Assessment Handbook

2025-2026

Guam
Community
College

**Office of Assessment, Institutional
Effectiveness & Research (AIER)**

GCC
GUAM COMMUNITY COLLEGE

Table of Contents

Assessment, Institutional Effectiveness, and Research

Assessment at Guam Community College is viewed as a collective effort to demonstrate commitment to an institutional dialogue about student learning. There are two major reasons that drive all assessment processes at GCC: accountability and improvement. A policy document adopted by the Board of Trustees on September 4, 2002 (Policy 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees) is the institutional mandate that fuels all campus-wide assessment activities. Three goals effectively guide the Office of Assessment, Institutional Effectiveness, and Research (AIER) in its mission of assessment excellence at the College:

1. To develop and sustain assessment momentum at the College through capacity building efforts that will empower constituents to use assessment results for accountability and improvement;

2. To systematize assessment protocols, processes and policies both in hardcopy and online environments and thereby allow the College to meet its WASC ACCJC accreditation requirements; and

3. To exert and affirm community college assessment leadership regionally and nationally.

At the core of these processes, are three (3) important questions that the institution asks regarding student learning: What do students know? What do they think and value? What can they do? These three questions correspond to the cognitive, affective and behavioral domains of student learning. By continually asking these questions, the College is drawn closer to what it says it can do in both teaching and learning environments and to what it promises its programs and services can deliver in terms of results.

The Office of Assessment, Institutional Effectiveness, and Research (AIER) is located on the 2nd floor of the Student Services & Administration Building, Suites 2226 and 2227 with telephone number (671)735-5520.

A Historical Perspective

Accreditation is designed to assure educational quality and improvement. It is the basic requirement for institutions to access federal and state funds such as student financial aid and other federally sponsored programs. Institutional accreditation is coordinated by regional accrediting organizations and guided by standards and federal requirements. The Western Association for Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC ACCJC) is the regional accrediting body for the Guam Community College.

A central feature of accreditation is assessment, an ongoing process of systematically gathering, analyzing, and interpreting evidence to determine how well goals are being achieved and whether expectations are being met.

Assessment results have long been used to improve teaching and learning and are also an essential part of the planning and budgeting processes of the College. Additionally, regional and professional accreditors require formalized assessment systems as part of an organization's ongoing internal and external review.

External accreditation reviewers look for evidence that assessment is occurring throughout the institution and that results are being used to improve institutional quality. The following are excerpts from GCC's Accreditation Evaluation Reports since the year 2000 to present, showing a snippet of the College's growth over the last twenty plus (20+) years as it relates to the assessment of student learning outcomes.

2000 Accreditation Evaluation Report

Despite specific recommendations related to a variety of assessments, the absence of systematic reviews of educational programs, student services, and overall institutional effectiveness continues. The responsibility for and contribution to assessment must be assumed by all segments of the institution. The team concluded that this primary and conspicuously missing component for institutional improvement should serve as the basis for its overarching recommendations.

Major Recommendations:

1. In view of the absence of a response to the previous teams' recommendations and the importance of establishing a systematic assessment procedure for educational programs, student services, financial programs and physical facilities, the team recommends that such a comprehensive system be developed and implemented over the next year. The educational program review should identify educational quality through the identification of learner outcomes. (Standard One, 1, 2, 3, & 4; Standard Two, 8 & 9; Standard Three, A1, 2, 3 & 4; Standard Four, A.1, C.3, 4, D.1, 2, 3, 5, & 6; Standard Five, 3 & 4; Standard Eight, 4 & 5; Standard Nine, A1, 2 & 4; C.4).

2. In light of the persisting difficulty with systematic assessments and evaluations of programs, services, and personnel, the team recommends that staff development be provided for the college community to clarify the importance of regular reviews as a process for continuing improvement and the necessity for the Board of Trustees, administration, and faculty to be appropriately involved in these processes. (Standard Three, B.1 & 3, C.3; Standard Five, 6, 7, & 8; Standard Seven, B.1, 2, 3; C.2)

3. In exercising its oversight responsibility, the team recommends that the Board enforce its policies concerning program review and develop or strengthen policies related to assessing the Board's as well as the college's effectiveness (Standard Ten, A.2).

In addressing these major recommendations, the team urges the college to review the related recommendations, suggestions, and considerations in the following Standards.

2006 Accreditation Evaluation Report

The team would like to make the following specific commendations that address the strengths and successes that the college has achieved:

1. The college's response to the previous team's recommendations was outstanding and clearly exceeded expectations. Over the last five years the college has developed an extensive and expansive assessment process and infrastructure. The Guam Community College Comprehensive Institutional Assessment Plan is a major accomplishment and places the college significantly ahead of other community colleges in the development of processes that address the new accreditation standards, which are organized around assessment, outcomes and program improvement based on resulting information and dialogue. This has been a major undertaking for the college, involving nearly every program, service and function of the college and a major commitment of human resources and college-wide participation. The visiting team takes note of this basic effort and expresses its hope that the college will sustain and expand on its efforts to date. The college will benefit from the continued use and development of the infrastructure that it has established, and the team looks forward to the college continuing its leadership in this area.

Based on the cumulative evidence of the self-study, documents, interviews, and analysis and discussion among team members, the following recommendations were developed and approved by the team.

3. Working on the strength of its assessment infrastructure, the college should now fully undertake the process of developing student learning outcomes for courses, programs, and the institution. As these student learning outcomes are developed they should be communicated to students, the college community and the public. (Standards II.A, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f)

2012 Accreditation Evaluation Report

The team commends the College for establishing and clearly communicating to students and the community student learning outcomes for 100 percent of its courses and programs (17 certificates, 20 associate degree programs, and over 350 courses). The team found that the College's two-year cycle for the assessment of student learning outcomes at the course, program, certificate, and degree levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The team found that the College is operating at the level of sustainable continuous quality improvement as outlined by the Commission.

In order to improve, the team recommends that the College develop a process for systematically evaluation non-credit courses, workshops, and training sessions for content and effectiveness, in alignment with the assessment process that is in place for credit courses. (II.A.2)

2018 Accreditation Evaluation Report

The Commission recognizes the exemplary performance of Guam Community College in the following areas. Commendations signify practices for which the Commission believes the institution has exceeded standards. Commendation 1- The Evaluation Team commends Guam Community College for its sustained and collegial dialog about the assessment of student learning. Assessment results have been broadly communicated through the publication of the Annual Institutional Assessment Report which has been issued for sixteen consecutive years. (I.B.1, I.B.8)

2025 Accreditation Evaluation Report

Commendations signify institutional practices for which the Commission believes exceed Standards. The Commission recognizes the exemplary performance of Guam Community College in the following areas. Standard 1.4, 2.6 (Commendation 1): The Commission commends the College for building a culture of student input and feedback in a systematic way each semester to inform and enhance instructional practices, student support, schedule development, and program improvement.

Where Are We Now? Twenty Plus (20+) Years Later
(Extracted from the GCC Accreditation Midterm Report, 2022)

The College has articulated, established, and communicated to students how student learning outcomes (SLOs) can be used to help them achieve success. The College's annual cycle for the assessment of SLOs at the course, certificate, degree, student support services, administrative offices, and the institutional levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The College is committed to student success and demonstrates this commitment regularly through the strategic initiatives found in planning documents and institutional decision-making processes. The College encourages an open dialogue amongst constituents through the governance structures and processes established and embedded into the framework of the institution. As a result, students have a greater awareness and appreciation of the value of SLOs in their education.

All programs offered by the College have at least three (3) program-level student learning outcomes and all courses have at least three (3) course-level student learning outcomes. The minimum requirement of three (3) SLOs for programs and courses includes one (1) cognitive, one (1) behavioral, and one (1) affective SLO for each program and course. All programs and courses complete the annual assessment and curriculum review based on the established institutional cycle schedule which is published online and referenced in all assessment and curriculum training.

The data gathered through program and course assessment provides the baseline for dialogue and improvement at the institutional, program and course levels. The College's commitment to assessment has resulted in a more systematic curriculum review, revision, and development process. At the core of the College's assessment efforts is the program review process, which guides improvements throughout the College.

Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) describe the central goals that students will have attained by the end of a course or program. In essence, SLOs encapsulate the knowledge, skills, and attitudes that students are expected to learn from their respective programs. They answer the questions: "What do students know?" (cognitive domain), "What do they think and value?" (affective domain), and "What can they do?" (behavioral domain). SLOs require students to synthesize many discrete skills or areas of content, and to produce artifacts such as term papers, projects, portfolios, demonstrations, exams or other student work.

Since the fall semester of 2014, all courses and programs had student learning outcomes, primarily due to the revision and adoption of curriculum templates requiring 3 to 5 student learning outcomes for every course and every program offered by the College. More importantly, all courses and programs had student learning outcomes which were being assessed regularly and the results of which were being used to identify and implement improvements at all levels of the institution.

Institutional Learning Outcomes (ILOs)

The end of fall 2009 marked the formal adoption of GCC's Institutional Learning Outcomes, also known as ILOs. The ILOs were developed as a task of the General Education Committee with input from all faculty, the Faculty Senate, the College Governing Council (CGC), and the Board of Trustees. These ILOs represent what knowledge, skills/abilities, and values students should develop and acquire as a result of their overall experiences with any aspect of the College. The ILOs link all divisions, departments, units, and programs at the College regardless of whether they are directly (academic) or indirectly (non-academic) involved with students. Every employee and office at the College exists to

support students and help them excel; this includes the administration, student support services, faculty, maintenance, procurement, etc.

The five (5) ILOs represent broad outcomes in various areas depicted as the College's core values. Due to their universal and broad coverage, it is not expected that a single course, or program for that matter, address all identified outcomes. Rather, it is through the culminating integrated experience students have in their academic and campus life which will enable them to acquire these ILOs. The emphasis on ILOs and outcomes-based assessment has helped transform the College into a more learner-centered institution. Guam Community College remains committed to strengthen its focus on learning outcomes, ultimately leading to quality education and a productive workforce. In keeping with its mission that Guam Community College is a leader in career and technical workforce development, providing the highest quality student centered education and job training for Micronesia, the College community has established the following Institutional Learning Outcomes which were recommended by the Faculty Senate, approved by the President, and adopted by the Board of Trustees (December 2, 2009):

> **G**uam Community College students will acquire the highest quality education and job training that promotes workforce development and empowers them to serve as dynamic leaders within the local and international community.
>
> Students will demonstrate:
>
> **U**se of acquired skills in effective communication, and quantitative analysis with proper application of technology
>
> **A**bility to access, assimilate and use information ethically and legally
>
> **M**astery of critical thinking and problem-solving techniques
>
> **C**ollaborative skills that develop professionalism, integrity, respect, and fairness
>
> **C**ivic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

These ILOs are assessed continuously through the program and course level SLO assessment process via Improve, whereby program and course SLOs are linked and/or related to at least one of the defined ILOs. Course level SLOs are required to link to program level SLOs. All assessment plans are required to link or relate to at least one of the ACCJC Accreditation Standards and to at least one of the goals from the following: Institutional Strategic Master Plan (ISMP), institutional learning outcome (ILO), budget program review goal (PRG), division level budget program review goal, and school level budget program review goal. This linking of outcomes and related goals is possible because of the Improve system's capability to generate this kind of report.

Who Does Assessment? A Shared Commitment

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

Assessment is a shared responsibility at GCC. A policy document passed by the Board of Trustees (BOT 306, Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units, and the Board of Trustees) provides the institutional mandate that drives all campus-wide assessment activities. The success and high level of efficiency of GCC's institutional assessment processes are accomplished through the hard work and commitment of the College's administrators, faculty, staff, students and the Board. Throughout the fall and spring semesters, academic programs, administrative units, and student services units are engaged in assessment activities. These units are delineated into five (5) groups (Appendix A): Group A (Associate Degree), Group B (Certificate Programs), Group C (Administrative Units & Student Services), Group D (Special Programs[1]), and Group E (Bachelor Degree). To come up with an established timeframe for assessing educational courses, programs and services, the Committee on College Assessment (CCA) created an annual assessment cycle based on these five (5) groups, which also identifies the assessment requirements for each group.

The college defines student learning outcomes for student services units as student learning outcomes (SLOs) and administrative units as administrative unit outcomes (AUOs). Guam Community College publishes all program and course student learning outcomes (SLOs) in the College's academic catalog. These SLOs and the College's electronic assessment records are maintained within Nuventive Improvement Platform (formerly TracDat), the College's assessment data management software.

The Office of Assessment, Institutional Effectiveness & Research and the Committee on College Assessment enforces and monitors the College's Comprehensive Assessment Initiative. The Committee on College Assessment (CCA), an institution-level committee, was first created under the terms of the 2000-2005 Board-Union Agreement to monitor assessment activities on campus. In September 2002, GCC formalized its assessment initiative through Board of Trustees (BOT) Policy 306-Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees.

The annual budget submission process requires the departments of the College to develop Budget Related Goals, Budget Related Performance Indicators, and Budget Related Proposed Outcomes which assessment authors utilize to link their assessment plans and reports to their budget and resource needs based on the findings of assessment.

Assessment Taxonomy

The Committee on College Assessment (CCA) divided the College's programs, services and administrative units into five distinct groups which came to be known as the college's Assessment Taxonomy. These groups include the following:

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

Assessment Cycle

In order to establish a rhythm to the assessment schedule, there is only one assessment deadline during each semester. This occurs in March and October of each year. Programs or services that are out of sync with the schedule are also given assistance by the CCA to get back on track whenever possible.

Since the fall semester of 2019, all assessment units of the College were aligned to address assessment and curriculum based on a schedule spread over the next seven (7) years. The update to the College's original two-year assessment cycle schedule was based on feedback received from various assessments completed since the College first began the process in the year 2000, including feedback from the Committee on College Assessment (CCA) after identifying areas for improvements in the institutional process and assessment requirements. In April 2024, the assessment cycle has been updated to include the program review.

For example, from the Assessment Taxonomy, Group A (Associate Degree), Group B (Certificate Programs), and Group D (Special Programs[2]) assessment units with current curriculum, began program assessment plans and data collections in Fall 2019 and submitted program assessment reports and implementation statuses in the Spring of 2020. Those same assessment units then began course assessment plans and data collections in Fall 2020 and submitted course assessment reports and implementation statuses in the Spring of 2021. Finally, those same assessment units then began program and course curriculum reviews and revisions and met with the Curriculum Review Committee (CRC) in Fall 2021 and/or in Spring 2022 to review and forward updated curricula through the curriculum review and approval process so that the latest revisions would become effective in Academic Year 2022-2023.

Similarly, assessment units with expired or expiring curriculum based on the College's five (5) year rule, began program curriculum revisions in Fall 2019 or Spring 2020 and course curriculum revisions at the same time but no later than Fall 2020 or Spring 2021 for implementation in Academic Year 2021-2022. Assessment units undergoing curriculum revisions were required to begin program assessment in the academic year of implementation of the revised program guide and course assessments the following academic year.

The Bachelors program and its courses were integrated into the new cycle through the adoption of the Group E assessment group in the College's Assessment Taxonomy. The Bachelor of Science in Career and Technical Education was adopted in December 2019. The program assessment cycle began in Fall 2020 with the closing of the assessment loop for courses in the Spring of 2022.

The Administrative Units and Student Service Units fall under Group C in GCC's assessment taxonomy and are scheduled to complete a full assessment cycle also in a year with both units alternating each year. For example, beginning with the adoption of the new assessment and curriculum cycle schedule in the fall semester of 2019, all Student Service Units began their assessment of one Budget Goal and one Institutional Strategic Master Plan (ISMP) Goal and Objective by submitting the assessment plan and data collection in Fall 2019 and the assessment report and implementation in Spring 2020 to close the assessment loop. Thereafter, in Fall 2020, all Administrative Units began their assessment of one Budget Goal and one ISMP Goal and Objective by submitting the assessment and data collection in Fall 2020 and the assessment report and implementation in Spring 2021 to close the assessment loop.

Assessment Guide with Examples

Assessment Plan and Data Collection: The following provides key information on beginning the assessment cycle. All assessment work is recorded and reported in the Nuventive Improvement Platform assessment management system. The Office of Assessment, Institutional Effectiveness and Research manages the system, including the creation of user accounts and the configuration of assessment units.

The first step requires the selection and input of an assessment plan, methods of assessment, assessment tools, and the criterion that the assessment unit will use to measure as evidence of the achievement of the student learning outcome, goals, or objectives. The assessment plan also requires the linking of SLOs, goals, or objectives to Institutional Strategic Master Plan and ACCJC Accreditation Standards through the assessment management system mapping feature.

After the assessment deadline, authors should periodically check the CCA committee feedback and rating in the assessment management system. The committee will provide feedback immediately after review.

Minimum Assessment Requirements for Units and Program Level Assessment Plans

Programs-Postsecondary Secondary:	Programs-Secondary	Student Service Unit	Administrative Unit
One: Program SLO One: ISMP Goal One: IDEA Objective	One: Program SLO One: ISMP Goal One: Secondary Title VB Goal/Objective	One: Budget Goal One: ISMP Goal	One: Budget Goal One: ISMP Goal

- **Program and Course SLO #** *should match Catalog SLO Number*
- **ISMP** will always be labeled as SLO#2 or AUO#2
- **IDEA** will always be labeled as SLO#3

Minimum Assessment Requirements for Course Level Assessment Plans

Courses-Post Secondary	**Courses-Secondary**
One: Course SLO per course (All courses must be assessed.)	One: Course SLO per course (All courses must be assessed.)

ISMP	will always be labeled	**SLO#2; AUO#2**
IDEA	will always be labeled	**SLO#3**
Secondary Title VB	will always be labeled	**SLO#4**
Budget Goal	will always be labeled	**SLO#5; AUO#5**

Student Learning Outcomes (SLO) Name: (Five (5) words or less)

Example: Programs-Postsecondary (Do not change program SLO#)

   A. SLO#1 FA2024-SP2025 – Accounting using a computer program
   B. SLO#2 FA2024-SP2025 ISMP – Objective 4.2 Integrate Return on Investment
   C. SLO#3 FA2024-SP2025 IDEA – Learning fundamental principles

Example: Programs-Secondary (Do not change program SLO#)

   A. SLO#3 FA2024-SP2025 – Distinguish dynamic and static protocols
   B. SLO#2 FA2024-SP2025 ISMP – Objective 4.2 Integrate Return on Investment
   C. SLO#4 FA2024-SP2025 Secondary Title VB – Implement career and technical education

Example: Administrative Unit (AUO)

   A. AUO#5 FA2024-SP2025 Budget Goal – Increase technological capabilities
   B. AUO#2 FA2024-SP2025 ISMP – Objective 4.2 Integrate Return on Investment

Example: Student Services Unit (SLO)

   A. SLO#5 FA2024-SP2025 Budget Goal – Increase technological capabilities
   B. SLO#2 FA2024-SP2025 ISMP – Objective 4.2 Integrate Return on Investment

Example: Course Assessment (SLO)

   A. SLO#1 FA2024-SP2025 Leadership qualities in the workplace.

Student Learning Outcomes (SLO): Full catalog SLO description

Example: Programs-Postsecondary (Do not change program SLO#)

   A. SLO#5 FA2024-SP2025 - Upon successful completion of the AS in Accounting program, students will be able to describe the steps of the accounting cycle using a computer-based program.
   B. SLO#2 FA2024-SP2025 ISMP - Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO).
   C. SLO#3 FA2024-SP2025 IDEA - Learning fundamental principles, generalizations, or theories.

Example: Programs-Secondary (Do not change course SLO#)

   A. SLO#3 FA2024-SP2025 - Upon successful completion of the program the students will be able to distinguish between dynamic and static routing protocols, and distance vector and link-state algorithm.
   B. SLO#2 FA2024-SP2025 ISMP - Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO).
   C. SLO#4 FA2024-SP2025 Secondary Title VB - To implement a career and technical education curriculum with applied academics that provides students with more career specific technical skills to grow personally and professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

Example: Administrative Unit (AUO)

   A. AUO#5 FA2024-SP2025 Budget Goal – Increase technological capabilities of the program by increasing access to computer technology.
   B. AUO#2 FA2024-SP2025 ISMP – Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO).

Example: Student Services Unit (SLO)

   A. SLO#5 FA2024-SP2025 Budget Goal – Increase technological capabilities of the program by increasing access to computer technology.
   B. SLO#2 FA2024-SP2025 ISMP – Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO).
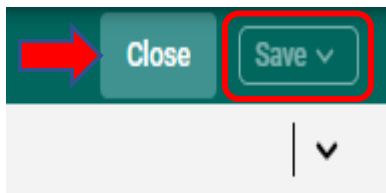

Example: Course Assessment (SLO)

   A. SLO#1 FA2024-SP2025 - Upon successful completion of this course, students will be able to articulate the importance of effective leadership qualities in the workplace.

Nuventive Improvement Platform Guide

Curriculum Review

If a program or course is under **Curriculum Review**, authors must ensure that they place the program into curriculum review status by creating an SLO and selecting curriculum review under Program or Course Outcome Status from the dropdown menu in the assessment management system.

Be sure to hit the "**SAVE**" button at the top right of the screen.
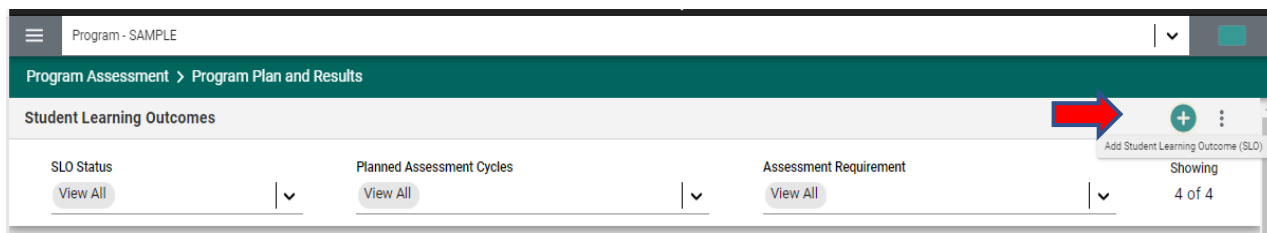

Budget Goal

When assessing **Budget Goals**, Administrative and Student Service Units would refer to the college's budget request submitted to Finance & Administration. https://www.guamcc.edu/financial-information

PROGRAM ASSESSMENT
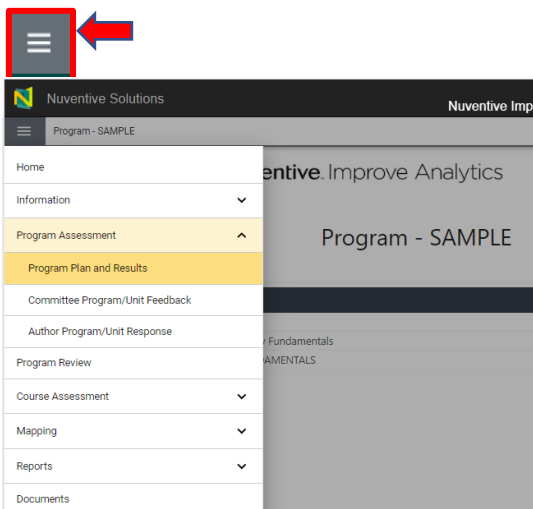
To ADD a new **STUDENT LEARNING OUTCOME (SLO)**, click on the [+] button.

Student Learning Outcome (SLO) Name block. The Program Level SLO Name must be **five (5) words or less** after the standard template identifier of SLO# and academic assessment cycle. (i.e. **SLO#? FA2023-SP2024 –** FIVE WORDS OR LESS). For more examples refer to Assessment Guide with Examples

Student Learning Outcome (SLO) block.
The Program Level SLO should reflect the **full catalog SLO description** to include "Upon successful completion" after the standard template identifier of SLO# and academic assessment cycle. (i.e. **SLO#? FA2023-SP2024 –** Upon successful completion of the AS in Accounting Program, students will be able to). For more examples refer to Assessment Guide with Examples

Planned Assessment Cycle. Be sure to select the current assessment cycle from the dropdown menu.

SLO Status. From the dropdown list choose the most appropriate status for each program level SLO.

Type of Industry National Certification. Name the specific industry-recognized, national standards, certification or state license. This information is required for the annual report to ACCJC. The institution is required to report on "Licensure exam pass rate (PR) for each career/technical program on an annual basis.
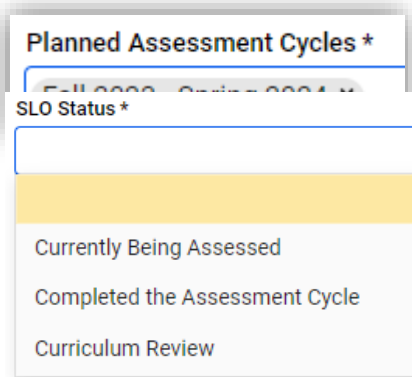
Program Level SLO Industry National Certification. Indicate whether or not the program level SLO reflects industry-recognized, national standards or certification or state licenses by selecting from the dropdown list; **Yes or N/A**.

Historical Assessment Perspective. Address how the new plan reflects/incorporates information from the GCC Fact Book, ISMP, Self-Study Report, ACCJC Standards and/or "use and implementation of results from the previous cycle."

Assessment Requirement. From the dropdown list, indicate which requirement is being fulfilled by this Outcome. Budget Goal, IDEA Objective, ISMP Goal, Program Student Learning Outcome, Secondary Title VB Goal/Objective.

Start Date. This date is based on the current assessment cycle guided by the Assessment and Curriculum Cycle Schedule.

End Date. This date is based on the current assessment cycle guided by the Assessment and Curriculum Cycle Schedule.

Start Date *
10/09/2023

End Date *
03/11/2024

ASSESSMENT METHOD

To **ADD** a new Assessment method, click on the ⊕ button. To **EDIT**, select the bar with three dots, ⋮ then select Open.

Assessment Method Description. Describe the type of artifact, instrument, rubric, method or tool selected from the drop-down list above. For example, if faculty developed test was selected, a description could be "Students will complete a 50 question (125 total possible points) faculty developed test which includes multiple choices, fill in the blanks, essay questions, etc."

Status. Select "Active" if this is actively being utilized. Change the selection to "Inactive" if the artifact, instrument, rubric, method, or tool will no longer be used as a method of measurement.

Criterion Percentage. The criterion percentage is a numerical number. This number should be the target percentage of the population to meet the goal of the assessment method administered.

Criterion Description. Discuss the intended criteria in qualitative and/or quantitative outcome in terms of percentages. For example: Students taking the test will have an overall score of 70% or greater on a 125 total possible points 50 question test.

Activity Schedule. This is when the assessment tool will be administered which is usually the Fall semester of the Assessment Cycle.

Activity Schedule Description. Describe how often the assessment method will be administered during the Activity Schedule.

Related Documents. Upload the sample document of the assessment method to be administered. Documents must be in PDF format and must comply with FERPA by ensuring they do not contain any names or personal identifiers

Assignments. Assign a person that will be responsible to the activity.

New Assignment

* denotes a required field.

Assign To *

Due Date(s) *

Select Folder for Attachments

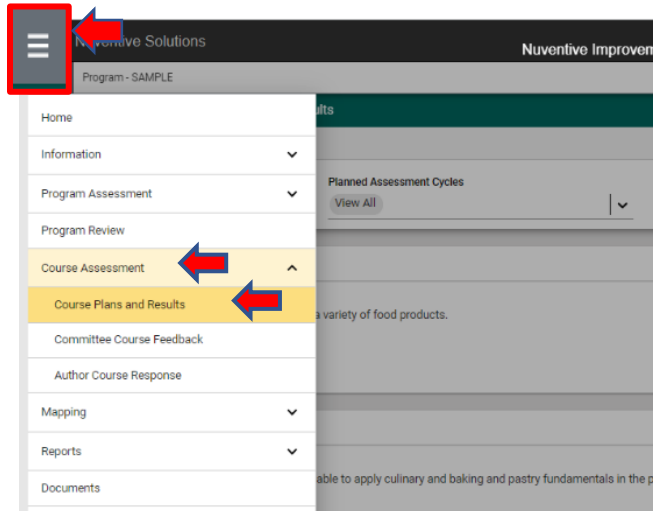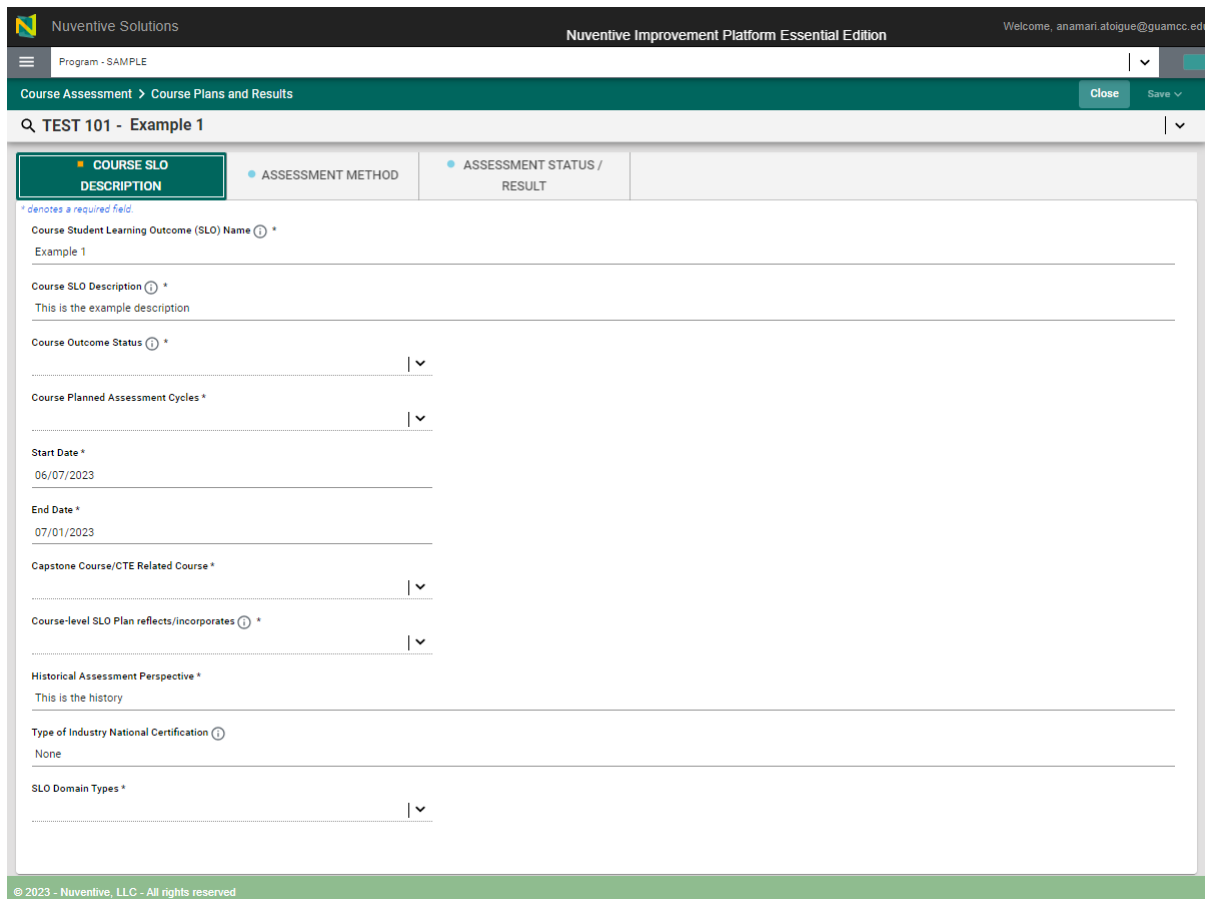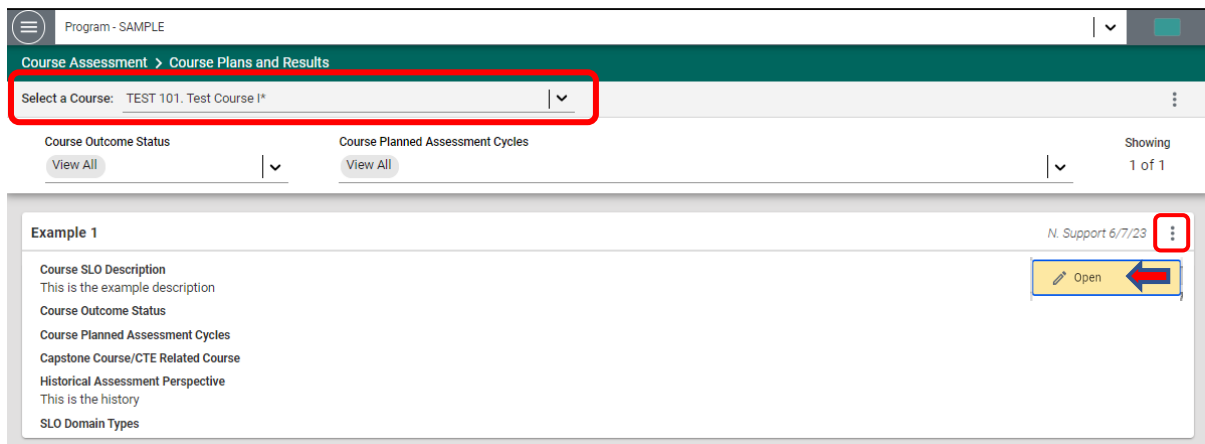Assignee(s) may choose Repository Folder

Email Subject

Notes and Instructions Press ALT + 0 for accessibility help

COURSE ASSESSMENT

Course Assessment data entry follows the same process as the Program Assessment.

Select a course, then click the ⊕ to "Add Course SLO Description".

Program - SAMPLE

Course Assessment > Course Plans and Results

Select a Course: TEST 101. Test Course I*

Course Outcome Status	Course Planned Assessment Cycles	Showing
View All	View All	1 of 1

Example 1   N. Support 6/7/23

Course SLO Description
This is the example description
Course Outcome Status
Course Planned Assessment Cycles
Capstone Course/CTE Related Course
Historical Assessment Perspective
This is the history
SLO Domain Types

✏️ Open

N Nuventive Solutions   Nuventive Improvement Platform Essential Edition   Welcome, anamari.atoigue@guamcc.edu

Program - SAMPLE

Course Assessment > Course Plans and Results   Close   Save ⌄

🔍 TEST 101 - **Example 1**

■ COURSE SLO DESCRIPTION	● ASSESSMENT METHOD	● ASSESSMENT STATUS / RESULT	

denotes a required field.

Course Student Learning Outcome (SLO) Name ⓘ *
Example 1

Course SLO Description ⓘ *
This is the example description

Course Outcome Status ⓘ *

Course Planned Assessment Cycles *

Start Date *
06/07/2023

End Date *
07/01/2023

Capstone Course/CTE Related Course *

Course-level SLO Plan reflects/incorporates ⓘ *

Historical Assessment Perspective *
This is the history

Type of Industry National Certification ⓘ
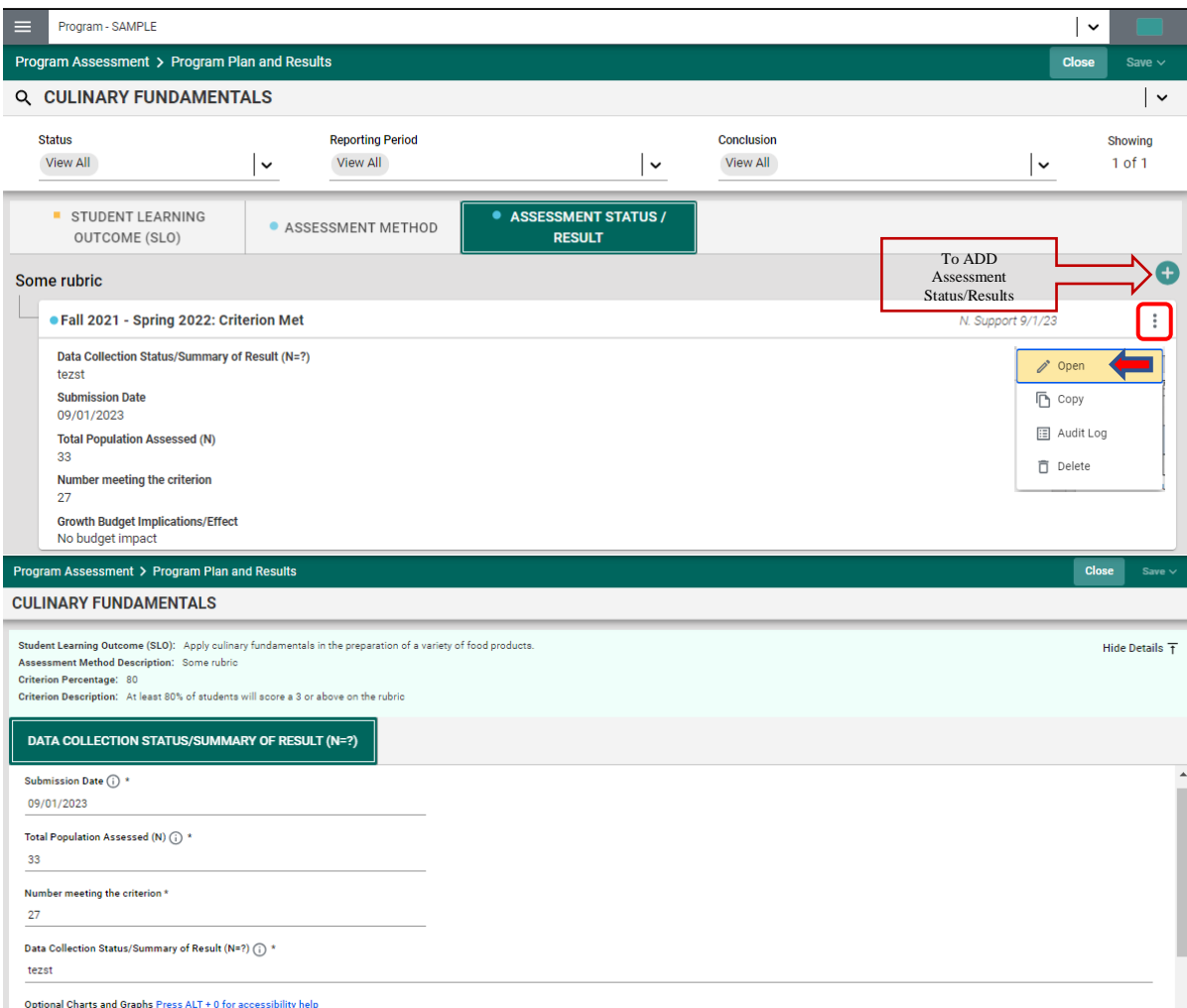None

SLO Domain Types *

ASSESSMENT STATUS/RESULT

The Assessment Report and Implementation cycle consists of the Assessment Status/Result, also known as **Data Collection Status/Summary of Result.**

During the second semester of the assessment cycle, the assessment results are entered into the assessment management system, under the Assessment Status/Results tab. This is the section to upload two sample documents, one good and one needs improvement, as evidence of the task performed. Take note that personal information such as names or personally identifiable information should not be included. Assessments are not about the persons assessed or assessing. Assessment is about measuring the student learning outcomes and administrative unit outcomes the College has set forth for students to achieve during their educational journey with GCC and identifying areas for improvements.

To **ADD** a new Assessment Status/Result click on the [+] button. To **EDIT**, select the bar with three dots, [⋮] then select Open.

Reporting Period *
Fall 2021 - Spring 2022

Conclusion *
Criterion Met

Growth Budget Implications/Effect (i) *
No budget impact

Growth Budget Justification (i) *
no

Related Documents *

Document Name	Document Description	
some_results.txt		✕

DATA COLLECTION STATUS/SUMMARY OF RESULT

Submission Date. This field should reflect the date the data was inputted.

Total Population Assessed (N). Enter the total population size for the Assessment Method. If there was no N, enter 0.

Number meeting the criterion. The CCA also requires that a percentage (%) of the total be provided to represent the number who achieved the criterion identified in the assessment plan.

Data Collection Status/Summary of Result (N=?). In this field/box discuss the conclusion or hypothesis derived from the analysis of assessment data collected. Results/observations can be based on formal, informal, quantitative, or qualitative data samples such as survey results, focus group themes, certification exams, rubrics, etc. NOTE: Quantitative data is used to describe a type of information that can be counted or expressed numerically.

Reporting Period. Select from the dropdown list the appropriate assessment cycle

Conclusion. Select from the dropdown list the appropriate conclusion. Criterion Met, Criterion Not Met, Issues Found.

Growth Budget Implications/Effect. In this field, select from the pull/dropdown list the budget support needed for the SLO/AUO. For example: hire new faculty or staff, purchase equipment, software, etc. Go to the field/box below (Notes) and provide justification for the budgetary support requested. No budget impact, Under $500, Over $500, Over $5,000.

Growth Budget Justification. Indicate if the budgetary support for consideration by the DC, Dean, AVP and other key stakeholders in the multi-stage budget process. For example, hiring new faculty or staff, purchasing equipment, software, etc. Provide justification for the budgetary support requested. Authors can provide a budget amount needed in addition to the already provided baseline budgets that would assist the department or program in helping students to achieve the SLOs successfully. For example, if an identified software upgrade or system upgrade would contribute to the achievement of the SLOs, the amount would be identified and an explanation or justification for the increased budget amount would be provided. The College could then utilize the data in the assessment system to identify assessment units requesting for additional funding or those identifying the need for software or hardware.

Related Documents. Upload summary of results documents. Documents must be in PDF format. There should be one good and one need improvement examples. Documents must comply with FERPA by ensuring they do not contain any names or personal identifiers.

USE OF SUMMARY RESULTS AND IMPLEMENTATION STATUS

USE OF SUMMARY RESULTS AND IMPLEMENTATION STATUS

Use of Summary Results ⓘ *

test
_____

Implementation Status Date
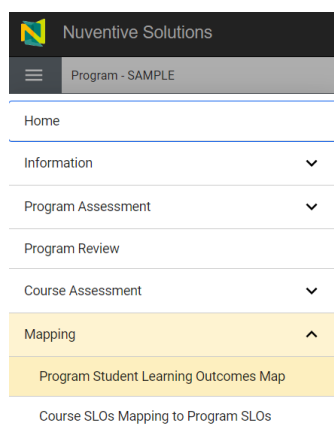
_____

Implementation Status ⓘ *

yes
_____

Use of Summary Results. In response to how the Data Collection Status/Summary of Results will be used, in this field/box, discuss in detail the changes or recommendations for improvement to the program SLO, course SLO, methods of delivery services, policies, etc. Report or perhaps identify resources needed to implement the proposed change and from what source those resources might come (i.e., existing resources, reallocation of existing resources, allocation of new funds, etc.). Discuss the assessment tool's effectiveness in providing evidence whether students achieved the SLO/AUO.

Implementation Status Date.

Implementation Status. This field should state whether the recommended/ proposed changes were carried out, executed, achieved, etc. If not, explain why and what course of action will be taken to insure such. Based on the results of the assessment, what will be done to make improvements? Discuss how the results will be used to improve student learning and what changes will be made to improve student attainment of the SLO. To the extent possible, in the following semesters, implement changes to teaching, curriculum, course delivery, etc. utilizing the plan for improvement. Discuss the timing of implementation.

Closing the Loop. Using the results of assessment to improve whatever it was that was being assessed. Departments and authors discuss the results and use them to celebrate and build on its strengths but more importantly, a discussion of the weaknesses found and a plan of action for implementing improvements. Thereafter, the assessment cycle starts again and the process of continuous improvement is carried forth systematically, hence the adoption of an institutional assessment and curriculum cycle schedule.

Mapping

N Nuventive Solutions
☰ Program - SAMPLE
Home
Information ⌄
Program Assessment ⌄
Program Review
Course Assessment ⌄
Mapping ⌃
Program Student Learning Outcomes Map
Course SLOs Mapping to Program SLOs

Don't forget to map. Authors must link their SLO/AUO to institutional level goals and ACCJC/WASC Accreditation Standards Mapping. At least one mapping to each category of institutional goals and Accreditation Standards must be identified.

Reports

The Nuventive Improvement Platform assessment management system provides reporting options for assessment authors or institutional planners and decision makers to use in extracting assessment data for both SLO and AUO assessments. The system serves as the institution's central repository of assessment data and work over time.

Additionally, feedback from the Committee on College Assessment (CCA) and Assessment Authors is recorded in the system and can be integrated with the actual assessment plans and reports for historical archival and for future reference.

Program Assessment Plan

Assessment Training AS - Academic Program and Course

Assessment Training AS - Academic Program and Course: Assessment Plan

SLO #1 FA2023-SP2024 - Operate data entry systems

SLO #1 FA2023-SP2024 Upon successful completion of this program the students will be able to operate the data entry system with less than a 5% error rate.

Planned Assessment Cycles
Fall 2023 - Spring 2024

SLO Status
Currently Being Assessed

Program Level SLO Industry National Certification
N/A

Historical Assessment Perspective
First Assessment cycle after approval of updated Program curriculum.

Assessment Requirement
Program Student Learning Outcome

Start Date
10/09/2023

End Date
03/11/2024

Mapping
Academic Affairs Division (AAD): (X - Highlight X to Align)
 • Program Review Goal (Budget Related Goals and Objectives FY 2022 Goal 2: X
ACCJC/WASC 2014 Standards: (X - Highlight to Align)
 • STANDARD III: Resources: X
Board of Trustees (BOT): (X - Highlight X to Align)
 • Program Review Goal (Budget Related Goals and Objectives FY 2022 Goal 2: X
Institution Goals 2014-2020: (X - Highlight X to Align)
 • Institutional Learning Outcome (ILO) 1: X
School of Trades and Professional Services (TPS): (X - Highlight X to Align)
 • Program Review Goal (Budget Related Goals and Objectives FY 2022 Goal 1: X

Assessment Method

Assessment Method Type
Skills proficiency checklist

Assessment Method Description
The operational checklist used will determine if the students have met each checkpoint required to complete their data entry process with minimal errors for their first assignment.

Status
Active

Criterion Percentage
90

Criterion Description
90% of the students will complete the data entry process with less than a 5% data entry error rate as determined by the data entry checklist.

Activity Schedule
Fall 2023

Related Documents
performance data entry verification checklist Blank Sample.pdf
performance_measure_data-entry_verification_checklist sample.pdf
Taxonomy 2022 2023.docx

Course Assessment Report

Assessment Training AS - Academic Program and Course

CCA103: CCA Training Part C

SLO# 1 FA2021-SP2022- Define 350 medical words

SLO# 1 FA2021-SP2022-Upon successful completion of this course, students will be able to define 350 medical words and elements.
Course Outcome Status
Currently Being Assessed
Course Planned Assessment Cycles
Fall 2021 - Spring 2022
Start Date
10/11/2021
End Date
03/14/2022
Capstone Course/CTE Related Course
N/A
Course-level SLO Plan reflects/incorporates
Other
Historical Assessment Perspective
This course uses medical word parts as the key teaching system to improve medical terminology retention, and is a key component of Allied Health programs.
SLO Domain Types
SLO - Cognitive Outcomes

Assessment Method	Data Collection Status/Summary of Result (N=?)
Status: Active **Assessment Method Description:** The faculty develop exam is a 350 question fill in exam, that requires the student to memorize the meaning of the word parts. **Criterion Description:** 70% of the students will score 80% or higher on the medical terminology 350 question exam. **Activity Schedule Description:** Fall 2021	

Program Review

In academic year 2023-2024 Program Review was included into the Assessment and Curriculum Cycle Schedule and the Institutional Assessment Nuventive Improve Platform.

The purpose for Program Review is to ensure continuous quality improvement of our programs and to promote the quality standards the college seeks to achieve. It contributes to the continuous quality improvement of the program and services offered by the college.

An online research was conducted for best on practice in Program Review. The Barstow Community College Program Review template was used as a reference for the GCC Program Review Template. It was modified to suit the needs of GCC through several working sessions with the VPAA, Deans, AIER Assistant Director, and Institutional Researcher.

Data that is maintained to support the annual Factbook was utilized in summarizing data sets for programs to analyze. The data sets available to GCC's programs include course completion, course retention, enrollment, persistence, stop outs, awards, and time to completion. Moreover, these data sets include a disaggregation of demographics such as gender, age, and ethnicity. These data sets will be updated annually.

Training on how to use the Program Review template in the Nuventive Improvement Platform was provided to faculty on February 2 and February 9, 2024 which sets up the implementation on Fall 2024. Additional trainings will be provided by the AIER Office as needed.

Each input field in the Program Review has Help text to assist authors in completing the template.

∨ General *

Last Modified: 06/10/2024, M. Burgos

* denotes a required field.

Completion Status ⓘ *

In Progress ▼

Submitter

Sample

∨ I. Program Description

Last Modified: 06/10/2024, M. Burgos

* denotes a required field.

Catalog Program Description

Insert Catalog Program Description here.

Related GCC Institutional Strategic Master Plan Goals ⓘ

GOAL 1: Advancing Workforce Development and Training ✕
GOAL 2: Fostering 100% Student-Centered Success ✕
GOAL 3: Leveraging Transformational Engagement and Governance ✕
GOAL 4: Optimizing Resources ✕

▼

∨ II. Program Effectiveness

Last Modified: 06/10/2024, M. Burgos

The purpose of this section is to evaluate the program holistically in terms of fostering student success, helping students reach their goals, and furthering the mission of GCC.
Programs will be provided with data on Students, Courses, Program, and Faculty. For each item below, review the data provided.

✕

* denotes a required field.

Course Data and Analysis

Course Success Rate by Mode of Instruction

Traditional ✕ Online ✕ Hybrid ✕ ▼

Course Success Rate Narrative Press ALT + 0 for accessibility help ⓘ

Provide a short analysis for the items you selected above.

Retention Rate by Mode of Instruction

Traditional ✕ Online ✕ Hybrid ✕ ▼

Retention Rate Narrative Press ALT + 0 for accessibility help ⓘ

Provide a short analysis for the items you selected above.

Student Equity Data (i)

Specifically address any equity gaps (Ethnicity, Age, Gender, etc.) that have surfaced in the data. What innovative plans or projects will help close these gaps? (Include timeline)

Curriculum - Currency of Program and Course Guides (i)

Identify programs and courses that have not been updated within the past 5 years. Include timeline to bring program and courses up to date.

Overall Observation of Data on Courses (i)

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

Program Data and Analysis

Demographics (i)

Provide a breakdown of program enrollment (ex. By age, ethnicity, gender).

Award Count (i)

Breakdown by program (ex. AS = XX, Cert = YY)

Time to Completion based on Award (i)

Break down by AS, Cert awards

Persistence Rates (i)

Fall to Spring persistence rate is the percentage of GCC students who were enrolled in the Fall semester and continued to be enrolled in the next Spring semester. Spring to Fall persistence rate is the percentage of GCC students who were enrolled in the Spring semester and continued to be enrolled in the next Fall semester.

Stop-outs (i)

Stop-out students are those who do not enroll for two consecutive regular (Fall & Spring) semesters.

Student Equity Data (i)

Specifically address any equity gaps that have surfaced in the data. What innovative plans or projects will help close these gaps?

CTE Data: Advisory Committee Meeting Dates (i)

Enter Advisory Committee Meeting Dates (include agenda and minutes as an attachment)

CTE Data: Advisory Committee Meeting Agendas & Minutes

Document Name	Document Description	
		➕
some_results.txt		✕

Overall Observation of Data on Program (i)

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

Faculty/Program Staff Data and Analysis

Faculty Professional Development (Lite Rich Text) Press ALT + 0 for accessibility help (i)

Provide examples of any professional development that faculty have attended and include a timeline and its alignment to curriculum and instruction. Examples of implementation must be included.

SWOT Analysis

Conduct a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) Press ALT + 0 for accessibility help ⓘ

> The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

⌄ **III. Program Goals**   *Last Modified: 06/10/2024, M. Burgos*

In this section, programs will answer the questions "How can we improve? What do we need to meet our goals?" The purpose of this section is to use data to develop goals and objectives for the next three years.   ✕

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives:
- Formulate three Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- Indicate how each Goal is Aligned with the College's Strategic Plans.
- Identify explicit actions/tasks for reaching each goal.

GOAL 1

Goal 1
Enter Program Goal 1 here.

Goal 1 Alignment to GCC Strategic Plan ⓘ

GOAL 1: Advancing Workforce Development and Training ✕
GOAL 2: Fostering 100% Student-Centered Success ✕   ⌄
GOAL 3: Leveraging Transformational Engagement and Governance ✕
GOAL 4: Optimizing Resources ✕

Goal 1 Actions & Tasks
Enter Program Goal 1 Actions & Tasks here.

GOAL 2

Goal 2
Enter Program Goal 2 here.

Goal 2 Alignment to GCC Strategic Plan ⓘ

GOAL 1: Advancing Workforce Development and Training ✕
GOAL 2: Fostering 100% Student-Centered Success ✕   ⌄
GOAL 3: Leveraging Transformational Engagement and Governance ✕
GOAL 4: Optimizing Resources ✕

Goal 2 Actions & Tasks
Enter Program Goal 2 Actions & Tasks here.

GOAL 3

Goal 3

Enter Program Goal 3 here.

Goal 3 Alignment to GCC Strategic Plan ⓘ

GOAL 1: Advancing Workforce Development and Training ✕
GOAL 2: Fostering 100% Student-Centered Success ✕
GOAL 3: Leveraging Transformational Engagement and Governance ✕
GOAL 4: Optimizing Resources ✕

⌄

Goal 3 Actions & Tasks

Enter Program Goal 3 Actions & Tasks here.

⌄   **Supporting Documents**   *Last Modified: 01/31/2024, M. Burgos*

Use this section to upload files related to the program review areas   ✕

* denotes a required field.

Supporting Documents

Document Name	Document Description	➕
some-rubric.pdf		✕

GUAM**COMMUNITY**COLLEGE

PROGRAM REVIEW REPORT

Program - SAMPLE

Program - SAMPLE: Program Review

2023 - 2024

General

Completion Status

In Progress

Submitter

Sample

I. Program Description

Catalog Program Description

Insert Catalog Program Description here.

Related GCC Institutional Strategic Master Plan Goals

GOAL 1: Advancing Workforce Development and Training,GOAL 2: Fostering 100% Student-Centered Success,GOAL 3: Leveraging Transformational Engagement and Governance,GOAL 4: Optimizing Resources,GOAL 5: Modernizing and Expanding Infrastructure and Technology

II. Program Effectiveness

Course Data and Analysis

Course Success Rate by Mode of Instruction

Traditional,Online,Hybrid

Course Success Rate Narrative

Provide a short analysis for the items you selected above.

Retention Rate by Mode of Instruction

Traditional,Online,Hybrid

Retention Rate Narrative

Provide a short analysis for the items you selected above.

Student Equity Data

Specifically address any equity gaps (Ethnicity, Age, Gender, etc.) that have surfaced in the data. What innovative plans or projects will help close these gaps? (Include timeline)

Curriculum - Currency of Program and Course Guides

Identify programs and courses that have not been updated within the past 5 years. Include timeline to bring program and courses up to date.

Overall Observation of Data on Courses

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

Program Data and Analysis

Demographics

Provide a breakdown of program enrollment (ex. By age, ethnicity, gender).

Program - SAMPLE: Program Review

Award Count

Breakdown by program (ex. AS = XX, Cert = YY)

Time to Completion based on Award

Break down by AS, Cert awards

Persistence Rates

Fall to Spring persistence rate is the percentage of GCC students who were enrolled in the Fall semester and continued to be enrolled in the next Spring semester. Spring to Fall persistence rate is the percentage of GCC students who were enrolled in the Spring semester and continued to be enrolled in the next Fall semester.

Stop-outs

Stop-out students are those who do not enroll for two consecutive regular (Fall & Spring) semesters.

Student Equity Data

Specifically address any equity gaps that have surfaced in the data. What innovative plans or projects will help close these gaps?

CTE Data: Advisory Committee Meeting Dates

Enter Advisory Committee Meeting Dates (include agenda and minutes as an attachment)

CTE Data: Advisory Committee Meeting Agendas & Minutes

some_results.txt

Overall Observation of Data on Program

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

Faculty/Program Staff Data and Analysis

Faculty Professional Development (Lite Rich Text)

Provide examples of any professional development that faculty have attended and include a timeline and its alignment to curriculum and instruction. Examples of implementation must be included.

SWOT Analysis

Conduct a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

III. Program Goals

GOAL 1

Goal 1

Enter Program Goal 1 here.

Goal 1 Alignment to GCC Strategic Plan

GOAL 1: Advancing Workforce Development and Training,GOAL 2: Fostering 100% Student-Centered Success,GOAL 3: Leveraging Transformational Engagement and Governance,GOAL 4: Optimizing Resources,GOAL 5: Modernizing and Expanding Infrastructure and Technology

Goal 1 Actions & Tasks

Enter Program Goal 1 Actions & Tasks here.

Program - SAMPLE: Program Review

GOAL 2

Goal 2

Enter Program Goal 2 here.

Goal 2 Alignment to GCC Strategic Plan

GOAL 1: Advancing Workforce Development and Training,GOAL 2: Fostering 100% Student-Centered Success,GOAL 3: Leveraging Transformational Engagement and Governance,GOAL 4: Optimizing Resources,GOAL 5: Modernizing and Expanding Infrastructure and Technology

Goal 2 Actions & Tasks

Enter Program Goal 2 Actions & Tasks here.

GOAL 3

Goal 3

Enter Program Goal 3 here.

Goal 3 Alignment to GCC Strategic Plan

GOAL 1: Advancing Workforce Development and Training,GOAL 2: Fostering 100% Student-Centered Success,GOAL 3: Leveraging Transformational Engagement and Governance,GOAL 4: Optimizing Resources,GOAL 5: Modernizing and Expanding Infrastructure and Technology

Goal 3 Actions & Tasks

Enter Program Goal 3 Actions & Tasks here.

Supporting Documents

Supporting Documents

some-rubric.pdf

Closing the Loop

The following are some examples of when assessment findings indicate a need to modify the assessment process here (extracted from Bakersfield College Assessment Handbook):

1. **Student Learning Outcomes**
Re-assessing learning outcomes provides a structure for reviewing student learning outcomes. Based on findings from the student learning outcome assessment results, a program may want to retain, modify, or eliminate an outcome.

2. **Assessment tool**
In addition to changing outcomes, there might be a need to change the type of data collected. If results obtained were not as expected, it is also important to know if better information could be collected to demonstrate student learning. This change could vary from modifying items on a multiple-choice test to creating a new rubric for reviewing essays.

3. **Data collection procedures**
In addition to having the correct tool, it is also important to consider how data were collected in previous student learning assessments. Knowing who was included in the assessment data, and when data were collected are important to understanding if changes need to be made in data collection procedures.

4. **Changes in the academic program**
Results from the student learning assessment may indicate that program curricula need to be reviewed and adjusted. Mapping student learning outcomes to the curriculum is the first step to understanding if changes are necessary. Changing how concepts are introduced and the timing of that introduction to students are two common findings from student learning assessments.

5. **Mapping outcomes to the curriculum**
Results may indicate a need to understand where students are introduced to concepts defined in the learning outcomes. Mapping learning outcomes to program courses is the first step in understanding where students are introduced to the material they need to master.

6. **Examining concept reinforcement**
Often programs will discover that students are introduced to the concept in the curriculum, but course assignments and planned experiences are not sufficient to help students master those concepts. This may lead to considering modifications in assignments, readings, or general teaching approaches to reinforce concepts with students. A program may also discover that a new course needs to be created to sufficiently address a learning outcome.

7. **Examining course sequencing**
Sometimes faculty will discover that the course provides sufficient support for the student to master the material, but course sequencing should be adjusted so that students are introduced to concepts that build on and complement each other. The student learning assessment process can be used as an audit of the programmatic educational experience.

8. **Consider resources**
Closing the assessment loop may require the use of additional resources. Discovering the need for additional course sections or courses may require resources beyond current budgets. In addition to fiscal resources, there are other resources such as time to consider. Modifying tests or creating new materials requires time, which is a valuable resource.

9. **Taking Action**
Opportunities to improve the assessment process and curriculum may emerge from assessment results, but will not be realized without planning and implementation. The assessment loop is only closed if actions are taken to make modifications where necessary. Answering who, what, when, and where questions about assessment modifications are helpful to planning and implementing any changes.

Principles of Good Practice for Assessing Student Learning

Developed under the auspices of the AAHE Assessment Forum, December 1992.

1   **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what 's easy, rather than a process of improving what we really care about.

2   **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3   **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts
attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4   **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up' matters greatly. But to improve outcomes, we needed to know about student experience along the way – about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5   **Assessment works best when it is ongoing, not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6 **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7 **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about**. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8 **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone change little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9 **Through assessment, educators meet responsibilities to students and to the public**. There is a compelling public stake in education. As educators, we have responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation – to ourselves, our students, and society – is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

APPENDIX A
Board of Trustees Policy 306

GUAM COMMUNITY COLLEGE
Board of Trustees

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

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

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

Assess program quality, productivity, need and demand;

Improve the quality of academic offerings and career and technical training;

Ensure appropriate allocation of resources;

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

WHEREAS, Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards requires that GCC conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement; and

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

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

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

Page 2: GCC Board of Trustees Policy 306 - Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees

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

Amended & Adopted: December 15, 2023
Resolution 30-2023

Amended & Adopted: May 6, 2022
Resolution 1-2022

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

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

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

Adopted: September 4, 2002
Resolution 13-2002

APPENDIX B
Assessment and Curriculum Cycle Memo

Memorandum

TO: Dr. R. Ray D. Somera, Vice President for Academic Affairs

FROM: Katsuyoshi Uchima, CCA Chairperson
           Dr. Anthony Jay Sunga, CRC Chairperson

SUBJECT: Assessment (CCA) and Curriculum (CRC) Cycle Schedule

DATE: September 9, 2019

The Committee on College Assessment (CCA) and the Curriculum Review Committee (CRC) would like to welcome the college community to the new academic year and the new assessment and curriculum cycle and processes.

We would like all departments to schedule department-specific training so that they may work collaboratively to complete their assessment and/or curriculum requirements based on this schedule and their department-specific strategic planning priorities and schedules. As a reminder, the assessment deadline is Monday, October 14, 2019. Departments should secure a training date with the Office of Assessment, Institutional Effectiveness and Research prior to the fall assessment deadline by calling 735-5520 or emailing gcc.aier@guamcc.edu.
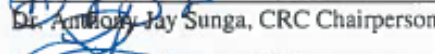
The CRC meeting calendar is also organized around the new schedule so that curriculum authors may begin submitting curriculum for the committee's review within the timelines identified on the new Assessment and Curriculum Cycle Schedule. Authors may contact the CRC by emailing gcc.crc@guamcc.edu.

Reviewed by:

Katsuyoshi Uchima, CCA Chairperson

Marlena Montague, CCA Co-chair

Dr. Anthony Jay Sunga, CRC Chairperson

Tina Quinata, CRC Co-chair

Approved / V   Disapproved / /

9/11/19

Dr. R. Ray D. Somera, Vice President for Academic Affairs

9/11/2019
Date

Enclosures: • Assessment (CCA) and Curriculum (CRC) Cycle Schedule, 2019-2025
              • Assessment and Curriculum Schedule Detail, AY 2019-2020 & AY 2020-2021

APPENDIX C
Institutional Strategic Master Plan (ISMP) Goals and Objectives

Institutional Strategic Master Plan (ISMP) Goals and Objectives for Assessment

Goal 1: Advancing Workforce Development and Training

Objective 1.1 Respond to local and regional occupational needs

Objective 1.2 Cultivate meaningful partnerships

GOAL 2: Fostering 100% Student-Centered Success

Objective 2.1 Enhance the professional development process for all employees

Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs

Objective 2.3 Integrate and enhance wraparound services

GOAL 3: Leveraging Transformational Engagement and Governance

Objective 3.1 Strengthen stakeholder opportunities to engage in the transformational process, governance and institutional decision making

Objective 3.2 Foster an organizational culture that empowers and facilitates transformational engagement and rewards collaboration

GOAL 4: Optimizing Resources

Objective 4.1 Diversify revenue streams

Objective 4.2 Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO)

Objective 4.3 Provide employee professional development

Objective 4.4 Develop and implement succession planning
Objective 4.5 Cultivate team building

GOAL 5: Modernizing and Expanding Infrastructure and Technology

Objective 5.1 Expand educational footprint

Objective 5.2 Ensure robust technology

Objective 5.3 Provide access to sustainable facilities

Under "Historical Assessment Perspective"

Include details on whether prior activities have been conducted/assessed as it relates to ISMP Goals and Objectives. If the current activity is a "step" or "phase" towards a much larger project/activity/initiative/etc. as it relates to the ISMP Goal and Objective explain it here on how it will lead to the much "bigger" goal. Note that this is a YEARLY assessment cycle so it may take several years to meet or reach an overall goal.

APPENDIX D
IDEA Student Ratings of Instruction Survey Objectives

## IDEA Student Ratings of Instruction Survey Objectives

SLO #3 FA2024- SP2025 IDEA -
- Gaining factual knowledge (terminology, classifications, methods, trends)

- Learning fundamental principles, generalizations, or theories

- Learning to apply course material (to improve thinking, problem solving, and decisions)

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

- Acquiring skills in working with others as a member of a team

- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

- Developing skill in expressing oneself orally or in writing

- Learning how to find and use resources for answering questions or solving problems

- Developing a clearer understanding of, and commitment to, personal values

- Learning to analyze and critically evaluate ideas, arguments, and points of view

- Acquiring an interest in learning more by asking questions and seeking answers

APPENDIX E
Assessment (CCA), Program Review and Curriculum (CRC) Cycle Schedule Memo

GCC

GUAM**COMMUNITY**COLLEGE

<u>Memorandum</u>
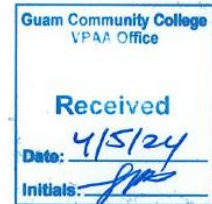
TO: All Faculty

VIA: Dr. Gina C. Tudela, VPAA

FROM: Catherine M. Solidum, Assistant Director, AIER

SUBJECT: Assessment (CCA), Program Review and Curriculum (CRC) Cycle Schedule

DATE: April 04, 2024

In order to ensure continuous quality improvement of our programs, Program Review has been added to the Assessment and Curriculum Cycle Schedule. A Program Review Template is available in the Nuventive Improvement Platform with relevant data sets for each program. Training on the use of the template will be made available to departments as necessary.

For your reference, attached is the updated Assessment (CCA), Program Review and Curriculum (CRC) Cycle Schedule effective Fall 2024 term.

Thank you for your support on this important institutional activity.

Guam Community College

Assessment (CCA) and Curriculum (CRC) Cycle Schedule

2024 – 2029

Academic Year		2024-2025		2025-2026		2026-2027		2027-2028		2028-2029	
Semester		**Fall 2024**	**Spring 2025**	**Fall 2025**	**Spring 2026**	**Fall 2026**	**Spring 2027**	**Fall 2027**	**Spring 2028**	**Fall 2028**	**Spring 2029**
Due Date		October 14, 2024	March 10, 2025	October 13, 2025	March 09, 2026	October 12, 2026	March 08, 2027	October 11, 2027	March 13, 2028	October 09, 2028	March 12, 2029
Group A Associate/Associate-Certificate Program Unit / **Group B** Certificate Program Unit	Curriculum not expired	PROGRAM REVIEW	PROGRAM REVIEW	CURRICULM REVIEW	CURRICULM REVIEW	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Plan & Data Collection	PROGRAM REVIEW	PROGRAM REVIEW
Group D Special Program Unit / **Group E** Bachelor of Science Program Unit	Curriculum Expired/Expiring	COURSE Assessment Plan & Data Collection	COURSE Assessment Report & Implementation	PROGRAM REVIEW	PROGRAM REVIEW	CURRICULM REVIEW	CURRICULM REVIEW	PROGRAM Assessment Plan & Data Collection	PROGRAM Assessment Report & Implementation	COURSE Assessment Plan & Data Collection	COURSE Assessment Plan & Data Collection
Group C Administrative and Student Service Units		ADMINISTRATIVE UNIT Assessment Plan & Data Collection	ADMINISTRATIVE UNIT Assessment Report & Implementation	STUDENT SERVICES UNIT Assessment Plan & Data Collection	STUDENT SERVICES UNIT Assessment Report & Implementation	ADMINISTRATIVE UNIT Assessment Plan & Data Collection	ADMINISTRATIVE UNIT Assessment Report & Implementation	STUDENT SERVICES UNIT Assessment Plan & Data Collection	STUDENT SERVICES UNIT Assessment Report & Implementation	ADMINISTRATIVE UNIT Assessment Plan & Data Collection	ADMINISTRATIVE UNIT Assessment Report & Implementation

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

Assessment Handbook
2025-2026