GUAM COMMUNITY COLLEGE

2014-2020

Assessment Handbook

Assessment, Institutional Effectiveness & Research
Guam Community College
2014-2020

Office of Assessment, Institutional Effectiveness and Research
Guam Community College

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 Misión (Chamorro translation)

Guiya i Kulehon Kumunidåt Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananågui yan i fina'na'guen cho'cho' para Maikronesiha.

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Introduction

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 assessment evidence that guides improvements at the course, program, and institutional levels has grown more robust and richer over the years since the comprehensive assessment initiative was implemented in 2001. The College continues to demonstrate accountability by implementing improvements based on assessment findings at all levels of the College.

Building an institutional assessment culture requires a massive effort of mobilizing campus resources and energy. At the core of this effort lies the firm commitment to student learning and its continuous improvement. The necessity of creating an institutional infrastructure to support the components of the institution's assessment system is vital and must be given utmost priority. The developed infrastructural components of protocols, templates, and timelines provide the necessary guideline and tools needed to achieve the desired goal of effectively integrating assessment into all aspects of the College's educational and workforce development program to accomplish its mission.

Assessment is a shared responsibility at GCC. A policy document passed by the Board of Trustees (BOT 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and the Board of Trustees) provides the institutional mandate that drives all campus-wide assessment activities. The success and high level of efficiency of GCC's institutional assessment processes are accomplished through the hard work and commitment of the College's administrators, faculty, staff, students and the Board. Throughout the fall and spring semesters, academic programs, administrative units, and student services units are engaged in assessment activities. These units are delineated into four (4) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), and Group D (Special Programs[1]). To come up with an established timeframe guideline for assessing educational courses, programs and services, the Committee on College Assessment (CCA) created a two-year assessment cycle based on these four (4) groups, which also identifies the assessment requirements for each group.

The assessment process at GCC is driven by the College's mission statement in which institutional goals are created to enhance, strengthen, and continuously improve educational programs and services to the community. Embedded in the mission statement are core values which express GCC's philosophy and beliefs in:

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

1. Diversity, which embraces diverse points of view;
2. Accountability, which fosters responsibility and transparency;
3. Service, which contributes to the College, students, and community;
4. Integrity, which holds high standards of character;
5. Learning-Centered, which fosters intellectual flexibility, knowledge, and skills;
6. Student-Focused, which promotes lifelong learning, civic and social responsibility, leadership and career growth.

College Mission and Goals

Guam Community College is the only community college on Guam and offers post-secondary, and secondary, educational services and workforce development training programs. The College was created by the Community College Act of 1977 (Public Law 14-77) with a four-fold purpose: (1) to consolidate and strengthen many of the existing manpower training programs administered by the government of Guam under one governing board; (2) to expand and strengthen career education within the territory; (3) to expand short-term and extension programs in skill training; and (4) to strengthen the formal secondary and post-secondary education programs in the vocational-technical fields. With this mandate, the College offers ten career and technical education programs to five public high schools and also provides postsecondary career and technical education programs, adult and continuing education, community education, and short-term specialized training. These programs are delivered both on and off campus, in satellite programs and on site at businesses as needed.

The College also serves as the State Agency for Career and Technical Education, and provides instructional support to the Apprenticeship Training Program of the U.S. Department of Labor. In addition, the College offers a variety of community service and special programs to prepare students for college experiences to include English-as-a-Second Language, Adult Basic Education, General Education Development (GED) preparation and testing, and an Adult High School Diploma program.

To stay true to its mandate, the mission of the College reads: “Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia”. To achieve success in accomplishing the mission, the mission statement is supported with four strategic goals that are designed to direct critical steps in achieving overall excellence in educational programs and career and technical workforce development. These goals are as follows:

Goal 1: Retention and Completion: designed to strengthen and improve curriculum and educational delivery to provide a student-focused educational experience that fosters retention and completion to prepare our students for engagement in a global workforce;

Goal 2: Conducive Learning Environment: designed to transform the campus into a conducive facility for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success;

Goal3: Improvement and Accountability: designed to enhance the existing integrated planning, review, and evaluation process that provides for the allocation of resources based on

assessment results and college-wide priorities in order to boost improvement and accountability; and

Goal4: Visibility and engagement: designed to promote the Guam Community College brand to achieve regional, national, and international recognition.

In maintaining a student-centered, open door learning environment, GCC is committed to providing the best academic and student support services possible to assist students achieved their educational goals and instill amongst its employees the value of their hard work and commitment to student access and success.

Adding strength and support to the mission, GCC's Institutional Learning Outcomes (ILOs) were developed as a task of the General Education Committee with input from all faculty, the Faculty Senate, the College Governing Council (CGC), and the Board. These ILOs represent what knowledge, skills/abilities, and values students should develop and acquire as a result of their overall experiences with any aspect of the College. The proclamation of the College's ILOs, are as follows:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology

Ability to access, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally

Student learning outcomes (SLOs) and Institutional Learning Outcomes (ILOs) are integral components of the assessment process in which all activities of the College are measured for its effectiveness. The assessment results of courses, programs, and support units provide the data on the ongoing quest to continually improve delivery of education and related services to students.

Defining Assessment

The definition of assessment comes in various contexts as in education, health, tax and risk. On the education context, assessment is defined as: "the process of documenting (usually in measurable terms), knowledge, skills, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of

learners), the institution, or the educational institutional system as a whole".[2] Assessment can also be defined as" the process of utilizing data-driven *results* which provide faculty members, administrators, trustees, and stakeholders with evidence, numerical or otherwise, from which they can develop useful information about their students, institutions, programs and courses". Assessment results provide information that can help make informed decisions about student learning and development, professional effectiveness, and program quality. Overall, assessment is a process to evaluate and improve the effectiveness of programs and services, achievement of institutional mission, goals, and plans, and compliance with accreditation standards.

Building and Organizing the Assessment Process at GCC

Assessment at Guam Community College is viewed as a collective effort to demonstrate accountability as well as to improve program and institutional processes. Building on this philosophy, GCC's comprehensive assessment plan was launched in fall 2000. At the core of the plan is the improvement of student learning through the relevant linking of assessment processes with planning and budgeting decisions that specifically support student learning at the course, program, and institutional levels. Performing assessment at the College is simply geared to improve programs and services that will, in the long run, advance student learning.

Prior to AY2000-2001, assessment at the College had been sporadic and unorganized. Because the culture of assessment had never existed, assessment attempts had been episodic at best. Since the implementation of the comprehensive institutional assessment plan, the College has accomplished major assessment milestones. One of the milestones was the creation on the Community of College Assessment (CCA) under the terms of the Board-Union Agreement which recognized the central role that assessment plays in all aspects of the College's functioning. CCA is an institution level committee created under the terms of the 2000-2006 Board of Trustees-Faculty Union Agreement that took effect in fall 2000. Since its creation, CCA has developed protocols, processes, and timelines to meaningfully guide all constituents in fulfilling their assessment requirements. In addition, CCA has also developed its own mission and goals to assert the committee's commitment and support to the assessment process. The committee's mission and goals are as follows:

> **Mission**: The committee's mission is to build and sustain a campus-wide culture of evidence which promotes, fosters and improves student learning outcomes at the course, programs, and institutional levels.
>
> **Goals**:
> - To lead in capacity building efforts that aim to raise the level of awareness of faculty, staff and others involved in assessment regarding perspectives and methods of effective practice;
> - To guide and assist campus constituents to fulfill their assessment requirements by disseminating useful assessment information, models, and examples;
> - To monitor assessment compliance on campus, following a balanced system and sanctions;

[2] Wikipedia, (a web-based free content encyclopedia)

- To model sound assessment practice through productive feedback that highlight the work of individuals, departments, and units; and
- To generate longitudinal data or evidence that helps the college meet its accreditation requirements vis-à-vis the integration of ongoing cycle of assessment that is woven into the functioning of all aspects of institutional life.

Since improvements always demand continuous adjustments and modifications as necessary, CCA recognizes that questions and concerns about assessment process arise and are usually brought up during assessment workshops and training sessions spearheaded by CCA. Some of the frequently asked questions (FAQ) are as follows:

The purpose of doing assessment at GCC

There are two major reasons that drive all assessment at GCC: accountability and improvement. A policy document passed by the Board of Trustees (Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and the Board of Trustees) is the institutional mandate that fuels all campus-wide assessment activities.

On the March 2000 WASC accreditation report, the accreditation team wrote: "Despite specific recommendations related to a variety of assessments, the absence of systematic reviews of educational programs, student services, and overall institutional effectiveness continues. The responsibility for and contribution to assessment must be assumed by all segments of the institution" (pp 1-2). In light of the Team's findings, the Vice President of Academic Affairs rose to the challenge and the GCC Comprehensive Institutional Assessment Plan was launched in fall 2000.

How will assessment help improve student learning?

Ted Marchese says that "assessment is a rich conversation about student learning informed by data." Along this vein, the transformative power of assessment has contributed largely to the many pockets of conversations on learning that has gradually swept the campus. For example, the implementation of the GE core requirements in all Associate and Certificate programs in fall 2003 was the result of spirited campus dialogue on the value of General Education in a vocationally-oriented environment. Furthermore, the General Education Committee developed Institutional Learning Outcomes (ILOs) which were approved by the Board of Trustees on December 9, 2009. In the fall of 2014, assessment and curriculum schedules were also aligned so that assessment is based on current and relevant student learning outcomes for all active courses and programs.

The College's institutional assessment process has brought forth a multitude of activities. The Curriculum Manual provides guidance on the alignment of student learning outcomes at the course, program, and institutional levels. At the department level, program guides are being revisited, capstone courses are being developed, and in some cases, sequence of courses in a program is being changed as a result of program assessment results. At the class level, course guides are being re-written, syllabus components are being standardized, and teaching methods are continually being improved in order to address various learning styles of students. The

development and transformation of these assessment-fueled strategies will gradually contribute to a conducive-learning environment where student learning will increasingly flourish.

Defining student learning

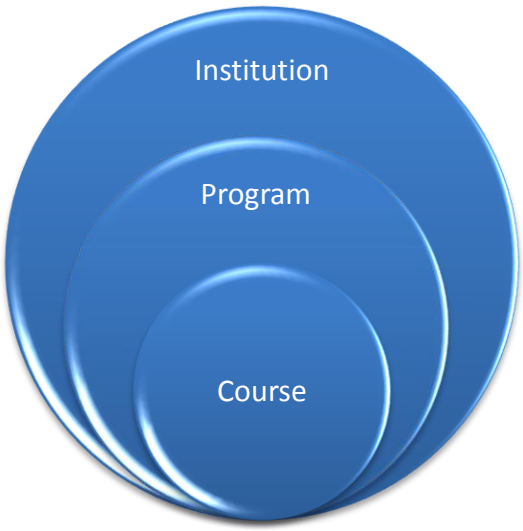
Various definitions of "student learning outcomes" abound in the assessment literature. One author defines it as a set of statements that describe what a student will be able to do with what he or she knows as a result of a set of learning experiences. Another author considers it as a measurement of the degree whereby students are learning what educators believe students are learning. In the academic area, student learning outcomes assessment measures whether the learning objectives set by faculty in their respective classes or programs are being met. In the non-academic area, it is a little bit more complicated since evidence of student learning in indirect and implicit at best. In both areas, how to measure student learning outcomes is the greatest challenge in doing assessment.

Tiers of assessment at GCC

The graphic on figure 1 illustrates the three tiers of GCC assessment at the course, program, and institutional levels. The graphic depicts the general framework used to link all assessment processes at various levels within the institution. At the core of these processes are three (3) important questions that are asked regarding student learning: What do students know? What do they value and think? What can they do? These three questions correspond to the cognitive, affective, and behavioral domains of student learning. By continually asking these questions, we are drawn closer to what we say we do in our classrooms and to what we promise our programs can deliver in terms of results.

Most important of all, knowledge of the organizing framework of assessment at GCC allows every constituent to locate him or herself in the entire assessment process and thereby address the important assessment questions appropriate for each level.

Figure 1. GCC Assessment Tiers



Performing assessment and the impact on the performance evaluation of faculty

The fundamental reason of doing assessment is the improvement of student learning. Since the focus of assessment is on student learning outcomes, the 2017-2023Agreement Between the GCC Faculty Union Local 6476 AFT/AFL-CIO & the GCC Board of Trustees agreed and approved that all permanent faculty are to be evaluated on the content and expertise in engaging in institutional assessment (Appendix B and C). Their participation in assessment may involve curriculum updates and the implementation of improvement plans based on department assessment results as defined in department strategic plans just to name a few.

Assessment deadlines

The College has established a two-year cycle for assessment reporting to the CCA. The two-year cycle consists of specific semester goals that move assessment processes from assessment planning to implementation of assessment results. The specific goal of Semester One is to formulate or modify an assessment plan. Semester Two is to gather data continuously. Semester Three is intended for the preparation of an assessment report while Semester Four is utilized to implement use of assessment results. Using these semester goals as markers, timelines have been developed for the purpose of regularizing assessment submissions in an organized way. Deadlines are necessary to bring everyone into rhythm with the established assessment cycle, as much as possible.

Asessment and academic freedom

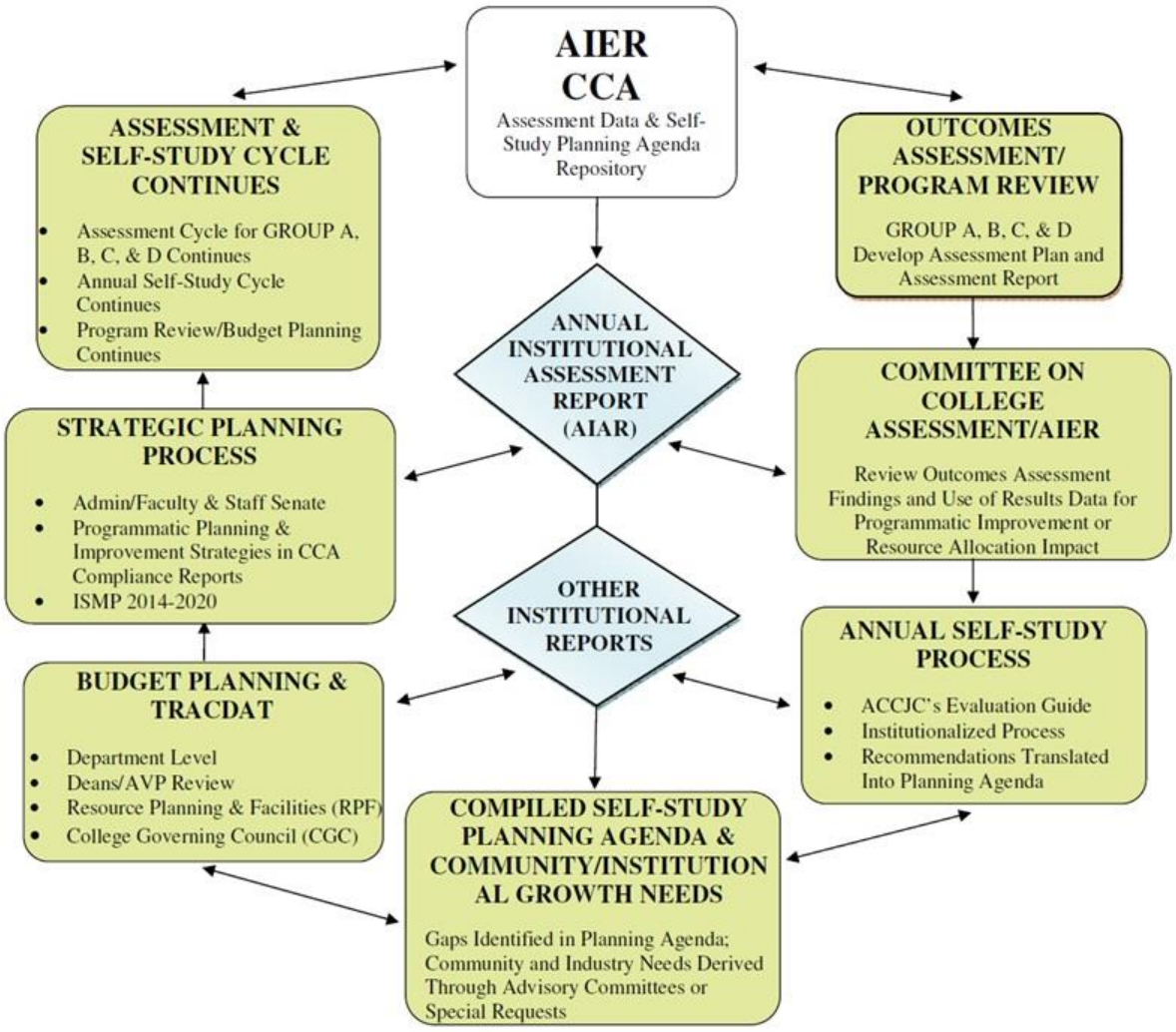
Assessment is not an infringement on academic freedom, since it systematically seeks meaningful information to improve student learning across the institution. The 2017-2023Agreement Between the GCC Faculty Union Local 6476 AFT/AFL-CIO & the GCC Board of Trustees clearly states that the intent of Article VII-Participatory Governance is to "establish and implement a means for providing broad participation by faculty and administrators in the decision-making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the College President." Furthermore, shall participate where applicable in the development, revision, and implementation of departmental assessment activities.

The college has developed a balanced system of sanctions and rewards with regard to issues arising from assessment compliance. At the end of each academic year, programs, student services, and administrative units are placed on two lists: a probation list for those that have not participated in the assessment effort, and a recognition list for those programs that have fulfilled all their assessment requirements within the academic year are reported to their respective supervisors categorized as such. Though no penalty per se exists for those faculty not participating in assessment (unless stipulated in their individual goals), it is the department or program, however that will lose valuable input in the conversation on program improvements on campus and a chance to contribute to making the GCC campus a conducive environment for student learning. The assessment process encourages all campus constituents to have "a say" and actively participate in the core functions of programs and departments.

Assessment measures

The measures we use are dictated by the assessment questions we pose. In assessing student learning, there are direct measures, indirect measures, and so-called non-measures. Because we are always striving towards a triangulation of methods, we must use as many measures as we can. Even with each of these strategies, there is always a wide array of options. Faculty are charged with creating direct measures for assessing student learning within the classroom.

Figure 2: GCC's Model of Linking Program Review to Integrated Institutional Planning



Assessment is useful, and used

Assessment is used as a decision-making tool for planning, budgeting, and resource allocation. GCC is committed to a dynamic linking of assessment with planning and budgeting processes. Assessment pinpoints strengths, weaknesses, and areas for program improvement. Planning, in turn, draws upon identified needs to determine priorities for human and fiscal resource allocation. In short, assessment results are used for inform decision-making processes that impact on student learning and institutional effectiveness.

APPENDICES

APPENDIX A

Board of Trustees Policy 306

GUAM COMMUNITY COLLEGE
Board of Trustees

COMPREHENSIVE ASSESSMENT OF INSTRUCTIONAL PROGRAMS, STUDENT SERVICES, ADMINISTRATIVE UNITS AND THE BOARD OF TRUSTEES

WHEREAS, Guam Community College remains steadfast in its commitment to provide the citizens of Guam and the region with quality educational programs and services that undergo systematic and continual assessment; and

WHEREAS, the Board adopted an established cycle of program evaluation to fulfill the following objectives:

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and vocational training;

Ensure wise allocation of resources;

Determine the program's effectiveness and to implement program improvement strategies; and

WHEREAS, the 2014 newly-approved Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards mandate a more comprehensive assessment process for all instructional programs, student services and administrative units on campus; and

WHEREAS, assessment of student learning outcomes must be the cornerstone of all assessment activities, as indicated in the new accreditation standards; and

WHEREAS, the regular cycle of assessment at GCC should be on a two-year cycle as determined by a staggered assessment schedule of programs, services, and administrative units; and

WHEREAS, the Board of Trustees and the Foundation Board, shall set an example of compliance with the new accreditation standards.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees assigns the responsibility to the President and/or his designee, with consultation from the Committee on College Assessment, to refine, monitor and strengthen the campus-wide assessment plan and schedule, as well as report assessment results in a timely manner to all stakeholders of the college, and

BE IT FURTHER RESOLVED, that the Comprehensive Assessment for Instructional Programs, Student Services, Administrative Units and the Board of Trustees shall be in effect each academic year.

Amended & Adopted: August 11, 2017
Resolution 8-2017

Amended & Adopted: December 11, 2014
Resolution 46-2014

Amended & Adopted: November 17, 2008
Resolution 58-2008

Adopted: September 4, 2002
Resolution 13-2002

APPENDIX B

Comprehensive Institutional Assessment Plan

Guam Community College

Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees[4]

*(with the integration of TRACDAT, an assessment data management tool since 2003)

The purpose of this document is to provide guidance to assessment and evaluation processes at Guam Community College for the expressed purpose of marking accomplishment and informing institutional planning. Though institutional assessment is the responsibility of the Office of the Vice President for Academic Affairs, its implementation falls under the Office of Assessment, Institutional Effectiveness and Research (AIER)[5]. The AIER office reports its findings in the *Guam Community College Annual Institutional Assessment Report.* In this regard, assistance to AIER is provided by the Committee on College Assessment (CCA), made up of a representative body of faculty, staff and administrators as established in a provision of the Board of Trustees-GCC Faculty Union contract in 2000 then in 2005, and further strengthened in the 2010-2016 Agreement Between the Guam Community College Faculty Union Local 6476 AFT/AFL-CIO & the Board of Trustees Guam Community College. A policy document passed by the Board of Trustees (*Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees*) is the institutional mandate that drives all campus-wide assessment activities. Furthermore, effective fall 2004 and henceforth, CCA added a student representative to its membership.

There are numerous assumptions about Institutional Assessment:

- The process is messy and inexact, but must be done as precisely as possible
- The curriculum is the process, not the outcome
- The process should be minimally intrusive for both faculty and students
- Outcomes measures should be as direct as possible, although indirect methods, such as industry perceptions, must be included
- Assessment should somehow use existing artifacts or examples of student work
- Industry-specific professional testing measures of competence may be applied
- Student grades may not be used as evidence of student outcomes
- Assessment must inform the curriculum, policy, and planning
- Decisions arising out of assessment results are not meant to be punitive; rather, they are to be used for program and service improvements

[4] Updated February 2011, Revisited January 2009, Revisited December 2005, Revisited March 2004, Revisited September 2002, Revisited December 2001, Original document approved October 2000.

[5] The Office of Assessment and Institutional Effectiveness (AIE) was renamed the Office of Assessment, Institutional Effectiveness and Research (AIER) to include the research component of the assessment process. Effective October 1, 2010, the name change was officially implemented when the Board of Trustees approved the current organizational chart at its September 2010 meeting.

The College "borrowed" James Nichols' 5-Column Model for assessing and reporting the vitality of academic programs and institutional services; including as a major component, the assessment of student outcomes. The five-column model essentially provides the framework that all programs and units must use in designing their assessment plans. The first three columns consist of the Institutional Mission (Column 1), Intended Student Learning Outcome (Column 2), and Means of Assessment & Assessment Criteria (Column 3). The assessment plan is laid out in these 3 columns. The last two columns, Data Collection Status/Summary of Results (Column 4) and Use of Assessment Results/Implementation Status (Column 5), primarily complete the assessment report. For review of the program and/or course-level reports, CCA runs the Unit Assessment Report - Four Column and Unit Course Assessment Report - Four Column due to redundancy of the Assessment Report showing how each assessment unit is supporting the goals of the institution.

Following an institutional decision to automate the assessment process, the college purchased the site license of the software called **TracDat** in 2003, and began its limited implementation through sustained training of users in that same year. With its campus-wide implementation in fall 2004, TracDat has greatly helped in managing the entire assessment process, at the course, program, and institutional levels. Although careful attention was made in mapping the existing assessment process with the new system, the transition from the hard copy to the online environment for assessment also necessitated certain adjustments that required the revisiting of existing templates for assessment plans and reports, as well as Assessment committee artifacts. The protocols that follow are descriptions of the assessment hard copy process, and are retained here, but followed by a note about its relevant TracDat application (Version 4 implemented January 2008), whenever necessary and appropriate.

Portions of the report on academic programs provide descriptive information about the program goals, faculty and their respective role in assessment, advisory committees, and courses offered in the program, as well as the currency of the courses. In TracDat, these can be found in the Unit Definition Setup for each of the individual programs, services and administrative units. The report also includes program outcomes (usually three or more), as well as tools that measure such outcomes. The core component of the report includes the assessment of student learning outcomes, reflecting the emphasis of the ACCJC accreditation standards. Portions of the report on student or administrative services provide descriptive information about service or administrative outcomes, tools for measuring outcomes, and staff members and their respective roles in assessment. The Unit Definition Setup in TracDat contains all this information, and must be inputted by the responsible staff member in the department or unit. Assessing the quality of academic support services as they impact student learning outcomes are also included in the report.

For Academic Programs, Services and Administrative Units
Preparing for the Annual Instructional Program Assessment Plan and Report

There are two distinct components of the Annual Instructional Program Assessment Plan and Report: I. Assessing Program and Course Level Student Learning Outcomes and, II. Program

Review. Program review is a process analyzing the effectiveness of an educational program with the intent of improving institutional effectiveness and student learning. Regular program review involves the review of a degree or certificate program and comprehensive program review involves the review of a coherent educational experience (i.e., Work Experience program).

Comprehensive Program Reviews should examine a broad range of indicators and it is a periodic, detailed report on the historical development, current activities and performance, goals and needs of a specific program – qualitative, quantitative and financial – and a statement of how that program's content and activities related to the College Mission and Goals. The Deans decide on program review assignments and timelines depending on program or institutional need.

Program review through the systematic assessment process is an institutionalized process on a two-year cycle. The process includes four steps: planning, data collection, reporting, and use of results. Student Learning Outcomes identified at the program level are the primary focus of this type of systematic review. Tools, criteria of success are all identified at the outset.

Preparing for Program Review

Each academic program, service environment, and administrative division or unit in the College will be reviewed on an ongoing basis. The Office of Assessment, Institutional Effectiveness and Research will report findings to the Vice President for Academic Affairs, which is responsible for institutional assessment as a whole. Each academic program will input into TracDat their program assessment plan, collect and summarize data collected, report the results, address/report how results will be used for improvement, and discuss implementation of program improvement governing the measurement of programmatic success and benchmarks of satisfactory performance. If results show constancy or improvement each year, the program or service will need no further review. If however, key results record a decline or abnormality, then a more comprehensive review will be instituted. Administrative and student services units will implement a client satisfaction survey, as well as other relevant measures, on various categories identified in the assessment plan. A program review will be a necessary complement of the other identified assessment measures.

These components are similar for non-instructional programs, student services and administrative units. The only difference is that student services and administrative units are "administrative unit outcomes (AUOs)" and "student services unit outcomes (SSUOs)"as the equivalent of "SLOs" in order to delineate the distinction between a direct impact to student learning (as instructional programs are bound to have on students, hence the term, SLO) and **indirect** impact on student learning, as student services and administrative units are meant to induce.

For academic programs:
For academic programs, departmental committees convened for this purpose will input all the necessary information for a program assessment plan using TracDat. Once this process is completed a TracDat Data Input Memo available for download in TracDat under the Documents

tab is to be submitted to the CCA via aier@guamcc.edu. CCA review teams assigned to various instructional programs will review and critique the assessment plans and reports and recommend improvement strategies to the CCA general membership for final rating. A CCA Checklist and Consolidated Feedback Sheet (or CFS), a form created by the CCA, serves the purpose of reporting the CCA's rating to the department. Deadline to input the recommended changes to the plans and reports are addressed in the CFS.

For student services:
For the student service areas, departmental or unit assessment plans will be the responsibility of the unit's head to convene and agree on the unit's plan inputted into TracDat. Plans will undergo review and critique by the CCA, and prompt feedback will be communicated to the departments before they can begin implementing their assessment activities for the year. The process of review by CCA is the same as indicated for the academic programs.

For administrative units:
An Administrative Unit Assessment Plan will be the responsibility of the unit administrator in formulating their unit's respective administrative objectives/outcomes. The CCA review process is the same as the academic program above.

For the Board of Trustees:
Though the Chairperson of the Board of Trustees (BOT) will have primary responsibility for the assessment of Board activities, the CCA will lend assistance to the Board in the administration of surveys and other measures deemed necessary to assess the effectiveness of the college's Board. The integration of outside voices will form an integral part of BOT assessment processes. Assessment protocols are consonant with the rest of the constituents undergoing systematic and regularized assessment at the college. Review of the BOT's assessment submission by CCA is the same. A similar process will be followed in the assessment of Foundation Board of Governors.

This is the GCC assessment model which combines both outcomes assessment and program review in order to regularize campus-wide evaluation of educational programs and services on an annual basis, instead of the traditional 5-year cycle for program review or evaluation. The reports generated from the various departments and units subsequently form the basis for the annual publication of the Guam Community College *Annual Institutional Assessment Report (AIAR),* which is distributed at the beginning of each academic year. Each department, service area or administrative unit will incorporate assessment findings into their yearly planning routine.

It is important to note that the College has an established review process for all assessment plans and reports entered into TracDat. First, assessment authors submit a TracDat Data Input Memo to AIER. The AIER staff then advises the CCA Review Team via email to review the plan/report and adds the program or unit to the CCA agenda for deliberation. CCA then deliberates on the plan/report and rates it as either *approved* or *resubmit*. After an assessment plan or report is rated, the CCA Review Team prepares a CCA Checklist and Consolidated Feedback Sheet (CFS) with comments and suggestions and submits a copy to AIER. A copy of

the CFS is then forwarded to the assessment author. The assessment author then makes changes in TracDat based on the CFS and discussions with the review team. After changes are made, the author then submits another TracDat Data Input Memo to CCA no later than the deadline indicated on the CFS indicating that the changes have been made.

Preparing to Assess Student Learning Outcomes

The Fundamental Questions

What evidence can the department provide that demonstrates an accurate appraisal of how well students are learning what we said we would teach?

As each student reaches a programmatic milestone in their education he or she must be able to demonstrate the tenets of their education in two distinct areas: General Education Outcomes and Discipline-Specific Outcomes.

General Education Outcomes

Recognizing the necessity for its students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness, and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each degree program.

Guam Community College believes that general education provides the academic foundation necessary for students to achieve their life goals. General education is intended to offer students a breadth of quality student learning experiences, encourage their respect for cultural heritage, promote their ethical and responsible social behavior and facilitate their life-long learning.

The General Education program strives to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication.

Guam Community College believes that high quality general education opportunities for all citizens are necessary for democratic principles and practices to exist and for a sound economy to flourish. The College continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire hope, opportunity and responsibility in all its constituencies.

Institutional Learning Outcomes (ILOs)

In keeping with its mission that Guam Community College be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia, the College community has established the following Institutional Learning Outcomes[6]. During academic year 2008-2009 the General Education Committee facilitated the development of GCC's six (6) Institutional Learning Outcomes (ILOs) which derived from the previously-existing 28 GenEd SLOs and was approved by the Board of Trustees on December 9, 2009. To align the original 28 SLOs, the ILOs were categorized with an acronym as follows:

Guam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community. Students will demonstrate:

Use of acquired skills in effective communication, and quantitative analysis with proper application of technology

Ability to assess, assimilate and use information ethically and legally

Mastery of critical thinking and problem-solving techniques

Collaborative skills that develop professionalism, integrity, respect, and fairness

Civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally

Two-Year Assessment Cycle Schedule

The schedule for formulating instructional program assessment plans and completing assessment reports in TracDat is listed in an annually-produced poster, GCC's Two-Year Assessment Cycle Schedule. In this two semester cycle, a semester goal always guides any assessment activity, as follows:

1st semester: Review existing plan and incorporate modifications; TracDat input required
2nd semester: Gather data continuously; input status of data collection in TracDat
3rd semester: Prepare and submit assessment report; TracDat input required
4th semester: Implement use of assessment results; input status of implementation in TracDat

Attached is the Assessment Review Flow Process which describes the above assessment activities.

[6] Recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees (December 2, 2009)

This cycle repeats every two-years, which means that a full cycle is comprised of four semesters. For better management of this whole cycle, the Committee on College Assessment (CCA) divided the programs[7], services and administrative units into four distinct groups which came to be known as the college's Assessment Taxonomy. These groups include the following:

Group A: Associate Degree Programs
Group B: Certificate Programs
Group C: Student Services and Administrative Units
Group D: Special Programs (includes secondary, GE, developmental courses that do not have specific programs, and federally-funded programs)

Each of these groups is at different stages in the assessment cycle, and has different requirements every semester. Likewise, in order to establish a rhythm to the assessment schedule, there is only one assessment deadline during each semester. This occurs in March and October of each year. Programs or services that are out of sync with the schedule are also given assistance by the CCA to get back on track whenever possible.

Discipline-Specific Program Outcomes

Each department establishes discipline-specific outcomes. Measurement methods may include activities embedded in different course assignments, capstone course, real world experiences, a departmental exit exam created locally or using industry standards, or any method the department may devise that demonstrates and documents measurement.

TracDat has specific tabs that address each of these components, such as Assessment Plan and Task/Implementation Status, and requires careful input of information by the user.

For Student Services
Preparing for the Annual Student Services Assessment Plan and Report

Criteria for assessing non-academic student services revolve on needs assessment and client satisfaction measures on existing student services. TracDat is used to set up the components of an assessment plan, as well as the alignment of student services outcomes to higher level outcomes. For example, each student services outcome must be related to the division level goal (e.g. Academic Affairs), to the school goal (e.g. Technology and Student Services or Trades and Professional Services), Board of Trustees, President/CEO goal, Program, Student Services or Administrative Unit goal, then to the institutional level (e.g. college goal), and finally, to the external unit level (e.g. WASC standard). The set up of an assessment report begins with

[7] In response to ACCJC's requirement to assess courses as well as programs, CCA approved a temporary four-year assessment cycle schedule in order for programs to identify and assess course level SLOs. Once course SLOs have been identified and assessed for all courses, the institution will continue to use the two-year assessment cycle schedule where program and course SLOs will alternate. CCA approved a motion to have all instructional programs assess fifty percent of their technical requirements for each associate degree and certificate program. At least one SLO per selected course must be assessed. This requirement was made effective Fall 2010. During the November 19, 2010 CCA meeting, CCA approved a motion to combine the deadline for the Data Collection Status and the Assessment Report.

inputting information into the Data Collection Status/Summary of Results (N=?) tab, and the Use of Assessment Results & Implementation Status field/box. Documents, like student artifacts and other relevant materials, can also be uploaded in the Related Document Link so that the assessment evidence is immediately accessible to anyone with TracDat user access.

For Administrative Units
Preparing for the Administrative Unit Assessment Plan and Report

The assessment of administrative units focuses on four thematic areas. These are support for instructional programs, quality of service, interaction with other departments/units and planning/budgeting processes. All of these components of an assessment plan and report are addressed by the various tabs available in TracDat, as discussed in an earlier section of this document.

For the Board of Trustees
Preparing the Annual Assessment Plan and Report

As stipulated in the BOT Policy 306, the Board of Trustees must also complete an assessment plan and report, as well as follow the college's assessment cycle, in consonance with the other constituents undergoing assessment at the college. The Office of Assessment, Institutional Effectiveness and Research (AIER) provides guidance to the Board in its articulation of administrative outcomes, data collection and consequent data analysis. Although portions of the results may be included in the AIAR, a separate report is written by AIER which is largely focused on Board concerns and other issues. The Foundation Board of Governors is also subject to regular assessment processes so that board functions can contribute significantly to institutional effectiveness.

Reporting Assessments Results

Reporting format for programs, services and administrative units will be guided by the TracDat formatting of reports. Though several formats are available, the most common and most popular is the Unit Assessment Report – Four Column. Following the comprehensive assessment plan outlined above, two components – student learning outcomes and program review – will comprise the assessment report. All three areas – programs, services and administrative units – will report their assessment findings to the Committee on College Assessment utilizing the five-column model, as developed by Dr. James Nichols, former Director of the University Planning and Institutional Research of the University of Mississippi. The software TracDat is capable of simulating this given format because it was mapped with then-existing processes at the college to minimize confusion during the transition from the hard copy to the online environment.

This five-column model format will cover the results of the student learning outcomes or SLOs, as well as administrative and student services outcomes, in various departments and units at the college. All the hard copy templates that have been developed early on in the assessment process have been essentially replaced by TracDat, but are kept posted at the AIER website for historical purposes. The website dedicated to GCC assessment (http://www.guamcc.edu/aie)

serves to document the development and evolution of the college's assessment initiative, and also houses TracDat, the data management tool available for use by all GCC constituents who are responsible for assessment.

Submission of departmental/unit assessment reports will follow the schedule set by the committee for this purpose. Although the cycle is continuous, assessment reporting will be done in a two-year cycle, each at the program, administrative, student services level and course level. The reports submitted at any given semester are harvested in TracDat and are used as valuable aggregate data in preparation of the annual report. This consolidated report is released to the campus community as the *Guam Community College Annual Institutional Assessment Report* (AIAR) at the beginning of each academic year. This report is then utilized as one critical document to guide and inform relevant divisions, departments, or units so they can be guided in their annual planning activities, as reflected in the Data-Driven Dedicated Planning (3DP) Framework (see Attachment B).

Central Repository

The **Office of Assessment, Institutional Effectiveness and Research** serves as the central repository office that systematizes assessment data collection and analysis efforts of the college's comprehensive assessment initiative. In close collaboration with the Vice President of Academic Affairs, this office's Assistant Director is primarily responsible for ensuring that findings from assessment activities will be used to improve and strengthen instructional programs, student services and administrative units.

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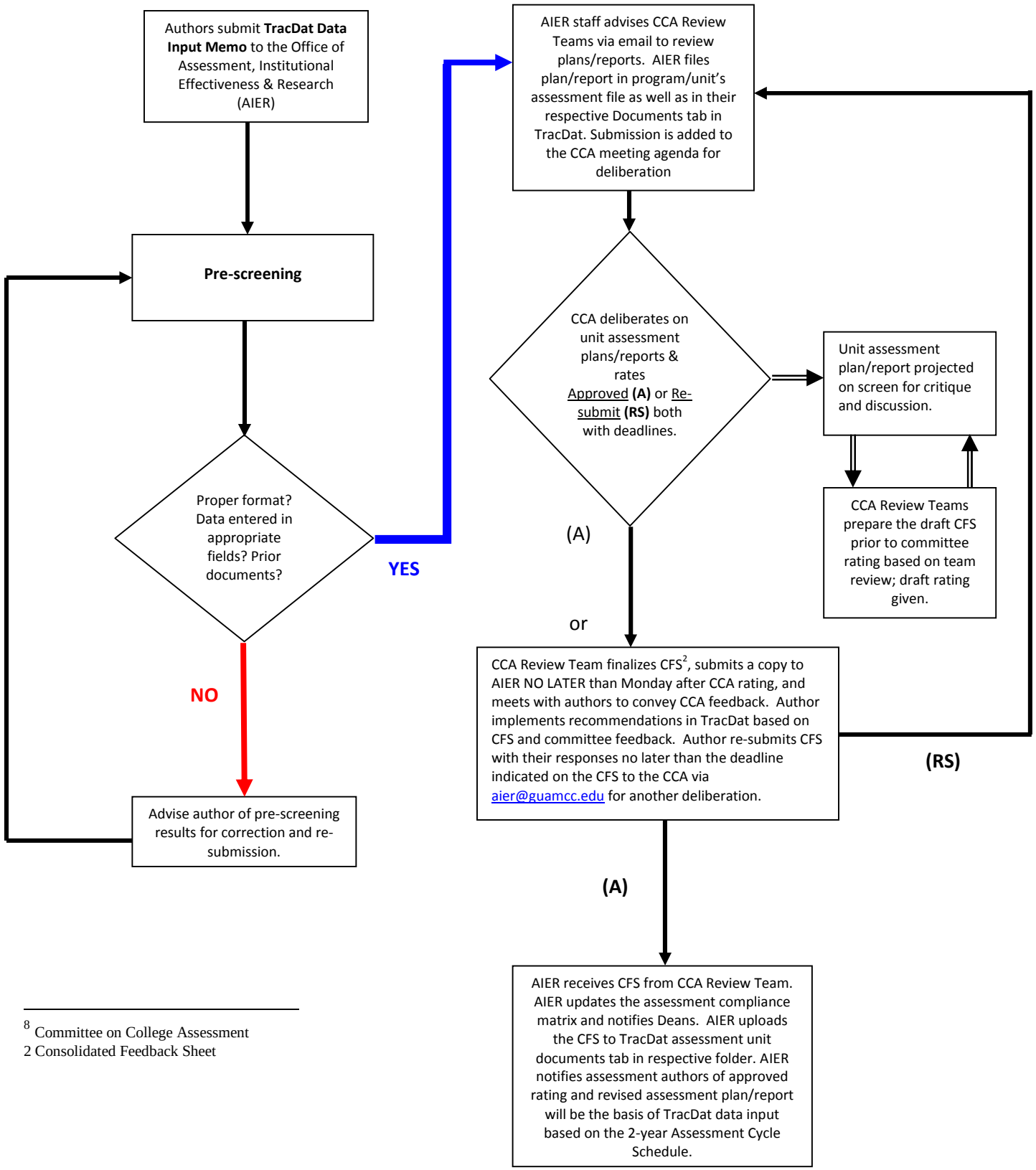
Attachment A:
CRITIQUING PLANS/REPORTS by the CCA[8]:
ASSESSMENT REVIEW FLOW PROCESS
Revised September 2012



[8] Committee on College Assessment
2 Consolidated Feedback Sheet

APPENDIX C

GCC Two-Year Assessment Cycle Schedule

GCC's TWO-YEAR ASSESSMENT CYCLE SCHEDULE
EFFECTIVE FALL 2017

	GROUP A Associate Degree	GROUP B Certificate Programs	GROUP C Administrative & Student Services Units	GROUP D Special Programs
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/SLO Assessment Plan** Go to Program /Unit Level Assessment Plan Tab and each 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**
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/SLO Data Collection Status** Gather data continuously; Enter status of data collected for the AUO/SLO in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE: March 12, 2018**	**Program & Course SLO Assessment Plan** Go to the 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**
FALL 2018	**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-tab **DEADLINE: October 8, 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: October 8, 2018**	**Admin/Student Services Unit AUO/SLO Assessment Report** Input AUO/SLO 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 8, 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: October 8, 2018**
SPRING 2019	**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 11, 2019**	**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-tab **DEADLINE: March 11, 2019**	**Admin/Student Services Units AUO/SLO Implementation Status** Input the status of implementing use of AUO/SLO assessment results in TracDat's Data Collection Status/Summary of Results (N=?) Tab & Sub-tabs **DEADLINE March 11, 2019**	**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 11, 2019**

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

GUAMCOMMUNITYCOLLEGE

ACCJC/WASC ACCREDITATION SITE VISIT: MARCH 6 - 9, 2018

AIER

Office of Assessment. Institutional Effectiveness & Research

APPENDIX D

GCC Assessment Taxonomy

GCC ASSESSMENT TAXONOMY FOR ACADEMIC YEAR 2017-2018

GROUP A
Associate Degree Programs

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

GROUP B
Certificate Programs

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

GROUP C
Administrative & Student Services Units

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

*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)

Adult High School Diploma Program (AHS)

Allied Health - Health Careers & Science (Secondary)

Automotive (Automotive Service Technology) (Secondary)

Automotive (Collision Repair & Refinishing Technology) Secondary

Automotive Service Technology Department Courses

Business Department Courses (AC, MK, SM, VC)

Construction Trades Department Courses (AE, CE, CT, EM, OR, SU, WA, WE, WT, WW)

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)

Nursing & Allied Health Department Courses (EMS, HL, MS, NU)

Social Science/Criminal Justice Department Courses (CJ, EC, FS, HI, HU, PI, PS, PY, SO, SS)

Technology Department Courses (CS, EE, OA, PV, RE)

Tourism & Hospitality Department Courses (CH, CI, HS, JA, KE)

Tourism - Lodging Management Program (Secondary)

Tourism - ProStart (Secondary)

Visual Communications (Secondary)

Work Experience (Secondary)

This handbook was prepared by the Office of Assessment, Institutional Effectiveness & Research (AIER), in consultation with R. Ray D. Somera, Ph.D., Vice President for Academic Affairs.

GCC
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