

Kulehon Kumunidát Guáhan

Mary A.Y. Okada, Ed.D.

President

<u>Memorandum</u>

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TO:

Barbara A. Beno, Ph.D., President

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

FROM:

Mary A.Y. Okada, Ed. D., President

Guam Community College

SUBJECT:

College Status Report on Student Learning Outcomes Implementation

DATE:

October 10, 2012

The Guam Community College respectfully submits our College Status Report on Student Learning Outcomes Implementation (with the accompanying DVD and hard copy to be slow mailed separately) containing the actual electronic copies of the quantitative and qualitative evidence demonstrating our status of SLO implementation.

The College is scheduled to submit this report to the Commission by the March 15, 2013 reporting date but with your prior approval, we are submitting the required report one semester ahead of schedule. The evidence cited in the text of the report includes links to the College's web resources. All links are active and accessible from any system with internet connectivity.

I hereby submit this final report which accurately reflects the nature and substance of this institution specifically related to SLO implementation.

Mary A.Y. Okada, Ed. D.

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ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

Commission of Professional Commission

Instructions

Colleges are asked to use this report form in completing their College Status Report on Student Learning Outcomes Implementation. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. Narrative responses for each section of the template should not exceed 250 words.

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); and
- b. Submit the full report with attached evidence on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: September 30, 2012

Institution's Name: Guam Community College

Name and Title of Individual Completing Report: Dr. R. Ray D. Somera, Academic Vice President and (ALO) with Marlena Montague, Institutional Researcher

Telephone Number and E-mail Address: (671) 735-5528; reneray.somera@guamcc.edu

Certification by Chief Executive Officer: The information included in this report is certified as a complete and accurate representation of the reporting institution.

Name of CEO: Dr. Mary A.Y. Okada Signature: Why (1) Okada

(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3[See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 415
- b. Number of college courses with defined Student Learning Outcomes: <u>413</u> Percentage of total: <u>99.5%</u>
- c. Number of college courses with ongoing assessment of learning outcomes: <u>274</u> Percentage of total: 66 %

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 37 (16 certificates & 21 degrees)
- b. Number of college programs with defined Student Learning Outcomes: <u>37</u> Percentage of total: <u>100%</u>
- c. Number of college programs with ongoing assessment of learning outcomes: 34; Percentage of total: 92%

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 9
- b. Number of student learning and support activities with defined Student Learning Outcomes: 9; Percentage of total: 100%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 9; Percentage of total: 100%

4. Institutional Learning Outcomes

a. Total number of institutional Student Learning Outcomes defined: 5

b. Number of institutional learning outcomes with ongoing assessment as 5 m s and 5 m

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

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 TracDat, the College's assessment data management software. Guided by the College's Two Year Assessment Cycle Schedule, the regular and systematic assessment of courses, degree programs, student services units, administrative units, and the overall institution along with the accompanying evidence may be found in TracDat (http://tracdat.guamcc.edu:8081/tracdat/). The college defines student learning outcomes for student services units as student services unit outcomes (SSUOs) and administrative units as administrative unit outcomes (AUOs).

There are 5 defined institutional learning outcomes (ILOs) published in the College catalog. These ILOs are assessed continuously through the program and course level SLO assessment process via TracDat 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 TracDat's capability to generate this kind of report.

The Office of Assessment, Institutional Effectiveness & Research and the Committee on College Assessment enforces and monitors the College's Comprehensive Assessment Initiative.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

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.

GCC's Institutional Learning Outcomes (ILOs) were developed in December 2009 as a task of the General Education Committee with input from all faculty, the Faculty Senate, the College Governing

Council (CGC), and the Board and are published in the academic catalog. 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 Faculty Senate and the College Governing Council (CGC) membership include faculty, staff, administrators and students with voices in the decision making processes for institutional improvements.

GCC's Institutional Strategic Master Plan (ISMP) for 2009-2014 was developed through a facilitated process of guided discussions with faculty, staff, and administrators at GCC. The ISMP goals are consistent with the mission of the College and include measurable tasks which are assessed on an annual basis. The ISMP's four major initiatives of Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning are made available in TracDat for assessment authors to link/relate each AUO, SSUO and SLO to at least one of the five ILOs and at least one of the four ISMP goals.

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.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

The Office of Assessment, Institutional Effectiveness and Research (AIER) and the Committee on College Assessment (CCA) has produced an Annual Institutional Assessment Report (AIAR) since 2001. This academic year marks the production of the 12th AIAR. This report highlights information and data specific to the College's activities related to the implementation and continuity of the GCC Comprehensive Assessment Initiative through various program review components and provides a guide to departmental planning and program changes.

The annual assessment reports attest to the College's commitment to continuous institutional self evaluation and reflection with realistic plans and initiatives for improvement. The earlier reports were focused on laying the foundation of assessment by grounding it in processes, procedures, and protocols. Since then, evidence of the institutionalization of assessment is reflected and the concrete results of assessment continue to be used to improve and strengthen instructional programs, student support services, and administrative units within the college.

TracDat, the assessment data management software which records assessment activities and

outcomes, has allowed the College to implement an embedded assessment system. The process is SLO-based, faculty driven, electronically managed, administration facilitated, and provides for continuous engagement with accreditation issues year round. The assessment software has allowed the College to learn more about its students. The data gathered provides the baseline for dialogue and improvement at the institutional and program 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.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

Course and program assessment are tied directly to the annual program review process, and the assessment practice of linking assessment results to improvements leads to budget allocation through the planning process. The College's Data-Driven Dedicated Planning (3DP) Framework models this data-driven approach to planning, decision-making, and resource allocation. The program review process guides improvements and plays a key role in resource allocation and decision-making processes. As culled from the TracDat database, the most frequently reported use of assessment results for program improvement is the refinement of the assessment method or implementation of new assessment methods, followed by modifications in instructional methods for faculty, change in recruitment/advising processes, change in course guide after department and advisory board review, use of assessment information to guide changes in degree programs, and acquisition of supplies and equipment.

A concrete example of closing the loop is the improvements made at the library. Assessment at the program/unit review showed the need for additional capacity for the Library/Learning Resource Center. In addition to greater capacity and more seating, the students wanted comfortable chairs, group study rooms, faster computers, improved Internet access, and electronic resource. Due to student responses to surveys and focus groups, as part of assessment, plans for the new GCC Learning Resource Center incorporated student requests. The second floor doubles the library space, and the facility offers comfortable seating, faster computers, and improved Internet access. The library has purchased e-books and is in the process of purchasing more electronic resources.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning

outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

The College's AIER Office was created in 2004 to develop and sustain assessment momentum through capacity building efforts that will empower constituents to use assessment results for accountability and improvement and to systematize assessment protocols, processes and policies. Through the regular and systematic process of assessing various aspects of the College using tools such as the Student Ratings of Instruction Survey, the President's Performance Appraisal Survey, the Institutional Effectiveness Survey, the Board of Trustees and Foundation Board of Governors Survey, and various other surveys, AIER is able to gather and report statistics related to key components of the institution and provide a thorough analysis and meaningful recommendations for improvement based on the data available. AIER reports have grown in depth and complexity through the years, demonstrating how assessment has become an integral part of the College's daily activities and provides evidence of the impact of assessment on successful student learning outcomes and quality institutional reflection, planning and decision-making. The AIER Office also provides institutional data that has been sufficiently disaggregated for use in various planning initiatives.

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Examples of some the comprehensive assessment reports that continue to be produced are: Board of Trustees and Foundation Board of Governors Assessment Reports, Consolidated Administrators' Assessment Reports, Faces of the Future Reports, Fact Books, Faculty Senate Effectiveness Survey Reports, IDEA Student Ratings of Instruction Survey Reports, Institutional Effectiveness Survey Reports, President's Performance Appraisal Survey Reports, CCESQ Survey Report, Student Questionnaire Report, General Education Impact Study Assessment Report, Guam Employers' Survey.

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

The assessment infrastructure of the College is built around student learning outcomes at the course, program, student support services, administrative offices, and institutional levels. The TracDat assessment data management software provides the mechanism for assessment plans and reports to link outcomes and goals at all levels of the institution including the accreditation standards established by the Accrediting Commission for Community and Junior College.

Course and program-level SLOs and institutional learning outcomes (ILOs) are clearly articulated in the College Catalog and the SLO and Curriculum Mapping Booklet distributed to faculty and updated each academic year. Through numerous meetings, workshops, and campus-wide forums, the

campus community has been presented with opportunities to participate in dialogue about SLOs. Course level SLOs are listed in all course syllabi and are also published in the new e-catalog purchased by the College.

Course and program level SLOs are included in the course and program guide. As part of the program guide, faculty members must also complete the SLO map. This map connects course level SLOs to program level SLOs and the ILOs. Faculty members are primarily responsible for creating student learning outcomes, with input from advisory committees as appropriate. This method ensures that student learning outcomes are at the collegiate level. In addition, faculty members articulate a plan on how to assess course- and program-level student learning outcomes, collect data, report the findings, and then describe how the results will be used for program improvement. Assessment authors are also required to input information on budget implications into TracDat. The Two-Year Assessment Cycle Schedule guides when program and course level outcomes should be assessed.

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

The College's program and course guides require the articulation of SLOs. Program- and course-level SLOs and the College's ILOs are published in the College catalog. Since 2009, the College began expanding the discussion of student learning outcomes among students. An "SLO Jingle Contest" was initiated as one of the first efforts to directly educate students on SLOs beyond the classroom. GCC students, alumni, faculty, staff, and administrators were invited to participate and a winner was selected. In spring 2011, an "SLO Song Contest" was held, and in fall 2011, an "SLO Music Video Contest" was announced. As a result of these initiatives, students now have a greater awareness and appreciation of the value of SLOs in their education.

The College's assessment process is based on student learning outcomes and all course, program, student services unit, and administrative unit outcomes are available in the assessment data management system, TracDat, for the campus to access and utilize in data-driven decision-making and planning processes.

Course syllabi detail the SLOs and the evaluation process. Syllabi are reviewed every semester by the department chairperson and the adjunct associate dean and a sample of each course syllabi is required to be uploaded into TracDat under the course related documents.

The CCA is tasked with reviewing the information inputted into TracDat by departments/units and making recommendations for improved assessment processes. This committee is comprised of seven faculty members, including one post-secondary faculty member who chairs the committee, as well as six administrators and staff, along with a student representative.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:

YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?
WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU
ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU
PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

As validated by the visiting team during our March 2012 Comprehensive accreditation visit, GCC is operating at the level of sustainable continuous quality improvement (Level 4) as outlined by the Commission. The College has established and communicated to students and the community student learning outcomes. The College's two-year cycle for the assessment of SLOs at the course, program, certificate, degree, student support services, administrative offices, and the institutional levels is ongoing, 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. Our July 2012 reaffirmation of accreditation by ACCJC testifies to the College's commitment to continue this effort with zeal, tenacity and dedication.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Evidence Name:	Website Links:	
Proficiency Rubric Statement 1: Numerical Response Evidence and Narrative Response		
Evidence:		
Academic Catalog: AY2012-2013	http://catalog.guamcc.edu/	
Course Assessment Reports:		
Course Assessment Reports.	1	
	http://ifs.guamcc.edu/adminftp/academics/servic	
	es/aad/aier/2012accjcsloreport/coursereport/acc	
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Automotive AS_Cert	motiveascertcourselevel.pdf	
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	es/aad/aier/2012accjcsloreport/coursereport/civi	
Civil Engineering AS	lengenieeringascourselevel.pdf	
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Computer Aided Design and Drafting Cert	es/aad/aier/2012accjcsloreport/coursereport/com	
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Medium Heavy Diesel Truck Cert	<u>iumheavytruckcertcourselevel.pdf</u>
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Office Technology AS_Cert	cetechnologyascertcourselevel.pdf
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