and 19 in SM220-Management Skill Development (19). SM220 Leadership was not offered in Spring 2013. Of the 38 (N=38) students that registered in Spring 2013, 95% (N=36/38) participated in the Group Direct Service Learning project. Of these 36 students, 97% (N=35/36) achieved a score of 3 out of 4 on the Group Direct Service Learning Rubric.



Upon availability of NAF course lab fees will be dedicated towards upgrading software and purchasing instructional supplies.

SLO#2: Upon successful completion of the program, students will be able to apply the visual elements of line, shape, value, color, texture, typography, and space in the creation of visual products.

Visual Communications A.S.

With updated software and more instructional supplies, we will strive for a 100% achievement level.

75% of students will pass instructor's examination and approval of student created design work.

N=18, 15 received a grade of 80% or greater.

Closing the Loop

Group C-Administrative and Student Services Units

The DE SOP is in the final stages of being finalized and will be done within the next two weeks.

AUO#1 Distance Education (DE) - Complete the DE strategic plan and Standard Operating Procedures (SOP) in AY2015-2016.

Academic Technologies

There will be more of focus to expand the use of Moodle to more faculty and hopefully drive more faculty to do DE courses.

100% of the DE strategic plan and DE SOP will be completed in AY2015-2016.

The DE Strategic Plan has been completed. The DE SOP is still being worked on. The development of the SP was being driven by a committee and finished at the end of SP16. The committee has not met since.

The data in the students' educational plan was used in the development of the Spring 2017 course offerings, and is presently being used for the year round (SU2017-SP2018) registration course offerings.

SLO#1 Upon completion of the pre-enrollment counseling sessions, Adult High School students will gain knowledge of requirements for program completion.

Assessment & Counseling

The data will be used to develop future course offerings based on student course needs identified in their educational plans. In addition, the educational plans will identify the students' career of choice which will assist in the planning of potential career exploration activities.

Fifty percent (50% of Adult High School students who meet with a counselor for pre-enrollment counseling will complete an educational plan for their program of study.

A total of 99% (N=99) Adult high School continuing and returning students met with a counselor for pre-enrollment counseling for 2016 Spring semester. Of the 99 Adult High School students, 99 (100%) have gained knowledge of the program requirements and developed and/or updated their educational plans.

Instructor will administer assessment tool an input summary midway through Fall 2017 semester.

SLO#1 Upon successful completion of this program, students will be able to demonstrate ways to maintain a safe and healthy environment .

Early Childhood Education (Secondary)

Summary results cannot be utilized at this time. Due to the unforeseen delay in the CTEC051 course schedule, assessment instruments have not been completed and data has not been collected by the designated timeline. This program SLO, instruments to be used, and criterion continues to be seen as appropriate for the assessment of the program.

At least 80% of students will score a minimum of 70% on the worksheet and presentation in class.

At this time, concepts related to this SLO have not been introduced in the CTEC051 COURSES. Safe and healthy environments are set to be discussed by the end of march 2017 with the completion of the worksheets and presentations in classes. Data will then be collected and utilized for assessment. Unexpected changes to the course schedule have resulted in course topics being introduced at a later time. The delay is result of several factors-school events and last minute activities, comprehension of concepts, and completion of related assignments by the students.

Electronics & Computer Networking (Secondary)

Questions are filtered and these questions will be distributed to all high schools during Spring semester. During Spring semester, the survey questions will be shared among all secondary faculty through emails



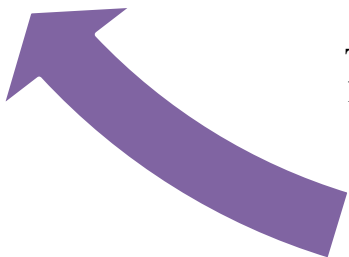
SLO#
Upon successful completion of this program, students will be able to value networking skills in the community.



75% of students who are registered in CTEE080 will have '4' or better rubric scoring in the course feedback.



The following is all GDOE high schools' survey results for CTEE066: GWHS: OUT OF 12 STUDENTS, 75% (n=9) of them gave "4" or better. OHS: Out of 14 students, 50% (N=7) of them gave "4" or better. SHS: N/A SSHS: N/A This translates to approximate 62% (16/26) of the students value Computer Networking Skills.



The filtering of survey questions are necessary. All GDOE schools should have uniform questions-filtering after discussing among faculty. The rubric scoring should be lowered to "3" since this is an entry course to computer Networking.



The Marketing department plans to purchase updated technological equipment through various resources available such as grants, department budgets and other avenues of funding.

SLO#2 Integrate the latest technology effectively in business and marketing communications.

Marketing (Secondary)

Overall the faculty members feel that in order to continue to meet the criteria, improvements must be made to address the inadequate technology and outdated software programs..

80% of the students will score 80% or higher in the rating sheets.

N=157 or 96% or 151 out of 157 students met the criteria. For the breakdown of assessment, please refer to the Assessment Artifacts Results of Summary Table compilation.

Department Chair to prioritize departmental budget spending to ensure all schools have the same tools to complete SLO (ex. murphy bed for JFK). LMP faculty will collaborate on standardizing the banquet event order requirements to meet agreed-upon rubrics to help those who did not meet skill competencies. LMP faculty will agree and commit to completing SLOs for next cycle with regular department meetings to discuss which SLOs to assess in the next cycle.

SLO#1 Upon successful completion of this program, students will be able to perform basic skills in hotel operations to include front office, housekeeping, sales, marketing and food & beverage services.

Tourism (Lodging Management Program) (Secondary)

Results demonstrated basic hotel skills in hotel operations are attained. These are critical skills to prepare students for work experience program and eventually the work force in the tourism and hospitality industry. The goal for the next assessment cycle is for participation from all six high schools. JFK High School. LMP cannot assess bed making skills because the equipment is not available; therefore, funding for a Murphy bed for JFK LMP is needed.

90% of LMP students will demonstrate basic hotel operations skills with a grade of 70% or better .

100% of all LMP I students from four high schools scored 80% or better in telephone skills (n=151). 100% of all LMP II students from three high schools scored 80% or better in bed making skills (n=71%). 93% of all LMP III students from four high schools scored 80% or better in their banquet event orders (n=59%).

OAS will continue to provide a variety of services and referrals for students who receive services from the Office of Accommodative Services and for those who work with them.

OAS will explore ways to constantly improve student services.

SLO# 3: Upon successful completion of receiving services, students will have a better understanding of requirements and services provided by the Accommodative Services Office.

Accommodative Services & Title IX

The Summary of Results will be used to justify and improve the types and numbers of services and training provided to students who receive services from the Office of Accommodative Services and for those who work with them.

70% of students receiving services will indicate their level of satisfaction at Very Good or better.

At least sixty (60%) percent of students surveyed will report being Very Satisfied. Students were provided a survey at the end of the Fall 2015. SPRING 2016, SUMMER 2016, and FALL 2016. The results are: 31 students marked Excellent, 22 marked Very Good, 9 marked Good, and 1 marked Average. Therefore, 53 out of 63, or 53/63 rated services at Very Good or better. N= 53/63. N=87%. This exceeds the 60% criterion.

For implementation purposes, BO has identified system program that would greatly improve generation of reports on a real time manner. Also, with the implementation of the system program, training for staff would be minimal as it is in an excel format. Further, the cost benefit of the system program is way better than what we pay for our current system program (COGNOS).

AUO#2: The Business Office will provide the college financial information to internal and external stake holders online and hard copy format regularly.

Business Office

Business Office inserted FY2015 and FY2016 unaudited f/s report to Tracdat to be in compliance with the assessment.

12 out of 12 (100%) of monthly reporting requirements will be provided to the College's communities and Board of Trustee. Campus communities is inclusive of students, faculties, deans, staffs and administrators. Additionally, monthly financial will be posted to MyGCC website.

N=12, 100% of monthly reporting was submitted to the College managment, College communities, and BOT enabling the College communities of the financial resources. The College has submitted required quarterly reports to the Legislature, Office of the Public Auditor and the Executive Branch as required by the Public Law. Monthly Board of Trustees reports are timely submitted tot he Board of Trustee. Annual audit report is posted to MyGCC website.

Apprenticeship Training

New program SLOs will be assessed in the next assessment cycle.

AUO#3: To increase the number of active apprentices in the program.

For the last two quarters of 2015, there was an increase in active apprentices for the program of 15% and for the 4 quarters of 2016, the program saw a consistent, average increase of 12%. So the program exceeded the goal of a 5% increase in active apprentices with an average of 12%.

5% increase in the number of active apprentices in the program.

N=495 or 100% - In the last two years, the apprenticeship program witnessed a very positive increase in active apprentices from the program.

Updating of policies is a continuous process and several policies were updated in 2016. In 2016, author attempted to have all policies updated before the year ended, which was one of the goals. Although policy review sessions were scheduled, author has to .

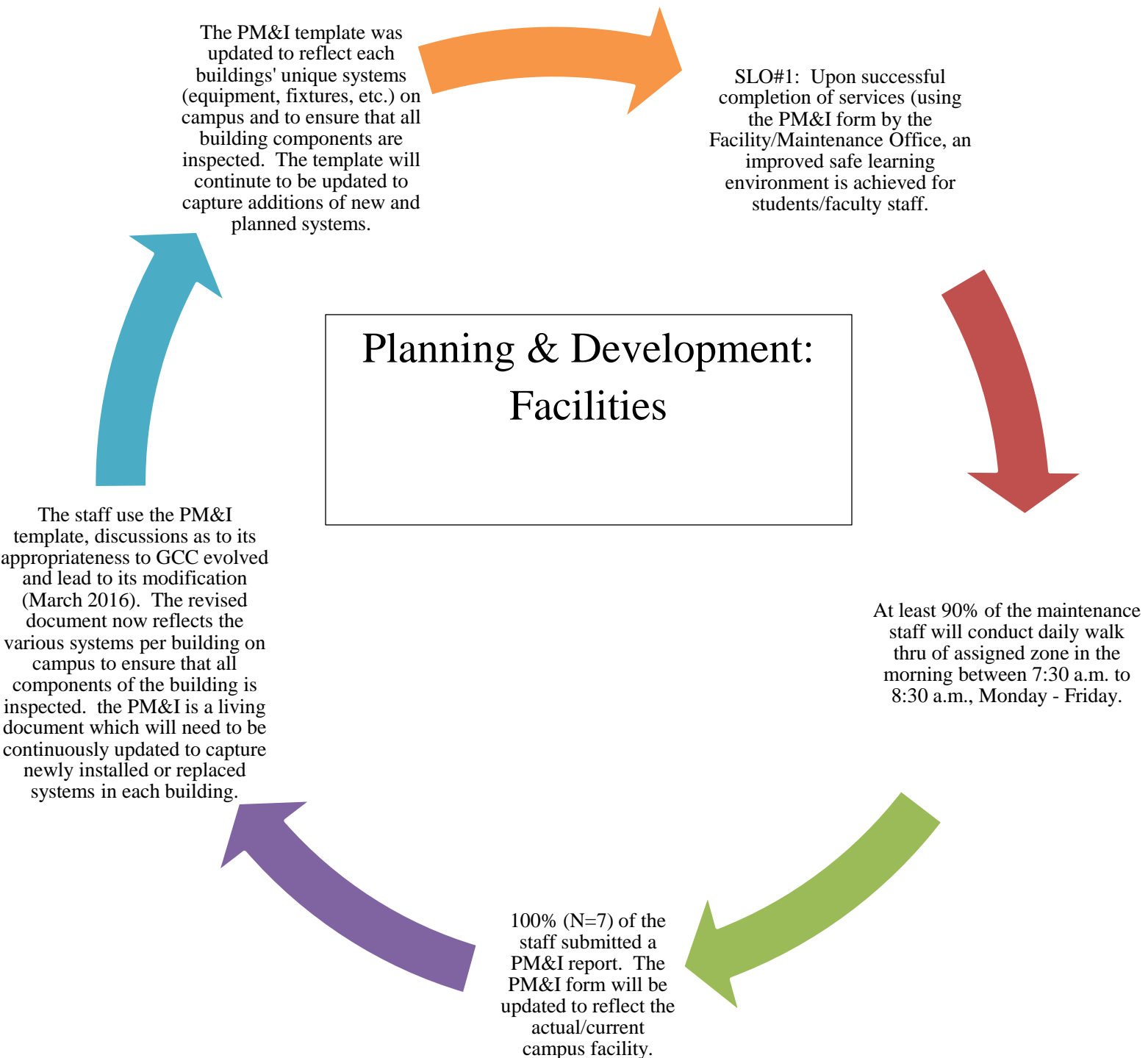
SLO#1: Continue to evaluate and amend periodically Board Policies and the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

Board of Trustees

Since the author's first policy review, changes such as having the matrix being continuously updated assists in the review of all the Board Policy Series. Key personnel are made aware of policies relating to their department/division that require updating. Author has observed key personnel are appreciative of this process and will continue to keep up with updating of Board policies as deemed necessary. The author submits updates of policy reviews to the President and Vice President of Academic Affairs to also be apprised of policies that are ready for review, whether amendments are made or policies are reviewed, with no changes.

100% BOT policies will reflect a last review date of 3 years or less. BOT will continuously update BOT policies to maintain currency on a regular basis as deemed necessary and appropriate. 100% BOT policies reviewed will separate the policy and guidelines, as recommended by ACCJC on their 2012 report recommendations.

N=78% policies which is the number of current policies. Not all of the 8 policies are due for review, however, in 2015 and 2016, some were due for review, were updated with changes and or no changes. This is a continuous process as policies should be updated for currency as needed.



The HSC will update the SSUO to SLO in Fall 2017.

SSUO#3: Upon successful completion of receiving intake at the Health Services Center, students will demonstrate appreciation for the college health programs and other learning support services that help students achieve their academic, intellectual, and personal potential by strengthening health and well-being thereby removing barriers to learning.

Health Services Center

Student/client health and wellness are improved or modified since they are essential for their academic success. The health services are conveniently available for more walk-in practice settings so that the necessary care can be available or accessible during their school hours. Regular physical activities are being offered also by the Registered Nurse (RN) to promote healthy physical activities for all.

80% of students completing the Health Services Questionnaire will report understanding and improvement in their health condition and will modify their behavior positively for a healthier lifestyle. 80% of students completing the Health Services Questionnaire (Q2) will agree or strongly agree on having a clearer understanding of their health condition.

N=10 or 10 of 10 reported in Spring 2016. N=14 or 14 of 14 reported in Fall 2016.

Students who have taken the HSE computer and paper base test and indicated interest in GCC programs were reported to the Deans on a quarterly basis instead of monthly. The latest report was transmitted October 6, 2015 as part of this reporting period. The Consolidated Annual Report to US Department of Education is not yet due until December 31, 2015.

AUO#2: The GED(R) Office will provide information regarding Career Pathway for Adult Learners workshop and College Access Grant Program to those in pursuit of postsecondary education or training.

Accordingly, this process will be managed more appropriately through the Dean's office. The name and Banner ID number of clients who reported taking GED(R) to prepare for college, and who have interest in CACGP, Career Pathways, degree/certificate programs will be forwarded to the Deans for TPS and TS. This information is valuable as it is a resource for recruitment into postsecondary education. Student banner ID, email address and telephone numbers will be included in a monthly report. Data regarding reasons for taking the GED (r) will continue to be reported in the Consolidated Annual Report to US Department of Education.

Planning & Development: High School Equivalency Office

One Hundred (100%) of test candidates that took the 2014 CBT version will be provided information regarding Career Pathway for Adult Learners and College Access Grant Program. A list of interested candidates will be forwarded to appropriate office.

The electronic logbook compiles information on whether clients want information on College Access. GCC's educational programs, and reason for taking the GED(R) (e.g., join military, further education, etc.) Of the 41 clients on the logbook, 27 (N=27) indicated they wanted to receive information on College Access, Career Pathways, GCC's educational programs, or other.

HR will continues to keep up the weekly scanning of full-time employees documents into BDMS and to maintain a 100% completion (for new hires, retirees and terminations). HR will focus on the scanning and uploading of part-time faculty (adjuncts) files into BDMS and will work towards a goal of 100% completion for all current adjuncts by the end of 2017.

AUO#1: To provide added security of full-time employees personnel files by backing up records electronically and storing them off campus.

Human Resources Office

HR continues to keep up the weekly scanning of full-time employees documents as they come in. As of 03.16.17, N=243, OR 100% (243) full-time employees files were updated on Banner. HR has begun the process of scanning and uploading documents to part-time faculty (adjunct) personnel files.

100% of all full-time active employees personnel files will be scanned and saved in Banner.

N=252 or 95% (239) of full-time employees files were completely scanned and attached to their Banner file.
NOTE: On 06.03.16 HR was at 100% however, the total number of employees changes month to month due to hiring, resignation and retirement.

GCC Library has provided excellent customer service with full services hours including Saturdays for this assessment cycle. The Library will continue to encourage the College Administration to provide full staffing to maintain the high service standards that currently exist.

SLO#1: Upon the completion of receiving circulation services, assistance and/or information from GCCLibrary personnel, students will be able to execute borrowing materials, asking directional questions, using computer stations, laptops and/or tablets and conducting other library business.

Learning Resource Center

GCC Library will use these excellent results to continue to advocate for full staffing and prompt replacement of staff opening so that maximum service hours may be maintained.

80% of students will report success when requesting Circulation and Customer Services.

A Library Survey was distributed and compiled for Fall, 2015 with 248 participants. Spring, 2016 with 141 participants and Fall 2016 with 147 participants. (N=536). Students evaluated the Library on Services, Library Collections, Library Technology and the LRC Facility. 94% of students agreed or strongly agreed that they were successful with requesting Circulation and Customer Services. 3% of students had no opinion.

To date, eight (8) bids have been issued in FY2017, in which five (5) have been awarded and three (3) cancelled. MMO will continue to work with departments in ensuring specifications and SOW are clear and all procurement packages are in order and ready for issuance.

AUO#3: To support educational programs through oversight of the procurement process. Materials Management ensures that the college follows local and federal rules and regulations in procuring goods and services.

Materials Management Office

MMO issued two (2) bid cancellations and is in the process of issuing a new bid for the A/C bid with a revised SOW in April 2017. The other bid for the fluorescent lighting is on hold at this time and under review. To date, eight (8) bids have been issued in FY 2017, in which five (5) have been awarded and three (3) cancelled.

100% of the small construction contractual services, or capital improvement projects for the college will have contractual agreements in place prior to the start of the project.

For FY2016 there were a total of 14 bids that were issued and two (2) of the bids were for capital improvement projects for the college. Both of the projects have not been awarded; one currently under re-evaluation and the other being evaluated with some clarification. N=2.

The CTC supported and approved the use of the Technology Fee 2017 Budget for the Internet bandwidth upgrade starting October 1, 2016. Since the Internet bandwidth upgrades, overall total average utilization is continuing to be mostly below the 75% threshold for incoming traffic. This basically means the result of the upgrade is now keeping the campus' Internet resources sufficient and operating at the optimal level with 25% still available for high peak usage of incoming traffic. Outgoing bandwidth utilization is a non-issue as it is mostly underutilized and with very little Internet traffic. Also as a bonus, GTA's 30Mbps link was given an additional 50% free increase which brings this line up to 60 Mbps instead of 45 Mbps.

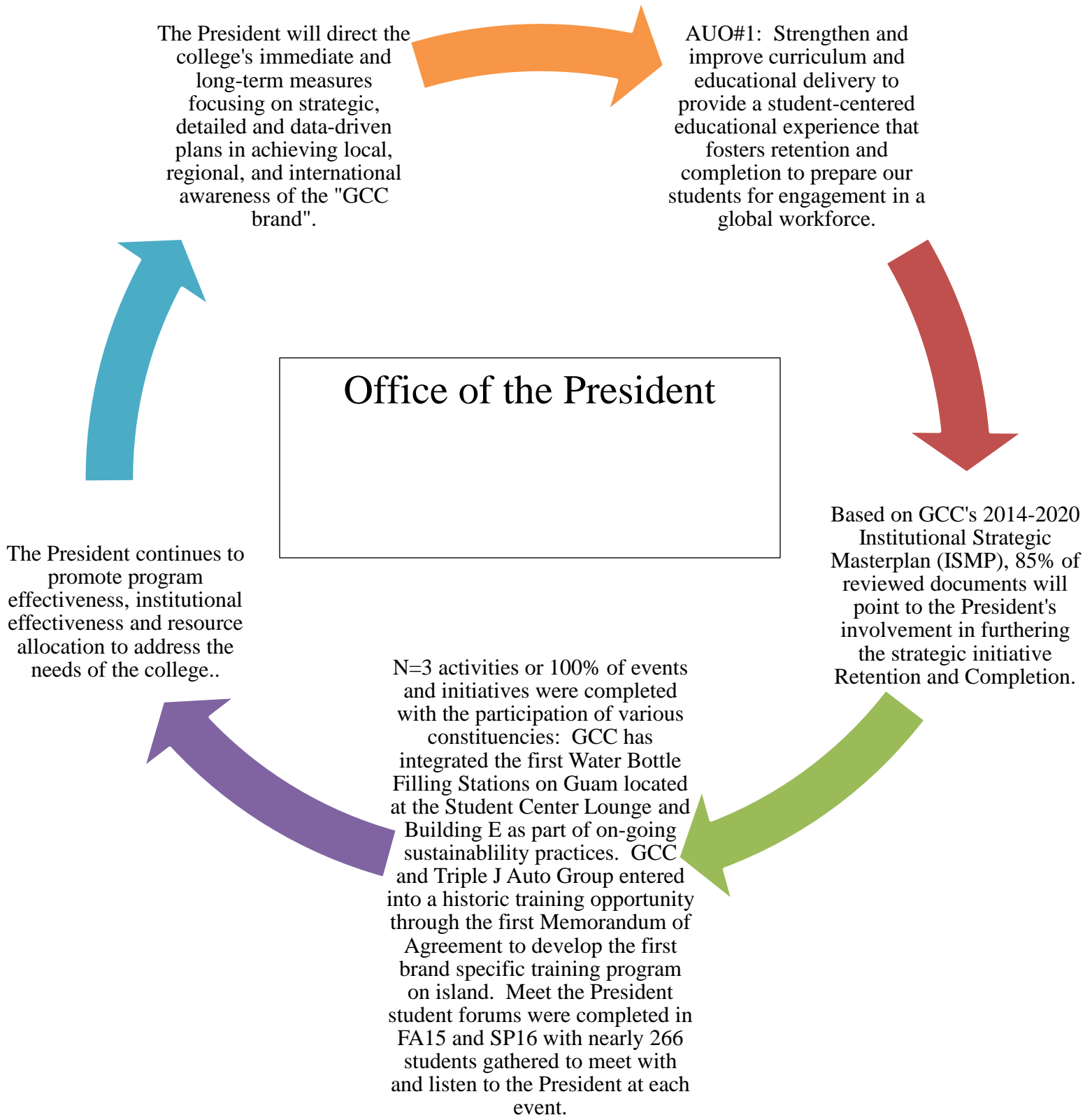
AUO#1: MIS will ensure sufficient bandwidth to accommodate distance education, cloud-based resources, the internationalization initiative, and any other future projects as needed and planned for.

Management Information Systems

As per the results of the analysis and since total bandwidth was found to be less than optimal and insufficient, total bandwidth was then upgraded from 110Mbps to 165Mbps. As a result, MIS also procured two (2) new CISCO Firewall equipment with one to replace the loander equipment and the other to be used as a standby backup. MIS will also continue to: 1) identify and expand wireless accessibility to other underserved areas of the campus, or as requested for specific areas; 2) Continue to renew, as well as update or upgrade both the InterMapper and Solarwinds network monitoring systems so that we can have the ability to look deeper into the different types of Internet or local traffic that may have an impact on the bandwidth's throughput or performance; 3) Work closer with our current Internet Service Providers (ISP) for better monitoring of our Internet bandwidth and to further configure our Internet links for better routing of incoming and outgoing Internet traffic.

N=1 or 100% of Campus Internet Bandwidth: The MIS section has captured and logged 12 more months worth of bandwidth data starting with the new baseline measure of the total 110Mbps capacity on October 15, 2015 (Fall 2015), through September 15, 2016, and continuing. MIS captured and analyzed this bandwidth data to determine if current daily usage was averaging above 75% of available incoming and outgoing Internet capacity. Based on the analysis of captured data, results indicated that about the 12th month the total and overall bandwidth utilization increased well above the 75% assessment threshold criterion, but only for the incoming Internet traffic. This basically meant that GCC's incoming Internet capacity was below optimal and is insufficient to accommodate the campus users.

GCC faculty, staff, administrators, and students will not exceed 75% of available incoming and outgoing Internet bandwidth, as its daily average use, while having 100% access of on-campus networked and online resources to and from internet. A baseline measure of the 110Mbps current bandwidth will be taken in Fall 2015. Thereafter, measures will demonstrate efforts towards ensuring sufficient bandwidth.



Changes made to the webpage to increase effectiveness in navigation and overall format and appeal came as a result of survey and email responses from stakeholders. The online survey (Survey Monkey), administered by the Center for Student Involvement, Fall 2016. As a result of the survey results, the following modifications were made to Sustainability's Webpage: 1). Consistently set open new window or utilized same window functions for opening documents or additional webpage. 2). Occasional updates for reports/documents, events, upcoming programs etc... Utilize appealing images produced by GCC Marketing department.

3)> Keep picture size consistent with each other. 4) Utilize and include graphs. In anticipation of GCC's new web-hosting service provider/contractor the site will be more user-friendly and capable of more functions such as ease of navigation to locate sustainability related contents and information.

AUO#1: Upon successful completion of the Sustainability webpage, students and the campus community will be able to locate and identify sustainability related contents and information.

Planning and Development: Office of Sustainability

With these results, more can be done to increase the percentage of those "completely satisfied" with the Sustainability Webpage. More modifications will be made with regard to the look and contents of the webpage to increase our percentage of those "completely satisfied" to at least 65%. In addition, comments from employees that have viewed the webpage express satisfaction with the look and ease of navigation through the Sustainability webpage(s).

Since the development of this AUO document, the Sustainability Website has been created and is live online. The P&D Sustainability Office in collaboration with the CSI Office developed contact list in which selected GCC students and employees were asked to visit the sustainability website, navigate through it and later take a survey requesting for information regarding their thoughts and opinions on the effectiveness, contents, and layout of the webpage for further improvement and modification. A draft survey was developed and submitted to AIER. AIER provided the instruments review, distribution (in some cases) and compilation of survey. Survey results (N=11) from GCC students reveal 36.6% (4/11) are neutral, 36.6% (4/11) somewhat satisfied and 27.27% (3/11) are completely satisfied with the webpage template and format.

At least eighty percent (80%) of the survey takers will report satisfactory ratings regarding ease of navigation, relevant information and data, and overall appearance. Survey findings will be used to improve the website, if necessary.

In November 2016, the Assistant Director for Planning and Development completed and submitted the Position Description Questionnaire (PDQ) form to Human Resources Office (HR) to primarily oversee and monitor institutional plans such as the ISMP. HR evaluated the PDQ and determined the position to be aligned with the responsibilities of a Planner III level. The Planner III job announcement was issued and interviews were conducted in February 2017. Unfortunately, the position remains vacant as none of the applicants best fit P&D's desired outcome for the position to oversee and monitor institutional plans. Accordingly, the endeavors are towards successfully achieving them.

AUO#3: Upon successful completion of receiving services from the Planning and Development Office, students will be informed of ISMP activities.

Planning and Development: CTE-WIOA

AUO will be changed to one that is appropriate with the department's mission and activities.

At least 80% of department chairs will indicate they provided students with ISMP updates.

P & D is unable to measure this AUO "at least eighty percent (80%) of department chairs will indicate they provided students with ISMP updates" as the department will continue to provide information on construction related projects. P & D is NOT directly involved in providing ISMP updates.

Included in the Spring 2016 Net Pell Check survey were questions to determine the student level of understanding on topics of (1) Effect of withdrawing from classes and (2) Satisfactory Academic Progress requirement. Based on results of the survey, this information will be emphasized in trainings and program documents.

SSUO#1: To continue the review and update of the existing continue the review and update of the existing Financial Aid Policy and Procedures Manual to ensure consistent and fair treatment of students.

Student Financial Aid

The Student Satisfaction Survey was distributed with Spring 2016 net Pell Checks. N=950. Analysis of the survey indicated 70% overall satisfaction with GCC's financial aid program and services. Components of financial aid services such as consistency and student perception of fairness were investigated and results show the need for a review of policies and procedures to firm this area of service. 77% of respondents reported feeling that the financial aid award package was adequate to meet their needs. 79% reported fairness in the application process. 78% reported confidence in the financial aid staff's knowledge and courteousness. Based on the survey results, the Policy and Procedures manual will be reviewed for areas in which improvements can be made such as the inclusion of additional Federal calculation information to printed material.

Survey will indicate 80% satisfaction with financial aid services at Agree to Strongly Agree levels.

A survey was distributed with Spring 2016 Pell checks. N=950. Analysis of the survey results indicated 79% overall satisfaction with GCC's financial aid program and services. This survey was used to assess the level of agreement with statements indicating the FAO is providing consistent and fair treatment of students.

Criterion met. However, for FA15-SP17 Cycle, CEWD will discontinue assessing the Health Certificate Workshops (HCW). Department of Public Health and Social Services (DPHSS) will be administering and coordinating the HCW in the near future. Refer to related document form DPHSS Director.cbs.



SSUO#1: Certificate or Online Training/Testing_1 - Upon successful completion of the health certificate workshop students will be able to received a health certificate.



Continuing Education & Workforce Development

Based on these findings CEWD will review the assessment results with the Department Chair of the Tourism and Hospitality Department to determine what the barriers may be associated with the failure rate of 23% of the new test instrument. Test results of the same period in March 2013 showed the same failure rate of the unsuccessful test-takers utilizing the archived test instrument. Upon this determination (test questions, language barrier, etc.), the DC of Tourism and Hospitality and DPHSS would consider the development of a revised test instrument, the possibility of translating the test instruments into different languages relative to the ethnicity of the test-taker population experiencing language barriers in order to increase the success rate of test-takers in the HC workshops moving forward.



The CEWD office supports the Tourism and Hospitality Department in conducting the Health Certificate Workshops for the Department of Public Health and Social Services (DPHSS) Health Certificate (HC) Program. The CEWD office is responsible for registering and admitting students into the HC workshop. The CEWD office prepares and submits the final HC Student Test Score Roster to DPHSS to grant the permanent annual health certificate to successful completers/test-takers. Overall analysis of the HC Student Test Score Roster/Results for the workshop/test period of March 24 - March 31, 2014 utilizing the new test instrument introduced August 2013 shows that of the 313 students scheduled by DPHSS for the HC Workshop a total of 141 students registered. Of the 141 students registered, the HC Student Test Score Roster/Results show that close to 77% (76.60% N=108) of the test-takers successfully passed the test with a failure rate of 23% (23.40% N=33) of the remaining test-takers

70% of the students who participate in the Health Certificate class during the last week of March will pass the Health Certificate Test.



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