

## **Appendix F**

### **Closing the Loop**

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**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 AHLA 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.



# Visual Communications A.S.

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.

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.

## Early Childhood Education (Secondary)

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 .

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.

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.

## 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



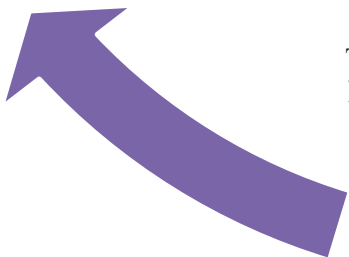
SLO#  
Upon successful completion of this program, students will be able to value networking skills in the community.



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 services for the students it serves. 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 PM&I template was updated to reflect each buildings' unique systems (equipment, fixtures, etc.) on campus and to ensure that all building components are inspected. The template will continue to be updated to capture additions of new and planned systems.

SLO#1: Upon successful completion of services (using the PM&I form by the Facility/Maintenance Office, an improved safe learning environment is achieved for students/faculty staff.

## Planning & Development: Facilities

The staff use the PM&I template, discussions as to its appropriateness to GCC evolved and lead to its modification (March 2016). The revised document now reflects the various systems per building on campus to ensure that all components of the building is inspected. the PM&I is a living document which will need to be continuously updated to capture newly installed or replaced systems in each building.

At least 90% of the maintenance staff will conduct daily walk thru of assigned zone in the morning between 7:30 a.m. to 8:30 a.m., Monday - Friday.

100% (N=7) of the staff submitted a PM&I report. The PM&I form will be updated to reflect the actual/current campus facility.

## Health Services Center

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.

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.

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.

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.

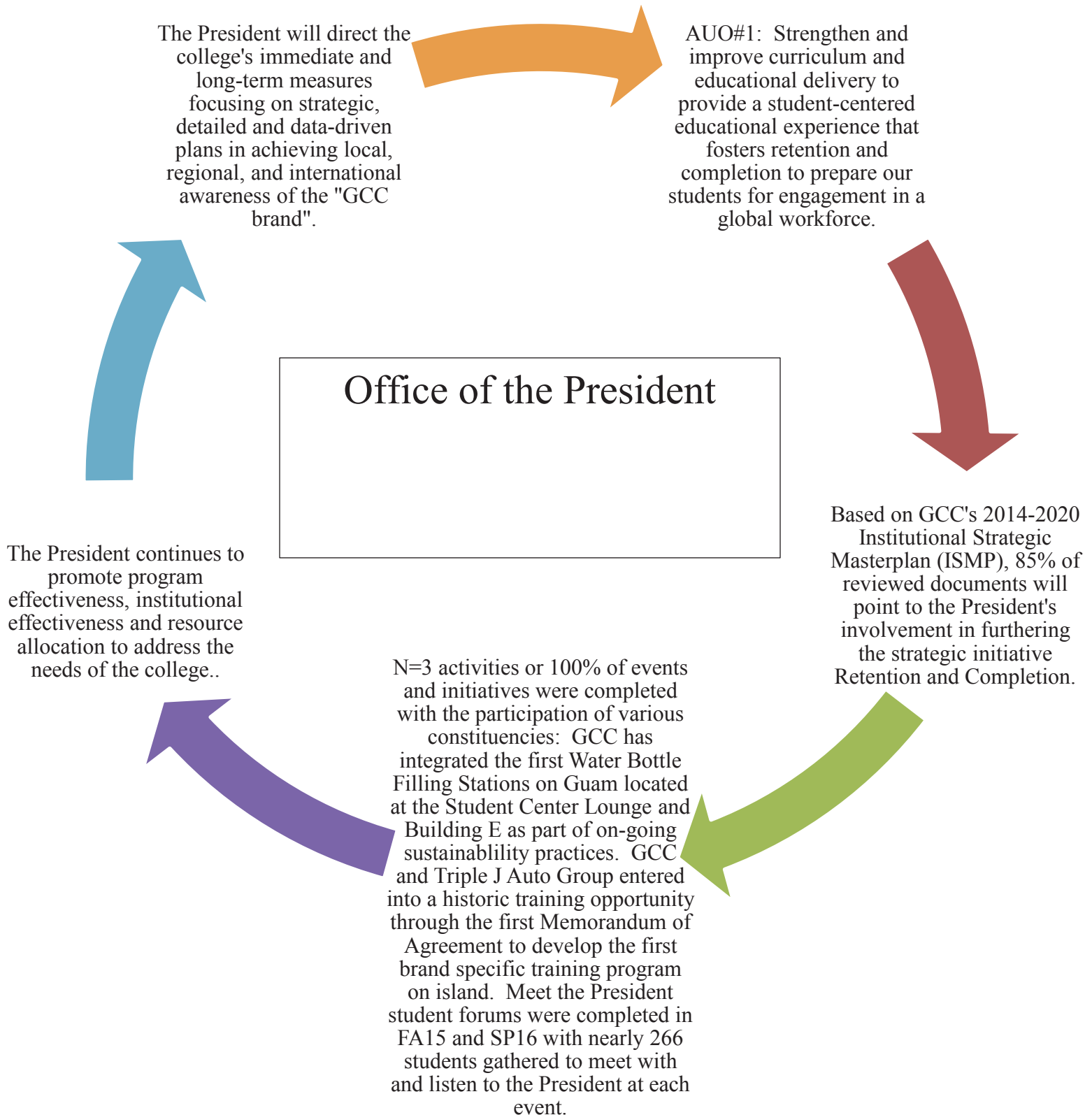
## Management Information Systems

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 undates" as the department will continue to provide information on construction related projects. P & D is NOT directly involved in providing ISMP updates.

## Student Financial Aid

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.

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.

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.

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.

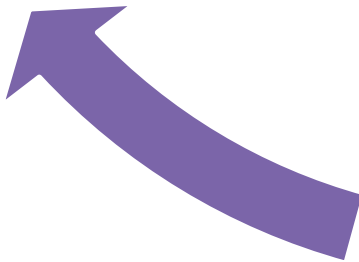
## Continuing Education & Workforce Development



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



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



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.