Guam Community College Learning Management System and Online Services

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Student Orientation Training on Online Classes and Moodle

FALL 2024 STUDENT ORIENTATION

Monday, August 12, 2024 • 9:00am • Multipurpose Auditorium (MPA) Bldg. 300

AGENDA

9:00am – 9:10am

Welcoming Remarks
Dr. Virginia C. Tudela, Vice President for Academic Affairs

9:10am – 11:40am

Ava Garcia, Coordinator, Admissions and Registration

Gemma-Lee Santos, Coordinator, Financial Aid

Troy Lizama, Associate Professor, Assessment and Counseling

James Fathal, Program Specialist, Student Support Services

John Payne, Program Specialist, Accommodative Services

Christine Matson, Assistant Professor, Learning Resource Center

Esther Rios, Program Specialist, Reach for College

Abegail Aguilar, LPN, Health Services Center

Jason Soliva, Instructional Designer, School of Technology & Student Services (TSS)

Huan Hosei, Environmental Health & Safety Officer, Environmental Health & Safety

Richard Reyes & Andrew Marquez, Computer Systems Analysts II, Management Information Systems (MIS)

Francisco "Kiko" Palacios, Sustainability & Project Coordinator, Planning & Development

Lavina Camacho, MFT, LPC, MAC, Director of Clinical Services, WestCare Pacific Islands

Gerald Cruz, Associate Dean, School of Technology & Student Services (TSS)

Adrian Davis, Program Coordinator II, Center of Student Involvement (CSI)

11:40am

Evaluation Survey

SPRING 2024 STUDENT ORIENTATION

Monday, January 8, 2024 • 10:00am • Multipurpose Auditorium (MPA) Bldg. 300

AGENDA

10:00am – 10:10am

Welcoming Remarks

Dr. Mary A.Y. Okada, President, Guam Community College

10:10am – 12:10pm

Ava Garcia, Coordinator, Admissions and Registration

Gemma-Lee Santos, Coordinator, Financial Aid

Sally Sablan, Associate Professor, Assessment and Counseling

James Fathal, Program Specialist, Student Support Services

John Payne, Program Specialist, Accommodative Services & Title IX

Christine Matson, Assistant Professor, Learning Resource Center

Esther Rios, Program Specialist, Reach for College

Abegail Aguilar, LPN, Health Services Center

Jason Soliva, Instructional Designer, School of Technology & Student Services (TSS)

Huan Hosei, Environmental Health & Safety Officer, Environmental Health & Safety

Jenine Damian, LMSW, Counselor, WestCare Pacific Islands

Gerald Cruz, Associate Dean, School of Technology & Student Services (TSS)

Adrian Davis, Program Coordinator II, Center of Student Involvement (CSI)

12:10pm - 12:20pm

Evaluation Survey

12:20pm

Campus Tour

FALL 2023 STUDENT ORIENTATION

Monday, August 14, 2023
10:00 a.m. - Online via Zoom

AGENDA

10:00 a.m. – 10:10 a.m.

Welcoming Remarks
- Dr. Mary A. Y. Okada, President

10:10 a.m. – 12:10 p.m.

Information to help you "NAVIGATE YOUR COURSE THROUGH GCC AND BEYOND"
- Ava Garcia, Coordinator, Admissions and Registration
- Gemma Santos, Financial Aid Coordinator, Financial Aid
- Sally Sablan, Associate Professor, Assessment and Counseling
- James Fathal, Program Specialist, Student Support Services
- John Payne, Program Specialist, Accommodative Services and Title IX
- Christine Matson, Assistant Professor, Learning Resource Center
- Esther Rios, Program Specialist, Reach for College
- Emma Bataclan, Instructor, Health Services Center
- Jason Soliva, Instructional Designer, School of Technology & Student Services (TSS)
- Huan Hosei, Environmental Health & Safety Officer, Environmental Health & Safety
- Jenine Cabrera, LMSW, Counselor for Uplift Counseling Services, WestCare Pacific Islands
- Gerald Cruz, Associate Dean, School of Technology & Student Services (TSS)
- Adrian Davis, Program Coordinator II, Center of Student Involvement (CSI)

GCC Mission Statement

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

COPSA
Council On Postsecondary Student Affairs

CENTER FOR STUDENT INVOLVEMENT
GUAMCOMMUNITYCOLLEGE

Student Orientation Evaluation Survey

FALL 2024   Monday, August 12, 2024   9:00AM   Multipurpose Auditorium (MPA)

** *119 surveys submitted* **

1. Gender: **71** Male   **48** Female   **0** Other: _____

2. Age: **98** 16-20   **10** 21-25   **3** 26-31   **5** 32-41
   2 42-54   **1** 55 or older

3. Ethnic Origin: *(Check all that apply)*
   0 American Indian or Alaska Native   **1** Black or African American   **38** CHamoru
   2 Chinese   **6** Chuukese   **74** Filipino   **2** Hispanic, Latino
   5 Japanese   **1** Korean   **0** Kosraean   **4** Palauan   **1** Ponapean
   0 Vietnamese   **6** White, Caucasian   **2** Yapese   **2** Other: Carolinian, German

4. Reason for Attending This Semester: *(Check all that apply)*
   1 English as a Second Language   **4** GED   **5** Adult Basic Education
   3 Adult High School Diploma   **1** Journeyworker Certificate   **90** Associate Degree Program
   18 Certificate Program   **14** Earn College Credits for Transfer   **3** Bachelor Degree Program
   1 Other: DEAL

5. How did you hear about the Student Orientation? *(Check all that apply)*
   26 Flyer   **24** GCC Website   **13** MyGCC Portal   **17** Admissions & Registration
   20 Counselor   **16** GCC Student   **50** Friend/Family   **3** Facebook   **14** Instagram
   4 Email   **5** Other: (COPSA Advisor, CSI, Nurse/Health Services Center, My own research online)

6. Have you attended a GCC recruitment event/outreach presentation prior to enrolling to GCC?
   30 Yes   **89** No

7. Would you have attended a "Guide to GCC Registration and Financial Aid" event, prior to the Orientation?
   72 Yes   **47** No

8. Please indicate your impressions of how the Orientation provided useful information about: *(Mark only one per row)*

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Blank
Admissions & Registration	50	58	11	0	0	0
Financial Aid	58	52	8	0	1	0
Assessment & Counseling	59	50	10	0	0	0
Student Support Services	56	55	8	0	0	0

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Blank
Accommodative Services	55	53	11	0	0	0
Learning Resources Center - Library	49	48	20	0	0	2
Reach for College	55	51	13	0	0	0
Health Services Center	50	57	12	0	0	0
Online Learning & Moodle	54	50	15	0	0	0
Environmental Health & Safety	70	45	4	0	0	0
Management Information Systems	49	55	14	0	0	1
Planning & Development: Sustainability	62	44	12	0	1	0
WestCare Pacific Islands	55	44	19	0	1	0
GCC Student Handbook	53	46	17	0	1	2
Title IX	57	45	14	0	0	3
Center for Student Involvement	56	44	10	0	1	8

9. Please indicate your impressions of the following statements: *(Mark only one per row)*

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Blank
I was able to register for my courses before Orientation without difficulty.	55	51	11	0	1	1
I was able to apply for financial aid before Orientation without difficulty.	47	38	28	2	2	2
I know where and how to get the support needed to succeed academically at GCC.	47	58	14	0	0	0
Orientation helped me feel better prepared to start my semester at GCC.	57	48	13	0	0	1

Summary of #9:
- **106 out of 119 students or 89%** strongly agreed and agreed they were able to register for courses before Orientation without difficulty.
- **85 out of 119 students or 71%** strongly agreed and agreed they were able to apply for financial aid before Orientation without difficulty.
- **105 out 119 students or 88%** strongly agreed and agreed they knew where and how to get the support needed to succeed academically at GCC.
- **105 out 119 student or 88%** strongly agreed and agreed that Orientation helped them feel better prepared to start their semester at GCC.

10. What aspects of the Orientation did you find MOST helpful?
- Financial Aid
- Financial Aid
- The different services that are being provided.
- Financial Aid presentation
- Definitely the part where they discussed Financial Aid and anything revolving around that.
- Getting help from everyone.
- The part where they discussed about Financial Aid and Reach for College.
- The speakers were very helpful.
- Finding out more knowledge about the college.

- Financial Aid, Student Support Services, Reach for College, GCC Student Handbook, Environmental Health & Safety
- How the presenters reported the environment (campus) and the people with their presentations and speeches. It helped with perspective. The icebreakers were great too.
- All of it.
- The Financial Aid
- PowerPoint presentation.
- The COPSA Officers.
- The presenters & student campus tour.
- Overall campus services e.g. rainwater collection.
- CSI & LRC
- I happen to find every aspect helpful in many ways.
- Joining clubs, Environment Safety, Online Classes & WestCare
- Environmental Health & Safety.
- Everything was helpful because they were able to explain clearly & was easy to understand.
- What I found most helpful was their help on navigation. I now know where and how to get support academically at GCC.
- Very informative.
- The email and contract details info location of each department
- CSI
- I found the most helpful aspect was the fact that most info needed can be found online / CSI.
- Presentations from each faculty.
- Online Moodle, MIS
- Confirming certain concerns and regarding finance.
- Each presentation.
- Accommodation Services
- Being able to access all the information I need for the new academic year in one place.
- Financial Aid and Support
- Student Support Services was very helpful because I didn't know about the GCC ID.
- I found each representative really helpful. What I found helpful is how each one knows what to focus on and stick to what is most needed by students.
- Information on where and how to get help throughout the semester.
- I found the campus tour the most helpful.

- All of the above.
- Learning about the online instructions were best helpful for me as I am taking online courses myself.
- Knowledge of security.
- The Environmental Health & Safety presentation.
- Learning about the security.
- The presentations.
- Generally found the orientation overall helpful.
- All services that actively aid me.
- The interactive aspects helped me most.
- The aspects that I found most helpful was the step by step presentation. However, just wish that it was more straight forward.
- I love financial aid yippe!
- P&D: Sustainability. Didn't know rain-water was used to flush our toilets.
- Rights as a student
- The online classes.
- Being able to ask questions.
- The most helpful to me was the online learning and Moodle presentation.
- Everything presented was informative and concise.
- When they talked about online learning and Moodle. It is the most helpful especially for us, new students to use the website and MyGCC account.
- Reach for College, FAFSA
- All the information was helpful.
- Online Moodle techniques and method.
- Yes
- Explaining all new student information.
- N/A
- All parts.
- Moodle, EHS
- EH&S
- The Moodle
- Very informative slideshow
- Information about the online classes.
- Student services.
- Nothing
- Environment Health & Safety
- When they talked about Academic Counseling and tutoring.
- I found that every part of the orientation was very helpful. I found that the student help resources were very informative.
- Neutral

- I found that the Assessment and Counseling very helpful into knowing and having good counseling assistance is helpful for upcoming student.
- To me, I found Financial Aid and Online Moodle Learning as it applies to my current school semester. They are the most helpful for me to start my first year.
- What I found out is that when you're 18 and above, you have the right to not show your grades to your parents.
- FAFSA
- When they talked about FAFSA.
- Scholarships, FAFSA
- Everything
- Finding out the available resources offered on campus!
- Deferment letter for Financial Aid, campus security numbers.
- Student information regarding requirements for thigs such as IDs.
- The interaction with the people around me & the activities for all attendees.

- The speakers were informative and were open to questions.
- The part of the orientation about online learning and Moodle.
- Financial Aid.
- The FAFSA
- How to make our college life great.
- Huan Hosei
- All presentations were very helpful.
- The PowerPoint slideshows
- CSI
- I found the Health Service Center the most helpful because it showed me when I have to renew my certifications.
- Introducing the Counseling.
- The Accommodative Services
- Mostly everything was presented clearly.
- The aspects I found most helpful is the many programs that are able to assist for different needs and help.

11. What aspects of the Orientation did you find LEAST helpful?

- N/A
- None.
- None
- None
- Everything was helpful.
- The online learning because I don't do online courses.
- None. I found all information helpful.
- N/A. Every presentation was helpful.
- Nothing.
- Admissions and Registration, Library
- Technical difficulties. Easily fixable & aided as possible.
- The Student Support Services
- The sustainability presentation.
- Restroom usage.
- None, apparently all aspects of the orientation were helpful.
- Reach for College
- Each topic was very helpful!
- None. I got a lot of insight and learned new things from each presenter.
- Rebus puzzles
- Sustainability, WestCare, Handbook, CSI

- Registration, because we were registered at this time.
- The Management Information System because I had adapted to changes rather quickly prior to the orientation.
- Admissions and Registration, all students are already registered.
- They were all helpful.
- None, I am satisfied.
- All were helpful.
- For me it was the LRC because the speaker didn't discuss that much.
- Yes
- Yes
- The Library
- None.
- Everything was helpful.
- Nothing
- None. Everything tackled was helpful honestly.
- They were all very helpful, more of the orientation were very helpful.
- Neutral
- I find that the Reach for College is the least helpful as I found it neutral.

- Reach for College was the one that I didn't really need help for as I am already qualified for FAFSA and I have to declare a major already. Overall the most of the orientation was helpful and needed for me.
- The aspects I missed.
- The parts I missed.
- Employees on library services.
- All parts were generally helpful / informative.

- There was no part that wasn't helpful.
- Technical difficulties (ex. microphones)
- Online learning since I have no classes online.
- For me it's the online learning and Moodle.
- I didn't find anything useless.
- Everything & information was helpful.
- Aspects of the Orientation I find least helpful would be none due to how many programs and people that are willing to help whenever.

12. To better serve our GCC students, what suggestions do you have for improving the Orientation program for future semesters?
- N/A
- None
- None
- Nothing
- None.
- Since the orientation was quite late at the start, I would recommend preparing earlier :)
- Step ahead of the game.
- Not to take much time.
- It was good.
- For Admissions and Registration steps and breakdown (tips) for new students. Library not much info provided, but it was okay.
- An agenda to help with the excitement and better understanding and expectation of the orientation's time frame.
- More chairs
- Start at a later time.
- The little icebreakers before and after.
- Presenters; some mumbling or not as confident.
- Make sure everything and everyone are on board with it because it was confused at the back and front.
- No suggestions!
- More interactive presentations.
- Keep up the good work on student orientations. It was very informative!
- Shorter orientation.
- The presentation was informative and helpful to help students succeed.
- None. Good as is.
- Context table / objective flyers of orientation
- Can't think of any. Provide contact info on screen.
- Maybe a little bit faster.
- Everything was great and helpful.

- Please do the orientation before tuition is due. Maybe early summer? This information would've been helpful before I registered for classes.
- None, satisfied with the orientation.
- Have a separate orientation for all pre-registration steps.
- Passing out refreshments / snacks
- Food
- More breaks.
- More breaks, so it's not all just long talks.
- No answer.
- Shorter and sweeter presentations.
- I suggest showing videos about GCC to give more visual information.
- Give gas vouchers to everyone please.
- More puzzles!
- I like the riddles, but wish more of a variety.
- It would be better if the speakers try to interact with the students more and have more activities relating to the topic they are discussing.
- More interaction with the kids.
- Clubs to present where we can sign up.
- Yes
- Not sure, maybe make the MyGCC an app.
- Faster presentation
- Everything was great, presentations were a bit long but helpful.
- More interactive presentation.
- None. No suggestions.
- Some speakers need to engage more to the audience.
- Nothing to change.
- Seems good as it is now.
- Zoom option to attend. Restroom breaks please so we don't miss out on information.
- More orientation
- More activities between presentations.

- Details on types of student services regarding scheduling, studying, and everyday school life.
- Maybe more student interaction.
- I like interaction & activities so a little bit more of that.
- Recommend students to take pictures of some slides.
- Push ups
- Bigger font size on slideshows

- Nothing much.
- Nothing.
- Keep the good work. Everything is well organized. Everyone is friendly and very helpful. Thank you!
- I suggest adding videos in the presentation to give us all an overall idea of what each program does. It's also to make it faster.

13. Overall, I thought the Student Orientation was:

   61 Excellent   **51** Good   **7** Fair   **0** Poor   **0** Blank

14. I have read the GCC AY24-25 Annual Drug and Alcohol Disclosure.
   119 Acknowledged   **0** Blank

COPSA

Council On Postsecondary Student Affairs

CENTER FOR STUDENT INVOLVEMENT
GUAMCOMMUNITYCOLLEGE

Student Orientation Evaluation Survey

SPRING 2024   Monday, January 8, 2024

** 51 surveys submitted **

1. Gender: **24** Male   **27** Female   **0** Other: _____

2. Age: **29** 16-20   **9** 21-25   **7** 26-31   **2** 32-41
   2 42-54   **2** 55 or older

3. Ethnic Origin: *(Check all that apply)*
   0 American Indian or Alaska Native   **0** Black or African American   **26** CHamoru
   1 Chinese   **3** Chuukese   **21** Filipino   **3** Hispanic, Latino
   2 Japanese   **0** Korean   **1** Kosraean   **2** Palauan   **1** Ponapean
   0 Vietnamese   **1** White, Caucasian   **2** Yapese   **0** Other: _____

4. Reason for Attending This Semester:
   2 English as a Second Language   **0** GED   **1** Adult Basic Education
   0 Adult High School Diploma   **0** Journeyworker Certificate   **37** Associate Degree Program
   13 Certificate Program   **4** Earn College Credits for Transfer   **4** Bachelor Degree Program

5. How did you hear about the Student Orientation? *(Check all that apply)*
   13 Flyer   **9** GCC Website   **4** MyGCC Portal   **7** Admissions & Registration
   5 Counselor   **5** GCC Student   **9** Friend/Family   **1** Facebook   **1** Instagram
   19 Email   **4** Other: (Health Center Office, CSI, COPSA/CSI, helped make it happen)

6. Have you attended a GCC recruitment event/outreach presentation prior to enrolling to GCC?
   7 Yes   **44** No

7. Would you have attended a "Guide to GCC Registration and Financial Aid" event, prior to the Orientation?
   28 Yes   **23** No

8. Please indicate your impressions of how the Orientation provided useful information about: *(Mark only one per row)*

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Admissions & Registration	39	10	2	0	0
Financial Aid	42	7	2	0	0
Assessment & Counseling	41	9	1	0	0
Student Support Services	39	7	5	0	0
Title IX / Accommodative Services	38	9	4	0	0

Learning Resources Center - Library	38	8	5	0	0
Reach for College	38	7	6	0	0
Health Services Center	40	8	3	0	0
Online Learning / Moodle	38	7	6	0	0
Environmental Health & Safety	40	7	4	0	0
GCC Student Handbook	40	8	3	0	0
Center for Student Involvement	42	5	4	0	0

9. Please indicate your impressions of the following statements: *(Mark only one per row)*

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
I was able to register for my courses before Orientation without difficulty.	28	15	7	1	0
I was able to apply for financial aid before Orientation without difficulty.	28	7	14	1	1
I know where and how to get the support needed to succeed academically at GCC.	36	7	8	0	0
Orientation helped me feel better prepared to start my semester at GCC.	41	7	3	0	0

10. What aspects of the Orientation did you find MOST helpful?

- Everything
- Financial Aid
- All of it.
- CSI
- Presentations
- Friendly
- Center for Student Involvement (CSI) are willing to help students.
- Counseling, CSI & Survey
- Flags
- The Financial Aid Office and the Learning Resources Center were most helpful for me.
- What I found to be the most helpful was the Financial Aid portion of the Orientation.
- The incentives (prizes).
- Name that Flag
- I found all of it very informative, but I thought the FA helped the most.
- I like that they make the crowd participate which makes it fun.
- Counseling
- Information that was not given during the on boarding process.
- Financial Aid, Student Support Services, and GCC Student Handbook
- CSI, Counseling
- The information about the Library and Financial Aid.
- Intro to the staff and where to find them.
- All of it was good. I think it was great that it wasn't boring. Engaging and informative, loved it!
- Center for Student Involvement and what they offer.
- Campus Map and Student Services
- Services available
- Student Support Services
- There wasn't too much information and directions were simply explained.
- Speaker were descriptive and have a sense of humor.
- The presenters / staff were very engaging.
- Each presenter elaborated well on their respective topics.
- Financial Aid.
- All useful information
- Security information.
- The Online Learning
- I honestly believe that the presentations were the most helpful in giving brief understanding of the

organizations at GCC and how they function in helping students with different problems they can face.
- All the info given was very straight forward.
- Everything was useful in its own ways.

- The lax environment made it feel comfortable & entertaining, which helped me retain the info.
- Financial Aid and Health Services Information.
- Financial Aid presentation & campus tour.

11. What aspects of the Orientation did you find LEAST helpful?
- N/A
- None.
- None
- None.
- LRC
- None apply
- Tour
- I found all aspects of the Orientation to be rather helpful. All aspects were informative.
- Nothing. I think it was very helpful.
- None, I thought all presentations were helpful.
- If I had to choose it would be the flag question, maybe force the students to engage?
- None
- Online Learning cause I'm not taking online.
- Nothing

- All helpful as I had trouble navigating last 2 years with no Orientation.
- There was on part where someone talked about West Pacific something. I thought it was random. I still don't know what it is.
- GCC Handbook
- Would like to learn more about Reach for College
- None, everyone did well.
- Online Learning & Moodle
- Admissions.
- Admin and Counseling
- N/A was great.
- They were all very helpful.
- Library, Environmental Health & Safety, Student Support Services - the way they presented.

12. To better serve our GCC students, what suggestions do you have for improving the Orientation program for future semesters?
- N/A
- None.
- No suggestions.
- More student involvement.
- None apply
- Keep 'Name that Flag'
- Repeated information. Most info already online.
- No suggestions from me. Great Orientation!
- I found the Orientation to be very helpful and no suggestions.
- None
- I thought it wasn't too bad, but I would suggest finding ways that will force the students to interact.
- Provide a pen while handing out papers.
- I think it was very informational.
- Have presenters or people being introduced stand in the front to avoid constant strain to neck.

- To make the lectures shorter.
- N/A. Perfect Orientation.
- Great help and should have known about this in 2022.
- None, thank you!
- None. Perfection and staff were welcoming.
- Offering pens at the start of the Orientation.
- None
- No comment.
- More interaction.
- Already great!
- Perfectly timed presentations to keep most people engaged. Had fund with the flags.
- Have each guest speaker thoroughly plan out how to best execute and present the information instead of "winging" it.

13. Overall, I thought the Student Orientation was:

42 Excellent   **9** Good   **0** Fair   **0** Poor

COPSA
Council On Postsecondary Student Affairs

CENTER FOR STUDENT INVOLVEMENT
GUAM COMMUNITY COLLEGE

Student Orientation Evaluation Survey
FALL 2023   Monday, August 14, 2023

** 81 surveys submitted online **

1. **Gender:** <u>29</u> Male   <u>51</u> Female   <u>1</u> Other: "Bigender"

2. **Age:**   <u>58</u> 16-20   <u>10</u> 21-25   <u>5</u> 26-31   <u>4</u> 32-41   <u>4</u> 42-54   <u>0</u> 55 or older

3. **Ethnic Origin:**   <u>1</u> American Indian or Alaska Native   <u>2</u> Black or African American

   <u>31</u> CHamoru   <u>1</u> Chinese   <u>5</u> Chuukese   <u>42</u> Filipino   <u>2</u> Hispanic, Latino   <u>1</u> Japanese

   <u>1</u> Korean   <u>0</u> Kosraean   <u>0</u> Palauan   <u>1</u> Ponapean   <u>0</u> Vietnamese

   <u>3</u> White, Caucasian   <u>0</u> Yapese   <u>3</u> Other(s): "Hawaii; Marshallese; German"

4. **Reason for Attending This Semester:**

   <u>0</u> English as a Second Language   <u>0</u> GED   <u>1</u> Adult Basic Education

   <u>1</u> Adult High School Diploma   <u>1</u> Journeyworker Certificate   <u>59</u> Associate Degree Program

   <u>10</u> Certificate Program   <u>3</u> Earn College Credits for Transfer   <u>11</u> Bachelor Degree Program

   (5) Other: "Earn Computer Sciences credits for the UOG CS Program; I am required to attend as a COPSA Officer; Liberal Studies Degree; To experience college as a part of transitioning to life on Guam from Hawaii; Wanting to join the GCC Viscom classes"

5. **How did you hear about the Student Orientation?**

   <u>8</u> Flier   <u>25</u> GCC Website   <u>14</u> MyGCC Portal   <u>14</u> Admissions & Registration   <u>7</u> Counselor

   <u>9</u> GCC Student   <u>6</u> Friend/Family   <u>0</u> Facebook   <u>1</u> Instagram   <u>39</u> Email

   <u>6</u> Other: Because I had to attend; Darwin Joker; Kenly; Student Support Center; While Getting My GCC ID

6. **Have you attended a GCC recruitment event/outreach presentation prior to enrolling to GCC?**

   <u>19</u> Yes   <u>62</u> No

7. **Would you have attended a "Guide to GCC Registration and Financial Aid" event, prior to the Orientation?**

   <u>56</u> Yes   <u>25</u> No

8. **Summary of Student Impressions of each Department / Office during the Orientation:**

Department / Offices:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Admissions & Registration	45	35			1
Financial Aid	48	32			1
Assessment & Counseling	49	31			1
Student Support Services	42	38			1
Accommodative Services & Title IX	43	37			1
Learning Resources Center - Library	42	37		1	1
Reach for College	42	36		2	1
Health Services Center	43	36			1
Online Learning & Moodle	44	33		3	1
Environmental Health & Safety	38	39		3	1
GCC Student Handbook	45	33		2	1
Center for Student Involvement	48	32			1

9. **Summary of Impressions of Registration, Financial Aid, Student Support & Readiness**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was able to register for my courses before Orientation without difficulty.	43	35		2	1
I was able to apply for financial aid before Orientation without difficulty.	39	34		7	1
I know where and how to get the support needed to succeed academically at GCC.	45	33		2	1
Orientation helped me feel better prepared to start my semester at GCC.	46	33		1	1

10. **Summary of the MOST HELPFUL aspects of the Orientation indicated by Students: (55 Responded)**

- Admissions & Registration
- Financial Aid
- Assessment & Counseling

A lot of the information given was really helpful, I really loved how they went into detail about keeping each student safe physically and mentally, no matter the issue. Even if its a personal issue that doesn't have to deal with school, they would reach out and help the best they can.

Ability to ask questions in real time

Accommodative services and guidance counseling.

All of it

All of it honestly

Although I was already aware of majority of the services that GCC provided, the admission/registration and the financial aid portion of the orientation gave me an insight on what I should do to avoid spending more costs necessary and such.

Aside from the presentations themselves, the Q&A's at the end of each presentation was easily the most helpful on learning more about who makes up the GCC staff and the goals of the community college as a whole. Since most questions that my peers asked were ones that were also on my mind, everyone's efforts easily clarified any misinformation or confusion I had prior to the orientation.

Communication with students

Counseling

CSI

Everything that I need to learn as a new student like where the library is at and where to ask for help when I need one.

FAFSA / Counselors

FAFSA information
Financial aid
Financial aid
Financial aid, registration & counselors
financial aide advice
Having orientation online worked with my schedule, allowing me to attend.
How everyone who presented asked if there where questions when they finished and answered if there were any questions.
How the admins answer the student's questions as soon they saw it. It helped me a lot and the other student.
I find it most helpful that the officers were able to get the students' questions to be heard and answered.
I found the aspect of Title IX and the Learning Research Center-Library the most helpful during the orientation.
I found the library information the most helpful as I currently am thinking about getting my books soon and I was able to get my questions answered without any difficulty.
I was able to receive the emails and contact numbers of each office at GCC in case i had an further questions
Information on financial aid and reviewing mygcc. Areas I may have missed or never knew about.
It was very informative on where we could find services for different needs around the campus.
Just the general tutorials on how to do something or what to do in a certain event
Library /resource center
Moodle and MyGcc portal
N/A
Noodle, CSI
Question that were asked and answered
resources, specific information
Student services
Student support services
That everyone from the gcc team shared what their section was all about
that I am able to bring my self defense tool for my safety just in case
The add/drop of classes- when to do it and how
The administrators were able to answer all questions immediately.
The aspects of the orientation that I found most helpful was the handbook and when the counselors were talking about how we can come to them whenever there is a problem with your teacher or anything else. I think that, that is the most helpful.
The content was both detailed and concise, and by all means, because it was a video-based lecture, it allowed to me to see who it is exactly that can help me with my GCC journey -- compared to my experience at UOG, I didn't know how endearing it all can be.
THE DATES
The different types of programs introduced like student support services.
The Environmental Health & Safety presentation was the most helpful
The financial aid information
The health and safety of the campus
The information for registration was very helpful because I learned information that I didn't know previously.

The information given was very helpful.
The presentations
The presenters in the orientation were very helpful. I know where to go if I need help with something specific! I'm excited to start this semester!
The slide shows we're most helpful. It broke down everything a new gcc student should know.
the ways of contact each presenter provided
They answered questions that students were curious about.
You guys addressed the resources needed by us students and where to find it, which I believe is the best for us just coming into this new life

11. Summary of the LEAST HELPFUL aspects of the Orientation indicated by students: (52 Responded)

all were helpful
Everything was helpful.
Ggc students handbook
Health services
Health services Center didn't specifically go over the PPD and what they offered to do as service. They did show a slide with a lot of words on it but it wasn't easy to read. It was interactive but not as informative to what the students may already expect.
I don't see any least helpful in that orientation all that we talked about is straight to the point and all of it is helpful especially for a new student like me
I don't think I didn't find anything in the orientation least helpful.
I have no specific aspect of the orientation that was the least helpful to me.
In my opinion, the environmental health and safety felt more of a review than actually learning something that can be helpful.
library
LRC
Moodle online learning.
N/A
No significant complaints.
NONE
Pop Quiz
Probably having to list things during the Health Center's presentation. I think it's more useful to actually talk about what services Health Center provides or what to bring for a health clearance.
Questioner prior to the orientation so that it would be easier and quicker to address during the presentation.
Questions early into the presentation were often overlooked -- one attendee in particular couldn't quite voice his concerns on the spot and was immediately ignored. Whether or not it be technical issues to blame for this, and I do understand the question was answered later in text, but I do still feel for my peer and what that experience must have been like for him in the moment.
Repetitive answers and giving information already known instead of what isn't (in some occasions)
RFC because I didn't get most of my questions answered.
Some needed information wasn't displayed in the title slides for each department. It would have been helpful for screenshots in case we needed the information later on.
The fact that it was online, and people with questions had to message first instead of just chime in for questions. There were a lot of people who had questions but weren't addressed out in the open due to having to type the questions or concerns they had.

The fact that it was virtual...... Its hard for me to pay attention to everything, But I hope I got everything
The orientation did a great job of giving us a lot of information, however it could get very taxing for students in this age to keep focus on an online orientation. I fell victim to it too, however, I am fortunate to have been aware of majority of the information that was shared prior.
Time taken
Too lengthy

12. Responses and Suggestions from students to improve future New Student Orientation: (51 Responded)

I don't have any and the orientation is nice and easy to be honest
A physical orientation would be the best option so it's easier for new students to know the way around.
An in-person orientation and an online orientation can accomodate those who do not have electronics, or are not very focused when it comes to virtual sessions like these. As for online, that can accomodate those who are unable to attend the former or are uncomfortable in an area with a lot of people.
Better communication system because some presenters could not hear the questions being asked by the student but can be heard by the audience on zoom.
don't do virutal
Don't have it during Zoom.
Ensure a set place the orientation was going to be held early on. Didn't find out about the orientation location till the morning of.
Everything was great for my experience
Financial help
For some who can't join or are having problems connecting, a shared slides of the presentation.
How questions are conducted. But also some of these question could've been answered with the FAQ on the GCC website. They just don't know how it works, entirely.
I don't have much in the way to offer to improve this service, but I do trust in your process; it was in all, a very informative experience for me -- one I dearly wish I had been able to attend at UOG back when I started in 2019.
I don't particular suggestions to recommend to improve this Orientation for the future semesters.
I suggest more campus tours to help new students find their classes and other resources on campus.
I truly enjoyed when the presenters interacted with us, especially through the polls, "quiz", and having us answer their questions in the meeting chat. That was very engaging and actually made the information stick. Overall, everyone did great, I'm glad I attended!
In person
In person orientations would be better than online
It would be interesting if more of the student members participate with introducing administrative or presentations.
Keep it brief and simple
Make meeting more efficient
Make the orientation shorter because some people can loose interest in listening.
Maybe a last round of q&a would be more helpful in future presentations.
Maybe more useful information from the health center.
Maybe provide students with a general agenda of what's going to be talked about prior that way students can hold their questions for the right presentation.
More examples
More interactive content, physically engage students, have a fun presentation rather than a boring one.
N/A

no comment
None
Nothing
nothing from what I can remember
Overall the orientation was a good way to know your way around the school, more or less. I would recommend to find a way to make it somewhat shorter or more interesting. I caught myself losing interest here and there, and a fair amount of people started to leave the orientation throughout the whole thing.
Perfectly fine! No
Please don't make it virtual again.
Shorten the time
the quiz the counselor did was fun. i feel that kept my attention
time management
To be oriented on the steps or procedures on how to swap any subject that is going to be dissolve due to lack of enrollees.
to have a on ground tour of the campus to better locate where certain buildings are

13. Overall, I thought the Student Orientation was:

__41__ Excellent   __34__ Good   __6__ Fair   __0__ Poor

Powerpoint Slides:

Title	Subject Description	Course Num	Section	Hours	CRN	Term
Computer Networking I Hybrid - Lecture & Online	EE - Electronics	265	03	5	83252	Fall 2023
Criminal Law Lecture	CJ - Criminal Justice	200	01	3	83041	Fall 2023
Criminal Procedure Lecture	CJ - Criminal Justice	150	01	3	83040	Fall 2023
Customer Service Online	HS - Hospitality	152	31	3	83137	Fall 2023
Finite Mathematics Online	MA - Mathematics	110A	31	3	82996	Fall 2023
Finite Mathematics Online	MA - Mathematics	110A	32	3	82997	Fall 2023
Freshman Composition Online	EN - English	110	31	3	82939	Fall 2023
Hospitality Supervision Online	HS - Hospitality	180	31	3	83138	Fall 2023
Human Growth and Development Online	ED - Education	220	31	3	83168	Fall 2023
Human Growth and Development Online	ED - Education	220	32	3	83169	Fall 2023
Introduction to Philosophy Online	PI - Philosophy	101	31	3	83051	Fall 2023
Korean I Online	KE - Korean Language	110	31	4	83146	Fall 2023
Managing Service in Food and Be... Hybrid - Lecture & Online	HS - Hospitality	209	01	3	83147	Fall 2023
Pre-Algebra Online	MA - Mathematics	097	31	4	82957	Fall 2023
Welcome to Hospitality Online	HS - Hospitality	150	31	3	83136	Fall 2023

Schedule Type: Online
Instructional Method: Online

Schedule Type: Hybrid - Lecture & Online
Instructional Method: Hybrid

ONLINE LEARNING

Why You Might Consider Taking Online Courses

NAVIGATING THE MOODLE INTERFACE

Access

Web Link:
Moodle.guamcc.edu

GUAM**COMMUNITY**COLLEGE

jason.soliva

••••••••

☑ Remember username

Log in

Forgotten your username or password?

Cookies must be enabled in your browser ❓

Log in using your account on:

👤 Login using MyGCC
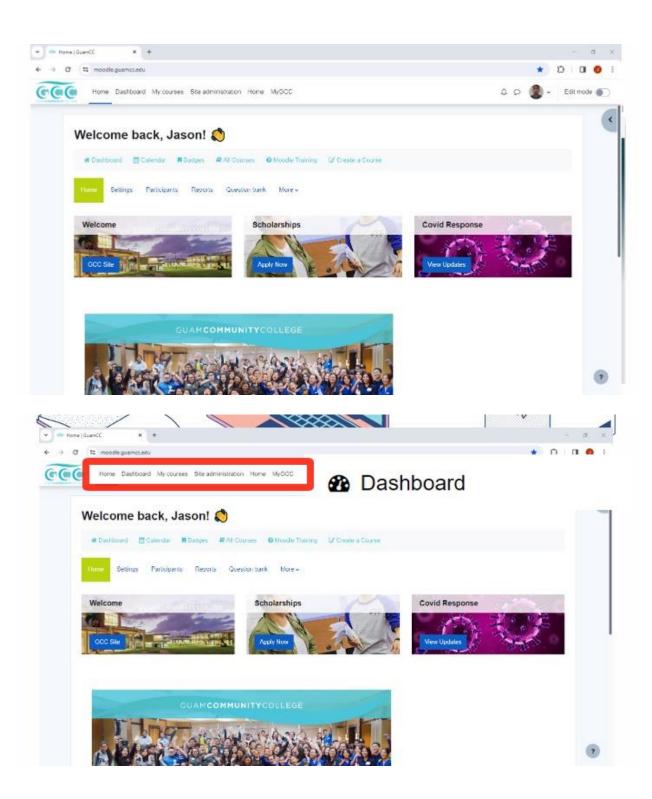
Please use the 🔴 chrome web browser to access GCC Moodle.
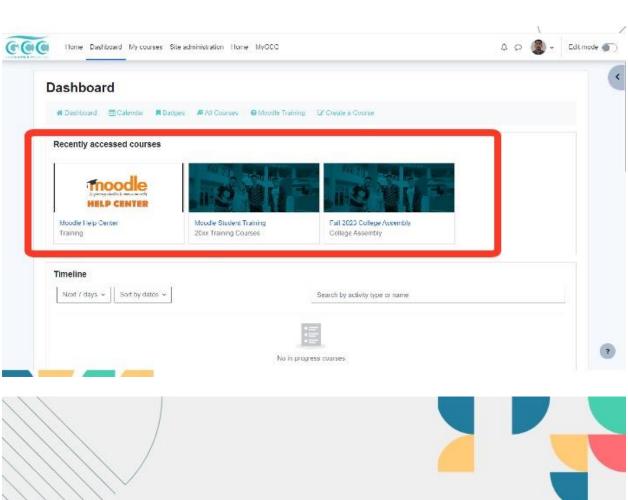
Is there anything I need to know about the devices I can use to access this class?

Are you prepared?

Please login on the left.

This is a restricted site for GCC students and faculty utilizing distance education courses. If you do not have an account, you will not be able to get in.

ACCESSING COURSE MATERIALS

SO130-31 SP23 Introduction to Sociology

SO130-31 SP23 Introduc...

Announcements
Announcements
CJSS and IIS Directory
How to Login to ePeriodicals
Course Description:
Student Learning Outcom
Attendance
Notes
Spring 2023 Syllabus
Class Calendar
Let's schedule a Meeting
Course Description.
Student Learning Outcom...

˅ Fall 2023 IDEA Survey

CENGAGE

SOC^6

6th Edition

Support

For course-specific assistance contact your instructor by referring to his or her office hours and contact information.

For immediate assistance in navigating your Moodle environment, scroll to the bottom of this page and click on "Moodle Docs for this page."

For all other inquiries e-mail gccmoodlehelp@guamcc.edu.

Search forums

Search   Q

Advanced search ❓

Latest announcements

Add a new topic...
(No announcements have been

> SO130-31 SP23 Introduc...

˅ Fall 2023 IDEA Survey

> WEEK 1 (Course Overvi...

˅ WEEK 2 (Chapter 1 Thin...
Week 2 Discussion
Discussion and Replies R.
Assignment 1
Chapter 1 PowerPoint Pre
Chapter 1 Video Presentat...
Week 2 Questions

˅ WEEK 3 (Chapter 2 Exa...
Week 3 Discussion
Discussion and Replies R...
Assignment 2 (Academic

◄Fall 2023 IDEA Survey   ►WEEK 2 (Chapter 1 Thinking like a Sociologist)

WEEK 1 (Course Overview, Introductions, and Agreements)

Click here to view videos   Mark as done

Please watch these videos before starting anything.

Day One Expectations   Mark as done

Read through all three (3) chapters in the Book (Day One Expectations)   Mark as done

Academic Integrity Policy   View

Make forum posts: 1

Available but not shown on course page

SUCCESS TIPS WHEN ATTENDING YOUR ONLINE CLASS

1
PARTICIPATING IN DISCUSSIONS

2
SUBMITTING ASSIGNMENTS

3
TAKING QUIZZES AND TESTS

4
TRACKING PROGRESS AND GRADES

5
HARDWARE AND ACADEMIC INTEGRITY

END
CONCLUSION

PARTICIPATING IN DISCUSSIONS

MoodleST / WEEK 2 (Chapter 1 Thinking like a Sociologist) / Week 2 Discussion

Week 2 Discussion

Forum   Settings   Advanced grading   Subscriptions   Reports   More ▾

View   Start discussions: 1   Post replies: 2   Make forum posts: 1

Due: Monday, January 16, 2023, 12:00 AM

Instructions:

1. Choose any contemporary (present day) sociological perspective listed in Chapter 1.
2. Discuss its relevance to your experiences
3. What are the main ideas of the perspective?
4. Why does it appeal to you and what does this perspective tell you about your own life?

Requirements

1. 100 word minimum
2. Choose only one perspective

Follow this example:

Sociological perspective: Capitalism

Discussion: I don't agree with Karl Marx's interpretation of capitalism whereas it creates divisiveness and social solidarity. In fact the opposite is true, capitalism or the "free market" allows for people to enter into a transaction with a second party for goods or services to which they are not forced to accept or pay. This economic ideology has allowed western civilization to prosper and build wealth. This appeals to me

Sidebar (left navigation)

- ✓ WEEK 2 (Chapter 1 Thin...
  - **Week 2 Discussion**
  - Discussion and Replies R...
  - Assignment 1
  - Chapter 1 PowerPoint Pre...
  - Chapter 1 Video Presentat...
  - Week 2 Questions
- ✓ WEEK 3 (Chapter 2 Exa...
  - Week 3 Discussion
  - Discussion and Replies R...
  - Assignment 2 (Academia ...
  - Chapter 2 PowerPoint Pre...
  - Chapter 2 Lecture Videos
  - Week 3 Questions
  - Moodle Gradebook (Watc...

Home > Courses > PI101-01 FA22 > WEEK 2 (Chapter 1 - The Asian Sages) > Week 2 Discussion   Search forums

Week 2 Discussion

Start discussions: 1   Post replies: 2

Instructions:

1. Pick only **one (1)** of the **eleven (11)** questions to discuss.
2. There is no limit to how many times a question can be discussed.

Instructions for Discussion Posts:

1. Discussion posts must be **150 words** or more.
2. Please include the question above your answer.
3. **What to include in the subject box:** Please include the question number (#) followed by the question in its entirety (please don't just put the question #)
4. Provide the book **definition** and then provide an **analysis**.
   1. **Analysis:** detailed examination of the elements or structure of something.
5. Include an example (examples must be labeled clearly)

Instructions for Discussion Replies:

1. Discussion replies must be **70 words** or more
2. Must be substantive (include an idea, opinion, or reflection pertaining to the post
3. Replies will receive **no credit** if they are just comments (e.g. "I really agree with your post")

Sidebar (left navigation)

- 🖈 PI101-01 FA22
- 👥 Participants
- ▦ Grades
- ▢ WEEK 1 (Course Overview, Introductions, and Agreements)
- ▢ WEEK 2 (Chapter 1 - The Asian Sages)
- ▢ WEEK 3 (Chapter 2 - The Presocratic Sophos)
- ▢ WEEK 4 (Discussion and Tests)
- ▢ WEEK 5 (Chapter 3 The Sophist)
- ▢ WEEK 6 (Chapter 4 - The Wise Man)
- ▢ WEEK 7 (Discussion and Tests)
- ▢ WEEK 8 (Chapter 5 -

PI101-01 FA22

👥 Participants

▦ Grades

📁 WEEK 1 (Course Overview, Introductions and Agreements)

📁 WEEK 2 (Chapter 1 - The Asian Sages)

📁 WEEK 3 (Chapter 2 - The Presocratic Sophos)

📁 WEEK 4 (Discussion and tests)

📁 WEEK 5 (Chapter 3 - The Sophist)

📁 WEEK 6 (Chapter 4 - The Wise Man)

📁 WEEK 7 (Discussion and Tests)

📁 WEEK 8 (Chapter 5 -

Re: 3. What are yin and yang?
by   - Friday, August 26, 2022,

Thank you for your analysis of one of my personal favorite philosophies!

With Yin and Yang being arguably one of the most well-known Asian philosophies it's definitely interesting to see your take on the topic. While I'm aware of the basis of yin and yang being related to things like good vs evil and how they're both needed to keep balance, I'd never thought to relate yin and yang to daily events in life. While I don't necessarily agree that good and bad happenings are directly opposing and needed to maintain balance in life from each other it is an interesting idea nonetheless

103 words

Permalink   Show parent

Re: 3. What are yin and yang?
by   - Friday, August 26, 2022,

Hi

Good example!

4 words

Permalink   Show parent

Re: 3. What are yin and yang?
by   Friday, August 26, 2022,

Hi

I really like your analysis on yin and yang I never really knew what the two meant and I've always wanted to learn more. I never realized how often it shows up in our daily lives. I really like your example of how even a loving relationship could be tricky because I do believe with a lot of the good that comes in that relationship bad things may come along the way that could make it tricky.

79 words

SUBMITTING ASSIGNMENTS

GCC
GUAMCOMMUNITYCOLLEGE

Student

Post = 30 points | 1 | 1/20

Assignment 1

✔ Done: View

To do: Make a submission

Opened: Monday, January 16, 2023, 12:00 AM
Due: Friday, January 20, 2023, 11:59 PM

Chapter 1 PowerPoint Presentation

Mark as done

Chapter 1 Video Presentations

Mark as done

Week 2 Questions

Mark as done

Hi Learners,

Please post any questions that you may have regarding Week 2 tasks.

Sidebar navigation:

> WEEK 1 (Course Overvi...

∨ WEEK 2 (Chapter 1 Thin...
○ Week 2 Discussion
● Discussion and Replies R...
○ Assignment 1
○ Chapter 1 PowerPoint Pre...
○ Chapter 1 Video Presentat...
○ Week 2 Questions

∨ WEEK 3 (Chapter 2 Exa...
○ Week 3 Discussion
○ Discussion and Replies R...
○ Assignment 2 (Academic ...
○ Chapter 2 PowerPoint Pre...
○ Chapter 2 Lecture Videos
○ Week 3 Questions

TRACKING PROGRESS AND GRADES

GCC
GUAM COMMUNITY COLLEGE

SO130-31 SP23 Introduction to Sociology

Support

For course-specific assistance contact your instructor by referring to his or her office hours and contact information.

For immediate assistance in navigating your Moodle environment, scroll to the bottom of this page and click on "Moodle Docs for this page."

For all other inquiries e-mail gccmoodlehelp@guamcc.edu.

Search forums

Search

Advanced search

Latest announcements

Add a new topic...

(No announcements have been

6th Edition

Moodle Student Training : View: User report

Course   Participants   Grades   Question bank   Competencies

You are viewing this course currently with the role: **Student**
Return to my normal role

User report ~

Jason Soliva

Grade item	Grade	Percentage	Feedback
v Moodle Student Training			
☑ quiz Practice Test	-	-	
v Assignments			

Grade item		Grade category	Grade	Range
ATTENDANCE Attendance	...	PI101-31 FA23 - Introduction to Philosophy (83061)		0.00 - 10.00
QUIZ Practice Test	...	PI101-31 FA23 - Introduction to Philosophy (83061)	10.00 ...	0.00 - 10.00
ASSIGNMENT Practice Assignment Submission	...	PI101-31 FA23 - Introduction to Philosophy (83061)		0.00 - 100.00
ASSIGNMENT Assignment 1	...	Assignments		0.00 - 30.00
ASSIGNMENT Assignment 1	...	Assignments	30.00	0.00 - 30.00

HARDWARE & ACADEMIC INTEGRITY

GCC
GUAM COMMUNITY COLLEGE
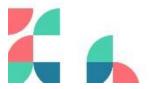
Reference: GCC Website, Distance Education Page

Is there anything I need to know about the devices I can use to access this class?

GCC uses Moodle, a Learning Management System for all its online classes. To run Moodle effectively you should, as a minimum, use the system components listed here. If you do not, Moodle may still work but some functionality may not.

Environment Considerations

Your home or workplace environments' internal wired or wireless network and system configurations can also restrict the functionality of Moodle. Access to content may be affected, as may the possibility of uploading files. File size limitations may also apply.

Operating system

Recommended Windows 7, Windows 8, Mac OSX Yosemite, iPad or other iOS8 mobile devices. At present, the Moodle Mobile app is not supported due to poor performance. We recommend that on a mobile device you log in to GUAM COMMUNITY COLLEGE Moodle using the web browser unless you are completing an assessment or activity that has a grading component. If you are completing an assessment or activity that has a grading component we recommend that you use Moodle through a desktop or laptop browser.

Internet speed

Use a broadband connection (256 Kbit/sec or faster as this will ensure that you can view videos and online presentations) through USB wireless modem, ADSL, T1/T2, fiber optic or cable. Dial-up access will be significantly slower and we do not recommend it for using Moodle.

Internet browsers

Compatible browsers include: Google Chrome 32 bit version 38 or later (recommended for optimal compatibility, this has been thoroughly tested on Windows) Safari 8 or later (recommended for optimal compatibility, this has been thoroughly tested on Mac) Mozilla Firefox 35.0 or later Note that add-ons and toolbars can affect any browser's performance. MS Internet Explorer is not recommended.

If you have any difficulty accessing GUAM COMMUNITY COLLEGE Moodle, ensure that you are using one of the supported browsers above before you contact helpdesk support. If you are using MS Internet Explorer 9 and experience problems accessing Moodle, visit this page to fix site display and get some technical information on what to do.

Reference: GCC Student Handbook, Page 9

Academic Integrity

Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at Guam Community College. The concept of academic integrity lies at the very heart of any college, and learning and scholarship cannot thrive without this fundamental value. Academic dishonesty, therefore, will not be tolerated. Students who commit such acts expose themselves to sanctions as severe as expulsion from the College.

Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which students are unsure of what constitutes academic dishonesty, it is the students' responsibility to raise the question with their instructor. It is also the students' responsibility to be familiar with the student guidelines on academic integrity. Some common violations of these basic standards of academic integrity include, but are not limited to the following:

- **Cheating:**
  Providing unauthorized assistance, using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids.
- **Plagiarism:**
  The passing-off of someone else's work as one's own. This can range from failing to cite an author for ideas in a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. All are considered plagiarism. Students who plagiarize are likely to be caught, and the consequences will be severe and will include anyone who enabled the plagiarism to take place. College policy will be enforced, regardless of the feelings of either the students or the instructor. Students found guilty of plagiarism will have this offense entered into their record and may be expelled from the College.
- **Fabrication:**
  Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; "fudging" data; citing nonexistent or irrelevant articles; presenting fraudulent excuses, lies, and letters of recommendation.
- **Multiple Submissions:**
  Submitting, without prior permission, any work submitted to fulfill another academic requirement is a form of plagiarism. Example: submitting the same paper for two different classes without the expressed consent of both professors.
- **Misrepresentation or Falsification of Academic Records:**
  Misrepresenting, tampering with, or attempting to tamper with any portion of a student's transcripts or academic record, either before or after enrolling at Guam Community College.
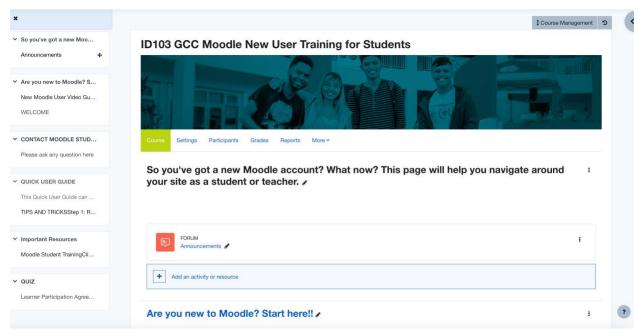
SUMMARY

TIPS FOR SUCCESS IN YOUR ONLINE LEARNING

- Check Your Hardware and Software.
- Stay Organized.
- Engage In Discussions.
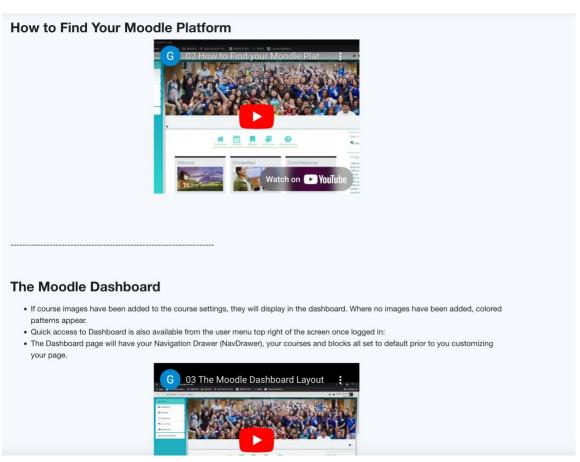- Submit Assignments and Quizzes/Tests
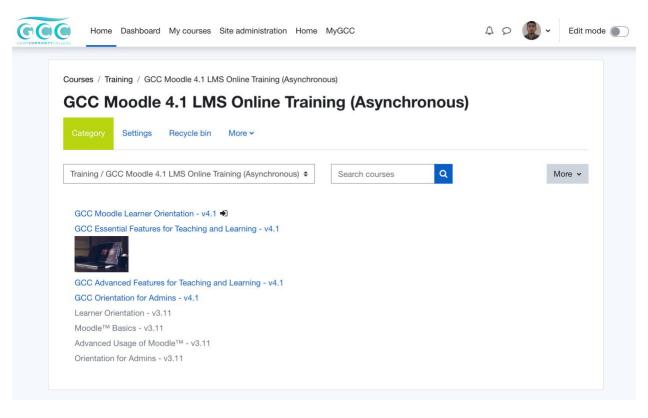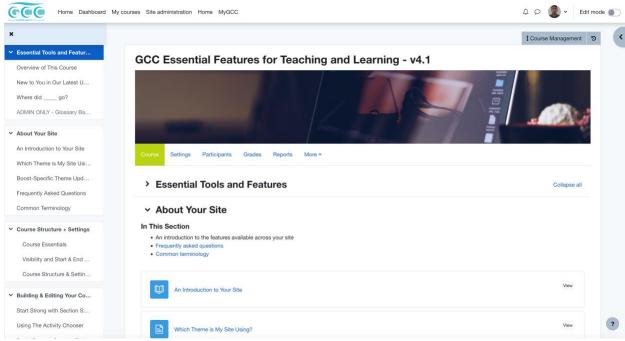- Track Your Progress and Grades

Importance in Communication
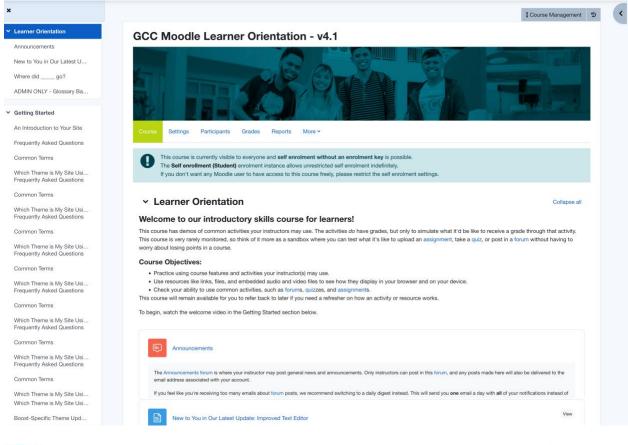
Moodle LMS: New User Student Training Module

Moodle LMS: 2024 Online Course Training Modules for Faculty

Learner Orientation

Announcements
New to You in Our Latest U...
Where did _____ go?
ADMIN ONLY - Glossary Ba...

∨ **Getting Started**

An Introduction to Your Site
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi...
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi...
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi...
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi...
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi...
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi...
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi...
Which Theme is My Site Usi...
Boost-Specific Theme Upd...

GCC Moodle Learner Orientation - v4.1

Course | Settings | Participants | Grades | Reports | More ⌄

ⓘ This course is currently visible to everyone and **self enrolment without an enrolment key** is possible.
The **Self enrollment (Student)** enrolment instance allows unrestricted self enrolment indefinitely.
If you don't want any Moodle user to have access to this course freely, please restrict the self enrolment settings.

∨ **Learner Orientation**   Collapse all

Welcome to our introductory skills course for learners!

This course has demos of common activities your instructors may use. The activities *do* have grades, but only to simulate what it'd be like to receive a grade through that activity. This course is very rarely monitored, so think of it more as a sandbox where you can test what it's like to upload an assignment, take a quiz, or post in a forum without having to worry about losing points in a course.

Course Objectives:

- Practice using course features and activities your instructor(s) may use.
- Use resources like links, files, and embedded audio and video files to see how they display in your browser and on your device.
- Check your ability to use common activities, such as forums, quizzes, and assignments.

This course will remain available for you to refer back to later if you need a refresher on how an activity or resource works.

To begin, watch the welcome video in the Getting Started section below.

▢ **Announcements**

The Announcements forum is where your instructor may post general news and announcements. Only instructors can post in this forum, and any posts made here will also be delivered to the email address associated with your account.

If you feel like you're receiving too many emails about forum posts, we recommend switching to a daily digest instead. This will send you **one** email a day with **all** of your notifications instead of

▢ New to You in Our Latest Update: Improved Text Editor   View

---

GCC   Home Dashboard My courses Site administration Home MyGCC   🔔 💬 👤 ⌄   Edit mode ⬤

∨ **Advanced Strategies for I...**

Overview of This Course
New to You in Our Latest U...
Where did _____ go?
ADMIN ONLY - Glossary Ba...

∨ **Reusing and Restoring Co...**

Reusing Content from Previ...
Using the Recycle Bin to Re...
    Check For Understanding...

∨ **Getting More Out of Existi...**

Tips For Editing Existing Co...
Tracking User Progress

∨ **Tips for Grading and Grad...**

Going Further With Grading
Gradebook Pitfalls to Avoid
Quiz - Advanced Grading

∨ **Getting More Out of Forums**

Advanced Use of Forums

GCC Advanced Features for Teaching and Learning - v4.1

Course | Settings | Participants | Grades | Reports | More ⌄

> **Advanced Strategies for Instructors**   Collapse all

∨ **Reusing and Restoring Course Content**

In This Section:

- Importing content from courses you've already created
- Using the Recycle Bin to restore accidentally deleted content

▢ Reusing Content from Previous Courses   View

▢ Using the Recycle Bin to Restore Deleted Content   View

?

Moodle LMS: Help Center for Faculty Support

Training Videos Created

Mark as done

How to create a Forum/Discussion

Last modified: Thursday, December 1, 2022, 2:34 PM

How to Create an Assignment

Last modified: Thursday, December 1, 2022, 2:10 PM

Moodle Technical Assistance Information and MIS Helpdesk

GCC

Home Dashboard My courses Site administration Home MyGCC

Edit mode

GCC Site

Apply Now

View Updates

GUAM**COMMUNITY**COLLEGE

CONTACT FOR MOODLE ASSISTANCE

For any issues regarding Moodle or your online course.

Soliva, Jason – Instructional Designer
Phone: 671-735-5641 ext. 5531
Email: jasonsoliva@guamcc.edu

CONTACT FOR MIS OFFICE

For any technical issues with your MyGCC account to access Moodle.

Management Information Systems
Phone: (671)735-5511
Email: gcc.mis@guamcc.edu

SUBMIT A HELPDESK TICKET

For general issues related to Management Information System (MIS), network, internet, etc.

Website: https://guamcc.mojohelpdesk.com/

Open LMS

JASON SOLIVA

Requests

My requests   Requests I am CC'd on   Organizational requests

1 - 15 of 162 requests

Organization

Guam Community Coll...   Filter   Follow organization

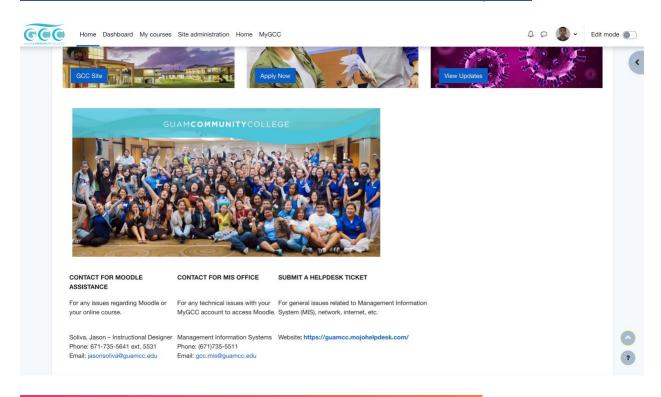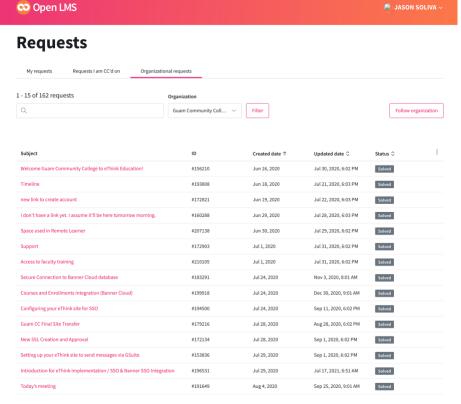| Subject	ID	Created date	Updated date	Status	
Welcome Guam Community College to eThink Education!	#156210	Jun 16, 2020	Jul 30, 2020, 6:02 PM	Solved	
Timeline	#193808	Jun 18, 2020	Jul 21, 2020, 6:03 PM	Solved	
new link to create account	#172821	Jun 19, 2020	Jul 22, 2020, 6:03 PM	Solved	
I don't have a link yet. I assume it'll be here tomorrow morning.	#160288	Jun 29, 2020	Jul 28, 2020, 6:03 PM	Solved	
Space used in Remote Learner	#207138	Jun 30, 2020	Jul 29, 2020, 6:02 PM	Solved	
Support	#172903	Jul 1, 2020	Jul 31, 2020, 6:02 PM	Solved	
Access to faculty training	#210105	Jul 1, 2020	Jul 31, 2020, 6:02 PM	Solved	
Secure Connection to Banner Cloud database	#183291	Jul 24, 2020	Nov 3, 2020, 8:01 AM	Solved	
Courses and Enrollments Integration (Banner Cloud)	#199918	Jul 24, 2020	Dec 30, 2020, 9:01 AM	Solved	
Configuring your eThink site for SSO	#194500	Jul 24, 2020	Sep 11, 2020, 6:02 PM	Solved	
Guam CC Final Site Transfer	#179216	Jul 28, 2020	Aug 28, 2020, 6:02 PM	Solved	
New SSL Creation and Approval	#172134	Jul 28, 2020	Sep 1, 2020, 6:02 PM	Solved	
Setting up your eThink site to send messages via GSuite	#153836	Jul 29, 2020	Sep 1, 2020, 6:02 PM	Solved	
Introduction for eThink Implementation / SSO & Banner SSO Integration	#196531	Jul 29, 2020	Jul 17, 2021, 6:51 AM	Solved	
Today's meeting	#191649	Aug 4, 2020	Sep 25, 2020, 9:01 AM	Solved	

Previous   Next

Requests

16 - 30 of 162 requests

Organization

Guam Community Coll... ▾   [Filter]   [Follow organization]

Subject	ID	Created date ⇕	Updated date ⇕	Status ⇕	⋮
Project Status meeting	#172920	Aug 29, 2020	Oct 2, 2020, 6:01 AM	Solved	
User pre-creation on your eThink site	#188691	Sep 1, 2020	Oct 31, 2020, 7:01 AM	Solved	
GCC/eThink Moodle project	#171863	Sep 10, 2020	Oct 3, 2020, 8:01 AM	Solved	
Site Theme and branding	#196106	Sep 11, 2020	Oct 3, 2020, 8:01 AM	Solved	
RE: Case CS0457721 comments added	#165639	Sep 11, 2020	Oct 3, 2020, 6:01 AM	Solved	
RE: Case CS0457721 comments added	#207097	Sep 16, 2020	Sep 16, 2020, 11:01 PM	Solved	
RE: Case CS0457721 comments added	#183860	Sep 17, 2020	Sep 17, 2020, 12:56 AM	Solved	
RE: Case CS0457721 comments added	#205581	Sep 17, 2020	Oct 3, 2020, 6:01 AM	Solved	
Jonah Concepcion	#186163	Oct 1, 2020	Oct 16, 2020, 3:01 AM	Solved	
Fwd: Home Page Blocks	#161997	Oct 6, 2020	Oct 21, 2020, 11:01 PM	Solved	
Cancel weekly meeting for Oct 12/13	#199354	Oct 12, 2020	Oct 31, 2020, 5:01 AM	Solved	
Big Blue Button	#171060	Oct 12, 2020	Oct 30, 2020, 5:01 AM	Solved	
Today's meeting	#163749	Oct 20, 2020	Nov 4, 2020, 4:01 AM	Solved	
Tomorrow's meeting	#208224	Oct 27, 2020	Nov 10, 2020, 11:01 PM	Solved	
New link for RL backup	#181327	Oct 27, 2020	Dec 3, 2020, 2:01 PM	Solved	

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Subject	ID	Created date ⇕	Updated date ⇕	Status ⇕	⋮
Tina Quinata	#159844	Nov 9, 2020	Nov 24, 2020, 2:01 AM	Solved	
Ethink on Banner 9 PROD Upgrade	#195773	Nov 10, 2020	Dec 15, 2020, 1:01 PM	Solved	
Moodle questions	#181766	Nov 12, 2020	Nov 28, 2020, 12:01 AM	Solved	
Zoom plug-in	#178658	Nov 14, 2020	Jul 17, 2021, 6:21 AM	Solved	
Need DNS Record Information for moodle.guamcc.edu	#173487	Nov 16, 2020	Dec 24, 2020, 2:01 PM	Solved	
GoLive Reminders	#170603	Dec 8, 2020	Jan 2, 2021, 10:01 PM	Solved	
User pre-creation on your eThink site - LDAP count question	#170650	Dec 10, 2020	Jan 5, 2021, 7:01 AM	Solved	
case 02311956 priority 1	#168151	Dec 10, 2020	Dec 24, 2020, 1:01 PM	Solved	
Moodle link SAML2 authentication error	#199292	Dec 10, 2020	Dec 24, 2020, 1:01 PM	Solved	
FW: CHG00282928: GUAM PROD IDP details	#185928	Dec 18, 2020	Jan 2, 2021, 1:01 AM	Solved	
error in test	#199248	Dec 23, 2020	Jan 5, 2021, 10:01 AM	Solved	
Cengage LTI Advantage in Ethink/Moodle	#188944	Jan 5, 2021	Jan 7, 2021, 9:48 AM	Solved	
student showing that she is suspended ih her classes.	#209729	Jan 5, 2021	Jan 30, 2021, 9:01 AM	Solved	
Please check course FSM100 and FSM115 students cannot see the course	#161809	Jan 5, 2021	Mar 12, 2021, 9:01 AM	Solved	
FW: [EXTERNAL] Configure your site for Cengage LMS Integration	#198217	Jan 6, 2021	Jan 22, 2021, 8:01 AM	Solved	

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Subject	ID	Created date ⇅	Updated date ⇅	Status ⇅
Using Zoom on your site	#206909	Jan 6, 2021	Jan 16, 2021, 10:01 AM	Solved
Evolve LTI plug in	#188327	Jan 8, 2021	Jan 22, 2021, 8:01 AM	Solved
Attendance list	#208538	Jan 26, 2021	Apr 1, 2021, 8:02 AM	Solved
No option to "grant extension"	#176380	Feb 9, 2021	Feb 18, 2021, 2:01 AM	Solved
Reports related to Moodle Utilization	#187230	Feb 19, 2021	Mar 2, 2021, 3:01 AM	Solved
FW: Banner sync with Moodle integration auto enrolling teachers	#157921	Mar 11, 2021	Mar 30, 2021, 1:21 AM	Solved
Auto enrolling teachers	#169617	Mar 22, 2021	Mar 30, 2021, 1:21 AM	Solved
FW: More teachers appearing as instructors	#162249	Mar 26, 2021	Apr 12, 2021, 11:01 PM	Solved
Faculty Query	#195196	Mar 31, 2021	Mar 31, 2021, 11:07 PM	Solved
can Ethink Moodle synchronize attendance with Banner?	#166356	Mar 31, 2021	Apr 28, 2021, 5:02 AM	Solved
Course shell availability	#182423	Apr 12, 2021	Apr 21, 2021, 9:01 AM	Solved
audit of user access and also list of user roles.	#192214	Apr 15, 2021	May 22, 2021, 1:02 AM	Solved
MyLab and Mastering Building Block with Moodle.	#196390	Apr 15, 2021	May 5, 2021, 2:02 AM	Solved
Please give Client Admin role	#191103	Apr 28, 2021	May 14, 2021, 1:01 PM	Solved
Profile photos and attendance	#201724	Apr 28, 2021	May 15, 2021, 12:02 AM	Solved

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Subject	ID	Created date ⇅	Updated date ⇅	Status ⇅
Export grades	#164657	May 1, 2021	May 8, 2021, 2:01 PM	Solved
Attendance Integration	#220846	May 6, 2021	Apr 3, 2022, 8:01 AM	Solved
FW: admin access to moodle	#156380	May 7, 2021	May 18, 2021, 11:01 AM	Solved
FW: eThink Points of Contact	#163383	May 7, 2021	May 18, 2021, 2:02 AM	Solved
Wesley Gima access	#153516	May 7, 2021	May 18, 2021, 2:02 AM	Solved
clarification	#198014	May 17, 2021	May 18, 2021, 12:56 AM	Solved
request for zoom meeting with Ellucian techs and ethink Techs	#220991	May 19, 2021	Jul 21, 2021, 4:22 AM	Solved
Fundamentals and Principles (CRN 40004) Class not Automated	#200798	May 20, 2021	Jul 17, 2021, 6:58 AM	Solved
Re: Moodle contract discussions	#206072	May 31, 2021	Jun 10, 2021, 9:03 AM	Solved
Standardized Tabs on Navigation Drawer	#208043	Jun 1, 2021	Jun 30, 2021, 8:01 PM	Solved
access to course	#182325	Jun 2, 2021	Jun 17, 2021, 1:03 AM	Solved
Missing options to switch roles	#221545	Jul 16, 2021	Aug 2, 2021, 6:01 PM	Solved
Moodle Dead Sight to test NavDrawer Standardized Tabs	#220943	Jul 16, 2021	Aug 10, 2021, 9:02 AM	Solved
RE: [eThink Education] Re: Attendance Integration	#221835	Jul 28, 2021	Jul 28, 2021, 4:32 PM	Solved
SSL Renewal Required	#223568	Aug 11, 2021	Sep 9, 2021, 1:03 AM	Solved

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Subject	ID	Created date ⇅	Updated date ⇅	Status ⇅
SSL Renewal Required Request #223568	#223572	Aug 11, 2021	Aug 11, 2021, 10:20 PM	Solved
Teacher can't edit course without errors	#223699	Aug 12, 2021	Sep 9, 2021, 12:04 AM	Solved
Bulk Course enrollment access	#224299	Aug 18, 2021	Aug 26, 2021, 2:01 AM	Solved
FW: Remove Student	#224303	Aug 18, 2021	Oct 19, 2021, 11:05 PM	Solved
Client Admin Access	#224319	Aug 18, 2021	Aug 25, 2021, 11:05 PM	Solved
Sync Pearson MyLab & Mastering Grades	#225748	Sep 1, 2021	Sep 21, 2021, 2:05 AM	Solved
HI121-01 FA21 - World Civ (Pre-historic-1500) (82615) Abnormal view	#226885	Sep 13, 2021	Sep 20, 2021, 11:04 PM	Solved
Please Remove\Suspend from moodle class ED220-3	#227514	Sep 17, 2021	Sep 29, 2021, 11:01 PM	Solved
RE: Duplicate Student Acccounts Moodle	#228060	Sep 23, 2021	Oct 2, 2021, 3:03 AM	Solved
Questions	#231488	Nov 3, 2021	Nov 25, 2021, 7:01 AM	Solved
Just to inform you	#231788	Nov 8, 2021	Nov 17, 2021, 1:04 AM	Solved
FW: SSL	#231898	Nov 9, 2021	Nov 16, 2021, 3:01 PM	Solved
FW: SSL	#231899	Nov 9, 2021	Nov 9, 2021, 11:48 AM	Solved
students moodle accounts	#234341	Dec 13, 2021	Dec 30, 2021, 6:03 PM	Solved
FW: Moodle Issues linking Cengage	#234744	Dec 16, 2021	Dec 25, 2021, 12:07 AM	Solved

Subject	ID	Created date ⇅	Updated date ⇅	Status ⇅
GCC Ethink/Moodle application and network infrastructure inventory	#235584	Jan 5, 2022	Jan 28, 2022, 5:01 AM	Solved
Updates	#235609	Jan 5, 2022	Mar 5, 2022, 12:02 AM	Solved
Please Remove duplicate student from Moodle class room	#235744	Jan 6, 2022	Jan 25, 2022, 2:02 AM	Solved
Instructor cannot log on	#235868	Jan 7, 2022	Jan 15, 2022, 2:04 AM	Solved
Picture of Faculty going into old name	#236299	Jan 12, 2022	Jan 27, 2022, 8:01 PM	Solved
Double names in Moodle - please delete older accounts	#236755	Jan 18, 2022	Feb 1, 2022, 8:03 PM	Solved
Student profile error	#237029	Jan 20, 2022	Jan 28, 2022, 7:01 PM	Solved
Student showing up on participant list but not on banner roster	#237030	Jan 20, 2022	Jan 29, 2022, 12:02 AM	Solved
student to student messaging	#237146	Jan 21, 2022	Feb 6, 2022, 11:01 PM	Solved
Scheduled announcements	#237392	Jan 25, 2022	Feb 2, 2022, 8:02 PM	Solved
schedule for blocks	#237722	Jan 28, 2022	Feb 4, 2022, 4:01 PM	Solved
Student profile reactivation on dev site, articles on merging accounts, but…	#238928	Feb 11, 2022	Mar 22, 2022, 2:02 AM	Solved
request for virtual meeting.	#239014	Feb 14, 2022	Mar 29, 2022, 12:02 AM	Solved
Re: [Request received] - Ticket: 237146 - Subject: student to student mess…	#239329	Feb 17, 2022	Mar 7, 2022, 7:02 PM	Solved
FW: 19C Upgrade - FQDN Details	#240271	Mar 3, 2022	Apr 20, 2022, 7:01 AM	Solved

Subject	ID	Created date	Updated date	Status
Username change procedure	#240954	Mar 15, 2022	Jun 12, 2022, 10:01 AM	Solved
Blue strip across the frontpage and extra credit not appearing	#241972	Mar 29, 2022	Apr 6, 2022, 7:01 PM	Solved
Navigation pane doesn't show weeks and I can't click on every bread crumb	#242276	Apr 2, 2022	Apr 11, 2022, 11:01 AM	Solved
Re: Attendance Integration	#243119	Apr 19, 2022	May 27, 2022, 5:01 AM	Solved
May 11 Upgrade to 3.11	#244385	May 9, 2022	Jun 4, 2022, 8:01 AM	Solved
new students accounts not showing up moodle.	#245715	May 31, 2022	Jun 13, 2022, 10:01 AM	Solved
Student profile is inactive to other students	#245793	Jun 1, 2022	Jul 14, 2022, 10:01 AM	Solved
question	#245957	Jun 3, 2022	Jun 25, 2022, 5:01 PM	Solved
Ticket: 240954 - Subject: Username change procedure	#246405	Jun 13, 2022	Nov 14, 2022, 2:01 AM	Solved
FW: CS1979659 - Moodle Test Metadata	#247318	Jun 29, 2022	Jul 7, 2022, 11:01 AM	Solved
FW: FW: LMS Moodle App error	#248405	Jul 15, 2022	Jul 25, 2022, 11:01 PM	Solved
removal of contact person	#248686	Jul 20, 2022	Jul 27, 2022, 12:01 PM	Solved
reports	#250760	Aug 17, 2022	Oct 9, 2022, 10:01 AM	Solved
Question about user counts	#250888	Aug 18, 2022	Sep 4, 2022, 5:01 AM	Solved
Question	#251910	Sep 1, 2022	Sep 9, 2022, 7:01 PM	Solved

| Subject	ID	Created date	Updated date	Status
Instructional Designer Access	#252951	Sep 15, 2022	Sep 29, 2022, 12:02 AM	Solved
renewal of ssl certificate for test environment	#253704	Sep 27, 2022	Oct 18, 2022, 7:01 AM	Solved
applying SSL Cert on production	#254191	Oct 4, 2022	Oct 26, 2022, 11:01 PM	Solved
RE: [Ticket Needs More Information] - Ticket: 252951 - Subject: Instructio…	#254267	Oct 5, 2022	Oct 13, 2022, 12:01 PM	Solved
Rubric not appearing properly and can't navigate through each block.	#259964	Nov 13, 2022	Nov 23, 2022, 5:03 PM	Solved
Download attendance reports	#261694	Dec 10, 2022	Dec 20, 2022, 5:03 AM	Solved
winter classes not showing up in moodle	#261783	Dec 13, 2022	Dec 20, 2022, 8:04 PM	Solved
Open LMS Sub-Processor Notice	#269318	Apr 6, 2023	Apr 6, 2023, 11:07 PM	Solved
Open LMS Sub-Processor Notice	#269354	Apr 6, 2023	Apr 6, 2023, 11:07 PM	Solved
Open LMS Sub-Processor Notice	#269388	Apr 6, 2023	Apr 6, 2023, 11:07 PM	Solved
Open LMS Sub-Processor Notice	#269653	Apr 6, 2023	Apr 6, 2023, 10:13 PM	Solved
Open LMS Sub-Processor Notice	#269694	Apr 6, 2023	Apr 6, 2023, 10:12 PM	Solved
RE: Open LMS Sub-Processor Notice	#271623	Apr 10, 2023	Apr 17, 2023, 11:02 PM	Solved
Guam Typhoon Check-In	#274586	May 24, 2023	Jul 19, 2023, 2:04 PM	Solved
Can't access Moodle site	#276625	Jun 28, 2023	Jul 5, 2023, 11:12 PM	Solved
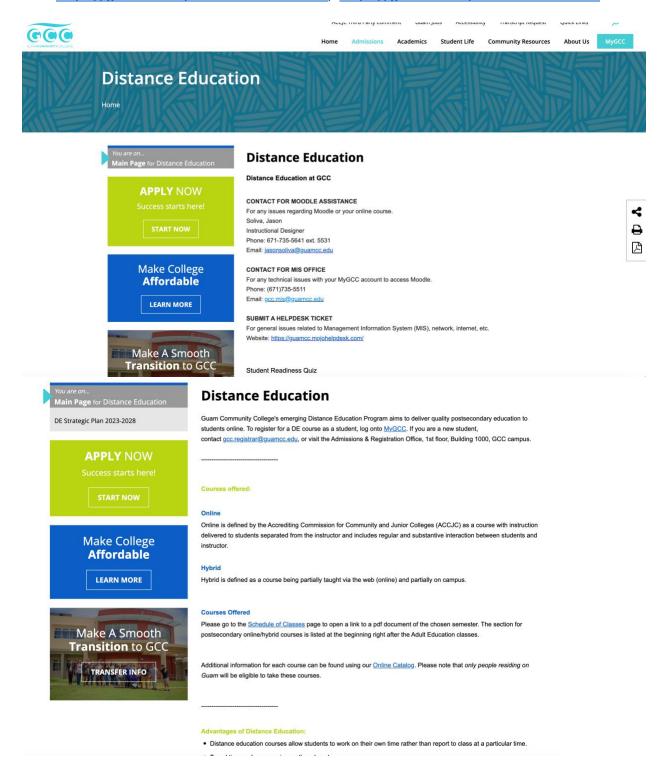
| Subject	ID	Created date	Updated date	Status
Moodle Upgrade Planning	#278824	Jul 28, 2023	Sep 16, 2023, 8:02 AM	Solved
we are going to need to update SSL Cert for moodle production.	#281446	Sep 1, 2023	Sep 20, 2023, 1:05 AM	Solved
moodle error saml error	#281978	Sep 11, 2023	Sep 25, 2023, 9:02 AM	Solved
Moodle application production	#284108	Oct 12, 2023	Oct 12, 2023, 8:28 AM	Solved
LDAP error when signing in through moodle.guamcc.edu	#284109	Oct 12, 2023	Oct 19, 2023, 1:02 PM	Solved
GCC Moodle Upgrade	#287102	Nov 21, 2023	Nov 21, 2023, 2:34 PM	Solved
Moodle Upgrade Planning	#287108	Nov 21, 2023	Jan 12, 2024, 1:04 AM	Solved
User Sync Issue - Missing Students Enrolled	#289957	Jan 11, 2024	Feb 1, 2024, 12:03 AM	Solved
unable to sign into Moodle	#290295	Jan 15, 2024	Jan 29, 2024, 9:02 AM	Solved
Professor class is not showing up in the students Moodle Dashboard.	#290588	Jan 18, 2024	Jan 30, 2024, 10:02 AM	Solved
Please check if the moodle banner integration cron job sync is working or…	#290590	Jan 18, 2024	Feb 5, 2024, 9:02 AM	Solved
ILP Sandbox	#296950	Apr 25, 2024	May 8, 2024, 9:01 AM	Solved
ILP Plugin Required	#297247	Apr 30, 2024	Jun 17, 2024, 12:03 AM	Solved
Install block_ilp on Prod Site	#297252	Apr 30, 2024	Jun 7, 2024, 6:04 PM	Solved
ILP Plugin Configuration Page - Admin Access (GCC)	#299119	May 30, 2024	Jun 17, 2024, 1:03 AM	Solved
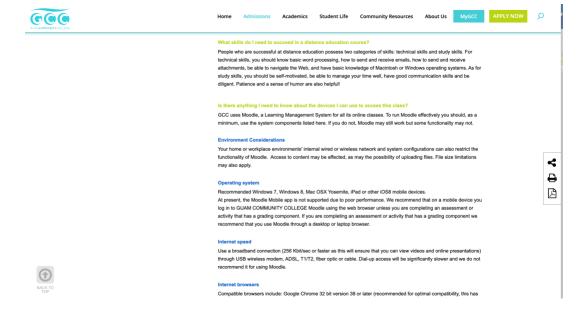
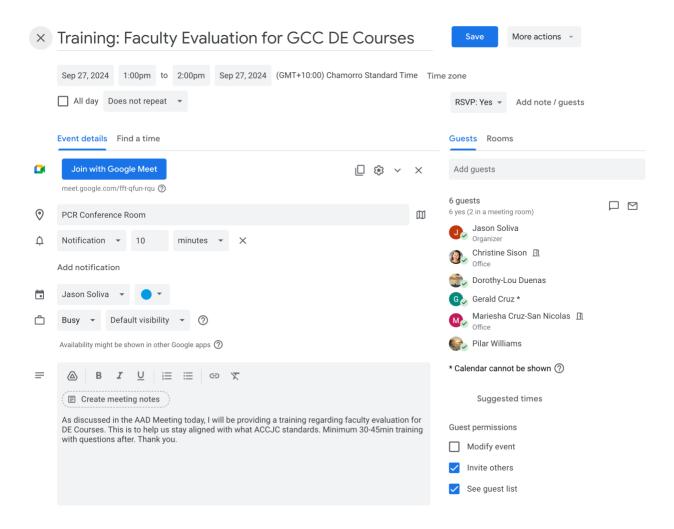| Subject	ID	Created date	Updated date	Status
SSL Renewal	#300588	Jun 22, 2024	Jul 23, 2024, 11:04 PM	Solved
update of SSL Cert for non-prod 10pm-11pm Guam time.	#302548	Jul 17, 2024	Aug 1, 2024, 11:02 AM	Solved
zoom meeting for updating SSL Certification in production	#303069	Jul 24, 2024	Aug 14, 2024, 3:02 AM	Solved
Disable API Script for ILP Integration	#303153	Jul 25, 2024	Aug 8, 2024, 11:03 PM	Solved
FW: SSL Renewal	#303258	Jul 26, 2024	Jul 26, 2024, 3:22 PM	Solved
Ellucian SSL Certificate	#303265	Jul 26, 2024	Jul 26, 2024, 3:22 PM	Solved
Grade book aggregation choices missing	#304306	Aug 13, 2024	Aug 29, 2024, 6:03 PM	Solved
FW: Logging into moodle	#304412	Aug 14, 2024	Aug 24, 2024, 2:03 AM	Solved
Solution Needed for Duplicate Accounts Created	#304717	Aug 17, 2024	Sep 3, 2024, 6:04 PM	Solved
Student Permission	#305405	Aug 27, 2024	Sep 15, 2024, 12:01 PM	Solved
Disable Student's Ability To Remove Their Profile Photos	#305719	Aug 30, 2024	Sep 15, 2024, 1:01 PM	Solved
Moodle Course not on the correct Week	#307073	Sep 23, 2024	Today, 10:02 AM	Open

GCC Website – Distance Education Page

Link: https://guamcc.edu/distance-education-0, https://guamcc.edu/distance-education

Distance Education

Home

You are on...
Main Page for Distance Education

APPLY NOW
Success starts here!
START NOW

Make College Affordable
LEARN MORE

Make A Smooth Transition to GCC

Distance Education

Distance Education at GCC

CONTACT FOR MOODLE ASSISTANCE
For any issues regarding Moodle or your online course.
Soliva, Jason
Instructional Designer
Phone: 671-735-5641 ext. 5531
Email: jasonsoliva@guamcc.edu

CONTACT FOR MIS OFFICE
For any technical issues with your MyGCC account to access Moodle.
Phone: (671)735-5511
Email: gcc.mis@guamcc.edu

SUBMIT A HELPDESK TICKET
For general issues related to Management Information System (MIS), network, internet, etc.
Website: https://guamcc.mojohelpdesk.com/

Student Readiness Quiz

You are on...
Main Page for Distance Education

DE Strategic Plan 2023-2028

APPLY NOW
Success starts here!
START NOW

Make College Affordable
LEARN MORE

Make A Smooth Transition to GCC
TRANSFER INFO

Distance Education

Guam Community College's emerging Distance Education Program aims to deliver quality postsecondary education to students online. To register for a DE course as a student, log onto MyGCC. If you are a new student, contact gcc.registrar@guamcc.edu, or visit the Admissions & Registration Office, 1st floor, Building 1000, GCC campus.

Courses offered:

Online
Online is defined by the Accrediting Commission for Community and Junior Colleges (ACCJC) as a course with instruction delivered to students separated from the instructor and includes regular and substantive interaction between students and instructor.

Hybrid
Hybrid is defined as a course being partially taught via the web (online) and partially on campus.

Courses Offered
Please go to the Schedule of Classes page to open a link to a pdf document of the chosen semester. The section for postsecondary online/hybrid courses is listed at the beginning right after the Adult Education classes.

Additional information for each course can be found using our Online Catalog. Please note that *only people residing on Guam* will be eligible to take these courses.

Advantages of Distance Education:
- Distance education courses allow students to work on their own time rather than report to class at a particular time.

GCC

What skills do I need to succeed in a distance education course?

People who are successful at distance education possess two categories of skills: technical skills and study skills. For technical skills, you should know basic word processing, how to send and receive emails, how to send and receive attachments, be able to navigate the Web, and have basic knowledge of Macintosh or Windows operating systems. As for study skills, you should be self-motivated, be able to manage your time well, have good communication skills and be diligent. Patience and a sense of humor are also helpful!

Is there anything I need to know about the devices I can use to access this class?

GCC uses Moodle, a Learning Management System for all its online classes. To run Moodle effectively you should, as a minimum, use the system components listed here. If you do not, Moodle may still work but some functionality may not.

Environment Considerations

Your home or workplace environments' internal wired or wireless network and system configurations can also restrict the functionality of Moodle. Access to content may be affected, as may the possibility of uploading files. File size limitations may also apply.

Operating system

Recommended Windows 7, Windows 8, Mac OSX Yosemite, iPad or other iOS8 mobile devices.
At present, the Moodle Mobile app is not supported due to poor performance. We recommend that on a mobile device you log in to GUAM COMMUNITY COLLEGE Moodle using the web browser unless you are completing an assessment or activity that has a grading component. If you are completing an assessment or activity that has a grading component we recommend that you use Moodle through a desktop or laptop browser.

Internet speed

Use a broadband connection (256 Kbit/sec or faster as this will ensure that you can view videos and online presentations) through USB wireless modem, ADSL, T1/T2, fiber optic or cable. Dial-up access will be significantly slower and we do not recommend it for using Moodle.

Internet browsers

Compatible browsers include: Google Chrome 32 bit version 38 or later (recommended for optimal compatibility, this has

BACK TO
TOP

Training For Faculty Evaluators

Training: Faculty Evaluation for GCC DE Courses

Save More actions ▾

Sep 27, 2024 1:00pm to 2:00pm Sep 27, 2024 (GMT+10:00) Chamorro Standard Time Time zone

☐ All day Does not repeat ▾

RSVP: Yes ▾ Add note / guests

Event details Find a time

Join with Google Meet

meet.google.com/fft-qfun-rqu ⊘

📍 PCR Conference Room

🔔 Notification ▾ 10 minutes ▾ ✕

Add notification

📅 Jason Soliva ▾ 🔵 ▾

💼 Busy ▾ Default visibility ▾ ⊘

Availability might be shown in other Google apps ⊘

B I U ⛛ ≣ ≣ 🔗 ✕

🖹 Create meeting notes

As discussed in the AAD Meeting today, I will be providing a training regarding faculty evaluation for DE Courses. This is to help us stay aligned with what ACCJC standards. Minimum 30-45min training with questions after. Thank you.

Guests Rooms

Add guests

6 guests
6 yes (2 in a meeting room) 💬 ✉️

J Jason Soliva
   Organizer

   Christine Sison 🖾
   Office

   Dorothy-Lou Duenas

G Gerald Cruz *

M Mariesha Cruz-San Nicolas 🖾
   Office

   Pilar Williams

* Calendar cannot be shown ⊘

Suggested times

Guest permissions
☐ Modify event
☑ Invite others
☑ See guest list

Faculty Evaluation of Distance Education Courses

September 27, 2024

ACCJC
ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
Outcomes | Innovation | Improvement

GUAM**COMMUNITY**COLLEGE

Overview

- Background
- Reasons and Importance
- Common Issues Found
- Resolving Regular and Substantive Interaction Issues
- Practice Scenarios
- Conclusion

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Background: Federal Regulation of RSI in Distance Education

Federal Compliance Regulation:

- The **Higher Education Act (HEA)** of 2008 established regulations regarding Regular and Substantive Interaction (RSI) for Distance Education.

- Under the **Code of Federal Regulations (34 CFR 600.2)**, RSI was created as the requirement to distinguish Distance Education from Correspondence Education. Courses must meet these RSI interaction standards to qualify for federal financial aid.

Background: Why so much emphasis on RSI in DE?

Why is RSI Important? – It is part of the ACCJC Policy and their Primary Evaluation Criteria.

- Helps ensure compliance with **Title IV.** Prevents courses from being classified as Correspondence Courses, which do not qualify for federal financial aid.

- Alignment to **Title IX,** to maintain equitable access to education. Ensures students in online courses receive the same academic support and engagement as traditional in-person students.

- **Overall: Supports Student Retention** by maintaining engagement, reducing isolation, and encouraging interaction.

Background:
ACCJC Policy

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Policy on Distance Education and on Correspondence Education

January 2024

The Commission holds the same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality and promoting equitable outcomes. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites. This policy reflects the federal regulatory requirements regarding distance education and correspondence education in accordance with the following definitions.

Definition of Distance Education (34 C.F.R. § 600.2.)

Distance Education means:

(1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.

(2) The technologies may include:

    a) the internet;

Code of Federal Regulations (34 CFR 600.2)

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ACCJC Distance Education Definition

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(2) The technologies may include:

    a) the internet;

    b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

    c) audioconferencing; or

    d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).

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Regular Interaction Definition

Regular Interaction: Instructors must initiate interaction with students on a predictable and consistent basis (e.g., weekly announcements, discussion forums).

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and

b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

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A - Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).	Instructor frequently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

Regular Interaction Definition

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor occasionally engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

ACCJC DE Evaluation

Regular Interaction:

Each course section reviewed must include **evidence of both activities** to qualify as meeting the expectations for regular interaction per the *ACCJC Policy on Distance Education (DE) and on Correspondence Education*, that the instructor is:

a) providing opportunity for substantive interaction on a regular and predictable basis, and

b) monitoring the student's academic engagement and success and promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

In your assessment of the courses, how well is the institution providing regular interaction overall? *Include brief narrative to describe your findings:*

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ACCJC DE Evaluation

Course Section Name	Regular Interaction (must be both types)			Course section meets substantive and regular policy elements	Course section does not meet substantive and regular policy elements
	Regular and Predicatable Engagement	Monitors success, engages students			
Class A	x	x			x
Class B	x	x		x	
Class C	x	x		x	

Reference: ACCJC DE Review Form
September 2024 Pilot

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Substantive Interaction Definition

Substantive Interaction: The interaction must relate to course content and contribute to student learning. This includes providing feedback on assignments, facilitating discussions, and offering direct instruction.

For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

a) Providing direct instruction;

b) Assessing or providing feedback on a student's coursework;

c) Providing information or responding to questions about the content of a course or competency;

d) Facilitating a group discussion regarding the content of a course or competency; or

e) Other instructional activities approved by the institution's or program's accrediting agency.

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Substantive Interaction Definition

B - Assessing or providing feedback on a student's coursework.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Consistently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

Substantive Interaction Definition

C - Providing information or responding to questions about the content of a course or competency.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

Substantive Interaction Definition

D - Facilitating a group discussion regarding the content of a course or competency.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Provides prompts, questions or topics to engage students.	Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Frequently provides comments or guidance in discussions to enhance course content/ competency mastery.	Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

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ACCJC DE Evaluation

Substantive Interaction:

Each course section reviewed must include **at least two of the following methods** of interaction to qualify as meeting the expectations for substantive interaction per the *ACCJC Policy on Distance Education (DE) and on Correspondence Education*:

a) direct instruction (only synchronous instruction qualifies);

b) assessment and feedback on coursework;

c) information/responses to questions about course content; and/or

d) facilitating group discussions.

In your assessment of the courses, how well is the institution providing substantive interaction overall? *Include brief narrative to describe your findings:*

Reference: ACCJC DE Review Form September 2024 Pilot

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ACCJC DE Evaluation

Course Section Name	Identify Type of DE: Asynchronous or Synchronous	Substantive Interaction Methods (must be at least two methods)			
		Direct Instruction	Assessment & Feedback	Provides Information & Responses to Questions	Facilitates Group Discussions
Class A	Asynchronous		x		
Class B	Asynchronous		x	x	x
Class C	Synchronous	x	x	x	
Class D	Synchronous	x			x

Reference: ACCJC DE Review Form
September 2024 Pilot

Common Faculty Issues Found with RSI

- **Infrequent Communication:** Faculty may only check in with students occasionally, leading to disengagement.

- **Limited Use of Discussion:** Faculty may set up discussion forums but not actively participate or engage with students.

- **Over-reliance on Automation:** Some instructors rely on automated feedback without personalizing their responses.

- **Generic Feedback:** Providing surface-level feedback that doesn't address the specific needs of each student.

Common Faculty Issues Found with RSI

○ **Infrequent Communication:** Faculty may only check in with students occasionally, leading to disengagement.

Imagine you are a student who submits their assignment, you get a bad grade. So you ask a question and no response. You don't know what you did wrong. You are waiting for the instructor's advice but nothing. And then eventually, you fail the course because you never got feedback.

How Can We Help Meet RSI Requirements as Evaluators?

○ **Regular, Predictable Interactions** such as weekly announcements, emails, or live sessions.

○ **Substantive Assessment Feedback** that is academic-focused and helps students improve their understanding.

○ **Active Facilitation in Discussions** that encourages deeper engagement with course material.

○ **Timely Responses** to student inquiries, ensuring that students feel supported.

How Can We Help Meet RSI Requirements as Evaluators?

Regular, Predictable Interactions such as weekly announcements, emails, reminders, video messages, or holding virtual office hours.

Questions to ask:

- "Is the instructor regularly communicating with students through multiple channels? (discussions, assignments, reminders, announcements, videos).
- "Is the faculty member consistently initiating contact with students?"

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How Can We Help Meet RSI Requirements as Evaluators?

Assessment Feedback that is academic-focused and helps students improve their understanding.

Questions to ask:

- "Is the feedback specific, detailed, and aimed at improving student understanding?"
- "Are feedback substantive and personalized?"

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How Can We Help Meet RSI Requirements as Evaluators?

Active Facilitation in Discussions that encourages deeper engagement with course material.

Questions to ask:

- "Does the instructor lead discussions or provide opportunities for discussion?
- "Are discussions substantive, academic-focused, and personalized?"
- "Is the teacher providing opportunities for students to reflect or provide their feedback?"

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How Can We Help Meet RSI Requirements as Evaluators?

Timely Responses and Engagement to student inquiries, ensuring that students feel supported.

Questions to ask:

- "Is the faculty member monitoring student progress and engaging proactively with those who need help?"

Proactively Monitor Engagement: Faculty should identify students who are disengaged and reach out to offer support.

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Practice Scenarios

Practice Scenarios

"An instructor requires students to participate in a weekly discussion forum but only checks in once a month. This results in minimal interaction from the instructor, leaving students to navigate the discussions on their own."

Practice Scenarios

Resolution

Instructor participates in discussions weekly. Responds to students or asks questions that deepen students' understanding. For example, they ask, 'How does this concept connect to what we learned last week?

The instructor can also provide resources or links for extra support/guidance.

Substantive Interaction, D.
Regular Interaction A.

Practice Scenarios

"In one online course, a student asked several questions about an assignment but did not receive a response from the instructor until two weeks after the due date. By this time, the assignment had already been submitted, and the student's opportunity to benefit from the instructor's guidance was lost.

Practice Scenarios

Resolution

A good practice is for instructors to set clear expectations for response times, such as replying to student emails within 24 to 48 hours.

The instructor could set up virtual office hours or drop-in sessions to provide real-time support.

The instructor can provide a Q&A session in a forum or during your virtual office hours, allowing students to ask questions and get immediate answers. This approach ensures regular and timely interaction, preventing students from feeling unsupported

Regular Interaction, A & B.

Practice Scenarios

"A faculty member uses an automated grading tool to evaluate assignments and does not follow up with any personalized feedback. While the tool provides grades, it lacks meaningful comments about the student's strengths or areas for improvement."

Practice Scenarios

Resolution

Follow up the grade with personalized feedback.

Use the comments section on the assignment to suggest improvement or highlight their strength.

Substantive Interaction, B.

Practice Scenarios

"An instructor sends out weekly instructional content, announcements with a recap of the week's content, assignments to complete, and reflection questions that tie into the course material."

Summary of Key Points

In summary, here's what to focus on when evaluating faculty for RSI:

Regular Interaction A, B

Frequency: (Regular Interaction A)
Look for frequency of communication – office hours, discussion, announcements, response.
Are interactions regular and predictable? Are there opportunities provided?

Proactivity: (Regular Interaction B)
Monitor how faculty respond to student inquiries and progress.
Is the instructor reaching out to disengaged students?"

Summary of Key Points

In summary, here's what to focus on when evaluating faculty for RSI:

Substantive Interaction B, C, D (must meet 2 out of the 3)

Assessment Feedback: (Substantive Interaction B)
Are feedback and discussions academic-focused and meaningful?
Evaluate the quality of feedback.

Instructional Content: (Substantive Interaction C)
Is the instructor providing students periodic instruction and questions related to the course material?
Evaluate whether engagement with the instructional content (e.g., videos, readings) is provided and delivered in a timely manner.

Discussions: (Substantive Interaction D)
Does the instructor actively participate in discussion boards and monitor student progress?
Ensure faculty are actively engaging with students in discussions or questions.

References and Additional Sources:

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Practice Scenarios

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Substantive Interaction, C.

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THANK YOU

Email: jason.soliva@guamcc.edu
Office Number: (671)735-5641

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